



INEE Toolkit: Disability and Inclusive Education Tools and Resources

The tools and resources listed below are a selection from the INEE Toolkit, a new document that will shortly be published by INEE. The toolkit has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards. Thanks to hundreds of INEE members around the world, the toolkit contains the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific Minimum Standards. The toolkit will help users of the INEE Minimum Standards adapt the indicators to their local setting and contextualise the guidance notes, good practices and lessons learned that are codified within the handbook in order to realize the standards. The tools and resources listed below are those that are particularly relevant to the cross-cutting issue of disability and the general topic of inclusive education.

TOOLS

Inclusion Strategies for Education Checklist

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

PDF pages 32-33; Doc Pages 30-31

► This matrix provides a series of strategies to create access to education for vulnerable groups, including children with disabilities, as well as strategies to aid learning once access has been assured.

Persons with Disability: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Persons_with_Disabilities.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring the inclusion of and relevant learning for children with disabilities into the classroom.

Toward Full Participation: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Towards_Full_Participation.pdf

[INEE, 2006]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring access to formal and non-formal education for and the full participation of children with disabilities and other vulnerable groups in society.

Children in Especially Difficult Circumstances: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Children_in_Especially_Difficult_Circumstances.pdf

[INEE, 2003]

► Among others, children with disabilities are categorized as being in especially difficult circumstances. This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for improving the lives of these children through access to formal or vocation education and providing them with skills.

Strategies and Tools for Children with Disabilities

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter8.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 8: Children with Disabilities, UNESCO IIEP, 2006]

► This chapter contains practical strategies to ensure that children and youth with disabilities have access to quality education and learning opportunities and to integrate them into the regular education system whenever possible (pages 3-9). It also contains a chart of classroom adaptations and teaching strategies to deal with common disabilities, including warning signs and things to do for children with visual, intellectual and hearing disabilities (pages 10-12) and a chart of advantages and disadvantages of special schools for the disabled (page 10).

The INEE Minimum Standards and Inclusion of Children with Disabilities

http://www.ineesite.org/minimum_standards/Journal_for_Disability_MSEE.pdf

[Dean Brooks in The Journal for Disability, 2006]

Pdf and document pages 33-37

► This article examines the ways in which the INEE Minimum Standards and other resources can assist practitioners in the design, development and implementation of emergency education programs that integrate the special education needs of all

children.

Steps to Becoming an Inclusive Learning-Friendly Environment

http://ineesite.org/uploads/documents/store/doc_1_Steps_to_Becoming_an_ILFE.pdf

[FRESH Tools for Effective School Health, UNESCO 2004]

► This tool suggests steps that school staff (or a dedicated team) can take to create a more inclusive, learning-friendly environment at their school. It includes definitions for the terms “inclusive” and “learning-friendly” as well as a simple activity for identifying and finding ways to overcome potential resistance to change.

Strategies and Tools for Rural Populations

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter5.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 5: Rural Populations, UNESCO IIEP, 2006]

► This chapter outlines key strategies for educational authorities, planners and providers to help them keep the rural/urban distinction in mind when developing strategies for education in emergencies. There is a useful list of Suggested Strategies (pages 4-16) and a list of Attributes of a Good School (page 17). In general, ensuring access to education in rural areas requires particular efforts. It also contains a checklist of attributes of a good school – whether rural or urban-- from the point of view of pupils, parents and community, teachers, and administrators and inspectors.

Strategies and Tools on Ethnicity, Political Affiliation and Religion, Access and Inclusion Section

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter7.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 7: Ethnicity, Political Affiliation and Religion, UNESCO IIEP, 2006]

► This chapter contains practical strategies to ensure that all children and youth regardless of ethnicity, political affiliation or religion have equal access to quality education even and especially during emergencies and early reconstruction (pages 3-8). This includes how to address differences in the quality and content of education received by different ethnic, political and religious groups in a preventive manner as well as steps to reduce tensions between different sections of society while renewing the education system after conflict.

Strategies and Tools for Former Child Soldiers

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter9.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 9: Former Child Soldiers, UNESCO IIEP, 2006],

► This chapter contains practical strategies to ensure that schools are safe places that do not present opportunities for abduction or recruitment and also facilitate psychosocial healing, reintegration and educational opportunities for former child soldiers (pages 6-12). The chart on page 14 lists several potential negative effects of reintegration programmes for child soldiers and strategies for how to address them.

Individual Education Profiles: A Case of Best Practice During Emergencies

[ITA, supported by UNICEF and Save the Children UK, 2005-2006]

www.ineesite.org/uploads/documents/store/doc_1_Individual_Education_Profiles_-_Inclusive_Education_-_AJK_region.doc

► To facilitate the process of tracking vulnerable children's backgrounds and their academic progress, Idara-e-Taleem-o-Aaghai (ITA) introduced the use of Individual Education Profiles (IEPs) or Munfarad Jaiza Record in projects supported by UNICEF and SC UK in the Azad Jammu and Kashmir (AJK) region. This document describes IEPs and illustrates how they can be used as a useful tool for working with vulnerable children in areas of emergency and reconstruction. Please see the accompanying 6 files for further information (in Arabic and English).

Child Friendly School and Protection Assessment Tool

http://ineesite.org/uploads/documents/store/doc_1_89_Protection_Assessment.xls

[UNICEF Thailand]

► This Child Friendly School and Protection Assessment tool, from UNICEF Thailand, provides a framework for assessing protection and school children friendliness and should be adapted to the local context.

Ten Standards for A Rights-Based and Child-Friendly School

<http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain?docid=469200e82>

[Safe Schools and Learning Environments: How to Prevent and Respond to Violence in Refugee Schools, UNHCR, 2007]

[Document and pdf pages 42-43](#)

► This brief lays out ten standards for creating a rights-based, inclusive and child friendly school.

Psychosocial Checklist

http://www.ineesite.org/minimum_standards/MSEE_report.pdf

[INEE Minimum Standards Handbook, adapted from Refugee Children: Guidelines on Protection and Care, 1994]

[Document and pdf pages 49-50.](#)

► This checklist can be used to for addressing issues of psychosocial well-being and recovery, which contribute to learners' security, protection, quality of service, happiness and warmth in the relations between education providers and learners. Specific survey methods will depend on the local situation and culture.

Education Action Sheet from the Task Force on Mental Health and Psychosocial Support in Emergency Settings

(http://www.ineesite.org/minimum_standards/mental_health_action_sheet.doc)

[UN Inter-Agency Standing Committee, 2007]

► This Action Sheet articulates key actions and immediate steps for minimum response in providing and strengthening access to safe and supportive education, through re-establishing a safe learning environment, making formal and non-formal education more supportive and relevant, strengthening access to education for all, supporting educators to provide psychosocial support to learners, and strengthening the capacity of the education system to provide mental health support for learners experiencing particular difficulties. The Action sheet ends with three indicators and a series of key resources.

Strategies and Tools for Psychosocial Support to Learners

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter19.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 19: Psychosocial Support to Learners, UNESCO IIEP, 2006]

► This chapter contains a summary of suggested strategies and guidance for implementing those strategies, to provide psychosocial support to learners (page 5-9), a matrix of symptoms of distress (page 10), a series of best practices in providing psychosocial support (page 11).

Evaluating the Psycho-Social Environment of Your School

(http://ineesite.org/uploads/documents/store/doc_1_Evaluating_the_PSE_of_Your_School.pdf)

[FRESH Tools for Effective School Health, UNESCO 2004]

► This tool contains a Psychosocial Environment Profile questionnaire, developed by the World Health Organization, to evaluate the extent to which a school's environment contributes to the social and emotional well-being of its students and staff. It includes instructions for scoring the questionnaire, and for using the findings to plan and undertake corrective actions. While this tool may be useful to district and national level staff who make decisions on behalf of local schools, it is primarily intended for school administrators, teachers, community leaders and members of school health teams.

Chart of classroom adaptations to deal with common disabilities

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter8.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 8: Children with Disabilities, UNESCO IIEP, 2006]

► Strategy 6 gives guidance on how to adapt school facilities to promote access for children with disabilities (page 7) and pages 10-11 contain a chart of practical strategies for classroom adaptations to deal with common disabilities.

Psychosocial Support: Role of Teachers, including Sample Teacher Workshop

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

Doc Pages 122-127; PDF pages 124-129

► This two-page brief (pages 122-123) provides guidance on the role of teachers in providing psychosocial support, including the need for cultural sensitivity, developing good communication skills and being able to draw on their own experience, as well as the forms of support that teachers need to avoid burnout. There is also a sample agenda (pages 125-127) that provides guidance on designing and carrying out a teacher workshop focused on psychosocial support for 20 teachers and youth activity leaders over one day, as part of in-service training. It can be adapted to different timeframes and local contexts.

Training Teachers to meet Psycho-Social Needs: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Training_Teachers_to_meet_Psychosocial_Needs.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for training teachers to meet psychosocial needs through emphasizing normalcy, supporting good teaching and learning practices, putting a referral system in place and supporting physical and psychosocial needs of the teachers and facilitators themselves.

RESOURCES

The Salamanca Statement and Framework for Action on Special Needs Education

http://ineesite.org/uploads/documents/store/doc_1_89_Special_Needs_Education_-_Framework_for_Action.pdf

This document is also available in **French** (<http://unesdoc.unesco.org/images/0009/000984/098427fo.pdf>), **Spanish** (<http://unesdoc.unesco.org/images/0009/000984/098427so.pdf>), and **Arabic**

(<http://unesdoc.unesco.org/images/0009/000984/098427ab.pdf>).

[World Conference on Special Needs Education: Access and Quality, 1994]

► The Salamanca Statement and Framework for Action on Special Needs Education is the outcome document from the World Conference on Special Needs Education: Access and Quality (1994). It calls on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes. In addition, the Conference adopted a new Framework for Action, a guiding principle of which is that schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Sphere Control of Non-Communicable Diseases Standard 3: Mental and Social Aspects of Health

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

Document and pdf pages 291-293

► The Sphere Humanitarian Charter and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This standard asserts that people should have access to social and mental health services, including education, to reduce mental health morbidity, disability and social problems, and provides a series of indicators and guidance notes on how to achieve this standard.

Index for Inclusion

http://ineesite.org/uploads/documents/store/doc_1_89_Index_for_Inclusion.doc

[Developing Learning and Participation in Countries of the South: The Role of an Index for Inclusion, Tony Booth and Kristine Black-Hawkins, 2005]

pages 1-7

► The Index for Inclusion is a set of materials devised for supporting the development of learning and participation in schools. It contains sections on developing a planning framework, a list of sample indicators and questions for the inclusive development of a learning centre.

Open File on Inclusive Education: Support Materials for Managers and Administrators

[UNESCO, 2001]

<http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf>

► This document offers support to administrators and decision-makers working on inclusive education by providing examples of other international experience that can be used as guidance for them in promoting inclusion in their own countries' systems.

Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers

[UNESCO, 2001]

<http://unesdoc.unesco.org/images/0012/001243/124394e.pdf>

► This guides teachers on practical ways of coping with children who have particular difficulties in learning. It should be used as a study book on its own or as a guide for groups of teachers studying together.

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[Dean Brooks, The Journal for Disability, 2006]

Document and pdf pages 33-37

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Children and Young People with Specific Learning Disabilities

[Carol Crealock and Doreen Kronick, Guides for Special Education No.9, UNESCO, 1993]

http://www.unesco.org/education/pdf/281_72.pdf

► This is the ninth version of the Guide for Special Education published by UNESCO. It aims to stimulate discussions on basic knowledge, approaches, and methods relevant to education of children and youth with special education needs.

Disability in conflict and emergency situations: Focus on tsunami affected areas

[Maria Kett, Sue Stubbs and Rebecca Yeo. Contributions by Shivaram Deshpande and Victor Cordeiro. International Disability and Development Consortium, submitted to Disability Knowledge and Research, 2005]

http://www.disabilitykar.net/research/thematic_conflict.html

► This research promotes inclusion of disability in emergency, conflict, and refugee programmes. The primary objectives of this report were to assess the extent of inclusion, the impact of networking, the role of resources in post-tsunami contexts.

Declaration of Amsterdam on the Right to and the Rights in Education

(http://ineesite.org/core_references/declaration_of_amsterdam.pdf)

Also available in **French** (http://ineesite.org/core_references/declaration_of_amsterdam_fr.pdf)

[2004]

► This document summarises the key conclusions and recommendations adopted at the World Conference on the Right to and the Rights in Education in 2004, including education as a human right, access and equity in education, the right and the obligation to be educated, the cost of education, the ensuring of equal educational opportunities, and safety in education.

Enabling Education Network

<http://www.eenet.org.uk/>

► EENET is an information sharing network that focuses on the area of inclusive education.