



**Disability Inclusive
Education in Emergencies:**

Key Tools and Resources for Implementation



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Introduction

Education is a critical component of emergency response. During emergencies, all children need continuous access to quality education opportunities, provided through safe and protective learning environments, as well as to child protection and humanitarian interventions and services delivered through schools. For children with disabilities, access is often inequitable due to compounded barriers such as stigma and discrimination, inaccessible services, and invisibility in data. Exclusion from education can also result in exclusion from other services and opportunities for socialization with peers, resulting in isolation and increased risk of abuse and violence. For girls with disabilities, these barriers and their impacts can be even more pronounced.

To support optimal development for children with disabilities and fulfil their right to education in emergencies, it is essential that those on the frontline responding to various humanitarian crises have the required knowledge and technical expertise to plan and implement quality inclusive education in emergencies interventions, considering the various stages including preparedness, response, and recovery/reconstruction. While several guidance and tools exist at the country level and globally, identifying the right resources at the right time to support implementation can often be challenging. To facilitate the identification of appropriate resources, UNICEF and the Global Education Cluster have developed this compendium to facilitate frontline workers' access to existing operational resources on disability inclusive education in emergencies.

The Inclusive Education Systems Framework (Figure 1) provides an organizational framework for this document to signpost operational tools in key areas of education in emergencies. The Framework was initially designed for development contexts, to help governments assess education systems through a disability-inclusive lens to plan and implement systems-strengthening interventions for inclusion. However, the clear and comprehensive presentation of inclusive education systems has resulted in it serving greater utility, including for education in emergencies stakeholders to assess the status of inclusive education in frontline services and identify gaps that can be addressed, while adopting strategies that align with long term goals and can be integrated into national systems as conditions improve.

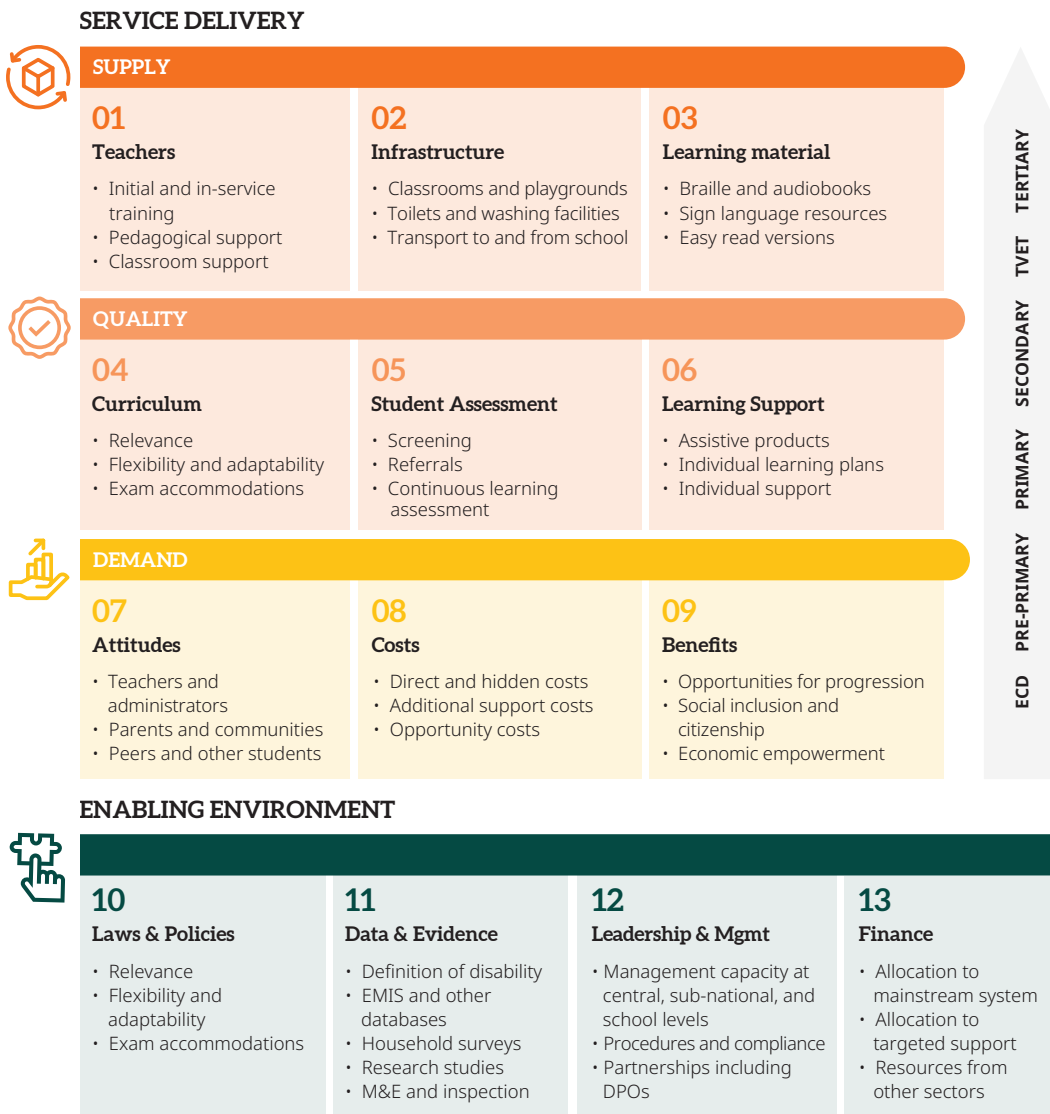
The Framework identifies priority areas for planning and implementing disability-inclusive education related to service delivery and in the enabling environment. Service delivery examines what's needed to support the implementation of disability inclusive education across supply, demand, and quality components. The enabling environment refers to existing laws and policies, data and evidence, leadership and management, and finance surrounding disability-inclusive education.



Based on a literature review of disability inclusive education in emergencies guidance, the key tools listed below are designed to signpost frontline staff to key resources to support development of that particular area of education. The suggested resources are intended to be accessible and easy-to-use by specialists and non-specialists alike.

Note that resources designed for emergency settings were not always available for each dimension of the Framework. In some cases generic resources for development contexts have been selected which can be adapted. This is a working document which will be regularly updated as and when more disability inclusive EiE materials come online.

Figure 1: Inclusive Education Systems Framework



Source: Education Sector Analysis Methodological Guidelines Volume III, based on working document (UNICEF and IIEP-UNESCO) for reference during the Technical Round Tables on Disability-Inclusive Education Sector Planning (2018, 2019).

Useful additional reading

[Inclusive Education: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities](#). (UNICEF).

[Including Children with Disabilities in Humanitarian Action: Education](#) - practical tips and entry points for making sure that education in emergencies takes children with disabilities into account. (UNICEF).

[Essential actions on disability-inclusive humanitarian action checklist: Education](#) - a package of essential actions required to ensure disability-inclusive education humanitarian action in line with the IASC guideline, CCCs, UNICEF Emergency Procedures, and guidance. (UNICEF).

[Global Repository of Disability Inclusion materials](#). This repository is regularly updated and expanded. (Global Education Cluster).

[Disability-inclusive education in emergencies: 7 principles for practice](#) -useful guidance on key actions and ways of working to support the inclusion of learners with disabilities; includes case studies from diverse contexts. (GPE & INEE).

[Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#) – see Chapter 12 on education, includes recommended actions and checklists linked to the humanitarian programme cycle. Available in accessible [formats](#). (IASC).

[Disability-Inclusive EIE Resources Mapping and Gap Analysis](#) – repository of linked resources which includes analysis of remaining gaps in the literature. (INEE).

[General Comment 4 on Article 24 – the Right to Inclusive Education](#) Provides practical information and guidance on the implementation of key measures and reasonable accommodations to strengthen accessibility and inclusion in education. It is available in English, French, Spanish, Russian, Chinese, Arabic and easy to read. It is also available in Word and pdf formats. (UN Committee on the Rights of Persons with Disabilities).

[Disability-Inclusive Humanitarian Action Toolkit. Operational guidance on including children with disabilities in humanitarian response](#). This toolkit is a set of short guidance, practical tools, and capacity-building packages that provide operational guidance on including children with disabilities in humanitarian action. (UNICEF).



Service delivery

Supply

1. TEACHERS

- [Pocket Guide to Supporting Learners with Disabilities](#). (INEE). Practical advice to teachers/educators, such as helping children get to/from the learning space, recognizing when children need learning support, arranging learning spaces, and adapting teaching and learning activities. Can be used as self-study for experienced teachers and has a facilitation guide to train new teachers.
- [Embracing Diversity: Toolkit for creating inclusive learning-friendly environment](#). (UNESCO). Basic training for teachers doing inclusive teaching for the first time. Designed for development context but adaptable to emergencies.
- [Inclusive Education Sourcebook: A sourcebook for pre-service teacher educators and practicing teachers](#). (Save the Children). Innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists which are relevant for use in EiE contexts.
- [Teaching and learning resources for professionals and parents working with children with disabilities](#). (UNICEF). This is a curated list of teaching and learning resources educators and families of children with disabilities. It was created during the Covid-19 pandemic but can be adapted for other uses.
- [Inclusive Education: What, Why, and How: A handbook for program implementers](#). (INEE). Practical advice on setting up inclusive classrooms and teachers (pp. 35-41) and a simple checklist for use by teachers in the classroom to take low/no cost measures to support children and make learning more inclusive (pp. 52).
- [Teacher's guide: How to make remote learning accessible](#). (UNICEF). Techniques for teachers to make digital learning inclusive and accessible for learners with disabilities.
- [Practical guide to blended/remote learning and children with disabilities](#). (UNICEF). Guide for school leaders, teachers and other professionals to ensure children from vulnerable populations – particularly children with disabilities – continue to receive education and associated services even when schools are physically closed.



- [Peer Buddy system for children with and without disabilities](#). Brief guide for teachers/facilitators/community managers in the State of Palestine. A useful guide to establishing a peer support system for learners with disabilities – this can be used as a template and adapted to other contexts.
- See also [EENET resources](#), including videos, on making classrooms more inclusive.

2. INFRASTRUCTURE

- [Disability Inclusive and Accessible Child Friendly Spaces in Humanitarian Action](#). (UNICEF). This guidance provides practical ideas and tools to help make Child Friendly Spaces accessible to and inclusive of children with disabilities, and for parents or caregivers with disabilities. This guidance can also be used for accessible temporary learning spaces.
- [School Accessibility Companion Guide. \(Uganda Ministry of Education and Sports\)](#). This guide may be adapted to other contexts – includes drawings and diagrams which help to visualise more accessible spaces.
- [Checklist for temporary learning spaces](#). (UNICEF). A simple checklist to support accessibility in temporary learning spaces in emergencies.
- [Toolkit on Accessibility](#). (UNICEF). Accessibility checklists to apply Universal Design across premises and programmes:
 - Transport to and from school
 - [Checklist 1: Vehicles \(cars, vans, buses\)](#)
 - [Checklist 3: External pathways](#)
 - Classrooms and playgrounds
 - [Checklist 7: Doorways](#)
 - [Checklist 8: Stairs](#)
 - [Checklist 10: Corridors/hallways](#)
 - [Checklist 13: Meeting rooms/offices/ classrooms](#)
 - [Checklist 17: Playgrounds](#)
 - Toilets and washing facilities
 - [Checklist 12: Toilets](#)



3. LEARNING MATERIALS

- [Additional Guidance on Including Children with Disabilities: Basic Primary Education](#). (UNICEF, School-in-a-Box). Practical suggestions for teachers to adapt activities for children experiencing different barriers in the learning environment.
- [Disability Inclusive Early Childhood Development Kits for Emergencies](#). (UNICEF, East Asia and Pacific). This kit was developed for facilitators, community volunteers, parents and others in the East Asia and Pacific region but can be applied across different contexts.
- [Teacher's guide: How to make learning materials accessible](#). (UNICEF). A beginner's guide for teachers on how to make their lessons more inclusive by improving the accessibility of their learning materials and applying Universal Design for Learning principles to support all learners.
- [Sign Language for Deaf Children's Education and Guidance on its Use in Accessible Digital Teaching & Learning Materials](#). (UNICEF, Eastern and Southern Africa). Includes experiences in development and emergency settings. Pp.16-20 provides general guidance on how to make digital content accessible for deaf learners, regardless of national Sign Language used.
- [Toolkit- Inclusion of Deaf and Hard of Hearing students in the Classroom](#). (Deaf Education Worldwide). Simple tips to help identify barriers for D/deaf learners in the physical, learning and social environment.
- [Accessibility Toolkit for Digital Learning Materials](#). (UNICEF). A set of step-by-step guides designed for beginners to help make their documents and digital content more accessible.
- [Implementation examples](#). (UNICEF). Demonstrating different models for the deployment of accessible digital content and tools in low- and middle-income contexts.
- [Ecosystem of accessible digital content and tools](#). (UNICEF). This site brings together accessible digital content, tools and resources to support inclusive education and make accessible digital learning possible.
- [Models for deploying content in Low and Middle-Income Countries \(LMICs\)](#). (UNICEF). Sets out possible models for creating and using different kinds of accessible digital content.



Quality

4. CURRICULUM

- [Universal Design for Learning. \(CAST\)](#). Guidance on approaches to optimising learning for everyone that is relevant for all settings. The UDL Guidelines support educators, curriculum developers, researchers, parents, and more to apply the UDL framework to practice. The guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.
- [Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environment](#). (UNESCO). Toolkit for teachers in schools that are beginning to change into more child-centred and learning-friendly environments.

5. LEARNING SUPPORT

- [UNICEF Product List: Assistive technology and other relevant products for children and people with disabilities in emergencies](#).
- [Assistive product specifications and how to use them](#). (WHO). Guide for procurement of assistive products for procurement teams working in low resourced settings. It should be read alongside the WHO and UNICEF publication A manual for public procurement of assistive products, accessories, spare parts and related services, which sets out the procurement process in detail, including key steps and good practice.
- [Assistive technology guide: Low cost software for learning](#). (UNICEF). A short review of the availability of free and low-cost software and apps for a range of different needs.
- [Assistive technology guide: Low-cost hardware for access](#). (UNICEF). A document about how low-cost hardware adaptations and customisations can make computers, tablets, and other devices easier for people with disabilities to use.
- [IASC Information Note on Disability and Inclusion in MHPSS](#). (IASC). This document contains guidance for strengthening the disability inclusiveness of MHPSS responses and programmes in emergency settings.



Demand

6. ATTITUDES

→ [Addressing stigma and discrimination toward children and youth with disabilities through social and behaviour change \(SBC\): disability toolkit.](#) (UNICEF). Addressing attitudes of different stakeholders, including teachers, administrators, parents, peers and communities can be covered by this toolkit. This toolkit aims to provide insights, tools and resources to help understanding of barriers to the inclusion of children with disabilities, with a focus on stigma and discrimination, and to offer practical support for designing, implementing, monitoring and evaluating social and behaviour change (SBC) interventions. Adaptable to EiE contexts, though see especially Module 6.

- [Module 0: Foundation](#)
- [Module 1: Inclusive evidence generation](#)
- [Module 2: Empowering children and youth with disabilities and their families](#)
- [Module 3: Understanding and engaging communities](#)
- [Module 4: Building disability-inclusive services](#)
- [Module 5: Strengthening partnerships for advocacy](#)
- [Module 6: SBC for disability inclusion in humanitarian action](#)
- [Module 7: Monitoring, Evaluating and Measuring](#)

7. COSTS

→ [Budgeting and mobilizing resources for disability inclusion in humanitarian actions.](#) (UNICEF). This short guide introduces considerations in inclusive budgeting, how to estimate the costs relating to disability inclusion, and provides tips on disability inclusion within the resource mobilization strategy.



Enabling environment

8. LAWS AND POLICIES

Please note that laws and policies around disability inclusive education (including EiE) will be context specific. It is not anticipated that this will be an operational area for frontline workers.

- [United Nations Security Council Resolution 2475 \(2019\) on Protection of Persons with Disabilities in Conflict](#). The Security Council adopted its first-ever resolution calling upon Member States and parties to armed conflict to protect persons with disabilities in conflict situations and to ensure they have access to justice, basic services and unimpeded humanitarian assistance.
- [Education Sector Analysis Methodological Guidelines Vol.3](#). (UNESCO-IIEP, UNICEF, GPE & FCDO). Includes summary and checklist for analysing institutional framework and capacity in inclusive education (pp. 50-52). Can be used across settings.

9. DATA AND EVIDENCE

- [Collection of data on disability inclusion in humanitarian action decision tree](#). (UNICEF et. al.). This tool is intended for humanitarian actors to identify the types of data to be collected for different purposes and key tools and approaches that are recommended to be used.
- [Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities](#). (UNICEF). Chapter 1 supports inclusion needs assessments.
- A [Teacher Version of the Child Functioning Module \(CFM-TV\)](#) has been developed by UNICEF and the Washington Group that can be used in national Education Management Information Systems as well as other data collection efforts, such as school-based surveys, with teachers as respondents. The CFM-TV has been tested in emergency and protracted crisis settings – click here for research report. Note that use of this tool by frontline workers requires prior training.



10. LEADERSHIP AND MANAGEMENT (INCLUDING COORDINATION AND PARTNERSHIPS)

- [Cluster coordination essential actions on disability inclusion \(from the UNICEF Disability Inclusive Humanitarian toolkit\)](#). Outlines essential actions to ensure that disability inclusion is embedded across cluster coordination systems and processes.
- [Guidance on inter-sectoral coordination - to be used in conjunction with the above - and both can be used to guide cross sectoral coordination](#). (UNICEF). The purpose of this guidance note is to support UNICEF emergency staff to lead and participate in interagency coordination mechanisms for disability inclusion at the national/ sub-national level.
- [Engaging with organizations of persons with disabilities in humanitarian action tip sheet](#). (UNICEF). This tip sheet presents some key steps for identifying and starting an engagement with organizations of persons with disabilities (OPDs).
- [Disability-Inclusive EiE: Key concepts, approaches, and principles for practice, Principle 1](#). (INEE). This report defines and clarifies key concepts and terminology for disability-inclusive education in emergencies (EiE) and provides seven guiding principles (pp. 39-40). It is meant to be used as a companion piece to the INEE Minimum Standards, and to support stakeholders' efforts to be more intentional in their design, implementation, monitoring, and evaluation of disability-inclusive EiE interventions.

11. FINANCE

- [Budgeting and mobilizing resources for disability inclusion in humanitarian actions. \(UNICEF\)](#). A short guide addressing budgeting to ensure the inclusion of children with disabilities in interventions.







for every child,

Whoever she is.

Wherever he lives.

Every child deserves a childhood.

A future.

A fair chance.

That's why UNICEF is there.

For each and every child.

Working day in and day out.

In more than 190 countries and territories.

Reaching the hardest to reach.

The furthest from help.

The most excluded.

It's why we stay to the end.

And never give up.