

Inclusive Education Case Studies and the INEE Minimum Standards

Global Disability Summit 2022 Side Event



**Inter-agency
Network for Education
in Emergencies**

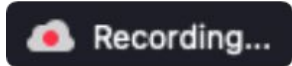
Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



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Closed captioning in English and American Sign Language Interpretation available



The recording and presentations will be shared on the INEE website – inee.org



Agenda

- Objective of the INEE's Inclusive Education Task Team (IETT) side event
- INEE Minimum Standards for Education: Preparedness, Response, Recovery –
 - **Myriam Jaafar**, INEE Coordinator, Inclusive Education
- INEE resource on Inclusive Education in Emergencies
- Case studies and Minimum Standards Consultations:
 - **Mr. Julius Namisano**, IETT member
 - **Dr. Veronica Kang**, IETT member
 - **Ariel Solari**, INEE Coordinator, Standards and Practice
 - **Dr. Carly Manion & Dr. Haddy Njie**, Consultants for the Gender, Disability and Inclusive Education Thematic Review
- Opportunities for INEE members and partners to engage in collective action for inclusive EiE
- INEE commitment submitted on the occasion of the GDS22
- Q&A



Objective of the INEE's IETT side event

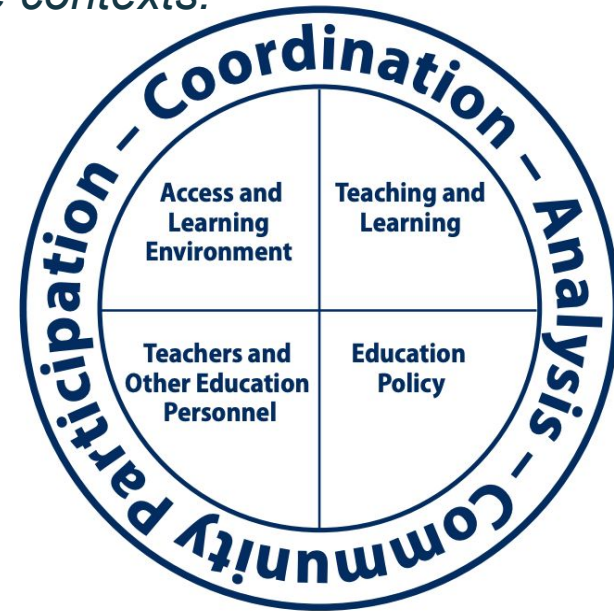
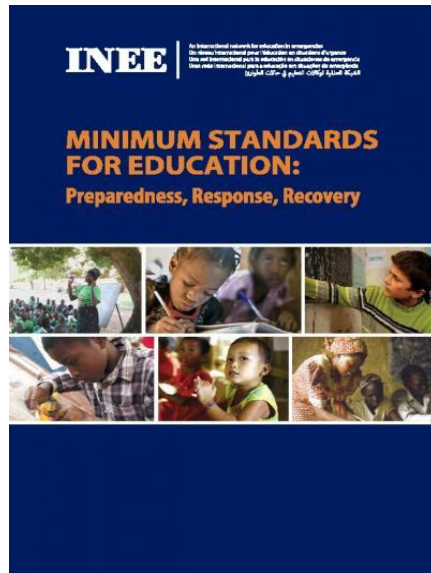
Present and share good practices on:

- The work being done by the INEE to review the INEE Minimum Standards (INEE MS) with a gender and disability inclusion lens.
- Using the INEE MS to implement inclusive education programming in emergency contexts;
- Share INEE IETT members' suggestions for how to make the INEE MS more applicable for inclusive education programs in emergency contexts in the future;
- Solicit input and perspectives from side event attendees on their experiences using the INEE MS; and
- Share opportunities for INEE members and partners to engage in collective action for inclusive EiE.



INEE Minimum Standards for Education: Preparedness, Response, Recovery

The INEE Minimum Standards express a commitment that all individuals – children, youth, and adults – have a right to education during emergencies and fragile contexts.



The aim of the MS Handbook (2010) is:

1. To enhance the quality of educational preparedness, response and recovery;
2. To increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and
3. To ensure accountability and strong coordination in the provision of education in emergencies through to recovery.



INEE resource on Inclusive Education in emergencies

- INEE [Pocket Guide to Supporting Learners with Disabilities](#) specifically aimed at providing practical advice to teachers/educators.

Basic principles

Helping children and young people with disabilities get to and from school

Recognizing when children and young people need more support to take part in learning

Managing the school day

Teaching spaces

Planning and delivering teaching and learning activities

Assessing learning

INEE Pocket Guide to Supporting Learners with Disabilities



INEE

Published
31 July 2010



Julius Namisano



Mr. Julius Namisano holds a diploma in Primary Education, with a focus in Special Education, from Kyambogo University, a bachelors of Adult and Community Education from Makerere University, and a MSc. in Education for Sustainability from London South Bank University. Mr. Namisano currently works with the Nakivubo Education Center coordinating distance education for urban refugees in Kampala, Uganda.

He also designs learning programs and instructional materials in the form of accelerated learning programs for students with disabilities. Mr. Namisano is a member of the INEE Inclusive Education Task Team.



Minimum Standards as a Guiding Means for Designing Accelerated Learning Programs

- About the accelerated learning program:
 - Suitable for people with disabilities
 - Does not have a fixed calendar
 - Uses self study instructional materials
 - Allows young mothers and men to come back to the learning system
 - Emphasizes recognized assessments
 - Provides a national certificate
 - Operates within national policy requirements
 - Makes education more inclusive
 - Emphasizes teaching and learning
 - Focuses on community participation.
 - Observes access to learning



Julius Namisano

The Guardian To Pass Primary Leaving Examination ENGLISH

Revision Notes, Exercises and Trial Tests with
Answers



Outcomes of the Accelerated Learning Programs

- Older learners access normal learning programs without the minimum requirements
 - Enrollment increased by 20% each year from 2012 to 2020
- Learners can study alone and or with minimum supervision.
 - 208 students on distance learning
- Learners can access self study instructional materials based on the curriculum.
 - 4 sets of learning materials based on the curriculum and syllabus
- Learners receive the national recognized certificates
 - 1100 adults earned certificates for primary leaving examinations
 - 400 in O level and 502 in the advanced level.
- Saves time for students with disabilities
 - 14 students study from their homes.



Challenges and Recommendations

Challenges

- Due to the diversity of learning needs among people with disabilities, there are many limitations about the use of the accelerated learning program.
- Learners still need to wait for the national calendar to sit nationally recognized examinations.
- It becomes expensive due to diversity of learning needs among learners and teachers
- Some learners may need specialized learning and teaching tools

Recommendations

- Due to diversity of learning needs and methods among people with Disabilities, INEE in Partnership with NGOs should develop and Design a catalogue of inclusive education stakeholders Starting from national to global level and also hold inclusive education exhibitions for the purpose of easing access to inclusive education services through referrals.
- INEE should partner with some authors to write some practical lessons for the use in the accelerated learning programs.
- Establish centers of expertise at regional level for purposes of visibility.
- Support case studies to become learning centers



Veronica Kang

MEd, BCBA, is a PhD Candidate in Special Education at the University of Illinois Chicago in the United States. Veronica is passionate about community-based research, teacher/professional preparation, and community outreach. She is a member of the INEE Inclusive Education Task Team.

Veronica's current research focus on:

- (a) understanding the experiences and perspectives of culturally and linguistically diverse students and families in early intervention and early childhood special education,
- (b) developing, implementing, and evaluating culturally and linguistically adapted interventions that support early language, literacy, and social communication skills of students with diverse abilities including autism, Down syndrome, and language disorders or delays, and
- (c) training professionals and families including caregivers and siblings to use evidence-based strategies across home, school, and community settings.

Through her work, Veronica aims to promote:

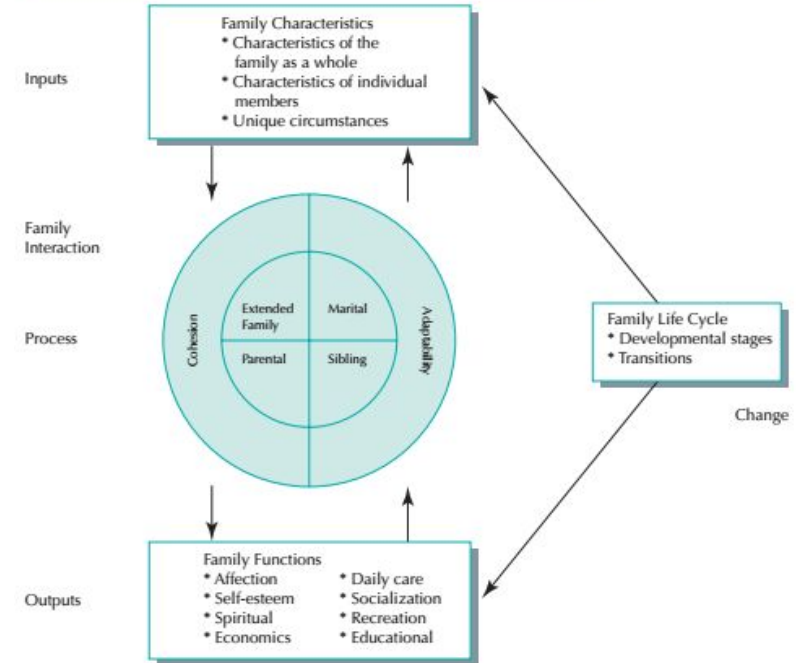
- (a) the equity of access to systematic support for immigrant, racially diverse, and other under-resourced communities,
- (b) the cultural and linguistic responsiveness of evidence-based practices, and
- (c) family engagement and involvement within their partnership with practitioners, researchers, and policy makers.



Case Study 1: Immigrant Fathers of Children with Autism

- Language and cultural barriers
 - Bilingualism
 - Intersectionality of race, culture, ability, etc.
- Distribution of roles across family members
 - Parenting stress
 - Marital satisfaction
 - Sibling relationship
- Culturally and linguistically responsive resources from community and schools
 - Employment and financial concerns
 - Inclusion of diverse students e.g., social opportunities, peer partnership
 - Strength-based & student-centered approach

FIGURE 2.1 Family systems framework: emphasis on family interaction



Family Systems Framework (Turnbull et al., 2015)

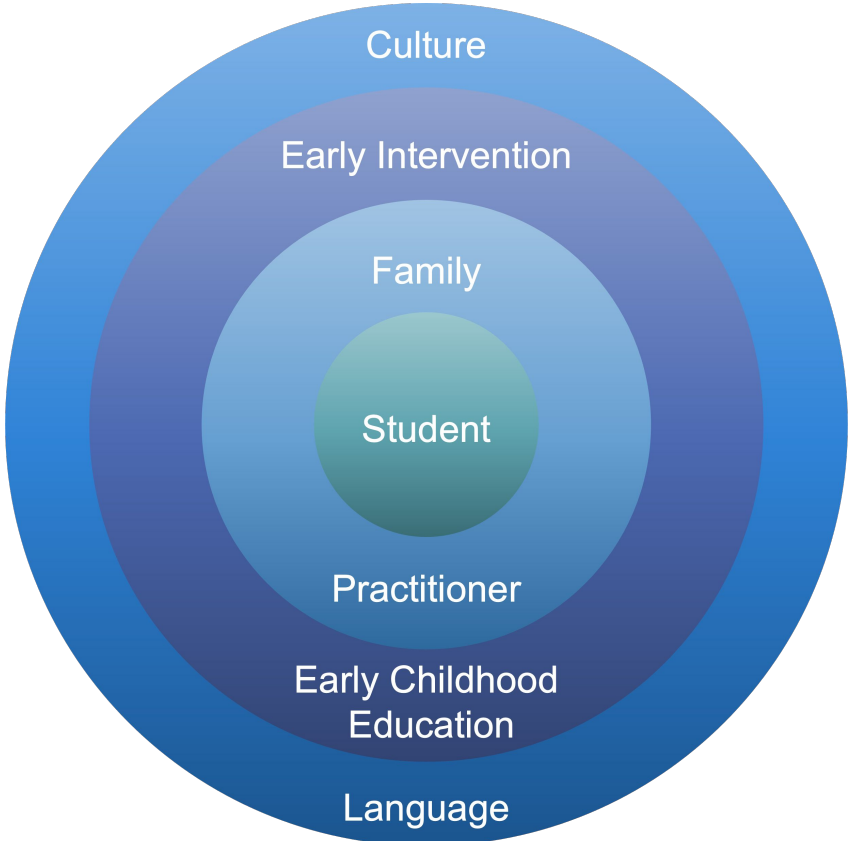


Case Study 2: Home-based Training for Immigrant Families

Natural setting & agent

Student-preferred materials & activities

Culturally and linguistically relevant instructional goals, procedures, & outcomes



Ecological Systems Framework (Bronfenbrenner, 2005)



Case Study 2: Home-based Training for Immigrant Families



엄마한테 장난감을 보여 줄 때 손가락으로
가리킬 수 있어요.

I can point to a toy to show mom. (Coaching)



엄마가
있어요.

하면 엄마를 보고 들을 수

**I can stop, look, and listen when
mom calls my name. (Coaching)**



Case Study 2: Home-based Training for Immigrant Families

	I totally disagree	I kind of disagree	I kind of agree	I totally agree
1. This was too much work for me.	1	2	3	4
2. I understand why my teacher picked this method to help me.	1	2	3	4
3. I could see myself using this method again.	1	2	3	4
4. This is a good way to help students.	1	2	3	4
5. It is clear what I had to do.	1	2	3	4
6. I would not want to try this method again.	1	2	3	4
7. This took too long to do.	1	2	3	4
8. If my friend was having trouble, I would tell him/her to try this.	1	2	3	4
9. I was able to do every step of this method.	1	2	3	4
10. I felt like I had to use this method too often.	1	2	3	4

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This intervention is an effective choice for addressing a variety of problems.	1	2	3	4	5	6
2. I would need additional resources to carry out this intervention.	1	2	3	4	5	6
3. I would be able to allocate my time to implement this intervention.	1	2	3	4	5	6
4. I understand how to use this intervention.	1	2	3	4	5	6
5. A positive home-school relationship is needed to implement this intervention.	1	2	3	4	5	6
6. I am knowledgeable about the intervention procedures.	1	2	3	4	5	6
7. The intervention is a fair way to handle the child's behavior problem.	1	2	3	4	5	6
8. The total time required to implement the intervention procedures would be manageable.	1	2	3	4	5	6
9. I would not be interested in implementing this intervention.	1	2	3	4	5	6
10. My administrator would be supportive of my use of this intervention.	1	2	3	4	5	6
11. I would have positive attitudes about implementing this intervention.	1	2	3	4	5	6
12. This intervention is a good way to handle the child's behavior problem.	1	2	3	4	5	6
13. Preparation of materials needed for this intervention would be minimal.	1	2	3	4	5	6

Usage Rating Profile (Briesch & Chafouleas, 2009; Chafouleas et al., 2011)



Connection to the INEE Minimum Standards

Domain 1 Foundational Standards - Community Participation

Standard 1 - Participation

- Family involvement in developing and evaluating educational goals, procedures, and outcomes
- Implementation in natural settings and routines with natural agents

Domain 2: Access & Learning Environment

Standard 1 - Equal Access

- Culturally and linguistically relevant and accessible practices
- Family, practitioner, researcher, and policy maker partnership & advocacy

Domain 3: Teaching & Learning Standards 1 & 3 – Curricula, Instruction, & Learning Processes

- Student-centered/preferred & strength-based approach
- Self-modeling & management



Ariel Solari

Ariel Solari is the INEE Coordinator for Standards & Practice.



Prior to taking on his role with INEE, Ariel has been overseeing NRC's programs in Colombia, Honduras, El Salvador, Panama, and Ecuador. Ariel brings more than 20 years of experience working in Education in Emergencies and has worked in a number of contexts over the past two decades including: Gaza, Sudan, Uganda, Sri Lanka, South Sudan, Afghanistan, Somalia, Syria, as well as, holding regional and headquarters advisory roles in both Jordan and Oslo. Ariel started his career as an educator (inclusive education) in his home country of Argentina where he also worked as a social worker. His education background includes higher education degrees in the Social Sciences, Education, Management, International Cooperation and Child Protection. Ariel is also fluent in Spanish and English. Ariel is based in Bogota, Colombia.



INEE Minimum Standards update

Why update the INEE Minimum Standards?

The INEE Minimum Standards (INEE MS) were last revised in 2010, and the EiE landscape has drastically changed in the past decade. An updated INEE MS needs to incorporate shifted priorities of affected populations, new evidence and changing dynamics in the EiE sector, and evolving linkages to key issues in sectors across the humanitarian and development nexus.

What is the scope of the update?

The update does not aim to alter the existing domains and standards, as the fundamental structure and core content remain strong. The update focuses on missing or incomplete topics, improving the clarity of the text, and adjusting the format and navigation of both digital and hardcopy versions of the handbook to increase accessibility and use.

The final intended output is an updated, accessible, and highly adaptable INEE MS that is useful for EiE activities everywhere.



INEE Minimum Standards update

How is the update happening?

Phase 1: Groundwork

Timeframe: October 2021 - March 2022

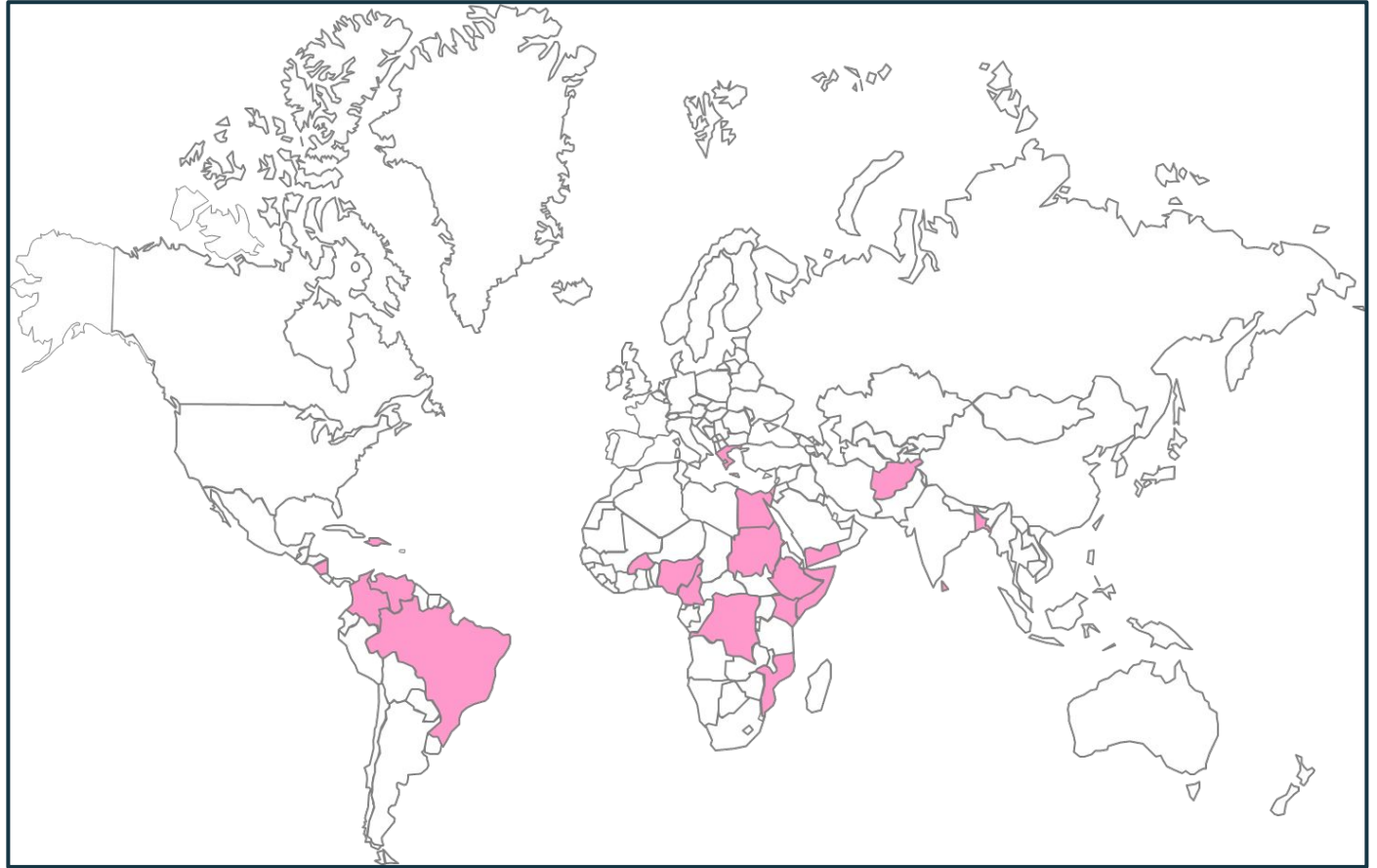
Participants: INEE MS update team; all EiE stakeholders

Three concurrent and interlinked activities: (1) INEE MS usage assessment, (2) thematic reviews, and (3) global consultation process. The update team employs human-centered design tools and develops support materials for stakeholder-led consultations around the world.



INEE Minimum Standards update focus countries

- Nigeria
- Burkina Faso
- Cameroon
- DRC
- Ethiopia
- Sudan
- Mozambique
- Egypt
- Lebanon
- Syria
- Jordan
- Yemen
- Palestine
- Bangladesh
- Afghanistan
- Sri Lanka
- Colombia
- Honduras
- Venezuela
- Haiti
- Brazil
- Greece



MS update, disability and inclusion

- Consultation with Education, disability and inclusion stakeholders in each of the selected countries
- Online consultation: online survey
- Thematic review (Next Speakers)

Here INEE needs your participation !

How can I participate?

There are several ways for you to stay informed and engaged in the INEE MS update process:

1. Join the [#ms-update](#) channel in the **INEE Community of Practice** for discussion, debate, surveys, progress updates, and more! Any INEE member can join the channel; find out more at [inee.org/community-of-practice](https://www.inee.org/community-of-practice).
2. Ensure your [email subscriptions](#) are up-to-date for regular updates and calls for input in all INEE languages.
3. Follow INEE on **Facebook** ([Ar](#), [En](#), [Fr](#), [Pt](#), [Sp](#)), **Twitter** ([Ar](#), [En](#), [Fr](#)), and **LinkedIn** ([En](#)) for up-to-the-minute announcements.
4. Contact the INEE Minimum Standards update team at msupdate@inee.org.



Caroline (Carly) Manion & Haddy Njie



Dr. Caroline (Carly) Manion is an Assistant Professor, Teaching Stream, and Director of the Comparative, International and Development Education (CIDE) collaborative specialization and research center (CIDEDEC) at the Ontario Institute for Studies in Education (OISE), University of Toronto.

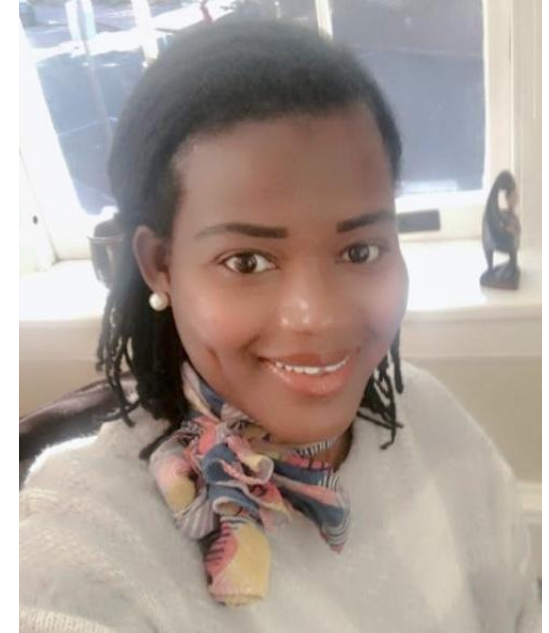
Her research, teaching and advocacy are rooted in the principles of equality and social justice for all, regardless of background or context. For two decades, Carly has been working to disrupt the status quo in comparative and international education research and knowledge production, with a primary focus on gender and education issues, policies and practice, using an intersectional lens and linked with inclusive education broadly defined.



Caroline (Carly) Manion & Haddy Njie

Dr. Haddy Njie hails from The Gambia, West Africa. She is a Teaching Assistant Professor in International Studies, International Studies Minor Coordinator and Advisor, Africana Studies Curriculum Coordinator, North Carolina State University.

Her research interest, broadly defined, is in gender, education, and development in Africa. She has published on girls' education, women's local uses of literacies, and women's social capital and money clubs. In addition to teaching and advising students at North Carolina State University, Njie is passionate about girls' empowerment and committed to coaching girls ages 9-14 on building self-confidence, courage, and academic resilience. She does her mentoring work through the [Gambian Girl Power](#), a not-for-profit organization she founded in 2018 and currently serves as its President. She is an inclusive education advocate and is particularly interested in educational policies and practices that can lead to the equitable distribution of educational opportunities and outcomes capable of improving the human condition of vulnerable populations and those who live in marginalized communities.



Project Goals

- Thematic review of the INEE MS (2010) and associated resources using gender, disability and inclusive education lenses.
- Provide evidence-based recommendations and other inputs to support the process of updating and mainstreaming gender, disability and inclusion in the INEE MS and supporting tools and resources.



Our Approach & Key Knowledge Products Developed

Literature review: Identified consolidated, and extracted relevant data and information on gender, disability, and inclusive education in development and humanitarian contexts published between January 2010-July 2021.

Annotated review of the INEE MS (2010): Multiple close readings; comparison with findings from literature review; discussion

Analytical report

- **Summarized** the status of gender, disability and inclusive education in the INEE MS (2010)
- **Identified strengths** that may be built upon and opportunities to advance the inclusive education agenda, including specifically with respect to gender and disability.
- **Identified gaps or weaknesses** in the content and language used in the MS with respect to gender equality in and through education, disability and inclusive education.
- **Made recommendations** concerning where, what and how the MS may be updated to reflect current knowledge and practice.



Recommendations Based on Findings (I)

Overarching Recommendations

- Update MS to align with international development and humanitarian frameworks
- Stronger and clearer signaling of equity/equality/inclusion goals.
- Integration of intersectionality approaches to help account for and address the needs of diverse learners (e.g., disability compounds education disadvantage for girls).

Clarifying and Amplifying Disability & Inclusion-Related Content

- **Clarification and consistency in use of “inclusive education”:**
 - Two ways concept is used: general and disability-focused
 - MS does not describe inclusive education specifically enough, and other aspects of inclusion should be considered, including low socio-economic status, ethnicity, caste, language, geographic location, religion, unaccompanied children, single-headed households, children associated with armed groups, among others).
- **Expand and deepen disability-related content**
 - Absence in some standards in domains 1, 3, 4 and 5
 - Example of relevant content to add/update: need for teacher training, PD, and support for the effective implementation of disability inclusive education.



Recommendations Based on Findings (II)

Identifying and addressing barriers to disability inclusive education & inclusive education more broadly

- Emphasis in 2010 MS is on physical barriers to disability inclusive education; more attention could be given to attitudinal barriers (e.g., within families, communities, and schools).
- Collection and use of disability disaggregated data is an opportunity that should be integrated into the guidance the MS provides.

Recognize different types of disabilities

- The literature describes situations in which inclusive education advocacy, policy and programming has resulted in certain forms of disability receiving more attention than others (e.g., more attention to learners with sensory-related disabilities than to those with intellectual and/or communication disabilities).
- Opportunity for the MS to make explicit such risks and considerations, in addition to integrating more disability-specific information and guidance throughout.

People First Language (PFL)

- PFL “is a way of communicating that reflects knowledge and respect for people with disabilities by choosing words that recognize the person first and foremost as the primary reference and not [their] disability”.
- Frequently, but not always used in the MS (e.g., “disabled people”, “disabled children”).



Opportunities for INEE members and partners to engage in collective action for inclusive EiE

- Inclusive Education Tool and Evidence Mapping
- Report on Inclusive Education and disability in crisis contexts
- Produce Inclusive Education in emergencies tools or resources
- INEE's commitment submitted on the occasion of the GDS22



Upcoming INEE IE work:

- ❖ IE Evidence Mapping of resources
- ❖ IE Principles and Taxonomy
- ❖ Report on IE and disability in crisis contexts
- ❖ 1-2 IE in emergencies tools or resources, with associated guidance, that fill key gaps identified in the mapping exercise and gap analysis

All tools and resources will be developed with the input of the IETT and interested members of the network. Stay tuned!



INEE commitment submitted on the occasion of the GDS22

“INEE commits to reviewing and updating the INEE Minimum Standards Handbook (INEE MS) with an **inclusive education** lens as part of the INEE MS Update process taking place in 2022.”

*GDS Commitments on Inclusive Education #5.:
Support inclusive education in situations of crisis and conflict*



INEE commitment is in line with...

- The principle of 'Leave No One Behind' (LNOB)
- The [UN Convention on the Rights of Persons with Disabilities \(CRPD\)](#)
 - Article 6 - **Women with disabilities**
 - Article 7 - **Children with disabilities**
 - Article 24 - **Education**
- The [Humanitarian Inclusion Standards for older people and people with disabilities](#)



Q&A





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