

**An evaluation of the
Enabling Education Network – EENET
November 2006**

**Duncan Little
Anise Waljee
November 2006**

1. Summary

The Enabling Education Network (EENET) is "...an information-sharing network which promotes the development of more inclusive practices in education worldwide..."¹ The network is generally very well received by users² and by supporters³ who consult EENET for advice, information and resources on inclusive education (IE). These supporters include international non-governmental organisations (INGOs), donors, practitioners and other national and international partners in development. The network is regarded as a unique global resource. One user's observation encapsulates succinctly what many others also express: "...for me, EENET is a first-stop reference point on matters [to do with] inclusive education".

Usage of the network has been building progressively over the past decade. There is an overwhelming support for EENET's activities. Most criticisms of EENET expressed during the evaluation process stem from a desire to make this exceptional, useful and needed resource even better, so that it can make an even greater contribution to the development of IE. But the network also has issues it needs to address; in particular, how to meet the ever-growing demand on its services and expertise without any financial security.

This report was commissioned by Norsk Forbund for Utviklingshemmede – the Norwegian Association for Persons with Developmental Disabilities (NFU). It comprises the findings of an evaluation of EENET's work over the last five years, a discussion of the organisational review of the network, and recommendations on the way forward over the next five years. NFU's commitment to helping EENET to move forward over the next five years is critical.⁴

The two evaluators used a variety of methods for reaching both Northern and Southern users of EENET. These included interviews in person and on the phone, a detailed questionnaire to all users, and focus groups in East Africa and in the UK. Finally, a review of various materials was conducted: newsletters, annual reports and records kept by EENET. The review covered users, EENET staff, Northern NGOs and EENET supporters, steering group members and donors.

¹ Strategic Plan 2003-2005.

² In the text, the term 'users' refers to all those contacting EENET for assistance regarding IE issues, those who use the website, etc.

³ In the text, the term 'supporters' refers to all who assist EENET such as Northern NGOs, 'friends' offering advice, steering group members and donors.

⁴ The commitment is evidenced in the preamble to the Terms of Reference for this evaluation: "NFU's support to EENET has mainly been financial to sustain the daily work of EENET and NFU delegates or programme officers have been members of the international steering group. An evaluation of the partnership has been planned as an integrated part of the co-operation, so that NFU and EENET have the possibility to adjust the course of their work according to the evaluator's suggestions." It is also mentioned in the specific objectives, which state: "6. Assess NFU's role in the development of EENET..." and "7. Make recommendations on how NFU can engage with EENET in its international solidarity work." (See Appendix 5.)

Key recommendations

A number of key recommendations covering EENET's work, identity, operations, impact, user perspectives and expectations and funding were distilled from the data and the discussions. These are set out below.

Key recommendation 1: Funding

A major task is to consolidate the gains made by EENET in the field of IE to ensure the future success and prosperity of the network. This evaluation has identified a number of possible ways forward, but EENET needs the financial security over the next three years to explore these options. NFU and other donors, particularly those who have supported the network in the past and/or benefit from its services, should consider providing EENET with that 'breathing space' for three years. This would help it gain a solid financial base for its evolution and activities.

Key recommendation 2: Website design and navigation

There is evidence that a majority of those users who responded to the survey are now using the Internet to access EENET's resources. Although the questionnaire respondents and focus group participants cannot be assumed to be fully representative of all EENET's users, there appears to be a growing need to solve certain navigational problems with the site and to think about redeveloping it.

There is a need to redevelop the site so that the increasing group of Southern users who do have Internet access can more quickly and directly access the information they require. This could then make the site more accessible to more users, even in places with very poor or slow Internet connections.

A new single navigation bar should be introduced that can be understood at a glance by new users. However, before this process is undertaken, it would be useful to clarify the key communication aims and objectives for the site, so that the success of the website redevelopment can be measured. Measurement of use of the site, through the number of hits, etc, will also highlight sections that are most important, and others that may be redundant. The key communication aims and objectives of the site could include:

- explaining what EENET is
- explaining the benefits of joining EENET, and how to join
- presenting articles on inclusion topics, which can easily be found and read
- indicating how users can sign up to the annual newsletter, how to access the contents of previous newsletters, etc.

Currently, it is not clear how new users can join the network, and this needs to be made more prominent. The benefits of joining the network and using the website should also be made more obvious. Other improvements should include adding a short introduction on each section that explains its content – for example, whether the page contains external links, links to articles within the site, etc.

However, these recommendations should be looked at in conjunction with the management of the website. Management is currently provided free by Inclusive Technology (IT). This causes some difficulties, but this management arrangement would annually cost thousands of pounds to replace. There is a need to resolve the relationship between EENET and IT, or to think about seeking alternative funding to ensure that the website is wholly controlled and managed by EENET.

Key recommendation 3: Readability

While some users find EENET's material easily accessible, it did not score so well when put to a readability test. There is a need to increase the clarity and comprehension of text in EENET's own materials for its existing readership and for new users. EENET also needs to re-visit its website and review the readability of its webpages and other editable material at regular intervals.

Key recommendation 4: Articulation of EENET's identity

EENET needs to articulate more prominently what it stands for and what promising IE practice it draws on. Clearer guidance in all publications and on its website regarding what EENET does/does not do will help the network to develop better ways of explaining and promoting its activities. It will also help the network to articulate to itself what its future direction is going to be. This recommendation is also linked to the issues of branding⁵, creating a higher profile for the network, and the general consensus that EENET should take a lead role in the process of regionalisation of the network. (See key recommendations 5, 11 and 12.)

Key recommendation 5: Building national and regional IE networks

There is a need, identified by evaluation respondents and during the focus group discussions, for EENET not just to continue supporting existing national and regional networks, but actively to help set up others and initially help them, in conjunction with Southern counterparts.

Key recommendation 6: Reviving and changing the steering group structure

The broadening of perspectives that an advisory steering group brings is important and the existing group should be revived and extended to bring new blood into it. However, this needs to be matched by a corresponding expansion in staff or, as one interviewee suggested, the creation of an intermediary body that would not be simply advisory. This body would become involved with implementation as well taking forward some of the ideas generated by the advisory steering group on a 'need for action' basis.

Key recommendation 7: Expanding operational structures

EENET needs to discover an overall structure that enables it to expand its work, document its operations and yet retain its very friendly and personal approach to people. Options include expanding its staff if funding permits (Section 6), reviewing the notion of regionalisation (Section 7), and the associated notion of branding (Section 8).

⁵ A brand is a way of identifying what an organisation or a product stands for. It helps users to know what is distinctive, original, unique and different about that particular organisation or product. In the case of EENET, the branding can signify its particular approach to inclusion for which the network is valued.

The network needs to seek a long-term three-to-five year grant to review and re-shape its operations in order to do any of the above.

Key recommendation 8: Setting up independently of the University of Manchester

Manchester University's initial nurturing provided both shelter and support for the newly formed EENET and continues to give it credibility and some exposure. However, the network is now well recognised for its work and the university location is proving a barrier, especially with respect to some donors' ability to fund EENET per se, rather than just fund discrete activities or consultancies. The very welcome sense of freedom that the university's 'hands off' approach gives must be balanced by the equally real sense of being abandoned, especially when it comes to receiving concrete support for implementing the objectives of the network's Strategic Plan.

Therefore, the network needs to revive the idea that it could become a charity or trust and should spend time pursuing these alternatives. It needs to explore partnerships with other universities/organisations in the South and elsewhere in the North. It could, over a period of time, move some of its operations to the South to identify and secure further funding. This would not preclude a relationship with the University of Manchester, but would change the current arrangement.

Key recommendation 9: Staffing levels

The size of the staff is now a serious constraint to the network's potential for making a unique contribution to issues of inclusion in the South and within major national and international policy arenas (see Section 7). It is telling that one reason why EENET has not looked seriously at breaking away from the university is simply that they have not had time to do so: an earlier attempt at charitable trust registration was aborted as other demands on staff time became a priority. However, the nature of EENET dictates that it expand in modest numbers to retain the very personal touch that it guards so carefully.

EENET needs to look at a gradual expansion of between three and six people. According to its Northern supporters, this was felt to be an optimum size if it is to maintain its very personal approach and the characteristics that make it accessible to its users.

Key recommendation 10: Financial support from donors and Northern partners

It is crucial for EENET to acquire a breathing space through the allocation of a three-to-five-year grant, or some other form of secure funding, to enable it to pursue some of the strategies and structural changes highlighted in this evaluation. This includes looking at not only its continued existence, but at a geographical expansion of its current work. This might be through the inclusion of other language services, as well as more activities to share its skills in materials production, research, filling the gap between grassroots work and policy, etc.

Possible strategies that EENET could look into include:

- Partnering with other universities in countries such as South Africa or Honduras. Once that kind of set-up is fully operational (perhaps over a period of five years), consider moving to the South but retaining a UK office. As one interviewee stated: "...these are options and not necessarily linked. I think EENET would need about five years to really consolidate its work, its funding base and then be able to move a head office to the South. If it partnered with other universities, as suggested, it needs that lead time. If it chooses not to do this then that is fine, too. Meanwhile, it does need more staff in any case and that could work in terms of a two-year contract each time."
- Creating a small pool of EENET-approved consultants with diverse skills/specialisations. They could be 'on call' for EENET work for two to three months of the year, and so collectively 'cover' assignments throughout the year. They would work on the basis that they pay a fee towards EENET's expenses in return for receiving the work referral. Northern NGOs indicate that such EENET-approved consultants would be very much in demand by other NGOs who trust the 'EENET seal of quality'. And where such consultants come from the South they would bring the advantages of knowing the context in which IE is being developed.
- Taking on an intern, in addition to new staff, to release the time of the current staff to engage in consultancies more frequently.
- Charging more when Northern donors are paying for materials.
- Exploring the possibility of a supporter fee from the richer Northern NGOs. This could be rated, participants suggested, according to ability to pay. The Northern NGOs have indicated that they would be willing to contribute to EENET's work in this way.
- Looking at branding (see Section 8).
- Promoting and expanding EENET's own productions such as the excellent parent's guide which is not being sufficiently advertised (because of lack of staff time). EENET needs to produce more material on inclusion, training, writing and editing, etc, and promote it to generate revenue from the North. What it produces would, of course, be determined by the network's sense of what is seriously lacking in the field of IE and by the constant need to balance its work against its core principle of promoting the work of others.
- Getting its donors to look for 'basket-funding', where funds are made available not just to one organisation but to a sector or an issue on which a few organisations might work together. (The challenges of working with someone else's agenda have to be guarded against.)
- Formally approaching its Northern supporters with its funding crisis so that supporters within the organisations can then lobby for funding on EENET's behalf and/or come to a joint support agreement. Such funding would be provided on the understanding that it is strictly 'hands-off', with no strings attached, in recognition that EENET's identity needs to remain intact.

Northern supporters also need to ensure that they play their part in keeping EENET going. They can do this by lobbying their organisations and other fora where they have influence or presence, to ensure that EENET's work is featured. This will ensure that

EENET has access to financial support as well as a presence at such international and inter-NGO fora.

Key recommendation 11: EENET should lead and support regionalisation in the context of branding

Regionalisation needs to occur within a framework in which EENET provides a degree of leadership that reflects its core principles, its expertise and its special brand of networking.

Key recommendation 12: EENET must look at the issue of branding

A concern that branding can lead to rigidity and uniformity needs to be seen in the light of the more pragmatic issues of funding. Branding and selling its expertise and materials are things that EENET must consider, with the proviso that it keeps careful watch over not losing its current identity in the process.

These recommendations offer a variety of ways forward, all of which need to be discussed so that some can be developed further by EENET over the next year. EENET can only do this if it has the financial security to devote the time and energy that this process requires. In light of this, recommendation 1 needs to be urgently considered. It is **key** to any further organisational development and direction-setting in which the network can engage.

2. Introduction

EENET entered its tenth year of operation in 2006. This is to be marked by an evaluation (which forms the subject of this report), a number of new materials and a celebratory event in January 2007.

The evaluation was commissioned by NFU, one of EENET's principle financial supporters from 2000 until 2004. It sought to a) review EENET's development as a network from 2000 to 2005, b) assess the scope and impact of its work, and c) make recommendations for EENET's future priorities and sustainability.

The evaluator was appointed in April 2006. A co-evaluator was recruited to focus on EENET's organisational development and generally give support throughout the evaluation period. The research stage of the evaluation took place between April and September 2006.

2.1 Methodology

The evaluation was divided into two distinct but complementary parts. A questionnaire focused on how EENET's users, and primarily its Southern partners, perceive its role, its usefulness and its potential in relation to their own work. The organisational development aspect of the evaluation focused mainly on EENET's Northern friends and looked more directly at future directions, funding issues and re-shaping identities. The evaluators worked together to exchange, compare and draw on each other's work. This report brings together the collective views of all those who engaged with the two evaluators.

2.2 Evaluation plan

The first stage of the process was to develop and agree an evaluation plan (see Gantt chart at Appendix 4).

2.3 Sources of information

The evaluators examined a number of EENET's resources produced over the years, including annual newsletters, IE materials and the website. In addition, the evaluation sought the opinions of several groups of people: the users of the network who are predominantly IE practitioners from the South; supportive organisations largely from the North, whose work in the IE field is enhanced by working with and through EENET; EENET staff and steering group members. These groups are not mutually exclusive – the network users may also be supporting its work, for example, in financing the publication of the newsletter.

2.4 Range of enquiry

The enquiry focused on six key areas:

- What do IE practitioners want of EENET? Do they get it? What more do they want? (service and expectations)
- Are EENET's aims and objectives clear to all users/supporters? (identity)
- How do users/supporters contact EENET? (access)
- Is there global support for EENET? (recognition)
- Is there a demand for regionalisation?
- Ideas for future organisational development.

These areas were covered by 28 specific questions (see Appendix 1), that are used as the basis for this report.

2.5 Evaluation tools

The evaluators worked closely at all stages with the EENET staff, who provided invaluable information and were very helpful with developing and implementing the evaluation tools.

Five methods were used for collecting information:

- **A questionnaire:** which captured feedback from EENET users. This was available both as hard copy (for those users without computer hardware or access to email) and electronically (sent via email and also available from the website).

Questionnaires have the advantage of giving evaluators access to greater numbers of users. However, the method tends to favour those who are willing/able to fill them out and responses to this detached manner of data collection can be low. Despite this, 109 completed questionnaires were returned during the short period of the survey (see Appendix 2). Greater numbers could be obtained in future by extending the response period.

About two-thirds (66 per cent) of questionnaires were returned from Africa. Much smaller numbers were returned by Asian (16 per cent) and European (14 per cent) users. All other regions of the world were represented, with the exception of North and Central America. (See Appendix 3 question 1 for a full breakdown.)

- **Focus group sessions:** four groups, comprising a total of 28 people, were convened. There were three sessions with Southern educators in East Africa (Nairobi, Kenya – nine people; Dar Es Salaam, Tanzania – six people; and Kampala, Uganda – six people) and one session with Northern INGO supporters in London, UK (six people). This approach to data collection enabled the evaluators to reach different users from those completing the questionnaire and allowed a more detailed exploration of issues relating to EENET. All participants had some previous experience of working with IE, but this varied from 'beginner' to 'very experienced'. Each focus group session was written up (see Appendix 6).

- **Interviews:** by telephone and in person. These discussions helped to clarify information and points of contention, and enabled the evaluators to explore certain issues in more depth. The guiding questions for the interviews are set out in Appendix 7.
- **EENET's statistical data:** information collected by the EENET co-ordinator about the network's usage and materials that are produced and requested by users was made available to the evaluators.
- **EENET's resources:** these were examined to illustrate the progress of the network and to see how it has evolved during its first ten years.

In both the focus groups and the interviews the content was, to some extent, shaped by the participants. The interactions were rich and lively, generating a host of ideas as well as identifying the central issues with which EENET is presently grappling.

The diversity of evaluation tools used allowed the evaluators to acquire a sound understanding of the network, its work and its value to users and supporters. We have used three main criteria for considering the rich information at our disposal. In considering an expressed opinion, we asked ourselves:

- Is it a popular opinion? Do many other respondents have the same or similar view, thereby giving it strength?
- Is it a useful opinion? It is quite possible that an idiosyncratic viewpoint or suggestion might, nevertheless, lead to a good idea. We felt it would be inappropriate to automatically reject an idea or suggestion simply because it came from only one or two people.
- Is it a feasible suggestion? Would the implementation of a suggestion be beyond the means of EENET staff?

In the following sections, we work through most⁶ of the questions (Q) identified in the users questionnaire (Appendix 1) and the interview and focus group data. Together they capture the insights gained and suggest ways forward for consideration by the network.

⁶ Some questions are omitted because they have become less useful as the evaluation has progressed.

3. Overview and history of the organisation

EENET was created in 1997. Manchester University's Educational Support and Inclusion (ESI) department organised for it to have an office within its department. Between 1997 and 2001 it became a respected neutral body within the IE movement and had over 1,200 users from 124 countries.⁷ Subsequent years have seen a steady increase in users (see Table 1). It is important to note at the outset that, until 2001, EENET was being run by one part-time co-ordinator.

Table 1: Registered users 2001-05

Year	Users
2001	1,200
2002	1,550
2003	1,742
2004	1,966
2005	2,113

3.1 Core principles

The rapidity with which EENET's user numbers expanded is a testament to the need for such an organisation. It also highlights the particular way in which EENET conceptualised itself and its role in promoting and supporting IE. EENET's uniqueness derives from its founding principles: the recognition that much of the best pioneering work on IE is being done not in the North, with its relatively rich resource base and sense of its own expertise, but in the South. Here resources are scarce and poverty is endemic, but individuals and groups are both innovative and resourceful and the sense of community is usually very strong.

EENET also comes from the position that education is not confined to (and sometimes not even delivered in) schools, but can take place in the informal sector, the community and homes. EENET has sought, therefore, both to raise the profile of/promote work in the South and to push against the mainstream view of development. It has done this by refusing to set itself up as anything other than a network denoting an equal relationship with the South. It facilitates but refuses to direct. It has worked, instead, to establish an exchange of experiences, to debate central concepts of inclusion and to provide space and profile to the concrete, on-the-ground initiatives of the South.

3.2 Resources

As well as setting up the website, dealing with the vast amount of correspondence and producing the newsletter, over the past decade EENET has made a variety of other IE resources available to users (see Table 2). These are either EENET's own materials, developed from research and consultancy work, or resources from other organisations aiming to support IE. EENET makes these items available free to Southern users. It

⁷ Save the Children Sweden Review 2002.

gives "...priority to South-funded organisations/individuals who are often the most excluded from mainstream distribution and dissemination activities". However, it chooses to charge North-funded organisations/individuals, because "...the income is used to enable us to send free copies to those that are South-funded. We hope that you will understand and support EENET's approach to information-sharing work."⁸

Table 2: IE resources available from EENET

Title	Date published
<i>Access for All</i> English edition (SC UK)	2000
<i>Access for All</i> French edition – electronic only (SC UK)	2000
<i>Access for All</i> Portuguese edition – electronic only (SC UK)	2000
<i>Access for All</i> Spanish edition – electronic only (SC UK)	2000
<i>Access for All</i> Arabic edition – electronic only (SC UK)	2000
<i>Access for All</i> Braille and audio cassette edition (SC UK)	2000
<i>Access for All</i> Large print edition – electronic only (SC UK)	2000
CD-ROM of EENET website as of July 2001 (EENET)	2001
CD-ROM of EENET website as of August 2005 (EENET)	2005
<i>Disabled Children's Rights</i> French edition (SC UK)	2002
<i>Disabled Children's Rights</i> Portuguese edition (SC UK)	2002
<i>EENET Asia Newsletter</i> editions 1-2 (EENET Asia)	2005-06
<i>Enabling Education</i> (newsletter), editions 1-10 (EENET)	1997-2006
Enabling Education Network poster	c. 1997
<i>Family Action for Inclusion in Education</i> (EENET)	2002
<i>Inclusive Classrooms: The use of images in active learning and action research</i>	2005
<i>Inclusive Education Training in Cambodia</i> (DAC)	2002
<i>Inclusive Education: Where there are few resources</i> (Atlas Alliance)	2002
<i>Learning from Difference: An action research guide</i> (EENET)	2005
<i>Preparing Teachers for Inclusive Education</i> (MOE, Lesotho)	1996
<i>Researching our Experience</i> (EENET)	2003
<i>Schools for All</i> English edition – electronic only (SC UK)	2002
<i>Schools for All</i> Braille edition (SC UK)	2002
<i>Schools for All</i> Audio cassette edition (SC UK)	2002
<i>Schools for All</i> French edition (SC UK)	2002
<i>Schools for All</i> Russian edition – electronic only (SC UK)	2002
<i>Schools for All</i> Portuguese edition (SC UK)	2002
<i>Schools for All</i> Spanish edition – electronic only (SC UK)	2002
<i>Schools for All</i> poster (SC UK, EENET, Atlas Alliance)	2005
<i>Seeking a Fine Balance</i> (SC UK)	2002
<i>Using Images to Explore and Promote Inclusion: Experiences from Mpika schools</i> (EENET)	2004

⁸ EENET publications list.

3.3 Consultancy

As EENET has become established and recognised as a major ‘voice’ within IE, its staff have been increasingly asked to speak at international meetings and undertake consultations for other organisations. This has led to a greater standing within the IE community and the development of important discussion papers and reports that have influenced policy and practice in the Northern NGO and donor spheres (see Section 5). Documents published as a result of these consultations include:

- *Inclusive Education. Key issues and debates. Mainstreaming Disability in Development. The example of Inclusive Education.* Paper written for Disability KAR round table, Phnom Penh, Cambodia, May 2005
- Position paper on IE for Leonard Cheshire International
- *Locating Inclusive Education within Education for All.* A briefing paper for Sightsavers International
- Editorial guidance for the Dutch Coalition on Disability and Development’s booklet, *All equal. All different.*

In addition, a number of documents came out of EENET’s action-research project, which began in April 2001, funded by the UK Government’s Department for International Development (DfID):

- *Using Images to Explore and Promote Inclusion* (2004)
- *Inclusive Classrooms: The use of images in active learning and action research* (2005)
- *Learning from Difference: An action research guide for capturing the experience of developing inclusive education* (2005)
- *Students’ Perspectives on Health and Safety in Schools: Using photography to address the issues of health and safety in Indonesian, UK and Zambian schools* (2006).

Because of the lack of financial security (see Section 6), consultation fees have become increasingly important in keeping the network in existence.

3.4 Staffing: Dealing with supply and demand

It was not until 2001 that EENET finally employed its co-ordinator on a full-time basis, which helped with the increased work load. The following year, it was also able to secure a part-time research worker. This coincided with the network having one of its “...busiest years. The year began with an increased demand for EENET to be represented at international meetings and for Susie to give talks about inclusive education. This led to a hectic schedule of meetings, workshops and networking...”⁹

⁹ EENET Annual Report, 2002.

Unfortunately, with the recent onset of financial insecurity, staffing levels have not remained constant. Staff days have been lost and presently the network is again run by one part-time co-ordinator. This has meant that EENET has had to pass up opportunities to have its voice heard more frequently in international fora (see Section 5.6). And it has given this evaluation an urgency that goes beyond the usual 'end-of-grant' concerns about looking back to see if EENET has provided value for money: **this review is equally about how EENET can be helped to survive and support itself.** Key recommendation 1 specifically addresses NFU's question about how it can continue to support EENET (see Section 5). It speaks of an overarching need for EENET to have some financial security to allow the network time to reflect on the findings of this evaluation and decide how it must evolve.

Key recommendation 1: Funding

A major task is to consolidate the gains made by EENET in the field of IE to ensure the future success and prosperity of the network. This evaluation has identified a number of possible ways forward, but EENET needs the financial security over the next three years to explore these options. NFU and other donors, particularly those who have supported the network in the past and/or benefit from its services, should consider providing EENET with that 'breathing space' for three years. This would enable it gain a solid financial base for its evolution and activities (see Sections 5-10).

What follows (Section 4) is an analysis of what EENET's users and supporters feel about the network.

4. Presentation of findings

The value of EENET's work and the uniqueness of its contribution to the issues of IE are overwhelmingly acknowledged by both Southern and Northern users and supporters, in the responses to questionnaires and other interactions. In particular, it is the network's ability to reach and develop relationships with all kinds of users/supporters that is thought to be invaluable. The network is respected because it is neutral (neither a big NGO nor a university department) and because it communicates powerfully, promoting promising practice wherever it exists. EENET is able to be both accessible and rigorous in its publications, so that it offers quality material that challenges thinking without being shrouded in academic jargon.

Responses from the Southern users illustrate this well. To understand why practitioners used EENET, the evaluators asked the following questions.

4.1 Why do users contact EENET?

Q5 In what way are you/your organisation interested in EENET?

Q7a Why do you contact EENET, or why have you contacted EENET in the past?

Q10a What resources has EENET provided you?

Q18 Why do you use the EENET website?

Most respondents (89 per cent) said that they used EENET because they were seeking information and guidance about implementing IE; 72 per cent stated that they were seeking to start up/become part of a regional information-sharing network (for example, to discuss local IE issues, share practice, meet up), while 39 per cent revealed that they contacted the network to assist it, for example, in volunteering, distributing the newsletter, collecting and submitting case studies, providing funding.

A deeper analysis showed that there was an even spread of replies (see Table 3), with most respondents saying that they contacted EENET to learn more, and find out the latest news about, IE (79 per cent and 66 per cent respectively). As one respondent observed, EENET "...through its newsletters has continuously reminded us of the importance of inclusive education. And it has also shared with us what others are doing in relation to inclusive education."

EENET's impact is amply evident in the demands for its core service of disseminating quality material. The network is unique in providing support to all who seek it, especially those whom others do not service – a quality that is both recognised and appreciated by its users/supporters. Asked what they thought was unique about EENET, one repeated response was its ability to service both "...the sole teacher who is trying to do something about inclusion in a school..." as well as acclaimed international experts

who "...first check EENET every time I go to a new country because it will give me quality, reliable information on what is concretely happening there".¹⁰

EENET is less frequently contacted for documents in other languages (17 per cent) and with offers of support to the network (17 per cent). This is consistent with observations by Northern users/supporters that EENET needs to expand its coverage to include more languages, and the admission that EENET is sometimes taken for granted and seen as a provider rather than as needing support itself (see Section 4.8.2).

Table 3: Reasons for contacting EENET

Reason	%
To learn more about inclusive education generally	79
To request inclusive education publications/EENET newsletters	67
To find out the latest news about inclusive education	66
To get information on new publications	55
To make links to others working in the same field	55
For training ideas	51
To find out the latest news about EENET's work	51
To share information about your own work	40
To discuss national/regional networking and information sharing	38
To find out about any forthcoming events	35
To find documents in other languages	17
To offer funding, voluntary help or other support activities	17
Other	3

4.2 Which of EENET's resources are most used?

EENET's most popular channels of dissemination include its newsletter and website.

When asked in detail about the types of resources EENET had provided to users over the years (see Table 4), most respondents replied that they had received the annual newsletter (92 per cent) and other materials on CD-ROM (61 per cent).¹¹

Table 4: Resources supplied by EENET

Resource	%
Printed EENET newsletter	92
Materials on CD-ROM	61
Miscellaneous printed documents	38
Electronic materials via email	36
Video materials	15

¹⁰ Yet IE practitioners are not always aware of each other. The focus group in Kenya, for example, did not know of the existence of the group in Uganda and a question on whether others such as parents talked about EENET revealed that this did not happen very frequently.

¹¹ EENET has produced a number of CD-ROMs – two containing website material were distributed in 2001 and 2005: the Learning from Difference action research guide; and 'bespoke' versions on request, for example, compilations of all IE documents available in French and key UNESCO documents.

Audio-tape and/or Braille materials	13
Translated documents	11
Nothing	6

Six per cent stated that EENET had never provided them with resources, yet most of these had answered a previous question (Q7a) about what they had received, indicating a possible error in their scoring or a reference to materials other than the newsletter they receive.

Many users also cite the website as an important source of assistance (see Table 5). As one of them comments, "...we use the EENET website to download publications, for regional networking and also to learn more about what other people are doing on inclusive education".

Table 5: Reasons for visiting the EENET website

Reason	%
To learn more about inclusive education generally	83
To find out news about inclusive education	78
To get information on NEW publications	71
To find documents on specific issues within IE	66
To download existing publications	51
To find out about links to others working in the same field	51
For training ideas	46
To find out news about EENET's work	43
To find out about any forthcoming events	40
To find out about regional networking	40
To find documents in other languages	13
Other	1

4.3 Effectiveness and relevance: do users get what they want?

EENET serves many needs and this next series of questions was designed to see what was most important to practitioners.

- Q4 Do you think that overall EENET offers you the right sort of information about the right issues?**
- Q11 Has EENET, or the information provided by EENET, helped you with developing your inclusive education strategy, planning project activities, etc?**
- Q23 Overall, how well do you think EENET achieves its objective of improving access to information on inclusive education (primarily in the South) through sharing documents, answering enquiries, supporting local/regional information-sharing networks, etc?**
- Q19a Which sections, pages or individual articles/documents on the website have you found most useful, and why?**
- Q19b Which sections, pages or individual articles/documents on the website are unhelpful, or have disappointed you in some way? Why?**

Q20a Do you think that overall the website offers you the right sort of information about the right issues?

The overwhelming majority of respondents (94 per cent) said that they were satisfied with EENET's services and the type and range of information provided. The following comments are revealing:

- "...in the past I have received good resource materials. I share the newsletter with many student teachers and a few colleagues..."
- "...the information covers all areas on inclusive education well..."
- "...always receive excellent – clear, quick, useful, thought-provoking – answers either by phone or email..."
- "...EENET provides us good range of information as far as integrated and inclusive education is concerned..."
- "...it provided accessible, relevant, insightful information that assisted us with an international perspective to interpret our findings."

When users were asked how well EENET achieves its objective of improving access to information (on a scale from 1 = 'not at all' to 5 = 'extremely well'), 67 per cent marked either 4 or 5. Of the remaining respondents, 29 per cent were moderately happy, with only four per cent feeling that EENET does not achieve its aim. As one Northern supporter puts it: "...EENET's unique contribution is as a collector of and disseminator [of information]... their ability to make information accessible... and their work with the parent's book documentation".

In addition, when asked if EENET, or the information it provides, helped with developing their IE work, 78 per cent of users agreed, stating that it had helped with policy development, planning their strategy, activities, etc. One respondent noted that "...EENET offers [a] good range of information. Our partners commend EENET for that. The information we share with partners has yielded positive results and has encouraged guardians, parents and children to have focus on inclusive education...", while another stated that, "...I used the matrix for developing IE and adapted it to our situation. This then helped us to put together a strategic plan and annual work plan."

Several also mentioned that EENET's resources and advice had helped them with their IE advocacy work with educators, local officials and government representatives. As one respondent reflects: "...we have used the information from more disadvantaged countries to convince some die-hards that education works even with minimal resources". But users want EENET to do more in the direction of supporting advocacy (see Sections 5 and 7).

Users also recognised EENET's importance in 'championing' IE globally. One respondent stated that they contacted the network to learn "...how other organisations are working for inclusive education and how we can learn from others to make inclusion a reality. Sharing of experiences, consultation and collaboration with other professionals and networking with voluntary and governmental agencies is the objective." Again,

Northern opinion concurs with this. EENET's impact on national policy and its ability to influence other Northern NGO and donor policies and practices is recognised and appreciated. Northern supporters attested that it is EENET's role-modelling and its publications that are effective in this respect.

But users feel that, if given the resources, EENET could do much more. For instance, it could have taken a more active role in the process of sharing information on the global Education for All (EFA) movement, had resources permitted.

Northern opinion concurred with the South that the newsletter and the website were EENET's most important dissemination tools. The Northern respondents were more conscious of the skills that lay behind EENET's effectiveness, perhaps because they themselves had had to confront similar issues in their communications work:

- "...and its newsletter. I think EENET tend to underestimate themselves and its ability to be accessible, to present complex ideas in simple ways, to engage in a debate about inclusion and what it means, to skilfully edit the material...the content it puts out, the style, who features in it and who contributes to it. Who finds it useful and relevant, the way it encourages critical debate, the examples it presents. Not just sappy stories but real, concrete examples that demonstrate the pioneering work done in the South. That is evidence of what can be done and is being done there."
- "...and the website, it is stunning! I mean none of us had any idea how much that would take off. It is tremendous!"

4.3.1 Specific comments on the website

EENET's website was set up in May 1997 and is run by a UK organisation, Inclusive Technology (IT). IT manages the site for free. While this is of great financial benefit to EENET, the fact that EENET staff are not in control of how work on the site is carried out and how quickly it happens has begun to concern them.

The EENET website includes a huge amount of useful information for those involved in IE. There are case studies about successful inclusion projects, practical advice and contacts, and a wealth of rigorous, academic thinking.

Users who responded to the questionnaire indicated that they visited a number of web pages for a variety of reasons. Few registered any complaints about the overall site. An overwhelming majority (93% per cent) stated that it generally provided them with a good range of information. A few respondents also noted that there was too much (3 per cent) or too little (11 per cent) information present. None indicated that the website offered wrong information or that it was in the wrong format.

An evaluation of the website by an independent web designer (see Appendix 8) observed that its webpage low kilobyte rating and large content makes it both accessible and attractive to users in the South. However, poor navigation results in new users having difficulties finding all of this excellent content. There are three navigation

systems (on the left, right and top of the screen), which change from one page of the website to another. The website looks as if sections have been added organically, as they have been required, rather than planned systematically. Consequently, the content has not been grouped hierarchically in themes, with similar items put together.

The partnership between EENET and IT has been mutually beneficial: while EENET gets free web design and technological support, IT "...gets its logo into thousands of homes and offices world-wide, both via the website and subsequently the CD-ROMs".¹² However, the increasing need to redevelop brings with it "...tensions and challenges... depending on [IT's] voluntary support..." and the time it has to offer. IT controls what work is done and when it is carried out and "...they don't grasp how big we are and how vital the website really is – it's not the tiny tool it used to be when they set it up". EENET realises that it needs "...to get a better service from IT..." since nowadays their work "...often means we can't get stuff done quickly and to our desired standard...so resolving this relationship and maintaining the friendship is tough".

Yet to break away and initiate the proposed changes with independent web designers would require a large amount of funding. For example, in 2005 IT spent £8,000 mailing out EENET's website CD, "...which is more of an investment than most of the NGOs have given recently".

Key recommendation 2: Website design and navigation

There is evidence that a majority of those users who responded to the survey are now using the Internet to access EENET's resources. Although the questionnaire respondents and focus group participants cannot be assumed to be fully representative of all EENET's users, there appears to be a growing need to solve certain navigational problems with the site and to think about redeveloping it.

There is a need to redevelop the site so that the increasing group of Southern users who do have Internet access can more quickly and directly access the information they require. This could then make the site more accessible to more users, even in places with very poor or slow Internet connections.

A new single navigation bar should be introduced that can be understood at a glance by new users. However, before this process is undertaken, it would be useful to clarify the key communication aims and objectives for the site, so that the success of the website re-development can be measured. Measurement of use of the site, through the number of hits, etc, will also highlight sections that are most important, and others that may be redundant. The key communication aims and objectives of the site could include:

- explaining what EENET is
- explaining the benefits of joining EENET, and how to join
- presenting articles on inclusion topics, which can easily be found and read

¹² Save the Children Sweden Review 2002.

- indicating how users can sign up to the annual newsletter, how to access the contents of previous newsletters, etc.

Currently, it is not clear how new users can join the network, and this needs to be made more prominent. The benefits of joining the network and using the website should also be made more obvious. Other improvements should include adding a short introduction on each section that explains its content – for example, whether the page contains external links, links to articles within the site, etc.

However, these recommendations should be looked at in conjunction with the management of the website. Management is currently provided free by IT. This causes some difficulties, but this management arrangement would annually cost thousands of pounds to replace. There is a need to resolve the relationship between EENET and IT, or to think about seeking alternative funding to ensure that the website is wholly controlled and managed by EENET.

4.4 Clarity and readability of EENET materials

On examining EENET's materials for clarity and comprehension, 98 per cent of questionnaire respondents said that they are easily accessible and easy to read and understand. However, a readability test¹³ commissioned by the evaluators, indicated otherwise.

The 2006 newsletters from EENET and EENET Asia¹⁴ were examined by taking three random paragraphs of at least 100 words from the beginning, middle and end of each newsletter. The scoring key below was applied, yielding surprising results.

Key to scoring

Under 20	crystal clear communication. Short sentences with few long words
20-25	very simple writing for basic readers
25-30	straight-forward but with occasional complex items introduced and explained
30-35	equivalent to a quality daily or Sunday newspaper
35-40	specialist book
40+	impenetrable, apart from to a few experts, with much technical jargon.

The EENET newsletter scores of 37, 38 and 40 show that it is quite technical and contains long sentences. The EENET Asia document scored 34, 43 and 49. This is also a far denser text (than the EENET newsletter), and the investigator noted that it was

13 The 'Fog Factor Analysis' is based on the length of each sentence and the number of words of three syllables or more. Proper nouns are ignored as are numbers written in figures and three syllable words which are pronounced as two syllables in their simplest form e.g. offering (offer), collection (collect) and security (secure).

14 The EENET Asia newsletter was assessed as it is created by a regional network supported by EENET. The evaluators wished to see if (and how) regional networks are following EENET's principles.

“...higher than any test I've ever done before on a piece of general-public writing. For me a score of 49 on such a paragraph is a record-breaker.”

Sentence length is a concern. A few concise sentences would help and encourage a reader to get through a paragraph of text. Evidence suggests that people do not have trouble with longer three- (or more) syllable words such as ‘information’, ‘sustainable’ and ‘exclusive’, which the mind can shorten to ‘inform’, ‘sustain’ and ‘exclude’. But short three-syllable words such as: education, disaster and reconcile, that cannot be shortened, do have a cumulative effect on a lack of understanding.

The very high questionnaire respondents’ score (98 per cent) suggesting satisfaction with the clarity of EENET’s documents, may indicate that they have got used to EENET’s style over time, or that they come from a ‘demographic’ that is tuned into the language (for example, the NGO world, teachers who have encountered the jargon in training college, IE policy-makers, etc). There is the possibility, however, that most users who did not respond to the questionnaire might have been ‘silent’ because they find the materials not readily accessible, and thus perhaps also did not understand this form of evaluation.

On the issue of readability, EENET faces a conflict of interests. On the one hand, it wants to present very simple easy-to-read material. On the other hand, it does not want to reject material from novice grassroots writers who have never had any chance to learn writing/editing skills. EENET is often the only vehicle they have to share their views. So there is a “...tension between only sharing things that are easy to read and yet still being welcoming of all efforts from anyone who wants to try”.

Investigating the website webpages, three samples were chosen at random:

- <http://www.eenet.org.uk/action/action.shtml>
- http://www.eenet.org.uk/reg_networking/reg_networking.shtml
- http://www.eenet.org.uk/key_issues/child_child/promote.shtml#pilotintro

Introductory paragraphs were selected, as they are usually expected/required to have a lower score, since a high-scoring introduction usually loses the reader right from the start. Scores of 29, 33 and 40 were recorded. Though lower than the newsletter, these still registered as high figures, which also need to be addressed.

Key recommendation 3: Review materials for readability

While some users find EENET’s material easily accessible, it did not score so well when put to a readability test. There is a need to increase the clarity and comprehension of text in EENET’s own materials for its existing readership and for new users. EENET also needs to re-visit its website and review the readability of its webpages and other editable material at regular intervals.

4.5 Perceptions: Are EENET's aims and objectives clear to all users?

Q2 What do you think EENET does?

Initial discussions with EENET staff identified a concern that not all their users understand exactly what EENET does. To test this, 18 activities were selected: a mixture of EENET's actual functions; some false activities that some correspondents consider that EENET does; and some activities that EENET has undertaken in the recent past on an ad-hoc basis, if specifically asked or hired to do so. The results are interesting (see Table 6).

Table 6: What does EENET do?

Activity	True or False	Respondents with correct answer (%)
<i>EENET helps:</i>		
• other organisations to find consultants	True	47
• people to learn sign language	False	69
• students to enrol in Manchester University	False	79
• people to contact others working on IE	True	85
<i>EENET gives advice on:</i>		
• disability rehabilitation services	False	27
• running study tours	True	25
• fundraising	False	80
• start/run local/regional information-sharing network	True	83
• education solutions for individual children	False	49
<i>EENET's documentation activities include:</i>		
• adapting documents and helping new writers	True	55
• publishing/distributing an annual newsletter	True	93
• encouraging people to translate documents	True	64
• free distribution of documents to the South	True	88
<i>Other EENET activities include:</i>		
• implementing inclusive education projects/schools	False	43
• managing email groups	True	39
• responding to correspondence/enquiries about IE	True	93
• running training courses if asked to do so	True	36
• providing grants or sponsorship	False	85

Surprisingly, none of the questionnaire respondents scored all 18 activities correctly, reinforcing EENET's own belief that their aims and objectives are not clearly understood.

EENET has sometimes publicised its principles in a small boxed statement on the front cover of its newsletters and in a poster. But in more recent years this has not appeared.

The website compounds the lack of clarity about what EENET is and what it does. A short explanation is buried underneath the news items, and so regular and new users could mistakenly think that EENET is all about the first item that attracts attention on the page. (For example, in September 2006 it was about this evaluation.) One user states that the one thing about EENET they would change would be, "...the design of the home page, so that it gives new users a clearer idea of what EENET is for and of all the useful resources to be found on the site".

To remove the uncertainty about what the network does, the latest news items should be moved into a newly created section on the right-hand side of the screen. The information about EENET would then be prominently placed in the main frame. This text could be expanded to include EENET's principles, what it does and information about all the benefits of joining the network, etc.

Reticence on EENET's part about its identity stems, to some extent, from its sense of egalitarianism and from a feeling of not wanting to claim expertise – and hence superiority – in the area of IE. However, users and supporters have indicated that the network needs to claim its rightful place as having something unique to offer and a wealth of experience to share, and that it needs to make itself more visible and more assertive in certain respects (see Sections 6 and 9).

Key recommendation 4: Articulation of EENET's identity

EENET needs to articulate more prominently what it stands for and what promising IE practice it draws on. Clearer guidance in all publications and on its website regarding what EENET does/does not do will help the network to develop better ways of explaining and promoting its activities. It will also help the network to articulate to itself what its future direction is going to be. This recommendation is also linked to the issues of branding¹⁵, creating a higher profile for the network, and the general consensus that EENET should take a lead role in the process of regionalisation of the network. (See key recommendations 5, 11 and 12.)

4.6 Means of communication: How do users contact EENET?

A number of questions focused on how users contacted EENET and how frequently. The questions were designed to assess the level of need to provide print as opposed to electronic materials.

Q7b How do you contact EENET?

¹⁵ A brand is a way of identifying what an organisation or a product stands for. It helps users to know what is distinctive, original, unique and different about that particular organisation or product. In the case of EENET, the branding can signify its particular approach to inclusion for which the network is valued.

- Q6 How frequently do you/does your organisation use EENET in some way?**
Q16 Are you able to access EENET's website (www.eenet.org.uk)?
Q17 How frequently do you/does your organisation usually visit the EENET website?

A majority of respondents said that they primarily contacted EENET by email (74 per cent) or letter (45 per cent). Telephone and face-to-face discussions with EENET staff were less frequently used (both 12 per cent) and the fax was used even less (four per cent).

Several respondents expressed a need for more face-to-face meetings with EENET staff members:

- "...we would very much want the face-to-face... Do you sometimes send out your staff for such work? We would appreciate one, even if it is only for three months..."
- "...seeking possibilities of face-to-face meeting..."
- "...we need to have talks with EENET officials".

This attests to the growing demand for EENET staff to engage in more direct contact with their users. Northern supporters likewise felt that EENET should spend more time in the field to provide guidance and to facilitate the work of Southern partners, but also to get a more direct sense of what the field has to offer as well as to contend with. Lack of resources has been a major constraint in this respect, since EENET staff themselves would like to have more sustained and direct interaction with the South. They would welcome the opportunity for more face-to-face interaction, provided it continues to be conducted on equal terms. That is, EENET's interactions need to be in the spirit of an exchange of diverse skills and experiences, rather than Northern 'expertise' being exported to the South, as has been the case with most NGO development work.

4.6.1 Frequency of reference

Nearly half the respondents (45 per cent) stated that they used EENET's services in one way or other several times a year. Almost all the rest (46 per cent) used them about once a month or more than once a month. Six per cent of respondents stated that they never used EENET, yet most then went on to answer further questions about their relationship with the network. This indicates a possible error during completion of the questionnaire or that they perhaps perceive "using EENET" to mean using just the website.

Over 70 per cent of respondents said that they could now access EENET's website. Of the remaining respondents, six per cent said that they did so using CD-ROMs of the website sent to EENET users/supporters in 2001 and 2005.

Of those respondents who have access, 29 per cent stated that they visited the website a few times a year, while nearly two-thirds of users (59 per cent) stated that they use EENET's website on average nearly once a month or more often than once a month (see Table 7).

Table 7: Frequency of EENET website use

Visits to EENET website	%
More often than once a month	35
A few times a year, or less frequently	29
About once a month, on average	24
I don't know	6
Never	6

4.7. Electronic materials and hard copy

Twenty-three per cent of questionnaire respondents stated that they did not have computers or Internet access. Several complained about their lack of Internet and email facilities. However, evidence from the questionnaires and focus group sessions shows that more and more people are seeking IE information via the Internet. They also see access improving and costs reducing over the next few years. "I now want to contact through email since I have an Internet email service in the college." "I have decided to open an email address for quick and effective communication because I have realised how much I need EENET's information now and again in the running of my inclusive school."

Email access has increased since Save the Children Sweden's (SC S's) 2002 review. This found that although "...the website is also increasingly popular...EENET recognises that its main energies still need to focus on traditional forms of communication, as the Internet is not available to the majority of practitioners in the South".

The present review indicates that this may no longer be the case, and EENET needs to consider redeveloping its website to make it more accessible to their users (see key recommendation 4), while also maintaining its service to users without Internet access.

4.8 Is there global support for EENET?

The questions below were asked to ascertain the level of support for EENET and the reciprocity of its relationships.

- Q5 In what way are you/your organisation interested in EENET?**
- Q7a Why do you contact EENET, or why have you contacted EENET in the past?**
- Q8 Have you encouraged others to use/contact EENET?**
- Q9 Why haven't you told other people about EENET?**
- Q10b Did you share these resources with other people/organisations?**
- Q21a Are any of your/your organisation's projects, publications, etc, featured on the website?**
- Q26 Would you be willing to take part in a focus group discussion exploring issues from this questionnaire in more detail?**
- Q27 Would you be willing to send us a case study about how using EENET has affected/impacted you/your organisation's work on inclusive education?**

4.8.1 Contributing to EENET

In two separate questions, over one-third of respondents (39 per cent and 40 per cent) stated that they had contacted EENET to assist it, for example, in volunteering, distributing the newsletter, collecting case studies, providing funding, etc. However there is a recognition that the users 'look to' EENET rather than 'looking out' for it. As one respondent put it: "...we have always seen EENET as a resource, but not as a partner to whom we also have something to share. I think we could do a lot more in terms of sharing our own experiences, instead of always asking EENET for input."

Northern supporters also admitted that they had often taken EENET for granted and omitted to publicise its work or facilitate dissemination of its material through their own websites. They indicated they were willing to take more responsibility in this direction (see Section 9) and EENET should harness this support while the momentum is still strong.¹⁶

4.8.2 Disseminating for EENET

Most respondents (87 per cent) said that they had encouraged others to use the network through a variety of ways, including linking their website to EENET's, mentioning EENET verbally or in their newsletters and/or other literature, or by distributing EENET's newsletter. Of those who said they had not encouraged others to contact EENET, when asked why the majority (92 per cent) said that this had been an oversight. They simply had not thought of doing so and might/would do so in the future. The majority of questionnaire respondents (94 per cent) said that they had shared resources supplied by EENET with others.

4.8.3 Disseminations from EENET

Just over one-third of respondents (35 per cent) noted that a resource of theirs was featured on the website. These respondents were then asked how satisfied they were with the way in which their project/publication, etc, was featured (using a scale from 1 = 'very unhappy' to 5 = 'very happy'). Over 80 per cent marked either 4 or 5, indicating that they were satisfied with the way that EENET had used/presented their resources.

4.8.4 Geographical considerations

Of the 109 questionnaires returned, the majority (66 per cent) came from Africa. This trend of Africa being the main participant of EENET has occurred since EENET was conceived (see Tables 8 and 9).

Table 8: Responses to questionnaire by region

	2006 ¹⁷	
Region	NOR*	%
Africa	72	66
Europe	14	13
Asia	16	15

¹⁶ Since the focus group session, they have opened discussions about EENET working more closely with British Overseas NGOs for Development (BOND) and the International Disability and Development Consortium (IDDC).

¹⁷ Evaluation questionnaire.

Australasia	3	3
West Indies	1	1
South America	1	1
Middle East	2	2
North America	0	0
Total	109	100

*NOR = Number of replies

There have been complaints during the evaluation process from non-African practitioners about a perceived bias towards Africa. Yet this region's response to the recent evaluation, as well as to previous requests from the network (see Table 9), suggest that this is the one region that is regularly engaging with EENET and its principles of sharing promising practice. One challenge for EENET has been to create reciprocal relationships with its users/partners.

To a great extent, the network can only reflect what is shared with it. A disappointment for EENET, as well as the authors of this report, has been the lack of willingness from regions other than Africa to engage in the particular process of reviewing EENET's work. The evaluators would have liked to have heard from Asia in particular, which is further ahead of other users/supporters in terms of regionalisation, on their perceptions of and interactions with EENET. Hence it is perhaps inevitable that the network appears to be Africa-focused. But users and supporters acknowledge their own responsibility for this. As one non-African questionnaire respondent puts it: "...generally I find the webpages a bit too Africa-focused! But maybe that is also our fault! That we do not feed enough information to the web page from Asia!"

Table 9: Previous EENET requests to users

	1998 ¹⁸		2001 ¹⁹		2003-2004 ²⁰	
Region	NOR	%	NOR	%	NOR	%
Africa	62	44	30	37	25	36
Europe	41	29	22	27	25	36
Asia	26	18	23	28	8	12
Australasia	3	2	2	2	2	3
West Indies	1	1	0	0	1	2
South America	5	3	4	5	2	3
Middle East	5	3	0	0	3	4
North America	2	0	1	1	3	4
Total	145	100	82	100	69	100

*NOR = Number of replies

¹⁸ Initial EENET leaflet for those wishing to join the mailing list.

¹⁹ Newsletter readership survey.

²⁰ General feedback sheet accompanying an address change form in a newsletter mailing.

4.8.5 Closer engagement

Illustrating the desire to work closer with EENET, over two-thirds (68 per cent) of respondents said that they were happy to participate further in discussions about EENET's future and another 30 per cent thought that they could participate, depending on the circumstances. Over two-thirds (76 per cent) also expressed a willingness to share their learning by providing new case studies for the network. The statistics show that users and supporters are interested in engaging further with EENET.

4.9 Is there a demand for 'regionalisation'?

Q5 In what way are you/your organisation interested in EENET?

Q7a Why do you contact EENET, or why have you contacted EENET in the past?

Q24a Do you think there is a need for local people to set up national/regional information-sharing networks on inclusive education?

Q24b Are you interested in setting up a national/regional network or joining an existing information-sharing network on inclusive education?

Both questionnaire respondents and focus group participants responded warmly to the suggestion of a need for national and regional IE networks with whom they could interact at a more local level. Almost three-quarters of questionnaire respondents (72 per cent) initially stated that they were interested in EENET because they had seriously wanted to start up or become part of an existing regional IE information-sharing network. This figure rose to 91 per cent when users were asked directly if there was a need to set up a national/regional information-sharing network. Furthermore, 94 per cent stated that they were interested in actively setting this up or joining an existing information-sharing network. Participants at all three East African focus group sessions supported this view. The Tanzanian and Kenyan participants decided that they would call further meetings later in the year in the hope of making this a reality. Unfortunately, the EENET co-ordinator has twice contacted the Tanzanian group to ask for their thoughts and to see if she can offer any help in the process. No one has responded, so this could be a case of workshop enthusiasm being forgotten the moment the door closes. The Kenya group has shown some enthusiasm for a suggested visit in January 2007.

The issue of regionalisation has been debated within EENET itself for some time now. There is a tension between the principle of letting the South 'run with its own agenda' and a recognition that a direct association with EENET (by using their name, for example) **does** imply a particular set of principles and expectations that the regional supporters may neither share nor reflect.

A related concern, particularly from Northern supporters, is that total regionalisation of IE networking would mean an end to the global perspective that is one of EENET's strengths. Again views are divided over how successful regional networks are. While there is a feeling among some users that their regional networks are doing extremely well, other users and supporters – for example in Asia – feel that the first and second EENET Asia newsletters are, in fact, very difficult to access and aimed at an academic

audience. This is contrary to EENET's normal practice of aiming to reach every person involved in inclusion who may want to use the newsletter.²¹

Some supporters think that the regional networks are tremendous contributors to EENET's work (for example, Arabic EENET and Girl Child Empowerment Nigeria (GCEN) contributed to this evaluation; Ed Todos has worked on IE networking in Brazil; and EENET Asia is producing its own newsletter). Others (including the evaluators) have been puzzled by the resounding silence with which requests to engage in this particular exercise have been met by some regional networks. Equally, EENET staff feel that, while in Africa there is beginning to be a two-way communication as confidence to engage with EENET grows, users in Asia have overall been content to be more passive rather than responsive to establishing a two-way communication.

Both Northern and Southern users and supporters acknowledge the need for regionalisation. Both insist that EENET must lead the way. Southern users are looking to EENET to help them begin the process and initially support the regional networks. Many IE practitioners stated that they would like EENET to assist them in person to get the national/regional networks off the ground, by facilitating "...an initial meeting with other members and...planning how to further their own activities in the future..." plus "...strong follow-up and support in the beginning and some kind of regional or national representatives would definitely help in that kind of work". As one user summarised it, EENET should help to "...come up with a [method] that ensures that information is filtered to community level".

The insistence on 'representation' and 'method' speak to the concern that Northern supporters have expressed, and that EENET itself has felt, over the dilution of the principles and concepts for which it stands. The EENET logo could potentially be used by organisations who do not necessarily share EENET's vision of an IE network. For regionalisation to occur, EENET needs to provide a degree of leadership that reflects its core principles, its expertise and its special brand of networking – but that still allows for local adaptation within the parameters of those principles. (EENET's work through role-modelling and its mentoring potential have been well recognised.)

Key recommendation 5: Building national and regional IE networks

There is a need, identified by evaluation respondents and during the focus group discussions, for EENET not just to continue supporting existing national and regional networks, but actively to help set up others and initially help them, in conjunction with Southern counterparts.

²¹ This observation came from those interviewed and is independent of the readability test evidence (see Section 4.4), but seems to corroborate it.

5. Organisational development

In addition to looking outwards to EENET's work with its users and supporters, the evaluators also looked inwards at EENET's current organisation and looked ahead to its possible future development. As already described, this was done through interviewing EENET staff, steering group members, donors (where available), as well as through a focus group of Northern NGOs who have been supporters of EENET. They also looked at EENET's strategic plan and objectives to see how far these had been achieved. This section and the ones that follow look at what emerged from this more internally focused review.

5.1 Strategic plan

EENET's strategic plan covers the period 2000-05 and comprises four key objectives:

1. To develop partnerships with key people in national and regional organisations in the major world regions.
2. To increase the capacity of grassroots workers to document their work, share information, knowledge and resources to promote IE initiatives, both within their own regions and internationally.
3. To use EENET's grassroots knowledge, skills and experience to add value through influencing national and international policy makers and donor agencies.
4. To increase EENET's own human resources, capacity, infrastructure and funding in order to be able to support regionalisation effectively. This increase will be sufficient and appropriate to meet the above objectives and will not necessarily be a permanent arrangement.

Given that EENET not only could not increase its own human resource capacity but has actually seen a decrease over the last three years (thus failing to achieve objective 4), it is remarkable how far it has gone towards achieving the other three objectives in its strategic plan. The networks in the South have increased: there is more interaction between them; the 'writing workshops'/action research project has built capacity for documentation; and many users are now using EENET's resources to assist in their policy and practice development.

5.2 The role of NFU

This evaluation highlights the complexity involved in trying to achieve objective 4. It also suggests how EENET might move forward on this issue. Central to its ability to do this has been the role of NFU.

The fact that NFU has been forthcoming with funding for EENET and, indeed, for this review demonstrates NFU's belief in the work and value of EENET. But the donor's largely 'hands-off' policy may need to be reviewed in the light of this evaluation. With

hindsight, NFU needed to be engaged more actively, both in the process of this particular evaluation but also at other stages of the network's development²².

EENET's capacity crisis has been recognised for a while by the network itself. Annual reports highlight the time taken up by consultancies that were essential for income to keep the network alive. More NFU involvement over the last funding period, with regards to how EENET could have secured its financial future, would have been helpful. To some extent this evaluation can be used to facilitate that process. NFU could look at its next engagement with EENET with a view to actively participating in the consolidation of EENET's human and financial resources.

It would be immensely helpful if EENET could appeal to NFU to provide funding for a further three to five years. This would enable the network to work out its future directions and other recommendations emerging from this evaluation, in order to put itself on a more solid footing. The network needs to engage in some radical changes, including perhaps a break with the University of Manchester, a possible partial move to the South, upgrading the website, expanding its publication activities, etc. A period of secure funding would go a long way to giving the organisation a chance to reshape and re-position itself to continue to lead in the field of IE for the next ten years, as it has done during the last ten. The specific objective of further NFU funding could be to help secure EENET's future finances during the funding period. (See key recommendation 1.)

5.3 EENET: The current network

While the success of EENET and its value as an organisation are amply evident in the above sections, the organisational review revealed that there is some tension being generated within EENET because of its current organisational and resource status. Issues in relation to structure, location, size and focus came to the fore, and these are discussed below. Broader issues related to funding and future directions are discussed in Sections 6 to 8.

The strength of EENET lies in its commitment to consciously reflect and hold itself accountable to its core principles (see Section 3.1). This is evident in the way that EENET sets its priorities and in its responsiveness to those who are all too often overlooked by other NGOs as being too small or not significant enough. The ethos of mutual learning and the openness to learn from the South permeates its correspondence and comes through in the respondents' feedback during the evaluation (see Section 4). As one focus group participant observed, "...its strength is also in its conscious reflection about and decision to continue to go upstream and not to become mainstream. It underestimates itself and how far ahead it really is of the debate on inclusion..."

²² EENET and NFU had one working session in 2004 where they tried to establish alternative forms of funding. NFU also informed other Atlas-alliance organisations about EENET's financial needs.

Yet in the very act of trying to reflect what the South has to offer, EENET has developed a unique expertise in a number of areas; a fact that is widely recognised by its users and supporters, even if the network itself is shy of owning some of this. These areas of expertise include:

- the ability to hold and communicate a global perspective on IE and on concrete IE initiatives in the South
- the reputation for responding in a friendly, open, inviting manner to every enquiry and to draw in not just the big players, but the isolated teacher, parent or youth worker in a big bureaucracy or in a remote spot who is trying to promote inclusion
- the rare skill to be both accessible in its language to its users and yet raise and deepen the debate on conceptual issues of inclusion
- the ability to produce deceptively easy to read newsletters²³ and other material that in fact are 'cutting edge' in terms of research, debate and contributions, through skilful editing and being able to distil and present the core of the issue or practice in question
- the development of relationships with inclusive practitioners world-wide
- the neutrality that comes from being independent and not affiliated with any government organisation, bigger NGO or other pressure group.

5.4 Structure

EENET's current structure is simple: it is a small office comprising at its most extensive two staff and currently operating with one part-time member of staff, within the University of Manchester. It has a steering group that is, in the spirit of EENET, international and that used to meet once a year. The steering group has not met now since 2002 because funding has been precarious and other commitments, such as the newsletter, have had to take priority. Bringing the group together costs about £5,000 and that is a luxury that EENET has not been able to afford recently. There is a general consensus that it is important to have an active steering group of some sort. But there is, too, the recognition that such a group often generates excellent ideas that then translate into extra work for the already overloaded staff.

Key recommendation 6: Reviving and changing the steering group structure

The broadening of perspectives that an advisory steering group brings is important and the existing group should be revived and extended to bring new blood into it. However, this needs to be matched by a corresponding expansion in staff or, as one interviewee suggested, the creation of an intermediary body that would not be simply advisory. This

²³ Earlier comments on readability (see key recommendation 3) need to be viewed in the light of the fact that EENET is able to make transparent to a wider audience crucial concepts, ideas and debates that are often couched in academic jargon. Northern organisations that are struggling with similar issues appreciate EENET's considerable skill in this: key recommendation 3 is designed to encourage EENET to apply those skills to further widen its audience.

²⁴ This could be a pool of consultants who volunteer some time on specific tasks. Child to Child has been able periodically to use groups such as this to write health materials, for instance, or to run a particular workshop. For example, finding someone who could sort out EENET's legal status might be a task that the intermediary body could be asked to undertake.

body would become involved with implementation as well as taking forward some of the ideas generated by the advisory steering group on a 'need for action' basis.²⁴

The development of strategic direction and prioritising also rests with the current staff. The network follows the strategic plan developed in 2001 (revised in 2003) but it does not receive formal direction or guidance from other sources on its choices of activities and priorities. It has always had access to its founding members, for example, holding four- or six-monthly management/mentoring meetings with one of the founders – until about two years ago. EENET staff miss this input but recognise the time constraints for all concerned. In the absence of further guidance and due to resource constraints, the network has remained focused on its core work of responding to IE practitioners' queries, dissemination of materials, furthering local and regional information exchanges and conversations and producing the annual newsletter (see Section 5.1 above).

There is a tension between the network's structure and its activities. The isolation of too small and unsupported a staff is deepening and needs to be recognised and addressed. The addition of one more person to the team²⁵ has been welcomed as "...a breath of fresh air...". However, staff voice concerns about the possibility of stagnation if EENET remains as small as it is. Given the creativity of the staff, this is an unwarranted concern. But staff morale can be low and the lack of an established structure, while not a major issue at present, could be a potential hazard if the current staff and the founding members were to move on for any reason and were no longer accessible to the network. (See Section 5.6.)

Key recommendation 7: Expanding operational structures

EENET needs to discover an overall structure that enables it to expand its work, document its operations and yet retain its very friendly and personal approach to people. Options include expanding its staff if funding permits (Section 6), reviewing the notion of regionalisation (Section 7), and the associated notion of branding (Section 8). The network needs to seek a long-term three-to-five year grant to review and re-shape its operations in order to do any of the above.

5.5 Location

As part of the University of Manchester, EENET has certain privileges and certain constraints. EENET staff are salaried university employees (most of EENET's money is banked within the university, which then pays them a salary). Yet the network's location can limit its ability to attract funds from donors who seek only to fund registered independent charities. Increasingly, therefore, it relies on funding for specific activities such as consultations. This often simply generates more work in some directions but

²⁵ In the form of a researcher who assists EENET with projects/consultancies on an ad hoc basis, but who also offers additional input on a voluntary basis.

not in others that the network needs to or might want to pursue. (See Sections 3.3 and 7.) This is partly because donors see the network as being part of a large university set-up that does not fit well with the kind of image donors have of the organisations they feel they should fund. Yet crucial tasks such as exploring charitable status or promoting the network and its products, which could generate more funds, have had to take a back seat because of a lack of staff.

Again, EENET is currently able to send most, but not all, of its mail through the university post room, at no direct cost to EENET. However, this is not a contractual right formally agreed by the university, and EENET is uncertain from year to year whether it can rely on this concession. (In 2006, they have been charged for some of the newsletter bulk mailing costs and anticipate that this will become more common in future.)

Funding received for EENET activities is either paid into the designated EENET account within the university finance system (which primarily covers university-related expenditure like salaries, stationary, rent/amenities, overheads paid to the university, etc). Or it is paid into the EENET independent bank account, which was opened in 2003. This account was a means of ensuring some degree of security in the event that the university no longer wanted to host EENET. With funds paid into the university account, a sizeable percentage of grants from statutory and many research-funding sources can be claimed by the university as overheads (e.g. 50 per cent overheads were charged by the university on the DfID grant that EENET was awarded in 2001-03). EENET has successfully argued that such overheads must not be charged on grants coming from NGOs/registered charities.

The university location does, in principle, offer EENET both profile (e.g. different professors spread the word as they themselves travel and network) as well as access to the wide expertise within the institution. But, in practice, the network finds that its work is "...lonely..." and that the staff is entirely responsible for generating as well as implementing new ideas and activities of EENET, fund-raising and shouldering the enormous burden of day-to-day administration. It is difficult, given staffing levels, to meet the ever-increasing demands for its current services as well as to realise all potential opportunities.

On the other hand, being located within a university has allowed EENET to generate research (through consultancies as well as projects such as the action-research project) that enjoys instant credibility. As one supporter put it, "...the credibility that the academic framework provides should not be under-estimated". However, the question that needs to be asked is whether EENET has now outgrown its initial home and should seek to become either a charity or a trust, expand its scope for attracting new funds and forge partnerships with other universities/organisations.

Its credibility is now secure, and in effect the financial safety net that the university offers (in terms of covering expenditure in the event of zero funds in EENET's account) has never had to be used in the ten years of EENET's existence. EENET has been

given much of a free rein by both its donors and the university. Its work has been frequently reviewed and an internal 'checks and balance' system exists to ensure transparency. But its finances have not been independently audited and the university does not provide ongoing financial monitoring. University-held accounts are audited within the general university audit process, but EENET's turnover is too small for the university to conduct a separate audit of EENET's accounts. The independent bank account has not yet been independently audited. However, the university's willingness to fill the temporal funding gap and "...not chase us if some payments are late till we have them..." is recognised as important and appreciated, even though EENET has never had to call on this facility to date.

Whether EENET remains within a university or not, there will always be issues of funding. The general consensus among EENET's supporters is that EENET should seek to become totally independent from the university, despite the fact that EENET "...has been very good at maintaining its independence and not getting co-opted (into university/academic work/approaches)". The concern is whether the university will invest in and support the network if it seeks a relationship as a separate, external entity. The feeling is that, despite its tremendous impact and potential, an independent EENET would be too small an operation for the university to be interested in developing a formal contractual relationship with (as it might, for instance, with a multi-million pound research institute). This indicates both the value to EENET of being a part of the university and the precarious nature of the university's support. It is the presence of particular people within the university (one of the two founders of EENET and more recently its former co-ordinator), that **comprises** the relationship with the university. Without any further commitment, the network could indeed either be swallowed up or ignored; and even with the commitment, the sense of isolation could continue to strengthen.

Key recommendation 8: Setting up independently of the University of Manchester

Manchester University's initial nurturing provided both shelter and support for the newly formed EENET and continues to give it credibility and some exposure. However, the network is now well-recognised for its work and the university location is proving a barrier, especially with respect to some donors' ability to fund EENET per se, rather than just fund discrete activities or consultancies. The very welcome sense of freedom that the university's 'hands off' approach gives must be balanced by the equally real sense of being abandoned, especially when it comes to receiving concrete support for implementing the objectives of the network's Strategic Plan.

Therefore, the network needs to revive the idea that it could become a charity or trust and should spend time pursuing these alternatives. It needs to explore partnerships

²⁶ The idea was put forward by an interviewee in the context of funding since it would be easier to fund a network if it was Southern-based. This would involve firstly an acceptance in principle that EENET did want to move South, followed by visits and base-line survey to find the most appropriate partner who could potentially 'house' the UK operations. EENET could then systematically and over time build the capacity of the organisation identified and gradually transfer each function of EENET to them. It would also involve reaching a decision over whether some presence in the North was still required.

with other universities/organisations in the South and elsewhere in the North. It could, over a period of time, move some of its operations to the South to identify and secure further funding.²⁶ This would not preclude a relationship with the University of Manchester, but would change the current arrangement.

5.6 Size

There was universal agreement that EENET's size has, in some senses, been a source of satisfaction to its staff and is in keeping with its own vision of itself: "...it's good not to belong to a big, political system...you can initiate things, you can see where you've made a difference because you're closer to the grassroots. You can see the impact more clearly." And "...actually the fact that we have had to struggle with funds and stay small has been difficult but has also meant that we have learnt to be efficient and effective. The staff has been tremendously creative in how it has used its resources."

However, there is also a corresponding recognition that the staff has been over-stretched and that this has forced it sometimes to let important opportunities go such as a more prominent presence in international fora. The sheer volume and quality of work produced is staggering to funders, founders and friends alike. There was almost a reluctance to be forthcoming with suggestions on what else EENET could do or what it has not done so well. Yet it is possible to be too small and this can generate tensions between the desire to seek new horizons, finding time to do that as well as meeting current commitments and setting aside funds for developing EENET staff's own vision. "It's been tremendous to have XX join us even part-time....we needed fresh new blood to expand our vision and to take us in this whole new imaging direction." Even trying to find the space to be able to develop links with other universities/organisations to test out how EENET might fare if it did decide to go it alone, has not been possible because of pressures of work on the small staff.

Key recommendation 9: Staffing levels

The size of the staff is now a serious constraint to the network's potential for making a unique contribution to issues of inclusion in the South and within major national and international policy arenas (see Section 7). It is telling that one reason why EENET has not looked seriously at breaking away from the university is simply that they have not had time to do so: an earlier attempt at charitable trust registration was aborted as other demands on staff time became a priority. However, the nature of EENET dictates that it expand in modest numbers to retain the very personal touch that it guards so carefully.

EENET needs to look at a gradual expansion of between three and six people. According to its Northern supporters, this was felt to be an optimum size if it is to maintain its very personal approach and the characteristics that make it accessible to its users.²⁷

²⁷ This was a discussion point at the UK workshop. EENET staff and founding members were suggesting an expansion to two and a maximum of three people. The northern NGOs were suggesting five as an optimum size, beyond which they felt EENET's personal touch might be endangered. There was consensus that the current staffing levels were not viable if

5.7 Impact

Northern supporters reinforced what Southern users and supporters underscored through the questionnaires about the impact of EENET (see Sections 3 and 4). EENET's perspectives on inclusion have permeated the work of its users and supporters at local, national, regional and international levels.

And EENET's Northern supporters recognise that it has done much more. EENET's impact lies partly in its role-modelling of effective and equitable development initiatives through its intrinsic principles and ways of operating. This is both acknowledged and taken for granted by other Northern NGOs. That the NGOs see that this dichotomy needs addressing by them is evidenced in their suggestions on how EENET should position itself henceforth (see Section 8). EENET's impact is also amply evident in the demands for its core services of disseminating quality material in and to the South (see Section 3). The network is unique in providing support to all who seek it, especially those whom others do not service. As one Northern supporter commented, "...I feel their responsiveness to everyone, not just to the big shots, is what is unique and what would be most missed about EENET: that it supports the lone teacher, the lone head teacher...its responsiveness to those who are not a part of the system".

But the network could do more if resources permitted. It is being asked by its Southern supporters to help them to link and lobby for many things – from grassroots projects to national policies (see Section 3.) EENET has consciously kept away from focusing its stretched resources on this, apart from its current core function of creating links and conversations (which the correspondence analysis indicated has grown substantially²⁸). But it is something it could and perhaps should re-visit.

One of its greatest successes, touched on by EENET staff and some Northern supporters but not reflected in the questionnaires, has been the action-research project through which it was able to link action on the ground and research work using a DfID grant. The learning has both continued to permeate its consciousness and activities and attracted the attention of Northern NGOs. Staying power is one of the strengths and defining features of EENET. It distinguishes the network from other NGOs that operate projects on a more temporary basis and then retire when the funding stops.

5.8 Salient issues

5.8.1 Reciprocity

One of EENET's main challenges has been to create a two-way communication with the South, and there is evidence that that is increasingly happening. But as indicated in Section 4.8, it has been more successful in some regions than in others. This is

EENET wanted to do more than it already does, and there was amazement that it was already doing as much as it is with just one part-time staff member.

²⁸ The correspondence analysis was conducted by EENET staff as part of the DfID project grant report. The annual newsletters also attest to EENET's growing reach.

something that might be addressed through more face-to-face interaction and/or the setting up of regional networks.

5.8.2 Diverse languages

Another challenge for EENET is to work in a larger number of different languages than at present. There is a tremendous demand (as shown by the evaluation questionnaires, interviews and focus group discussions) for IE materials in French, which EENET is just beginning to address with the help of volunteers in the North and South, and in Spanish and Arabic. Resources, both human and financial, have been a major constraint in this respect. Volunteers have worked in a diversity of languages: Spanish, Portuguese, Kiswahili, Arabic and Bahasa Indonesia.²⁹ EENET might want to look at partnering with other Southern universities (or NGOs) to see if it can set up similar relationships to support and extend the work already being done. There is a feeling among some Southern partners that perhaps what is needed is information in *each* national language. But this has remained an idea which regional networks still need to take on board and act on.

5.8.3 Personal but precarious

A major concern is that EENET *is* the people who run it. In some ways this is a positive feature of the network because it keeps it personal and friendly rather than bureaucratic and impersonal. However, there is a danger that it could become dominated by whatever the current staff's expertise or interests on inclusion are (for instance disability, childhood marriages, etc) or that this expertise would be lost if staff changed. A related concern to that of subtle shifts in priorities, is the recognition of the need for 'new blood' in the network "...to help bring in fresh ideas and to take us into new directions". The informality of EENET's operation and staff constraints has also meant that system and operational practices are not well documented because they have not needed to be.

5.8.4 Maintaining a holistic definition of IE

Although EENET stated from the start that the concept of IE covers all marginalised groups, historically the inclusion of disabled children in education has been a strong focus for its work. One interesting insight into why this might be so was the following remark from a supporter: "...but then that is because the agenda for inclusion is strongest with the disability group. There is a tendency to think of marginalised groups as needing to be brought in but if you think of disability then you automatically need to think in terms of transforming the system...it's a question of either bringing excluded children in or being inclusive."

The network wants to be seen as an IE network that promotes a holistic concept of education which is inclusive of, and caters to, the needs of all children. This perspective is largely endorsed by donors and partners alike.

²⁹ EENET Arabic was instrumental in putting Arabic materials on the website and EENET Asia has provided Bahasa Indonesia documents.

Southern users and supporters acknowledge the need for EENET to focus on a broader interpretation of IE rather than just on education for disabled children, but point out that this is perhaps the most marginalised group. They hold that the current international focus on HIV/AIDS and gender has led to much programming for these issues while the cause of disability has yet to claim its space in the international arena where such programming decisions are made. But there is an acknowledgement too that IE is a matter of both interpretation and the context in which IE operates. These may determine what action is possible and where organisations might be on the IE continuum of: 'visibility' for marginalised groups in education; their integration in the education system; and actually achieving IE. In some cases, this may mean that each IE programme/initiative has to focus on a particular marginalised group as an entry point or first step towards the ultimate goal of whole-system change/IE; and that the selection of that group may depend on the local situation, policy environment, attitudes, etc.

There is general agreement, however, that: "...EENET needs to be all inclusive and it is important to maintain that perspective really because marginalised communities are overlooked. The Roma children for instance even here (in Europe) are not taken account of too well even in Norway. Just a disability focus would be too narrow."

5.8.5 Too modest?

In some cases, the network has been a victim of its own success. As already mentioned in Section 4.8.1, it gives away its own expertise too readily and freely to the Northern supporters who, although they use its services, often fail either to acknowledge it or promote its work through their own publications, websites and newsletters. To some extent, EENET has been taken for granted and needs to get its voice heard again – and louder – at fora such as the International Disability and Development Consortium (IDDC), British Overseas NGOs for Development (BOND), etc.

6. Funding

If there is one single issue that is at the heart of EENET's problems it is funding. While this is a common issue for development organisations in general, for EENET the current situation may well not be tenable in the long-term. Table 10 summarises EENET's financial situation.

Table 10: Summary of income and expenditure³⁰

Year	New income	Expenditure	Carry over to next year/reserve	Salaries	Salaries as % of expenditure	Main sources
1996/7	£30,000	£16,000	£14,000	£8,000	50%	Atlas, SC S, AIFO
1998	£14,000	£25,000	£5,000	£14,000	56%	Atlas, SC S, AIFO
1999	£30,000	£30,000	£6,000	£19,000	63%	Atlas, SC S, SC UK
2000	£34,000	£30,000	£10,000	£16,000	53%	Atlas, SC S, SC UK
2001	£39,000	£37,000	£12,000	£27,000	73%	Atlas, SC S, SC UK, DfID
2002	£45,000	£55,000	£3,000	£36,000	65%	Atlas/NFU, SC UK
2003	£54,000	£54,000	£3,000	£41,000	76%	Atlas/NFU, SC UK, IDCS
2004	£94,000	£64,000	£30,000	£37,000	58%	Atlas/NFU, UNESCO... ³¹
2005	£30,000	£40,000	£20,000	£14,000	35%	DCS, Atlas/NFU, Inst. of... ³²
TOTALS	£370,000 (average £41,000/year)	£350,000 (average £39,000/year)	£103,000 (average £11,000/year)	£212,000 (average £24,000/year)	Average 62% over 9 years	

Note: Figures have been rounded up/down to whole £1,000s

The network was almost unable to produce its last newsletter. Coupled with the inability to attract regular funding for itself (because of its location or because it does not 'fit into' standard, narrow donor categories), the fact is that when EENET *is* funded by the big donors, it receives no direction or support in how those funds might be used to put the network on a more solid footing. In addition, EENET does not have a sophisticated set-up for writing funding proposals. And even if it did, the concept of a network that works in the field of development is an unusual one. Donors do not find it easy to 'pin down' what EENET does in terms of the more familiar 'programmes' and 'outputs' and 'indicators' that guide much of their funding allocation policies: "I think EENET is great if you know about it and what it does. It does not look so good on paper really." Northern supporters have not been forthcoming in lobbying within their own organisations on

³⁰ Earlier figures are taken from Save the Children Sweden Review 2002.

³¹ ...IDCS, CBM, Sightsavers, DfID, Ford Foundation.

³² ...International Education, SSI.

behalf of EENET, although they recognise how valuable its work is and how much of a gap would be created if the organisation were to fold. This evaluation has helped to change that and EENET will need to ensure that the momentum is not lost.

Consultation fees have become increasingly important in keeping the network in existence. But while this has allowed EENET to survive, it has also "...prevented us from dedicating all our time directly to EENET's work". Annual reports also attested to the lack of time and staff to fulfil their objectives. For example "...the final report [on the DfID-funded project] proved to be an extensive and time-consuming task which took up most of the co-ordinator's time during the second half of the year" (Annual Report 2003, p.13).

One of several core activities that could have been carried out if staff time had been available is regular updating of user and supporter information.³³ Increased staff levels could have enabled the network to be more pro-active in annually updating contact details "...so we're not just waiting for them to come to us with the new information".

Key recommendation 10: Financial support from donors and Northern partners

It is crucial for EENET to acquire a breathing space through the allocation of a three-to-five-year grant, or some other form of secure funding, to enable it to pursue some of the strategies and structural changes highlighted in this evaluation. This includes looking at not only its continued existence, but at a geographical expansion of its current work. This might be through the inclusion of other language services, as well as more activities to share its skills in materials production, research, filling the gap between grassroots work and policy, etc.

Possible strategies that EENET could look into include:

- Partnering with other universities in countries such as South Africa or Honduras³⁴. Once that kind of set-up is fully operational (perhaps over a period of five years), to consider moving to the South but retaining a UK office. As one interviewee stated: "...these are options and not necessarily linked. I think EENET would need about five years to really consolidate its work, its funding base and then be able to move a head office to the South. If it partnered with other universities, as suggested, it needs that lead time. If it chooses not to do this then that is fine, too. Meanwhile, it does need more staff in any case and that could work in terms of a two-year contract each time."
- Creating a small pool of EENET-approved consultants with diverse skills/specialisations. They could be 'on call' for EENET work for two to three

³³ For example, during the evaluation there were approximately 50 per cent of unsuccessful emails whilst distributing the questionnaire, and this was further evidenced during focus group sessions, where a number of contacts were found to have left organisations, moved organisations, left the country or had died.

³⁴ These two places were mentioned by an EENET supporter as having people within the universities who could do what EENET has done and push the issue of IE further, drawing on EENET's experience and skills. The rationale for looking for a university connection (the network does not have to be housed within the university however) was because this would facilitate the acceptance of research that might be conducted. According to this supporter, the credibility to research that a university connection offered was not to be underestimated.

months of the year, and so collectively 'cover' assignments throughout the year. They would work on the basis that they pay a fee towards EENET's expenses in return for receiving the work referral. Northern NGOs indicate that such EENET-approved consultants would be very much in demand by other NGOs who trust the 'EENET seal of quality'. And where such consultants come from the South they would bring the advantages of knowing the context in which IE is being developed.

- Taking on an intern, in addition to new staff to release the time of the current staff to engage in consultancies more frequently.
- Charging more when Northern donors are paying for materials.
- Exploring the possibility of a supporter fee from the richer Northern NGOs. This could be rated, participants suggested, according to ability to pay. The Northern NGOs have indicated that they would be willing to contribute to EENET's work in this way.
- Looking at branding (see Section 8).
- Promoting and expanding EENET's own productions such as the excellent parent's guide which is not being sufficiently advertised (because of lack of staff time). EENET needs to produce more material on inclusion, training, writing and editing, etc, and promote it to generate revenue from the North. What it produces would, of course, be determined by the network's sense of what is seriously lacking in the field of IE and by the constant need to balance its work against its core principle of promoting the work of others.
- Getting its donors to look for 'basket-funding', where funds are made available not just to one organisation but to a sector or an issue on which a few organisations might work together. (The challenges of working with someone else's agenda have to be guarded against.)
- Formally approaching its Northern supporters with its funding crisis so that supporters within the organisations can then lobby for funding on EENET's behalf and/or come to a joint support agreement. Such funding would be provided on the understanding that it is strictly 'hands-off', with no strings attached, in recognition that EENET's identity needs to remain intact.

Northern supporters also need to ensure that they play their part in keeping EENET going. They can do this by lobbying their organisations and other fora where they have influence or presence, to ensure that EENET's work is featured. This will ensure that EENET has access to financial support as well as a presence at such international and inter-NGO fora.

7. Regionalisation

The issue of regionalisation has been discussed in Section 4.8. Suffice it to say that regionalisation is fraught with issues of finding the balance between 'ownership' and 'misrepresentation'. EENET is still exploring the options of branding that might address this issue. Inclusiveness, ownership, flexibility, respecting local knowledge, diversity of dialogue, etc, can be enhanced by regionalisation. And careful handling may diminish the possibility of dilution of qualities and principles, the consequent loss of reputation and the dangers of segregation and fragmentation. As one supporter put it, "...ultimately, EENET does need to regionalise because if EENET really wants to reach the goal of inclusion globally it must become regional..." as "... the life and soul of EENET are the practitioners".

EENET does need to embrace its own role in providing some leadership at regional levels and it is beginning to see that itself. "But if we had more staff, say two full-time people, ideally three, then I would now be less afraid to go and do the training, the facilitation. I mean if I'd gone out to see and help the regional networks to develop, they would now be five years ahead of where they are. I think we've been so careful and cautious about not interfering that we've gone the other way. I'd do more intervention but always with a view to building their capacity to do things, not to run anything or take over. I think we've been so conscious of things needing to come from the grassroots that we've overlooked our role as fertilisers." A more difficult task will be to see the link between regionalisation and branding (see below). The question of how far regional networks could, should, or want to be seen as the regional hubs of EENET leads to the issue of what is the core identity of EENET?

One option is for EENET to become an autonomous federation, therefore reflecting all the regions' needs. If it retained a co-ordinating role, then EENET could encourage EENET Asia, for example, to broaden its readership and its reach. Different countries and organisations are at different levels and must be helped to move ahead at their own pace. A federation that worked on the basis of some common underlying elements in each region but provided scope for individual regions to develop in response to their constituents might be one way forward.

Key recommendation 11: EENET should lead and support regionalisation in the context of branding

Regionalisation needs to occur within a framework in which EENET provides a degree of leadership that reflects its core principles, its expertise and its special brand of networking.

8. Branding

Concerns over misrepresentation raise the question of whether EENET should consider articulating a well-defined, instantly recognisable EENET approach to work/material/organisational principles that others wanting to associate themselves with EENET need to take on in their work. This is a complex matter. At one level it has been argued that EENET cannot do any such 'branding' because the information it disseminates does not belong to it. On the other hand, EENET does more than simply disseminate other people's information. It chooses what it disseminates, often distils the information and has a series of publications that it has produced itself. And the fact that those interviewed could speak of 'misrepresentation' and 'an EENET-oriented consultant pool' suggests that there is something distinctive about what the term 'EENET' has come to mean.

That there is an articulation of what EENET's unique strengths are and that there is a readily developed and long list of what more it could contribute both to Northern and Southern supporters (see Section 7) suggests that there is a case for branding. EENET should be known in the development sector as a trusted, accessible and open organisation that allows all voices, encourages diversity and provides quality perspectives and guidance on inclusion. That then becomes EENET's 'brand': its special quality that identifies its work and anyone or any project or programme associated with it.

Key recommendation 12: EENET must look at the issue of branding

A concern that branding can lead to rigidity and uniformity needs to be seen in the light of the more pragmatic issues of funding. Branding and selling its expertise and materials are things that EENET must consider, with the proviso that it keeps careful watch over not losing its current identity in the process.

9. Priorities and future directions

There was general consensus that EENET should, as a minimum, "...continue doing what it was already doing, only more of it". But while there was a minority view that this is all it needed to do, the majority of EENET's users and supporters feel it has a lot more to offer and that its current status forces it to pass up opportunities where its voice needs to be heard, such as a presence at conferences and international meetings and on global fora such as EFA. If resources of both time and funding permit, it could make a tremendous contribution in a number of directions.

EENET does have the expertise of a global perspective and must not shy away from acknowledging that and using it to help others. Speaking of another women's organisation, one supporter commented, "...its strength is that it knows how to talk to the big players: politicians, INGO community and then also to the grassroots and to bring their experience to the top and link it. EENET can do the same: it can mediate and interpret what the grassroots often is not organised enough to do for itself. And it does have that wider perspective that enables it to do so, so it needs to capitalise on that. It needs to translate, interpret the grassroots to the policy people and the reverse, so it can work in either direction and in both directions. It should not be afraid to do that. It can be a catalyst agency that can then lift the other organisations up. It can facilitate a natural back and forth on that one."

The contributions that EENET could make if resources (both human and financial) permit, include:

- **Providing more analysis:** at present it lets the reader do their own reviewing and analysing, but it could itself offer that analysis. That too is a part of information dissemination and sharing. EENET's current position is that people should take charge of their own learning and that it is not sure that it should be providing that (potentially biased) analysis. EENET could usefully provide more analysis of why the successes succeeded and the failures failed. NGOs and donors need to understand the barriers to IE. EENET could do some more work, particularly in academic fora, to bring practice into the discussion arena.
- **Extending its work on action research:** there is a huge gap between research and practice as well as between policy and practice, and EENET is best positioned to fill this gap in the South and the North.
- **Offering more face-to-face interaction:** People do not want more templates of guidelines/manuals/handbooks; they have enough of those 'how tos'. They want face-to-face interaction. And being in the field will also help EENET staff to act as a catalyst for action as well as extend their own understanding of the contexts with which they have links.
- **Working in more languages:** if possible, to widen coverage of inclusion and open up opportunities for the network as well. As a start, EENET can begin recommending good materials in local languages where possible, using local consultants to evaluate local materials, etc.

- **Helping other networks and donors:** to understand how to introduce the concept and idea of IE to government officials so that they begin to work on it inter-sectorally as well.
- **Providing more guidance on programme development:** linking communities with their national systems and encouraging the systems to be more inter-linked.
- **Offering more training ‘in the EENET way’:** in inclusive practices, action research, presentation and editing, materials and newsletter production, involving the community, etc.
- **Facilitating the development of strong links between community-based organisations (CBOs) and ‘educators and education’:** in the South so that informal education is better understood and promoted.
- **Offering ‘training of trainers’ workshops:** on advocacy, promoting promising practices, challenging the status quo to push for South-led initiatives.
- **Facilitating links, including cross-organisational links** between the big donors and players such as the World Bank, UNESCO and the implementers in the field as well as other NGOs.
- **Repackaging academic papers to make them more accessible.**
- **Acting as a mentor and adviser:** on inclusion and communication to other Northern NGOs and to Southern organisations setting up their own networks.

It is clear that EENET has a tremendous amount to contribute in the area of inclusion, effective communication and partnerships in both the North and the South. How the organisation evolves will depend on the interplay between what it sees as its role and function and its structure, location, size and funding options. The network urgently needs to secure some form of long-term funding to allow it the space over the next three to five years to work out and move in a given strategic direction which places it on a more secure financial footing. More fundamentally, the network needs to make conscious philosophical decisions about its identity, its location and its operational structure (see key recommendations on pages 2 to 5).

In that respect, this evaluation is timely. So too is EENET’s forthcoming tenth anniversary. The former will act as a catalyst to confront some difficult choices: the latter will provide the ideal platform for a re-launching of EENET as a ‘coming of age’.

10. Next steps

Between the publication of this review and its tenth anniversary EENET, with the assistance of its supporters, should begin to consider a number of possible 'next steps' which may enable it to consolidate and expand its work in the longer term. This evaluation's key recommendations (pages 2 to 5) arise from the collective perspectives of EENET's staff, steering group, users, funders and supporters and will involve decisions that will have far-reaching consequences for EENET. The recommendations need to be viewed separately from this section, which focuses on action to be taken in the near future, based in part on the practical offers of help from the Northern supporters.

10.1 Funding

Organisations such as Comic Relief have in the recent past offered grants to small organisations based in the North to build their partners' capacities in the medium term to strengthen services and institutions in the South. EENET can explore the possibility of such funding through its Northern network. The experience of the Child to Child Trust might be useful to tap into for this purpose.

The role of NFU in providing EENET the opportunity to re-shape itself has already been discussed in this report (see key recommendation 1 and Sections 3 and 5).

EENET could consider organising a one-day retreat for proposal writing by its founders, staff and other volunteers, with the express purpose of generating funding proposals. It could also, as requested by them, circulate a formal letter of appeal for funding to its supporters.

EENET has received funding in the past from organisations with single and multiple focus interests such as Save the Children UK (SC UK) and World Vision. The donors now need to work out a more co-ordinated response to funding the network. EENET could suggest such donor harmonisation in its funding proposals.

10.2 New partnerships

EENET needs to engage in dialogue with the University of Manchester as well as other universities and institutions in the North and particularly in the South to explore partnerships. If necessary it needs, for a limited time, to put other activities on hold while it focuses attention on its own sustainability. It also needs to take its place at fora such as the IDDC or BOND at the invitation of other Northern NGO supporters.

10.3 New human resources

The network could begin both to develop a pool of consultants and material writers through an initial round of training workshops and to outsource some writing and

materials creation on a trial basis to identify available and affordable talent in the North and the South. It could also consider identifying interns to work alongside the staff.

10.4 Profiling/Presence

As the Northern supporters are suggesting, EENET could begin to enter or re-enter certain fora such as BOND, IDDC, etc., at the invitation of its Northern supporters. It could also officially appeal to its Northern supporters for funding, enabling them to create leverage for support for the network within their own organisations.

The IDDC should be persuaded to set up an education task group. The absence of such a group means that the focus on education is not as strong as it might be in Northern NGOs. EENET should be invited not just to become a member but to give workshops to the Northern NGOs on inclusion as part of such a group.

10.5 Tenth year anniversary

EENET could consider using this event not just to celebrate its last ten years but, in the light of progress made on the above issues, to re-launch itself for the coming ten years.

Appendices

- Appendix 1 – Questionnaire
- Appendix 2 – Questionnaire responses
- Appendix 3 – Questionnaire data analysis
- Appendix 4 – Gantt chart work plan
- Appendix 5 – Contract
- Appendix 6 – Focus group reports
- Appendix 7 – Interview questions
- Appendix 8 – Website evaluation

APPENDIX 1: EENET Users Questionnaire

EENET Users Questionnaire

Introduction

The Enabling Education Network (EENET) shares and disseminates information about inclusive education. EENET prioritises the information needs of individuals and organisations working in countries of the South. The network provides access to a unique and broad-based body of expertise and experience in the practice of inclusive education world wide through its website, annual newsletter and other documentation, and by responding to correspondence and supporting regional networks.

The questionnaire

The Norwegian Association for Persons with Developmental Disabilities (NFU) has appointed Duncan Little and Anise Waljee to undertake an evaluation of EENET. The main objectives are to review EENET's development as a network from 2000 to 2005, assess the scope and impact of its work, and to make recommendations for EENET's future priorities and sustainability. This questionnaire is part of the evaluation process. The evaluation will also include a series of focus group discussions with EENET users.

The findings from the evaluation will influence how EENET develops and is sustained in the longer term. Your comments will be treated in the strictest confidence by the researchers and will be listened to and acted upon!

There are five sections to the questionnaire: section A is about you, section B is about how you use or relate to EENET, section C is about what you think of EENET, section D is about the website and section E is a summary.

Please return the questionnaire as soon as possible, ideally before Friday 14th July 2006.

Please email your form to: evaluation@eenet.org.uk

Or please return it to:

Duncan Little, Evaluation Project, EENET, c/o Educational Support and Inclusion, School of Education, University of Manchester, Oxford Road, Manchester M13 9PL, UK.

Section A: About you

1. Your details

Name of respondent:
(optional*)

Role / job title:

Organisation:

Address
(please incl. country):

E-mail:

Telephone:

Fax:

* If you prefer not to provide your name please tell us your organisation's name.

2. What do you think EENET does?

EENET does many different activities. But the correspondence from users suggests that not everyone understands exactly what EENET does. We would therefore like to find out what activities you think EENET does or does not do. This will help EENET to develop better ways of explaining and promoting its activities.

Please tick [✓] which activities you think EENET does or does not do.

Activity	I think EENET <u>does</u> this	I think EENET <u>does not</u> do this	
<i>EENET helps:</i>			
• other organisations to find consultants			1
• people to learn sign language			2
• students to enrol in Manchester University			3
• people to contact others working on similar projects or in similar countries			4
<i>EENET gives advice on:</i>			
• disability rehabilitation services			5
• running study tours			6
• fundraising			7
• starting/running local or regional information-sharing network			8
• education solutions for individual children			9
<i>EENET's documentation activities include:</i>			
• adapting documents from other organisations and helping inexperienced writers to document their work			10
• publishing/distributing an annual newsletter			11
• encouraging people to translate documents			12
• free distribution of documents to the South			13
<i>Other EENET activities include:</i>			
• implementing inclusive education projects/schools in Southern countries			14
• managing email groups			15
• responding to correspondence/enquiries about inclusive education			16
• running training courses			17
• providing grants and sponsorship to organisations/individuals			18

Are there any things you think EENET does that have not been listed here? Please write your answer here...

3a. What do you think inclusive education means?

Please write your answer here...

3b. How is inclusive education put into practice in your local area?

Please write your answer here...

Section B: How do you use or relate to EENET?

4. Do you think that overall EENET offers you the right sort of information about the right issues?

Please tick [✓] the answers that apply to you (you may select more than one).

EENET generally provides me with a good range of information	<input type="checkbox"/>	19
EENET provides me with too much information, it is confusing	<input type="checkbox"/>	20
EENET offers me too little information (please provide details in the box below about what information is missing)	<input type="checkbox"/>	21
EENET offers me information on the wrong issues or in the wrong format (please provide details in the box below about what is wrong)	<input type="checkbox"/>	22

Please provide details here...

5. In what way are you / your organisation interested in EENET?

Please tick [√] the categories that apply to you (you may select more than one).

As an individual / organisation seeking information about implementing inclusive education		23
As an individual / organisation helping EENET (for example, volunteering, distributing the newsletter, collecting case studies, providing funding, etc)		24
As an individual / organisation seeking to start up / become part of a regional information-sharing network (for example, to discuss local IE issues, share practice, meet up, etc)		25
Other (please explain below)		26

Please write your answer here...

6. How frequently do you / does your organisation use EENET in some way. For example:

- writing to EENET for specific advice
- requesting documents/resources from EENET
- sending documents about your work to EENET to share with readers globally
- looking at EENET website resources (online or on the website CD-ROM)
- meetings with EENET staff.

Please tick [√] just one answer.

Never (except, perhaps, to answer this questionnaire)		27
A few times a year, or less frequently		28
About once a month, on average		29
More often than once a month		30
I don't know		31

If you answered 'never' to Q6, please **do not** answer Q7.

7a. Why do you contact EENET, or why have you contacted EENET in the past?

Please tick [√] the answers that apply to you (you may select more than one).

To request inclusive education publications / EENET newsletters	<input type="checkbox"/>	32
To get information on new publications	<input type="checkbox"/>	33
To find documents in other languages	<input type="checkbox"/>	34
To learn more about inclusive education generally	<input type="checkbox"/>	35
For training ideas	<input type="checkbox"/>	36
To find out about any forthcoming events	<input type="checkbox"/>	37
To make links to others working in the same field	<input type="checkbox"/>	38
To find out the latest news about EENET's work	<input type="checkbox"/>	39
To find out the latest news about inclusive education	<input type="checkbox"/>	40
To discuss national/regional networking and information sharing	<input type="checkbox"/>	41
To share information about your own work	<input type="checkbox"/>	42
To offer funding, voluntary help or other support activities	<input type="checkbox"/>	43
Other (please explain below)	<input type="checkbox"/>	44

Please write any comments here...

7b. How do you contact EENET?

Please tick [√] the answers that apply to you (you may select more than one).

Letter	<input type="checkbox"/>	45
Email	<input type="checkbox"/>	46
Fax	<input type="checkbox"/>	47
Telephone	<input type="checkbox"/>	48
Face-to-face meeting	<input type="checkbox"/>	49
Other (please explain below)	<input type="checkbox"/>	50

Please write any comments here...

7c. How often do education practitioners or stakeholders (e.g. parents, students, etc) mention or discuss EENET, its website, newsletter or other activities to you?

Please tick [√] one answer.

Never				Very often
1	2	3	4	5
51	52	53	54	55

8. Have you encouraged others to use/contact EENET?

Please tick [√] the answers that apply to you (you may select more than one).

Yes – we provide a link to EENET’s website from our own website		56
Yes – we mention EENET in our newsletters and / or other literature		57
Yes – we distribute the EENET newsletter		58
Yes – we mention EENET verbally at appropriate occasions		59
Yes – in other ways (please explain in the box below)		60
No (please answer Q9)		61

Please write any comments here...

If you answered ‘no’ to Q8, please answer Q9. Otherwise, go to Q10.

9. Why haven’t you told other people about EENET?

Please tick [√] the answers that apply to you (you may select more than one).

We hadn’t thought of doing so – we may in future		62
We provide a similar service, so we feel that we don’t need to promote EENET in our place		63
We prefer to promote other networks instead		64
We are not happy with EENET (you can give more feedback in Sections C and D)		65
Other reasons (please explain in the box below)		66

Please write any comments here...

10a. What resources has EENET provided you?

Please tick [] the answers that apply to you (you may select more than one).

Printed EENET newsletter	<input type="checkbox"/>	67
Audio-tape and/or Braille materials	<input type="checkbox"/>	68
Video materials	<input type="checkbox"/>	69
Materials on CD-ROM	<input type="checkbox"/>	70
Electronic materials via email	<input type="checkbox"/>	71
Translated documents	<input type="checkbox"/>	72
Miscellaneous printed documents	<input type="checkbox"/>	73
Nothing (Please go to Q12)	<input type="checkbox"/>	74

What other resources would be useful? Please write any comments here...

10b. Did you share these resources with other people/organisations?

Yes	<input type="checkbox"/>	75
No	<input type="checkbox"/>	76

If you answered 'yes' to Q10b, please tell us who you shared them with and for what reasons... If you answered 'no' to Q10b, please explain why.

11. Has EENET, or the information provided by EENET, helped you with developing your inclusive education strategy, planning project activities, etc?

Please tick [✓] just one answer, but provide more details in the box below.

Yes – EENET/the information provided by EENET has influenced or helped with our strategy/activities	<input type="checkbox"/>	77
No – EENET/the information provided by EENET has not influenced or helped with our strategy/activities	<input type="checkbox"/>	78
I don't know – we haven't really thought about it	<input type="checkbox"/>	79
This question is not relevant to me / our organisation	<input type="checkbox"/>	80

Please write any comments here...

12. What do you think EENET could do to help you further with developing your strategy, planning project activities, sharing your experiences, etc?

Please write your answer here...

Section C: What do you think of EENET?

13. What activity do you think EENET does best at the present time?

Please give 5 answers. Write a number from 1 to 5, giving 1 as the best, 2 as the second best, etc.

Efficient response to enquiries		81
Informative annual newsletter		82
Website of inclusive education information		83
Information in electronic formats/on CD-ROM		84
Translations of documents		85
Production of Braille/audio-tape materials		86
Support of local/regional networking		87
Dissemination of paper/hard copies of documents		88
Collection and sharing of case studies		89
Support/advice to local/regional seminars/workshops/training courses		90
Assistance with development of local materials		91
Other (please explain below)		92

Please write any comments here...

14a. What existing activities do you think EENET should work to improve, and why? How could this be achieved?

Please write your answer here...

14b. Are there any new activities that you think EENET should do, and why? How could this be achieved?

Please write your answer here...

15. Overall, do you think that inclusive education materials produced and/or shared by EENET are easy to read and understand?

Yes		93
No		94

Please write any comments here...

Section D: What you think of EENET's website?

16. Are you able to access EENET's website (www.eenet.org.uk)?

Yes		95
Only by using the EENET website CD-ROM		96
No, I do not have a computer and/or cannot access the Internet		97

If you answered 'no' to Q16, please go to Section E.

17. How frequently do you/does your organisation usually visit the EENET website?

Please tick [✓] just one answer.

A few times a year, or less frequently		98
About once a month, on average		99
More often than once a month		100
I don't know		101
Never		102

If you answered 'never' to Q17, please go to Section E.

18. Why do you use the EENET website?

Please tick [✓] the answers that apply to you (you may select more than one).

To download existing publications	<input type="checkbox"/>	103
To get information on NEW publications	<input type="checkbox"/>	104
To find documents in other languages	<input type="checkbox"/>	105
To learn more about inclusive education generally	<input type="checkbox"/>	106
To find documents on specific issues within inclusive education	<input type="checkbox"/>	107
For training ideas	<input type="checkbox"/>	108
To find out about any forthcoming events	<input type="checkbox"/>	109
To find out about links to others working in the same field	<input type="checkbox"/>	110
To find out news about EENET's work	<input type="checkbox"/>	111
To find out news about inclusive education	<input type="checkbox"/>	112
To find out about regional networking	<input type="checkbox"/>	113
Other (please explain below)	<input type="checkbox"/>	114

Please write any comments here...

19a. Which sections, pages or individual articles/documents on the website have you found most useful, and why?

Please write your answers here...

- (i)
- (ii)
- (iii)

19b. Which sections, pages or individual articles/documents on the website are unhelpful, or have disappointed you in some way? Why?

Please write your answers here...

- (i)
- (ii)
- (iii)

20a Do you think that overall the website offers you the right sort of information about the right issues?

Please tick [✓] the answers that apply to you (you may select more than one).

The website generally provides me with a good range of information	<input type="checkbox"/>	115
The website provides me with too much information, it is confusing	<input type="checkbox"/>	116
The website offers me too little information (please provide details in the box below about what information is missing)	<input type="checkbox"/>	117
The website offers me information on the wrong issues or in the wrong format (please provide details in the box below about what is wrong)	<input type="checkbox"/>	118

Please provide details here...

20b What new or different information or resources would you like to see on the website?

Please write your answers here...

(i)

(ii)

(iii)

21a Are any of your / your organisation’s projects, publications, etc, featured on the website?

Yes	<input type="checkbox"/>	Please answer Q21b	119
No	<input type="checkbox"/>	Please go to Q22	120

21b If 'yes', how happy are you with the way in which your project/publication etc is featured on the website?

Please tick [✓] just one answer.

Very unhappy				Very happy
1	2	3	4	5
121	122	123	124	125

Please explain why you are happy or unhappy...

22. Has anyone been directed to your organisation through the EENET website?

Please tick [✓] one answer.

Yes (please provide details in the box below)		126
No – we have no evidence that the EENET website directs people to us		127
Don't know		128

Please write your comments here...

Section E: In summary

23. EENET aims to improve access to information on inclusive education (primarily in the South) through sharing documents, answering enquiries, supporting local/regional information-sharing networks, etc. Overall, how well do you think it achieves this objective?

Please tick [✓] one answer.

Not at all				Extremely well
1	2	3	4	5
129	130	131	132	133

Are there other ways of achieving these objectives? Please write your answer here...

24a EENET works from the UK. However, do you think there is a need for local people to set up national/regional information-sharing networks on inclusive education?

Yes		134
No		135

If you answered 'yes' to Q24a, please go to Q24b, if you answered 'no', please go to Q25.

24b Are you interested in setting up a national/regional network or joining an existing information-sharing network on inclusive education?

Working together at a national/regional level can greatly benefit your inclusive education activities. You could have regular contact with those living/working in similar situations, compare case studies, contribute to a regional newsletter or organise workshops.

Yes		136
No		137

24c If you answered 'yes', what next steps do you think should be taken (by you or others) in order to start a new network or join an existing network? What would you like the network to achieve?

Please write your answer here...

25. If you could only change *one thing* about EENET, what would it be?

I would like to change...

26. Would you be willing to take part in a focus group discussion exploring issues from this questionnaire in more detail?

Yes		138
No		139
Perhaps – depending on circumstances		140

If you answer ‘yes’ or ‘perhaps’, we will contact you again. Please ensure you have provided contact details at the beginning of the questionnaire.

27. Would you be willing to send us a case study about how using EENET has affected / impacted you / your organisation’s work on inclusive education?

Yes		141
No		142

If you answer ‘yes’ we will contact you again. Please ensure you have provided contact details at the beginning of the questionnaire.

Please briefly outline the story you would like to tell...

28. Do you have any other comments about EENET or your work in inclusive education? Please feel free to write on an additional sheet of paper.

[Empty box for additional comments]

See front page for details of how to return this form to the Evaluation Consultant.

APPENDIX 2: Questionnaire comments

Section A: About you

Q2: What do you think EENET does?

Facilitating training programme in SNE or Inclusive Education workshops and conferences.

We would like to open all network and play a role in sensitisations of general community awareness project on childhood deafness at village levels

Promoting linkage of various professionals in inclusive education by sharing experiences from the articles they have read of the newsletter received.

Placing job adverts on the website

Facilitate experience sharing among countries directly (Our Experience with Zambia)

EENET encourages the hopeless, especially disabled, of a prosperous future and life through case studies of prosperous disabled people.

Provide policy advice.

A source of quality documents and resources.

I think EENET is particularly strong on advocacy and sharing good practices which is a very important hegemonic agenda. The production of knowledge and dissemination of information is central to the task of achieving inclusive education. I think the biggest strength of EENET is that it has a very non patronising agenda which is unlike many Northern based agendas and initiatives. It is a very credible organisation that has a lot of offer. In my previous job of Director of Inclusive Education in South Africa, I worked very well with EENET which is accessible, efficient and reliable. I hope you are able to support and assist this important organisation that has so much to offer

Provides info on ICT for CWD

It creates powerful network involving several countries in Africa the especially in the southern part of Africa and Asia in as far as Inclusive education is concern

We think EENET is working for Kids for their Education and it's a very good cause which they are doing. Thank you.

Linking people from different parts of the world who are seeking each others' experiences and knowledge.

Provides consultancy.

I would just add that EENET facilitates experience sharing between different programmes in the area of inclusive education.

Collating information on inclusive education from different sources and giving links to users or those who need this information from other parts of the world.

Holds competitions, simplify inclusive learning by using a tree diagram

Produces publications, undertakes research, provides consultancy services

Dissemination of ideas on inclusive education and advocacy

Encouraging debate around key issues related to education and groups that are usually marginalized from it. This is done through case studies, conference reports and other articles. They cut across country, language and other differences, and make the content of the debates accessible to ordinary people.

Conducting conferences/meetings on Inclusive Education

Helping/challenging others in the network to further understand IE as a concept that goes beyond disability and is a (human/child) rights issue that needs to be looked at from a mainstream perspective.....

EENET has follow-up for correspondence in South countries

Joint research with teacher as well as lecturer in the field of inclusion i.e. in Indonesia.

Availing information on inclusive education.

Provision of reading material in CDs and posters on inclusive education
EENET informs individuals working in special education needs on scholarship opportunities.

Leadership in Inclusive Education – opinion-maker.

Does not provide Braille equipment to schools, does not solicit for mobility aids to my knowledge.

EENET's newsletters help to effectively run inclusive schools in developing countries using the information published.

Poor educational assistance/scholarship grant for the deaf in West Africa.

EENET provides free literature, brochures, CDs, etc, on enabling education including inclusive education.

It brings people together to share experiences at conferences and workshops.

Screening those who receive the newsletter, and their participation in the newsletters to grant them some kind of special education scholarships from EENET.

Sharing 'good practice' skills internationally in primary/secondary schools and in inclusive schools.

I think EENET does not respond to research papers, eg, I sent an article entitled: 'including the excluded: the challenging reality of Ethiopia'.

Publish EENET newsletter to raise awareness, encourage sharing of effective practices, and encourage discourse in critical issues. Encourage discourse and networking of inclusive education, promote inclusive education.

Q3a: What do you think inclusive education means?

The inclusion of girl education in underdeveloped countries.

Save the Children UK views inclusive education as a process of enabling all children, including previously excluded groups, to learn and participate effectively within mainstream school systems. Inclusive education challenges exclusionary cultures, policies and practices in education, removing barriers to children's participation and learning, and acknowledging individual children's needs and potential. Inclusive education is essential to achieving quality education for all.

Inclusive Education means an Education practice where all learners (disabled and non disabled) learn and share all the school facilities together in an environment that has been adapted to suit everyone

Children with disabilities learn together with the normal ones.

I think it means all pupils regardless of disability, race, colour, socio-economic status or any limitation learn, play and enjoy together in the same setting.

Training people with different disabilities in the same school e.g., deaf and hearing.

I think you that organise advice to facilitate the KAMDAD volunteer community training workshops, seminars about deaf development programmes. You will profess to teach me with leadership skills and consultancy work

Having a socially equitable service in providing education for all children with those with special needs equally addressed. The environment of education is made as friendly and accessible as possible, so as to address all the various categories of children who will benefit from the education services of a country.

Providing the same chance for disabled children and non-disabled children to get education in the same place, and also facilities based on their needs.

Education which provides a quality education for all regardless of gender, ability or race within the local community.

Everyone – also those with special education needs goes to the local school. Education is a human right of all children. The diversity is valued. The school welcomes everybody. Close collaboration with the parents – also with the community. To work for inclusive education – is an on-going process – working with the school culture, policy and the teaching practice. The whole school – teachers, administration, students and others – who work at the school.

“Access, participation and achievement” for all children to an education which contributes to realising individual potential – spiritual, physical, emotional, sensorial, academic.....(formal, non formal eg home/ community based...). Change in education policy to take into account rights of children as individuals. Adapting systems to children and not visa versa. All children, especially those currently excluded from any form of education developing self advocacy skills to become independent and confident people and to influence/ lobby/ make waves.....! Parents and community taking responsibility for appropriate education and working with local and national authorities to achieve EFA. An awareness at all levels and with all stakeholders that each individual. Development of a language of inclusion. Accessibility of education premises – schools buildings, community centres, homes, clear signage, accessible teaching and learning materials/spaces. Curriculum adaptation, teacher training – child centred methodologies/ teachers. Endless list

Disabled studying alongside able-bodied but paying special attention to the special needs of the disabled. It also involves creating disability friendly environment.

I.E is a system of education where children with special needs learn in their neighbouring schools with other peers in regular class-room setting taught by regular teacher.

It means education for all despite of your age, sex, disability

Education for all children, classrooms where each child participates and contributes a learning situation that all children achieve in the process.

Education system that takes care of everybody and individual irrespective of social, health, emotional, financial, racial and other hindrances.

Increasing the capacity of schools to meet the demands created by more diverse students including those with disabilities and special needs.

Inclusive education means increasing participation of marginalised children in education. It doesn't only apply to children with disabilities but includes all excluded children. In India it would include children of different castes, ethnicity, classes and others.

Inclusive education means that including disabled children in main stream

Inclusive education means educational and structural systems and methodologies, which meets the needs of children all over the world. It should be a system where equal rights are practiced.

Would be among global changes, which crave for structural improvement in schools globally as a means of enabling the diversity of learners in meeting their educational needs and so learning more effectively. However, I and some of my local colleagues believe 4 E as the latest pedagogical modes for learners with special educational needs, with less attention on orphans, street children etc.

All children are included in mainstream education sector plans and have access to, and complete, a quality education that allows them to fulfil their potential

Inclusive Education refers to schools, centres of learning and educational systems that are open to all children, and that ensure that all children learn and participate. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of needs that pupils have and that they are included in all aspects of school-life. It also means identifying any barriers within and around the school that hinder learning and participation, and reducing or removing these barriers. Inclusion in education is a process of enabling all children, including previously excluded groups, to learn and participate effectively within mainstream school systems. Placing excluded children within a mainstream setting does not of itself achieve inclusion.

Inclusive educations give equal opportunities to children with disabilities access basic education and participate equally with others in education and school activities. It encourages the educators to adapt their teaching methods and curriculum to the individual needs of every child. Inclusive education is education for all.

Sending more printed materials including books and posters. Very important to give consultations.

Inclusive education is about EVERYONE having access to learning. It is a term often used in relation to those who are vulnerable to being excluded, and often in particular children with disabilities. In relation to children with disabilities, it is about real learning. It is about equal access to the opportunity to participate, contribute, benefit, and learn through education structures. It is about creating an education system that is responsive to individuals and their differences – rather than moulding children to fit into the existing systems. Inclusive education means and education that is inclusive of all groups of learners – at all levels (early childhood, primary, secondary and higher).

It means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. Disabled and non-disabled children and young people learning together in ordinary pre-school provision, schools, etc.

Participatory/ community/groups involvement

Inclusive Education is a social theory for society that focuses on creating the conditions for eliminating prejudice of any sort. In educational terms it is about creating space and possibilities for an inclusive pedagogy that translates into inclusive schools and classrooms.

IE means that the education system has to adjust to cater for a diverse range of children's learning styles and provide the appropriate support. Children learn together and there are not segregated schools for CWD.

Inclusive education means to give chance of education for all the people particularly to the disabled people

To contact education for global education system

Inclusive education is a search for pedagogy for all whose rights of each child is respected irrespective of any difference. Inclusive education as a right leads to collaborative partnership with teachers, parents and professionals. An Inclusive Education is for every child.

Inclusive Education means inclusion all excluded groups which includes the disabled as well. It attempts to include ALL school age children in ordinary schools no matter the ability of the children. However, the largest group of children systematically excluded from education are disabled children thus the distortion in its meaning of inclusion of disabled children in education.

We think inclusive Education is comprehending things in students' minds with love and teach them to achieve their level.
Thanks

Inclusive education means making education to be compulsory without fees.

I like Prof. Miriam D. Skjørtens definition of inclusive education: Towards Inclusion by Miriam Donath Skjørtens In a school moving Towards Inclusion quality education should be provided in a child and learning friendly environment, where diversity is experienced, embraced and recognised as enrichment for all involved. Curricula, and teaching approaches and methods should be characterised by emphasising social aspects of learning, dialogue, sensitivity to children's needs and interests, sharing - rather than competing and creative and flexible teachers and classroom management. All children, also children experiencing barriers to learning, development and participation, including children with disabilities, have the right for quality education in the school that is closest to their home and the class that suits their age.

Education for all children

Inclusive education acknowledges that each child is an individual and that one solution does not fit all, ensuring that the educational environment meets each child's needs as part of a wider goal to ensure their inclusion in society.

Inclusive education means to me: making education child-centred by making education systems, methodologies and environment responsive to the specific needs of individual children, whatever their learning ability and speed is.

Inclusive education is about identifying and removing barriers to accessing and participating in mainstream education. It is about sharing a set of attitudes and beliefs and valuing differences

Education of all children alongside their peers with the support in terms of people and resources to enable them to access an appropriate and relevant curriculum

A system of schools that provide quality education for all children. It has availability of supports for those children that need it. It values diversity as a desired characteristic, which benefits all children.

About a child with severe communication impairments rejected by the education system, now at mainstream school. Another one, the same story, now at the University

Focusing on the learner with disability and changing the learning environment in order to make it more accessible to the learner so that they can access quality education that suits their own individual and unique physical, psychological, emotional, social and other circumstances that would otherwise have contributed to their exclusion from accessing education.

It means that school teachers with capacity building about disabled person's needs. So equipment and able bodied children suit the environment and no disc0ommunications to people with disabilities.

Inclusive education means that all children can be educated in an environment in which they have full access to everything that is happening in the school, both curricula (taught classes) and extra-curricula (social, pastoral and recreational activities). To experience successful inclusion, each child's educational placement must meet their individual needs, whether in a mainstream or in a special school environment.

"Inclusive education" enables pupils with various disabilities to participate in the curriculum of mainstream education to the best of their abilities. Children with special needs attend the regular classes, where teachers with special training, work together with the subject teachers. The children with special needs learn not only from the teachers but also from other children. The other children also get used to the reality and learn to love, respect and help children with disabilities.

I think Inclusive Education means Education for all people including the marginalized people in society e.g. the elderly, the street children, children in conflict areas, child parents, child labourers and persons with disability. It focuses on improvement of schools towards accommodative society.

It means removing the barriers that prevent certain learners from getting access to the education system. The focus is on changing the system, rather than focusing on the individual. This often implies structural, institutional and even political changes having to be made.

Inclusive education means is an approach to meet education needs of all children and adults, but with special focus on people with disabilities.

Learners with diverse educational needs and difficulties learning together in the mainstream

Inclusive Education means, education for all e.g. normal, disabled and all other disabled groups in the same learning environment

Learning levels, making *difference ordinary* and *celebrating diversity*. Inclusive education requires increased and improved *reflective practice* of teachers, while support mechanisms for teachers and schools also have to be put in place. If done well, inclusive education will enrich teaching and learning for all!

I think inclusive education means that the school can provide a good education to all students with respect to their varying abilities, where all children will be treated with respect and ensured equal opportunities to learn together.

It's an education which develops skills and potentialities of every school child and does not let escape any aspect on education.

In my opinion, inclusive education means an education for everybody without any form of discrimination.

For me inclusion means education which provide quality education and learning for all children in accordance with the needs. Therefore education should be set up to embrace the diversity children with quality learning activity.

Embracing the diversity of all learners. Creating classroom environments that are teaching and learning friendly for all. An education system that responds to the individual needs of all learners. One classroom for all children regardless of needs, backgrounds and abilities. A school / classroom / environment where children can learn at different paces.

Not only including the excluded in schools, but also adopt the schools to fit all the learners and allow every learner to participate and benefit from both classroom work/activities and co-curricular activities.

Inclusive education means a well organized approach to teaching that helps meet the diverse needs of all learners in the classroom. Learning is as diverse as the approaches to it and inclusive education looks at how this learning should be well prepared, consumed, retained and developed to effectively assist the learner face daily life challenges.

Inclusive education transforms the mainstream education in order to respond to different learners in a constructive and positive way. It ensures individual learners' needs are met.

To educate the drop-out children in the area.

Supplementary to the 'normal' education, this type of education has included in its area other activities for disabled people: learning sign language, special courses, disseminating information...

Help disabled to be enabled.

It is system of education putting disabled youngsters in regular class with his/her peer groups for education. It is run through developed manpower (qualified) with special needs skill teachers, appropriate materials, nice class size, with resource room and teachers.

Inclusive Education is education for ALL, which helps an individual to cope with her/his environment for their betterment. It provides skills to every learner according to her/his needs. It is conducted in their localities/neighbourhood school, therefore less costly.

Inclusive Education: 1. is the process of bringing exceptional children of whatever condition into the mainstream classrooms for their education. 2. It acknowledges and respects differences in children regardless of age, gender, ethnicity, language, disability HIV and TB status.

This is a situation where children with special needs learn together in the same classrooms using the same materials, teaching strategies and the same teacher with their able-bodied peers thereby celebrating individual differences.

Equal access to education regardless of income, ability, race, culture, ethnicity.

Inclusive education is the system of education whereby children with diverse learning needs learn together regardless of their abilities or disabilities and the curriculum used is child-centred. That means all children, including those with special needs, are benefiting from peer-to-peer interaction and socialisation within mainstream classes or schools, the teacher being a facilitator.

Facilitate participation of the marginalised in formal education as well as co-supportive informal learning atmosphere, i.e., marginalisation socially, economically, physically, geographically among other factors.

It is education for all - regardless of learners' conditions.

IE means inclusion of children with disabilities in regular schools, where professional support services for meeting the diverse needs of children are available. IE also means a learning environment that promotes full personal, social, academic and professional development of all learners, with or without disabilities.

The activity is an intention of making it possible for all children to receive together (mostly) the same education.

This refers to schools, centre of learning and educational systems that are open to all children.

It is an education system where the individuals with deviation (physical, mental, etc) are included in the regular school and classroom. It is the system used to treat the enabled with those who are disabled at one room or atmosphere without any differentiation.

Creating conversation around the world about how educational components can support the learning of all children. This means breaking the barrier of treating some children as 'special'.

Including all disadvantaged and marginalised groups in the education system.

Inclusive education means the type of education offered to all children regardless of their disability in a school within their own locality.

All children whatever their ability or disability being catered for at their local school.

Sharing educational experiences.

Inclusion is being understood as a process of addressing and responding to the development of needs of all learners through increasing participation in learning cultures and communities and reducing exclusion within and from education.

EENET must provide something for educational care for the hearing impaired.

A process of facilitating participation in active learning process and participation in the development of holistic constructive teaching approaches which address diversity and difference for all learners.

It is a process of addressing all learners' needs within the mainstream using all available resources and creativity to find ways to create learning and development opportunities. It must also ensure that all learners experience a sense of belonging and that they are part of a group.

Integrating children needing education in the mainstream of the country's educational delivery system, thus without introducing parallel educational systems such as schools for the deaf, the blind and those with difficulty learning.

Inclusive education means the type of education that caters and provides opportunities for all children taking into account their special needs, eg, disability needs. In this type of approach children with special needs disabilities study together with 'normal' children in the 'same world'.

It is an education system which has been modified in terms of environment, methodology and curriculum materials (modified curriculum) in order to accommodate all pupils regardless of diversity.

Inclusive education is that environment where there is a barrier-free and equal opportunity to read and write for all human beings non-discriminatingly.

This is a system where it accommodates all learning perspectives of their diversified needs. It is education for all. The change may include child-centred curriculum, flexible teaching methods, parents and community involvement, no drop-outs, no repeaters, appropriate teaching aids and equipment, alternative methods of teacher education, well supported teachers and schools, and positive teacher attitudes.

Inclusive education means including children with special needs in mainstream schools with children having no special requirements.

Education for all regardless whether one is a person with disabilities or not.

Inclusive education is an educational approach which aims at addressing the learning needs of all the segments of society, mainly the most vulnerable and marginalised.

It means creating schools for all that is disabled children and young children access education.

It means to include all kids in all schools, which means if a child is or has a disability of some sort and is enrolled in one of the 'normal' schools; we should try to do some amendments to cater for the special needs of that child without disturbing the rest of the class.

All children, whatever their race, religion or ability being taught in the local primary/secondary school in the community.

Inclusive education means including the handicapped in education with no extra.

It means improving upon our education system, broadening the teachers in diverse areas like improving the way we teach, training the teachers against all disabilities.

I think inclusive education means for under-5 children, pre-primary education in rural needy poor communities in the South

This simply refers to the educational provisions to each according to his/her ability and needs regardless of ...

It is the education of both the 'normal', the handicapped and the vulnerable (AIDS patients, refugees, etc) in the same school with support to the handicapped.

All children study with their peers in neighbourhood schools.

Children with disabilities should be enrolled in regular schools and given the same educational rights.

Where children are afflicted with disability are given equal opportunities to study and integrate into the society is i.r.t. (??) of the disability. The equal rights opportunities are provided within framework of family, society and communities.

Q3b: How is inclusive education put into practice in your local area?

What we have are mainstreaming and special units in ordinary primary schools. We don't have inclusive education per se.

We have a few schools of that kind.

We want to hold you to interesting in working with KAMDAD and welcome your practice facilitation to deaf development activities.

There has been an attempt at policy level, but currently quality inclusive education has not yet been attained.

Some school has already practice and have inclusive education as their permanent activity.

It is in early stages, the policies are present but practice in schools needs much development.

In Norway we have a law – says inclusive schools – inclusive education. But we still struggle when it comes to individual plans and practice – students with special needs. Many schools are “good” inclusive schools. I use to say in many poor countries – they have all the barriers but see the opportunities. In Norway we have all the opportunities but many just see all the barriers.

Handicap International has 6 IE projects in 4 countries (Nicaragua x2, Burkina Faso x2, Madagascar, Cambodia) focussing predominantly but not exclusively on disabled children (children with physical and sensorial impairments) and children with learning difficulties which cause them to be excluded, on areas such as: Influencing national education policy to become (more) inclusive, support to authorities on how to become more inclusive, curriculum adaptation, teacher training programmes, home/school links, identification of disabled children in communities, raising awareness of the right to education for disabled children at all levels, accessibility of schools, evaluating lessons learnt, supporting the links between existing special schools and mainstream schools – HR, info and material resources.

Most schools in Uganda practice integration but not INCLUSION, though Inclusion is often mentioned but not emphasized. Therefore INCLUSION is a new phenomenon in Uganda and therefore needs more emphasis.

I.E is not a new phenomenon in principle, it was there long a go, but official implementation started in 2004 in 20 pilot schools. Training manuals are developed and training carried out in those schools. Other training carried out school inspectors, teachers' centres co-ordinators and others educational officials. Follow up visits carried out in pilot schools once in a quarter. Children in those schools assessed and teaching/learning materials and equipment are procured.

Some main stream schools are putting up special units for example for the deaf and blind and during some lessons the pupils join but in other special lessons (e.g. learning Braille) the blind children converge in a special lesson.

We are now introducing the EENET approach in two school cluster. We are promoting Inclusive education as a right to every child, but not for the sake of disability alone.

It is very poor, if it occurs anywhere in the country. I have been to many parts of the country but could not see any State Govt. [if not federal], with enduring programmes on Inclusive Education. Though, inclusion for other elements is greatly minded, that of the Disabled is highly neglected. This is not unconnected with the funny and bad traditional taboos about the 'divine and spiritual' punishments on the reincarnated Disabled from a past world. Special education is not cared for appropriately talk less of Inclusive Education. The only so-called Special Higher Education Institution in Nigeria is more or less a 'Glorified Secondary School'. There is no existing proper program for Disabled Education in Nigeria. Those Disabled who are poised at succeeding educationally have to bare and count the costs and sacrifices of a Higher

Education for any disabled so as not to become street beggars. So, Inclusive Education is very far from being practised in Nigeria of today, except in the future if Government and concerned individuals like us, rise up to the challenges.

1] More teachers are exposed to the methods needed to work with children with diverse needs. 2] Schools are being modified to accommodate more children that they were not able to. 3] More access on diversity is being created.

AAADI has undertaken a project titled 'Towards Inclusive Education'. The project goal is to initiate a collaborative process towards providing accessible, equitable and quality educational opportunities to all children with a specific focus on disabled children, particularly the girl child. AAADI special school is being transformed into an inclusive school and AAADI is also working with five government schools using a whole school development approach.

We came up with this idea of putting sand in an empty sack and place it on the door side as to help these disabled children to get in class fast

Inclusive Education is put into practice in our local areas by information sharing networking that promotes and support education. GCEN carries-out on regular basis advocacy with teachers, parents and children on the importance of inclusive education. GCEN has carried out several workshops on inclusive issues which has brought positive changes in the society.

Tanzania my local area is just yet on the initial signals of practicing inclusive education. Perhaps until ten years to come I E practice in Tanzania would desirable fruits. Otherwise I would refer the Institute of Adult Education in Tanzania my work place as ahead of the local institutions in implementing IE.

N/A

Policies on inclusive education are developing: there is a general recognition that something has to be done to ensure some level of schooling for out of school children, including those with disabilities, and governments have stated their intention to identify and provide for excluded children. However, until the environment for education is improved, many, including Save the Children are concerned that sending marginalized children to school may do them great harm.

In 2003 the inclusive education was piloted in 5 regular schools in Armenia and from January 2006 the Ministry of Education officially identified inclusive education as a consistent part of education policy of the country. The relevant law is adopted that is promoting the further development of inclusive education in Armenia. This year the number of inclusive schools will be increased to 14 schools.

Sending more printed materials including books and posters. Very important to deliver consultations.

In my current work station (Afghanistan) inclusive education is happening only in a few isolated models implemented primarily through NGOs and on a case by case basis. There are a large number of children attending school with a range of physical disabilities – but this education is not yet “inclusive” as they are not receiving any support either in teaching methods, attitudes or physical access.

Through a systematic and organised short-medium and long-term plan. Essentially it is about rupturing old philosophy, structures and practices. Through the production of knowledge and imposing a new education landscape the nature and the extent of schooling is ruptured. There is a growing realization that in terms of inclusive education we are in for the long haul in terms of implementation. Epistemological change is critical for the advancement of inclusive education. Therefore that has to be a major refocus on teacher training.

We are trialling a process of IE at our school. This involves a partnership of two schools a once segregated special school and a regular mainstream school. We also have a government program to train teachers in the principles and strategies of IE ...we have formulated a 10 year strategic plan to implement the process.

In Somalia my Home country there is no tangible inclusive education available because there is no central government and international NGOs supporting the disable education.

We find more advanced information on education systems.

It is very difficult in my local area. However with all the international arguments and tools, we need on fighting for an inclusive education where the child finds his real place. Unfortunately it is not yet a reality. Actually 35 children has been integrated in different schools around the island. The children have to adopt the curriculum and it is very hard for them without help, few of them succeed.

In Zambia Inclusive education has been established in all ordinary schools, apart from having gazetted schools, community schools have deliberately been encouraged to be established in several community areas in order to accommodate even the most excluded children in the society. For instance, the Government has recognized the poverty level among many of its citizens and in bit to cushion that, I has: Introduced free education from grade 1 to 7, meaning no pupil should be levelled any user fees, including Parents and Teachers Association; wearing of school uniform is no longer compulsory so that even the vulnerable child is able to attend school without uniform if that is his/her concern. Disabled also are enrolled in the mainstream without putting them in special schools as thee case was in the past.

We can put into Local Area with Child Friendly Method. We Teach them with Local and natural thing which we use and do daily life. And we think it will be easy for them. Thank you.

Here it is not practised.

NAD has partnerships with organisations and governments in six countries in the Middle-East and Africa. We promote inclusive education through the different CBR-programmes which are supported. NAD encourages all initiatives towards inclusion in education to be all-inclusive and which ensures the participation of both existing government education structures and local communities. How inclusive education is put in practice in the local areas differs as we don't want to impose any specific way of introducing inclusive education.

Children with different problems study in one classroom.

The International Deaf Children's Society has a policy of informed choice for parents to help them make informed decisions about their child's development.

Inclusive education is hard to reach in here (Somaliland) because schooling of children without any special needs is already difficult. There is no supportive government education policy and public is not aware of the necessity to educate children with special needs. All we do for the moment is to focus on public awareness in an attempt of promoting an acceptance of the inclusive society for the disabled people in general. We organise workshops for teacher groups from the primary public schools and kindergartens in the aim of making them aware that disabled children might be found in their class rooms, how to recognise them and how to deal with them. We also sensitise them about the existing services in the country including rehabilitation centres, health centres etc. We also organise workshops for parents groups (parents having disabled children) to help them share their experiences and to better understand their priorities.

At Bradford College we have a history of being a highly inclusive organisation that is proactive in identifying and removing barriers to learning for a wide range of people with diverse learning needs. The college has always encouraged applications from people who have not achieved academic qualifications during their school career. Support services are well established and provide direct support to tutors and students. It is a pleasure to work in such a diverse and inclusive environment.

The best is as above, though it may mean a child struggling with an inappropriate curriculum, segregated from their peers by the learning support assistant.

My country has no experience in inclusive education.

Usually all children can go to local school but if they have a specific impairment such as hearing difficulty they may go to a school with a specialist unit instead of their local school.

The Government is currently in the process of developing a policy on inclusive education. Hitherto, the closest learners have come to inclusive education is through integration. In Kenya, this is done through the Kenya Integrated Education Programme for the Visually Impaired, a programme of the Ministry of Education, Science and Technology. However, while integration may be a step in the right direction towards full inclusive education, nevertheless it focuses more on changing the learner for them to fit in within the existing environment, rather than changing the environment to suit the learner with disability.

pupils are put in the main stream schools psychologist services control and access recommend children to suitable schools classes follow up is done by the provincial and districts officers. Special teachers to suitable schools half yearly assessments done in schools, institutions etc.

Children with different disabilities study in both mainstream and special school environments with different levels of support.

Several schools are practising Inclusive Education at various degrees in Delhi. Perfect inclusion is nowhere practised. Schools are yet to make structural modification for practising inclusive education. Our school at Sanjoepuram is trying to practice it in all the possible ways (www.sjssindia.com).

In Uganda we have a Universal Primary Education Program which advocates for all children to be at school, but the program does very little when it comes to enabling environment/making the environment disability-friendly, and instructional materials. The teacher training program also does not cater for inclusive education.

I have been involved in several inclusive education pilot projects in the province of KwaZulu Natal. One was funded by DANIDA, one by provincial government and one (now currently underway) is funded by national government. The focus is on equipping educators with the necessary knowledge, skills and resources to ensure that schools are more accessible for all learners, and that barriers are removed.

Through the CBR programme, we advocate for inclusion of children with disabilities in the regular schools. Training workshops organised for teachers from the regular schools.

Classroom Teachers around Montfort College of Special Needs Education through the Programme for Inclusion, Teaching and Coping with Learners with Learning Difficulties in Schools (PITCOLLDS) have been equipped with knowledge and skills in teaching learners with diverse learning needs in the mainstream. Workshops have been conducted targeting the classroom teacher. However minimal changes have been observed. The district education system needs to be modified too for it to be responsive to needs of all learners.

There are special primary schools assigned to include all groups, disabled and normal pupils.

It is mainly considered a disability/special needs programme. It is focusing on the learner rather than the education system. There is a tendency of teachers, administrators and policy makers to oversimplify the concept of inclusive education (as well as child friendly school development). In addition many have the narrow conception of inclusive education of merely placing children who would otherwise have been refused in a mainstream classroom and leave it at that. By mainstreaming difference and diversity in mainstream teacher education we hope to start making a change, which is to be a change in attitude as well as a change in capacity building and support for teachers in mainstream schools.

In my local area, the first steps have been taken. Every child must go to school. There was also a distribution of scholastic kits for the pupils.

1. Set-up awareness campaign to teachers, parents and education authority.
2. Developed working team for inclusion under provincial education authority.
3. Selected regular schools which were willing to be inclusive pilot implementation.
4. Trained teachers in regards with inclusion as well as learning friendly environment.
5. on the job training activity.

The move Towards Inclusion started with children with disabilities. Children with visual impairment and hearing impairment [and later also motor / physical impairment, developmental impairment and autism] were enrolled in regular schools, special teachers would visit on a regular basis, headmasters and class teachers would receive training and upgrading in "special needs education" and parents and school committees would receive information about inclusive education. Lately it has evolved and inclusive education is more and more seen as a way to reduce barriers to learning, development and participation for all children but still the main focus is on children with special / individual learning needs even if the "definition" of special / individual learning needs now also includes other children vulnerable to exclusion and marginalisation [minorities, girl / boy child, children from income poor families, etc.]

Children are expected to attend the schools nearest to their homes whether they have barriers to learning or not. The teacher training colleges have a component on Special education to help teachers manage inclusive schools

In very rare circumstances would you find inclusive education well practiced in Namibia? Teachers are ill-prepared in this area. In my country Kenya inclusive settings are very evident for instance, in two schools in Kakinada District (74km south west of Nairobi on Nairobi – Namangan road towards Tanzania); there is good example of inclusive education. These two schools are Kajjado Boys Boarding School and AIC Girls Primary School. The schools are next to each other. The addresses are P. O. Box 42, and PO. Box 92 Kajjado Kenya respectively.

It is being implemented in five government primary schools' communities situated in two locations in rural Kenya. It focuses on: teacher education, awareness creation on disability issues in the community by key stakeholders, early identification of CWDs, and intervention - a) medical intervention, eg, epilepsy control, physical therapy, corrective surgeries, b) development of accessible physical environment, c) child-to-child activities and provision of adaptive aids, 4) influencing policy on IE and community mobilisation.

1) To appoint a small committee, 2) parents' associations, 3) to conduct meetings every week to educate both the drop-out children and people.

It's a pity, but we don't have this type of education supplemented in our education system.

Bringing disabled and able-bodied together to share.

In our local area it is on the way of practice still now it is not started in Arbaminch, but in some schools which are found in Addis Ababa can start to do it through support of NGOs such as Leonard Cheshire Ethiopia service. Evangelical Mekane (?) Jesus Church putting the students in one class by supplying materials, skilled manpower in special needs education.

The special education needs students and the visually impaired students and integrated into the mainstream.

In Lusaka, the children in inclusive classes are the children with visual impairments and the hearing impairments at Munali Secondary School. The children learn together with the able-bodied being taught by the same teacher. But when there is the need to explain further on certain points, they are withdrawn from their classes to the resource room to be taught by the specialist teacher in the disability group.

Ensuring access for pupils with a visual impairment through resources and training for pupils, their peers, families and staff.

1. Teachers and other members in the college are made aware on the rights of all children, 2. Children of diverse learning needs learn together in classes, 3. Teachers are trained in short courses on how to handle inclusive classrooms. However, the process is still at an early stage.

1. Private education institutions for slum children, 2. Alternative education programmes for eg, slum drop-outs.

Efforts are made to ensure that all children with special needs attend school. Government made primary education free. However, it is still not compulsory, still many orphans and many street children are not accessing it.

Amar Jyoli Charitable Trust aims to provide a holistic approach to rehabilitation of orthopaedic ally handicapped, visually impaired, hearing impaired and intellectually challenged. The school caters to 50 per cent regular and 50 per cent children with special needs. The Medical Unit provides for regular medical check-ups with corrective surgeries if needed along with O.T. and speech therapy. The child guidance clinic takes care of the psycho-social needs of all children. There are some Vocational Training Units. Courses through Open School System are also available.

One of the few physically disabled in Weal schools, several with various special needs in country schools.

1. through research in special education, 2. Making training materials for children with special needs, 3. Carrying out workshops on inclusion.

Schools accepting children who have normally been excluded or marginalised in society. Removing barriers for such children.

In my college there are 13 visually impaired students who are studying with other (visual) students. As to our effort we try to help these students in affording stationary material which we locally produce and give a copy of our lecture (lesson) notes. All teachers do so. The college even tries to help us and them if the budget allows it to do so. The more detail I will write to you since it is our action research projects.

A community-based empowerment of youth/children from poor and marginalised families but inclusively has not been put into practise in my area as of now.

Our organisation trains rehabilitation technicians who work with disabled people and inclusive education is part of their curriculum.

1. Through sensitisation of parents, teachers and pupils, 2. Through parental involvement in various school activities, 3. Through integrating the disabled children into the mainstream.

Many children attend their local school but no special assistance is given to children with special needs: by the age of 10 or 12 children with special needs generally fall out of school.

By providing us with resources and EENET publications.

By our understanding, we are encouraging all Muslim communities into Western education because they still have primitive ideas. Their education is not important. And in Ghana disabled children are not exempt from school by law, but parents feel their education is not important - instead to beg on the streets.

NIL

By removing educational and social barriers as well as institutional inappropriate practice that hinder the achievement of goals and objectives of the Millennium Development Goals and Education for ALL initiatives.

A learner goes to any school he/she chooses in his/her community/neighbourhood. Teachers are usually organised in relevant teams discussing, planning, evaluating and supporting each other in all academic, social and organisational matters.

Inclusive education, though in place, is still inappropriate due to inadequate numbers of specially trained teachers in special education. So a parallel programme still provides better quality.

In Kayunga District, Uganda, we have identified 5 pilot schools and trained 5 teachers (including one headteacher) on types of disabilities and inclusive education. These teachers have since trained teachers in other schools on assessment of disabilities and by now many children with disabilities have been enrolled in all schools. The struggle continues!

Parents have been made aware of existing system which has been put in place so they bring their children with special needs into the local regular schools. Special needs education teachers are available in almost every school.

All disabled children are practising to read in local school in local norms and values as well as government curriculum policies.

Adaptation of the learning environment to make it disability-friendly and barrier-free. Positive teacher attitudinal change and flexible teaching methods. Lobbying for the rights of the pupils with special needs and advocating for the same hence the formulation of the Child Act in Kenya.

A UN-funded education project has been started by the government of India. India has been implementing the component of inclusive education for disabled under its 'Education for All' programme. This is the beginning and can be called integration only.

We as an organisation are trying to put into practice inclusive education; at least in a few schools around us. Our government has not yet managed inclusive education in all areas. UAMH is advocating for this, but because of meagre resources we are limited.

ISESCO puts into practice inclusive education through the following programmes: support to institutions of inclusive education (refugees, immigrants, children with disabilities..); in-service training of special education trainers; development of learning programmes; development of parental education in order to allow parents to play an active role in the learning process of their children.

In my country inclusive education is put into practice in two ways: 1. Having resource units as part of the school, eg, having visually handicapped pupils in the formal class and their work transcribed in resource units, 2. Integrated children in the mainstream following the same curriculum with no specialist teacher.

Inclusive education helps a lot now than before. In the previous years we thought that kids with disabilities could not be included in the normal system of schooling. But after some time with your information we now can help all those kids be educated in all aspects in any school environment.

In Ntungamo District there is no evidence of inclusive teaching practice but a few primary teachers and the E.A.R.S. office inspector have awareness of the relationship it has in developing universal primary education in Uganda.

I requested from you to find me sponsors who can help me to open a handicap centre where they will be involved in education and I will be taking care of their health, 'no favourable reply', which is my priority.

The district education officers hold some manual training for our teachers. In my school for instance, whenever we employ new teachers, we hold in-service training for them.

If EENET gives the project I can xxx the inclusive education in our area and put into practice for downtrodden communities.

Children with disabilities or with special educational needs are given training on daily life skills in special classes and then will be included in the regular classroom along with their peers. In fact, additional support will be arranged by specially trained teachers.

It hasn't got much ground in my country as it's a new system. Its introduction is at the early stage. Only a few blind students are being used as an experiment.

Hong Kong began to introduce integrated education in 1997 for children with disabilities of five main types. Starting in 2004, this integration project was replaced by a new funding block and over 334 schools out of a total of 1,200 schools use this funding mode to support all children including those with disabilities and learning difficulties in school.

The government policy is that all children should enrol into school by the age of 7 years.

By admitting children in the neighbourhood school with resources and teachers' help.

Section B: How do you use or relate to EENET?

Q4: Do you think that overall EENET offers you the right sort of information about the right issues?

The information covers all areas on inclusive education well

Research reports, Evaluations carried out, Reference books on inclusive education etc.

The EENET posters and summaries have been useful, although it would be helpful to have a simple Word documents without pictures when opening documents on a very slow system without Acrobat reader!

Always receive excellent - clear, quick, useful, thought provoking – answers either by phone or e mail (from Ingrid)

EENET provides us good range of information as far as integrated and inclusive education is concerned but should go a mile further to even Braille such information. Although the information is quite enriching but due to limited resources we cannot Braille them ourselves.

We have got the EENET manual for Inclusive, other support tools, and we also download the news letter that of cures on the lesson learnt in many countries.

I would require more information on rehabilitation issues. I would be glad to receive information on early childhood Education as well.

The majority of the papers listed on the website, that one would like to read are not available to be read online. There is no other way to access these papers. Thus it's frustrating to know there is so much information available but it cannot be accessed.

EENET generally provided me with a good arrange of information because I thought teaching is just a matter of preparing and yet there is a lot to do of which I need to be reflective. Any day to me is a new day even my thinking should also be new because I have to meet different challenges use my new ideas.

EENET offers to GCEN good range of information. Our partners commend EENET for that. The information we share with partners has yielded positive results and has encouraged guardians, parents and children to have focus on inclusive education.

I have received from the EENET co-ordinator, Lewis the following: EENET news letters up to 10th issue; Books include "Inclusive Educational where there few resources" Access for All, "Researching our Experience" CD Rom from which I downloaded: "Inclusive Education in Cambodia" "Embracing Diversity" and Reflect Approach" posters of school for All

There is a great shortage of good information about IE issues in Arabic. The Arabic section of EENET is weak because of this.

Please note that we're not regular readers of EENET, but do refer to it whenever necessary. We've regularly kept in contact with EENET staff

We need to get more information about inclusive education and disabled right activities we also need to get contact with other disabled organizations to share information

I discovered EENET last year in Glasgow. I have found that it can help me in my practice in Integration, especially when I go through the different experiences in African countries. The teachers techniques used help me a lot.

EENET Provides vital information to our organization and a lot of it is being appreciated in several schools especially public schools in Zambia those that access information of EENET of course through us. One typical example is some schools in Northern Province of the Country and particularly Mpika area where information of EENET is very much appreciated. However, more publications are needed to cater for more schools in Zambia and or come up with a modality that ensures that information is filtered to community level.

EENET provides very good and authentic information.

We are yet to receive comprehensive report from EENET on how to start and organize well

NAD is very satisfied with the information provided by EENET as it is oriented towards hands-on experiences as well as presented in an accessible language and format.

News letter, DVD and other materials gives me knowledge about inclusive education.

I mostly prefer word format documents. They are easy to use.

For me, EENET is a first-stop reference point on matters inclusive education.

No explanations on how and where to find them: Sign language, Posters / dictionary, Hearing aids

Very useful information is shared by EENET. A special thanks for them.

Yes, I find it easy to use, easy to pick up and browse through. The format, layout and content of articles are not too 'heavy' which would make it daunting!

1. All EENET newsletters published this year 2. Conference/workshops proceedings 3. Current research findings on Inclusive Education in developing countries. 4. Addresses of organisations/development partners that fund inclusive education projects/programmes/research work etc.

EENET generally provides me with a good range of information, about education for all including disabled and normal children

It is good to read about different IE experiences, linking policy, theory and practice issues and learning to keep looking from different (cultural; gender; learners' etc.) perspectives and development levels.

The case studies are good for comparison and sometimes borrowing a leaf...

Given the developments of education in various countries and the fact that each country has its own curricula in the various subjects and the factors evolving around teaching and learning, EENET informs these practices through provision of information that challenges bad practices. The sharing of information by EENET proffers new insight, new focus on the problems at hand and new innovation and support. To teachers and educationists who care, EENET could be the scalpel that we could use to dissect our ever growing educational challenges.

The information provided by EENET promotes access to education for marginalised groups and supports the development of better education for all children.

EENET offers me too little information. This is not considered a problem because I meet EENET no longer due to this little information is missing. To get full information I expect more magazines from the organisation so please send me materials which are relevant to your work, especially CD cassettes as well as videos.

EENET is doing commendable work but giving us the necessary information on special education. But they need to organise workshops and seminars and even sponsor those who would need further training in this field.

I am given enough information on inclusive education that I use to implement certain aspects in my school. You also provide me with teaching methods and equipment that might be needed to maximise learning for the children with SEN.

Visual disability is a common problem in the developing world. Generally there are a lot of resources in UK and considerably fewer children. I would like EENET to help us to network with agencies/schools/individuals to share expertise and resources (in both directions!).

Different experiences especially from the South (Africans) help me in ways of handling our students to identify their problems.

Generally we need to continue to know much about new EENET news.

Please send us books/newsletters about EENET and what it does.

NIL

I receive newsletters and much relevant literature on inclusive education and sound pedagogical practices.

Inclusive education programme planning and implementation in societies of the LDCs where Uganda belongs.

EENET provides me with: 1. charts on inclusive education, 2. experiences of other teachers in Africa and Asia on inclusive education, 3. research knowledge (what other scholars have found out on the best methods/approaches on how to effectively assist children with disabilities with inclusive education).

EENET has provided the EENET bulletin regularly.

EENET offers me any opportunity to learn about inclusive education in other countries. The information is also very useful to teachers doing degree studies in special education.

I find all the information which EENET provides very helpful and I learn a lot of new things from all the newsletters I receive.

As internet services are not available in Ntugamo District, I miss out on website usage which I used frequently in Thailand between 2000-02. I need hard copies of material in Uganda.

EENET offers me little information about health.

I would like to have more information from EENET than I do receive now.

EENET provides me with too much information and materials.

The information provided is good and this covers a lot of geographical regions in the world. EENET should however send copies of new books or magazines on inclusive education which may not be available in the developing countries.

Q5: In what way are you / your organisation interested in EENET?

We would like to hold the Norwegians Association for Persons with developmental Disabilities/ EENET to be responsible for preparing and managing the KAMDAD development programmes in village levels of Kamuli District

I have just started my role and therefore am at the information seeking stage, but hope to be able to share soon.

HI subscribes to EENET, also submits articles from time to time to the magazine

Our School HIDDEN TALENTS PRIMARY SCHOOL provides INCLUSIVE education. Therefore your information acts as a guide.

NUWODU would like EENET to connect it funders who can support it carry out a research in order to influence the implementation of effective inclusive education for the disabled girl child in Uganda.

The approach developed by EENET has been introduced in our project for trip purpose we have utilized the best information from EENET. As an organization, save the children Norway is trying to influence the Save the children Auikel country Offices in Ethiopia.

Every Thursday teachers meet in various groups and discuss the way forward concerning inclusive education. Once in a month all the teachers at my school meet and share the challenges faced by each teacher. It is in this meeting we even go through news letters and see how other teachers in different countries face problems.

GCEN and EENET have been networking and sharing information on inclusive education since 2002. We have also been trying to regional our networking within West Africa. This will expand and enable us network with marginalized people in this region.

As an organisation seeking policy guidance on IE

We're partners in this field, championing the same course, same target – least developed countries and some of our materials have been contributed by the same professionals at EENET. So we have a lot in common.

Am also seeking sponsorship and financial support of my disabled son so that he can also have an opportunity to attain equal education like any other students or kids.

As an organization interested in sharing information with EENET and other EENET'S organization members on children education support especially in developing countries, hoping to get grants from EENET for children education support.

I do interest the EENET both individually and organizational because I am disable person leading at same time disable Advocacy organization in Somalia

APEIM wants to work and share with other countries. We want to learn more by sharing and discussing with other countries who are experimenting IE.

1. As an organization seeking information on not only implementing Inclusive Education but also enhancing its activities in as far as IE is concern. 2. To distributor of the Newsletter, collecting case studies, Volunteering and conducting workshops in schools on IE. 3. To be part of regional information sharing and enhance network activities

We are interested with EENET because of their education efforts for kids and staff of EENET is very nice.

EENET undertook a range of consultancy projects when I was working at the International Deaf Children's Society. I have now left the society but retain a personal and professional interest in inclusive education in developing country contexts and in the future of EENET.

We are about to launch the progressive implementation of inclusive education in Somaliland. The ideas and publications shared with EENET are very helpful in that respect and even beyond.

EENET provides information for students undertaking assignments and dissertations relating to inclusive education. EENET constantly reminds tutors and students that inclusive education is occurring world-wide and not just in Western Europe, America and Australia

We are translating newsletters to Spanish

In the course of my work (equipment for people in very low-income situations) I meet people in education and can pass on the information about EENET

It gives us the information regionally and has very interesting clues well decentralised

We may not be able to provide funds, but will definitely provide case studies and success stories.

I am interested in EENET on two levels: 1) As in individual researcher, who has been involved in piloting inclusive education in South Africa. I draw a great deal from the articles, reflections and other documents of EENET to reflect on our experiences here. For example, we used the latest newsletter to assist with interpreting the findings of the situation analysis that we had conducted in all provinces of South Africa (this was done prior to training of teachers and managers for support in implementing inclusive education). 2) As the Disability Action Research Team (DART) we put a great deal of emphasis on networking and sharing of information. We see ourselves as an interface between service providers (NGOs, govt from different sectors) and disabled people's organizations. We are often contacted about information and resources, which we have become aware of (and are slowly building up). EENET is one of the organizations and sources of information to which we refer people with regard to education. We have also included several articles from the EENET newsletter in the Resource Boxes for Inclusion that DART has been putting together.

The Learning Difficulties Programme would like to work with organisations that are interested in promoting inclusive education in developing countries. The LDP has so many challenges that need both international and local NGOs to assist. These include: Transport, Teaching and learning materials, Capacity building- staff/personnel, Infrastructure-accessible classrooms, Internet services- currently we go to Blantyre city, 17km only

We are already through EENET Asia Newsletter / Network

Contributing towards sharing of information in the daily practice on inclusive education e.g. writing articles whenever possible.

We use information from EENET documents to enhance activities in our IE project.

Through its newsletters it has continuously reminded us of the importance of Inclusive Education. And it has also shared with us what others are doing in relation to Inclusive Education.

As an individual (principal of teachers' college) I would like to get more training on inclusive education so that the education gained will help other teachers in the college.

Further be furnished with information on donors for IE.

For learning how other organisations are working for inclusive education and how we can learn from others to make inclusion a reality. Sharing of experiences, consultation and collaboration with other professionals and networking with voluntary and governmental agencies is the objective.

I would also like to host students in Ghana on study tours. I happen to be abreast with the Student Educational Exchange Programme.

IE is not promoted in practice in Zimbabwe. It is spoken as an ideal but teachers are not trained in IE methods or strategies. Children are 'dumped' in ordinary schools as a cheap option and never helped to reach their full potential. Resource Units for the deaf or visually impaired in local schools tend to have very limited resources and limited integration.

In order that our organisation to grow and to get partners to help us further.

EENET should encourage volunteerism with its branches to help teachers to understand what we are doing very well.

As an individual/organisation seeking scholarship/grants in all aspects of life.

As an individual I would be too willing to become part of a regional information-sharing network to discuss local IE issues in Africa, especially SADC and share practice and influence policy in our education system in Zambia and Southern Africa.

Working with vulnerable persons affected by leprosy, whose lives have been eroded by leprosy - themselves, their households and children are discriminated, stigmatised and the children are always excluded from the mainstream education system. It is important to have information about implementing inclusive education for such people.

To keep in touch with other people/teachers around the world and how they are going about implementing inclusive education - either in direct email contact or by fax and letter.

Not any more

I have 'netted' more than one hundred teachers in the entire district to cause awareness of the same. We need a lot of support as an organisation for workshops.

ISESCO would like to participate in the exchange of information on inclusive education.

I enjoy the international 'stories', re: teachers, trainers, management practices in the educational scene.

I would like to implement the inclusive education project. Please provide funding.

As an individual, I want to be abreast of latest developments in IE so that it would help me in my daily contact with my pupils.

By making available the resources and human power in India. Our network of the school can be a help.

Q7a: Why do you contact EENET, or why have you contacted EENET in the past?

I contacted EENET since the 2003 AGM in Norway where I heard its activities by Susie Miles I still want to share information about their work

EENET have carried out consultancy work for IDCS, both around supporting Southern participants at ICED and more recently in helping us to produce a publication about working with deaf children.

The way that the question is phrased poses a challenge to us as DART! We have always seen EENET as a resource, but not as a partner, to whom we also have something to share. I think we could do a lot more in terms of sharing our own experiences, instead of always asking EENET for input. There are a few difficulties, the nature of our work is 'contract only', and we are paid to carry out specific research and training activities and not do networking per se. And so there are no resources to cover the cost of writing articles for submission to EENET. However, information sharing should perhaps come to be part of our proposals from the outset. I have not viewed EENET as a possible source of information on funding, this is useful information!

The Learning Difficulties Programme would like to be communicating with EENET very often and be an agent in Malawi.

We have contacted EENET to provide support in facilitation at a review workshop of an IE project whose participants were drawn from 16 countries.

As my country is developing and considered as one of the poorest countries, I expect a good network with EENET by getting fundraising agencies, voluntary help or other supportive activities to overcome the inabilities of disabled children. In addition, to fulfil education for a worldwide strategy by giving attention to developing countries will be the success of the EENET programme.

To learn more about inclusive education and what others are doing in relation to inclusive education.

It is important to share components of training programmes and to learn from the experiences of others.

In order to know their new publications and resources.

We think EENET gives support and training facilities to member organisations.

Seeking scholarship grants for deaf society in our organisation.

Sometimes I have contacted EENET to seek advice on scholarships for inclusive education related conferences, and requested my dissertations to be published and shared with other EENET friends.

In the past I have received good resource materials. I share the newsletter with many student teachers and a few colleagues.

Our organisation has got some vital information from EENET to enhance our work.

To find out what EENET does (its activities) - actually I do not know what the organisation does.

EENET has been helpful in the above mentioned areas.

Q7b: How do you contact EENET?

We would very much want the face-to-face but we resources limit that. Do you sometimes send out your staff for such work? We would appreciate one even it is only for three months

Direct training opportunity in Zambia. My Advisor had a visit to meet the EENET co-ordinator in Manchester.

Never tried to contact.

Mpika being a rural area it took time for the letters to reach us.

GCEN and EENET had a meeting in March 2006 in the UK and discussed ways of straightening our networking. Also discussed how EENET could assist GCEN with some basic costs i.e., cost of postage and stationery in distributing EENET newsletters to our partners in Nigeria.

No comment but seeking possibilities of face to face meeting

Mainly through the website.

I have ever received some books from EENET through Posta Office and I hope to get more close with EENET and have an opportunity of meeting face to face.

I send an article about Enabling Education in Mauritius. Unfortunately, I was on holiday and Ingrid also, and my article could not be published because I contacted the mail too late. I hope that I'll see it published in one of your magazine.

Email is the most effective way of communication but have no capacity to make hard copies for distribution to all our stakeholders.

We need to have talks with EENET officials.

Somaliland post system is not working, therefore, e-mail is quick and cheap way of reaching EENET.

Mainly just access newsletter/website

I use EENET's website

Use the website, so I guess it is not actually contacting EENET but it is certainly using the facility EENET website searches

Face-to-face when I meet with co-ordinators in Norway AGM (NFU)

By visiting the website

I knew Susie Miles personally, from when she was working in Southern Africa. Contact with EENET is just that much easier, because it is like contacting a personal friend.

This is most difficult area for organisation. Communicating with EENET has been a big challenge to us since the college has no ground phones and internet facilities at present. We usually go to Blantyre City, 17km away, to browse the internet which is too costly

I am a principal of a school, I have never been invited in your organisation, and you do not invite people from the South. But we like to have meetings with people of the North. We need conferences, assemblies to improve or ways of working. Send us messages by email.

Through Education Network provided by UNESCO Bangkok

I normally receive the Newsletter. I can access the e mail / website but at an imitated time since many of us use the same computer to access information

EENET responses have been prompt

For future, contact may be by email.

EENET has helped me, my college and stakeholders to improve and save better in the field of education.

Though questionnaires, like this one.

The newsletter is good communication: email can be used if we want to know more details about any programme.

Website

We are rural-based and do not have access to internet facilities.
I now want to contact through email since I have an internet email service in the college.

I have decided to open an email address for quick and effective communication because I have realised how much I need EENET's information now and again in the running of my inclusive school.

Website very useful.

It is better for EENET to support programmes and networks communications.

NIL

Replies have sometimes taken long, especially those sent by letter. Lack of internet facilities in Zambia has affected our regular contacts. Perhaps we could be privileged to have EENET source us used PCs which we can connect to the internet for learning centres.

By email contact to Ingrid Lewis who has been very helpful in providing me with information on inclusive education.

Seminars, meetings, training, sharing opportunities and other things.

Email is not readily available in my present Ugandan volunteer placement/locality. I miss having the available resource websites.

I wish I can call your office for information that is urgent.

My contact has remained to be only letter and I was not invited to attend forums for lack of funding agency and EENET did nothing to alleviate this.

Q7c: How often do education practitioners or stakeholders (e.g. parents, students, etc) mention or discuss EENET, its website, newsletter or other activities to you?

Most of the time I have checked mail through the email. However, our organization worked with EENET as consultant and trainees in the area of inclusive Education for the region

I like to understand you that inform fast to announce me a messages about the EENET news, others publications, personal services and support financial from your donor community or disability friends for help the best network with the KAMDAD planning activities

I use the web-site.

HI UK – email and face to face, HI field offices - email

Sometimes through workshops.

We would very much want the face to face but we resources limit that. Do you sometimes send out your staff for such work? We would appreciate one even it is only for three months.

Direct training opportunity in Zambia. My Advisor had a visit to meet the EENET co-ordinator in Manchester.

Never tried to contact.

Mpika being a rural area it took time for the letters to reach us.

GCEN and EENET had a meeting in March 2006 in the UK and discussed ways of straightening our networking. Also discussed how EENET could assist GCEN with some basic costs i.e., cost of postage and stationery in distributing EENET newsletters to our partners in Nigeria.

No comment but seeking possibilities of face to face meeting

Mainly through the website

I have ever received some books from EENET through Posta Office and I hope to get more close with EENET and have an opportunity of meeting face to face.

I send an article about Enabling Education in Mauritius. Unfortunately, I was on holiday and Ingrid also, and my article could not be published because I contacted the mail too late. I hope that I'll see it published in one of your magazine.

Email is the most effective way of communication but have no capacity to make hard copies for distribution to all our stakeholders.

We need to have talks with EENET officials.

Somaliland post system is not working, therefore, e-mail is quick and cheap way of reaching EENET.

Mainly just access newsletter/website.

I use EENET's website.

Use the website, so I guess it is not actually contacting EENET but it is certainly using the facility.

EENET website searches

Face to face when I meet with co-ordinators in Norway AGM (NFU).

By visiting the website.

I knew Susie Miles personally, from when she was working in Southern Africa. Contact with EENET is just that much easier, because it is like contacting a personal friend.

This is most difficult area for organisation. Communicating with EENET has been a big challenge to us since the college has no ground phones and internet facilities at present. We usually go to Blantyre City, 17km away, to browse the internet which is too costly

I am a principal of a school, I have never been invited in your organisation, and you do not invite people from the South. But we like to have meetings with people of the North. We need conferences, assemblies to improve or ways of working. Send us messages by email.

Through Education Network provided by UNESCO Bangkok

I normally receive the Newsletter. I can access the e mail / website but at an imitated time since many of us use the same computer to access information

EENET responses have been prompt

For future, contact may be by email.

EENET has helped me, my college and stakeholders to improve and save better in the field of education.

Though questionnaires, like this one.

The newsletter is good communication: email can be used if we want to know more details about any programme.

Website

We are rural-based and do not have access to internet facilities.

I now want to contact through email since I have an internet email service in the college.

I have decided to open an email address for quick and effective communication because I have realised how much I need EENET's information now and again in the running of my inclusive school.

Website is very useful.

It is better for EENET to support programmes and networks communications.

NIL.

Replies have sometimes taken long, especially those sent by letter. Lack of internet facilities in Zambia has affected our regular contacts. Perhaps we could be privileged to have EENET source us used PCs which we can connect to the internet for learning centres.

By email contact to Ingrid Lewis who has been very helpful in providing me with information on inclusive education.

Seminars, meetings, training, sharing opportunities and other things.

Email is not readily available in my present Ugandan volunteer placement/locality. I miss having the available resource websites.

I wish I can call your office for information that is urgent.

My contact has remained to be only letter and I was not invited to attend forums for lack of funding agency and EENET did nothing to alleviate this.

Q8: Have you encouraged others to use/contact EENET?

Discussed with the Director of Kenya institute of special Education (KISE) and informed our communication Officer to link the institute with EENET for more International Contact on Inclusive Education Publications.

Receive all things from EENET and I thank you for your interest in the work of the KAMDAD. I hope that you send reply me nice all newsletters and others publications and fundraising of project proposal writing books

The EENET poster on my office wall has prompted discussions.

I do a round robin e mail to all HI offices (Europe and in developing countries) sometime including links to EENET info in the website. Will look into putting weblink on our HI offices websites, and in newsletters

My advisor stationed Addis Ababa office has been promoting the Inclusion of Inclusive Education as one of the thematic area (strategic issue, demark, Norway. . .) in Ethiopia. For this purpose she has emphasized the EENTE approach. Now Inclusive Education is included as a thematic area by all country offices of the

Our students make photocopies of the EENET newsletters and file them for reference. We hardly get enough.

During our teachers meeting (TG) and grade teachers meeting (GRACE).We always discuss about inclusive education

GCEN has carried out workshops with parents, guardians, teachers, students and children on inclusive education. GCEN continues to mention EENET to local partners verbally at appropriate places. GCEN has a link with EENET website from which people read about GCEN and what we do in Nigeria on inclusive education. GCEN encourages others to contact EENET direct or through GCEN. GCEN has a mail list of over 150 partners all over Nigeria. We share EENET newsletters and other publications with our partners.

We will put a link to EENET on our new website to be launched end of July. We distribute some copies of the newsletter to our staff. We sent a copy of the latest issue on teachers to DFID to support our lobbying on IE.

Note: the publication UNESCO helped in distribution was the Salamanca Issue, otherwise we don't.

I have directed people to EENET when they have wanted to learn more about inclusive education. I will email the link to them, or lend them my CD of EENET.

We do tell the disabled educated people to use the EENET website we also do make copy to supply the disabled people after translation to Somali language. We select the articles and issues covering inclusive education and disable information

We have used EENET material in a number of our workshops when dealing IE issues. Many times I share with my friends and with my members about EENET.

We buy materials from EENET for distribution to partners and through seminars/workshops we attend both in Norway and our programme countries.

By email.

Include your website on module reading lists.

Very few people speak English in my country and region.

Link them up to discussion group.

the regional consultant of southern Africa NFU always mention EENET in our National and branch meeting on her visit on monitoring and reviewing or training of parent trainers.

We have shown the learning materials on inclusive education to teachers.

We have distributed the EENET newsletter through different events related to the distribution of training events and our Resource Boxes for Inclusion.

Initially, we thought EENET would be sending newsletters to the Learning Difficulties Programme so that we could distribute to stakeholders. However, EENET has been sending a copy to us. We have 72 resource classrooms country wide whose major responsibility is to prepare all learners with learning difficulties to go into the mainstream. As earlier said we had a project called PITCOLLDS through which EENET was being mentioned though on small scale. We hope EENET will consider sending EENET publications direct to us by post for distribution.

By developing our own EENET Asia as a network and a regional newsletter, keeping linked to (global) EENET. In Bhutan both newsletters are put on the website of the teacher training institutes and are used by a number of teacher trainers during sessions and/or for trainees' assignments.

However, according to us, EENET provides an essential basis on culture. That you can improve your knowledge and be in touch with others through newsletters and others and you can also teach other people what you are able to by corresponding with them.

We mention EENET when we discuss education informally with education stake holders

We [IDP NORWAY] organise EENET Open Meeting in connection with district / national / regional conferences and seminars – The latest examples: 1) the EENET Asia Open Meeting at the ICEVI World Conference in Kuala Lumpur [17th July 2006] 2) the EENET Asia Open Meeting at the Indonesian University of Education in Bandung [24th July 2006] 3) the EENET Asia Open Meeting planned for the Inclusion Seminar organised by the Pakistan Disabled Foundation [PDF] in Islamabad on 31st August 2006

Yes because we use some of the information Knowledge in workshops.

Encouraging others to write about their practices in the classroom. His was particularly so when I was back in Kenya. I shared a lot of information about EENET with teachers, refugees and the organization I was working for (International Rescue Committee IRC)

We use EENET work as references in our documents for sharing with others.

This is due to economic problems, lack of full information about EENET's work. As I cannot get a chance for information exchange with others (awareness programmes - facilitating). This is just as I think the lack of each individual's information on inclusive education to practice by considering it as a problem creation.

In our teaching we teach the student teachers the need for them to understand the importance of inclusive education and special needs in general.

Not as yet, but under plan.

We were looking for an example of accelerating girls' education. I had to look for an article in one of the newsletters from EENET to assist in the sensitization. It was a poem of a girl in Zambia. On another occasion, information on indicators was obtained from a CD-ROM supplied by EENET.

We would like to inform others during our Continued Rehabilitation Education Programmes and other workshops.

Contact details of EENET given to queries I receive or listed in articles/book.
Putting EENET information materials in the library for our users.

We give teachers materials on IE (to Headteachers).

I used to be part of a local NGO as a public relations officer and I developed a programme for the school for the deaf. And if possible I will be able to share with all deaf schools in Ghana this laudable idea.

We do conduct school-base workshops and even district workshops and this is the time we share more information on inclusive education using various topics in the EENET's newsletters (more especially when it comes to implementation and barriers to inclusive schooling).

We could network with other groups but because of lack of support it has become difficult.

Yes of course, we reported people to contact EENET about educational career and life because of the newsletter you sent to us. But we are sad that we have not been able to get what we desired from EENET.

Usually we discuss EENET activities at fora for teachers, teacher educators, and NGOs that we collaborate with. We also encourage our teacher trainees to contact EENET as well as schools.

With stakeholders dealing with training about disabilities.

Sharing the information with other organisations/local people about the EENET information.

Call for meetings to discuss matters arising on information collected by EENET and other sources.

EENET newsletters are distributed but only a few individuals can read them (we believe). There is a need to translate them into major local languages.

We distribute the newsletter to others so that our schools get more information on inclusive education.

Eg, a past co-worker in North Thailand had an interest in newsletter/resource material. At present I use some of the stories from the newsletters in my teaching at Kiyooro College, Uganda.

We introduced your newsletter to our co-teachers in the school, more especially on the inclusive education.

We circulate to all our branches, discuss articles at staff meetings.

Q9: Why haven't you told other people about EENET?

EENET has not done anything for our organisation nor have we benefited for them, so we see no need talking about them.

Please keep me up to date our deaf development programmes. Not hate the EENET services but I learn and hope all things are possible.

We are happy with EENET. It is very educative on I.E issues.

Just too busy to actively promote EENET other than display newsletters and posters within the teacher ed. department and make reference to EENET in lectures on inclusive education

We used EENET literature and others in developing materials for the module on Inclusive Education.

EENET said that it has plans for Mozambique only. That is why I did not tell people of my country about it. Couriers come rarely.

Due to awareness problem but I can do it in future.

Lack of internet facility hinders us from sharing with others.

Our organisation is having a few resources that is why we have not spread EENET information to the people although we need to do so.

Q10a: What resources has EENET provided you?

More practice-focused CD materials aimed at teachers and NGO practitioners would be great.

We would like to be supplied with video materials, materials on cd-rom, Electronic materials via email, Translated documents, Miscellaneous printed documents and Braille materials.

Any research carried out on inclusive education.

Just more documents and other materials on I.E
Audio tape, Braille materials and video tapes

Documents on Research findings about IE initiatives in different parts of the world

Since our country is underdeveloped many teachers do not have access to computers as result teachers are little bit behind, even our school do not have computers. Video materials can be something useful since it does not require somebody to move from one place to another.

EENET provides to GCEN resources which we share with our partners i.e., Newsletters, Braille materials, video materials, materials on cd-rom and miscellaneous printed documents.

Video materials, Miscellaneous printed documents, Computer, ups, Modem

Video materials are needed.

Newsletter.

Video materials.

A toolkit for NGOs/governments on how to start education projects which aim towards inclusion.

Wall papers on inclusive education.

Direct link to EENET website.

Braille materials, translated documents.

Braille materials.

We would appreciate the Audio tape and video materials and materials on CD-ROM.
The Learning Difficulties Programme in Malawi needs a lot of information on Inclusive Education.

Resources that highlight that IE is a child/human rights based approach to education (stronger link with RBA).

I need to access to new technology, and for materials for nursery schools.

DVD on special education in order to assist life conference.

The resource that you mention is nice but the way of getting them is impossible in my part to purchase. If you are supplying them to me /organisation maybe I use it for others as information-sharing.

1. Audio tape and Braille materials, 2. Video materials, 3. Materials on CD-ROM, 4. Electronic materials via email, 5. Translated documents.

Audio tapes and/or Braille materials, video materials, materials on CD-ROM would be of much help to the lecturers and the students.

Video materials would be useful and translated documents as well as miscellaneous printed documents.

Materials on CD-ROM, audio tapes and/or Braille materials, translated documents (Kiswahili).

A lot of posters would help.

Computers are the best way to help us.

Audiotapes, Braille material, more video tapes and computers or laptops even if they are used ones. Textbooks on inclusive education and research journals on inclusive education.

I don't know

We need video materials. If resources have to be sent just as you have been doing, please send many copies. We are an ambitious group.

Translated documents. Video materials. Getting voluntary help or other support activities.

Other resources that would be useful would be charts with information on 'schools for all' as it is our aim to have schools for all in the next 5 years.

Any publications/material relating to special needs education. Related posters eg, the one about inclusion was excellent!

We would like to share pictures and teaching materials, local ones.

It was quite necessary to respond to the materials send to EENET. Besides, it is imperative to send research reports on inclusive education.

Video materials.

Video materials, materials on CD-ROM

CD-ROM and other audio tapes/Braille materials.

Q10b: Did you share these resources with other people/organisations?

Shared with key programme staff in several countries through regular internal mailings.

Shared with the KISE, – In discussions with the school Head teachers while creating awareness on inclusive education, Officers from education department gathering - on Education Days

Disability partnerships abroad (DPA) Kenya-from Australia. We work together in assisting disabled persons.

With Kupenda Kenya a community-based organisation which caters for the needs of children with disabilities eg meeting education expenses, rehabilitation and attitude change.

Deaf members want to understand the books and video with Television and computer in KAMDAD library room but KAMDAD has no computers and television.

Kyambogo University students doing special needs education, community based rehabilitation etc. – this is information relevant to the kind of work they will do after the qualification. When working for the CBR Africa Net work it was the organisations role to disseminate information. With Sightsavers the first entry point has been to share with the partners carrying out inclusive education.

Yes, we share the resources with other people and organizations through our library and information sharing.

Colleagues in the Ministry, students and other volunteers in mainstream education. I shared them because I feel that the idea of inclusive education should be part of everyday education language.

Others who are interesting or working with inclusive education – to give them information about IE and EENET important work.

As above - the HI IE contacts across the HI 'family'.

Other school teachers and school children during workshops and whenever they visit our school.

We share them with teachers of I.E and other education staffs in case of need.

We shared it with the department of the special needs in the Ministry of education during the consultation on whether promote special schools or inclusive education.

To teachers of two school clusters where we have introduced IE. To Education programme co-ordinators of the SC Alliance country offices.

My friends and colleagues for information on what's happening in other places and how it ought to be.

We are 12 in the staff at Maseno University and only three of us get them. I share mine with 6 others and an average of 25 students.

Everybody can access them.

Miss C. Kapolyo, a teacher in Chipata, has no idea about inclusive education. I explained on how my school has benefited. I gave her newsletters starting from 2000 up to date. To go through the newsletters.

GCEN shares all the materials with our partners. See comments on Q8.

I shared with my colleague who is teaching special needs education at my work place. Also, I shared with my students as references for the SNE subject.

Wider World Vision for their info. Colleagues in other NGOS working on IE for their information. The World Bank for their information.

UNESCO Regional Office UNICEF Regional Office Save the Children (USA) Care International Ministries of Education (Egypt, Palestine, Morocco) Local partners.

With school staff and the Ministry.

Distributed to UNESCO field offices in different regions.

It is because there were contacts for other organisations where I would seek support and sponsorship of my son.

As an organisation we have been sharing with other organization dealing with children on matters concerned with children education.

Many of the articles were shared with colleagues in the field. The National Department in South Africa distributed the EENET newsletter internally and to all the provinces.

I also am involved in teaching an Inclusive Education subject at the National University and have used the posters and materials from the CD Rom, which are very appropriate to the Samoan context.

We the board directors of SODA do provide other disabled people copies we pick out from EENET website.

We share this resource among student and other NGOS for further development in education programmes.

To teachers who are in schools so as to inform them how IE works in other countries.

Ministry of education; parents and families.

I share with one organization about EENET.

I passed on the news letter and advice them to start thinking about opening one.

A) I share materials from EENET to our partners in Uganda, Eritrea, Malawi, Lesotho and Palestine through e-mail, snail-mail and when visiting the programmes. B) I also share printed materials on conferences I attend in Norway, example:

distributed 30 copies of the newsletter on the conference on Languages and Education in Africa which took place in Oslo earlier in June 2006. C) NAD also uses EENET as a distribution central for material which is produced by NAD or the Atlas-alliance as EENET reaches out to many stakeholders which really are in need for such material. Our experience is that a lot of material on IE is produced, but it is often hard to access for people in Southern countries due to limited access to funds or internet.

To educate them.

We share these resources with our stakeholders on disability including disabled people's organisations, rehabilitation workers because they can benefit from it as we do. They needed technical support.

With people from schools, and sent it to libraries belonging to the school system.

Have passed on EENET information to professionals doing community work and parents or teachers trying to help children with disabilities.

Other staff in collaborating organizations working with education of persons with visual impairment (e.g. staff in Sight savers International & partners in ICEVI) where we've been discussing or trying to implement inclusive education.

Cherutombo High School, Nyameni Primary School hearing and impaired unity. These schools include all disabled children in their main streams.

I have often encouraged partner organisations or people who I have met on evaluation/fact finding visits to contact EENET and subscribe to the newsletter. I have also forwarded various EENET's articles about the inclusion of deaf learners to project partners in Mongolia, Burkina Faso and Namibia to inform our discussions on particular issues.

We shared these materials to teachers of school, CBR staff, social workers and student counsellors.

I shared the information in the CD-ROM with some teachers of primary, secondary and technical schools. I did this at a workshop on Implementation of Inclusive Education.

We have distributed them to: personnel in special schools, personnel in schools which are part of inclusive education projects, education managers.

We only receive one copy of printed EENET newsletter.

The Learning Difficulties Programme has been conducting workshops on Inclusive Education with Malawi Council for the Handicapped (MACOHA) in Blantyre and Machinga Community Based Rehabilitation districts with funding from Norwegian Association for the Disabled (NAD). The participants in these workshops were classroom teachers, community rehabilitation workers and Senior CBR officers. The overall aim of these workshops was to turn all schools in these CBR districts to be responsive to the needs all learners.

I have contacted other schools like Messa English Medium Nursery and Primary school (website: www.messaeducationcentre.org).

Shared with both teacher training institutes; MOE; Education Research institute; other donor agencies; individuals/visitors.

Resources always shared with all colleagues and staff in NRDC, and sometimes with other organizations to make use where is needed.

I shared only printed EENET newsletter to get knowledge of it from my teachers.

I share it with teachers and education officer. The reason is that they need appropriate and practical information regarding inclusion and the best learning activity for all children in difference.

Yes because we use some of the information Knowledge in workshops.

Teachers in Kajiado District, Students at Kenya Institute of Special Education (long before joining NGO world 1999), staff members of International Rescue Committee plus other NGO members, and refugee staff in Kakuma Refugee Camp (2002 -2005).

Teachers and educational officials. This was meant to enhance their working knowledge.

Other disabled organisations because this will help them for new contact.

As I am not getting no more resources/ materials and as I am a new client.

1. Students of the Open University of Tanzania, 2. Students of Dar Es Salaam University College of Education (DUCE) and members of staff of DUCE.

We have shared the EENET newsletter with other lecturers in other sections.

Shared printed EENET newsletters with my school manager so that he knows about what other countries are doing in terms of inclusive education, and also my course mates so that they learn more about inclusive education.

Mobility team and mentioned EENET at national meeting.

We shared with practising schools because this school is training primary pupils where most of them come from the neighbouring community.

Klith Kasubi Farmers Club, Education subgroup - 4 people.

1. Shared the material with a primary education adviser on indicators. Information used during planning of her activities, 2. One primary education adviser copied a poem from the newsletter - intended to use it for sensitization to the public on the National Education Day celebration on the importance of educating a girl child.

All contacts, appropriately, in Southern areas.

Listed as resources in articles, books, etc.

With students for research purposes.

With student teachers and trained teachers to help them in their studies and work.

I shared with friends teaching the special needs course for children. Also with a friend who studies for his post-graduate degree (MA) in special needs education - he joined you (EENET).

I have this year targeted my community youth club as the audience I normally share with. The reason: I used to be the first president of the group and was largely involved in community causes.

Trainers and students as inclusive education is part of the curriculum.

I shared them with my fellow teachers, parents, teachers from other schools and college mates. I shared with the above for a better understanding of inclusive education in Zambia and other countries.

My colleagues.

We shared with my fellow organisation in order to partner with them.

Because we didn't have a PC to operate the CD-ROM, but the news letters, other people read.

Nothing has come out for us.

All teacher colleges of education in Zambia and NGOs supporting learning with special educational needs and marginalised children like HIV/AIDS orphans and vulnerable children. 50 per cent of all Banc (?) Schools in Zambia.

I shared these resources with fellow staff members of Ngora School for the Deaf in order to acquire more knowledge in the field of deaf education.

Inadequate mobilisation capacity of other people/organisations who would otherwise be stakeholders in inclusive education such as parents with children with disabilities, teachers and leaders.

I share the EENET materials with teachers in my district and people who work with our department of gender community services and rehabilitation.

I shared with teacher colleagues in the same school since our school is an inclusive one. Some teachers just wanted to read the materials.

1. With people with disabilities with whom we work, 2. With parents of PND (?), 3. With local organisations with whom we meet, train and share resources.

Teachers in charge of special education, government officials, institutes in charge of curriculum implementers, organisations dealing with special needs groups eg AMREF. This is because they share aspects of assisting special needs. They have concern on the implementation.

Bihar education project because they support inclusive education.

Authorities in the Ministry of Education in our Division (Kawempe Division). Headteachers. We are practising inclusive education in some of the schools and we had to sell the idea beforehand.

1. Share all resources with others, eg, teachers doing degree studies, 2. Heads of schools where we want to have model schools, 3. Parents of children with disabilities so that they understand the concept of inclusion.

I share them with those who I think will grasp the information given by EENET's newsletter. These include parents and teachers plus others who help in the disabled centres.

At present I am using 'stories' from newsletters in the development of special needs education curriculum in some of my classes. A few students read the newsletters (Kiyooro Primary Teachers' College, Uganda).

I gave the French version of a book which was not requested to a handicap centre. I requested an English edition because we are in the English zone of Cameroon. I handed the Braille materials to a blind centre.

We shared with our committee executive to implement the inclusive education in our area for children.

I shared the materials with educational experts and education officials to initiate them.
With special educators and blind students. To be abreast of new developments in the education of the vulnerable.

Intra- and inter-agency staff and other stakeholders, especially articles on inclusive education.

Other rehabilitation specialists within my organisation.

We shared with Boystown/Inclusive setting for tracing 100 deaf adults.

Q11: Has EENET, or the information provided by EENET, helped you with developing your inclusive education strategy, planning project activities, etc?

The information has influenced most of the education stake holders who attended a workshop organized by Leonard Cheshire staff in Kenya 2004 this was attended by about 12 countries from Africa.

I have been reading a lot of material from EENET but my organisation is not involved in inclusive education. However my ambition is to initiate an inclusive programme in this area as a pilot project if I will happen to get assistance to do so.

I expect to welcome you to work influence with our KAMDAD strategy planning project

The information given has helped us in develop our ideas about inclusive education strategy.

I am using concepts about inclusive education when involved in training others eg the round pegs in square holes.

In NFU I am working on a project IE in Africa – and EENET information has been to great help for me.

Documents read have contributed to HI IE policy in terms of background reading

It helps us a lot in development of training materials, in advocacy activities.

The information has helped in our activity of advocating for the rights of girls with disabilities in Uganda.

The look, think, and ACT cycles of the EENET Action Research approach is the main tool that teachers of primary schools in our pilot area employed to investigate and improve participations of every student in classrooms.

We have used the information more from disadvantaged countries to convince some die-hards that Education works even with minimal resources.

It has helped me to link with other people from different countries. Any teacher who comes up with a new Idea the school should give him/her incentives as to encourage them to go ahead.

EENET has helped us with developing our inclusive education strategy, planning project activities by educating and uneducated claimed teachers.

Now the institute of Adult (IAE) proudly claims as being the institution in Tanzania to include components of educational needs for the visually and hearing impaired learners in the curriculum and syllabi of IAE's open a distance learning(ODL) programme.

Helped us in the development of an IE policy

Am sure it has since the experiences from others do have a big impact in this field of education.

It has not helped me to develop my inclusive education strategy because I have not got any support or sponsorship of my son (Abel) since I am still giving poor quality education here in my country.

Yes I used the matrix for developing IE and adapted it to our situation. This then helped us to put together a strategic plan and annual work plan.

Yes we do get ideas and methods to perform inclusive education for Somali disabled people in Somalia where its difficulty to get expertise and scholars supporting us to plan our strategy to spread inclusive education

I have just discovered the materials provided by EENET. As it is something new, I just mentioned it. I have to translate it and make it more accessible to others, so that they can understand what it is about.

But even us as consumers of this Information we need capacity building in order to effectively disseminate information on Inclusive Education to many of our stakeholders effectively.

Actually I did not ask about it to EENET.

We need them now.

EENET is our main resource for information on Inclusive practices both for our head quarter and partners in Africa and the Middle-East.

Perhaps we need to make a college link with EENET and not just a link via key tutors who have a responsibility to teach/support inclusive practices.

We get many ideas from EENET, I cannot give more details, and we use the website and the newsletter many times to support what we write or prepare presentations.

The umbrella board of the disabled people's organisation has advocated for inclusion and exhibition with success.

Information from the most recently EENET newsletter was extremely useful for us in compiling the report of a situation analysis that was done for a national inclusive education project. It provided accessible, relevant, insightful information that assisted us with an international perspective to interpret our findings.

Send us additional materials, Share with us good practices from other countries.

The mission of the Learning Difficulties Programme in Malawi is to effectively include, educate and support all learners with learning difficulties in Malawi through providing quality teacher training in Special Needs Education, advisory and consultancy services to government and NGOs and local communities in regard to all aspects of educating children with learning difficulties. We need more current information on inclusive education.

Shared with both teacher training institutes; MOE; Education Research institute; other donor agencies; individuals/visitors.

We had a conference on gender violence in African schools, also learning to include food at school.

We got a lot of practical information from EENET Asia.

Comparing notes and advising teachers in practice how to teach and work with inclusive schools.

Information provided by EENET has supported us to enhance teaching and learning at the early childhood level. Learning resources have been locally produced by the teachers.

As our organisation is not this much take care for this strategy, planning project activities in the past but now it is on the way specialising in Addis Ababa University under Psychology Department collaborating with the Ministry of Education.

EENET has helped me to sensitise the DUCE staff to foresee and opt to choose the Theme: Inclusive Education.

The lecturers have benefited much from the EENET information.

The information from EENET has been of benefit in my Masters research which I pursued in 2005 on 'Teachers' conceptions of teaching in inclusive classrooms'. So I benefited a lot reading printed EENET newsletters/papers.

1. Designing a newsletter (maiden issue), 2. Encouraging Idomen members of the education group, 3. Initiate IE private schools, 4. Ideas for the Child Education and Guardian Upliftment Initiative.

We have not really thought about it because the situation in our setting, with inflexible curriculum, provides equal access to schooling. However, other circumstances in the child's home are prohibitive to attendance. Planning projects to address the issues that prohibit all children from attending school is hampered by financial resources and material resources as well. Those special needs pupils already in schools do not have appropriate resources, eg, Braille paper, pelemine (?) Brailers, hearing aids, large print books, teachers who are appropriately trained to assist the pupils, etc.

Has enabled us to make available information to teachers, parents and community.

Some of the information provided has influenced and has been incorporated in/during curriculum development.

My school was the first to practice inclusive education in my district. This was around 2000 and 2001. When the inclusive schooling programme (INSPRO) began in the District, my school was a pilot school and inspectors came to see and learn how inclusive education was implemented. Asked how I managed to implement inclusive education, my answer was: "EENET, I got most of my ideas from EENET'S information."

By reading EENET publications and sharing the ideas with the staff of our organisation our project has achieved many progress.

EENET has not let us know about the information provided to help our organisation neither has it invited us about EENET's conferences - annual, seminal, etc. In fact, we are skilled and experienced in all aspects of life.

The inclusive education approach is informed by a wider change in the way that disability is understood. We have moved from a traditional model of disability which has focused on disabled people's impairments and EENET has explained the difficulties disabled people experience in their lives and suggested better intervention practice and classroom practice. We have developed our inclusive education strategy, planning project activities and teacher education curriculum which has focused on social and educational models. Our education system is based on an explicit notion of the rights of individuals developing a curriculum which is inclusive of all learners, broadening the definition of learning which is used by teachers and decision-makers in our education system.

The information provided by EENET is actually helpful in developing an inclusive education strategy, planning project activities but due to inadequate scarce resources in Uganda, I have not been able to develop my inclusive education strategy.

No.

We have used some of the information from EENET to carry out activities on inclusive education in this district.

Since we have shared resources distributed by EENET, the resources have helped with: 1. change of attitude by some administrators, 2. more schools accepting all children regardless of disability or not, 3. use as reference during meetings and workshops.

The student teachers at this college have had basic education at primary and secondary level. They have no awareness of anything beyond their districts. I like to think that the use of the newsletter articles encourages them to think about education in other countries. I also hope that these articles encourage a sharing of skills in a wider more global scheme of awareness.

We are trying to implement it at our quarters; we hope to do well to provide documents to you on that.

We have no inclusive education project by EENET. Hence this is not relevant to our organisation

When I thought of establishing the project which I will be engaged on including the excluded children, I have just used the facts and experiences from EENET journals.

EENET has made me campaign for inclusion. 100 deaf students are included in skills training in Hyderabad.

Q12: What do you think EENET could do to help you further with developing your strategy, planning project activities, sharing your experiences, etc?

By inviting us for training, sending us newsletters and providing other necessary information.

Providing more case studies of practitioners' experience with various issues/problems; which would mean hassling organisations like us more to share our experience!

1. By constantly sending new information developed to our organization 2. EENET could periodically organize workshops and seminars in the region or in Manchester and send invitations to organizations to attend.

Sharing information, exchanging experiences, etc.

Maximum assistance in all aspects of inclusive education. This is because being a new theory in the area, support from the local education office and the community might difficult to get in the initial stages.

Help organise to close work with partner our KAMDAD strategy planning development programmes and project activities.

Through workshops, through consultancies, Visits to acquaint itself with various activities and give feed back based on their wide experiences.

EENET had helped us in providing the latest news and activities that already give us many inputs to develop our project and organizations.

I would like some (compressed) photographs of inclusion at work. In my present role I would like photographs of children in Africa with limited resources.

Increase on the number of copies sent to our school.

By continuous communication with us and providing us with more information on IE in other countries.

EENET should help us in mobilizing resources to enable us carry out a research to provide us with empirical evidence for creating awareness on the importance of inclusive education and advocating for the development of an effective inclusive education strategy. It should also assist NUWODU to come up with local materials.

Facilitate experience sharing visits to countries that have successful IE initiatives. Organize short-term training on planning, monitoring and evaluating IE programme.

We may possibly require study more so for our supervisors who sometimes find it difficult to support us. Sometimes they May be convinced through visits off this say some practical that are considered successful. They think we are struggling yet we may not succeed.

It could help AADI to disseminate information about the project. Feedback on the project would help us to improve project outcomes.

By documenting what ever I come across in my class. By creating new ideas that will help my learners to go further.

EENET should help it partners in the south with administrative support funds. For example since we went into partnership GCEN had used it little funds to buy stationery and post stamps to mail out newsletters and other materials to our partners. EENET should also encourage proposed articles and help them develop such articles and ensure it is published. This will encourage the writers more.

I would need further help in how to include other vulnerable groups in the ODL programme Braille transcription of our ODL study materials and if possible to help us establishing IAE's own Braille press a resource room and training sign language some of the ODL's programme facilitators.

Sending more printed materials including books and posters. Very important to give consultations.

It is difficult to say as far as UNESCO is concerned.

I am happy with the way that EENET is currently supporting us. Sometimes I struggle to find the information I need – due to there being a wealth of information available. If there were some easier ways of searching – or sorting the documents it could help (I am certainly not recommending less resources). But overall I am happy with the current support I receive through the EENET website.

I would kindly request that Abel attains enough Inclusive education because here in Uganda children with disabilities have less chances of attaining higher levels of education.

i) The EENET could help us to develop strategy, planning project activities, sharing experience if it could conduct the workshop on education and other related topics in developing countries, to visit us and sharing with the other members in Africa. ii) To distribute free used laptop computer to EENET Members in Africa. iii) To establish grants distribution to EENET members for supporting education activities in Africa.

EENET can provide a valuable mechanism to developing countries, especially, where there are not many networks and resources. As mentioned earlier, EENET makes a major contribution to Inclusive Education and brings on board people from the margins. It is very unlike most organisations in the North that operate in networks that are mainly Anglo Saxon to the detriment of all other groups.

I did not know IE offered advice on individual children so I will use that in the future. It would be very useful to develop more discussion on the Inclusion of deaf children and the related issues...a basic info kit for regular classroom teachers on subjects like: Promoting language and communication development. Also in the Pacific few countries have access to audio logical services. So would be good to network to get a program of support going

We expect from the EENET to help us its development projects.

By providing best education system for developing country.

I want to have video tapes on IE. How it works, with what tools and what type of disabilities can be integrated. What about children with autistic spectrum disorders? How can we adopt a curriculum for them?

EENET could help us further with developing your strategy, planning project activities, sharing your experiences, etc? By launching and email group for people who are living/working in Zambia or who are from Zambia like the Kenyan e-group.

I hope EENET Help us with their Strategy, Planning.

Assist me in how to start and the financial support for logistic materials.

If EENET had a greater base of funding to be able to increase it's capacity, I think EENET would have a great potential to become more of a resource and knowledge centre on i.e. through: A) acting as more active moderators in e-mail groups (starting discussions etc) B) having more action research projects to address issues which others don't have capacity or knowledge on C) Link up stronger with researchers and universities who are working on IE and encourage stronger sharing of research findings.

It helps me on my study of degree course in Bed SE.

Replicate Susie Miles and expand its consultation activities!

We need expertise in the above-mentioned areas so as to develop, improve and implement inclusive education in Somaliland. We need fundraising support and partnership working in practice; EENET being our International counterpart for technical support in projects developments, implementation and monitoring. I am not sure whether these areas include in EENET's mission! However, EENET may also work with institutions whose aim is that!

Need to see how EENET could support the college in implementing and monitoring all aspects of SENDA (2001) and working with a wider range of key personal.

Having stronger presence in Latin America, where inclusive education has a hard way to go.

Continue

Share success stories and strategies from other countries/organizations which we can study or use as a source of reference for developing our own.

We need a national action plan with good expected results as in developed countries. To have provincial co-ordinators who reach us.

By producing more analytical/research based documents on inclusive education for deaf children.

EENET will further help us to improve our strategies and share our experiences.

Keeping me up to date with information by sending emails.

Continue to do what it is already doing!

The Learning Difficulties Programme wants now launch a nation-wide project on Inclusive Education since PITCOLLDS was only targeting 12 schools and lessons learnt is that we need not only target the teacher but also the system itself. The LDP need expertise on: Project Planning, Implementation, monitoring and evaluation, sourcing funding, Partners to work with

EENET could help disabled and mentally retarded pupils in our area.

Keep sending the newsletter to teacher training institutes beyond expats being there, especially to national staff committed to these changes, while also sending it to MOEs that may need more time to change perceptions/policies. Some countries get little or no information like this.

I think EENET can help through disseminating lessons gained from others' experiences.

Anyway, training seminars and conferences that we are going to discover experts to enquire and share experiences, so we need trainee periods to develop our skills.

I need resources and materials to develop my planning project activities.

We expect that EENET could set up joint research on inclusion. For our case in Indonesia we would like to do a research in regard with appropriate assessment in inclusive setting. Involve us more in their research activities/programmes

Since Uganda practices decentralisation, EENET can contact districts and work with them especially on inclusion in primary schools.

By providing information on education project planning and management; By decentralizing EENET forums so that there are several EENET meeting points in various African Countries and having EENET collaborate with other NGOs such as VSO (Volunteer Service Overseas) which has a huge number of teachers in inclusive education sent out to different countries especially in the South.

EENET could organise more fora for inclusive education at regional level and also do advocacy targeting policy makers and institutions of higher learning.

1. Education project (a) to educate the drop-out children, (b) vocational training both for boys and girls, i.e. (1) carpentry, (2) tailoring, (3) catering canteen (4) preparing candle sticks, (5) chalk pieces, (6) electrical work. 2. Degree and

intermediate failed candidates to learn computer training, 3. Nurse training for women, i.e., A.N.M. and Staff nursing - male nurse training.

Sharing information about new strategies, plans or issues in order to improve/help disabled persons. Using new data collected from the EENET site, experts for qualified personnel, implementing new programmes in order to make people be more concerned about other people's lives (as volunteers). To provide grants.

We need to upgrade our special library for disabled and so CD-ROM/DVD and downloaded information shall be of great help.

As I expect information exchange materials to improve, attention to our organisation may be increased to sharing materials such a video materials on CD-ROM, translated documents, miscellaneous printed documents can be sent to me for future from you - this is my expectation.

Provide me with the knowledge as much as they can. I shall stand firm in utilising the knowledge to improve education in Tanzania and worldwide. Invite me to workshops, seminars as the conditions allow, for the sake of gaining and exchanging ideas, enhancing skills, knowledge, values as required to be used in society at large.

EENET needs to organise some workshops and even sponsor some lecturers and/or student teachers for further training in Special Education. Being in a rural area we only depend on the printed matter from EENET.

If they could visit us so that they see what is happening in our countries.

Not sure enough about the services available through EENET. There is a very good network of people and services providing rehabilitation and education facilitating inclusion for people with a visual impairment. Could VI and those with more complex needs (PMLD) have a focus through EENET? Also sharing of resources that would otherwise go to waste in the back of cupboards!

I think if I will get more training or information on the conceptions of teaching in inclusive classrooms from other countries besides Tanzania it will be more beneficial to me due to the post I possess.

1. Children's rights training for local public, 2. ICT for community/private schools, IE programmes for inaccessible fieldwork areas, school gardens, 3. Support programme for eg, child feeding, advocacy, sustained lobbying, publicity and worldwide networking, 4. Communication system maintenance, eg, email, internet, phone lines, a/c, essential tools for activists who offer work under threat and isolation, 5. Regional IE exchange as well at country levels.

Provision of resources would assist so much.

Tried out Strategies for Inclusive Education should be communicated for replications.

Train local teachers in inclusive education. Increase the number of materials sent to our resource centre. Help with documentation. Adopt a local school to support.

Provide the necessary training. Send a hard copy and books written on inclusive education, educational psychology, special needs, etc.

The School for the Deaf Project Nationwide tour could be of great use to me. It can also be done alongside when I host students and other volunteers on study tours in Ghana. We can/should really look at that.

EENET has been doing a wonderful job. Please keep up the good work, but there is need to set up local information-sharing network as situations differ from country to country, and also there is an issue of language barriers with the local people.

My opinion on this is that, please if possible, EENET invite us from the developing countries to the UK so that we can physically see and learn more, especially during the two birthday celebrations and any other important meetings. Please make this possible, short courses are also helpful.

Giving advice and networking or other organisations to contact.

To support and to connect us with our networks.

I think if EENET could include provisions of facilities like structure building and giving out PCs to those who do not have access to... and give training to teachers and any EENET members to know what is going on, i.e., up and coming.

EENET must come together with us and work as a family which will be developing for our strategy, planning projects, programmes' activities in our organisation.

Through supporting my research activities through looking for funding and attending partnership activities, workshops and seminars, training opportunities with potential fund-providers and exchange visits. More inclusive curricular to make greater demands on teachers and we will need support implementing them effectively. We need training in developing our strategy, planning project activities and sharing experiences by exchange visits with projects in other countries for initiating and sustaining change in schools.

Organise for international workshops for some headteachers of schools for the deaf in the South, sponsor participants for further studies in the University of Manchester, organise a correspondence short course through letter writing.

EENET solicits appropriate resources to support the initiation and development of the inclusive education strategy project. I would be able to plan and implement project activities.

EENET should always continue to send information on CD-ROM, CDs, etc, including newsletters and documents on various activities from the regions where people are discussing and implementing inclusive education.

By sending more real case studies and photographs.

Sharing more about other organisations' effective strategy and planning project activities.

The most difficult thing we have experienced is resources to hold workshops. Could there be a source of funding, we can be motivated and further network more personnel. Transport is a big issue and sometimes meetings abort due to lack of fora. Distance factor makes some people fail to attend some of the workshops because we have lacked sponsor.

We need latest happenings in the field of inclusive education throughout the world through EENET.

We started with a pilot project - just a few schools with itinerant teachers. Because this meant extra work, it needed extra allowances. It also required extra educational materials. All these became expensive. Therefore, EENET could help in suggesting ways to some organisations/countries on how to sustain the programmes as well as running the programme without constraints.

EENET would help us in our task in inclusive education by providing us with documents, electronic material via email, and materials on CD-ROM.

EENET should not hesitate to send us any new ideas and information they get hold of or develop so that we continue to use it in developing our school education systems to benefit all children, creating schools for all.

Firstly, send me copies of the material that is on the CD-ROM. I do not have internet available on even a weekly basis and when I travel to a bigger town to use it, often it is problematic.

To help me look for sponsors.

We hope that EENET has a lot for our organisation, since education is a concern.

I would like the strategy action plan project activities. Please send your guidelines in this request.

EENET should realise the interest in involving me in the consultative forum.

EENET should ask readers/subscribers to submit articles on their experiences and compile by EENET for distribution to interested readers.

3D projects, Dedicated to the Development of persons with Disabilities. Focus on children. Strategies to influence government re: importance of inclusive education. Could EENET assist us with finding funds to support our inclusive early-childhood centres in rural Jamaica?

I have only recently started to look at the EENET materials seriously. For now I don't have very useful comments but within a year I shall have a better idea.

Can promote a training centre at our place as we have building and transport facilities in rural area - Shirdi (?)

Section C: What do you think of EENET?

13. What activity do you think EENET does best at the present time?

I am seeking to hope the EENET/ NFU which open to all memorandums of understanding with KAMDAD about support assistance with development of local materials and implementation advice, deaf leadership skill workshops/ seminars and training resource courses

Access to the internet is not always possible so I have not been able to use the site / service as much as I would like yet.

I don't feel that numbering the above would accurately demonstrate what EENET does 'best' for Handicap International – in this case each HI field office/partners may answer differently according to a certain need, context, timing etc. I have ticked useful areas. For me as the key IE person within the organisation, having access to electronic information is very useful and something which I use regularly.

In NUWODU's case although assistance with development of local materials would be a priority, EENET has not ventured there. May be we are not aware of the procedure of requesting for them.

When Ingrid Lewis and Ian came to Mpika just from that time I have been receiving printed documents after providing them with my address.

EENET should help it partners in the south with administrative support funds. For example since we went into partnership GCEN had used it little funds to buy stationery and post stamps to mail out newsletters and other materials to our partners. EENET should also encourage proposed articles and help them develop such articles and ensure it is published. This will encourage the writers more.

Introduce Support/advice to local/regional seminars/workshops/training courses in Zambia

There seems to be much more that EENET is doing that we may not be aware of.
We need free postage

We have found the EENET newsletter most useful. It is also helpful to be able to get electronic copies of documents, so that they can easily be shared with others.

This section has been difficult for us because of communication problems with EENET

This may be a difficult question to assess for the evaluators as some areas I cannot judge as I have not used those services, but they may still be provided as the best. This gives a 'coloured' picture of our own interests and priorities, rather than what EENET does best.

Members can time to time share ideas

Actually, the activity of "Support/advice to local/regional seminars/workshops/training courses" is also important for us.

EENET should encourage network members to be more active in sharing experiences.

Upgrade website with live conference.

My choice is related to my people's demands. So you may understand our people's problem so if we get the chance according to my choice may be we can follow EENET strategies.

They should extend their services and improve it in order to reach remote areas.

Should keep it up. It is a good source of information-sharing and networking.
I do not like this grading. I would consider most of the ones I have indicated as equally 'best'.

All the top answers given are well because every group or organisation has their own problems ... the answer given above is the best to us.

We congratulate EENET on their efficiency.

Need to support local/regional/workshops training courses

Vision, mission and objectives quite relevant, but may require participatory planning and participatory monitoring and evaluation.

Support/advice to local/regional seminars/workshops/training courses. Funding is necessary also.

We would very much request for support/advice to local/regional seminars/workshops and training courses.

This is the sequence I put, because my country is a bit lacking with computer info. To others it will be different.

I have only identified 4 areas as I am not very sure about the others - no fault of EENET.

14a. What existing activities do you think EENET should work to improve, and why? How could this be achieved?

Sourcing and sharing practitioners' experience.

EENET can improve regional training periodically, at the same time include activities on local Educational materials which should be developed to improve the implementers skills in production.

Assist and sponsor upcoming organisations in financial and management areas.

Working on empowering the local community. This will act as a base for any community based activities to be undertaken in the community.

i) Conduct trainings with KAMDAD that bring together deaf people and parents of deaf children for improve standard of living in village levels of the Kamuli District. ii) Attend the training in sign language awareness to empowering deaf people and parents of deaf children. Sign language to help easy them with communicate deaf children in their homes. lii) Support deaf children education in Vocational Training Skills.

More comprehensive dissemination strategy for the newsletter so that even those at the grassroots can get the newsletter. This could be achieved by linking with the local government structures in disseminating information. Disseminate information on what they do so that organisations and individuals can see how to benefit.

Translation - the docs in English can only reach a % of our offices/partners.

Through constantly networking with organisations involved in INCLUSIVE education

There is only one person assigned to facilitate networking the IE initiative. In order to promote IE widely, EENET should focus on training, research and advocacy work to raise fund and/or researches for IE programmes in developing countries this demands more staffs and research for EENET itself.

EENET should solicit for funds and helps in establishing regional network while will intern translate into local networks.

Make more literature available especially action research and case studies of inclusive education being carried out in the world.

Your news letter /emails should have 3 pages with different writers from different parts of the world. By doing this teachers will grasp more information from more people.

EENET should register formally as an NGO. This will boost their legitimacy and improve their changes for sourcing funds within the international funding Agency. This will enable them operate independently.

Assistance with development of local materials, because I am certain that EENET maintains superior technology which could lead us to develop better and adequate and suitable materials

As explained earlier, not being a regular reader of EENET some of these Qs may not be relevant to us.

Provision of support to all the children and adults with disabilities world wide and reach out to meet such persons in person and see by yourself what most people seeking support do talk about.

I think, given the ideas and progressive ethos visit different regions in the world and add a face to the organisation.

Developing a regional Pacific Network under the Pacific Forum Secretariat in Fiji. There is a brand new position of a regional disability co-ordinator should be finalised this month. EENET would be well placed under their auspices!

Sending inclusive education documents and newsletter to the external disabled individual or NGOs.

Improving and encouraging networking among African countries.

Collection and sharing of case studies and not only involving teachers but also parents/guardians and or support persons for persons with disabilities and those not disabled by vulnerable children e.g. orphans, children from very poor families and cannot afford to send their children to school.

Their education system.

Supervising their work.

The website is good, but sometimes I find it hard to navigate and find out at what level the different information provided is for (i.e. teacher, parents, policymakers etc) I know it is a matter of funding and capacity so the solution would be more money.

Seminars for local areas.

The website needs investment to improve the accessibility of the information. The website would also benefit from a content management system and dedicated staff member to research and develop the content, coordinate discussion forums and ensure the content is more easily updated. EENET's administration could also benefit from a document management system to free up the highly skilled staff to do more of what they are good at!

Further support to NGOs in the south in developing inclusive education in their countries.

I have always had an assumption that EENET has limited funding and therefore unable to respond to requests from large organisations, e.g. guest speakers to talk to staff and students, advice on how to improve present inclusive practices in college. Always assumed EENET was focused on collating and disseminating research.

Support/advice to local/regional seminars/workshops/training courses, Assistance with development of local materials, Support of local/regional networking in Latin America.

1. More on collection and sharing of case studies, 2. More support/advice to local/regional seminars/workshops/training courses, 3. More support of local/regional networking, 4. More assistance with development of local materials.

The ease of finding information on the website. I think the site could be made easier to navigate and documents could be more clearly categorised.

Reach more schools through governmental and nongovernmental agencies.

Activities listed under question 13 should be improved.

Dissemination of information /distribution of EENET publications- Please send current publications or any information on time. For instance, this year the Learning Difficulties Programme has received one copy of Enabling Education Issue 10 April 2006 on 3rd July 2006. This is a concern to us. We do not get information on time since our offices have no telephone and internet facilities. Our participation is very limited. This challenge can only be solved if mail is sent by express mail or as soon as the publications are out.

Workshops and seminars about inclusive education.

Maybe more sharing of practical IE implementation from different perspectives and with different focus (e.g. how different learners experience IE; how teachers deal with large class instruction while being inclusive; classroom management; using peer education in IE). How practice and policy can be better linked (experiences from different countries). How to do advocacy for inclusive mainstream education. How to scale up smaller examples of good practice. More thought

provoking articles that may further challenge readers' thinking on what the real implications are of saying that we "do" IE, etc.

I need more training, conferences and debates, because people will be motivated and start practising to have improvement.

I think that EENET should work to improve the work of an association which aims at rehabilitating and training young mentally handicapped people through sponsoring.

Support/advice to local/regional seminars/workshops/training courses. Put the EENET as one of the important topics and then encourage participant to reflect upon.

It would be great if EENET could help raising funds for practical research programmes in countries in the south AND if EENET could help facilitate support between donor organisations and implementing organisations in the field – This could be achieved by more communication between EENET and the large organisations active within education [UNICEF, UNESCO, WHO, World Bank, ADB, etc, etc.]

Communication with Districts.

Supporting local and regional networking, support/advice to local/regional seminars/workshops/training courses. The reason for this is because it will enlighten others not within reach of electronic services such as email or where technology is still picking up.

Local and regional networking should be improved. Close networking would enhance active participation. This could be achieved by network members identifying different activities for their region.

To introduce inclusive education and also to introduce vocational training to the drop-out children. EENET should work under the above activities to improve.

I consider that the support of local/region networking should be improved. Direct contact with these networks is better than through emails.

Webcam.

Exchanging resource materials to developing countries such as Ethiopia. If sending materials should be free it is successful.

The existing activities are all quite OK. They should concentrate on that first although now it's not bad.

The provision of audio-tapes and video materials in rural areas.

Electronic networking forums, which enable people to talk/share internationally.

Production of Braille/audio-tape materials and disseminate to areas or organisations asking for support. Thanks in advance.

Seminars/conferences/workshops.

Training opportunities in countries of North and South on inclusive opportunities/education.

Increase production of materials, increase training opportunities.

Should conduct a big workshop international participate its members, look for sponsors who help in training (education) in higher levels for its members, increase (make) action research its members whether in small or large study.

The use of study camps, running training workshops, providing sponsorship to individuals/volunteers.

To the best of my knowledge, EENET is doing almost everything to improve existing activities. Let it keep up with the hard work going on.

To support fully the groups of education will make EENET improve.

I think EENET should support/advise to local/regional seminars/workshop training/courses for its members to make them improve and understand what EENET is about.

To save deaf/hearing people students all over the world.

In Zambia need to support local/regional/workshop training courses and not limiting them to Mpika project which has not involved others in Zambia.

Support to run local/regional seminars and assist in development of local materials which working with local national disabled people's organisation such as the National Union for Disabled Persons of Uganda (NUDIPU)

By more training, workshops and sharing.

The newsletters should be sent quarterly (after every 4 months) and posted in time.
EENET should distribute information on inclusive education on quarterly basis in audio and Braille also.

More frequent communication.

I think EENET should improve on dissemination of paper/hard copies of documents to cater for those of us who are not on the Internet and are in remote areas.

Support/advise to local/regional seminars/workshops/training courses. I think EENET should check and try to arrange training courses if possible to help all stakeholders achieve their best.

Perhaps the development of networking, eg, until the EENET evaluation meeting on Sat 15th July '06, I did not know of any other EENET members in Uganda. If you had links with NGOs such as VSO Uganda they would have given me details of links, members, etc.

Supporting minor projects in the third world countries by looking for sponsors.

The EENET work and existing activities were very fine and could achieve the goals.

EENET should arrange consultative forums in different parts of the world, should also cover the expenses of participants from South, through creating experiences of its importance.

Newsletters should be published twice annually. Because, one annually means readers will be missing a lot of interesting topics.

Not sure.

Spend more resources on inclusive education practices.

14b. Are there any new activities that you think EENET should do, and why? How could this be achieved?

No: I think if EENET could consolidate its current activities that would be very valuable.

Since the African Region does not have many facilities and skills EENET could organize short courses for the staff in the region –Hence building their capacity
They can provide volunteers in key areas.

Maybe undertaken some intensive research programmes in inclusive education but making it very participatory.

Empower the Deaf Community Based Rehabilitation and agricultural in sign language training, nursery/primary school for the deaf children, poultry, piglets, heifers, tailoring.

Not well conversant with all the EENET activities it would be difficult to recommend new activities. May be EENET could come up with action oriented research in inclusive topics. This will be from the feed back on the membership.

Facilitating exposure visits to enable learning from models of inclusive education (both South to North and North to South).

Training regionally. Fundraising for training, experience sharing, and material supply for developing countries through advocacy.

Try and collate data of Disabled people at organising local vocational trainings to empower the formally and un- Educated ones.

What about making it possible for few people at a time set an opportunity to improve their knowledge base through a joint venture with possible sponsors.

Workshops should also be encouraged especially in Zambia because some districts have not received /heard about inclusive education.

See 14a. Also EENET should encourage strong regional networking. GCEN is capable of co-ordinating and managing regional networking.

To assist in carrying researches on special education/inclusive Education in Tanzania

Data collection might be of interest.

Yes! Sponsorship and offering grants to those with disabilities to help them also have a better future to lead tomorrow.

To be grants making (fundraising to support children in developing countries). Capacity building to EENET members NGOs dealing with children's needs.

I think establishing formal networks around the world.

Set up some scholarships for people to come and study IE. Help Education ministries develop a support system for IE.

Having a symposium (like Agra) in an African Country.

EENET should actively initiate HIV/AIDS awareness and Poverty Reduction programmes in Zambia as well by publishing materials that would talk about the issues highlighted above.

Not clear.

More action research.

Consultation to northern NGOs to improve their consultation and working practices with the south.

1. Support Governments / other stakeholders in development of IE policies – EENET already has the necessary skills and networks / resources. 2. Support interactive / visit successful cases to dispel fears that IE “cannot work” in developing countries.

I would like EENET to form partnerships with more international organisations to encourage them to share evaluation reports and other existing documents about their work with disabled children and inclusive education. Save the Children documents are available largely because of EENET's personal contacts, but I am sure that other INGOs might be willing to do this as well.

Encourage research on inclusive education may be at University level through online.

Small grants for trainings/workshops to promote inclusive education.

Malawi has an acute shortage of teacher trainers/lecturers on Inclusive Education. There is need to develop a local programme for training lecturers on Inclusive Education.

Workshops and seminars about inclusive education.

Making further links with CFS (which is IE per definition), RBA, EFA, etc. as there are too many labels, approaches, which are in principle very similar or even the same. Advocating for getting rid of adjectives such as 'special' and other terminology that generalizes and tends to stereotype in a negative manner.

EENET has to require reports of members' work.

Joint research with all field researchers in Asia.

Be vigorous in raising funds to have a wider attendance of its planned seminars. At the moment it looks like it's only those in higher echelons of society can afford to attend such seminars. Those without sponsorship fail to attend despite their worthwhile contributions.

EENET should organise conferences/workshops, and exchange programmes. These will influence active information-sharing.

If EENET introduces vocational training to the poor children to achieve their livelihoods.

EENET should sponsor children/people with disabilities and try providing equipment for their use.

Sponsor for regional conference.

Not now

No

Holding of workshops so that the rest of us can learn through such contacts.

I come into contact with lots of education staff who would willingly volunteer to go to other services and share their expertise through reciprocal training initiatives. There is not a focus for this (VSO only want long-term volunteers rather than the 6 weeks summer holidays).

To support local training to teachers in colleges to be trained on how to handle inclusive classrooms this can be achieved in collaboration with local government.

EENET should encourage vocational education as part of inclusive education where children can be equipped with self-sustaining skills that can help them even if they drop out of school at an early age instead of only academic skills.

Assist organisations to improve their communication systems, eg, some of our offices in Africa, especially Malawi, cannot afford to buy a computer. It looks strange! It is a fact.

Increase resource materials to those without access to internet facilities

No!

Study tours, training workshops, sponsorship to volunteers, implementing inclusive education projects in schools.

Exchange visits - so that our friends from the developing countries can come and learn from schools from Africa and vice versa.

No at the moment activities EENET is doing is the best.

1. I think EENET should include fellowship scholarship to help train more of its members in the UK, 2. I think EENET should seek materials and financial support for its affiliates.

To do different programmes for education careers and against child abuse.

Support research in teacher education and effective participatory learning approaches using cognitive and thinking skills approaches.

Since children are excluded from education the reason usually is due to disabilities, EENET should advocate the activities and call for integration in disability movement through regional seminar for disability unions.

More posters and pamphlets for positive awareness-raising.

Organising international workshops/meetings and inviting all members. This is to share information about inclusive education from the participants.

Publish best practice on a quarterly basis.

Provide training for others who they see as potentials in furthering the paving and progress of our aim to help all become successful as one.

No

I have already mentioned in the above box.

Not sure

Eradicating child labour and children in different circumstances.

15. Overall, do you think that inclusive education materials produced and/or shared by EENET are easy to read and understand?

We have not seen any material so we can't comment.

Generally the materials use an easy way to provide information, and lately it even provided in our mother language, Bahasa, Indonesia. It makes us easier to understand and share it with others.

Yes, they are very easy to read and understand.

No jargons are used in the materials. Even the word 'Research' is rarely used in the materials. Mostly emphasize people's everyday practice how to handle and change these practices for inclusion of children.

The language is understandable and the content is also manageable. Not boring at all.

Most of the materials produced are easy to read in the sense that world wide people English as their language .Most shared documents are in English of which you have to get what other teachers have shared.

EENET produces easy to read and understand materials. However, it would be helpful to translate newsletters in pidgin language. Pidgin language is a national language in Nigeria. This will be read more widely. Population in Nigeria is over 120 million. EENET needs to help GCEN in ensuring more people are reached with focuses on inclusive education.

There books produced are very easy to read and understand and in fact I encourage you to continue the spirit

I think many more different people around the world do benefit from the EENET.

EENET produces the easiest material for anyone in the community to utilize especially the case studies that are not too scientific in nature.

Yes, it's easy to read and understand.

I think EENET stands out in its work of making material easy to understand, they are accessible to most people, but it is of course always possible to improve on providing information on additional languages as well as making it accessible for teachers and parents, and other community based initiatives.

EENET's network is very easy to use and materials stored are the best ones I have ever had. I also think EENET staff in UK are always efficient and effective to respond to the enquiries of users. I thank them very much. Their work is well known to me and their information is helping development workers to better do their jobs to reduce exclusion.

EENET has wide international experience and is very conscious of cultural differences

However, there is need to make them even more user friendly than they are now

Materials produced by EENET are only written in English and those who do not understand it are not interested in them. We only see newsletter as material. We have not seen other materials yet. I personally understand because I speak English.

Please consider to keep it as practical as possible so that all stakeholder would gain benefit and easier to be implemented

The language is straight forward, clear and easy to understand.

Writers from Canada are too academic for an ordinary reader. They should soften their language to make their arguments understood and digestible. Information about behaviour modification is not well shared. Few authorities write in this area. Classroom practice is another area. Identification and support of children with learning difficulties is yet another area. Finally, reading as a subject should be widely publicised. Researchers should develop materials that are relevant to each country. Links between Universities should be encouraged

EENET ensures the language used in the documents is simple. They do this by editing the case studies and sharing the source before it is finally published.

The materials are very interesting. It is also easy to read and understand, so I appreciate your publication. But improve your distribution and your help for the developing countries.

They should go on and work with education institutes like teachers colleges, universities and other institutes catering for education.

EENET should continue producing such materials as they are helpful.

These materials are easy to read but it will be better if they will be translated to Kiswahili so that most people can manage the language because the national language is Kiswahili.

Very easy to read and understand.

The information is clear and in point form which makes it easy to pick out the main ideas from an article.

All materials produced are well explained, the language is clear and the stories are interesting and educative.

We do not have any difficulties in reading. We believe that your work is well done.

We didn't know the real one but it depends on language.

Materials are easy to read and understand.

The target audience for the material some are neither stakeholders, implementers, policymakers nor beneficiaries. There is a need for the material produced to be in accordance with target groups.

The materials are easy to read and can be understood easily. The materials selected are usually relevant to a particular area of inclusive education.

They are quite easy to understand since the language is simple.

No comments

Keep it up. Good job. (Note to Q 16: In the future it will be possible)

Those so far we got on a CD-ROM were very easy to read and understand (note for Q16 We do have a computer but not connected to the internet, we use the internet cafes as it is a bit cheaper.)

Inclusive education materials produced and/or shared by EENET are easy to read and understand because they use simple language and pictures.

Yes, they are of great value to individuals involved in special needs education internationally. Since my introduction to EENET, I have found the newsletter stories have helped me understand how culture can affect change in developing countries. This is my second placement in a developing country.

The materials are very easy to read and understand.

I think they seem to be easy but with less emphasis in providing relevant examples.

They are simple. The material is too much centred on Africa. South-east Asia does not figure in the material.

Section D: What you think of EENET's website?

18. Why do you use the EENET website?

Look for job opportunities.

I search to pick the EENET website that announces well all things and more networks your donor disability community. I want to open unite with you.

Post jobs for HI roles

I do not have an own computer and has to depend on the one at the University's cyber café hence low frequency.

Being a teacher is something I treasure most because every time I am in classroom I have to learn new things that I should think of. I should always look for solutions and also to hear from my fellow teachers.

We use EENET website to download publications, regional networking also to learn more about what other people are doing on inclusive education.

I like to read from the EENET website the inclusive education and similar issues

But in the third world countries such as Zambia, we lack resources in order for us to produce hardcopies for distribution, thus the need to order hardcopies from EENET or any agency

Whilst I was doing a project with an organisation in India I used all these. I am not currently using them but will as the need/opportunity arises.

As the internet access in Bhutan is still rather poor, downloading documents is difficult or impossible.

The EENET website is resourceful.

It is a good idea to place it in libraries, so that pre-service and in-service teachers can use it.

We need to be given sources of information which may make us know how we may help other various educational organisations to join us.

To find out where the deaf schools are available in the UK and if EENET is working with the disabled.

To be well-informed and seek ideas, knowledge which is applicable to our needs in teacher education.

I don't have access to the EENET website. I only use the CD-ROM that they sent me some years ago.

19a. Which sections, pages or individual articles/documents on the website have you found most useful, and why?

i) Inclusion theory and practice ii) newsletters iii) regional networking.

i) Newsletters ii) information iii) links

(i) Pieces of research work (ii) Information on inclusive education from other countries (iii) Comments from readers.

(i) www.Deaffax.org (ii) www.ldcs.info.

Research documents – helpful as I am beginning a project.

(i) Inclusive education – theory/practice -> my work and my interest + project in Africa (ii) Parent -> I am a parent my self... (iii)Regional network -> Key issues – different...Newsletter...

(i) Electronic articles – to send to HI field offices and partners (ii) case studies (iii) international reference docs – explanations of/reviews of.

Up-coming events

(i) Activities because they guide us in developing activities, (ii) Newsletters, (iii) reports of ISEC 2005

(i). action learning (ii). Inclusion (iii). Newsletter

Case studies- it encourages

(i) The one highlighting issues from the other Countries on rehabilitation. (ii) Here is still considered a domain of professionals.

(i) Action learning (ii) theory and practice

(i) Promoting inclusive learner –friendly environment in the Asia Pacific Region Page 11 of 2004. (ii)As teacher you have to be prepared to welcome every disabled child without fear

All

(i) Publications on IE – good to know what's already out there.

(i) Arabic, I can send these to partners in the region

(i) Discussions on deaf education – because it is still such a controversial issue (ii) Training guides for inclusive education – useful ideas (iii) Case studies and other people's stories of their work – always helps to know you are not alone, and to see comparisons between what we do and others – we can learn from each other.

(i) The articles featured are excellent because they are often current, relevant and very appropriate given the diverse contexts.

(i) Deaf section, (ii) CBR section I referred to this while designing the early intervention program for Samoa, (iii) Inclusive Ed articles

(i) Inclusive education (ii) information sharing (iii) new letter

(i) News around the world (ii) e-mail letter from reader (iii) new publication information.

(i) Experience sharing in different countries

(i)Website of inclusive education information because it give us right material needed for our activities (ii)New publications because it gives more new ideas that may have to be used by our organization (ii) forthcoming events which highlights us on the events of EENET so as to assess if we have to participate in such events too. (iii) Collection and sharing of case studies because it involves local communities and is prepared in simpler language for most of the people to understand

(i) Newsletters – nice and informative short articles from people working with IE (ii) EENET publications – easily accessible formats and well presented thematic issues

(i) Deafness (ii) Parents (iii) Inclusion theory and practice although all these sections would benefit from investment (see 14a).

(i) Disability General documents (ii) experience documents of other IE projects in different countries (they are practical) + the guidelines for IE (iii) I think almost all are interesting.

(i) News (ii) Parents page (iii) access to newsletter

(i) Deafness section, (ii) Parents section, (iii) Deaf dilemma article / Deafness and the Development of Communication Skills in Developing Countries

(i) Inclusion: theory and practice, (ii) Salamanca, (iii) Newsletter

I have just started using the website for I can answer the above questions effectively

It is a long time since I have made use of the website, and so I am not able to site specific articles or documents that I used from it.

(i) Publications (ii) News (iii) About EENET

All sections are helpful.

(i) conceptual papers; links to EFA/CRC, (ii) articles around teaching and teacher education, (iii) documents that related to IE as covering other learners than learners with disability

In General all are useful and flexible.

i) Gender violence in African schools, ii) disabled children's rights, iii) democratisation of the classroom

(i) Images – I think it is extremely useful and can easily be transferred from one country / district / culture to another AND it is interactive for users / children (ii) Regional Networking page – Because I believe this is where the future of EENET lies – It have to get closer to the users and more accessible [language issue]

(i) Classroom teaching/management, teacher education

(i) Presentations (ISEC CD) (Very informative), (ii) Newsletters with different inclusive education practices (Encourages skills sharing), (iii) EENET activities and its vision (Opens up new thinking and new developments in inclusive education)

1. Newsletter 10: talking point - teacher training is a miserable failure. This is an experience we are overcoming at Oriang.
2. Personal experience of Anne E. N. Musalia in newsletter 10. This is a case study we could share with teachers in Oriang.
3. Useful publications section in the EENET newsletter - enriches only knowledge of IE issues globally.

OK

Events

Information about inclusive education

Have not had a chance to look at the website.

Parent responses, practical ideas, policy.

1. Papers presented on different inclusion issues, 2. Newsletter articles, 3. Research papers

1. More about inclusive education - more information, 2. Forthcoming events - what's new, 3. EENET's work - news, ideals, goals.

1. Articles on policy-making and implementing, 2. Case studies as they help comparing how others in one's situation are coping, 3. Links which enables one to exchange ideas and advice.

Articles about deaf education.

All are well except if any publications are produced you should let us know.

We must read EENET's aims and objectives.

1. Classroom practice, 2. Research, 3. On HIV/AIDS and vulnerable children.

Schools for all

Some of the case studies.

1. Inclusive education, 2. Teacher training, 3. Resource material

19b. Which sections, pages or individual articles/documents on the website are unhelpful, or have disappointed you in some way? Why?

Any sections where updates have not appeared for some time!

NONE

Nil

I will want to face with you and explain deep the documents in KAMPALA UGANDA on 15TH July 2006. KAMDAD has no receipt the small grants programmes from International Disability Community Donors but we are patients

None

None

None

n/a

(i) Arabic EENET does not appear on Arabic Google because it is picture files

(i) The only time I'm disappointed is if an article has to be sent away for – I like quick and easy option of downloading everything. (ii) Sometimes links are old or don't work.

None

(i) None .different articles are relevant at different times

(i)Running of courses because we do not receive such courses here in Zambia any if any where conducted, we are not sure.(ii) The concentration EENET activities in certain fewer countries in South, they need to spread to many other countries in the South as possible, That would give clear picture of region in as far as Inclusive education Implementation programmes are concern (iii) Putting Events on the website when time is about to elapse, it puts off certain stakeholder who may have decided to participate in such events.
Education

(i) I have no comments to any specific articles or documents as I tend not to download them if they seem uninteresting. My only objection to some reports etc is that they are somewhat long.

(i)Regional Networking (the potential of this section is far greater) (ii)Links (this could contain more organisations and links at the top of the page, or even better use a back end like "The Directory" at www.idcs.info) (iii) Research ability

I don't remember any

Some take a long time to download

None

Not any

(i) IE and teacher education still too much only from a disability perspective, (ii) Terminology use may exclude other learners with "special" needs, such as those from hard core poor families (and coming to school hungry, if at all); children who have been exploited and/or (sexually) abused; gender issues and IE; caste issues; etc.

(i)Generally I find the web page a bit to Africa focused! But maybe that is also our fault! That we do not feed enough information to the web page from Asia!

(None at the moment)

N/A

Networking

N/A

None, all are useful

Regional networking, volunteering, implementing EENET in schools.

No, all is well.

We are always patient, we cannot be disappointed by it.

Some work on Mpika Project because when we ask for information from them they hide and only give it to EENET

Changing the education system.

The articles based on groups visiting and then no follow-up or news reported on what happens.

20a Do you think that overall the website offers you the right sort of information about the right issues?

I see well the EENET information

We have got what we want for the time.

What ever I have read, I have to relate it to my class, challenges and compare it with other countries.

The website provides excellent information about the right issues. Our partners in Nigeria recommend EENET for this.

More Arabic

I think it needs to also provide more detailed info particularly on deaf areas.

The website provides us good information about disable issues

In spite of submitting fewer or no articles to EENET, EENET provides us enough Information on Inclusive Education generally

Some times I find my self wandering around in the website spending too much time finding what I am looking for. The way the site is put up is often not very logical to me.

The information provided by EENET is of extremely high quality. The question you should be asking is how it is organised. The website provides me with good information BUT it is confusing.

More condensed versions could be helpful for a first look

Sometimes it might help if you could search through all the publications or see a list of titles in a more easily searchable format.

See earlier comments under 18 and 19

EENET can deepen information on website and we'd like to see the study of some facts.

The wide range of information helps many individuals to select what is most essential as it defers from individual to individual.

The website enables me to learn about experiences of other IE practitioners and to understand the challenges and successes of IE in other reforms.

Networking, volunteering opportunities

N/A

I find it satisfactory.

By supporting and sending us publications will enable us to get the right help.

NIL

One can find all sorts of information on various issues and areas and what people are doing in inclusive education.

We visit the website once a month on issues related to EENET simply because we are not connected to the internet, but otherwise we usually find good information.

20b What new or different information or resources would you like to see on the website?

(i) More case studies of practitioners' experience (ii) More information on promoting inclusion of minority ethnic children in education (iii) More information on issues around assessment

(i) Inclusion of volunteers in the institution's programmes (ii) Financial assistance (iii) Regular visits

(i) International Deaf Children Society (ii) Norwegians Association for Persons with Developmental Disabilities (iii) Action on Disability and Development

(i) Resources such as downloadable photos to do photo elicitation activities! (ii) Map of countries where EENET users are (iii) List of local/national/intentional orgs who subscribe to EENET (individual names may not be desirable)

Best practises in the developing world

More research findings on IE

(i) Make more literature available on action research (ii) case studies of inclusive education being carried out in the world (iii) AADI would like to have its inclusive education project to be featured on the EENET website

(i) Addresses of all the partners

(i) Establishing networks around the world

(i) Chatboard

(i) I would liked to see in the website information about Somali disabled people (ii) pictures

(i) More Information on HIV/AIDS and the effectiveness it has in as far as Inclusive Education is concern (ii) Involvement of Parents/guardian, Self Advocates (the affected children e.g. disabled person) and educationalists in the collection of case studies (iii) Establishment of database on matters related to Inclusive Education e.g. statistical data needed for planning purposes

About education system and prayers method

(i) How to organize the programme (ii) testimonies on their achievement

(i) More case studies written by local programme implementers in government.

(i) Investment in the structure and management of the content (ii) Development of the regional networking and links sections (iii) Consultancy materials

(i) Projects management documents (financial, human resources, fundraising etc). After all IE involves developing and managing projects.

More case studies from India.

i) On the implementation of inclusive education ii) Information on the sustainability of inclusive education.

(i) Variety of materials on inclusive education from other involved in inclusive education (ii) Capacity building information
(iii) Networking

Nothing

(i) Wider issues of inclusion and inclusive development that inclusive education may influence (ii) More on what successful teachers do in inclusive classrooms

i) Discoveries, ii) seminars, conferences, symposiums

(i) More information in different languages – Many practitioners do not speak / read English and therefore to make sure that they can contribute / participate more translation / interpretation services should be offered!

(i) Local networking and events for the support of those in practice.

1. I would like to see more information from the beneficiaries of inclusive education interventions themselves. 2. A creative arts/humorous section could make the EENET newsletter less formal.

Help for purchasing material for inclusive education.

More about funding

Live conference using webcam.

Practice of inclusive education in other countries in Africa and Europe.

1. More case studies, 2. More information about the success and drawbacks of inclusive schooling, 3. Teachers' attitudes and feedback about the challenges of inclusive education and how to face them.

Countries where EENET is operational.

Project implementation for schools

No, all is well

1) To show about deaf schools/ disability organisations, 2) To show if there are scholarship grants for the deaf, 3) To show about EENET's programmes for the deaf/hearing people.

1) Disability success case studies, 2) Posters and pamphlets, 3) Books.

Parental education, education for the gifted.

Action research report on targets of special needs education.

On practices and case studies and the resources kit being used.

21b If 'yes', how happy are you with the way in which your project/publication etc is featured on the website?

We are unhappy because we have never got any useful information from EENET.

I get relevant information which has been useful in the implementation of inclusive education activities.

Request you to seek any best donor communities that support to the KAMDAD grant project. Interest more to learn the other publications

HI IE projects have a lot to offer in terms of lessons learnt. It is important to be part of this info exchange.

I am happy. The organization of the text about our project features (at

Some of GCEN partners were directed to us through EENET. Our initial database was formed by EENET. GCEN has over 150 partners in Nigeria.

Simply because I believe inclusive education is important for the world in general and that EENET takes the issue publishing good articles seriously.

Was happy because project our own situation in Zambia and we were able to relate issues and it showed true reflection of the situation. (Referring to case study in Mpika, Northern part of Zambia where certain school were sampled and local teachers were involved in the study). We in fact, need more of such case studies to be conducted in other parts of the country as well and should involve parents/guardians of the children as well.

We are happy because we are doing good job for poor and needy kids of the society.

Information is difficult to find.

It has resulted in wider networking (reactions on my article).

Because we can describe what we have done in doing important effort on inclusion.

The EENET Asia Newsletter could have been more advertised!

I have seen publications from our ministry / training institutions. It feels good to share information and you too contribute.

I found it fulfilling to have shared my experiences with EENET members. It is also great to discuss education planning in organizations we are working for using practical examples of our contributions towards development of education.

I am happy with the way in which our project is featured in newsletter No. 8. The feature gives a comprehensive picture of activities of Oriang. The photo included provides a vivid reminder of the challenges we have to overcome.

N/A.

Easily accessed.

Because our publications are referred to in colleges of education in Zambia and many people come to share experiences with me.

Because of its usefulness.

I am very happy with the newsletter because it gives a lot of topics about inclusive education in different countries. This helps me compare what we are doing with those activities in other organisations or countries.

22. Has anyone been directed to your organisation through the EENET website?

Good

This current post was advertised on the EENET website.

Mr Paul Mumba is one of the teachers who always encouraged me to document what I have gone through after teaching. A group of inclusive team and a group of educationist from Ethiopia came to Mpika we had a meeting with them and they visited some of the schools in Mpika.

Information in Arabic is and about the Arab world occasionally requested.

The World Bank has been in touch with us as a result of the website.

Yes we got contact with some Somali disabled people who live in Europe and Somali disabled NGOs operating in Hargeisa Somali-land.

Kindly keep our name on your mailing list.

We have had mostly those studying in the field of 'People with special educational needs' and mostly teachers e.g. those ones pursuing their studies in Oslo, Norway

No yet.

EENET referred anyone working in the sector of deafness in the south to IDCS. INGOs working in disability would benefit from increasing support from EENET on a consultancy basis. This would strengthen these organisations, ensuring the sustainability of the sector and enable EENET to grow and develop.

Wouldn't really expect this as I work in partnership with other organisations and THEY are more likely to be contacted than me.

It's a very new organisation.

Queries regarding courses.

There is a website link, but no one has ever commented that this is how they found us. Though that is not to say that it isn't!

Different people reading articles I wrote either on the web-site or in the global newsletter as printed document have been in touch with me.

I enjoyed it myself as I received couriers.

I do not know whether or not someone read through due to we don't have any notification.

Mostly through Ingrid [who is always extremely helpful].

The ministry is wide, and I see people receiving some newsletters.

May be the organization I worked for discussed EENET through what I contributed.

1. One special education student at Kenyatta University has contacted us for a field visit after reading about Oriang in the EENET website. 2. The World Bank also contacted us about including our materials in their World Bank database project: teacher training for inclusive education.

Our college has not written any information on the EENET website but we are planning to do so.

Hesperian Foundation contacted us through EENET.

By helping groups to grow and to put in contact in partnership will make the organisation known worldwide.

We will be grateful if EENET accomplishes our organisation on the website and in other things.

Teachers and teacher trainers.

Access to ISESCO website is free: <http://www.isesco.org.ma>

Not any yet. If so I will be pleased to help out with furthering our info.

No one has ever mentioned that they have heard of us through EENET. We are not surprised as we are not an active member.

Section E: In summary

23. EENET aims to improve access to information on inclusive education (primarily in the South) through sharing documents, answering enquiries, supporting local/regional information-sharing networks, etc. Overall, how well do you think it achieves this objective?

1 Encourage the local deaf business entrepreneurs, 2 Vocational Training Skills, 3 Various responsibility, 4 Mobilisation & Sensitisation of general communities awareness on childhood deafness and poverty, 5 Leadership ships workshops with

seating capacity of illiteracy deaf people to manage the training resources centres for improve standard of living in Kamuli District.

Workshops, research.

Could EENET target regional offices. (I have just read following questions which link to precisely this).

Widely disseminate that information but also facilitate organizations in translating that information into local languages.

Maybe through organised exchange visits so as to help struggling regions and also to see some good practical that are featured in the article.

By setting up regional information sharing network this will enable more African teachers o participate fully.

Are there other ways of achieving these objectives? Please write your answer here... To enable current non users/visitors of EENET website (my self inclusively) to visit it by facilitating internet literacy and if possible to provide me with a computer UPS modem to lessen my Internet café expenses

Distribute EENET also to education managers, especially the ministries of education sometimes these policy makers don't know what is happening in their countries!

i) Reaching out to the individual persons with the disabilities ii) Provision of grants and other financial support to the people

Enhanced production of publications on Inclusive Education and especially hardcopies because in the South majority of our people have no access internet facilities Zambia inclusive.
It achieves much because others see you with keen observer and they find out your mistakes and good works carefully.

Participation on conferences, workshops, meetings, etc., which aim at promoting IE or education in general.

EENET's current staff and information are extremely good, however, these would benefit from increased investment. Please see above.

Covering more regions of the world.

I think the CDs are a help having struggled with finding info in Internet shops

To have consultations in each region.

More regular brief snapshots of work, distributed by email would be useful. Emails highlighting the main points of some articles on EENET's site. More spoon-feeding to make learning from EENET an easy part of regular work – rather than something which we have to go and seek out from the website.

There are villages and towns in South where neither print media nor electronic media reach the local schools. How will you reach the parents and teachers of these villages? May be through a resource team coming through a proper channel like government agencies or local NGOs.

There is need to use several ways of transmitting information: By post using express mail, Conducting frequent meetings/workshops/seminar/conferences with stakeholders in the region, Establish EENET resource centres in countries concerned, Set monitoring mechanisms.

Regional networks may take over some of these tasks, but it will still be important to have a global base and make sure not to lose the global perspective and linking the regional networks.

For our part of the world it is a language issue – MOST of our practitioners do not speak / read / write English and are therefore left outside international networks!

Yes, networking through institutions of learning; identifying key persons in those institutions or volunteers and making it possible to reach others. Preparing small pamphlets that could be used to disseminate information on inclusive education. (If this is happening then I admit am behind the news.)

EENET could collaborate with relevant agencies to promote access to computers and internet to rural institutions to ensure that their publications reach the rural poor who are in most cases the beneficiaries of inclusive education interventions.

I don't think more.

EENET needs to help other organisations like ours to access the internet, audio-tapes, Braille materials, video materials and CD-ROMs.

Clearer, more practical information, eg, case studies of successful practise. Sources of specialist advice.

More publicity about EENET in different countries and Centres of Special Education should be done. So that more centres can share their experiences.

Donating photocopiers so that people especially teachers and parents can photocopy materials for use, as materials are not enough.

By setting up local information-sharing networks who would be responsible for translating ideas into local languages which can be easily understood by local people who do not understand English or other languages other than their local language.

EENET should support organisations this may make the groups work well.

We think so!

We have seen more articles on classroom practice.

Information flow should have national or regional structures such as EENET national team whose composition should be based on appropriate and functional roles of stakeholders.

It would also achieve more if a regional workshop is held once a year - like they held in Zanzibar in 2005 for IE, sponsored by NAD and NFU – so that ideas are shared and a way forward charted.

Through regional/local seminars/workshops and training programmes.

There is no continuity; some members do not participate in information dissemination.

Yes, by establishing links, networking within countries.

Consultative forum to share experiences.

Organising workshops.

I am not sure if your objectives are being met, so it would be unfair for me to score 23, but I think from my personal perspective I guess a '3'.

24c If you answered 'yes', what next steps do you think should be taken (by you or others) in order to start a new network or join an existing network? What would you like the network to achieve?

By coming together and form an organisation with other NGOs.

EENET, made our organization take note on the gaps and omissions in the implementation of inclusive Education shared by the stake holders in a workshop in Kisumu.

We need assistance and guidance from well established institutions especially from you.

Awareness has to be first priority. Big achievement should be making people aware of the importance of inclusive education.

I like wondering you to start a new network partnership with KAMDAD education activities and enter memorandums of understanding with KAMDAD/EENET between NFU for long-term years. Facilitate to create deaf members of KAMDAD with EENET/ NFU implementation advice.

VSO volunteers in Namibia are beginning to share resources and ideas.

HI field offices do not currently have the capacity to lead on setting up a regional/local network but would be interested in being involved.

Organize conference or e-conference through which individuals and organisations will come into contact with each other, share ideas and various experiences so that networking on INCLUSIVE education will be promoted.

EENET should provide more information on how to join existing network. This network will facilitate NUWODU not only in creating awareness of the importance of inclusive education but also on how effectively to carry it out.

A meeting to design a strategy and action plan.

EENET can facilitate an initial meeting from other members and then meet and plan how to further their own activities in future.

Awareness-raising about inclusive education.

Place – Where we can meet and come up with what we should do. Materials – Are materials going to cater to all teachers and how? Follow-ups - Are they going to attend to all teachers?

Over 150 people in Nigeria know EENET. EENET and GCEN need to expand it networking to cover more in Nigeria and spread across this region.

1. To know all EENET colleagues in Tanzania, 2. To hold a meeting with colleagues, 3. Plan for IE activities.

Save the Children UK already hosts the EENET Arabic pages. Our present programme plan envisages an extension of this section, or a link to another 'Learning Together' website in which the experiences of all players in IE in the region can be shared.

I need to follow up joining the Asia network. I would like to hear stories of what is happening in neighbouring countries. I would like to look into the option of visiting these projects, or sending people for exposure visits. I would like to share work on policy and policy framework to learn from others work.

Attainment of equal education opportunities and not stopping at such a low level especially here in Uganda.

1. To establish National/Regional Networks, 2. To share and discuss the children's needs on education and other, 3. To raise funds for supporting children's education and related activities, 4. To downloading or to prepare learning /educational material electronically in CD Room e.g. school curriculum starting kindergarten school to O level (secondary School)

Extend networks through necessary resources, mainly in the disadvantaged contexts. EENET could mobilise professionals from across the world and create a huge resource.

Like I said before the new position in the Pacific Forum Secretariat would be an excellent base for EENET

We'd like to work in education sector with global activities and programme at low cost for rural area education systems.

Creating a regional network and encourage the Government, the Ministry of Education to use this network so as change the original practice of teaching.

Establish an e-group like Kenya one. Secure office, office equipment e.g. one computer with all its accessories, Internet connections and one or two skilled person for a new network. The network should aim at meeting MDGs. It should achieve higher degree of Inclusion in education system for even the most vulnerable person by 2015. The network will insure that Information on Inclusive education is disseminated to all stakeholders and insure that communities are well informed on issues of Inclusive education.

We should work together for kids in future to save their lives.

Going to the street an organizing the NGO and telling government about it. And to be included in the educational curriculum.

As I am not a southerner I don't want to impose anything on the South, but it is my experience that people who want to work with issues related to inclusion in education need strong follow-up and support in the beginning and some kind of regional or national representatives would definitely help in that kind of work.

To enable groups to have access to computers.

EENET's current staff and information are extremely good, however, these would benefit from increased investment. Please see above.

Experience sharing visits, sharing resources whenever possible including trainers, developing documentation adapted to the local needs etc.

I would like to join an existing network group. I will be retiring in August 2006 but hope to continue networking with individuals and organisations to promote inclusive practices in education.

I think there is lack of communication among people working in inclusive education in my region. There is an "official" circle that appears everywhere, but real facts are not known by people working in the field.

A network already exists in Kenya. Members just need to be encouraged to contribute and discuss more. Specific issues raised tend to get feedback, more than general issues. Members should have a forum for meeting face to face to strengthen the network and develop a sense of belonging.

Enrol and advocate for inclusion for all. Public awareness on disability day. To inform the ministry of education about supportive advice to local / regional seminars and training courses

A) Obtain contact details of all people in the region who are currently on EENET's mailing list, B) Contact people on existing networks (e.g. disability mailing list) to find out who would like to join this network C) Identify key resource information and materials which may be useful to people and organizations in the region D) Plan a strategy to identify specific areas of support and or information required by individuals and organizations.

A) Brainstorming meetings B) Network to achieve information sharing, and support to each other on inclusive education.

There is need to hold a meeting with concerned stakeholders in order to join hands in implementing inclusive education in the region. But the challenge is where is obtain the resources to conduct the stakeholders meeting.

Provide us with enough information which will enable us to meet others; as a result they will be able to contact EENET direct.

The EENET-Asia network has been established. Further extending the network is a bit of a challenge and we need to look into this, while also trying to reach more groups/individuals without access to internet/electricity/much printed materials etc. Keeping the network running, more local staff coordinating the network, etc. may also need to be looked at. Sustaining financial support also need on-going attention.

Include us in network and EENET mailing list.

We have already for Asia – But I also think we would need national networks – We will try to do this in Indonesia so...

Get to know other members in the region, Communicate for a meeting and forge a way forward. And achieve a net-working region.

Get to know who the other players are. Is there information on this? Start networking from this point; get to know how the local network could be strong enough to produce newsletters; Sell the idea of introducing EENET information sharing with VSO and the Ministry of Education Namibia (for the time I am around); Get in touch with University of Namibia to find out more.

A study should be carried out to identify existing networks (if any) and to mobilise stakeholders. The news collected from this study should provide the information for the best way forward.

We welcome your network programmes in our area. Through group discussions and area workshops. We like network or workshops on national problems and religions fields. Our workshop always depends only on your aims and objects.

Visiting local networks.

Contact by email and will be able to proceed.

If I get access to EENET website (computer and internet) may be I will succeed to start networking to share information. If it is possible to you I expect access from you especially a laptop computer. It is easy to use and portable.

Access to education and proper directives concerning the whole issue.

All colleges of education need to come together and form a committee that should spearhead the setting up of a national network.

1. Getting in touch with interested parties, 2. Finding out what needs we have, 3. Then finding out from each other what we have done, 4. Then exchanging notes on what next to do.

Forum on website. Database of professionals, professional bodies and interested people.

In order to start a new network our college expects to start writing information on inclusive education and communicate frequently with the EENET website.

Next steps: 1. identify a country where regional offices would be, 2. look for resources, 3. establish the structures, 4. the network would ensure access to information on inclusion much easily and cheaper.

Try to establish network with Centres of Special Education in the government and voluntary sector for sharing information.

There is need to have a meeting with officials from EENET and we discuss the way forward.

To have a forum to discuss the realities and resources needed. Finding a structure to use as a place for co-ordinating the network. Training of officers in information-sharing documentation.

1. involving the affected communities/people, i.e., parents of disabled children, 2. Repackaging/translating information on inclusive education from English to local languages so that information can be understood by affected local people, 3. From time to time, arrange workshops for importance of inclusive education, i.e., parents of disabled children and local leaders who influence decision-making and policy implementation.

The first thing is to get in touch with others in the region and form a group, share ideas about your locality and then join others once in a while through workshops. This can help to have a solid outcome of schools in one region and later share the knowledge globally.

The next step me and others should take is to start sharing ideas and contacting each other through mail or email and telephone.

EENET should group the number of organisations it corresponds with into regions, national, etc. Grouping so that EENET objectives could be easily achieved.

Above all, we need to achieve networking if... but we will let you know.

Have a database of interested stakeholders. Have workshops/seminars and share experiences. Set up committee of committed persons and organisations. Seek support of EENET. Involve local pressure groups, NGOs, civil society and relevant government ministries, universities and colleges.

Identification of stakeholder and coming up with a project at national level. The network should achieve a self-sustainable national information system which is integrated in relevant information system.

1. People working in similar conditions like Uganda and Kenya would meet to share ideas, 2. Visits with one country or on a country-to-country basis would also be a nice sharing of experience situation.

1. interested members to hold workshops at an appropriate place, 2. Discuss possibilities of starting a new network, 3. The network should be able to reach many people in the locality.

Should achieve the above.

An office should be started or a regional website should be constructed so that the regional partners would share their views.

a) Set up a working committee for inclusive education, b) get pilot projects/schools, c) carry out evaluation, d) further implementation of inclusive education.

To increase the exchange of information through networking, to establish co-operation agreement between institutions for the implementation of programmes in the field of inclusive education (organisation of training sessions, publication of documents, etc...)

1. Having half-yearly face-to-face meetings, 2. Contributing to the newsletter articles, 3. If all members could be on the website and access information.

Sharing of skills, sharing of resources, sharing of good practice, sharing of problems/difficulties.

We would like to start a new NGO network to implement the strategy, action plan for inclusive education if you consider our project proposal.

Consultative forum for those involved in rehabilitation activities should be established in each locality. This will have positive impact on the best better.

EENET should publish the addresses of all regional networks so that interested persons could join any existing network. I would like the network to contact EENET for further advice on how people could send materials relevant on inclusive education.

First to find out if there is a regional network. If not, to start a national one and then invite the relevant people in the region to participate. If there is already a country in the region to join with them.

Having completed my MSc in UCL in London and being in religious order I may be of use to join the network or start a new one in India.

Q25. If you could only change *one thing* about EENET, what would it be?

I would like to change... the design of the home page, so that it gives new users a clearer idea of what EENET is for and of all the useful resources to be found on the site. A section on the home page highlighting new additions to the site would also be very useful.

I would send volunteers to assist in inclusive education.

The idea of not getting involved a bit in research.

I don't know.

Help to improve standard of business, knowledge and skills life of such deaf people.

I would like to change, the way they come with their membership as there are a number of people out there who do not know EENET.

Addition of more staff to increase ability to research new avenues for developing EENET potential in terms of: 1) Wider coverage 2) Workshop facilitation local/national/ international 3) Train EENET users in information management skills to increase effectiveness of existing info and tools on website and sent by paper copy.

Increase on EENET's advocacy and publicity of inclusive education through other media like local radios and TVs.

I would like to change EENET to be based in Uganda.

Facilitate fundraising for training and for martial supply for those who initiate IE.

I would wish to have regional representatives appointed and appointed and facilitated to co-ordinate issues at that level.

Southern countries should at least meet within the continent and discuss issues pertaining to our education.

Spread our EENET activities across this region.

More staff and resources!

Ingrid full-time.

Oh don't know! May be they should try to interest some universities from different regions to house EENET the same way, it is with University of Manchester (or how is it?)

I would suggest a mapping of inclusive education activities. Perhaps a map with areas pinpointed that you can click on and find out stories of what is going on and links to websites and also contact people in those areas.

I would not like to change any thing on EENET

Nothing

EENET should consider involving Self Advocates (target group e.g. disabled, orphans, and girl child ...) families, teachers and many of its stakeholders in its programs especially case studies.

No

The economical situation, EENET should be able to raise more funds than it does now! And we have to try to help.

To study more about inclusive education in workshop or seminars

The website.

EENET being based only in UK!!!

The name of the organisation!

Increase the resources which EENET has to do research on different inclusive education practices and to document these via the website.

i) Linking me to the existing network or helping me on how to start a new network. ii) I would like the network to achieve or set up local network in order to work together.

Increase publications.

It should set sub-region offices though it's expensive.

Nothing to change instead, giving all current happenings in EENET.

The frequency of newsletters (more often)! There is STILL a real need for hard copies of this kind of education information in many parts of Bhutan and the rest of the world.

The way of dispatching newsletters. We'd like to have them monthly. All people can possess CD-ROMS.

Annual scientific meeting on EENET held in collaboration with international organization university, as well as local organization working on inclusion.

With all the international organisations that are part or affiliated with EENET more articles / information should be published in more languages!

The services are good but many people lack access to internet.

I would change the title EENET to EIENET to include the word 'Inclusive'.

To ensure that the website can be accessed by children in primary schools especially in rural areas.

Don't know really.

Secure funding.

EENET to fund local, regional resource centres for practising inclusive education.

Make/organise regional or in-country EENET members.

I like it as it is.

Nothing at all but to encourage and contribute in all ways possible so that EENET can continue with its work without any difficulties. A problem shared is already half-way solved.

EENET should change its title from the international special education congress to the inclusive and supportive education congress.

Our dependence on the Mpika Project because they have not been sharing their experiences within Zambia.

Form national/regional network teams.

I think it is doing very well. I don't wish to change anything now.

Have a common face-to-face session at an agreed place and time convenient to all at least once every year for all its members.

Nothing

Sending information using Internet is good but for developing countries this could be done alongside postal service. Power is still a problem in some of the countries like Uganda.

I would like to change its proximity so that I can access all the information easily and quickly.

Include also aspects of health for the handicapped since EENET focuses only on education for the handicapped.

No comment please.

I would like to change the destination, that is from Manchester to Addis.

Publication of the newsletter from one annually to two a year.

I can't think of anything presently.

Resources to be world-wide, not only from Africa. As many literatures focus on one continent. It would be better to cover some photos from Asia and Europe.

Q27. Would you be willing to send us a case study about how using EENET has affected / impacted you / your organisation's work on inclusive education?

EENET, made our organization take note on the gaps and omissions in the implementation of inclusive Education shared by stake holders in Kisumu.

On areas of inclusive education.

How information used has supported the spread of understanding of inclusion.

I don't think we use EENET effectively enough yet to be able to contribute to a case study.

It is unfortunate that although inclusive education is the best, they are categories of disabilities which can not benefit from it like deaf blind and some.

How we establish the pilot IE programme. Story from teachers in employing the EENET approach for investigating [work in the] classroom.

The last poster on including all in education was such a good summary yet when we transcribed it Braille it was so big for our students with visual impairments to handle. Maybe a better way to represent such.

A child who came from well do to do family but did not have time to be with her parents, as a result this child did not receive parental care from her parents.

“The impact so far and high turnover of pupils in government primary school after GCEN advocacy on inclusive education”.

I could tell about raising awareness of inclusive education concepts of my staff through the website.

The matrix we used about the IE process.

Reality EENET has affected my live individual because I like to read the EENET website every other day from their website because I want to pick out issues and articles concerning the disabled people. EENET is the source our organization gets information from, which we made hard copies to translate and supply to the disabled Somali people.

How majority of children were unable to attend school due to lack of school uniform and mere shoes, but now children are free to go to school in their own plain clothes and sometimes no shoes on them and no one sends them back for lacking such things. The other story is about the mushrooming of Community Schools in Zambia, in the name of Inclusive Education and its challenges.

I will tell story about people's response in EENET and inclusive education.

The story of how district education officers in Uganda took contact with their education ministry to improve the coordination of IE-work in Uganda and how much the educational situation in a district relies on the level of attitude and interest from the district education officers.

Problems facing implementation of inclusive education in local areas in my country.

Please see 24c, however, I would need to seek permission from my former employer or pass you on to them.

I would be happy to share our experience of parents group workshop organised by DAN, their challenges, their needs etc. including photographs.

About a child with severe communication impairments rejected by the education system, now at mainstream school. Another one, the same story, now at the University.

Early this century many children with disabilities were treated as unknown or keep out of reach, but because of the capacity-building in advocacy lobbying and mobilisation in newsletters everyone now is known and reached.

I used to CD-ROM of THINK, ACT,-- to extract information on the barriers of I.E. and it gave us a way or direction to get solutions of improving school and environment.

The Sisonke Inclusive Education Consortium conducted a situation analysis on special schools and designated full service schools in nine provinces of South Africa in December 2005. B The interview tool was very long, and there was a great deal of data to analyse. The most recent copy of the EENET newsletter provided very valuable information by which to interpret the numerous tables, to make sense of them and to generate recommendations in line with international thinking and developments on inclusive education.

The Impact of PITCOLLDS in Malawi Zone, Chiradzulu.

How some of my Bhutanese colleagues at the teacher training institute have used EENET in their training/teaching of trainees and/or have changed approaches and curriculum content

While preparing our ballets and theatres, we chose school children who had abilities to dance, to sing, to tell stories and to express their ideas because we said at the beginning that inclusive education develops capacities and potentials of every child.

I will facilitate for it happen – But would prefer if our colleagues in the field would write about it – Will try to send you something on this in a few weeks time – IT will be on EENET and pre-service teacher education.

I have already submitted an article on inclusive education training just a week ago. Earlier on I was accessing EENET once in a month or in two months because I was not on internet. Now that I am, access will be frequent.

Inclusive education project: how to enhance participation of stakeholders.

Mauritius is working on special library for disabled and the help of EENET for upgrade will be useful.

Research work on causes of disability local people's outlook, work experience of my special education school, problems seen in developing countries concerning inclusive education. If I get your help in kind as well as in cash it helps for paperwork to cover me with it is impossible.

Where to start with inclusive education? How to take off [launch?] inclusive education.

The story will be based on the learner, who withdraws him/herself from academic exercises but is very active in outdoor activities and how to help such a learner.

(141 comment - Perhaps after some time) Would like to tell how Amar Jyoli has evolved a holistic approach to education of children with special needs.

How EENET has been useful to students in the University.

A case of a blind boy who has been helped and has performed well.

Action study we made on visually impaired students on academic problems and the solution produced to improve their achievements.

It will be about a little girl (Rita) who came back from a residential segregated school to learn at our school near her home and her experiences at her former school and her new inclusive school and how EENET helped in achieving this.

Information-sharing network and EENET to support network, groups and organisations.

Through EENET I was able to set up an education centre, i.e., nursery, kindergarten and primary school.

That is why we have decided to write to EENET.

Developing inclusive education in Zambia and problems faced by teacher educators.

Inclusive education: a case study in Uganda.

Children who have been formerly hidden by parents due to their disabilities have got new light with inclusive education.

Success stories, challenging stories, community behaviour.

Improving the environment for learners to enjoy as equal opportunities.

It is about child (John Kisasa) with learning difficulties who was in a special school but later on tried in regular classes. What happened to him in a regular class for the first 4 months.... To be continued.

Disabled pupils and sports. In 2005 our visually impaired pupils competed at the Special Olympics and brought many gold medals. This motivated other schools to start preparations for the Special Olympics in 2006.

It is so simple how our resources change lives of simple people and how we interact with others in the same motives of enabling those who are disabled.

At this college a new and better library will (hopefully) be set up next year for the 400 student primary teachers. I would like to develop a corner with good resource materials re: special needs education. Can EENET help by providing hard copies of any available resources?

Our main focus is to education for children. India is a poor country; parents are unable to send their children, school drop-outs, street children, orphans, etc.

As I have already stated, 'including the excluded as a challenging reality here in Ethiopia'. I confess that due emphasis has not been given to inclusive education. Therefore, the focus of EENET should be on the South.

Note for Q27 Not at the present time - perhaps later.)

The brochure enclosed on Boystown in Hyderabad.

Q28. Do you have any other comments about EENET or your work in inclusive education? Please feel free to write on an additional sheet of paper.

I am writing to thank both Ingrid Lewis and Duncan Little for EENET/NFU need promise to me the discussion meetings in Kampala on 15TH July 2006. I know that your human rights have interest more in working to love deaf people in the Kamuli District. But I like seeing happy to unite with you in Uganda on long time. Where will you visit to meet me in Kampala for workshop and office? KAMDAD was a community-based organisation formed in 13TH/1/2005 and register under the Kamuli District Gender and Community Development Services. It is main priorities to combating poverty, illiteracy, lacks of sign language interpreter, deaf children dropping out of government of schools but oppress, challenging poor care standard through training, and incomes. KAMDAD is affiliated to the UGANDA NATIONAL ASSOCIATION OF THE DEAF that is kept informed. We like holding new cooperation with EENET, NFU, Action on Disability and Development, International Deaf Children Society and other international disability organisation U.K. We hope you will continue to facilitate deeply me in KAMDAD and network of illiteracy and poverty deaf people need round in Uganda. Your support will help me to practice skills development programmes. Please make online new memorandum of understanding today. Please keep me updated to call me our KAMDAD project implementation; communication with beneficiaries is often neglected. We members of KAMDAD would like to thank all your staffs of EENET/ NFU that welcome to our KAMDAD door is free open for your implementation/support/advice in Uganda LONG LIVE EENET, LONG LIVE KAMDAD, LONG LIVE NFU.

EENET should develop more audiovisual materials and also find out ways of reaching the classroom teacher at village level who would definitely benefit greatly from the information provided by EENET.

Attending a workshop in Zanzibar, 2006 – facilitated by EENET – brilliant work. Very good workshop – many useful methods.

Our School Hidden Talents Primary School, provides INCLUSIVE education (though still under construction) we hope that when completed, will act as a model school and eye-opener from which others will copy to provide similar service to the disabled children in Uganda. The school was designed by the disabled themselves and unlike other schools in Uganda, it is designed to address the problems that prevent the disabled children from attending school e.g. inaccessibility to classrooms and toilets; lack of special attention to disabled children with special learning needs, mobility problem, isolation and discrimination, lack of self-esteem etc. Information from EENET has enabled us to improve our work.

I need more Education on IE through magazine, short courses, long courses, and study tutor.

My only comment would be that EENET is an enriching network for NUWODU to venture into.

EENET has really helped me in so many ways sending me CDS Newsletters and a book which has also enabled me to purchase things from EENET.

Coming into contact with the EENET was my own strive to get information on IE since then EENET is enriching me with relevant information on IE. Thus I would like to disclose this assistance to my boss the director of the Institute of Adult Education thinking that it could open a better and smoother way of carrying out my duties. Still however I need your advice before hand kindly open up your views.

I would be very much honoured to receive any kind of support from your organisation to help my son (Abel) and others with disabilities here in Uganda.

REQUEST We Somali disabled people are kindly requesting from the EENET to expand its activities to the external individuals and Disabled NGOs like us who are operating in poor and war-torn country where it's very hard to get support and fundraising for our organizational works.

In Zambia there is a policy on free education from grade 1 to grade 7 which is aimed that enhancing inclusive education in the country. As NGO, we try by all means that the policy which is merely a paper, is correctly interpreted and its interpretation is put into practice by seeing to it that every child is accorded a chance to attend school irrespective his/her ability. A deliberative move was taken to see to it that a girl child was also accorded a chance to education thus the introduction special classes specifically for girls in a bid to reduce imbalances that existed before that. (More information later.)

Actually EENET's ideology is new here. We need to start the programme with every support.

Networking takes time and is a process, as well as promoting and introducing IE is a process which takes time. This is at least one of the most important things I have learned from discussions with EENET staff. I have also realised that it is easier to network if there is some kind of a common goal or a specific activity which everybody is working/networking towards.

Susie Miles is an extremely skilled coordinator and the sector values her highly. It would not be where it is today if it weren't for her personal style, knowledge and experience.

A) Inclusive education is paramount importance for Somaliland. The need is so big, but if nothing is done, nothing will change. DAN needs International partner NGO in this regard. B) The questionnaire is good. I found it bit long and some times repetitive. I thought it was to help deeply thinking over the questions asked. Thanks to everybody who has taken part in developing it and EENET is an Excellent Network, because they work hardly to make necessary information accessible for those who otherwise couldn't afford it. Information is power, and with EENET we are powerful now.

I think this evaluation is a very important step and in the right direction.

If there is any possibility of funding branches network with EENET please do.

We want EENET staff to visit us in Mwanza, Tanzania.

It's the first contact with EENET, so we have got no comments to do. We wish to enter into contact with you through the completion of this questionnaire.

It is great newsletter which consist a lot of practical information which really easy to be implemented. However, please take into your consideration to invite pupils to write what they feel and experience being student in inclusive school.

Not really but I would suggest that EENET establishes individual contact with those who are contributing towards inclusive education so that we could be motivated to write more. Secondly, there is no page for membership in EENET. It is so open. Whereas this is good, perhaps it would serve better if we became EENET members and not just EENET readers. Compared to EENET.org which operates in Europe there is distinct membership provision lacking in EENET.uk How feasible is this?

EENET is doing a commendable job of networking of people involved in inclusive education globe. We at Oriang have beneficiaries from having been able to create awareness on inclusive education in a developing country, thanks to EENET.

No comments

No!

We also need a laptop to download and upgrade information helpful for disabled.

Please kindly conduct a seminar in Dar Es Salaam University College of Education to bring awareness among the management, professors and students and senior officials at the Ministry of Science, Technology and Higher Education to get the proper concept about it.

Through EENET newsletters our understanding of inclusive education improved threefold. Please continue sharing with us.

EENET has helped me with the view I had on inclusive education. At first I thought that inclusion was not possible in Zambia. But I think that it is possible as long as needed change is made to environmental strategies and materials.

Our institution is training its teachers who are posted to teach in primary schools so I suggest if possible getting more materials concerning teaching in inclusive classrooms/ teaching strategies, etc.

For making inclusion a reality, the school system must undergo a radical change for providing support and guidance to all children who have diverse kinds of needs. Professional support should become an integral part of all schools. Teaching strategies and evaluation systems should become more flexible.

I consider EENET outstanding, much of this is done due to those who work in/for it.

EENET should try to organise conferences in Uganda.

Less teachers in our local schools are trained in inclusive education. Many teachers cannot read Braille and sign language. We need help to have teachers trained.

In my case I would like to suggest that EENET should address all that is going to be done there. From the questionnaire I noticed that EENET do so many things. For example, I lack the information regarding further education that EENET does. I would like to stress that EENET should keep in touch with all possible information.

Our work with young deaf children and the deaf community. We have limited experience of IE having gone more for a deaf community basis. Zimbabwe has a policy of total communication for deaf children. We are interested in how deaf children manage with IE - many of the children we identify cannot get to a special class.

My comment is that EENET should think seriously to help develop country groups to grow.

EENET is doing well but I suggest our side of the world is more vulnerable so far as education, etc, is concerned. EENET should focus more on us.

Okay, thank you so much.

I have been enriched in knowledge and skills by EENET. We have used publications to share experiences in teacher education on inclusive education.

EENET should provide education and opportunities for us in Manchester University. EENET should facilitate study tours for us in the UK once in a while.

EENET is a wonderful opportunity for many people involved in inclusive education although of course it hasn't gone to as many people as I would wish to see. We have a lot to do to make more and more people access EENET.

If you could please help a student teacher to join Manchester University for further studies. A poor student who cannot afford fees.

I am interested in sharing experiences with those who are doing inclusive education and how they get on with developing materials and human resources, particularly for the children with severe learning disabilities.

If EENET could send us printed materials for use by students in teacher training colleges, inclusive education would be a great success in Zimbabwe.

I've finally seen that EENET is all about EDUCATION. I am a hospital-based nurse though I do carry out community nursing also. EENET is emphasising more about involving handicaps in education meanwhile I was looking at the health aspect of the handicapped, paying more emphasis on the handicapped in the developing countries, eg, Cameroon, as I've been writing to you on the financial status of some families in this part of the world.

Yes, we have seen much wisdom behind your issues, we would like you to involve our organisation in your worldwide programme.

Please do keep needful to our children for inclusive education. Please keep in touch with us in future.

Let us fight those who only give lip-service to those children with disabilities and are reluctant to realise what they say/read in words. These are real obstacles for inclusive education.

My contact with EENET has enabled me to know what other countries are doing about inclusive education and I hope to be up to the task when implemented in my country.

It's a challenge trying to influence Inclusive Education fully in our country due to limited resources and poor infrastructure. But some of us are advocating for inclusion at levels of the education system.

EENET is doing excellent work. I would like to promote it in India and other places with collaboration.

APPENDIX 3: EENET Users Questionnaire: Data analysis

Section A: About the EENET user

Q1: Respondents

Region	Number of replies	%
Africa	72	66
Europe	14	13
Asia	16	15
Australasia	3	3
West Indies	1	1
South. America	1	1
Middle East	2	2

Q2: What do you think EENET does?

EENET does many different activities. But the correspondence from users suggests that not everyone understands exactly what EENET does.

Activity	True or False	% Correct
<i>EENET helps:</i>		
• other organisations to find consultants	True	47
• people to learn sign language	False	69
• students to enrol in Manchester University	False	79
• people to contact others working on similar projects or in similar countries	True	85
<i>EENET gives advice on:</i>		
• disability rehabilitation services	False	27
• running study tours	True	25
• fundraising	False	80
• starting/running local or regional information-sharing network	True	83
• education solutions for individual children	False	49
<i>EENET's documentation activities include:</i>		
• adapting documents and helping inexperienced writers to document work	True	55
• publishing/distributing an annual newsletter	True	93
• encouraging people to translate documents	True	64
• free distribution of documents to the South	True	88
<i>Other EENET activities include:</i>		
• implementing inclusive education projects/schools in Southern countries	False	43
• managing email groups	True	39
• responding to correspondence/enquiries about inclusive education	True	93
• running training courses	True	36
• providing grants and sponsorship to organisations/individuals	False	85

Section B: How do users use or relate to EENET?

Q4. Overall, does EENET offer you the right sort of information about the right issues?

Activity	%
EENET generally provides me with a good range of information	94
EENET provides me with too much information, it is confusing	6
EENET offers me too little information (please provide details in the box below about what information is missing)	14
EENET offers me information on the wrong issues or in the wrong format	0

Q5. In what way are you / your organisation interested in EENET?

Activity	%
As an individual / organisation seeking information about implementing inclusive education	89
As an individual / organisation helping EENET (for example, volunteering, distributing the newsletter, collecting case studies, providing funding, etc)	39
As an individual / organisation seeking to start up / become part of a regional information-sharing network (for example, to discuss local IE issues, share practice, meet up, etc)	72
Other	2

Q6. How frequently do you/does your organisation use EENET in some way?

Activity	%
Never (except, perhaps, to answer this questionnaire)	6
A few times a year, or less frequently	45
About once a month, on average	18
More often than once a month	28
I don't know	3

Q7a. Why do you contact EENET, or why have you contacted EENET in the past?

Activity	%
To request inclusive education publications / EENET newsletters	67
To get information on new publications	55
To find documents in other languages	17
To learn more about inclusive education generally	79
For training ideas	51
To find out about any forthcoming events	35
To make links to others working in the same field	55
To find out the latest news about EENET's work	51
To find out the latest news about inclusive education	66
To discuss national/regional networking and information sharing	38
To share information about your own work	40
To offer funding, voluntary help or other support activities	17
Other	3

Q7b. How do you contact EENET?

Activity	%
Letter	45
Email	74
Fax	4
Telephone	12
Face-to-face meeting	12
Other	7

Q7c. How often do education practitioners or stakeholders (e.g. parents, students, etc) mention or discuss EENET, its website, newsletter or other activities to you?

	Never				Very often
	1	2	3	4	5
%	25	33	22	0	20

Q8. Have you encouraged others to use/contact EENET?

Activity	%
Yes – we provide a link to EENET’s website from our own website	14
Yes – we mention EENET in our newsletters and / or other literature	26
Yes – we distribute the EENET newsletter	52
Yes – we mention EENET verbally at appropriate occasions	69
Yes – in other ways	20
No	12

Q9. Why haven’t you told other people about EENET?

Activity	%
We hadn’t thought of doing so – we may in future	92
We provide a similar service, so we feel that we don’t need to promote EENET in our place	0
We prefer to promote other networks instead	0
We are not happy with EENET	0
Other reasons	8

Q10a. What resources has EENET provided you?

Activity	%
Printed EENET newsletter	92
Audio-tape and/or Braille materials	13
Video materials	15
Materials on CD-ROM	61
Electronic materials via email	36
Translated documents	11
Miscellaneous printed documents	38
Nothing	6

Q10b. Did you share these resources with other people/organisations?

	%
Yes	94
No	6

Q11. Has EENET, or the information provided by EENET, helped you with developing your inclusive education strategy, planning project activities, etc?

Activity	%
Yes – EENET/the information provided by EENET has influenced or helped with our strategy/activities	78
No – EENET/the information provided by EENET has not influenced or helped with our strategy/activities	6
I don't know – we haven't really thought about it	11
This question is not relevant to me / our organisation	5

Section C: What do users think of EENET?

Q13. What activity do you think EENET does best at the present time?

Activity	%
Efficient response to enquiries	61
Informative annual newsletter	82
Website of inclusive education information	66
Information in electronic formats/on CD-ROM	49
Translations of documents	22
Production of Braille/audio-tape materials	19
Support of local/regional networking	52
Dissemination of paper/hard copies of documents	48
Collection and sharing of case studies	56
Support/advice to local/regional seminars/workshops/training courses	38
Assistance with development of local materials	23
Other	1

Q15. Overall, do you think that inclusive education materials produced and/or shared by EENET are easy to read and understand?

	%
Yes	98
No	2

Section D: What do users think of EENET's website?

Q16. Are you able to access EENET's website (www.eenet.org.uk)?

Activity	%
Yes	71
Only by using the EENET website CD-ROM	6
No, I do not have a computer and/or cannot access the Internet	23

Q17. How frequently do you/does your organisation usually visit the EENET website?

Activity	%
A few times a year, or less frequently	29
About once a month, on average	24
More often than once a month	35
I don't know	6
Never	6

Q18. Why do you use the EENET website?

Activity	%
To download existing publications	51
To get information on NEW publications	71
To find documents in other languages	13
To learn more about inclusive education generally	83
To find documents on specific issues within inclusive education	66
For training ideas	46
To find out about any forthcoming events	40
To find out about links to others working in the same field	51
To find out news about EENET's work	43
To find out news about inclusive education	78
To find out about regional networking	40
Other	1

Q20a. Do you think that overall the website offers you the right sort of information about the right issues?

Activity	%
The website generally provides me with a good range of information	93
The website provides me with too much information, it is confusing	3
The website offers me too little information (please provide details in the box below about what information is missing)	11
The website offers me information on the wrong issues or in the wrong format (please provide details in the box below about what is wrong)	0

Q21a. Are any of your / your organisation's projects, publications, etc, featured on the website?

	%
Yes	35
No	65

Q21b. If 'yes', how happy are you with the way in which your project/publication etc is featured on the website?

Please tick [✓] just one answer.

	Very unhappy				Very happy
	1	2	3	4	5
%	4	0	15	39	42

Q22. Has anyone been directed to your organisation through the EENET website?

Activity	%
Yes	27
No – we have no evidence that the EENET website directs people to us	52
Don't know	21

Section E: In summary

Q23. EENET aims to improve access to information on inclusive education (primarily in the South) through sharing documents, answering enquiries, supporting local/regional information-sharing networks, etc. Overall, how well do you think it achieves this objective?

	Not at all				Extremely well
	1	2	3	4	5
%	1	3	29	35	32

Q24a. EENET works from the UK. However, do you think there is a need for local people to set up national/regional information-sharing networks on inclusive education?

	%
Yes	91
No	9

Q24b. Are you interested in setting up a national/regional network or joining an existing information-sharing network on inclusive education?

	%
Yes	94
No	6

Q26. Would you be willing to take part in a focus group discussion exploring issues from this questionnaire in more detail?

Activity	%
Yes	68
No	2
Perhaps – depending on circumstances	30

Q27. Would you be willing to send us a case study about how using EENET has affected / impacted you / your organisation’s work on inclusive education?

	%
Yes	76
No	24

Appendix 4: EENET evaluation

Operations Jun-06 Jun-06 Jul-06 Jul-06 Aug-06 Aug-06 Sep-06 Sep-06

Questionnaire

Conception, writing, and circulating

Drafts circulated between Duncan, Anise and EENET.

Questionnaire agreed and uploaded onto website, emailed and mailed to users by mid-June.

To be returned by July 14th.

Initial look through by end of July to discover trends, follow-up needed, etc.

Questionnaires analysed - to inform first draft of report.
Case studies to inform anniversary publication.

Meetings/focus discussion groups

Meetings/focus discussion groups

Preliminary meetings with Anise to identify pieces of work, EENET in Manchester to get 'feel' of organisation and collect EENET publications and other information.

Organise focus groups in East Africa and Asia.

Focus groups of users in East Africa, arranged with FAWE (U) and 'warm' EENET users.
Focus groups in Asia run by EENET editorial members.

Follow-up emails or phone calls with a selection of respondents who expressed interest in discussing issues further.
Discussions with NFU, NGO supporters (past, present and hopefully future), EENET and steering group... continues into early September.

Research

EENET materials

Familiarise with EENET materials, explore website, previous SC report, etc.

Continue to research EENET materials, explore website.
Receive documentation from NFU.

Final report

Conception and drafting

Draft initial copy to be circulated for comments by 11th September.
Comments back by 18th September.

End of September, final report copy edited and presented to NFU.

APPENDIX 5: Contract

Terms of Reference

For an external evaluation of the development co-operation between EENET – Enabling Education Network and Norsk Forbund for Utviklingshemmede (NFU).

May 2005

Background

EENET – Enabling Education Network is a network which shares and disseminates information about inclusive education and prioritises the needs of individuals and organisations working in countries of the South. EENET is a network, not an organisation. It provides access to a unique and broad-based body of expertise and experience in the practice of inclusive education world wide, through its web-site and annual newsletter and response to correspondence. It recognises that education is much broader than schooling and contributes to the development of inclusive and sustainable education policy and practice by sharing relevant information and experience.

EENET has access to a wide network of inclusive education practitioners through its mailing list, its regional partners, its directory of resource people, etc. It has a rare combination of knowledge about inclusive education, development issues, research, networking and making information accessible. In the last two to three years EENET has experienced an increased demand for its knowledge and expertise from a range of international NGOs focusing on disability, education and development.

EENET was initiated by Save the Children UK, in partnership with UK and international non-governmental organisations, and research institutions. It is based in the School of Education, in the University of Manchester, and was funded initially by Atlas Alliance (Norway), Save the Children Sweden, Save the Children UK and the Associazione Italiana Amici di Raoul Follereau (AIFO).

The Atlas Alliance has been a funding partner since its inception in 1997, and with NFU since 2000. NFU ceased to be a traditional funding partner in December 2004.

NFU is a national advocacy organisation that fights for the inclusion of persons with developmental disabilities in society, based in Oslo, Norway. NFU insists on the ultimate responsibility of government to provide the services required to ensure that every individual has equal opportunity for participation. NFU's development co-operation reflects these aims.

EENET was not a traditional partner of NFU. However NFU international work now shares many common features with EENET. NFU has four key strategies:

- Collection of information regarding living conditions for persons with developmental disabilities
- Support of national, regional and global networks which work for the inclusion of persons with developmental disabilities focusing on different aspects of inclusion
- Support of membership based organisations of and for persons with developmental disabilities
- Support of inclusive education projects and programmes.

NFU's support to EENET has mainly been financial to sustain the daily work of EENET and NFU delegates or programme officers have been members of the international steering committee.

An evaluation of the partnership has been planned as an integrated part of the co-operation, so that NFU and EENET have the possibility to adjust the course of their work according to the evaluator's suggestions.

Objectives

The purpose of this evaluation is to document the learning involved in developing a global network on inclusive education.

Its objectives are:

- to review EENET's development as a network from 2000 - 2005 and assess the scope and impact of its work;
- to make recommendations for EENET's future priorities and sustainability.

Scope of the Work

1. Briefly review EENET's history since its inception in 1997.
2. Assess EENET's systems structure and services - i.e.:
 - How does EENET work?
 - What impact has EENET had on user groups in the South?
 - How have user groups used EENET?
3. Assess the extent to which EENET has achieved its objectives in its strategic plan 2000-2005.
4. Make recommendations for EENET's long-term sustainability as a network.
5. Identify priorities for EENET's activities in the future.
6. Assess NFU's role in the development of EENET.
7. Make recommendations on how NFU can engage with EENET in its international solidarity work.

Content and Methods

The evaluator(s) will review documents and interview EENET staff at EENET's office. The evaluator(s) will through telephone interviews and e-mail communicate with members of EENET's steering committee and NFU's partner organisations and a number of random users of the network. The evaluator(s) should use both qualitative and quantitative methods for the collection of information. The evaluator(s) will also receive documents from NFU's offices in Oslo.

Implementation

The evaluation will be implemented by an independent consultant(s) identified by NFU and EENET. All costs directly related to the evaluation will be financed by NFU.

Timing and Reporting

The evaluation will be conducted as soon as possible from May 2006.

A draft report will be submitted to EENET and NFU not later than one month after completion of the visit of the organisation.

EENET and NFU will provide the evaluator(s) with comments on the draft report not later than three weeks after submission of the report.

The final report will be delivered not later than one week after submission of comments by EENET and NFU.

APPENDIX 6: EENET evaluation focus group minutes

KENYA FOCUS GROUP MEETING, LEONARD CHESHIRE OFFICES, NAIROBI,
KENYA, Saturday, 1st July 2006

List of participants

Name	Organisation/ Institution	Contact details	E-mail
Andronicus Sikula	Yaya Education Trust (Yet)	PO Box 6, Koyonzo	sikulaogeya@yahoo.com
Bernard Wakoli	Yaya Education Trust (Yet)	PO Box 6, Koyonzo	benwakoli@yahoo.ca
Samuel Machogu	Wish Kenya Children Well	PO Box 59556-00200, Nairobi	wkcw20032001@yahoo.com
Gertrude Nyamduko	Wish Kenya Children Well	PO Box 59556-00200, Nairobi	
Farida Asindua	Handicap International	PO Box 76375-00508, Nairobi	fasindua@handicap-international.or.ke
Duncan Little	Education Consultant (UK)		duncanlittle1234@hotmail.com evaluation@eenet.org.uk
Hellen Obande	Cheshire Homes Kenya	PO Box 42358-00100, Nairobi	hellen@lci-enar.org hobande@yahoo.com
Njambi Waciuma	Leonard Cheshire International	PO Box 38748-00600, Nairobi	njambi@lci-enar.org
Beatrice Anunda	Humble Hearts School	PO Box 11721-00400, Nairobi	humblehearts04@yahoo.co.uk
Julius Nabende	Kenya Association for Empowerment of Disabled People (KADEP)	PO Box 44575, Nairobi	kadep2003@yahoo.com juliussimiyu@yahoo.com

Agenda

1. Introduction, EENET evaluation and questionnaires
2. Most useful parts of EENET
3. Least useful parts
4. Further/future needs
5. Grassroots (national) support for EENET
6. Regional (East Africa) EENET
7. A.O.B.

2. Primary uses of EENET

- Providing information on issues/aspects of inclusive education (IE) “EENET has been helpful in providing information on deafness, which is a relevant field of work...”, “Helping to understand the situation of the marginalised groups...”, “Enhancing knowledge of IE.”
- Research

- Resources – Newsletters, DVDs, CDs “Distribution of useful resources on IE from other organisations...”, “Producing high quality communication/educational tools, ie, posters, etc.
- Links “It provides a link with other parts of the world.”
- Sharing experiences/case studies. Exchange through newsletters and now online, “Providing case studies of existing IE practises/projects...”
- Expertise: But EENET could provide more of this through workshops/conferences.

In addition, everyone was aware that EENET is not a funding agency. It is viewed as an information-sharing organization. The information is quite useful to the members. All the members present felt that EENET’s work is useful.

3. Least useful parts of EENET

None!

4. Further/future needs

Action: More information. Members would like EENET to provide more information on education and disability issues.

Action: Would EENET explore the issue of funding? EENET should consider providing information about different sources of funding that would benefit its network members. It was suggested that EENET could provide information on the website (one page of information on potential donors), where IE practitioners can obtain information. It will be the responsibility of the practitioners to seek the funding.

Action: Expertise. EENET could provide more of this through workshops/conferences. EENET could invite experts like Susie, Ingrid or others as guest speakers in workshops organized by network members. Members of ‘EENET Kenya’ group to discuss within their individual organizations the possibility of co-financing for travel and accommodation for experts if such an occasion arises.

Action: What else should be included? It was felt that EENET is mainly focusing on disability. But there is a need to view IE more broadly to include other marginalized groups based on gender, minority communities, etc, because inclusiveness should encompass everyone. However, some members felt that if IE is broadened to include other vulnerable groups, disability issues are likely to still be prioritised last or ‘forgotten’. It was felt that children marginalised, for example because of HIV/AIDS, gender or child labour, are already receiving a lot of financial aid, support and attention, as opposed to children with disabilities. EENET is seen to primarily fill the gap for children with disabilities, but should not dismiss other marginalised children.

Action: EENET Asia newsletter: EENET to distribute the newsletter by EENET Asia because their perspective is enabling education in a broader sense. The members could learn from what’s going on in Asia.

Action: Missing things. The main missing things in EENET’s work are Links and Expertise. This can be enhanced by:

- EENET's presence should be felt in network meetings, workshops, conferences, etc, especially at local level. EENET should be instrumental in bringing out IE issues in such meetings.
- EENET could also provide a directory of experts/resource persons who could be contacted by practitioners. This would enhance EENET's capacity in linking practitioners with appropriate expertise. The list of experts will contain profile information of the person and contact details.

5. EENET Kenya E-group

5.1 IE network

It was agreed that there is need to improve the Kenya IE E-group. The group should have an editorial team, which can develop a newsletter for Kenya. The newsletter can be translated and also be made accessible in other forms like large print, Braille, audio, etc. Initially the newsletter can be produced once a year. Other articles, stories, documents, etc, can also be translated by the group and shared with EENET.

It was felt that at the moment there is a dire need for a network to propel issues of IE in Kenya. The network should not just be based on experience-sharing, but also work as a network that will lobby and advocate for IE.

For the E-group to work effectively there is a need to have a central co-ordinating office /communications co-ordinator for follow up, and a 'champion'/'champions' to push this IE work forwards. EENET could also help to initiate this group and give it an initial push with follow-up support.

The network members could start by meeting once a year, to take stock of issues put forward by network members. The number of meetings will increase progressively depending on the needs of the network.

It was agreed that the materials that EENET is translating into Kiswahili could also be used in Kenya. However, members find Kiswahili difficult to read (they are taught in English) but recognise the value of audio Kiswahili.

5.2 Article writing and sharing

- The network could start with rotational writing of articles.
- Members could also discuss issues from schools, parents, etc, and probably have focused groups in schools.
- Children in schools should also be encouraged to write articles.
- There is therefore a need for capacity-building in writing skills.
- However, writing skills are lacking. Therefore, guidelines on article writing would also support the network (Does EENET have any?)
- Gradually the Kenyan network can develop a web page on the EENET website. This can be done through topics and with case studies.

6. Regional network for East Africa

Once all the East African Countries networks are up and running, the network could become a regional network with an aim of advocating and influencing positive policy change on IE within the East African Region.

The regional network could also share experiences and have exchange visits for practitioners. Already the Ministry of Education from Eastern Uganda has visited Leonard Cheshire International's Oriang Project near Kisumu. And the regional network could learn a lot from EENET–Asia, for example, how was it initiated, what does it do and what has made it successful?

7. AOB

7.1 Medium of communication: Is website/email the most effective way of communicating now? Is it getting cheaper to download materials?

Although postage is costly, members felt that the old way of communication by mail is still essential. In the Kenyan context, email communication has not spread widely especially in rural areas, therefore, the use of 'snail mail' is still in use. It was also felt that downloaded material lacks the originality of the document, can be bulky, and may be costly to print.

However, it was agreed that email communication will soon be faster, cheaper and more efficient (the advent of the recent mobile communication explosion and its huge popularity was given as an example in case), but there will always be a need for the existing ways of communicating.

7.2 Volunteers

It was felt that the network would benefit a lot from services offered by volunteers. Most organisations have not been able to tap the potential that comes with volunteers as a major resource in implementing IE activities and projects. EENET could include information on volunteers in the experts list (as a page on the website). This would create links between EENET and organizations.

7.3 More information needed

It was also felt that profound disability cases are missed out by IE practitioners. EENET should provide information on such cases to practitioners, for example, what options are available for parents in terms of education for such children?

EENET could also provide information on intellectual disabilities and other disabilities that the public has very little understanding of such as Down's syndrome, Aspergers and autism (Kenyan context).

7.4 Policy Advocacy for IE

EENET and IE practitioners should work together to promote IE and highlight ways in which to influence policymakers, government officials, etc.

There was a concern of promoting IE to higher levels of education for children with disabilities. A lot of IE interventions are at the moment focused on primary school level. Members feel that IE should also be promoted in Secondary schools and other institutions of higher learning. This advocacy should promote the need for children with disabilities to

proceed up to university level, as opposed to dropping out of schools at lower levels. This traps them in the cycle of poverty.

Since most children with disabilities often end up in vocational training, it is also important for advocacy of relevant and marketable skills. Organisations should be encouraged to move away from the stereotype of vocational skills-training, that marks the lives of children with disabilities. Vocational skills training should be dynamic.

7.5 The way forward

1. It was agreed that the Kenyan network will start with members sharing information through e-mail
2. Members should exchange e-mail addresses and have one-to-one chats.
3. The EENET network is a responsibility of each member organisation hence members should include EENET activities in their work plans and budgets (sharing the financing of the network and its activities). This will make it part and parcel of organisations' activities and so members will have more commitment to EENET activities.
4. It was agreed that members should plan for one meeting in October/November 2006.

Co-ordination team? Handicap International and Leonard Cheshire International will take on the interim stewardship of the network – communication, call for meetings, etc.

Meeting ended 1pm

Hellen Obande (Leonard Cheshire International)
Duncan Little (additional notes)



**TANZANIA FOCUS GROUP MEETING, TEN/MET OFFICES, DAR ES SALAAM,
TANZANIA, Saturday, 8th July 2006**

List of participants

No.	Name	Organisation/ Institution	Telephone	E-mail
1.	Anicit Kwimbone	Afro Development Formation	0784780495	ahkkwimbone@hotmail.com
2.	Beda Mutagahywa	TAMH	0784782120	bmutag@udsm.ac.tz
3.	Dinah R. Mmbaga	University of Dar Es Salaam	0746444526	mmbaga@aedu.udsm.ac.tz
4.	Duncan Little	Education Consultant (UK)	0044 (0)7910 773110	duncanlittle1234@hotmail.com evaluation@eenet.org.uk
5.	Joseph Kisanji	TEN/MET	2150793	jkisanji@tenmet.org
6.	Nnyapule R.C Madai	Social Welfare	0744372280	nnyapule@yahoo.com
7.	Octavius Kisinda	TEN/MET	2150793	info@tenmet.org

Agenda

8. Introduction, EENET evaluation and Questionnaires
9. Most useful parts of EENET
10. Least useful parts
11. Further/future needs
12. Grassroots (national) support for EENET
13. Regional (East Africa) EENET
14. A.O.B

The meeting started at 11.30am with seven participants in attendance.

2.0 Most useful parts of EENET

2.1 EENET workshops

One of the participants (Dinah Mmbaga) shared her previous experience of EENET: an IE workshop that involved participants from Tanzania and Zambia. They identified areas of experience, needs and initially worked with schools. They managed to develop a clear structure that could have been followed in the next steps. However, areas identified for future stages were not implemented as planned.

The practical thing is the usefulness of the materials that were produced in the workshop. Among other things, this question emerged, *“What next after all the good reports were produced?”* This should be moving from knowledge to practical implementation, which is, translating the theory into the actual action.

Action: It was disappointing that the funding agencies were not ready to support the next process after people’s expectations are raised. This poses a threat to a smooth process of collecting information and encouraging the South to South dialogue and exchange of inclusive education (IE), good practice, etc. Alternatively, there should be focal points at regional levels as it used to be in late 1990s and early 2000.

2.2 Newsletter and website

Both have excellent hands-on information that is very useful to IE practitioners.

3.0 Least useful parts of EENET

None were mentioned.

4.0 Further future needs

4.1 Finance

EENET should come in the process and understand that there is a need to extend financial support to NGOs working with children with special educational needs (SEN).

Action: One participant mentioned that EENET could provide a page/webpage for potential supporters and/or funders, and also contacts of people/organisations dealing with recycled resources such as computers, teaching resources, etc.

4.2 Information-sharing

EENET should continue to facilitate, but also increase, its information-sharing component, that is, the collection and dissemination of good practice. This is possible through sending out materials upon request on disability and IE.

Dissemination of the information within the country itself is very important as people often do not know what is taking place in remote areas. Documentation and sharing of good practices and experiences is important.

4.3 Writing skills

The question of writing skill emerged as a challenge to documentation and sharing of experiences and good practice. People are not afraid in writing, rather they need to be stimulated and build their confidence in this aspect.

A participant mentioned that the lack of shared information within and outside the country is another reason that influences this process at the local level. Assurance that the information would be shared can be used as a tool for stimulating the writing process.

4.4 Research

There needs to be further research, possibly facilitated by EENET, which could then be disseminated.

5.0 Moving towards IE

The **Tanzania Association of Mentally Handicapped (TAMH)** stated that they are moving towards IE. There has been a gap in creating space and identifying champions in this aspect. What TAMH is doing for the time being is identifying such organisations and giving them space as to introduce IE.

5.1 Sustainability:

- It was observed that the TAMH leadership only remains for three years. It is only a newsletter that continues annually or quarterly. Therefore, there is sometimes a breakdown in implementing EENET activities at a certain level when there is change of leadership.
- There must be more activity than just a newsletter. Face-to-face interaction of members through meetings stimulates action. A national workshop should be convened where sharing, exchange and best practices are identified. It is useful to have a focal point for each meeting. You may never know 50 – 70 per cent of the organisations if people are only looking for us (through the newsletter) yet we are not looking for them (meeting them). Therefore meetings are vital and all IE organisations must be encouraged to attend. EENET could assist Tanzanian NGOs in funding and facilitating this initial workshop/conference.
- There are already some ideas of who is doing something in IE. In avoiding conflicts among organisations, we could start from what we know first by calling a workshop or meeting at the national level. This will bring in what they are doing. The information shared on good practices and innovations can be gathered to produce the first newsletter.

Alternatively:

1. Decentralise the process where you can have representatives from upcountry workshops and where EENET representatives attend.
2. Conscientise local donors and Government from within so that they can develop interest in supporting the network.
3. A workshop will provide basis of the publishing the EENET information from Tanzania.
4. A later writing workshop encourages IE participants to write "...as there is an assurance that it will be disseminated..."

One of the EENET activities in Tanzania is the production of newsletter. This is vital as one of the objectives of EENET is communication and information sharing.

Some aspects of a possible **EENET Tanzania**:

1. A separate entity
2. A focal point for all inclusive organisations

Note: it might not be an NGO but a coalition.

Action Points

1. Within the next one year, we should conduct a workshop/conference and come up with a report and first draft of the Newsletter for EENET Tanzania.
2. Develop a strategy for IE – this could have started before.
3. Produce these materials inclusively, that is to be used by all.
4. Identify NGOs/other organisations that are already implementing IE.
5. Identifying 'champions' to initially push the IE agenda forward.

TEN/METs Action

1. Circulate that report and action points to its members for feedback where deadlines are formed.
2. Organise a meeting on IE where the Ministry of Education and Vocational Training will be invited.
3. Support/'champion' a coalition of IE organisations.

Note: It was informed that ICD was organising debates on IE. They should be invited to be members of the steering committee and TEN/MET host the meeting.

Closure:

The meeting was closed at 1.30pm.

The next meeting was scheduled to take place on Saturday, 12th August 2006. Future meetings could have open agendas and inviting other NGOs/CSOs active in IE.

Octavius Kisinda (TEN/MET)
Duncan Little (Additional notes)

**UGANDA FOCUS GROUP MEETING FAWE UGANDA OFFICE, KAMPALA,
UGANDA, Saturday 15th July 2006**

ACKNOWLEDGEMENT

I wish to extend my appreciation, first and foremost, to EENET for international development and for providing funds that contributed to the success of the meeting

My gratitude also is extended to Mr. Duncan Little, for his tireless co-ordination, encouragement, suggestions, and resourceful ideas during the meeting.

I would also like to thank the participants who travelled long distances to Kampala to attend this meeting.

List of participants

Name	Organisation/ Institution	Contact details	E-mail
Elias Tabu	Kamuli District Association of the Deaf	PO Box 12, Kamuli 078277479	eliastabu@yahoo.com
Amber Adams	Kiyooro Primary Teachers' College	PO Box 47, Ntungamo 0782119626	ssamberuk@yahoo.co.uk
Henry Sempala	Parent	PO Box 71359, Kampala 0782667744	sempala2006@yahoo.com
Herbert Ntuyu	Parent	PO Box 71359, Kampala 0712176530	hntuyo@yahoo.com
Cortider Owerodumo	AGURURU UNIT	PO Box 887, Tororo	cortider@yahoo.co.uk
Duncan Little	Education Consultant (UK)		duncanlittle1234@hotmail.com evaluation@eenet.org.uk
Michael Anyou	Ngora High School for the Deaf, Ngora	PO Box 4, Ngora 0782931518	
Sarah Ndagire	FAWE Uganda	PO Box 24117, Kampala	

Agenda

15. Introduction, EENET evaluation and questionnaires
16. Most useful parts of EENET
17. Least useful parts
18. Further/future needs
19. Grassroots (national) support for EENET
20. Regional (East Africa) EENET
21. A.O.B.

1. Introduction

The participants introduced themselves and Duncan introduced the EENT evaluation and the questionnaire.

2. Best uses of EENET

Participants identified the following as the most useful EENET resources/facilities/roles, etc.

- a) Newsletter: “International sharing of good practice ideas in primary/secondary schools...”, “In the first volunteer placement in Thailand and in my placement in Uganda, digesting newsletter stories has helped me develop empathy and awareness of the difficulties in developing countries in adopting change’ practice.”
- b) EENET website and CD-ROM: “Much information about inclusive education especially for children with special needs.”
- c) Posters
- d) Inclusive education information, eg, the ISEC CD and the ‘Learning from Difference’ document.
- e) Website: “Learning from different information about inclusion education especially for children with special needs on the website.”
- f) Raising own awareness/professional development: colleagues read case studies, etc, which relate closely to their situations, and use them to help in their situational development. “It has provided me and my family newsletters and other reading materials...”, “Useful learning material, which has enhanced my professional development.”

3. Is there any thing not useful about EENET?

- a) Website: At present the lack of computer equipment, and the expensiveness of this equipment and internet charges. In addition, though participants do use cyber cafes, they are too expensive at present to encourage regular viewing of the EENET website.

Action: However, participants envisage that the charges will quickly fall (as with the recent introduction of mobile phones into the country) and usage will increase. In addition, EENET should not let this temporary lack of access in the region curb their website improvements.

Action: Participants were also encouraged to negotiate for IE research (website) in their work plans so that managers could see the usefulness of their contact with EENET.

4. Future needs of users

- a) Parents and UPE: Uganda’s universal primary education (UPE) states that schools with SEN children should get extra resources – but they don’t get them in some areas, and teachers are not trained to work with SEN children. Some parents are not aware of UPE and therefore their children don’t attend school.

Action: Parents of children with disabilities were encouraged to get involved in school matters.

Action: Parents of children with disabilities need their awareness raised and a parents' focus group to share experiences.

b) Kyambogo University lecturers ignore what primary teachers ask for when they do outreach training. The SEN diploma is all theoretical and participants therefore have no practical experience and thus the diploma is of "...no benefit." In addition, the government lacks funds to give participants the chance to develop IE in their schools.

Action: Help sensitize public/Government/Kyambogo lecturers, etc about information, etc, available from EENET.

Action: EENET needs to provide more information about advocacy for 'change'.

c) Website A lot of people now have IT education and can access the website, but there is still a desire for hard copy resources as back up.

Action: There is a need for children's stories and context photographs. It would be helpful to have a children's webpage of stories to share.

5. IE Networking in Uganda

A good idea, one participant remarked that "...I did not know other EENET members existed in Uganda until today." However, it needs a 'champion' to initially spearhead and drive the network. WHO? Perhaps a VSO volunteer, whose placement could be part-time SEN trainer and part-time IE network mobiliser and capacity –building?

Action: EENET could facilitate initial meeting and hostel with facilities for participants, and their institutions/organisations could provide transport.

6. Regional networking

In time the national network could be extended to a regional one. One participant from Eastern Uganda described how they were already working with Kenyan IE educators across the border in western Kenya.

7. AOB

Together with the resources centres above and radio stations put up programmes which will target the children with disability and parents in the community to get this information

All in all, the meeting's participants found the session informative and successful.

Close at 1pm.

Sarah Ndagire (FAWE Uganda)
Duncan Little (additional notes)

**UK FOCUS GROUP MEETING, SAVE THE CHILDREN UK OFFICES, LONDON, UK,
Tuesday, 19th September 2006**

List of participants

Name	Organisation/ Institution	Contact details	E-mail
Kirsty Wilson	International Deaf Children's Society	02075491451	kirsty.wilson@idcs.info
Kathy Al Ju'beh	Sightsavers International	01444446678	kaljube@ightsavers.org
Sunanda Mavillapalli	Leonard Cheshire International	02078028222	sunanda.mavillapalli@lc-uk.org
Niki Maniam	Healthlink Worldwide	02075490240	maniam.n@healthlink.org.uk
Hannah Corps	Handicap International	08707743737	hannah.corps@hi-uk.org
Helen Pinnock	Save the Children UK	02070126746	h.pinnock@savethechildren.org.uk
Duncan Little	Education Consultant	07910 773110	duncanlittle1234@hotmail.com
Anise Waljee	Education Consultant		awaljee@hotmail.com
Naseem Hussein	Support staff		

Agenda

12.30 – 1.00 Lunch

1.00 – 1.40 Introduction, EENET evaluation and questionnaires
What do the Southern partners/users say?

1.40 - 2.20 What do you think EENET:

- Is about?
- Does uniquely?
- Does/did for you and your organization?
- Should do/not do in the future?

2.20 – 2.30 Tea break

2.30 – 3.15 How should EENET be organized in the future?

- **Structure:** a network or a co-ordinating body? EENET and regional EENETs?
What kind of regionalisation?
- **Location:** within a university? Or a Trust? Or an independent NGO? In the North or the South?
- **Size of organization:** big or small and why?
- **Identity:** branding? **Yes or No**

3.15 – 3.40 Support and Funding

3.40 – 4.00 Any other business and wrap up

The session provided the evaluators with many interesting and important insights into their work with EENET. Below are main points of interest and recommendations.

1 EENET's strengths

- “What makes EENET work is the relationships it has...”
- Invaluable source of consultants – contacts that can be ‘mined’
- Cross-organisation linking
- Mentoring
- Developing articles and presentation skills
- Quality resources
- Accessible communication
- Developing papers/policy
- Skills, training and advice
- Promote good practice where it does exist – this is more powerful and influential
- Its uniqueness – for practitioners, parents, individuals... it is respected as it is not too academic, but is academic enough to be rigorous.
- It is neutral with no NGO/Govt agendas “... a legitimacy that is not in government nor NGO systems...” Seen to be open and neutral because of its principles.
- Clear and accessible language and concepts.
- Serves the ‘periphery’ members and enables them to move towards IE.

2 What should it do in the future?

- More of the same.
- Encouragement of people to contribute articles. Possible prizes if articles sent in.
- How to write articles. A toolkit/template prominent on website and also advertised regularly in hard copy.
- Repackaging academic and other articles into readable, accessible articles.
- Need for Spanish and French translation. This will open up opportunities for EENET to raise its profile in these regions and broaden its linking/sharing, etc.
- Should listen to regions and translate specific texts **that they** recommend that need to be in local languages.
- Presence in IDDC and BOND disability development group.
- Needs to repeat regularly its messages **AND BROADCAST ITS GOOD POINTS.**
- Publicise the UN convention on disability.
- Highlight more that there are real challenges to attain IE – things are not all rosy as is usually pictured by the positive stories EENET usually highlights.
- Collect more learning from Special Schools’ teachers.
- More face-to-face work with IE practitioners in the South through workshops, conferences, etc... networking is more than just ensuring that printed IE is delivered. There is a need for ‘in-person’, face-to-face training as well to encourage, facilitate learning, etc. Could be done by IE practitioners ‘approved’ by EENET.
- Are they underselling themselves? This must be addressed.
- They need to become more of a ‘presence’ – at BOND, IDDC, etc, so that they are heard – they are the “...neutral yet respected voice...” on policy issues, etc.

3. Structure

- **Needs to be a network with a co-ordinating body.** At present it is too small and participants are in awe at what Ingrid achieves on 2 days a week.
- EENET should be known **not just as the Ingrid and Susie show.**
- Its essential functions need to be distinguished:
 - facilitate workshops for learning and inclusion
 - fundraising and "...spreading the mantra..."
 - relationships and dialogue
 - profile-raising
 - repackaging research, etc – making articles accessible
 - networking with NGOs
 - website
- More staff needed so that its voice is also heard – it's not only just networking. Small is beautiful, but more staff needed "...so that EENET can do more than just 'tend' the network."
- Its steering group **needs to be** active.
- In addition, it needs a small select group of IE practitioners (a pool) recommended by EENET, geographically diverse and diverse in terms of skills, that facilitates IE training, etc. Many of the NGOs want to buy into EENET's skills and would work with a small pool. Perhaps this small pool could dedicate 2/3 months of their time to EENET – be 'on call'?

4. Branding

The positives:

- It's important for the brand to be known in the sector – EENET is trusted **AND** should be well-known for its good reputation, being accessible and having a personal touch.
- The branding should say that EENET is inclusive, has diversity and allows all voices
- This could attract more funding

The negatives:

- Could lead to no flexibility, single agenda, etc.

5. Regional networking

- Perhaps it could become an autonomous federation, therefore reflecting all the regions' needs.
- A co-ordinator in regions could help to galvanise IE practitioners. Though definitely not an academic sitting in an NGO or a university.
- Could link up with CBR networks (eg in Africa) that are doing similar things.
- Although EENET Asia is up and running it seems to be producing text that is far too difficult for many to access, and therefore goes against the principles of EENET. EENET must take people "...from where they're coming from and where they're at on the IE continuum..." EENET should assist EENET Asia in becoming more accessible

by broadening the EENET Asia 'ownership', and therefore it could become more accessible.

Positives:

- Inclusive, ownership, flexibility, respecting local knowledge, diversity of dialogue.

Negatives:

- Dilution of qualities and principles, loss of reputation. Segregated and fragmented.

However, if EENET really wants to reach the goal of inclusion globally it must become regional as "... the life and soul of EENET are the practitioners."

But there must ALWAYS be a global co-ordinator role.

6. Support and funding for EENET

- Form an IDDC education task group.
- BOND.... Members should ask that Bond has a Disability Development Group, which could then have a workshop facilitated by EENET.
- EENET to facilitate IE workshops at SC, IDDC, BOND, etc. This will raise awareness of the network.
- There are gaps between what single-focus and multi-focus NGOs are doing and then between these and the larger INGOs such as SC and Oxfam. Yet all are doing or have done something in the past for/with EENET. This support therefore needs co-ordinating.
- NGOs need to introduce people to EENET in the same way that EENET introduces them to NGOs.
- Embed EENET into NGO intranets.
- Funding letter – no one has received explicit letters saying give us your money so we can carry on. Financing EENET needs to be more professional. Participants happy to pay membership, which should be of differing amounts, with larger NGOs paying more membership than smaller ones. Eg, like BOND's ratings for members. This could also help to "...galvanise and push..." NGOs and IE practitioners to support EENET. A membership fee is better than regular funding pushes – NGOs are more likely to just pay up.
- NGO supporters to meet at January launch, and possibly before at IDDC/BOND meetings to continue the 'EENET discussion'.
- University of Manchester could host EENET, but its employees be independent of it
- **The steering group needs resurrecting and new blood added.**

Close at 4.15pm.

Duncan Little

APPENDIX 7: Interview questions

Not all of the following questions were asked. They provided a guide to the discussions rather than a template.

1. Tell me about your involvement with EENET. What do you see your role in EENET to be/has been?
2. What principles, operational policies and practices have been most useful?
3. What is the structure within which EENET operates? What do you think about the structure? So how do things like strategic planning, decision-making, etc, work?
4. What are the opportunities that the current structure offers? What are the constraints?
5. What would you say has been EENET's greatest successes? And its challenges?
6. How is EENET's work monitored? Evaluated? Would you do it differently?
7. How does/has EENET receive and account for its funds? Who does fund-raising for EENET? How are funding priorities decided/allocated? Is there an internal audit?
8. How would you build EENET's capacity?
9. How has EENET Influenced policy and practice on inclusion? How has it widened its network and helped dissemination of information?
10. How does EENET see its relationship with its international partners? Do they see it in the same way? (Identify issues of support, changing priorities, more or less dependence and independence and in what spheres, the 'developed West' versus the 'developing other', and whether this is a partnership of equals.)
11. What is the minimum that EENET should do? What is the maximum you would like it to do if funding were not an issue? (To get at a vision of EENET.)
12. Should EENET continue to be a network? How do you see the organization evolving? With what structures and what kind of mandate?

Do you think things could be organized/done/conceptualized differently? (This comes out of whether the organizational links are very structured or less structured and would explore the alternative in each case.)
13. How does EENET maintain the identity of what it produces? Should EENET consider branding?

Appendix 8: Website evaluation

Part 1 – Introduction

The EENET website includes a huge amount of useful information for those involved in inclusive education. There are stories about successful inclusion projects, and a wealth of rigorous academic thinking presented on the site.

However, it is difficult for users to find all of this excellent content, due to three navigation systems (on the left, right and top of the screen), that change according to which page you are on within the website. The website looks as if sections have been added organically, as required, rather than planned systematically. Not having this systematic planning means that content has not been grouped hierarchically, with similar content put together. Therefore, the main focus of this report is on solving the navigational problems of the site.

This report presents a suggestion for how the website could be re-designed, with a brand new single navigation bar that can be understood at a glance – illustrated in [part 2](#), and explained in detail in [part 3](#). Before this process is undertaken, it would be useful to write down the key communication messages for the site, so that the success of the website re-development can be measured. Confirming the communication messages will also highlight what sections are the most important, and where there are sections that may be redundant. The key communication messages could include:

- To explain what EENET is
- To explain the benefits of joining EENET, and how to join
- To present articles on inclusion topics, which can easily be found and read
- To allow users to sign up to the annual newsletter, and read previous newsletters, etc

Currently, it is not clear how to join the network, and this should be made more prominent. The benefits of joining the network and using the website should also be obvious. As well as changing the page titles, it would be very helpful to have short introductions on every page, explaining the content on that page – whether it is external links, links to articles within the site, etc.

Part 2 – Recommendations for a new structure for the website

2.1 Home page:



Enabling Education Network

Search

[Home](#)

[About EENET](#)

[Join the network](#)

[News](#)

[Newsletters](#)

[Projects](#)

[Articles](#)

[Other language articles](#)

[Resources](#)

[Events](#)

[Jobs](#)

[Search help](#)

[Get involved](#)

[Contact us](#)

EENET is...

News item 1

Text about joining the network, or pho

News item 2

News item 3

2.2 Other pages:



Enabling Education Network

Search

[Home](#)

[About EENET](#)

[Join the network](#)

[News](#)

[Newsletters](#)

[Projects](#)

[Articles](#)

[Other language articles](#)

[Resources](#)

[Events](#)

[Jobs](#)

[Search help](#)

[Get involved](#)

[Contact us](#)

Content example

About EENET

[About the project](#)

[About our funders](#)

[Our vision, mission and values, etc](#)

About the project

xxxxxxxxxxxxxx

Part 3 – What would be within the new structure?

Here is a rationale for the new structure for the website, illustrated in part 2, showing problems with the existing structure, and how they can be overcome with the new structure.

3.1 Home page and navigation

Problem: The home page does not immediately tell you what EENET is. This short explanation is buried underneath the news items, and so a new user might think that EENET is all about evaluation, as this is the first item you see on the page.

Recommendation: Move the latest news items into a newly created section on the right hand side of the screen. This section could include three 'latest news' items, with a very short description (two or three sentences), which link to a full article on another page, using a 'Read more' link. These articles could also be kept in an archive in the news section of the website. The information about EENET would then go in the main frame. This text could be expanded to include information about all the great benefits of joining the network, and that the website is updated every week.

Problem: Logos are usually displayed in the top left of screens, for those viewing the website with a very small screen (for example on a mobile phone, which will be used increasingly to view web pages in the South).

Recommendation: Move logo to the top left of the screen, so that site is immediately identifiable, and make the image link to the home page.

Problem: You have to go to another page to carry out a search.

Recommendation: Add the search function to the top of every page, so that if someone is looking for content on a specific topic, they can find it from any page of the website, by using the search.

Problem: Currently the navigation is very difficult to use – there are three different menus, which change according to which page you are within (see part 1 above).

Recommendation: Create one navigation bar (menu) that shows the content grouped by type of information, as per the illustrations in part 2. This one navigation bar would be exactly the same on all pages in the website.

3.2 About EENET

Problem: You have to go back and forward to get to all of the content in this section, which could be in one page as it is not extensive.

Recommendation: Put all of the content into one long page (intro, meet the team, etc), with links at the top of the page to the separate sections further down. This section could also include FAQs and information about how many members are in the network.

Problem: The text on this page is rather dry.

Recommendation: Re-write the text to reflect the creative work of EENET, add photos of the team to personalise the site, and write about future plans and how to help shape the network.

Problem: There is not a privacy policy on this website, about how data from users will be captured and stored.

Recommendation: Develop a privacy policy. This could be adapted from the policy of another website, but also needs to include specifics about how people's email details are stored.

3.3 Join the network

Problem: The main communication message of the website is getting people to join the network, and share knowledge and ideas, but there is nothing on the home page or in the navigation that says 'Join the network'.

Recommendation: Add a new page 'Join the network' with all the details of how to join – how much it costs, what the benefits are, where it works and what it does. This section could also include the content from the existing 'Regional networks' section.

Problem: The regional networks section does not include all regions.

Recommendation: Could all regions be added, with those in regions not covered being offered the chance to join the nearest region? It would also make sense to have five regions shown, one for each continent, rather than some continents and some countries. You could then explain within each sub page where the service is based.

3.4 News

Problem: Currently the news is only shown on the home page, so it is not clear how you can get to archive news articles.

Recommendation: Add a news section to the website. The home page could include a very short summary of the latest new stories (as above). You would also need a news summary page, with titles of news stories, and a short description, linked to the article itself on a separate page.

3.5 Newsletters

Problem: It is not obvious how you can sign up for any of the newsletters. Is this linked to joining the network or separate?

Recommendation: Divide the newsletters section into two clear parts – signing up for the newsletters and reading previous newsletters. These items could be on one page, or two separate pages, linked from the main newsletters page, but need to be clearly labelled.

Problem: The newsletter titles do not tell a user what is in them, so they might not get to all of the great content in each one.

Recommendation: As well as the title, include a short description of the key themes covered in each issue. Ensure that the articles from each of the newsletters are all available in the 'Articles' section of the website. Also, the other language version should be removed from this page, and put in the other languages section (see below).

3.6 Projects

Problem: There are four sections of the navigation that stand out from the rest – action learning, deafness, parents and Salamanca. By being in the main navigation, there is a suggestion that these are the most important topics covered by the network, but presumably they are some of many inclusion themes.

Recommendation: Do not show these four items in the main navigation, but instead include them within a 'Projects' section. The new 'Projects' page will have a short description of each of the four pieces of work, and links to that existing content. New projects can be added into this section as they happen.

3.7 Articles

Problem: It is not clear that the sections currently titled 'inclusion: theory & practice', 'teacher education' and 'other key issues' are a collection of articles.

Recommendation: Merge these three sections into one and call it 'Articles' in the navigation and at the top of the summary page. Also add an introductory paragraph explaining what is on the summary page (links to articles on the EENET website).

Problem: Some of the articles are in PDF format, some in Word, and some as web pages on the EENET site. This is confusing for the reader, as they don't know what they will get with each link, and they might not have Word and Acrobat Reader.

Recommendation: Ensure that all of the content can be accessed by making all articles a web page within the EENET site.

Problem: The titles in the 'inclusion' summary page - 'General', 'Africa', 'Asia', etc - are not meaningful. If the website is about sharing good practice, surely it doesn't matter where the practice originated from.

Recommendation: Instead of the existing headings, use topic names to organise the content, for example, 'evaluation', 'infrastructure', 'teacher education', 'primary teaching', 'life-long learning', etc. These headings could be linked from the top of the summary page,

and could be divided into two main parts 'Articles about inclusion' and 'Articles about related topics'.

3.8 Other language articles

Problem: The website offers content in seven languages other than English (Arabic, French, Portuguese, Spanish, Russian, Kiswahili and Bahasa Indonesian), but this content is spread across different sections of the website. A user whose first language is not English might find it difficult to search the website for content in their own language.

Recommendation: Ideally the whole website would be available in eight languages, and the user could choose their language before even starting to use the website. This option may not be viable so an alternative suggestion is to have one link in the main menu bar which goes to a summary page containing links to all of the content for the seven other languages (taken from the existing newsletters page and two language pages – Arabic and other). The existing coloured language buttons should be used, and the titles of the articles should be translated into the chosen language. New buttons are needed for Kiswahili, Arabic and Bahasa Indonesian.

3.9 Resources

Problem: The 'Bibliographies' section is not a list of bibliographies.

Recommendation: Rationalise this section so that it is clear what the content contains, and how it is different from other sections of the website. This can be done by:

- Change the title of this section to 'Resources' in the navigation and at the top of the summary page.
- Only including links to external materials, and not EENET articles, which should be housed in the 'Articles' sections.
- Dividing the page up into meaningful sub sections. These could be formats – journals, handbooks, videos, websites – or topics – child rights, united nations, etc. Be consistent, and ensure that all items are within a sub section.
- Include an introductory paragraph explaining what is on the page.
- Decide whether to have all of the content on this page, or just links to separate pages for each sub section (format or topic), but be consistent – if the lists are on separate pages, don't include the content on the summary page.

3.10 Events

Problem: There are only three upcoming events on the site, with only one that is within date.

Recommendation: Add more events to this page and keep it updated.

Problem: Are the past events adding anything to the website?

Recommendation: Remove past events. They can be kept in an offline archive.

Problem: There is no explanation for what types of events are included. Are they only events in the UK? Are they about inclusive education generally or do they focus on a particular aspect? Are the events run by EENET, by others, or both?

Recommendation: Add a short introductory paragraph about what events are included, and how to submit events for inclusion.

3.11 Jobs

Problem: All of the jobs showing are out of date, which will put people off using this section.

Recommendation: Keep this section up-to-date. Alternatively, if there is not capacity to update this section, perhaps this page could be removed, or changed to a page with links to the job pages of organisations that advertise jobs in this field, such as Alternet. If there is a recruitment agency that specialises in inclusive education, then link to them instead.

3.12 Search help

Problem: Users may not know how to use the search, when it is shown on every page (as in the new structure), and has no explanation.

Recommendation: Have a 'Search help' page from the navigation, which uses the existing text about how to use the search.

3.13 Get involved

Problem: The website could be seen as top down, with experts passing down their knowledge, without allowing a voice for other website users.

Recommendation: Set up a discussion board, for users to comment on topical issues. You could set time-limited discussion topics to get people using the boards. If this is not possible, then ensure that the website is dotted with requests for feedback, such as 'What did you think of this article? Email in your comments to: info@eenet.org.uk.' The page will also need to highlight how to join the network.

3.14 Contact us

This page is fine! It should encourage user feedback, as per the 'Get involved' section.

Part 4 – Other recommendations

4.1 Accessibility and design

Generally the website is very accessible. It is written in html and JavaScript, which produce small file sizes, and can be read by all web browsers. There are no redundant design elements; this also helps reduce the size of the web pages, which is useful for users with a low bandwidth. Having a text only version of the website is also a good idea in theory, but these pages are badly laid out, difficult to read, and do not include all of the content on the main site. The 'Text only' version is not necessarily needed as there are so few images on the website, and most web browsers offer an option to switch off displaying images, as well as enlarging fonts. If the Text only version were removed, you could write something within the 'About EENET' section of the website about how to change font sizes and how to switch off viewing images.

There are some other ways that the site could become more accessible for all users:

- Currently the web address is: .org.uk. Is this alienating for users outside of the UK? Could the web address become .org? Although www.eenet.org is currently in use, www.enablingeducation.org is not. On balance, it may not be cost effective to change the address, but if this is chosen then a re-direct could be set up, to take users still using the .org.uk address to the .org address.
- The site has been checked against the W3C* html validator, and does not pass. The header code for all pages of the website needs cleaning up.
- The site has also been checked against the W3C CSS validator, and again does not pass, so the CSS also needs cleaning up.
- The images on the website could be given title tags, and more descriptive alt tags.
- Improve the meta data on the website, so that search engines can more easily index the data, and more users find the website. Currently most pages of the website do not have any meta data (description and keywords). The home page includes a description, but this describes the services of the company Inclusive Technology, rather than a description of the EENET website, which is misleading.

*The worldwide web consortium. This organisation oversees web accessibility standards.

4.2 Promoting the website

Once the website has been re-developed it could be promoted in a number of different ways, including:

- Writing to EENET members about the new site and its features.
- Submitting the website to search engines and directories.
- Paying for a search engine sponsorship campaign (pay per click).
- Holding a launch event and inviting the education press to come along.
- Sending a link and short description for inclusion in email newsletters sent out by EENET members, educational establishments, and NGOs.

- Sending out a press release to the education press.
- Holding a launch workshop for EENET members to show off the new site and how to use it.

4.3 Future developments

Ensuring that you have access to detailed web usage statistics is important. By monitoring usage, and which pages are most popular, you can build up a profile of website users. This can be used to shape how content is developed in the future.

The statistics can also be used to measure the success of the communication messages, such as whether 'join the network' is one of the most visited pages.