



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

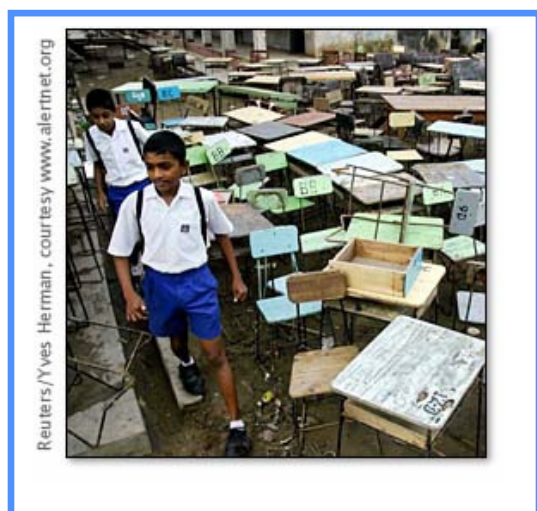
INEE Good Practice Guide: Inclusive Education of Children At Risk – Rebuilding for Inclusiveness

Many children become disabled as a result of natural disasters or warfare. These children are often expelled from schools, and their right to education is seldom addressed until the final phases of the “reconstruction” process. Even if these children eventually do gain access to education, it is often in institutions and special schools far away from their former classmates. As these factors add to educational and psychosocial instability, special attention must be paid to the situation of these children in all work related to education in emergencies. The right to education for all people affected by natural disasters and conflicts should and can be considered and upheld during all phases of relief and reconstruction.

It is indeed important to now re-build our inclusive, and more importantly quality responses, to education. This is THE opportunity to break away from the disability perspective of inclusive education, and explore Child Friendly School (CFS schools are per definition inclusive of all school age children from the catchment area) responses that not only look into the inclusiveness (and disability issues), but also at dimensions such as effectiveness, gender responsiveness, health and protectiveness and school-community partnerships for a more holistic and rights-based approach.

– INEE MEMBER ELS HEIJNEN

INEE has teamed up with [UNESCO's Inclusive Education Unit](#) to bring together the people and resources necessary for advocacy and implementation of rebuilding initiatives that ensure the right to education for both the disabled and newly disabled. The links and resources gathered in this section of the Good Practice Guides will contribute to the implementation of the third standard of INEE's [Minimum Standards for Education in Emergencies Access and Learning Environment](#), which states: “facilities are conducive to the physical well-being of learners.”



The website [Enable](#), UN's Web Portal for persons with disabilities, contains resources related to accessibility standards. USAID has also established [standards](#) for any USAID funded construction or reconstruction project in order to ensure access by people with disabilities. The practical [toolkit developed by UNESCO to implement Child Friendly Schools](#) calls for a more holistic and rights-based approach to education, looking beyond merely integrating learners with disabilities to issues such as effectiveness, gender responsiveness, health and protectiveness and school-community partnerships.

The Sphere Project's [Humanitarian Charter and Minimum Standards in Disaster Response](#) points out that disability is an important cross-cutting issue which needs to be addressed by all those involved in disaster relief. In terms of advocacy work, some organizations such as [Handicap International](#), [Action on Disability and Development \(ADD\)](#), and [Disabled Peoples International \(DPI\)](#) are promoting an inclusive approach in emergency responses to the Asian tsunami.

As INEE members have pointed out on many occasions, it is important to look for the opportunities that post-crisis situations present. Tsunami-affected countries and other nations affected by natural disasters and conflict have the opportunity to rebuild learning spaces that ensure access for people with disabilities and other vulnerable groups. We hope these resources will be used in all phases of emergencies and in all forms of educational response and planning.