



# **Inclusive Education in Emergencies Training Module**

**Session Handouts**

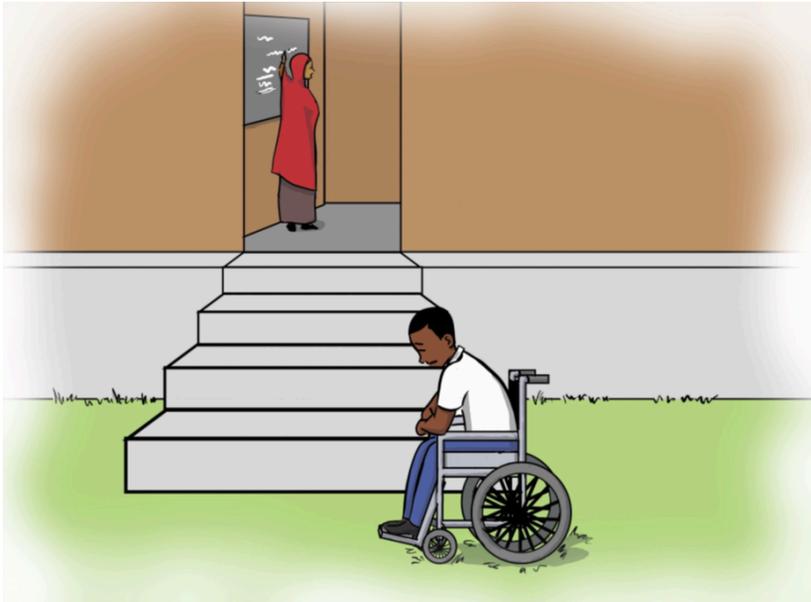
# Handout 1: International Commitments

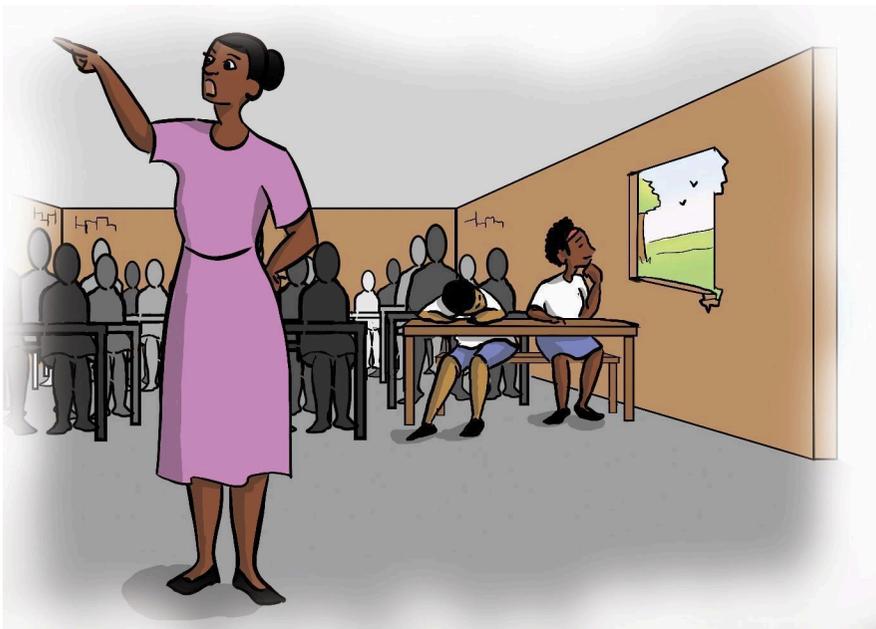
International commitments highlight the importance of providing quality, inclusive education for all, including for people with disabilities, as a fundamental human right.

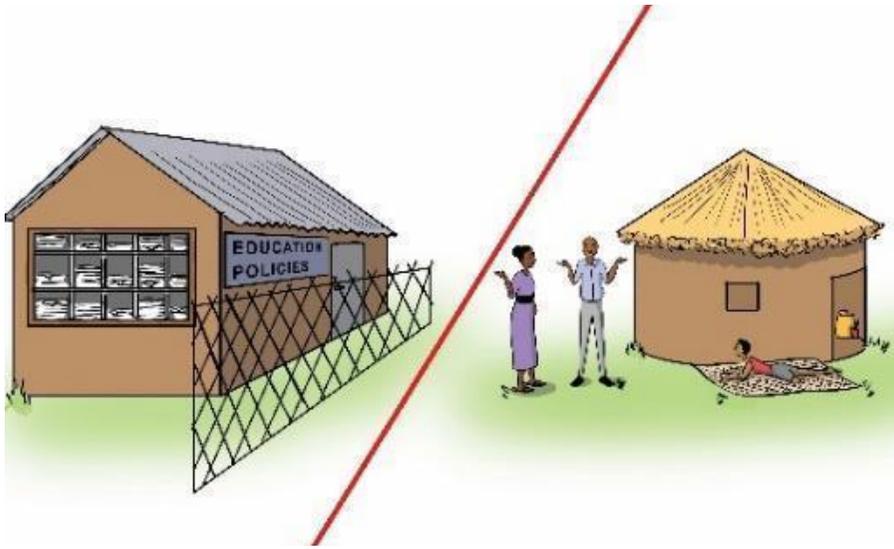
- **The Convention on the Rights of Persons with Disabilities (CRPD, 2006)** states that states must provide inclusive, quality, and free education to people with disabilities at the primary and secondary levels on an equal basis with others. This includes **reasonable accommodations** and **individualized support** to help learners with disabilities to participate in education. Article 24 also states that education must be delivered in the most appropriate languages, modes, and means of communication for the individual, including those who are blind, deaf, or deafblind. The mandate extends to post-school education, training, and lifelong learning opportunities.
- **The Convention on the Rights of the Child (CRC, 1989)** recognizes that all children have the right to receive education without discrimination for any reason, including disability. It promotes providing assistance so that children with disabilities have access to education, training, health care services, rehabilitation services, preparation for employment, and recreation opportunities.
- **The Convention on the Elimination of all forms of Discrimination against Women (CEDAW, 1981)** obliges states to take measures to eliminate discrimination against women, including in the field of education. The Convention does not specifically address women with disabilities, but its General Recommendation 18 asks states to report on measures they have taken to ensure that disabled women have equal access to education.
- **The International Covenant on Economic Social and Cultural Rights (ICESCR, 1966)** recognizes the right to education for everyone, and states that primary education must be compulsory and available free to all. The Covenant also states that secondary, technical, vocational, and higher education must be made available and accessible by every appropriate means, including the progressive introduction of free education.

These **international commitments** highlight the importance of offering everyone quality education, including people with disabilities, as a fundamental human right. States are obliged to ensure that everyone has access to education without discrimination and to provide any support they need to make full participation possible. Inclusive education is not just a legal obligation, it is also **a moral obligation**. Every child, regardless of their abilities, deserves an equal opportunity to access education and develop to their fullest potential.

## Handout 2: Images for Activity 3







# Handout 3: Types of Barriers

## Environment

Environmental/physical barriers may include:

- School buildings that are not accessible.
- Poorly arranged classrooms.
- Furniture that is not safe or suitable
- Pathways or surroundings that are not safe.
- Toilets not designed to accommodate persons with disabilities.
- Long, challenging, or dangerous journeys to school.

## Attitudes

Attitudinal barriers may be seen in different ways:

- Families may keep their child at home because they feel fear, embarrassment, or shame because of their child's disability.
- Families and teachers may have low expectations in regards to learners from certain groups.
- Teachers, education personnel, and other parents may have negative attitudes about having learners with disabilities in mainstream classes (this can reinforce exclusion and stigmatization).
- Learners may bully each other.
- Community members, local leaders and officials may have prejudiced views about disability or other marginalized groups in society, such as refugees.

## Policies

Policy barriers may include:

- Language policies that do not allow teaching and learning in mother-tongue.
- School timetables that do not consider learners' different needs or how communities earn their livelihoods (some children may need to help out more at home during harvest season, for example).
- Policies that prevent pregnant girls from staying in or returning to school.
- Education laws and policies that do not reflect current knowledge or best practices.
- Policies that promote segregated education systems and enrolling learners with disabilities in special schools far from home.

## Practices

Practice barriers may include:

- Teacher-centered “chalk-and-talk” methods.
- A lack of active, learner-centered teaching and learning methods.
- A lack of interactive and cooperative methods that engage and support learners with diverse abilities and learning styles and promote collaborative learning.
- Limited understanding among teachers about different learning styles.
- The inability or unwillingness to adapt lesson content and methods to suit different learners.

## Information

Information barriers may include:

- Parents and caregivers not knowing that their child has a right to attend the local school.
- Parents not knowing about the support they may have a right to.
- Schools and teachers not knowing about inclusive education policies.
- Schools not regularly communicating with or consulting families about their children’s needs.
- Information shared in a language, format or style that is not accessible to families and communities.

## Resources

Resource barriers may include:

- Not having enough qualified teachers.
- Not having enough training and professional development opportunities for teachers.
- Large class sizes.
- Limited teaching and learning resources and equipment.
- No clean, safe, and accessible toilets and other facilities.
- Factors directly related to poverty, like children arriving at school hungry because of food insecurity or non-enrollment/dropping out because of the cost of schooling.

## Twin-track approach to inclusive education

We need to take a **twin-track approach** when addressing barriers to inclusion in education:

- do things that **help individual learners now**  
AND
- work towards **systemic changes** that improve education for everyone. This means gradually reforming the whole education system by changing policies, practices, and cultures (values, attitudes, beliefs). Each organization and individual can change different parts of the system.

Focusing solely on one track would result in incomplete solutions and limited success.

To apply an effective **twin-track approach**, emphasis should be placed on using **Universal Design for Learning (UDL)** and providing **reasonable accommodations**.

## Universal Design for Learning (UDL)

UDL offers a framework for designing and delivering flexible learning experiences that meet the different needs of all learners. UDL makes learning environments, practices, and materials accessible to all learners from the start, without needing adaptation later.

Examples of UDL:

- If a teacher uses language on a handout that is difficult to understand, they may have to prepare a separate, adapted handout for some learners in class who struggle to read. But if the teacher uses UDL and makes the instructions easy to understand on the original handout, all learners can join in the activity, and the teacher does not need to make two separate resources.
- If the exam system is designed so that everyone must take the same written exam, then schools need to apply for special conditions for learners who cannot take a written exam or need more time. But if the exam system applies UDL and automatically offers alternative assessment options, schools do not need to ask for permission to make individual adaptations.

## Reasonable accommodation

**Reasonable accommodation** is about making immediate, affordable changes to environments, practices, and materials to support individual learners. It means responding as much as possible, straight away, to individual needs, using all the resources available in the school community. It might involve various measures:

- provide assistive technology or devices
- make physical changes to the learning environment
- change how you teach

**Collaboration and problem-solving** are essential when making reasonable accommodations and finding the best ways to universally design an aspect of education.

## Handout 4: Key concepts

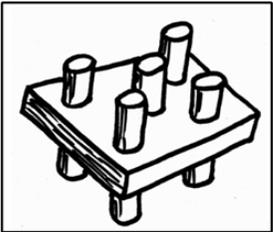
### A. Special, integrated, and inclusive education

What is the difference between special, integrated, and inclusive education?

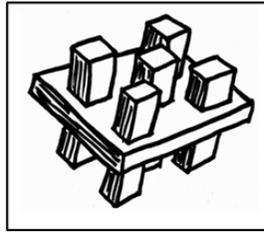
#### Special/segregated education

This involves separate education settings for learners. Segregation can be based on specific criteria, such as race, ethnicity, socioeconomic status, disability, or other. Examples of this are special schools or special units in mainstream schools. Learners might get specialized resources and support, but they don't always. This approach reinforces stigma, social isolation, and social inequalities.

A



B



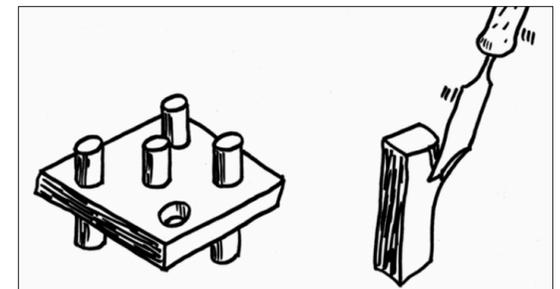
As the images show, there is one system for “learners who are similar”, and a separate system for learners who are “different.” Differences could include special educational needs, race, ethnicity, gender, etc.

#### Integrated education

In this approach, learners with disabilities and special educational needs are in regular schools and classrooms without any specific support or resources.

The learner must find a way to cope and keep up, or they will fail and drop out. When learners with disabilities drop out, people sometimes use it as evidence that inclusive education does not work. But drop-out shows that the school probably practiced integration, not inclusion.

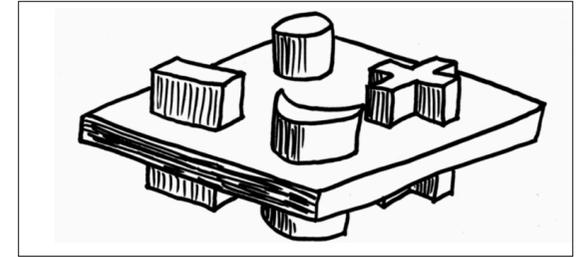
The image shows that integrated education tries to change the learner so that they can fit into and cope with a school and education system that has not changed or improved. The idea here is that the learner is the problem, not the system.



### Inclusive education

In this approach, the education system and school offer all learners equal access to educational opportunities. They include those with disabilities and those who are marginalized in other ways. Using this approach ensures that all learners get the support and accommodations they need to participate successfully.

As the figure shows, the education system and school change and improve to welcome and support all learners, together. Inclusive education is about changing the system, not the learner. The learner is not the problem, the problem is in the education system.



#### Discussion Questions:

- Can you think of any examples from your experience that explain the differences between inclusive, integrated, and special education?
- How will you explain this concept to the other groups?

## B. Presence, participation, and achievement

### Why is it important to think about presence, participation, and achievement?

When a school practices integrated education, it allows children with disabilities and special educational needs to go to school. But it does not help them to participate and achieve to the best of their ability, academically and socially.

When learners sit in class, but the teacher does not provide them with the support they need, they do not do anything or learn anything. This is discouraging for them and their families. It is not surprising that these learners often decide it is not worth going to school. When education systems and schools only focus on presence, there might be a surge in enrollment among previously excluded learners. But these numbers often fall again quickly when these learners drop out.

Inclusive education, on the other hand, constantly works to ensure all learners are **present, participating and achieving**.

Inclusive education ensures that every learner is actively involved in every lesson or activity, not just a passive observer. It ensures that all learners are achieving. That does not just mean that they are passing exams. It means they are making progress, reaching their own learning goals, reaching their full potential, feeling proud of what they can do, and learning many different skills (including social skills).

#### Discussion Questions:

- Can you think of any examples from your experience that show why it is important to focus on presence, participation, and achievement?
- How will you explain this concept to the other groups?

## C. Inclusive education and disability-inclusive education

### What is the difference between inclusive education and disability-inclusive education?

**Inclusive education** is an approach that transforms education policies, practices, and cultures. The goal is to create a system that welcomes and accommodates diversity and removes barriers, enabling all learners to learn together regardless of their ability, gender, race, age, or other marginalization factors.

Inclusive education promotes a whole-school approach, involving whole-community collaboration. This means there is a shared responsibility to make it possible for all learners to go to school and to participate and achieve. It emphasizes the importance of offering high-quality, flexible, and adaptive teaching and learning opportunities to all learners, regardless of their individual characteristics and needs.

**Disability-inclusive education** refers to efforts to make sure that children, young people, and adults with disabilities are included in education. It is part of a broader agenda of inclusive education that aims to include all marginalized groups.

We cannot have one without the other! It is not possible to make an education system disability-inclusive without changing the whole education system. That means making changes that benefit all learners, not just those with disabilities. And on the other hand, education cannot be considered truly inclusive if it fails to support learners with disabilities, even if significant changes have been made to include and support learners from all other marginalized groups.

### Discussion Questions:

- Do you have experience of inclusive education or disability-inclusive education programs?
- How are/were they different or similar?
- How will you explain this concept to the other groups?

## D. Equality and equity

### What is the difference between equality and equity?

**Equality** is a principle based on treating everyone equally and ensuring that all members of a group enjoy the same inputs, outputs, or outcomes relative to their status, rights, and responsibilities.

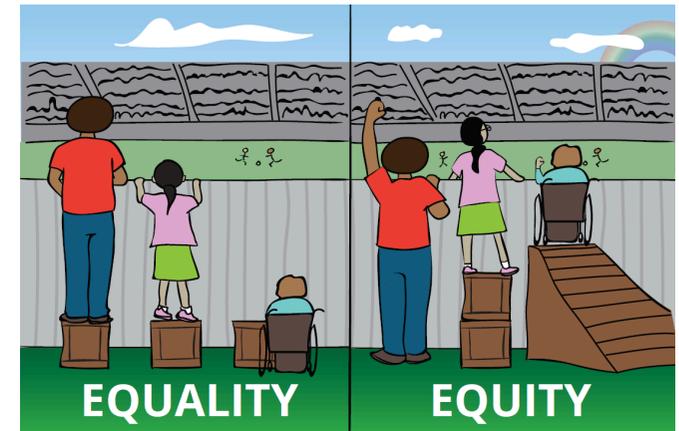
**Equity** is rooted in the recognition that people are innately different and that each individual requires different resources and/or opportunities in keeping with their personal circumstances. Fairness and justice are achieved by systematically assessing disparities in opportunities, outcomes, and representation, and redressing those disparities through targeted actions.

Every learner is different and has unique characteristics. Thus, each learner needs different things to reach the same educational objectives. Teachers must be aware of each learner's specific needs and preferences so they can offer personalized support and encouragement.

**Example:** Equality is when every learner gets the same exam paper, the same amount of time, and everyone must handwrite their answers. Equity is when a flexible exam system allows some learners to answer their exam orally, type their answers, have more time to finish the paper, have an assistant who writes what they dictate, or get the paper in large print format.

**Discussion Questions:**

- Can you think of other examples of the difference between equality and equity?
- How will you explain this concept to the other groups?



# Handout 5: Stations

## Station 1

*Design a participatory activity to help children with and without disabilities to share what makes them feel included or excluded in education.*

- Think about your own personal experiences, for instance as parents and siblings. Do you have any relevant professional experience?
- What have you done to support children when they were talking about their experiences, problems, needs, and ideas?
- What worked well or less well?
- Which of these approaches were the most or least child-friendly? Why?
- Use your positive and negative experiences to suggest one idea for how you will help children with and without disabilities to feel confident to tell you what makes them feel included and excluded in education.
- Choose one group member who can share your advice with the rest of the groups. They will have just 2 minutes to do this in the plenary session.

## Station 2

*Perform a brief role-play to show some of the things parents and family members could contribute to a School Inclusion Team (SIT).*

- Choose one person to be the chair of the SIT meeting.
- Everyone else will be a parent. Each participant should choose the details of their role. Options could include:
  - Mother who is hard of hearing
  - Father who works for a local business
  - Father who has a blind daughter
  - Aunt who is looking after 4 orphaned nieces and nephews
  - Female caregiver who runs a kiosk and looks after her friend's son, who has developmental disabilities
    - When choosing, select characters you could really meet in your context.
- Each person should spend 1-2 minutes quietly thinking about their person and how they could contribute to promoting or supporting inclusive education.
  - As a group, pretend the parents are in a school inclusion team (SIT) meeting with a few different SIT members. The chair has just said: "I found out we have 5 new children with disabilities joining the school next week. Their families have traveled from X Zone where the drought has become very bad. We don't know anything else about the children yet. What shall we do and how could you help?"
- Spontaneously role-play a discussion about how the parents think the school should prepare for and support these new learners and their families.
- Each parent should also say what they think they could do to help (big or small actions) or why they think they cannot help now.

- Be realistic. Do not make all the parents super-human! In real life, some of them will have ideas, and some won't. Some will be able to help now, some won't.
- Choose one group member who can summarize some of the issues and ideas that came up in the role-play. They will have just 2 minutes to do this in the plenary session.

### Station 3

*Brainstorm at least 10 ways for teachers and school staff to collaborate to make education and their school more inclusive.*

- Start by brainstorming all the ways that teachers and school staff could work together to promote and support inclusion in education generally and their school specifically.
- Write each idea on a sticky note or small piece of paper.
- If possible, group them together in a logical way (you might have a collection of ideas about how teachers can help each other to improve their teaching, for example).
- You could rank the ideas instead (which is most likely or least likely to happen in your context).
- Choose one group member who can summarize some of the issues and ideas from the brainstorm. They will have just 2 minutes to do this in the plenary session.

### Station 4

*Discuss and draw a mind map that shows the school inclusion team and the role of each member.*

- As a group, draw a mind map (or other creative diagram) with all the people you think could be on a school inclusion team in your context.
- Add details of what role each person or type of person could play, and what skills, knowledge or experience they could contribute.
- Be realistic. Try to think of everyone who could contribute but do not add people or capacities that are not available in your situation.
- For instance, a community-based rehabilitation (CBR) worker is a good person to have on a SIT, but if there are no CBR services and workers in your area, do not include them on your mind map. Or you could make a side note that you could invite them in the future if they become available.
- Choose one group member who can summarize some of the issues and ideas from your discussions. They will have just 2 minutes to do this in the plenary session.

# Handout 6: Mina's Story

## Chapter 1: Introducing me

Hello. My name is Mina. I'm 11 years old. I was born with a condition that affects connective tissue in my body. I experience incontinence, joint pain, and some hearing loss. Two years ago, a doctor told my parents that I have scoliosis too. This means that my spine is bending and twisting.

I started going to school aged 6. I'm clever, everyone says so! I was lucky. The teachers at my school were lovely. They even did some courses to find out how to be inclusive for learners with different educational needs. They tried very hard. Although the school did not have many resources, together we found solutions so that I could join in almost all the activities with my friends.

Then the war started, and my family and I fled 400 km north to where my grandmother once lived. I had never been there before, and I hated it. We found accommodation in a temporary settlement. I thought I would never go to school again. My mum told me not to give up hope.

## Chapter 2: Back to school

Mum was right! After a few weeks two people visited our home and told us I could go to a school there that was a school 5 km away. They said the school might not be as good as my old school, and the teachers might not always know how to help me. I still wanted to go! I was so lonely in this new place. I had no friends.

I enrolled the next week, and yes, there were even fewer resources at this school and the teachers seemed very stressed. The classes all had at least 50 children in them. It was a noisy place. There were so many children and the classroom walls were thin. But the two visitors had told my teacher that I have hearing loss. She asked me where I would like to sit, so I chose a place on the floor, very near the teacher. I later moved a bit further away, so it was easier to see her face for lip-reading.

We had been warned the teachers didn't know much about teaching learners with disabilities, so I was surprised by how easy it was to join in lessons on my first day. The teacher organized most lessons so that we could choose from different activities and work in groups. It was fun. I liked the reading and drawing activities the most.

But oh dear, after a busy day at school, the 5km walk home was horrible. My back hurts and it's always so embarrassing when I can't find somewhere safe to go to the toilet quickly. I got home, cried, and told mum I couldn't do this every day. But when I woke up the next morning the thought of another fun lesson encouraged me to make the walk.

### Chapter 3: My first few weeks

Some days were better than others in my new school. On Fridays we had a different teacher for math because our regular teacher was doing a course for a few hours. He would make us sit in rows and put all the girls at the back and the boys at the front. I never heard what he said in any lesson, and he ignored me! Except for one time, when he asked me a question. I didn't hear and couldn't answer so he shouted and told me to try harder or get out of his class. It upset me a lot.

Then I noticed there were quite a few children who never did anything during his lessons, but they answered questions in the other lessons. I told my dad. A few weeks later Dad bumped into the teacher at the market. Dad asked the teacher why he didn't give me extra help, like my regular teacher. The math teacher told him that he taught every child in the same way because that was easier and fairer.

### Chapter 4: Neighborly support

One day our regular teacher said the school was starting something called a "school inclusion team." She explained this is a group of people who will help to make the school better for everyone. At first, we thought this meant they would buy lots of equipment, so we asked for computers and solar chargers! It was disappointing when the teacher said there was no more money for the school. Instead, she asked if anyone in the class would like to join the group as a "student representative." I wanted to put my hand up, but I was too nervous. I didn't want people to look at me. I was getting very embarrassed because my back looks a different shape, and I know I speak with a different accent to everyone else. That night I told my parents about this team, and my mum said maybe she could volunteer to join the group. She did the accounts for a small company before we fled, and now she couldn't get any work. She thought maybe the school could use her skills.

Mum didn't tell me what happened at the school inclusion team meetings. But one day a neighbor who works for a company near the school offered to let me sit on the back of her bicycle in the morning, because we both have to arrive at the same time. She can't take me home after school because she finishes work later. But at least I only have to walk in one direction each day. So now I have more energy to play with my sister and help mum look after my baby brother after school. I'm not so tired in class in the morning.