Inclusive Education in Emergencies Training Module

Facilitator Guide

Acknowledgments

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Introduction

The INEE Inclusive Education in Emergencies Training Module introduces participants to basic concepts of inclusive education in emergencies. This updated version builds on the 2011 Education in Emergencies (EiE) Harmonized Training Package module and aligns with content in the Disability-inclusive Education in Emergencies: Key concepts, approaches, and principles for practice (2023), the INEE Pocket Guide to Inclusive Education (2011), and the INEE Pocket Guide to Supporting Learners with Disabilities (2010). This training builds on the INEE Minimum Standards, 2024 Edition, and EiE Competency Framework.

Target audience

Frontline responders, humanitarian program developers, and implementers of all sectors (non-inclusive education or disability-inclusive education specialists).

Learning objectives

By the end of this training, you will be able to:
1. Define inclusive education in emergencies.
2. Identify the various barriers to inclusion in education that affect the education of multiple groups of learners in emergencies and crisis-affected contexts.
3. Describe the various ways to overcome the barriers to education, including using a twin-track approach, providing reasonable accommodation, and Universal Design for Learning.
4. Describe how key stakeholders and education personnel can collaborate to support inclusive education in emergencies.

Alignment with the INEE Competency Framework

This module aligns and contributes towards Level 1 of the EiE Competency Framework in particular domains:
- 0.3 Rights-based approach
- 1.1.1 Community Participation
- 1.1.2 Community participation in school management
- 1.1.3 Children/youth Participation
- 2.1.1 Barriers to education
- 2.1.2 Vulnerable groups
- 2.3.1 Learning environment

Module Overview

Sessions

The training is divided into a total of 4 sessions, each session of 30 minutes:

1. **Background on Inclusive Education in Emergencies** - *core session*
2. **Barriers to inclusion in education in emergencies** - *core session*
3. **Theoretical concepts that help in understanding inclusive education** - *core session*
4. **The importance of collaboration when designing and delivering inclusive education** - *Additional session. This session emphasizes the critical role of collaboration in fostering inclusive education and making systemic changes to enhance learning outcomes for all.*

Module Materials

1. **Facilitator Guide (this guide):** Explains how the sessions are organized and can be conducted. Only the facilitator needs this guide – it is not necessary to print, but feel free to do so. Contents of the guide include:
   - Activity
   - Length
   - Materials Needed
   - Instructions

   Within the facilitator guide are boxes to provide additional guidance for the facilitator as follows:

   > ### Extra Reflection Questions
   >
   > These boxes suggest extra activities to help participants think about the teaching and learning methods the facilitator used during the training. The training uses a variety of active learning and collaborative learning ideas. They are the types of activities to be used in an inclusive classroom. Participants are encouraged to think about the methodology they are using. It can help them understand the kind of teaching their program will aim for, and how they can support that. The questions can be used in one or two sessions during the training.

   > ### Virtual Adaptation
   >
   > These boxes are suggestions for how to facilitate an activity during an online workshop, using platforms such as using Teams or Zoom. The activities need to be adapted depending on the features the platform offers, and on how good the participants' internet access is.

2. **Slide Deck:** The slide deck is provided as a guide for the facilitator to:
   - Give an initial overview of the flow of the sessions at the beginning of the training.
   - Serve as visual support for each session: title, objectives, activities, content, etc. This slide deck is not meant to be taught as a lecture; these slides have been prepared simply as a visual support to make the flow smoother.
   - In low-resource environments, it is not necessary to show the slides on a projector but can be used as a summarization activity at the end of the session.

3. **Background Information:** Technical information for each session's topic(s) for the facilitator to reference when preparing for the training. The background information can be shared with the participants at the conclusion of the training.

4. **Handouts:** the content and guidance for the activity(ies) for each session. They serve as a reference material.

Training Preparation

This section presents steps the facilitator may take to prepare for the training. It is essential for the facilitator to:
- Explore the training materials and become familiar with the content, activities, and handouts. This helps in planning and contextualizing, and if needed, delivering engaging sessions.
- Read and become familiar with the background information related to every session of this guide. This supports a deeper understanding of the content and increases the ability to answer questions and guide discussions effectively.
- Go through the presentation slides accompanying the facilitator's guide. This helps become more familiar with the sequence of information being presented.

The facilitator can develop their own training plan and decide which sessions they want to cover and in how much detail. There are several options. The facilitator can:
- Review the slide deck suggestions for introductions, wrap-ups for sessions, and the evaluation and closing of the workshop. Facilitators should adapt and contextualize those parts to meet the needs of the participants and the context in which the training is being conducted.
- Deliver all core sessions on the same day in the shortest time (120 minutes), keeping discussions short and excluding the additional session (35 minutes) and the optional reflection questions and activities.
- Conduct a full-day training to deliver all sessions on the same day. This gives participants time for detailed discussions and breaks, and the facilitator can use the optional reflection questions and activities.
- Deliver one session at a time over several weeks or months (e.g. one session delivered at the monthly staff meeting, for example).
- Choose which topics are most important to the participants and only deliver those sessions. If this is done, Sessions 1-3 are core and should be considered first depending on what participants already know.
- Deliver a mixture of face-to-face trainings and online sessions over several weeks or months, if the participants have the necessary equipment and can access the internet.

Contextualization and Adaptation

These training materials are meant to be contextualized by the facilitator taking into consideration the participants and their context. Using contextually relevant photos, examples, case studies, and any other materials immediately relevant to the participants supports deeper involvement and ownership. For contextualization or adaptation options, consider the following:

- **Inclusivity**: the cultural, linguistic, and social backgrounds of the participants should be considered, and a safe learning environment created to allow everyone to feel they can fully participate. Biases in the training materials and activities should be noted, and adjustments should be made to ensure that everyone feels welcome and valued. Additionally, inquiries should be made to identify if any participant has difficulties seeing, hearing, moving, understanding, or remembering, and what reasonable accommodations they might require.

- **Motivation**: Participants should be motivated to consider their educational contexts during the training. When relevant, they should be encouraged to share their experiences so they can learn from each other and to think of how the ideas presented can be applied in their own contexts.

- **Delivery**: The content should be delivered in an accessible and engaging way using the provided tools. Ensure participants are given time for self-reflection and group discussion and everyone has a chance to ask questions.

- **Flexibility**: Activities that do not work for the participants' context should be adapted or replaced while ensuring that all of the concepts and messages the sessions are focusing on are still conveyed. The facilitator will handle this aspect.

- **Learning together:** Participants' knowledge and experiences should be built upon so that the training is not one-way. Participants are encouraged to learn by collaborating with each other.

Run of Show

Time	Agenda Item	Materials Needed
Introduction		
5-7 min	Welcome and Introduction to the training	Slides 1-4
Session 1: Background on Inclusive Education in Emergencies		
2 min	Introduction to Session 1	Slides 5-6
15 min	Activity 1: Agree/disagree game	Slide 7 "Agree" and "disagree" signs List of statements to read out Board or flipchart and pens
15 min	Activity 2: Brainstorming how emergencies make inclusion in education harder	Slides 8-13 Handout 1: International Commitments Handout 6: Mina's Story
3 min	Wrap up to Session 1	Slide 14
Session 2: Barriers to inclusion in education in emergencies		
2 min	Introduction to Session 2	Slides 15-16
15 min	Activity 3: Using images to encourage critical thinking about barriers to inclusion in education	Slides 17-26 Handout 2: Images for Activity 3
15 min	Activity 4: Using a story to explain reasonable accommodations and UDL	Slides 27-31 Handout 3: Types of Barriers Handout 6: Mina's Story
3 min	Wrap up to Session 2	Slide 32
Session 3: Theoretical concepts that help us to understand inclusive education		
2 min	Introduction to Session 3	Slides 33-34
30 min	Activity 5: Group-based peer learning about inclusive education concepts	Slides 35-37 Handout 4: Key Concepts Handout 6: Mina's Story 4 tables for group work
3 min	Wrap up to Session 3	Slide 38
[Optional] Session 4: The importance of collaboration when designing and delivering inclusive education		
2 min	Introduction to Session 4	Slides 39-40
30 min	Activity 6: The importance of collaboration	Slides 41-47 Handout 5: Stations Handout 6: Mina's Story Sticky notes or small pieces of paper

		Flipchart paper and pens Watch or clock to time the final activity
3 min	Wrap up to Session 4	Slide 48
Evaluation and Closing		
5-8 min	Review expectations set at the beginning of the training and discuss the training experience.	N/A

Session 1: Background on Inclusive Education in Emergencies

Total Time: 35 minutes

Relevant INEE MS Domains and Standards:
- Domain 2: Access and Learning Environment
- Standard 8: Equal and Equitable Access

Learning objectives
By the end of this session, participants will be able to explain:
- that education is a human right
- how emergencies affect education
- international commitments to inclusive education

Activity 1: Agree/disagree game

Length: 15 mins

Materials needed:
- Slide 7
- "Agree" and "disagree" signs
- List of statements to read aloud (see below)
- Board or flipchart and pens

Instructions
- Welcome the participants, introduce yourself, and ask participants to introduce themselves.

- On one side of the room, place a sign that says "agree" on the wall, and on the other side of the room, place a sign that says "disagree" on the wall.

- Explain to participants that you will read a few statements. If they agree with the statement, they should move to the "agree" side of the room. If they disagree, move to the "disagree" side. They can stand in the middle of the room if they are unsure.

  - *If it is not possible to move around the space, ask participants to hold up different color cards in response to each statement (they hold up a green card for "agree" and a red card for "disagree").*

- This should be a lively activity. It encourages thinking and debate and can help the facilitator learn about the participants' opinions and starting points. Participants can discuss perspectives and try to convince each other to move sides. The aim is not to have everyone agree with each other but rather to engage with other participants and discuss the issues openly. If there are significant disagreements, suggest putting those topics in a "parking lot" for discussion at a later time.

Statements*
- "During an emergency we can only do the basics. We don't have time for inclusive education."

- "International commitments to inclusive education don't apply during emergencies."
- "It's too expensive to do inclusive education."
- "Emergencies have a negative impact on teachers as well as learners."
- "Developing more inclusive education settings in an emergency can improve the quality of education for everyone."
- "Inclusive education helps us develop inclusive, peaceful societies."

These statements can be adapted or changed to suit the context and participants

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Virtual adaptation

Adjust the technical details depending on your platform (Teams, Zoom, etc). Follow the main activity instructions above and use these suggestions to help you adapt the activities.

- You could set up a poll in the online meeting platform, where participants tick statements they agree with. Or ask participants to give a thumbs up or thumbs down emoji response when you read out a statement.
- Invite volunteers to explain some of their answers. Why did they agree or disagree with a statement?
- Focus the plenary discussion on statements that got a mixed response or where participants' answers did not match your expectations.

Activity 2: Brainstorming how emergencies make inclusion in education harder

Length: 15 mins

Materials needed:
- Slides 8-13
- Handout 1: International Commitments
- Handout 6: Mina's Story

Instructions
- Tell participants:
  - "We will keep coming back to Mina's story during this training. I will read the first chapter of her story now, and another chapter of her story during every session of the training. Mina's story includes the experiences of a few different learners in different contexts."

- Read Mina's Story, Chapter 1: Introducing me

- Ask participants to work in pairs or small groups (depending on the number of participants).

- Ask them to brainstorm **how an emergency (of any type) could make it harder to include all learners**.

- Ask participants to share some of their answers in plenary. Write them on the board or flipchart. If participants do not have many answers, add some of your own. The box below has some suggestions.

- Ask one or two volunteers to explain **why they think they are responsible for helping to make education more inclusive**.

- Depending on the answers that participants have already given, you may offer more information about international obligations, or give them **Handout 1** about international obligations. You may also want to add some information about national obligations.

Possible answers
- Caregivers might keep girls at home because they are worried about their safety.
- Learners with disabilities or very young learners may find traveling to school difficult if the journey becomes risky.
- Learners with chronic health conditions may not have the healthcare or medications they need to be able to go to school.
- Teachers may be lost, and their replacements may have less experience and skills, so the quality of education drops.
- Teachers may face more challenges than usual.
- Teachers may be less willing or able to meet the needs of diverse learners.
- There may be larger classes with more learners with learning differences.
- More learners may experience emotional distress or physical disabilities because of the emergency or crisis.
- Teachers may be dealing with higher levels of stress and may get less training and support.
- Resources and facilities can be lost or damaged.

👥⚡ Optional Reflection Questions

This training uses learner-centered methods to teach participants about inclusive education. It can be useful to encourage participants to recognize that and think about the methods you are using in this training. It can make them more aware of what inclusive education practice in a classroom can look like.

- Ask participants to think about the two activities they did in Session 1.
- Ask them to suggest how and why a teacher could use similar activities to make teaching and learning more inclusive.

Possible answers:

The "agree/disagree" game could:
- be a fun way to find out what learners know or think, instead of a written test
- stimulate learners to debate and think analytically

Brainstorming could:
- help the teacher to find out what learners know or remember
- help learners build their knowledge by working together
- suit learners who prefer to give verbal instead of written answers

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🖥️ Virtual adaptation

- Use breakout rooms for the pair and group work.

- Suggest that pairs or groups use the chat function, a shared document, or a virtual whiteboard to record their ideas.
- During the plenary feedback from the pairs or groups you can record key points on a whiteboard. Decide if you want to ask each pair or group to give feedback or, if time is limited, ask one or two volunteers to "raise their hand" if they would like to offer feedback.
- You could give the list shown in the "possible answers" box above as a handout at the end, especially if participants have not mentioned these points and you have not had time to add them to the discussion.

Session 2: Barriers to Inclusion in Education in Emergencies

Total Time: 35 minutes

Relevant INEE MS Domains and Standards:
- <u>Standard 2: Resources</u>
- <u>Standard 4: Assessment</u>
- <u>Standard 5: Response Strategies</u>
- <u>Standard 8: Equal and Equitable Access</u>
- <u>Standard 18: Law and Policy Formulation</u>

Learning objectives
By the end of this session, participants will be able to describe:
- the types of barriers to inclusion in education they may find in an emergency or crisis
- the way barriers can affect multiple groups of learners
- the different ways to overcome barriers to education, including using a twin-track approach, providing reasonable accommodation, and Universal Design for Learning

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Activity 3: Using images to encourage critical thinking about barriers to inclusion in education

Length: 15 minutes

Materials needed:
- Slides 17-26
- Handout 2: Images for Activity 3

Instructions
- Prepare Handout 2 for the groups. Cut the paper so each image is on a separate sheet. Put them in random order. Give each group one set of 12 different images.

- Ask participants to work in small groups.

- Give each group a set of images. Ask them to discuss for 5 minutes what they think each image shows.

- Listen to their feedback in plenary and write notes on the board or flipchart.

- Spend about 5 minutes presenting information about "types of barriers" and "identifying barriers and who they affect". Use the background information. Make your explanation longer or shorter depending on how much time is available.

- Next, ask groups to look at the 12 pictures again. Explain that the illustrator made six images that show barriers and six that show improvements that make education more inclusive. Can they make two piles (images showing "barriers" and images showing "improvements")?

- Then they should think about which images show:
  - environmental issues
  - issues related to cultural attitudes
  - policy issues

- practice-related issues
- information-related issues
- resource issues

- There are no right or wrong answers. Encourage them to think about this and explain why they think each image illustrates a particular type of barrier or problem. Maybe they think one image shows more than one type of barrier or issue.

🖥️ **Virtual Adaptation**

- Option 1 – if time is limited, show the images on screen, and have the discussions in plenary.
- Option 2 – if more time is available, put participants into small groups in breakout rooms, check that they have the images from Handout 2 (through a shared document, for example) and ask them to discuss. They should come into plenary for the feedback, brief presentation, and follow-up discussion.

Activity 4: Using a story to explain reasonable accommodations and UDL

Length: 15 minutes

Materials Needed:
- Slides 27-31
- Handout 3: Types of Barriers
- Handout 6: Mina's Story

Instructions
- Read Mina's Story, Chapter 2: Back to school

- Start by asking participants to remember Chapter 2 of Mina's story. Can they name two things that Mina talked about that made her first day easier than expected?
    Answer: 1) Mina was allowed to choose where to sit, and to sit near the teacher, and 2) the teacher used different activities and group work.

- Once they recall these two things, briefly explain the concepts of reasonable accommodation and UDL. The background information can help you to explain.

- Ask participants to decide which of the two things that happened to Mina is an example of reasonable accommodation and which is an example of UDL.
    - *Answers: 1) Being allowed to choose where to sit so she can hear the teacher and lip-read is a reasonable accommodation. 2) Creating teaching and learning approaches that help everyone to feel motivated and interested, that help everyone to understand, and that give everyone a chance to express themselves and interact, is UDL.*

- Give participants **Handout 3** for reference.

Optional Extra Activity
If time allows, you can add this activity to Activity 4

Ask participants to look at some of the drawings again.

Can they think of any **immediate changes that are low-cost or that cost nothing** and that could reduce or remove the barriers they see in the images? What kinds of **systemic changes** could they make? There are some sample answers below each image, but there is no right or wrong answer.


- *Immediate actions to remove the physical barrier:* can the class move to another room or location, or swap with a class that has no learners with physical disabilities? If conditions are acceptable, can lessons be outside?
- *Systemic actions to reduce or prevent physical barriers:* check that all new classes, renovations or temporary education facilities prioritize physical accessibility.

- *Immediate actions to address attitude barriers:* use buddying to make sure that learners have friends and feel supported by their peers.
- *Systemic actions to reduce or prevent attitude barriers:* inclusive training for teachers and advocacy and raising awareness among learners, families, and communities.

- *Immediate actions to address policy barriers:* if there are learners who cannot access school because of a strict government policy or rule, can they get learning support at home?
- *Systemic actions to reduce or prevent policy barriers:* organize intensive campaigns to convince policymakers and decision-makers to change policies or rules.
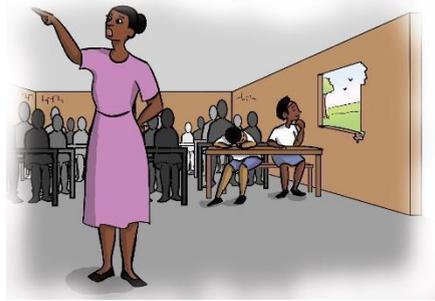
- **Immediate actions to address practice barriers:** could teachers watch videos on inclusive pedagogy? Could teachers have peer-to-peer sessions so they can share ideas and experiences with each other about making pedagogy more inclusive and learner-centered?
- **Systemic actions to reduce or prevent practice barriers:** practical support and advocacy that focus on inclusive education in any teacher professional development that government or non-government agencies offer or plan.
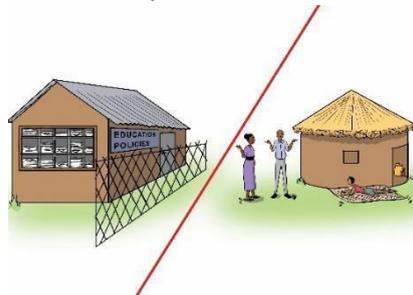
- **Immediate actions to address information barriers:** is it possible to set up a school or community group with people who know about important rules, policies, and options and take responsibility for sharing this with the school community?
- **Systemic actions to reduce or prevent information barriers:** check that all important information is available in:
  - local languages
  - visual formats
  - formats that are easy to read and understand

Also make sure that there are several channels for sharing and discussing this information. If this is not already the case, advocate for it.

- **Immediate actions to address resource barriers:** there are so many ways to do this. by re-organising classes, using everyday objects as teaching and learning aids, and asking for help from the community and businesses, etc. The only limit is your creativity!
- **Systemic actions to reduce or prevent resource barriers:** make sure that teachers are trained to find creative ways to make and adapt inclusive teaching and learning materials and adapt pedagogy. Advocate for more funding or better use of funding so that inclusion is part of every resource allocation decision.

Look at all 12 images (that show barriers and improved situations). How do these compare to participants' situations? What is similar? What is different? How have participants tried to manage similar issues? What worked well or less well?

⚡👥 Optional Reflection Questions

- Ask participants to think about the methods used in Session 2 (using images to stimulate reflection and using a story to introduce and discuss new concepts).
- Why and how could similar methods help to create a more inclusive classroom?

🖥️👤 Virtual Adaptation

It is probably best to do this activity in plenary. Participants can type answers to the questions in the chat or put their hands up to speak, depending on the size of the group and how much time is available.

Session 3: Theoretical concepts that help us to understand inclusive education

Length: 30 minutes

Relevant INEE MS Domains and Standards:
- Standard 8: Equal and Equitable Access

Learning objectives
By the end of this session, participants will know:
- the difference between presence, participation, and achievement in education
- key concepts that give them a framework for understanding inclusive education

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Activity 5: Group-based peer learning about inclusive education concepts

Length: 30 minutes

Materials Needed:
- Slides 35-37
- Handout 4: Key Concepts
- Handout 6: Mina's Story
- 4 tables for group work

Instructions
- Set up the room so that there are four "stations." These can be tables for groups to sit at.

- ,At each station, put a copy of one of the concepts (A, B, C or D) from Handout 4.

- Read aloud Mina's Story, Chapter 3: My first few weeks.

- Split participants into four groups and get each group to sit at a station.

- Tell participants:
  > "There are many key concepts we need to think about when we are learning about and starting to practice inclusive education. In the last session we learned about UDL, reasonable accommodation, the twin-track approach, and barriers to inclusion in education. In this session we will look at four more concepts."

- Say:
  - "Each group should read the information on their handout. Group A will read about the difference between special, integrated, and inclusive education. Group B will read about presence, participation, and achievement. Group C will read about the difference between inclusive education and disability-inclusive education. Group D will read about the difference between equality and equity."

- Say:
  - "Each group needs to discuss their concept and think about how to explain it to the other groups. If possible, they should try to think of their own examples to help explain

it."

- Give each group 10 minutes to digest and discuss their concept.

- Next, invite each group to pair with another group. Give each group 2-3 minutes to explain their concept to the other group. They should NOT just read out what is on the handout. Then get the groups to pair up differently. Here is a suggestion for how to do it:
  - Round 1: A&B, C&D (5-6 minutes)
  - Round 2: A&C, D&B (5-6 minutes)
  - Round 3: A&D, B&C (5-6 minutes)

- Finish this activity by inviting participants to ask questions in the plenary session so you can explain anything that they did not understand about the four concepts.

- Encourage participants to remember Chapter 3 of Mina's story and consider which concepts the chapter illustrated (see the Background Information for Facilitator document).

🧑‍🤝‍🧑 Optional Reflection Questions

- Ask participants to think about the activity they did in Session 3.
- Ask them to suggest how and why a teacher could use a similar activity to make teaching and learning more inclusive (especially in a large class).

Possible answers might include:
Using learning stations. They can:
- help a teacher to manage a large class
- encourage peer learning, so learners help each other
- offer a more fun and interesting way to learn
- let learners choose a topic that interests them or an activity that suits their preferred learning style

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🖥️ Virtual Adaptation

- Use four breakout rooms for small groups.
- If possible, have a co-facilitator in each breakout room to help participants understand the task and motivate and support them.
- It may be easiest to do the feedback in plenary. Getting different groups or breakout rooms to pair with each other and then rotate could be technically difficult and time-consuming.

[Optional] Session 4: The importance of collaboration when designing and delivering inclusive education

Length: 35 minutes

Relevant INEE MS Domains and Standards:
- Standard 1: Participation

Learning objectives
By the end of this session, participants will know:
- how key stakeholders and education personnel can collaborate to support inclusive education
- why it is important for them collaborate so they can identify learners who are excluded or at risk of being excluded, understand why they are excluded, and find solutions

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Activity 6: The importance of collaboration

Length: 30 minutes

Materials needed:
- Slides 41-47
- Handout 5: Stations
- Handout 6: Mina's Story
- Sticky notes or small pieces of paper
- Flipchart paper and pens
- Watch or clock to time the final activity

Instructions
- Read aloud Mina's Story, Chapter 4: Neighborly support

- Give a 5-minute summary of the *Background Information for Facilitators* section below

- Prepare 4 "stations" (tables or areas of the room). Each station will do a different task. Full details are in Handout 5. Here is a summary of what each station will do:
    - Station 1 – participants will discuss how they could design a participatory activity to help children with and without disabilities to explain what makes them feel included or excluded in education.
    - Station 2 – participants will create a role-play to show some of the things that parents and family members could contribute to a school inclusion team (SIT).
    - Station 3 – participants will brainstorm at least 15 ways that teachers and school staff can collaborate to make education and their school more inclusive.
    - Station 4 – participants will draw a mind map showing who they think could be in a school inclusion team in their context, what role they could play, or what could contribute to the SIT.

- Give participants 15 minutes to work in their groups.

- Facilitate a speed feedback activity. One person from each group volunteers. Tell them:

"Pretend that you have two minutes to give a colleague advice about the issue you discussed with your group, before this colleague leaves for a project visit. What advice will you give them? For instance, what advice do you have for them about listening to children's views on education? Make your advice short and choose the most important things! Cut out background information and detail. Plant a seed and make them interested so that they will want to call you for more advice when they arrive at the project!"

Optional Reflection Questions

- Ask participants to think about the activity they did in Session 4.
- Ask them to consider the pros and cons of similar group work and speed feedback in a classroom. Why might it be a useful activity? How could such an activity help or prevent inclusion for some learners?

Virtual Adaptation

- Use four breakout rooms for small groups.
- If possible, have a co-facilitator in each breakout room to help participants understand the task and motivate and support them.
- When the groups need to write notes, they could use a whiteboard, chat or shared document, depending on the platform. Check that they will still have access to their notes when they leave the breakout room and return to the plenary.
- Run the timed feedback in plenary. If you want to be strict with time, you could switch the speaker's mic off when their 2 minutes are up! (Tell participants about this time limit beforehand).

Supporting Resources

Title	Publisher	Year	Relevant Section(s)	Language(s)
Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments	UNESCO Bangkok	2015	Booklet 2	Dari, Bangla, English, Indonesian
The Foundations of Teaching: Training for educators in core teaching competencies	EENET and Save the Children	2017		English
Inclusive Beginnings: A video-based training resource for early childhood educators	EENET	2020		Arabic, English, Ukrainian
An Inclusive Day: Building foundations for learner-centred, inclusive education: A video-based training resource for teachers	EENET	2017		Arabic, English, French, Portuguese, Russian, Spanish, Swahili
Inclusive Education Training Guide	Christian Blind Mission	2021	Booklets B-D	English
Inclusive Education: What, Why and How: A handbook for program implementers	Save the Children	2016	Introduction, Steps 3-5	English
Indicators for monitoring the implementation of Inclusive Education in accordance with Article 24 of the Convention on the Rights of Persons with Disabilities	Light for the World	2020		English
INEE Pocket Guide to Inclusive Education	INEE	2009	Key Principles, Annexes 1, 2, Monitoring	Arabic, English, French, Indonesian, Spanish
INEE Pocket Guide to Supporting Learners with Disabilities	INEE	2010	Sections 3-8	English, French, Indonesian
An Introduction to Inclusive Education	EENET	2019	Sessions 1.5, 1.6	English
An Introduction to Inclusive Education for Disabled People's Organisations	EENET	2020	Sections 7-9	English

Title	Publisher	Year	Relevant Section(s)	Language(s)
Non-Discrimination in Emergencies: Training manual and toolkit	Save the Children	2008	Parts 3-4	English
Promoting Inclusive Teacher Education	UNESCO Bangkok	2013		English, Laotian, Nepales, Urdu
Safe Back to School: Guide for supporting inclusive and equitable learning for the most marginalised children	Save the Children	2021		Arabic, English, French, Spanish
School Inclusion Teams	EENET	2019		English
Training for Primary School Teachers in Crisis Contexts	INEE	2016		Arabic, English, French, Portuguese, Spanish