

Mapping and Gap Analysis Disability-Inclusive EiE Resources



Inter-agency
Network for Education
in Emergencies

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Outdoor classroom, under the trees, in the Central African Republic. 2020 © Charlotte Berquin (UNHCR)

Any feedback or questions about this report can be directed to inclusive.education@inee.org.

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Authors' Note

This mapping provides important insights into the availability of resources that address the needs of learners with disabilities in emergencies and crisis-affected contexts. It highlights key trends, and gaps, in the design, content, and accessibility of the resources collected. Documents, webpages, videos, podcasts, online courses, and other multimedia were all included in the mapping. An important caveat, however, is that this mapping provides only a snapshot of existing resources; it is not an exhaustive review of all that is available. While writing the report, the team of consultants did a second, more targeted search for resources to try to fill some of the evidence gaps and identify new resources that could strengthen the mapping and further contribute to our understanding of disability-inclusive education in emergencies and crisis-affected contexts. This second round of work was done in parallel with the production of INEE's (2023) report, [Disability-Inclusive Education in Emergencies: Key Concepts, Approaches, and Principles for Practice](#). Finalizing these two INEE products in parallel allowed the team of consultants—together with the INEE Secretariat and IEWG—to align the content, theories, and language behind each publication and ensure a more harmonized approach to supporting learners with disabilities in emergencies and crisis-affected contexts.

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List of Acronyms

CRPD	Convention on the Rights of Persons with Disabilities
EiE	Education in emergencies
IEWG	Inclusive Education Working Group
INEE	Inter-agency Network for Education in Emergencies
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersex, aasexual, and agender
NGO	Non-governmental organization
OPD	Organization of persons with disabilities
PDF	Portable document format
UAE	United Arab Emirates
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

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Executive Summary

Introduction

In emergencies and crisis-affected contexts, providing support and ensuring the education of learners with disabilities is of paramount importance. However, limited evidence is available on the effective disability-inclusive education policies and practices used in these contexts. This report seeks to fill this evidence gap by mapping and analyzing the available resources that target the education and broader needs of learners with disabilities in these contexts. It builds on the work of the Inter-agency Network for Education in Emergencies (INEE) and its Inclusive Education Work Group (IEWG) by identifying key trends and gaps in the resources collected, and by offering recommendations for the development and dissemination of future resources to support stakeholders working with learners with disabilities in education in emergencies (EiE).

Methodology

This mapping was conducted collaboratively by various consultants under the IEWG's leadership and with their support. Desk-based research, a call for resources, and an online survey were initially conducted to collect resources in INEE's five core languages: Arabic, English, French, Portuguese, and Spanish. A total of 182 resources—including reports, guides, training materials, toolkits, videos, websites, tools, policy and advocacy pieces, research outputs, and COVID-19-specific resources—were collected. These resources were then mapped using a coding matrix that was developed iteratively and in consultation with the IEWG. Descriptive statistics were employed to provide a summary of key trends and gaps in relation to the content, design, and accessibility of these resources. While writing the report, the authors also conducted a more targeted search to try to fill these gaps and illustrate the importance of, and need for, resources not commonly found in the initial mapping. The full database of resources collected and analyzed is available on the [INEE website](#).

Summary of Key Findings and Gaps

The table below summarizes key trends and gaps in the resources collected, specifically in relation to the different domains of the coding matrix.

Code	Key Trends	Gaps Identified
Geography	Most of the resources were global resources that were not designed for a specific geography. Of those designed for a specific country or region, the majority came from countries in the Middle East, including Jordan, Saudi Arabia, Lebanon, Occupied Palestinian territory, Syria, Egypt, the UAE, and more.	A limited number of resources were found from Central America, South America, Central Asia, Central Africa, and Oceania. Given the high number of resources that are “global,” there is a strong need for more resources that are tailored to specific country or regional contexts and realities.
Emergencies and Crisis-affected Contexts	More than half of the resources addressed emergencies and crisis-affected contexts more generally.	Few of the resources provided specific guidance or evidence on specific EiE contexts, such as conflicts, environmental or health emergencies, and displacement.
Target Audience	Most of the resources were designed for government authorities (local and subnational), teachers, and non-governmental organization practitioners.	There is a dearth of resources designed to provide specific guidance for donors, teacher trainers, and school leaders or supervisors.
Types of Disabilities	Rather than specifying specific types of disabilities, the resources tended to describe disability more generally.	Very few of the resources showed a nuanced understanding of the particular needs of subgroups of learners with disabilities, such as those with developmental or intellectual disabilities.
Intersectionality	Several resources addressed other vulnerable groups, including girls, out-of-school learners, or those from low-income households, although consideration of how these various characteristics intersect was limited.	None of the resources provided an in-depth analysis of the compounding challenges faced by learners whose disabilities intersect with other vulnerabilities.
Grade or Education Level	A fair number of the resources targeted all grades and education levels.	There were no obvious gaps in terms of grades/education levels. Importantly, however, the post-secondary levels (e.g., tertiary/higher education and technical and vocational training) were not captured in the coding framework.

Healthcare, Medical, and Specialized Services	Most of the resources collected address only the educational needs of learners with disabilities, without also addressing their need for general healthcare/medical services or specialized services, such as specific therapies (occupational, physical, speech, etc.).	Only a small percentage of the resources collected referenced health, medical, and/or specialized services, which suggests the need for more resources that address multisectoral collaboration across education and other sectors (e.g., health, protection, livelihoods, water, sanitation, and hygiene (WASH)).
Accessibility	Most of the resources were in English and in a portable document format (PDF). More than half appeared to be easy to understand, and many provided practical and illustrative examples.	The availability of the resources in different languages, which would facilitate their adoption in diverse contexts, was limited. Few of the resources were available as Word documents or PowerPoint slide decks, which are easy formats to adapt and repurpose, and only some were in “easy-read” formats. The mapping only included digital resources, however, and did not capture hard copy or printed versions (i.e., no-tech options that may be more accessible for EiE stakeholders working in marginalized remote or rural communities).

Recommendations

Based on the mapping and gap analysis, key recommendations are offered to actors who support the design, development, and dissemination of disability-inclusive EiE resources.

- 1. Pilot, adapt, and validate the resources that exist across diverse humanitarian contexts**, including environmental and health emergencies, conflict, or displacement.
- 2. Conduct further mappings with a more targeted focus** to capture, for example, regions and languages presented less often in this mapping or to include offline and printed resources, especially those in braille.
- 3. Develop and widely disseminate resources specifically to support teachers, school leaders, teacher trainers, and other education personnel** working in schools and other learning environments in EiE contexts.
- 4. Create resources to support the design, implementation, monitoring, and evaluation of disability-inclusive EiE across the stages of the project lifecycle** (e.g., budgeting and financing, planning and recruiting human resources, monitoring and evaluation).
- 5. Go beyond addressing the needs of learners with disabilities as a homogenous group, and provide more tailored attention to the needs of subgroups of learners with specific types of disabilities** (e.g., sensory, physical, psychosocial/mental, or developmental).

6. **Produce resources that meaningfully explore the experiences of learners with disabilities who are living in EiE contexts whose disabilities intersect with other characteristics of vulnerability.** This includes resources that specifically address the needs of girls, boys, and lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, or agender (LGBTQIA+) learners with disabilities; refugees/displaced learners with disabilities; orphans with disabilities; or learners with disabilities from low-income households, rural or remote communities, and/or ethnic- or linguistic-minority groups.
7. **Develop resources that support collaboration between education and other sectors, such as health, water, sanitation, and hygiene (WASH), and child or social protection,** to address the multisectoral nature of disability-inclusive EiE, and to ensure that learners have access to important specialized services, such as physical, occupational, speech, or language therapies.
8. **Conduct additional, more structured testing to assess the quality and accessibility of the resources collected.** For example, use screen readers to assess the accessibility of documents or files, and check whether videos or online courses use closed captioning and audio descriptions.
9. **Diversify the modalities used in disability-inclusive EiE resources,** including more multimodal resources, videos, audio recordings, or Microsoft Word documents and PowerPoint slide decks that can easily be edited, translated, and repurposed.
10. **Raise awareness about “easy-read” formats that are more accessible to persons with developmental or intellectual disabilities.** It is especially important that national policies or international frameworks and conventions are disseminated in easy-read formats so that persons with disabilities know their rights and have access to information about the services available to them.
11. **Explore creative and accessible formats to disseminate research, data, and evidence** on learners with disabilities who are living in EiE contexts.
12. **Commission, support, and/or advocate for more research that evaluates the impact and effectiveness of resources that target learners with disabilities** who are living in emergencies and crisis-affected contexts.



1. INTRODUCTION

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Supporting the education and overall wellbeing of all learners, including those with disabilities, is an integral part of an emergency response. Crises, such as armed conflict, social or political fragility, and environmental or health emergencies, exacerbate the risks faced by individuals with disabilities, making them more susceptible to marginalization and exclusion from essential services, such as education. Therefore, it is of paramount importance to ensure that the rights of these vulnerable young people are upheld, even under the harshest of circumstances. By prioritizing disability-inclusive education during emergencies and crises, we can address the diverse and unique needs of these learners, safeguard their rights, and foster their overall wellbeing. Access to education equips these young people with the knowledge and skills they need for their personal and professional growth. It also helps ensure their participation in society and provides them with a network of support and a sense of normalcy or stability under difficult circumstances. Disability-inclusive education in emergencies (EiE) promotes social inclusion, empowers individuals with disabilities, and helps to build more resilient, equitable, and just societies that leave no one behind.

However, there is limited evidence available on effective disability-inclusive education policies and practices in emergencies and crisis-affected contexts. Nearly two decades ago, Kett et al. (2006) indicated that many different resources exist for emergency work, and that “some include disability more than others.” They noted that “research is needed on who is using what, or not, and why and why not” and that “training and awareness raising are needed at all levels to ensure [that these resources] are known about and used” (p. 9). Given the unique challenges posed by emergencies and crises, it is imperative to equip education and humanitarian stakeholders with crucial tools and strategies to effectively support learners with disabilities, in all their diversity and in a range of areas, from inclusive pedagogies and curricula to assistive devices and technologies, health and psychosocial support, or capacity-building for teachers, school leaders, caregivers, and other practitioners. Developing and disseminating accessible resources can help stakeholders—including those with disabilities—gain insights into inclusive practices, tailor interventions to meet learners’ diverse needs, and overcome barriers that hinder the education of learners with disabilities in emergencies and crisis-affected contexts.

This report seeks to fill this evidence gap by mapping and analyzing the available resources that target the education and broader needs of learners with disabilities in emergencies and crisis-affected contexts. Through the collaborative work of its Inclusive Education Work Group (IEWG), the Inter-agency Network for Education in Emergencies (INEE) has made significant contributions to the field of inclusive education for children and adolescents with disabilities. This report builds on this work by providing a mapping of the resources available. This mapping has two primary purposes: to collect existing resources that specifically address the educational needs of children and adolescents with disabilities who are living in emergencies and crisis-affected contexts; and to identify gaps in the availability of resources, in their content, and in their design. By prioritizing the development and dissemination of disability-inclusive EiE resources, this work seeks to strengthen key stakeholders’ capacity, to promote the sharing of evidence-based practices, and to create more inclusive learning environments for learners with disabilities during emergencies and crises.

2. METHODOLOGY

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This mapping involved collecting existing resources that address EiE for children and adolescents with disabilities. The resources were then mapped across a coding matrix to identify key trends and gaps, relative to their content and design. A full list of the guiding research questions can be found in [Appendix A](#). Five types of resources were collected: tools, policy or advocacy pieces, research outputs that included reports or journal articles related to disability-inclusive EiE, frameworks, and 'other resources' that included hand-books, manuals, guides, websites, and multimedia. **Table 1** provides a brief description of each of these five resources, as well as a sixth category that focused specifically on the COVID-19 pandemic. In order to differentiate this global health emergency from other emergencies that have been a longstanding focus of INEE's work, this category encapsulates the other five types of resources as they relate to COVID-19.

Table 1. Types of resources collected

Tools	Tools include checklists and/or survey instruments to help identify barriers to inclusive education and suggestions for ways to overcome them. These tools may also include practical strategies for implementing disability-inclusive education.
Policy or Advocacy Pieces	These resources relate to policies and laws that were enacted by various governments to improve access to education for children and adolescents with disabilities in their countries. They also include advocacy briefs that discuss the status and the importance of inclusive education for children and adolescents with disabilities.
Research Outputs	Research outputs are articles in peer-reviewed journals, books, and reports that measure, review, and examine the practices and programs related to inclusive education for children and adolescents with disabilities who are living in emergencies and crisis-affected contexts.
Frameworks	Frameworks are foundational works on inclusive education. Those included, some of which date from before 2010, describe longstanding principles and highlight growth in the EiE field.
Other Resources	They provide an understanding of the meaning of inclusive education and may provide some strategies for creating and implementing those ideas. This category includes reports, guides, training materials, videos, websites, and other resources not captured by the other categories.
COVID-19 Resources	These resources include all reports, videos, websites, guides, trainings, tools, policy or advocacy pieces, research outputs, and frameworks that were created to support learners with disabilities during the COVID-19 pandemic.

Inclusion-exclusion criteria

As noted in the introduction, this mapping focuses specifically on disability-inclusive EiE. Therefore, only resources that explicitly focused on learners with disabilities, and on emergencies and crisis-affected contexts, were initially included in the mapping. Several search terms were used, including synonyms for key terminology, such as disability(ies) (e.g., special education or special needs, impairments), inclusive education (e.g., mainstreaming, integration), and emergency(ies) (e.g., protracted crises, conflicts, environmental emergencies). Resources that discussed disability in conjunction with other marginalized groups, such as girls, displaced learners or refugees, orphans, linguistic minorities, children and adolescents who are working or out of school, LGBTQIA+ learners, and learners from low-income households were also included. Most of the resources included in the mapping were specifically developed for emergencies and crisis-affected contexts. However, given the limited number of resources available that focused on disability-inclusive EiE, in consultation with the IEWG, it was decided to expand the scope of the search to include resources not created specifically for emergencies and crisis-affected contexts but that could be adapted for such contexts (e.g., resources addressing universal design principles or social-emotional learning in stable contexts). Resources were collected in INEE's five core languages: Arabic, English, French, Portuguese, and Spanish. Initially, only resources published in 2010 or later were included, with the exception of the "frameworks" category, given that those resources usually included international conventions or human rights frameworks that are still relevant today. In consultation with INEE, however, it was later decided to include resources developed before 2010, as some were considered essential foundational documents that informed the development of more recent resources and ongoing efforts. One major criterion for exclusion was cost: the mapping did not include any resources that required a fee to access. This also meant that only open access journal articles or publications were included.

Desk-based research

The first phase of the mapping involved doing desk-based research to collect resources within the scope of the inclusion criteria described above. This was conducted over approximately three months in late 2022. The researcher explored INEE's resource and collections pages before looking for external literature, including academic and gray literature identified using a Google search engine, in addition to more targeted searches on the websites of development partners and international non-governmental organizations (NGOs), such as the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the World Bank, and Save the Children.

Call for resources and engagement with IEWG

In addition to the desk-based research, an invitation to submit resources was circulated through INEE's expansive network of EiE organizations and individuals. Dissemination took place through INEE's listserv, website, social media, language communities, and IEWG member networks, and other key relevant stakeholders with whom a disability-focused consultation had previously taken place to inform the INEE Minimum Standards. This call for resources enabled the consultant to identify resources not necessarily available online. For example, when more targeted outreach took place to help fill the language gaps, one INEE member shared an extensive list of

resources in Arabic and another shared resources in French and other languages. Meetings also were held with the INEE IEWG to share some of the resources already collected and to gather input on resources that had been missed. Once a preliminary repository of resources had been collected, a second invitation was extended to the IEWG so that some of the members could volunteer to review the full list. A small group of IEWG members provided insights and recommendations and helped identify missing resources.

Online survey

An online survey was also developed to provide a space that enabled EiE practitioners to contribute to the collection of resources. The main objective of the survey was to identify resources that EiE practitioners use to address barriers and make learning more accessible for all children and adolescents, particularly those with disabilities ([Appendix B](#) contains the full survey). The survey was translated and disseminated in INEE's five languages (Arabic, English, French, Portuguese, and Spanish) through SurveyMonkey, an online data-collection platform. To reach a broader audience, it was also shared with the INEE member network. The survey remained open for two weeks in October 2022. Participation was voluntary; a total of 115 participants responded.

Survey respondents represented diverse geographies, emergencies and crisis-affected contexts, organizations, and stakeholder positions. Most world regions were represented by the survey participants. A quarter of all participants (approximately 25%) reported working in the Middle East, a fifth (20%) in organizations with a global reach, and 15 percent in the regions of East Africa and West Africa. Only 10 percent or fewer reported working in each of the following regions: the Caribbean, Central America, South America, East Asia, Europe, North Africa, and South Asia. No participants reported being from the North America or Oceania regions. Most survey respondents worked at NGOs, including 26 percent at a national or regional NGO and 42 percent at international NGOs. Of the 115 survey respondents, only two reported working in organizations of persons with disabilities (OPDs), only seven self-identified as a person with a disability, and nine declined to identify. The rest (106 out of 115) did not identify as a person with a disability. Additional selected results from the survey can be found in [Appendix C](#).

Data and gap analysis

A total of 182 resources were collected. As the resources were collected, they were mapped on a coding matrix developed in consultation with the INEE IEWG. The coding matrix was inspired by a prior INEE (2021) mapping of resources that addressed the wellbeing of teachers in EiE settings. This coding matrix was adapted to consider elements of disability-inclusive EiE. For example, specific categories were created to code resources relative to the type of disabilities they targeted (e.g., learners with physical, sensory, psychosocial or mental, or developmental disabilities), and to other intersecting characteristics of learners (e.g., gender, displacement, poverty). Codes were also included to capture the accessibility and adaptability of the resources collected, and to highlight how easy each resource was to access, to understand, and to repurpose for different emergencies and crisis-affected contexts. The coding framework also captured how well the resources addressed the INEE Minimum Standards. The complete coding framework can be found in [Appendix D](#), and a full database of the resources collected and analyzed is available online in Excel format.

After all the collected resources were coded using this matrix, the results were analyzed. Descriptive statistics were used to summarize key findings across the different codes and then disaggregated by the types of resources collected. This quantitative data enabled the authors to identify key gaps in the mapping.

Limitations and future research

This mapping contributes important findings that will help advance our understanding of disability-inclusive education in emergencies and crisis-affected contexts. It is important, however, to recognize that the methodology underpinning the mapping and the gap analysis has several limitations. While using the online survey was an efficient way to access a large and geographically diverse pool of respondents, it also limited the sample to participants who had reliable internet access and were proficient in one of the five INEE languages. To make the survey shorter and less cognitively demanding, several demographic questions (e.g., about respondents' age or gender) were removed before it was disseminated. Removing these items limited the ability to disaggregate the data according to important aspects of participants' identities, including their legal status (e.g., refugee or displaced teacher) and work setting (e.g., refugee camp or settlement). To simplify the analysis, most of the items on the questionnaire were closed questions (i.e., multiple choice), which also limited the potential diversity of responses to certain questions.

In addition, the mapping was conducted by one consultant who is a fluent English speaker. While the online survey and engagement with the INEE IEWG and the broad member network helped identify resources in other INEE languages (e.g., Arabic and French), there were obvious limitations in accessing these languages and other INEE core languages (e.g., Portuguese and Spanish) without support. Moreover, it is important to note that the mapping exercise is not exhaustive, due to time and resource constraints. This is a central consideration in the following section, in which the findings of the data and gap analysis are presented. In an effort to fill some of the gaps identified and share examples of the types of resources that were not captured in the initial mapping, the authors of the report conducted a more targeted search.

Lastly, the coding framework was designed to assess the "accessibility" and "readability" of the resources collected. Definitions of these categories and the subcodes (easy, moderate, or difficult to access/understand) were designed by the consultant, in consultation with the INEE IEWG. This means they may be somewhat subjective and that the findings relative to these categories should be interpreted loosely. The resources were not trialed or tested using specific equipment or tools, such as screen readers, which are important assistive technologies for making documents and other media more accessible for persons with visual disabilities. Videos and online courses also were not checked for closed captioning, audio descriptions, or the accuracy of their translations. It would be valuable for future research to assess these accessibility features and to pilot the resources with persons who have disabilities. For example, when assessing "readability," future research could apply the Flesh-Kincaid score or some other readability index to achieve more rigorous results. Moreover, because this mapping focused specifically on resources available digitally and/or online, it does not include resources that are only available in print form, such as braille resources.

3. RESULTS OF THE MAPPING

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This section presents key findings from the mapping of resources. It draws from descriptive statistics that emerged from the results of the coding framework. Each subsection points out various gaps in the respective code or category. As noted in the methodology section, a second round of targeted searches was conducted after analyzing the initial resources collected. The purpose of this targeted search was to fill gaps and to highlight important resources that were not found as frequently in the initial mapping.

A note about language

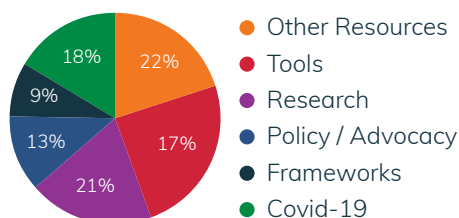
In order to increase the readability and comprehension of the findings, it is important to clarify how several key terms are used in this section.

- The term “teachers” is used to refer broadly to any learning facilitator or to EiE stakeholders who work directly with learners. This may include volunteer teachers—including caregivers/family members or community volunteers—as well as educators and professionals without formal teaching qualifications.
- The term “schools” is used to refer broadly to any learning environment or the direct environment in which teaching and learning take place. This may include formal and non-formal education settings, refugee camps, NGOs or foundations, as well as the virtual environments used for remote or distance education.

General information

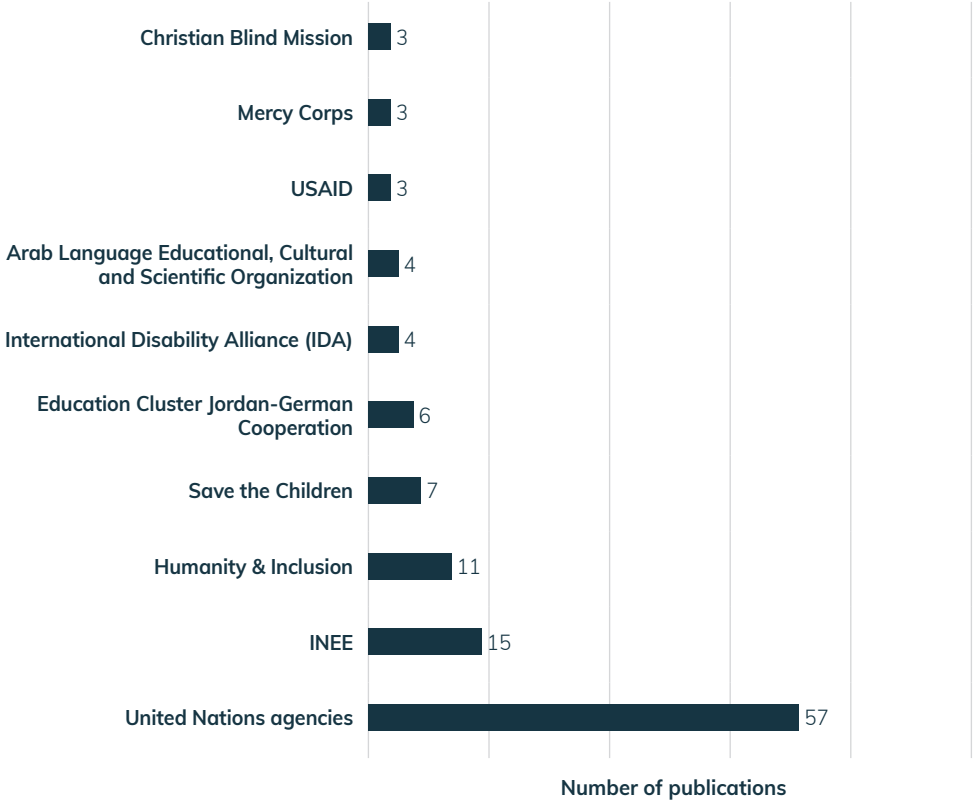
In total, 182 resources were collected. This includes 30 tools (17%), 38 research outputs (21%), 24 policy or advocacy pieces (13%), 17 frameworks (9%), 40 ‘other resources’ (22%), and 33 resources (18%) related to COVID-19 (see **Figure 1**). All the resources were published between 2001 and 2023, except for several frameworks dated prior to 2000. For example, the United Nations (UN) Convention on the Rights of the Child (CRC) was published in 1989, and UNESCO launched the World Declaration on Education for All in 1990.

Figure 1. Types of resources collected



The 182 resources collected were published by diverse organizations, institutes, and individuals. Most authors of the publications collected were UN agencies (57), including UNESCO, UNICEF, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), the United Nations High Commissioner for Refugees (UNHCR), and UN Women. INEE was the next most common author (15 of 182, or approximately 8%). As **Figure 2** indicates, additional authors that appeared frequently in the collected resources were Humanity & Inclusion (previously known as Handicap International, 11 publications), Save the Children (7 publications), the Education Cluster Jordan-German Cooperation (6 publications), the Arab League Educational, Cultural, and Scientific Organization and International Disability Alliance (4 each), and United States Agency for International Development, Mercy Corps and the Christian Blind Mission (3 each).

Figure 2. Key authors of resources collected



Among the 182 resources originally collected, all other authors produced only one or two publications each. These included development partners such as the World Bank Group; donors such as the UK Foreign Commonwealth Development Office and their associated projects, including the Girls' Education Challenge; international NGOs, such as Plan International; humanitarian organizations, such as the Norwegian Refugee Council; as well as research institutes and individuals. Also included were advocacy networks, interagency forums, and multisectoral collaborations, such as the [Inter-Agency Standing Committee \(IASC\)](#), which brings together UN and non-UN humanitarian partners; the [Geneva Global Hub for Education in Emergencies](#), which engages with humanitarian and development organizations, governments, academia, and the private sector; the [Dutch Coalition on Disability and Development](#), a coalition of individuals and organizations working in disability and development; and the [Global Action on Disability Network](#), a coordinating body of bilateral and multilateral donors and agencies, public and private foundations, and key coalitions of the disability movement.

Importantly, the online survey revealed that many of the resources that practitioners use are not available online and therefore were not captured in this mapping. One major reason for this is because many organizations have only hard copies, especially in rural, remote, or low-income contexts, where access to the internet and other technology is scarce. Additional reasons include a lack of capacity or financing to develop digital versions of a tool, or copyright restrictions that obstruct stakeholders' ability to share the resources openly online.

Geographic representation

The resources collected addressed diverse geographic contexts, as shown in **Figure 3**. The majority of resources (68%) were designed to address emergencies on a global scale, without explicitly including details related to a specific region or country. Only 17 percent provided a specific country focus, 7 percent provided a regional focus, while 8 percent provided a multiregional focus. While such global knowledge products are important, this finding points to an important evidence gap and the need for more context-specific resources that tailor their content to the specific needs of countries and local communities. Emergencies and crisis-affected contexts, and the needs of learners with disabilities who live in these contexts, vary dramatically across geographies. It is critical that resources, including reports, videos, websites, guides, tools, policy and advocacy documents, and research outputs capture these nuances, including cultural, sociopolitical, and economic differences across countries.

Figure 3. Geographic focus of resources collected

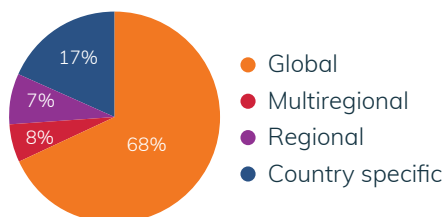
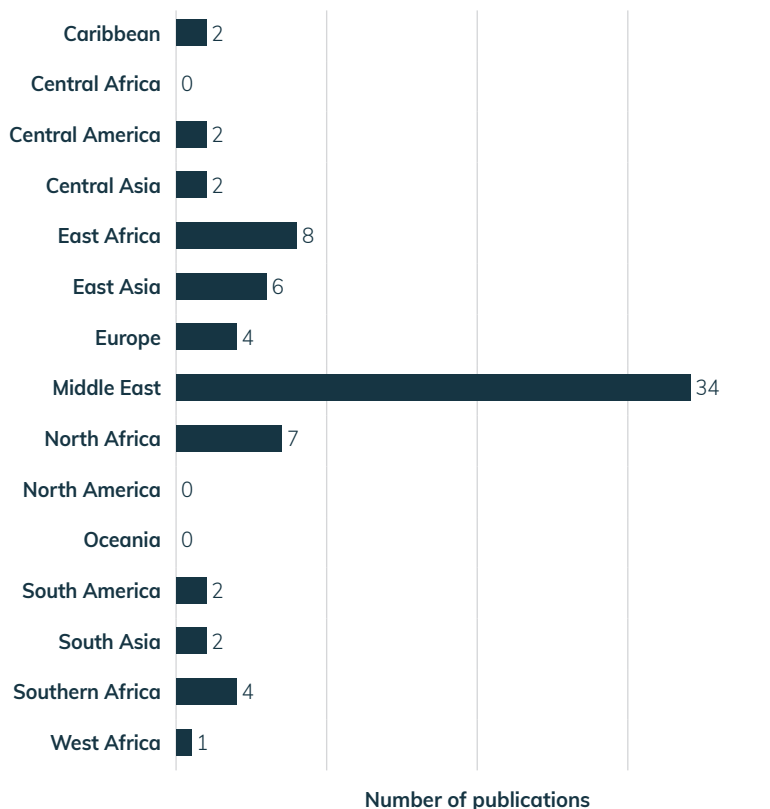


Figure 4. Regional representation of resources collected

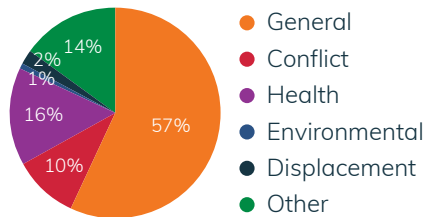


In total, 56 countries were addressed in the resources collected. The full list of countries is provided in [Appendix E](#). The countries that were addressed most frequently in the resources include Jordan (11), Saudi Arabia (8), Lebanon and Occupied territory (6 each), Syria (5), Egypt, Morocco, Oman, Uganda and the United Arab Emirates (UAE) (4 each). The Middle East was the world region that appeared most frequently (in 34 resources), as indicated in Figure 4. Regional gaps occurred, especially in South America and Central America and the Caribbean. These are important gaps to address, given the sociopolitical and economic crisis in Venezuela, the history of armed conflict in Colombia, and the recent gang violence and environmental emergencies in countries including El Salvador, Honduras, Guatemala, and Haiti (Norwegian Refugee Council, 2023; Office of the High Commissioner for Human Rights, 2023), all of which have inevitably impacted learners, including those with disabilities. There also is a dearth of resources that address learners with disabilities in emergencies and crisis-affected contexts in some countries in Central Asia (e.g., Afghanistan), East Africa (e.g., Burundi and Rwanda), and Oceania, a region commonly affected by cyclones, tsunamis, and other environmental emergencies.

Emergencies and crisis-affected contexts

Most of the resources collected did not focus on a specific type of emergency or crisis and instead addressed crises or humanitarian contexts more broadly. This was the case in 57% resources collected, which were coded “general” (see **Figure 5**). This general category also included resources that were not specific to emergency contexts but could easily be adapted and applied to such contexts. The Washington Group questionnaires such as the Child Functioning Modules or Short Set, for example, are not specific to humanitarian settings but have been used by humanitarian actors (Leonard Cheshire & Humanity & Inclusion, 2018). Additional examples include INEE’s (2012) checklist for teachers to use to assess whether their classrooms are inclusive and child friendly, or the World Health Organization’s (2023) Global Scales for Early Development package, which provides a set of open-access questionnaires and an internationally standardized measure for parents, caregivers, or practitioners to use to assess the development of children up to 36 months of age across diverse cultures or contexts. Such resources should be piloted in diverse humanitarian contexts to test their validity and the necessary adaptations made so they can provide the accurate and comparable data needed to support learners with disabilities in emergencies and crisis-affected contexts.

Figure 5. Types of emergencies addressed in resources collected



A notable resource that also falls into the general category is Plan International’s (2017) “Planning for Inclusion” brief, which outlines how education budgets and plans can target the most marginalized learners, including those with disabilities, those living in emergencies and crisis-affected contexts, those living in poverty, girls, or learners from ethnic or linguistic minority groups. Although EiE is only a small component of this resource, it addresses a key challenge and an evidence gap in the field of disability-inclusive EiE: inclusive financing (Kerr & Kurzawa, 2022). Given that this was the only resource of its kind that the survey found, it is critical that more resources be developed to support disability-inclusive projects in humanitarian settings at different stages of the project lifecycle (e.g., budgeting, planning, recruiting human resources, assessments of barriers and enablers, etc.). Indeed, the online survey also revealed the need for more resources to support donors and other funding bodies. A survey respondent with global experience wrote, “I think the biggest gap is in funding and attention from donors—there is [sic] a lot of knowledge and helpful technical resources available, but until donors prioritize children with disabilities they will continue to fall through the cracks as implementers prioritize other urgent deliverables.”

Among the other 53 resources that addressed a specific type of emergency, health emergencies was the most common (30). This is to be expected, given the recent COVID-19 pandemic, which led to a proliferation of resources on this topic, as found in a previous INEE (2021) mapping. Conflict was the main focus in 18 resources, displacement in only 3 resources, and environmental emergencies in only 2, which points out several important gaps and the need for more resources, tools, or frameworks that provide specific guidance or evidence relative to the context-specific nature of different types of emergencies and crises.

As **Table 2** shows, research outputs were the resources most likely to address the diversity of emergency and crisis. However, several gaps (indicated by a “0” in the table) are seen across the different types of resources, including tools, policy or advocacy pieces, frameworks, and ‘other resources’. The type of emergency and/or crisis will greatly affect the education and broader wellbeing needs of learners with disabilities, thus the resources used must consider the diverse humanitarian contexts and provide tailored guidance to support learners in those contexts. Indeed, 25 resources specifically addressed “other” types of emergencies, such as water emergencies (Jones & Wilbur, 2014) or the use of accessible technologies in disaster and risk reduction and humanitarian response (Christian Blind Mission, n.d.).

Table 2. Types of emergencies addressed in resources collected, by type of resource

Type of Resource		Tools	Research	Policy or Advocacy	Frameworks	Other Resources	COVID-19	Total
Type of Emergency	General	19	21	15	16	33	0	104
	Conflict	2	7	4	0	5	0	18
	Health	0	1	0	0	0	30	30
	Environmental	0	1	0	1	0	0	2
	Displacement	1	2	0	0	0	0	3
	Other	8	7	5	0	2	3	25
	Total	34	35	25	14	42	26	182

Some lessons can be learned from resources that are tailored to specific types of emergencies and crises. For example, an INEE (2006) special issue of the *Journal for Disability and International Development* explored the tsunami in Sri Lanka and its impact on the health and wellbeing of young people and adults with disabilities. The authors who wrote the special issue articles explored contextual factors that shaped disability-inclusive education programming and research. For example, Kett et al. (2006) described how the tsunami “was not typical of disasters in many ways” because “unprecedented levels of funding and media interest resulted in over-funding in some areas, competition between funders and pressure to show results visible to the donating public” (p. 5). This inevitably shaped the role of humanitarian actors, as well as civil society organizations, including OPDs or disability-focused NGOs working in the emergency response, relief, and reconstruction.

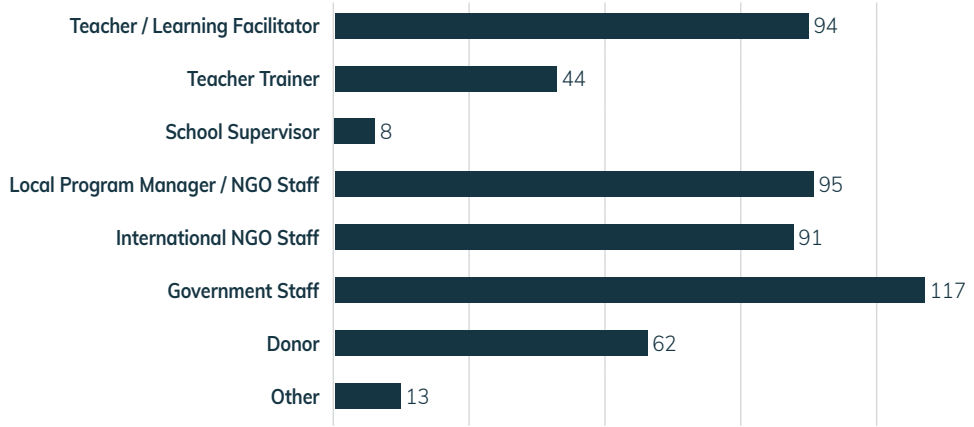
A number of (18) resources focused on conflict. These included various resources published by the UNRWA (2015), such as a school-based teacher training program supporting learners in grades 7-12, including those with disabilities (available in Arabic and English), and a YouTube video in Arabic (UNRWA, 2013) that introduced the concept of inclusive education and how to develop and change teachers’ attitudes toward it.

The survey results reemphasize both dimensions of this finding: (1) the importance of including resources that are more general and not specific to EiE contexts, as well as (2) the need for more contextualized resources that are tailored to specific types of emergencies and crises. On the one hand, survey respondents identified the need for general disability inclusion tools and resources, such as tools to screen and identify learners with different types of disabilities or training in sign language and the braille alphabet. On the other hand, respondents also noted the need for “resources and tools that are contextualized to local contexts.” A respondent from Palestine, for example, asked for “standard diagnostic tools for different disabilities, according to the Palestinian environment.” This suggests an important two-pronged approach: (1) developing tools that are either broad or general in scope that (2) can be easily tailored, piloted, and adapted as needed for specific emergency contexts and geographies.

Target audience

Each of the 182 resources collected targeted different audiences, and sometimes multiple audiences, including teachers, teacher trainers, school leaders or supervisors, NGO staff members, government authorities, donors, or other key stakeholders (see Figure 6). The most common audiences the resources targeted were either national or subnational government authorities (117 resources) or teachers (94 resources). This is promising, giving the important role that both governments and teachers play in shaping inclusive education policy and practice. Furthermore, NGO staff members, program managers, and practitioners were targeted in a substantial number of resources: 95 targeted practitioners with national NGOs, 91 practitioners with international NGOs. A total of 62 resources targeted donors.

Figure 6. Target audience of resources collected



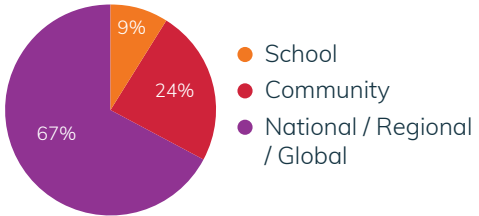
Despite the large number of resources that targeted teachers, the survey revealed that many EiE practitioners still need resources that support disability-inclusive teaching. In all the languages represented—Arabic, English, French, and Spanish—the survey respondents expressed a need for resources that support the development of disability-inclusive curricula, pedagogies, and assessments. Specific topics mentioned include supporting teacher training colleges or preservice teachers, creating and/or adapting didactic resources, and developing individualized education plans or resources that provide “concrete activities and lessons that educators and child-serving professionals can put in place, and with noted age ranges for the activities and lessons.” This may suggest either that the available learning and teaching materials are not addressing the topics most relevant for EiE stakeholders, or that the resources are not reaching the stakeholders who need them. In-depth research is needed to explore the resources that target EiE teachers, and how their accessibility, design, and/or content meet teachers’ diverse needs.

In contrast, only 44 of the resources targeted teacher trainers and only 8 targeted school leaders or supervisors. This indicates a significant gap, given the important roles that school leaders and supervisors or teacher trainers play in supporting teachers of learners with disabilities. In emergencies and crisis-affected contexts, teachers of learners with disabilities play multiple and diverse roles, as they provide not only academic support but support for learners’ broader wellbeing. They may be responsible for specific disability-related tasks, such as screening and identifying learners with disabilities or creating individualized education plans. It is therefore of paramount importance that teachers receive sufficient support to do their jobs effectively, and that teacher trainers, school leaders, supervisors, and other school-based personnel have access to resources that can equip them with the skills and knowledge they need to foster more inclusive teaching and learning environments.

This gap is also seen in the coding framework’s category on socioecological levels. All the resources were coded according to whether they focused on school contexts, community contexts, or national, regional, and global contexts. Only 9 percent of all the resources collected addressed the school level (see **Figure 7**), including seven tools, one research outputs, seven ‘other resources’, and one COVID-19-related resource (see **Figure 8**).

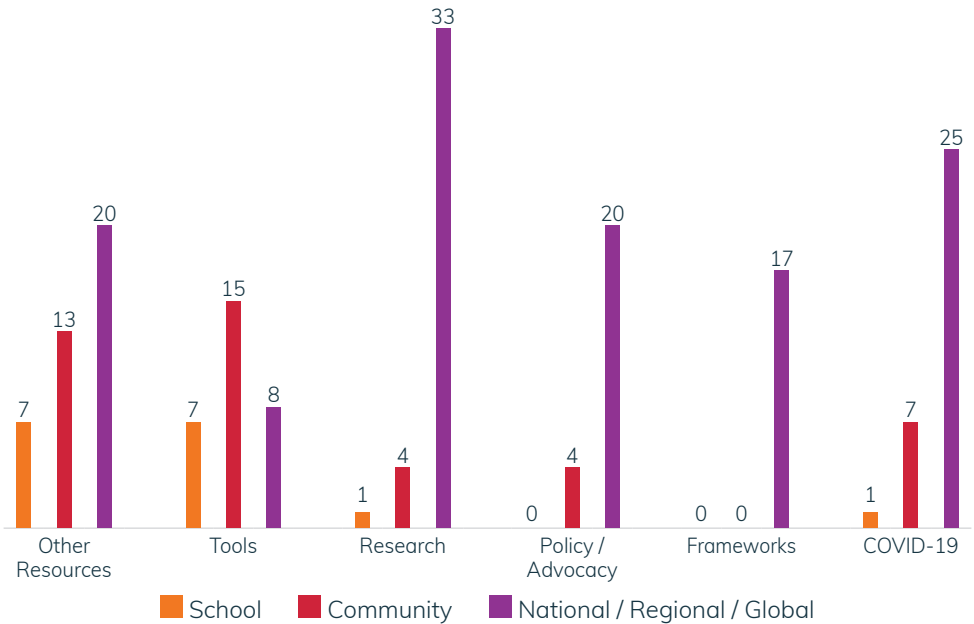
Resources that target the school level are important because they can provide relevant and targeted support for the professional development of school leaders and/or other education personnel, as well as information or strategies for how to understand and support the needs of learners with disabilities by creating inclusive learning environments. For instance, UNESCO’s (2001) “A Guide for Teachers” provides guidance on how teachers can assess students’ needs relative to different types of disabilities, how to respond to diversity in the classroom, and how to coordinate and collaborate effectively with parents and other practitioners. It also includes descriptions of different disability models (e.g., the medical and social model). A second example, the UNESCO-IBE (2014) curriculum de-

Figure 7. Sociological levels addressed in resources collected



velopment resource pack, shares information on curriculum design, the organization of content and the time allocated to activities, the development of teaching and learning materials , as well as learner assessment and curriculum evaluation. It also includes a specific task used to identify “situations that require unique strategies for the capacity development of teachers (e.g. children with disabilities, migrant populations, children who do not speak the majority language, [or] children displaced by war)” (p. 135). School leaders and other school-based personnel play vital roles in emergencies and crisis-affected contexts. They provide teachers with instructional leadership, help to build relationships and foster connections between schools and families, ensure that learners (and teachers) are safe, and, when responding to crises, they make important decisions, disseminate timely and accessible information, and mobilize resources and support within the school communities (Chatzipanagiotou & Katsarou, 2023). And yet, there is a gap in the provision of resources that address the intersection of school leadership with emergencies and crises, as this mapping has indicated. It thus is critical that more resources are designed specifically to support school leaders and other school-based actors so they can respond fully and effectively to the needs of learners with disabilities in emergencies and crisis-affected contexts.

Figure 8. Socioecological levels addressed, by type of resource



Of the 182 resources collected, the majority addressed either national, regional, or global contexts. All frameworks collected were coded at global level, because they outlined global commitments or conventions, such as the Convention on the Rights of the Child (UN, 1989), the CRPD (UN, 2006), the World Declaration on Education for All (UNESCO, 1990), the Sustainable Development Goals (UN, 2015), the Incheon Declaration and Framework for Action (UNICEF et al., 2016) and Salamanca Declaration and Framework for Action (UNESCO, 1994), and the INEE (2012) Minimum Standards. Most policy and advocacy documents also addressed the national, regional, or global level. An exception to this is the Dubai Inclusive Education Policy Framework, which was coded at the community level, with its focus on governance at the subnational level and targeting of local regulatory authorities or governing bodies across Dubai (Knowledge and Human Development Authority, 2017).

Target group of learners: Disability

The coding framework was designed to capture those resources specifically designed to support learners with different types of disabilities and functional limitations, including physical disabilities, sensory disabilities, psychosocial or mental disabilities, and developmental disabilities. The latter includes learners who have down syndrome, developmental delays, cerebral palsy, Autism Spectrum Disorder (ASD), Attention-Deficit Hyperactivity Disorder (ADHD), communication/language disorders, learning and/or print-disabilities such as dyslexia, dyscalculia, dysgraphia, and others.

These categories align with INEE's (2023) principles for disability-inclusive EiE. However, the mapping revealed that only a few of the resources actually specified the type of disability they sought to address, and many addressed disability more generally.

Only 8 percent of the resources collected explicitly referred to a particular type of disability, which indicates a significant gap (see **Figure 9**). Learners with disabilities are not a homogenous group; they have diverse needs that depend on whether their impairment is physical, sensory, developmental, or psychosocial. And yet, 92 percent of the resources collected did not specify a type of disability and therefore did not provide specific guidance, evidence, or recommendations on how stakeholders can best support learners with specific types of disabilities.

As **Table 3** shows, only ten of the resources collected explicitly addressed a specific type of disability: six addressed learners with sensory disabilities, four addressed learners with developmental disabilities. Additionally, four resources provided a detailed analysis of multiple types of disabilities.

Figure 9. Types of disabilities addressed in resources collected

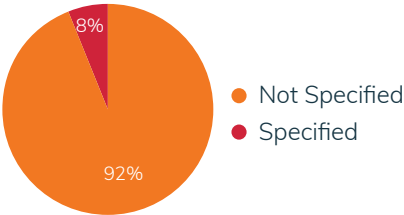


Table 3. Types of disability addressed in resources collected, by type of resource

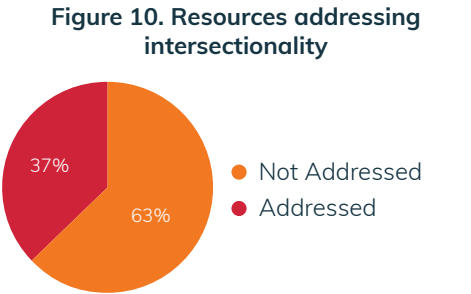
Type of Resource		Tools	Research	Policy or Advocacy	Frameworks	Other Resources	COVID-19	Total
Type of Disability	Physical	0	0	0	0	0	0	0
	Sensory	1	0	1	1	2	1	6
	Psychosocial or Mental	0	0	0	0	0	0	0
	Developmental	0	1	1	0	1	1	4
	Multiple	1	0	0	0	0	3	4
	Not Specified	28	37	22	16	37	28	168

Lessons can be learned from the resources that targeted specific types of disabilities. For example, a journal article addressing the context of COVID-19 (Hunt et al., 2021) provided recommendations on how to address challenges faced by young people with developmental disabilities, a subgroup of learners often overlooked and neglected in humanitarian contexts. In light of the fact that “children with developmental disorders face a higher rate of mental health comorbidities than their typically developing peers” (Hunt et al., 2021, p. 186), the recommendations were aimed at enhancing these learners’ access to safety information, education, healthcare, and mental health and psychosocial support.

This need for more disability-specific resources is further supported by the survey results. For example, a respondent from Europe (who speaks English and Albanian) identified the need for tools on “how to facilitate curricula or textbooks for different typologies [sic] of disability.” A Spanish-speaking respondent from South America explained similarly that a resource they had used was “not helpful” because “every [disability] has specific requirements.”

Target group of learners: Intersectionality

The coding framework captured which resources went beyond disability to address how disability intersects with other characteristics of marginalization, such as gender, poverty, language, and ethnicity. Results indicate that most of the resources collected (63%) did not address these other characteristics (see **Figure 10**). Of the 67 resources that did address intersectionality, the characteristic considered most frequently was gender, particularly the education of girls. Girls were ad-



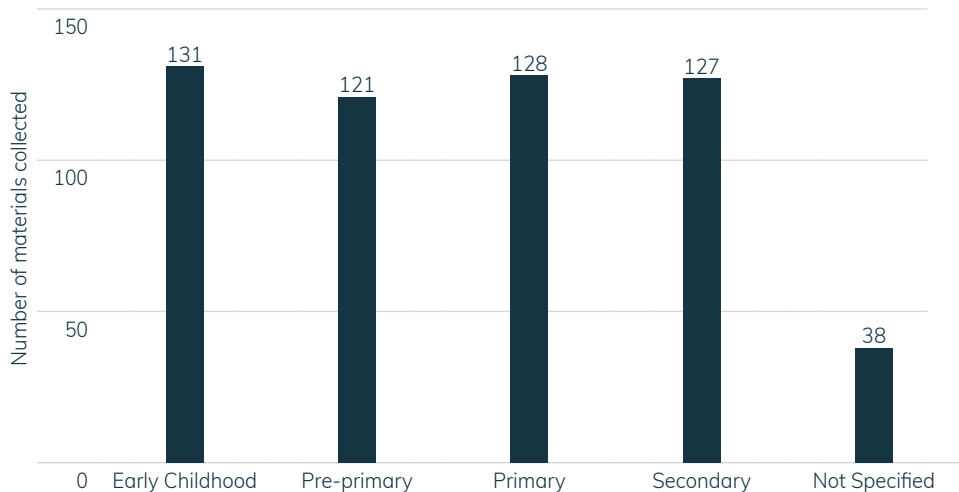
dressed in 22 (12%) of the resources collected. Very few (3) resources addressed the needs of migrant or displaced learners, out-of-school learners (1), . These numbers should be interpreted cautiously, however, as 37 of the resources collected addressed multiple groups, but the coding framework did not capture which ones specifically.

Importantly, many of the resources that mentioned different subgroups of learners did so only briefly, without providing in-depth guidance and/or analysis of their specific situations or education needs. Indeed, few of the resources provided detailed content on the challenges faced by these subgroups of learners with disabilities, nor did they provide comprehensive guidance on how to support them. An exception to this finding is Save the Children's (2003) "Inclusion Strategies for Education Checklist," a brief document providing practical strategies for how to improve access to education and learning for learners with different backgrounds or identities. For instance, the document underlines the importance of sensitizing teachers to issues faced by learners who had been recruited into armed groups. The document suggests implementing out-of-school activities for internally displaced children and adolescents so they have the opportunity to interact with and strengthen their relationships with their peers from the host communities. It also advocates for activities that reach out to out-of-school learners with disabilities. While this resource provides explicit guidance on how to support learners from different groups, it remains compartmentalized and does not acknowledge the compounded challenges children and adolescents might face when different characteristics intersect.

Target group of learners: Grade or education level

The resources collected addressed various education levels (mainly formal education), and often multiple levels, including early childhood (defined as 0-3 years) and pre-primary (defined as 3-6 years), as well as the primary and secondary levels. As indicated in **Figure 11**, these levels were fairly evenly distributed across the resources collected, and only 38 resources did not specify the education level. No obvious gaps were found in the education levels covered by the resources. However, the coding framework did not capture the postsecondary level, including higher education or technical and vocational education and training. This is an important finding, given the need to ensure that learners with disabilities in emergencies and crisis-affected contexts are prepared to enter the education system in their early years, and that they are able to access and participate in developing skills that will enable them to transition through the system and to complete, and fully benefit from, their education.

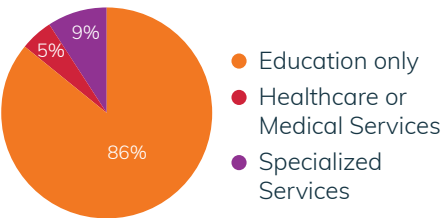
Figure 11. Education levels addressed in resources collected



Healthcare and specialized services

The coding framework captured whether the resources collected also addressed general healthcare or medical services (e.g., nutrition) or specialized services (e.g., physical, occupational, or speech and language therapy) for learners with disabilities in emergencies and crisis-affected contexts. Unfortunately, few of the resources did. As indicated in **Figure 12**, only 5% of the items addressed general healthcare or medical services, and only 9% addressed specialized services. All other resources addressed education services alone. This indicates another important gap: too few resources consider a multisectoral approach to disability-inclusive EiE. This approach is critically needed to ensure that learners with disabilities have access to important health services, including assistive devices and technologies, and specialized services such as occupational therapy, physical therapy, speech and language therapy, or mental health and psychosocial support. This finding is further supported by the survey. For example, survey respondents expressed a need for tools that support “the establishment and operationalization of school health services” (East Africa, Shikomori language) or “an intensive training package on primary rehabilitation therapy” (South Asia, Nepali). Indeed, access to medical, health, and rehabilitative services is vital in order to ensure that children and adolescents with disabilities can learn and fully benefit from education in both stable contexts and humanitarian settings (UNICEF, 2022). The coding framework also has its limitations and failed to capture other sectors that are important to support learners with

Figure 12. Types of services addressed in resources collected



disabilities in EiE contexts, including water, sanitation, and hygiene, financing, social protection/affairs, or gender-based violence and child protection.

As **Table 4** suggests, the only two resources covering medical or health services were from the COVID-19 category. Specialized services, on the other hand, were addressed in three resources, five tools, two research outputs, and one COVID-19-focused resource. These resources point to several key considerations for supporting learners with disabilities in emergencies and crisis-affected contexts. For example, the Age and Disability Consortium’s (2015) Minimum Standards for Age and Disability Standards in Humanitarian Actions (available in Arabic, English, and French) articulates actions that meet Health Standard 6, “Children with disabilities have full access to child health services,” and Health Standard 7, “People with disabilities and older people have full access to sexual and reproductive health services.” This includes:

- Ensuring that children with disabilities have full access to the necessary medical treatments, including medicines for treating epilepsy and juvenile diabetes, prevention and treatment programs, and nutrition services
- Informing children with disabilities and their parents/guardians/caregivers about available health facilities, and making sure that children’s health facilities are accessible to those with different disabilities
- Ensuring that staff working at the available health facilities have an understanding of the spectrum of childhood disabilities and their links with secondary complications and various diseases
- Providing girls, boys, women, and men with disabilities, including those who are older, with full access to services that assist survivors of gender-based violence, or other forms of violence and abuse, including psychosocial assistance

Table 4. Services addressed in resources, by type of resource

Type of Resource		Tools	Research	Policy or Advocacy	Frameworks	Other Resources	COVID-19	Total
Type of Services	Education Only	24	34	24	15	36	24	157
	General Healthcare	2	0	0	2	1	4	9
	Specialized Services	4	4	0	0	3	5	16

Accessibility

The accessibility of the resources collected was captured through various codes, including those related to the resources’ language, modality, readability, adaptability, and downloadability. In terms of language, 161 resources were available in English, making it the language used by far the most. Arabic was next (70 resources), then French (44), and Spanish (39) (see **Table 5**). Only ten resources were available in Portuguese and 26 were in other languages, such as Bahasa Indonesian, Chinese, German, Lao, Macedonian, Russian, Slovak, Swahili, Ukrainian, Vietnamese, and local languages such as Urdu, Khmer, Karenic, and Svenska. The diversity of languages is impressive, given the need to support learners with disabilities in diverse geographic contexts.

Table 5. Language of resources collected, by type of resource

Type of Resource		Tools	Research	Policy or Advocacy	Frameworks	Other Resources	COVID-19	Total
Language	Arabic	9	12	9	10	17	13	70
	English	28	33	20	17	34	29	161
	French	7	5	6	10	10	6	44
	Portuguese	1	2	1	2	2	2	10
	Spanish	8	3	5	10	8	5	39
	Other	4	2	3	8	7	2	26

However, as **Table 6** suggests, when looking at the different types of resources available, various gaps emerge. For example, among the 182 resources collected, only eight were Spanish-language organized under ‘other resources’. In the coding framework, ‘other resources’ is defined as resources that provide strategies for creating and implementing ideas about disability-inclusive education. Moreover, only six of the policy/advocacy pieces were available in French. Importantly, when these findings are disaggregated by the target audience, it becomes evident that even fewer resources are available for certain stakeholders in the appropriate languages. For example, only 13 “other resources” were found for Arabic-speaking teachers, only seven for Arabic-speaking teacher trainers, and none for Arabic-speaking school leaders.

The resources collected were available in diverse modalities, including documents, presentations, videos, audio recordings, and online courses. As shown in **Table 6**, the portable document format (PDF) was by far the most common modality; it was used in 125 of the 182 resources collected (69%). The next most common modalities were webpages (10%) and videos (10%). Nine resources (5%) were available in multiple modalities (i.e., multimodal). However, just a few of the resources were available in Microsoft Word document format (3%) or PowerPoint (1%), which are easier formats to adapt and repurpose. Only four online courses on disability-inclusive EiE were identified (approximately 2% of all resources), but no audio recordings on the topic were found in the initial search. All of this points to several gaps

in the resources collected. For example, many survey respondents identified the need for more resources in braille, an accessible format for persons with visual disabilities. Given that our mapping focused on digital resources, these resources could not be captured, as braille resources must be in hard copy format. Indeed, this is a limitation of the research design; subsequent research should collect and analyze the availability, design, and content of printed resources, including those in braille.

Table 6. Modality of resources collected, by type of resource

Type of Resource		Tools	Research	Policy or Advocacy	Frameworks	Other Resources	COVID-19	Total
Modality	Word document	2	0	0	1	2	1	6
	PDF	18	32	16	13	24	22	125
	PowerPoint presentation	0	1	0	0	1	0	1
	Audio	0	0	0	0	0	0	0
	Video	2	0	0	0	8	8	18
	Multimodal	2	2	1	0	3	1	9
	Online course	4	0	0	0	0	0	4
	Webpage	3	3	6	3	3	1	19
	Other	0	0	0	0	0	0	0

It is important to diversify the modalities through which information is disseminated and shared in order to ensure accessibility, especially for persons with disabilities. Videos, for example, can be powerful learning tools for education stakeholders, especially teachers. The mapping found an 11-minute UNRWA (2016) video that illustrates practical ideas on how teachers can support and integrate learners with diverse disabilities in mainstream classrooms most effectively. Even though the video is in Arabic, non-Arabic speakers can watch how teachers adapt their pedagogy, such as by printing out resources to enable learners with low vision to follow along as their peers without disabilities observe the chalkboard. Several online courses also were found in the mapping. *Kaya*, a free humanitarian learning platform, offers free online self-study courses in topics such as the basic principles of disability inclusion in humanitarian response, collecting data for the inclusion of persons with disabilities in humanitarian actions, and practical advice on safeguarding and gaining informed consent from persons with intellectual and sensory disabilities. Even though these resources are free of charge, they require creating a username and password to access. It is therefore important to explore further how these sorts of opportunities can reach a wider audience and ensure their accessibility to diverse EiE communities, including communities that include persons with disabilities.

The readability of the resources collected was coded across four subcodes: (i) easy to understand with practical examples; (ii) easy to understand with limited or no practical examples; (iii) moderately difficult to understand; and (iv) difficult to understand. These categories were considered with respect to different stakeholders. For example, a resource considered easy to understand presumably could be comprehended by non-specialists or less-experienced learning facilitators, such as community-based teachers who do not have extensive teacher training. On the other hand, the resources considered more difficult to understand may be targeted primarily at technical specialists, researchers, or highly experienced EiE or disability inclusion professionals.

One promising finding is that the majority of resources were coded “easy to understand”: 74 resources (41%) were considered easy to understand and offered practical examples, and 37 (20%) were considered easy to understand, even though they had limited or no examples. On the other hand, 70 resources (38%) were coded as “moderately difficult to understand” and only 1 (1%) were considered “difficult to understand”

(see **Figure 13**). Some factors that made these resources difficult to understand include dense or text-heavy writing, long and complex sentences, or sophisticated vocabulary, all of which may make a resource’s content and/or key messages difficult to understand.

When the data is disaggregated by type of resource, several gaps are revealed (see **Table 7**). When looking specifically at research outputs, for example, it is evident that more than half of the research outputs collected (22 of 38) were coded as “moderately difficult to understand.” This points to a common and critical issue with the dissemination of research findings and indicates the need to look for creative and more accessible ways to share evidence related to learners with disabilities in emergencies and crisis-affected contexts. Similarly, the majority of frameworks (14 of 17) were coded as “moderately difficult to understand.” These frameworks often outline the human rights guaranteed to persons with disabilities, and it is critical that these people have access to these resources so they are aware of their rights.

Figure 13. Readability of resources collected

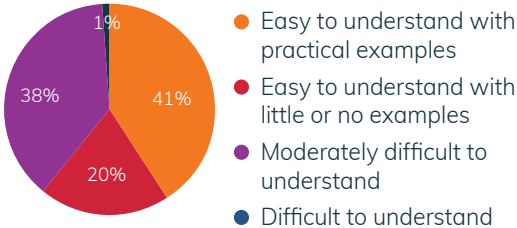


Table 7. Readability of resources collected, by type of resource

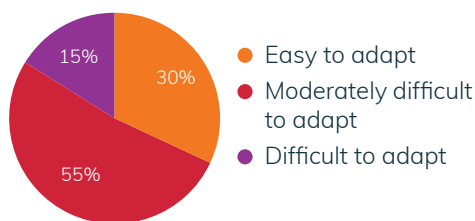
Type of Resource		Tools	Research	Policy or Advocacy	Frameworks	Other Resources	COVID-19	Total
Readability/Comprehensibility	Easy to understand with practical examples	24	8	5	1	22	14	74
	Easy to understand with limited or no examples	4	8	6	2	11	6	37
	Moderately difficult to understand	2	22	13	14	6	13	60
	Difficult to understand	0	0	0	0	1	0	1

The literature review conducted by consultants who worked on this report revealed that no studies provided evidence of improved learning outcomes for learners with disabilities in emergency contexts, and this information did not make its way into the easy-read publication. More research is needed to examine the dissemination of research and evidence in accessible formats, including easy-read formats.

Creating documents in easy-read formats helps make written information easier to understand, such as using simple language and illustrating key information. Easy-read formats are particularly helpful for persons with developmental or intellectual disabilities, as it helps them understand information more easily. Easy-read formats also increase accessibility for other minority groups, such as linguistic minority populations or people who have lower literacy levels for various reasons.

The resources collected were coded according to their adaptability: easy to adapt, moderately difficult to adapt, or difficult to adapt. Adaptability is an important characteristic because it allows stakeholders to tailor, reuse, and repurpose resources to make them more appropriate or relevant for a specific setting or context. Given that the fields of disability inclusion and EiE are constantly evolving, it is important that stakeholders can easily update and revamp the content, images, and language used in teaching resources. And yet, as seen in **Figure 14**, of the 182 resources collected, approximately half (55%) were coded “moderately difficult to adapt,”

Figure 14. Adaptability of resources collected



and another 15% were coded “difficult to adapt.” Only about one-third of the resources (30%) were coded “easy to adapt.” Resources were considered easy to adapt if they included simple language that was easy to translate, and/or practical examples that could be replaced with new, more culturally relevant examples when the resources were used in a different geographic context. The development and dissemination of easily adaptable resources would help support knowledge sharing across EiE contexts.

4. SUMMARY OF KEY FINDINGS AND GAPS

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The mapping identified 182 resources, including 30 tools, 38 research outputs, 24 policy or advocacy pieces, 17 frameworks, 40 'other resources', and 33 resources related to COVID-19. These resources were published by a range of organizations, institutes, and individuals. UN agencies (e.g., UNESCO, UNICEF, UNHCR, and UNRWA) were the most common publishers or authors of the resources collected, followed by INEE, national and international NGOs, humanitarian and development partners, disability and EiE networks or coalitions, as well as research institutes, think tanks, and individuals. Several trends emerged in the resources collected, along with gaps in their content and design. These key trends and gaps are summarized in **Table 8**.

Table 8. Summary of key trends and gaps identified in the resources mapping and gap analysis

Code	Key Trends	Gaps Identified
Geography	Most of the resources were global resources that were not designed for a specific geography. Of those designed for a specific country or region, the majority came from countries in the Middle East, including Jordan, Saudi Arabia, Lebanon, oPt, Syria, Egypt, the UAE, and more.	A limited number of resources were found from Central America, South America, Central Asia, Central Africa, and Oceania. Given the high number of resources that were "global," there is a strong need for more resources that are tailored to specific country or regional contexts and realities.
Emergencies and Crisis-affected Contexts	More than half of the resources addressed emergencies and crisis-affected contexts more generally.	Few of the resources provided specific guidance or evidence on specific EiE contexts, such as conflicts, environmental or health emergencies, and displacement.
Target Audience	Most of the resources were designed for government authorities (local and subnational), teachers, and non-governmental organization practitioners.	There is a dearth of resources designed to provide specific guidance for donors, teacher trainers, and school leaders or supervisors.

Code	Key Trends	Gaps Identified
Types of Disabilities	Rather than specifying specific types of disabilities, the resources tended to describe disability more generally.	Very few of the resources showed a nuanced understanding of the particular needs of subgroups of learners with disabilities, such as those with developmental or intellectual disabilities.
Intersectionality	Several resources addressed other vulnerable groups, including girls, out-of-school learners, or those from low-income households, although their consideration of how these various characteristics intersect was limited.	None of the resources provided an in-depth analysis of the compounding challenges faced by learners whose disabilities intersect with other vulnerabilities.
Grade or Education Level	A fair number of the resources targeted all grades and education levels.	There were no obvious gaps in terms of grades/education levels. Importantly, however, the post-secondary levels (e.g., tertiary/higher education and technical and vocational training) were not captured in the coding framework.
Healthcare, Medical and Specialized Services	Most of the resources collected address only the educational needs of learners with disabilities, without also addressing their need for general healthcare/medical services or specialized services, such as specific therapies (occupational, physical, speech, etc.).	Only a small percentage of the resources collected referenced health, medical, and/or specialized services, which suggests the need for more resources that address multisectoral collaboration across education and other sectors (e.g., health, protection, livelihoods, water, sanitation, and hygiene).
Accessibility	Most of the resources were in English and in a portable document format (PDF). More than half appeared to be easy to understand, and many provided practical and illustrative examples.	The availability of the resources in different languages, which would facilitate their adoption in diverse contexts, was limited. Few of the resources were available as Word documents or PowerPoint slide decks, which are easy formats to adapt and repurpose, and only some were in “easy-read” formats. The mapping only included digital resources, however, and did not capture hard copy or printed versions (i.e., no-tech options that may be more accessible for EIE stakeholders working in marginalized remote or rural communities).

5. RECOMMENDATIONS

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The recommendations offered here are based on the findings from the mapping and gap analysis. They target all disability-inclusive EiE stakeholders, especially humanitarian and development partners, national, regional, and international NGOs, donors, and governments, that are involved in making public goods available globally. This includes research outputs, policy or advocacy pieces, monitoring and evaluation tools, and other practical resources.

Pilot, adapt, and validate the resources that exist across diverse humanitarian contexts.



While this mapping has helped identify myriad resources that support humanitarian partners and practitioners, the majority have been designed to support disability-inclusive EiE and crisis-affected contexts more generally, without specific attention given to localized experiences or the unique and individualized needs of learners with disabilities across contexts. Future efforts should test the validity and effectiveness of such resources across diverse contexts (e.g., environmental and health emergencies, conflict, or displacement) and draw from the users' experience to make adaptations as needed.

Conduct further mappings with a more targeted focus, especially to capture the regions and languages less often represented in this mapping, and with printed resources, including those in braille. As noted in the methodology, there were some limitations with this research, including those related to the research team's language skills and expertise. It would be beneficial to do a more comprehensive mapping that includes targeted searches in Spanish, Portuguese, and other languages, and in the geographic regions represented less often in this initial mapping. This could include Central America and South America, East Asia, and Oceania. Future mapping and analysis could include printed or hard-copy resources that are not available online, especially resources in braille.



Develop and widely disseminate resources that specifically target teachers, school leaders, teacher trainers, and other education personnel working in schools or other learning environments in EiE contexts.

Disability-inclusive school leadership is an under-researched area, especially in EiE contexts. A more concentrated effort should be made to develop and disseminate evidence-based practices, guidance practical tools, and strategies to support school leaders and other education personnel who support teachers and other learning facilitators, including disability-inclusion focal points or teacher trainers and supervisors. Furthermore, while this mapping found many resources for teachers, survey respondents still identified this area as lacking, which also points to potentially inaccessible dissemination strategies. Resources should be developed and disseminated through a contextualized or localized approach to ensure their relevance for specific learning environments and communities and for their reach, and/or be piloted and adapted to ensure their appropriateness across contexts. Supporting teachers, school leaders, and other education personnel who are working in schools or other learning environments is vital to fostering the inclusion of learners with disabilities.





Create resources to support the design, implementation, monitoring, and evaluation of disability-inclusive EiE across the stages of the project lifecycle. This specifically includes the need for more resources that support disability-inclusive budgeting, financing, and planning in EiE settings. It may also involve developing resources to help recruit and hire various staff members, or to monitor and evaluate disability-inclusive education programming and strengthen the collection and use of data for informed decision-making.



Go beyond addressing the needs of learners with disabilities as a homogenous group, and provide more tailored attention to the needs of subgroups of learners with specific types of disabilities. Very few of the resources focused on specific disability types, and most mentioned disability more generally. To ensure that EiE stakeholders can support learners with disabilities in all their diversity, it is critical that the resources available provide more specific guidance and/or evidence on the barriers faced by—and opportunities for—learners with different types of disabilities, including physical, sensory, developmental, and mental or psychosocial.



Produce resources that meaningfully explore the experiences of learners with disabilities who are living in EiE contexts whose disabilities intersect with other characteristics of vulnerability. This includes, for example, girls with disabilities, LGBTQIA+ learners with disabilities, displaced learners with disabilities, learners with disabilities living in low-income or rural communities, orphans with disabilities, learners with disabilities who are involved in child labor, learners with disabilities who are members of ethnic or linguistic minority groups, and out-of-school learners with disabilities. The mapping revealed that many of the resources that mentioned different subgroups of learners did so only briefly, without providing in-depth guidance or analysis of their specific situations or education needs. Others addressed multiple subgroups of learners without paying close attention to the intersection of various characteristics, such as disability and gender or disability and displacement. To support the most marginalized people in EiE settings, the resources available should reflect a deep understanding of the compounded challenges these learners face, and provide clear, targeted guidance on how to support these young people most effectively.



Develop resources that support collaboration between education and other sectors to address the multisectoral nature of disability-inclusive EiE. Learners with disabilities have diverse needs. Ensuring that these learners can benefit from education in a meaningful way requires not only addressing their direct education needs but also considering their broader health and wellbeing needs, including access to healthcare, medical and/or specialized services, and mental health and psychosocial support. However, few resources available are designed to address collaboration between the education and health sectors. More research is needed to assess whether the resources collected support multisectoral collaboration with other sectors, such as child protection and social protection, which were not captured in this mapping.



Conduct additional, more structured testing to assess the quality and accessibility of the resources collected. As noted in the methodology section, two key limitations of this research are the fact that screen readers were not used to test the accessibility of certain documents, and that videos were not checked for closed captioning or audio descriptions. These sorts of design features are essential to ensure that persons with sensory disabilities can fully access the resources they need. Future research should explore this factor in order to provide a more accurate understanding of which resources are accessible and to whom.



Diversify the modalities used in disability-inclusive EiE resources. This mapping revealed the limited number of disability-inclusive EiE resources that are multimodal or available in the form of online courses, videos, or audio recordings. It also revealed the need for more resources in formats that can be easily adapted or repurposed for different EiE contexts, such as Microsoft Word documents or PowerPoint slide decks. Accessibility must be a central consideration when designing or developing resources in different modalities. No-tech and low-tech options, for example, help ensure that people in marginalized communities have access to the resources they need. Furthermore, online resources should follow the Web Content Accessibility Guidelines and international standards.



Raise awareness about “easy-read” formats, which are more accessible to some persons with disabilities. Easy-read formats are especially important for persons with developmental and intellectual disabilities. They also help increase accessibility for other minority groups, such as linguistic minority populations or those who have low literacy skills. Unfortunately, this mapping revealed the limited number of resources available in easy-read formats. It also found that the legal frameworks outlining the human rights of persons with disabilities are often difficult to understand. To remedy these issues, it is critical that more resources be made available in easy-read and other accessible formats. This is particularly important for research findings, policies, and the legal frameworks and international conventions that articulate the rights of persons with disabilities. Doing this will require additional investment from donors and humanitarian partners. To ensure the accessibility of easy-read resources, it is essential that they be piloted with persons with disabilities, including young people and their caregivers.



Explore creative and accessible formats for disseminating research, data, and evidence on learners with disabilities in EiE settings. This mapping found that research outputs in particular were often challenging to understand. It is of paramount importance to ensure that knowledge-sharing products and events can reach those most marginalized, including persons with disabilities who are living in poverty and/or are without access to the internet. Research products and their dissemination processes should be designed to reach the research participants and/or the communities the researchers seek to serve. Researchers are therefore encouraged to align their efforts with emerging work on “universal design for research” (Burgstahler, 2019), and to ensure that research outputs are available as open access and free of charge.



Commission, support, and/or advocate for more research that evaluates the impact and effectiveness of resources that target learners with disabilities living in emergencies and crisis-affected contexts. This mapping and gap analysis has provided important insights into the availability, content, and design of various resources developed to support learners with disabilities in EiE contexts. However, evaluating the impact and use of the resources collected in this mapping was outside the scope of the research. Future research should address this gap and explore the experiences of stakeholders who draw from these resources across diverse EiE contexts and geographic or educational settings. This would help to strengthen our understanding of quality resource design, and build a larger repository of evidence-based, practical resources to support humanitarian actors and young persons with disabilities.

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APPENDIX

A. List of Research Questions

1. What resources, tools, and policy/advocacy documents are available to address inclusive education for children and adolescents living with disabilities in crisis-affected settings?
 - What resources are being created or developed to include learners with disabilities in emergency contexts?
 - What is the availability, adaptability, acceptability, and accessibility of resources, tools and policy documents?
 - What are the barriers to accessing the developed resources?
2. How do these resources, tools, and policy documents map into INEE minimum standards and into Inclusion Index and what gaps remain?
 - a. What other gaps remain in terms of regional and linguistic coverage etc?
 - b. What challenges exist in accessing resources and materials for teachers/ education personnel teaching children and adolescents living with disabilities in crisis-affected contexts face? And in what way do these challenges map onto extant resources?
3. What training in inclusive education for children and adolescents living with disabilities is available for teachers and other education personnel working or teaching in crisis-affected contexts?
 - a. How do teachers and other education personnel feel about the quality, language, and accessibility of the training on inclusive education available to them?
 - b. What types of disabilities do these teacher training modules cover?
4. What kind of resources/ tools do teachers/education personnel working in emergencies setting report using to teach children and adolescents living with disabilities? How do they access this material?

B. Survey Tool and Email for Dissemination

We know there are many resources available on inclusive education. However, it can be challenging for education practitioners to find appropriate, up-to-date, and practical resources to use when planning, implementing, monitoring, and evaluating inclusive education in emergencies.

That's why INEE's Inclusive Education thematic area has started a mapping of existing tools and evidence, and is developing a toolkit on inclusive distance education in emergencies. Part of this process includes an open survey, and we want to hear from you!

This inclusive education survey has two goals:

1. Identify resources, tools, and frameworks that EiE practitioners use to address barriers and make learning accessible for all, particularly those living with disabilities.
2. Identify resources on inclusive distance education that practitioners use/would use to support teachers in emergencies.

We invite you to share any existing resources (guides, reports, videos, fact sheets, measurement tools, policy/advocacy briefs, etc.) on inclusive education, inclusive distance education, and inclusion in general.

The survey will take between 15-20 minutes to complete and will close on
30 October 2022.

This survey is available in: **English, Français, Español, Português, العربية**

**Privacy Note: All data gathered from this survey will be held securely with INEE and not shared. Submission of your name and email address is optional at the end of the survey, and those data will not be associated with responses. Reference the full [INEE Privacy Policy](#) for more details.*

If you have any questions, please contact: inclusiveeducation@inee.org.

Thank you for your valuable contributions!

---- text in survey intro only, not email ----

Click "Next" to continue the survey in this language or select a different language from the dropdown menu above.

---- text in survey intro only, not email ----

SECTION TITLE: BASIC INFORMATION

1. In what region(s) do you/your organization primarily work? (Select all that apply)

Use rows 3-18 in the “4a. Geographic Focus” tab in this [sheet](#).

2. What is your native language(s)?

Use the list of languages in the “2. Languages” tab in this [sheet](#)

3. Which language(s) do you use in your day-to-day work?

Use the list of languages in the “2. Languages” tab in this [sheet](#)

4. Do you consider yourself to be a person living with a disability?

- a. Prefer not to say
- b. No
- c. Yes (If yes, and you feel comfortable, please state the type of your disability.)
include text field

5. What kind of agency/institution do you currently work for?

- a. National or Regional NGO or Civil Society Organizations
- b. International NGO
- c. Organization of Persons with Disabilities (DPO)
- d. Donor
- e. UN agency
- f. Academia
- g. Government (such as Ministry of Education)
- h. Education directorate
- i. Schools
- j. Foundation
- k. Network / alliance / coalition / unionI don't have a specific institutional affiliation (consultant / independent)
- l. Other (please specify)

6. What are the thematic priority areas of your agency/institution? (Select up to 4)

- a. Accelerated Education
- b. Adolescents and Youth
- c. Advocacy

- d. Child Protection
- e. Data and Evidence
- f. Disaster Risk Reduction
- g. Distance Education
- h. Early Childhood Development (ECD)
- i. Forced Displacement
- j. Gender
- k. Health
- l. Higher Education
- m. Inclusive Education & Disabilities
- n. Mental Health and Psychosocial Support (MPPSS)
- o. Primary Education
- p. Right to Education
- q. School Infrastructure and Safe Spaces
- r. Social Cohesion and Education
- s. Social and Emotional Learning (SEL)
- t. Teacher Capacity Development and Training
- u. Technology and Innovation
- v. Vocational and Technical Training (TVET)
- w. Water, Sanitation, and Hygiene (WASH)
- x. Other (please specify)

7. What is your professional role?

- a. Coordination of EiE response (e.g. Cluster, sub-cluster, working group, etc.)
- b. Program Coordinator (or similar, technical role)
- c. Senior Management / Head of Office (or similar role)
- d. Project officer / Project coordinator
- e. Education specialist
- f. Advocacy (or similar role)
- g. Academic / Researcher
- h. Student
- i. Teacher
- j. Special Educator/Special Education Teacher
- k. School director
- l. Other (please specify)

- 8. How long have you worked in the field of inclusive education in emergencies?**
- a. < 2 years
 - b. 2-5 years
 - c. 5-10 years
 - d. 10-20 years
 - e. > 20 years
 - f. I do not work in the field of education in emergencies.
- 9. Did you work in the Inclusive Education field before working in Education in Emergencies?**
- a. Yes
 - b. No
- 10. What service(s) does your organization provide for learners living with disabilities enrolled in your education program(s)/service(s)? (Select all that apply)**
- a. Speech and Language Therapy
 - b. Occupational / Physical Therapy
 - c. Psychotherapy / Counseling
 - d. Medical / Health
 - e. Parent Counseling / Awareness sessions /Training
 - f. Assistive Technology
 - g. Teacher Training
 - h. Other (please specify)
- 11. What are the barriers to including learners living with disabilities in your education program(s)/service(s)? (Select all that apply)**
- a. Attitude towards disabilities
 - b. Inadequate assessment/ identification procedures
 - c. Physical Barriers (accessibility/ infrastructure)
 - d. Inflexible/ Rigid Curriculum
 - e. Teaching methodology
 - f. Challenges related to Teacher Training
 - g. Lack of practical resources on inclusive education
 - h. Lack of support for teachers
 - i. Lack of funding/budget
 - j. Education Policies
 - k. Other (Please specify)

12. Do children and/or adolescents living with disabilities participate in your education program(s)/service(s)?

- a. No
- b. Yes (If yes, please briefly describe your learners by including non-identifying information related to their age, gender, race, linguistic background, types of disabilities, etc.)

SECTION TITLE: INCLUSIVE EDUCATION TOOLS AND EVIDENCE MAPPING

13. Do you use any specific tools to identify learners with disabilities enrolled in your education program(s)/service(s)?

- a. No
- b. Yes (If yes, please list any assessment tool(s) that you use.)

What tool(s)/strategy(ies)/manual(s) do you use to provide education services for learners living with disabilities?

14. Are the tools you listed above easily accessible online?

- a. Yes
- b. No (If not, why not?)

15. Are you able to adapt the tools you listed above and/or receive the support needed to adapt them?

- a. Yes
- b. No (If not, why not?)

16. Do you think the tools you listed above are useful?

- a. Yes
- b. No (If not, why not?)

17. What professional development resources related to inclusive education in EiE are available to you?

18. Have you made use of the professional development resources you listed above?

- a. Yes
- b. No

19. If you have made use of the professional development resources you listed above, did you find it useful?

- a. Yes
- b. No (If not, why not?)

20. What resources/tools are missing that would help you in providing inclusive education for learners living with disabilities in your education program(s)/service(s)?

SECTION TITLE: FOLLOW-UP

If we may contact you about your responses or for follow-up about ongoing actions, please leave your name and email (optional).

- **Name**
- **Email**

SECTION TITLE: CONCLUSION - THANK YOU!

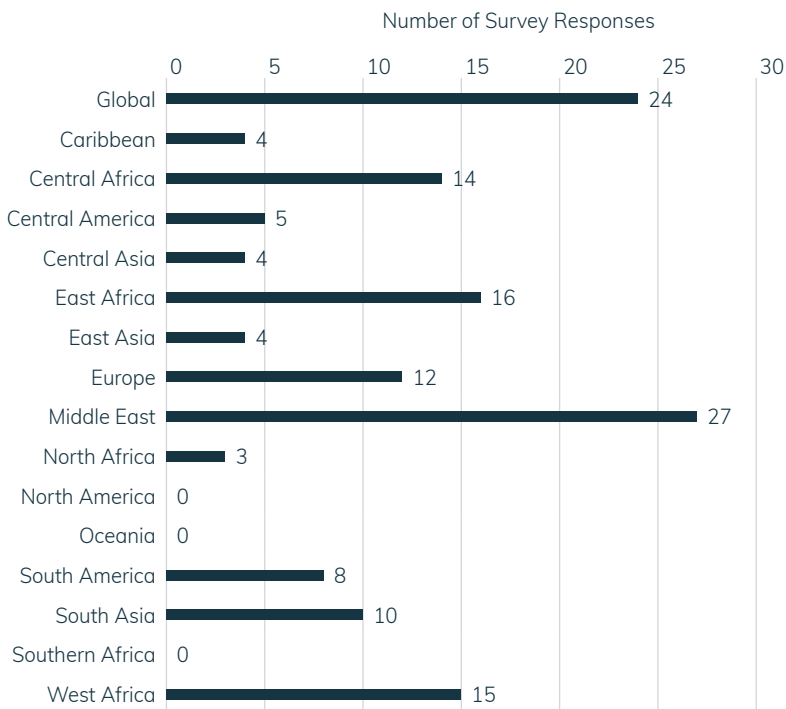
Thank you for your time and for your valuable contribution to this survey!

For any questions, please contact inclusiveeducation@inee.org.

C. Select Survey Results

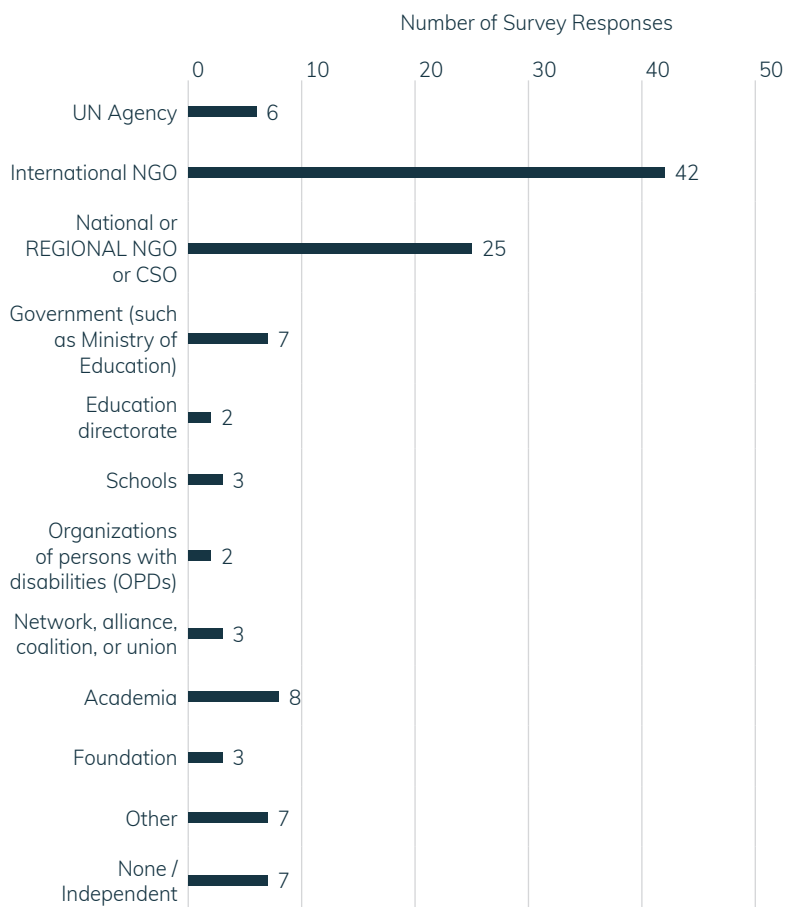
Survey respondents reported working mostly in the Middle East (27), globally (24), in East, West, or Central Africa (16, 15, and 14, respectively), Europe (12), South Asia (10), or South America (8). Fove (5) survey respondents reported working in Central America; four (4) survey respondents reported working in each of the Caribbean, Central Asian, and East Asian regions; and three (3) reported working in North Africa. No (0) survey respondents reported working in North America, Oceania, or Southern Africa.

In what region(s) do you/your organization primarily work? (Select all the apply)
(n=115)



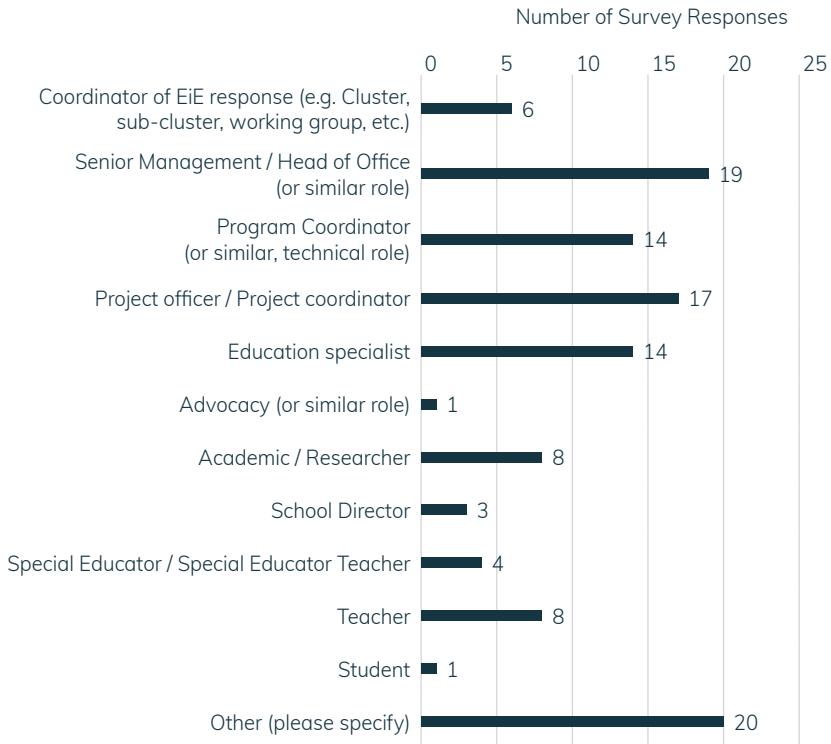
International NGOs (42) were the most represented type of organization, following national or regional NGO or civil society organizations (25), academia (8), government (7), other types of organizations (7), or independent non-affiliated professionals (7). Six (6) survey respondents reported working for UN agencies, and only three or fewer respondents worked for schools, networks/alliances/coalitions, foundations, or education directorates. Only two (2) survey respondents worked for OPDs.

What kind of agency / institution do you currently work for? (n=115)



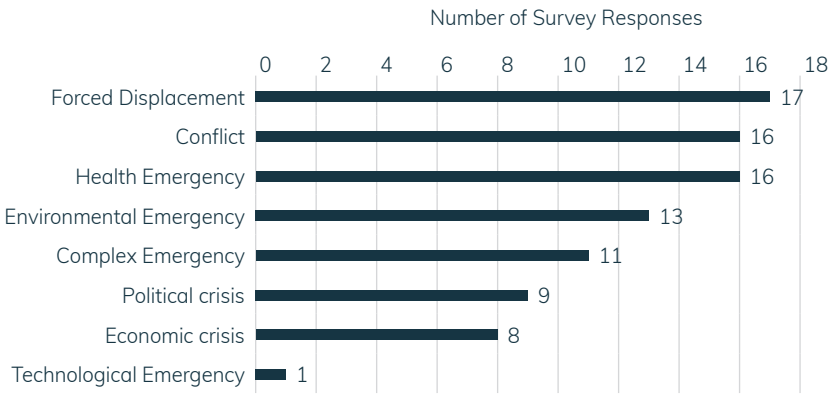
Survey respondents reported working in various roles/positions, including senior management or head office roles (19), project officers (17), program coordinators (14), education specialists (14) or other (20). Some survey respondents also report working in EiE response coordination (6), or at the school level: three (3) school directors, eight (8) teachers, as well as four (4) special education teachers. Additionally, eight (8) survey respondents worked in academia, and one (1) in advocacy.

What is your professional role? (n=115)



The most common emergencies and crisis-affected contexts in which survey respondents worked include: forced displacement (17), conflict or health emergencies (16 each), environmental emergencies (13), or complex (i.e. multiple) emergencies (11). Additionally, 11 respondents reported working in political crises, nine (9) reported working in economic crises, and one (1) in a technological emergency.

If you identified resource(s) in previous questions, please specify in which context(s) you do or have used the resource? (n=36)



D. Coding Framework

Category	Drop down menu	Description
Title	Open-ended	Title of the resource
Publisher	Open-ended	Organization, agency, or individual. If unclear, write weblink
Year	Open-ended	NA if not specified
Description	Open-ended	Brief description of the resource
Arabic Hyperlink	Open-ended	Add a hyperlink for resources developed in Arabic
English Hyperlink	Open-ended	Add a hyperlink for resources developed in English
French Hyperlink	Open-ended	Add a hyperlink for resources developed in French
Portuguese Hyperlink	Open-ended	Add a hyperlink for resources developed in Portuguese
Spanish Hyperlink	Open-ended	Add a hyperlink for resources developed in Spanish
Hyperlink in other languages	Open-ended	Add a hyperlink for resources developed in non INEE languages and mention the language next to it
Resource Type	Tool	Include checklists and/or survey instruments to help identify barriers to inclusive education and suggestions for ways to overcome them. These tools may also include practical strategies for implementing disability-inclusive education
	Policy/Advocacy	Relate to policies and laws that were enacted by various governments to improve access to education for children and adolescents with disabilities in their countries. They also include advocacy briefs that discuss the status and the importance of inclusive education for children and adolescents with disabilities.
	Framework	Include foundational works on inclusive education. Those included, some of which date from before 2010, describe long standing principles and highlight growth in the EiE field.
	Research	Include articles in peer-reviewed journals, books, and reports that measure, review, and examine the practices and programs related to inclusive education for children and adolescents with disabilities who are living in emergencies and crisis-affected contexts.
	Other Resources	Provide an understanding of the meaning of inclusive education and may provide some strategies for creating and implementing those ideas. This category includes reports, guides, training materials, videos, websites, and other resources not captured by the other categories.
	COVID-19	Include all reports, videos, websites, guides, trainings, tools, policy or advocacy pieces, research outputs, and frameworks that were created to support learners with disabilities during the COVID-19 pandemic.

Category	Drop down menu	Description
Country of Creator	Open-ended	Country of origin of creator
	Not applicable	If there is no country specified
Region of Creator	Multiple	If there are multiple regions below specified.
	Caribbean	As defined by INEE
	Central Africa	As defined by INEE
	Central America	As defined by INEE
	Central Asia	As defined by INEE
	East Africa	As defined by INEE
	East Asia	As defined by INEE
	Europe	As defined by INEE
	Middle East	As defined by INEE
	North Africa	As defined by INEE
	North America	As defined by INEE
	Oceania	As defined by INEE
	South America	As defined by INEE
	South Asia	As defined by INEE
	Southern Africa	As defined by INEE
	West Africa	As defined by INEE
Target Audience	Teacher/ Learning Facilitator	An individual who systematically guides and facilitate a child's learning with a specific formal and non-formal learning environment (UNESCO)
	Teacher Trainer	An individual who provides support and capacity building which enables teachers and learning facilitators to effectively instruct and assess learners on the curricula.
	School Supervisor	An individual who is a school leader. They help coordinate and manage teaching learning in an education setting
	Local Program Manager/ NGO staff	Front line professionals (with or without qualifications) who provide services. They can be Program Managers, Education Officers, Education Program Coordinators or other
	International NGO Staff	Any individual who works with an International NGO to support education programs in emergency contexts.
	Government Staff	Ministry of Education or any government body that is responsible for education of children or adolescents with disabilities
	Donor	An individual who works for an external funding organization.

Category	Drop down menu	Description
Socioecological level	School	Addresses school resources, school leadership, school culture/ climate, ideology, support structure, resource allocation, collaborative patterns
	Community	Addresses, community involvement, engagement, attitudes, beliefs, etc.
	National, Regional, Global	Addresses policy environments that support inclusive education for children and adolescents living with disabilities.
Type of emergency	General	General "emergency" contexts without specification of type
	Conflict	e.g. Protracted violence, political conflict, armed conflict, etc.
	Health	e.g. COVID 19, Ebola, malaria, dengue, hunger and malnutrition, other diseases
	Environmental	e.g. Earthquake, typhoon, landslide, hurricane, etc.
	Displacement	Resources that are made for refugee teachers or those teaching in refugee camps
	Other	NOT "general" but specific to another type of emergency

Category	Drop down menu	Description
Disability groups	Physical	A physical disability arises when a person's mobility and/or motor skills get restricted/limited as a result of interaction between their physical impairment with external barriers. Examples include persons who have spina bifida, spinal cord injuries, amputation, musculoskeletal injuries, and others.
	Sensory	A sensory disability arises when persons who have a sensory impairment that, in interaction with various barriers, prevent their full access and participation. A sensory impairment is one which affects one or more of these senses: sight, hearing, smell, touch, taste, or spatial awareness. Examples include persons who have sensory processing disorder, blindness and low vision, deafness and loss of hearing, dual sensory loss (deafblind) and others.
	Psychosocial or Mental	A psychosocial or mental disability, referred to at times as a mental disability, or psychiatric disability or mental health condition, arises when a person's full access and participation are hindered due to the interaction between their impairment, and the various barriers present in their environment. In conflict affected contexts and situations of emergency, mental health conditions can be acquired such as depression, post-traumatic stress disorder (PTSD), and others due to the trauma experienced because of war, conflict and/or other causes. Examples include persons who have bipolar disorder, obsessive compulsive disorder (OCD), depression, PTSD, dissociation and dissociative identity disorder, schizophrenia, and others.
	Developmental	Developmental impairments refer to a group of conditions that typically manifest during early childhood and impact an individual's cognitive functioning and skills, including conceptual, practical, social, communicational, or behavioral skills. Developmental disabilities can be more common in low-income countries, including emergencies or crisis-affected contexts, due to food insecurity or lack of appropriate medical care, especially during pregnancy, as well as other precarious life conditions. Examples include persons who have down syndrome, developmental delays, cerebral palsy, ASD, ADHD, communication/language disorders, learning and/or print-disabilities such as dyslexia, dyscalculia, dysgraphia, and others.
	Other	Any condition that is not specified above
	Not Specified	When a disability category is not specified.

Category	Drop down menu	Description
Intersectionality	Girls	Children or adolescents who have lost one or both parents to death and/or those who live in orphanages or other childcare shelters
	Orphans	Children or adolescents who participate in paid or unpaid labor
	Working Children	Children or adolescents whose parents are in a profession or cultural group that require them to move geographical locations often
	Children from Nomadic Communities	Children or adolescents speaking a language that is not spoken by majority of the population in the community
	Children from Linguistic Minorities	Children or adolescents belonging to an ethnic, religious or other cultural groups that is different from the majority in the region/ geographical area
	Children from Ethnic Minorities	Children or adolescents who are forced to migrate or leave their home due to conflict, poverty or climate change (UNICEF), e.g., refugees, internally displaced persons, etc.
	Migrant or Displaced Children	Children or adolescents in the official school age range who are not enrolled in and/or attending any formal or non-formal education program
	Out-Of-School Children	Lesbian, Gay, Bisexual, Transgender, Queer, questioning, Intersex, and Asexual or agender learners, plus community members who use different language to describe their sexual orientation and/or gender identity.
	LGBTQIA+ Children	Children or adolescents living in poverty
	Children from Low-income Households	Any groups that are not mentioned above
	Other	Any groups that are not mentioned above
Level of Education	Early Childhood	Birth to 3 years
	Pre-primary	3 years to 6 years
	Primary	6 years to 11 Years
	Secondary	12 years to 17 years
	Non-Formal	Non-formal education (NFE) is the overarching term that refers to planned, structured, and organized education programming that is outside the formal education system. Some types of NFE lead to equivalent certified competencies, while others do not. NFE programs are characterized by their variety, flexibility, and ability to respond quickly to the new educational needs of learners in a given context, as well as their holistic, learner-centered pedagogy
Types of Services	General healthcare or medical services	Includes general health services and medical care, including nutrition
	Specialized services	Services focused on helping individuals with disabilities regain or improve their physical, cognitive, and functional abilities. This may include physical therapy, occupational therapy, speech and language therapy, or other services

Category	Drop down menu	Description
Language	Original language	The language the original resources, tool or document was written in.
	Arabic	Add Hyperlink to the translated document, if available
	English	Add Hyperlink to the translated document, if available
	French	Add Hyperlink to the translated document, if available
	Portuguese	Add Hyperlink to the translated document, if available
	Spanish	Add Hyperlink to the translated document, if available
	Other	Add Hyperlink to the translated documents and state languages in parentheses
Modality	Document	Resources that include text only (e.g. PDFs)
	Audio	e.g. podcasts, radio programs, audio-Apps, etc.
	Video	e.g. YouTube, webinars,
	Multimodal	A single source, e.g. a text and videos or audios embedded in the text
	Online course	A training that includes multiple sessions, either self-paced or synchronous with external participants or facilitators
	Other	Includes anything else, e.g. Facebook platforms, etc.
Accessibility	Number of Pages	The size of the document or the video
	Readability	How easy it is to read the document or watch the video. Does the resource have examples, photos, pictures to help with comprehension
	Adaptability	How easy it is to adapt the resource in the given cultural context

E. List of Countries from Resources Collected

Country	Frequency	Country	Frequency
Armenia	1	Mali	2
Austria	1	Morocco	4
Bahrain	2	Nepal	2
Bangladesh	2	Niger	1
Benin	1	occupied Palestinian territory	6
Bosnia and Herzegovina	1	Oman	4
Burkina Faso	2	Pakistan	2
Burundi	1	Philippines	1
Cambodia	1	Qatar	3
Cameroon	1	Romania	1
China	1	Saudi Arabia	8
Egypt	4	Senegal	2
Germany	1	Spain	1
Guinea	1	Sri Lanka	2
Guinea-Bissau	1	South Sudan	1
India	2	Sudan	2
Indonesia	1	Syrian Arab Republic	5
Iraq	2	Tanzania	1
Ireland	1	Thailand	2
Israel	1	Togo	1
Jordan	11	Tunisia	2
Kenya	3	United Arab Emirates	4
Kosovo	1	Uganda	4
Kuwait	2	United Kingdom	1
Lebanon	6	Ukraine	1
Lesotho	1	Yemen	2
Libya	1	Zimbabwe	1
Madagascar	1		
Malawi	1		



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