Education in Emergencies: Including Everyone

INEE pocket guide to inclusive education

**Inter-Agency Network for Education in Emergencies
Task Team on Inclusive Education and Disability**

INEE

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organisations, UN agencies, donor agencies, governments, teachers, researchers and individuals from affected populations working together to ensure all people the right to quality and safe education in emergencies and post-crisis recovery. To learn more please visit www.ineesite.org.

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Acknowledgements

The guide is dedicated to the memory of Mohammad Aimal, Shirley Case, Nicole Dial and Jackie Kirk; International Rescue Committee staff killed in Afghanistan on 13 August 2008. The four were killed when returning from meeting with parents and staff of local schools that are including children with disabilities. We hope this guide will help us apply the same commitment and passion to inclusive education that these colleagues demonstrated, as we continue to strive for the cause they pursued so relentlessly: the provision of education for all children and communities affected by conflict and disasters.

Introduction

What is this guide for?

All children have equal rights, and should get equal opportunities to and within education. This guide looks at how to make education in emergencies more accessible for everyone, particularly those often excluded from education.

The guide is aimed at anyone working to provide, manage or support education services in emergencies – whether through government, non-governmental or international agencies. It has been written with education project managers and advisers in mind, but the principles and advice offered should be useful for others. The main focus is rapid onset emergency response, but the guide is relevant to all emergency settings and phases.

The guide complements the *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (INEE Minimum Standards)*,[1] particularly the crosscutting issues reflected within them. These relate to human and children's rights, gender, HIV/AIDS, disability and vulnerability.

The guide first outlines useful principles for an inclusive emergency education approach. It then provides advice for strategies and actions at key stages of an emergency – from the early stages through to monitoring and evaluation. The guide offers advice on dealing with challenges like resistance or lack of interest in inclusion. It also highlights what support emergencies education staff should expect from their organisations.

Annex 1 offers a selection of more practical advice, while Annexes 2 and 3 provide sample materials for use with stakeholders. Finally, a Useful Resources section offers a brief selection of reports and manuals for those wishing to do further reading.

[1]INEE (2004) *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction: A Commitment to Access, Quality and Accountability.* See: http://ineesite.org/standards

Why was this guide produced?

Humanitarian agencies express strong commitments to making education services accessible to and inclusive of all. The *INEE Minimum Standards* encourage us to ensure that *all* learners, especially the most vulnerable or excluded, are enabled to participate in emergency education programmes. However, there are concerns that many are still excluded, particularly people with disabilities.

Addressing the immediate educational needs of a diverse range of learners during emergencies is often seen as challenging, especially during the acute phase. Questions about what inclusive education looks like in practice, and how it translates into emergency settings, are common. There is often a misunderstanding that greater stability is needed before efforts to reach excluded groups can move forward.

However, there are actions that everyone involved in an emergency education response can take, from the start, to include more people in learning. And there are actions that others can be supported and encouraged to take. This guide shares just a few ideas illustrating that it *is* possible to make progress in ensuring education rights for those most excluded – although there are many more things that could be done, and not all ideas suit every situation.

Key principles

When we are working to meet everyone's rights to education in an emergency context, the idea of inclusive education can provide us with helpful principles for action.

All children have the right to education. Inclusive education ensures the presence, participation and achievement of all students in schooling. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality.

Inclusive education:
- acknowledges that all children can learn
- acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status, etc
- enables education structures, systems and methodologies to meet the needs of all children
- is part of a wider strategy to promote an inclusive society
- is a dynamic process that is constantly evolving.

Inclusive education is essential to achieving quality education for all.[2]

What should change in emergency education?
- the assumption that it is too difficult to include everybody in education during an emergency
- situations where people who were missed out at the beginning of an emergency response never get included
- the assumption that a lot of expertise or separate facilities are needed to make an education programme more inclusive.

[2] Save the Children UK (2008) *Making Schools Inclusive: How change can happen. Save the Children's experience*

What should we see more of?

- knowledge about whether or not everyone has been reached by education services
- people who deliver education recognising the situation and rights of those who are, or have been, excluded from learning and participating
- people committed to changing the situation of those who are completely excluded from education
- people thinking about those who are in education but are experiencing difficulties with attending, enjoying or benefiting from learning and participation, or feeling safe in school
- people becoming confident to reduce the barriers that they and others are facing in education after an emergency
- people recording, reporting and sharing what is being done to make education emergency work more inclusive
- stronger consultation, co-ordination and partnership with a diverse range of stakeholders
- identification of resources (material and human) which can help.

What impact should these changes lead to?

- disadvantaged or previously excluded learners, who have been affected by emergencies, are visible in and enjoying a quality and participatory education.

Photo by: Dan White

Children participating in activities at a Migrant Learning Centre for Burmese children affected by the tsunami, Parakang Cape, Takua Pa District, Thailand

Useful principles to think about throughout an emergency response

- Make education **welcoming to all** – adapt the system to the learner, rather than expecting the learner to adapt to the system.
- Everyone has their own **capacity to learn**, and everyone has the right to a good quality, relevant education.
- Everyone involved in any education setting can **do *something*, however small**, to make education more welcoming and supportive for everyone else.
- An emergency response often offers space to look at education with a **fresh perspective.** It can be an opportunity to improve on the previous standard of education provision and to address issues that had not been considered before.
- It is **less expensive** if we incorporate approaches to support everyone at the outset of an emergency response, than if we try to change exclusionary school infrastructure and practices at a later date.
- Planning and delivering an inclusive education emergency response **does not need specialist or 'expert' knowledge** of inclusion, disability or discrimination issues.
- Every sector in an emergency response can play a part in supporting inclusive education.
- Inclusion in education is about **participation and learning** as well as about access to the place of education.
- The *INEE Minimum Standards* are a useful tool for reflecting on how inclusive an emergency education programme is.
- However, as important are the questions that teachers, parents, children, officials and NGO staff **ask about who *isn't* included and why**; and whether they can make progress in addressing those questions
- Post-emergency education can show that previously excluded people can **participate in ordinary learning environments**, that they can learn from the same broad curriculum, and that all people can learn new things from each other. This can make a valuable **long-term contribution to education**, extending beyond the emergency response itself.

- **Children often know much more than adults** about which children are excluded from education and why. They can be powerful voices and advocates within communities, asking for other children to be included.
- Perhaps the biggest factor in helping previously excluded children to feel included is making them feel welcome and encouraging them to make progress.

An inclusive education approach does not start from feelings of guilt or anxiety about the difficulties of including everyone in education. Instead it starts by asking 'who are the people currently excluded from learning and participation?'; 'what can all of us do first to improve the situation?'; and then 'what are we able to do next?'.

What can you do?

Quick reference checklist

This list summarises key actions in the process of making emergency education responses more inclusive. Each item in the list is explained in more detail in the text. The coloured tabs should help you to find the relevant sections more quickly.

Make sure someone on the education response team has knowledge of inclusive education and/or is given the responsibility of monitoring inclusion issues.

Expect – and ask for – support from your organisation in moving towards more inclusion, throughout the response.

Find out who is and is not participating and learning, and why.

Design the response and create the budget with flexibility in mind – allowing for continued assessment of who is excluded and what solutions will best support them.

Be committed to challenging resistance to greater inclusion – emphasise the benefits of even very small changes and acknowledge any achievements.

Build community support so that community members help identify excluded learners, suggest solutions and give support to specific learners.

Improve the physical environment so that it is safer and more accessible.

Try to address factors beyond education – related to poverty, poor health, etc – that may prevent children from participating and learning.

Support teachers to develop understanding and confidence for working with a diverse range of children by building on what they already know and do.

Encourage peer support: teachers supporting each other with identifying learners' problems and finding solutions; children helping each other inside and outside school.

Support teachers, children and parents to make low-cost teaching and learning materials suitable for a range of learners.

Address language issues by supporting teaching in mother tongue and sign language.

Nurture links with other organisations to share ideas and experiences.

Advocate for changes to exclusionary education policies, upholding of international laws and changes to teacher education – or encourage those who are in a position to do this.

Regularly monitor progress on who is participating and learning. Involve the community in data collection. Mention inclusion issues in all reports to your organisation or donors.

At the beginning
Who is on the team?

Ask for someone on the emergency response team to be made responsible for monitoring, assessing and recording how well the education operation is meeting the needs of the most marginalised or excluded people in the area.

If you have influence over staffing choices, ask for someone to be brought in at a fairly senior level who has a good understanding of inclusive education principles. They should ideally be able to negotiate for relevant changes in national or local policy, as appropriate.

Get all members of the emergency response team together (including staff from other sectors, such as logistics, protection and health). Ask them to think about exclusion, discrimination and diversity in the context within which they are working, and how everyone can work towards a more inclusive emergency response.

Early assessment and analysis
Finding out who to include in the response

Sometimes emergency teams can get 'stuck' finding out which people are not included in education, because the most excluded people may not initially be visible to outsiders. Make efforts to liaise with representative organisations and groups in the affected areas (such as disabled people's organisations) so that you can keep adding to the picture of who is excluded and what is needed to include them – even after the first assessment.

Keep asking these questions:

- What are the barriers to participation and learning?
- Who experiences these barriers?
- How can such barriers be minimised?
- What resources to support participation and learning are available?
- How can additional resources be mobilised?

Wherever possible, ask excluded people directly about their experiences and the reasons why they have been excluded. Often we hear from teachers, parents, communities and education officials about who is excluded and why, but when we ask children a different picture emerges.

After the Pakistan earthquake in 2005, Save the Children Sweden's team set up community education councils linked to each rehabilitated school. Each council had at least two children on board. Children would report who wasn't in school and why they thought these children were absent. Often girls and children with disabilities were kept at home because their families thought going to school was not safe, or that they would not benefit from education. Once these children had been identified, the community education council was asked to come up with a plan for making it easier for them to get to school and to have a positive experience once there.

Checklists and assessment tools
Build questions into the assessment survey or questionnaire, and ask teachers, children and community representatives about:
- who was usually not in education *before* the emergency?
- why were they not in education?
- where do they live?

Exact numbers are less vital than the *reasons* why particular children couldn't go to school before the emergency. But estimates of numbers are still important. We need disaggregated target information in emergency education assessments. A checklist of traditionally excluded people – such as women and girls, people with disabilities, minority ethnic groups, the poorest and lower caste groups – can be a useful reminder to busy staff.

Deciding which groups of commonly excluded people to include in an assessment instrument, however, can be a challenge. It is not enough

for us just to look for people who feature on a checklist, because not everyone who may be considered 'most excluded' fits neatly into a checklist category. So, assessors need to find out more from affected people about who was *actually* excluded from education before the emergency, who is excluded now, and who is facing the most extreme challenges to inclusion.

Assessment tools should prompt teams to ask which people are not present while the assessment is taking place.

Finding out about issues which affect inclusion

As well as asking *who* is excluded from education now and before the emergency, we need to ask *why* they are not participating and learning.

Where security permits, (geographically) hard-to-reach areas should be included in the assessment. Consult security and logistics officers to get a greater understanding of: the topography of the affected areas; security issues that may contribute to exclusion for some children; and the general demographics of the area to see whether exclusion is an issue for certain groups.

When collecting and analysing data, consider the extent to which the population was fragmented prior to or during the emergency. To what extent might this have reduced willingness to mix with or support other groups?

In Kenya, as a result of ethnic tensions around the post-election violence in 2008, some non-displaced communities were afraid of sending their children back to school as they feared the returning displaced community.

Find out whether people were happy or unhappy with education before the emergency, and in what ways they would want it to improve.

Identify protection concerns for marginalised children, such as:
- lack of access to information
- lack of local structures for the protection of people with disabilities
- lack of access to documentation/registration
- cases of domestic violence or other abuse
- traditional beliefs, perceptions and practices related to disability and other forms of exclusion.

Find out what resources – people, infrastructure, institutional, financial – are currently available to support education at national and local levels.

Initial design of the education response

Think about:
- curriculum – does it need some adaptation to be useful and inclusive to all children?
- school design/construction – what is helpful about what already exists? What is exclusionary?
- teacher training – do teachers have any training? What messages have they received through the training? How well are they prepared to respond to child diversity? What opportunities are there to strengthen their training?
- expectations and views of education from parents, children, education officials and teachers
- participation of children and adults in all phases of the programme, with a focus on making education work better for everyone in the community.

In the Rift Valley in Kenya, teachers in the community were reluctant to acknowledge that children were out of school, especially children with disabilities. It was discovered, through conversations with teachers and other community members, that this was because teachers were not aware of children's rights or aware of how to include children with disabilities, and were fearful of disability. As a result, Save the Children incorporated inclusion issues into the teacher training programme to raise awareness and give skills on how to include all children.

Thinking ahead

Design a response with the expectation that your team will later identify people who were missed in the initial assessment. With this in mind, build as much flexibility as possible into funding proposals and budgets. The addition of a flexible budget line for 'supporting access for all' could be used, for instance, to:

- support children with mobility problems to travel to and access education centres
- provide clothing and food (as well as referrals to other sources of support) for children who are unable to come to school due to extreme poverty or other vulnerabilities (e.g. no caregiver)
- purchase learning aids and find, develop or purchase materials in different languages and Braille, where appropriate.

Spaces and places

It is important to establish agreement between key stakeholders on making education spaces child-friendly, safe and inclusive. If the response will involve rehabilitating or replacing buildings, ask those in charge of design and construction to modify the plans rather than follow traditional standards. See Annex 1 for more detailed changes that should be considered.

Photo by: Tom Pietrasik

Children in the Safe Play Area in Thuri Park Relief Camp, following Pakistan's 2005 earthquake

Designing with and for specific stakeholders

Where community groups already exist – such as parent-teacher associations, children's clubs or school management committees (SMCs) – build in training, discussions and participatory planning for the rebuilding and improvement of education for everyone. SMCs can play a vital role in identifying excluded children and assisting them to access schooling, particularly if they link with children's groups or include several children in the committee. Where no such groups exist, work towards developing them.

> Useful tools for developing community group inputs into education include: *Index for Inclusion: Developing learning and participation in schools* (see Useful Resources) and Community-based Education Management Information Systems (C-EMIS).[3]

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[3] For information on C-EMIS see: Save the Children UK (2008) *Making Schools Inclusive: How change can happen. Save the Children's experience;* and Heijnen, E (2004) 'C-EMIS as a tool for inclusive education for all', *Enabling Education*, issue 8, www.eenet.org.uk/newsletters/news8/page16.shtml

Include teacher capacity building in the response. Focus on inclusion and meeting the needs of diverse learners within any teacher training activities and consultations. Plan to do the same training with local staff running the operation.

In Kavum, a crisis-hit area of the Democratic Republic of Congo, the Community Child Protection Network – a local organisation – identifies vulnerable children and works to register them for ALP, so that those who missed out on their primary education have a chance to catch up.

Consider whether an Accelerated Learning Programme (ALP) is needed for children who have missed large amounts of education. Accelerated learning involves delivering the mainstream curriculum in a flexible, informal and condensed way.[4] ALP should link children back into whatever formal education is available once they have caught up with the curriculum.

Plan links with health sector responses so that health screenings can be done within the education intervention. This can help identify children whose participation or learning is being affected by illness, visual or hearing impairment, or other undiagnosed issues. The needs of children who may be affected by mental illness or post-traumatic stress disorder also need to be given attention at the design stage, particularly if the response will be working with teachers and communities to support children after the emergency.

[4] Save the Children will be issuing a set of resources on ALP in 2009.

What if you only have a very short time to work on an emergency education response?

- Get an **estimate of who the most excluded people are**, what their numbers might be, and why they have been excluded.
- Find out what **experience of inclusive education** exists in the area. How much basic awareness of inclusion/exclusion issues do most people have?
- **Identify locally available teachers**. Are they qualified, but perhaps stifled by their traditional training and unwilling to change their approaches quickly? Or are they unqualified, but perhaps more open to new ideas?
- Through an exciting, fun and participatory event or series of meetings (e.g. role plays), quickly **build some confidence and commitment** among those who will be staying and working on education (for example, the teachers and field staff and local education managers and children).[5]
- Promote the idea that if the community is confident and keen to tackle exclusion, they can find **innovative ways to overcome physical and material challenges**, even if resources are limited.
- Emphasise that the role of the emergency response team is to **motivate the community** (especially teachers, parents and children) to think about inclusion issues, and to offer them advice and support with taking forward their *own*, (not just your organisation's) ideas to remove barriers to inclusion.
- Map out, with your colleagues and/or the community, **what resources are available locally** to support the inclusion of traditionally excluded people in education.
  – What people are available?
  – What skills and interests do they have?
  – What sources of materials are there?
  – Who has money to help?
  – How much time do people have?

[5] The photo-based activity on pages 22–23 may be useful for this.

- – What can older and younger children do?
- – Are there any special schools in the area that could provide advice?
- – How much flexibility do teachers have – what do they have permission to do; how much are they allowed to change their practice and the way they manage their time?
- – Record the barriers to inclusion, but mainly try to focus people's attention on the spaces, resources and opportunities that *already exist*.
- Once confidence has started to improve within the response team and community, **brainstorm possible physical or material changes** for improving participation and learning. Don't forget, however, that physical or material improvements may go un-used if excluded people are not effectively supported to use them.
- Focus on activities which highlight the inclusive things that your team and the community already do (e.g. their positive practices and attitudes). **Encourage a desire to keep improving** on these.

Photo by: Madhuri Dass/Save the Children

Girls in an Accelerated Learning Programme in Mazar-e-Sharif, northern Afghanistan

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Once the programme has started

Helping teachers put inclusive principles into practice

Supporting teachers and developing their confidence to work with excluded children is vital for successful inclusive education in any setting. No emergency education response can move effectively towards inclusion without building in plenty of time and resources for working with teachers and potential teachers.

Teachers' insights can be very valuable for developing better education responses. Encourage them to think about who is excluded, to brainstorm different reasons for exclusion, and to share these ideas with each other and with the education response team.

Keep asking these questions:
- What are the barriers to participation and learning?
- Who experiences these barriers?
- How can such barriers be minimised?
- What resources to support participation and learning are available?
- How can additional resources be mobilised?

Teachers are more likely to be motivated to try new ideas if they have confidence in their abilities and potential. The following activity can be a good way – in the short amount of time available – to encourage teachers (and education response team members) that they are not starting with zero knowledge and skills regarding inclusion:
- Show teachers a few photos that look similar to what they know in their own education environment.
- Use the photos to help them begin a discussion about their own experience of teaching.
- Encourage them to reflect on *one thing* they have done to help an excluded child to participate and learn better, or to improve

the way they teach, or to make children feel happier in school. This could be something as simple as smiling and saying a friendly "hello" to their class each morning! Even untrained and demotivated teachers will be able to remember one small thing they have done (recently or in the past).

- Ask teachers to brainstorm a list of different ways of behaving and teaching methods that can make students feel more welcome and supported.
- Begin a discussion about how they could build on the small things they have already done, and how they could help each other with this.

During an emergency, a 'photo elicitation' approach such as this may be a useful way to help stakeholders to open up during discussions. Photos may help them to reflect on their relevant teaching/learning experiences while still allowing them to stand back a little from any personal traumatic experiences that they don't want to talk about. Using photos in this way can offer boundaries to the discussion and reassure stakeholders about what education staff do and don't want to discuss.

Peer support

Try to motivate teachers to actively look for children who are not participating or who are struggling to learn. Create a cycle where teachers regularly meet to discuss which students are having problems, and what could be done to help them (though they should not point out children's difficulties to each other in the classroom). Encourage teachers to see this as a valuable part of their job, not as a burden. Education response staff may facilitate teachers' meetings initially, but eventually teachers should meet on their own.

Encourage teachers to record any actions they agree to take to help more children participate and learn, follow up with them at a later date, and celebrate any achievements. Creating a friendly, fun and perhaps

even slightly competitive environment for working together and sharing experiences, can make teachers strive to try more ideas in order to have more to tell their colleagues.

Ask teachers to think about ways in which students can support each other to participate more in learning, and in school life generally, and support children who are currently out of school. Suggest that teachers build such topics into classroom activities.

Finding other support

Where class sizes are very large, or where basic conditions for teaching are extremely restrained, make a commitment to teachers that you will work with them to improve the situation. At the same time, ask teachers to come up with ways to support a more diverse range of children *within* the immediate conditions.

There are some great suggestions for dealing with large classes in an inclusive way in UNESCO Bangkok's *Practical Tips for Teaching Large Classes*; while IRC's *Creating Healing Classrooms* offers ideas and activities for supporting children. (See Useful Resources section.)

Investigate whether other sources of support can be brought into the education response, for example, if teachers spot children with unmet healthcare needs. If there is any funding available to respond to the issues that teachers raise, agree with them a way of prioritising and spending this money to maximise participation and learning for all children.

In the Karen refugee camps in Thailand, a survey in 1999 by Consortium-Thailand showed that few blind and deaf children were included in education. Therefore, with co-operation from the Institute for the Blind and Deaf in Yangon, Consortium-Thailand prioritised the needs of these learners and developed the use of Karen Braille and Karen Sign Language in the camps. Videos were also made to demonstrate Karen Sign Language.[6]

Girls attending the Hearing Impaired Foundation of Afghanistan, a school that helps prepare hearing impaired children to attend mainstream schools

Everyone in the local area is a potential resource for education. If education was limited before the emergency, then an emergency education response can be a chance to involve new people, who might make great teachers but never had the chance before. Indeed, sometimes – given the limited time available – it can even be easier to train new teachers in inclusive approaches, than to help existing teachers to 'relearn' their ways of working.

In Chad, in 2007, Save the Children provided teacher training opportunities for members of the community who had never been exposed to any schooling, but who showed willingness to develop and gain skills.

[6] See: www.eenet.org.uk/key_issues/refugees/karen_refugees.doc

Building community support

Raise awareness

Convey strong messages within the community that everyone has the right to education, and that the current education response aims to include the most excluded, such as people with disabilities. Use local media such as posters, radio or loudspeaker announcements.

Make sure:
● messages are accessible to those who have restricted mobility, sensory impairments, or limited communication skills or literacy
● messages are relevant to people's everyday lives and contexts
● you use communication channels that children can access.

Arrange a community meeting (with children present) about making the education response more accessible and making it work better for everybody. Use the meeting to start a participatory process, or to build on the participation you elicited during the design stage.

> In a camp for internally displaced people in Sudan, a World Vision-funded kindergarten includes children with physical and intellectual impairments. The kindergarten has been working to address negative attitudes in the community, such as the belief that disabilities are contagious. One teacher explained,
> "We aggressively embarked on creating community awareness…
> through open-air performances, which helped us make in-roads
> into changing the community's attitude".

Community participation

At the community meeting(s), ask students, their families or caregivers, health workers, community groups, disabled people's organisations, etc, about who is or is not enjoying education and feeling supported in their learning. With these stakeholders, develop a vision for the education response, compare with the current situation, and make plans for improvements to educational access and participation.

Divide meeting participants into groups – girls, boys, women, men, teachers, etc – and ask them to think of ways to overcome the barriers that different children are facing. Ask for suggestions about what the community and local staff or teachers could do, and then ask for suggestions about what outside help would make things easier. Agree a plan of simple actions to get more children (and older learners who missed out previously) attending classes and to make their experience of education more positive. Agree to find out whether certain things can be done by your agency or other outside sources of help, and report back by a certain date.

Record all responses during these meetings, indeed encourage stakeholders (including children) to do this themselves. Use various methods for collecting and recording information (e.g. verbal and non-verbal, drama, pictures, writing).

> "I have now realised all children are the same and need to be appreciated. My encouragement to parents who have disabled children like mine is to appeal to them not to hold them in solitary confinement, but instead embrace reality and strive to give them the best in life."
> *(Father of Ranya, a six-year-old who has been attending a World Vision funded school for two years in a camp for internally displaced people in Sudan.)*

Making changes as you go

It can take time to get a clear picture of which barriers are excluding which learners. Therefore it is important to have a process for regularly asking the emergency response team for ideas and insights into who is excluded, why and what local support is possible. Action plans should be updated as part of the team's regular meetings, as and when new information becomes available.

If it becomes clear that a continuing crisis is making it extremely difficult and unsafe to get vulnerable children to school, consider developing a home-learning approach and working with teachers to develop home-learning materials and support visits where possible.

In response to the evolving action plan, use any flexible funding you have to purchase materials or support to help meet the learning needs (or indeed basic needs) of certain students or groups of students. If several teachers find that they need more discussion or training, or more materials, try to arrange it. Make sure partners and local staff know whether, or to what extent, you can spend your budget flexibly.

ZOA Thailand did a participatory review to see how inclusive the education services in Karen refugee camps were. It found that people were being excluded in ways that had not been anticipated. For example, young women who had got married or pregnant felt unable to continue going to school. Children particularly affected by poverty, and those with learning difficulties, were not getting enough support. ZOA subsequently embarked on a longer-term process to get schools working more flexibly, and to involve people more closely in decision-making about education.[7]

7 See: http://burmalibrary.org/docs4/ZOAPosition_Paper-Having_Their_Say.pdf

Linking with other organisations

Find ways to link people and institutions who can support inclusive education, especially those who may have become cut off from each other during the emergency.

> One emergency worker in the Democratic Republic of Congo found that a school for blind students had lost its supplies of Braille materials in the emergency. There was an agency in the capital city which had materials available but did not know the school was still running and in need of supplies. The emergency team carried messages back and forth and arranged distribution of materials from the Kinshasa agency to the school, so that it could continue to support blind children's learning.

Ask other agencies for their experience, materials and resources on the exclusion issues that have arisen in your work. Share case studies of exclusion and how you could, or have, overcome particular cases.

Advocacy

Local policy environment

Ask community members, teachers and children to highlight any policies or guidelines that hinder change in education, in particular changes towards improved inclusion. For example, does the exam system exclude students with learning, sensory or physical impairments who cannot write an exam in the required format or at speed; or students who don't know the language of the exam?

If you have the time and capacity, try to build in a local and/or national advocacy approach to get permission to bypass or alter any policies that restrict progress towards inclusion. Link this with other education advocacy or influencing work happening in the country. If you don't have the capacity to take these issues forward, mention or report them as much as possible to other people who are in a better position to work for longer-term policy change.

International commitments

Has the country ratified the UN Convention on the Rights of Persons with Disabilities? If so, remind decision-makers that they are obliged to ensure that inclusive education is put in place. This means ensuring that all children can learn in mainstream schools, and adjusting the exam system so that all children's progress can be assessed. The implications of the Convention go beyond disabled people, as they require the education system to become inclusive of all formerly excluded people. If a country has not ratified the Convention, find out what is being done to change this.

Are there other national laws or international commitments relating to discrimination or to children's education rights? Lower-level education/government officials are not always aware of the implications of such commitments. Helping them to find out about them can lift certain barriers to progress.

During the tsunami response in Aceh, Indonesia, the International Rescue Committee used the *INEE Minimum Standards* as a reference and resource in the design of programmes. They also used the *Minimum Standards* in co-ordination meetings to advocate that the needs of children with disabilities should not be overlooked.

Changing teacher education

Lobby where you can for teacher education institutions and other emergency agencies to build inclusive education issues into pre-service and in-service teacher education, and into school management training. Try to base your lobbying on analysis and lessons learned from the current, and other, emergency education responses. Ask your colleagues or head office for extra information if you need it.

In Kenya, after the election violence, Save the Children worked with the Ministry of Education at provincial and district level to develop training manuals on inclusive, quality education for volunteer, early childhood development, head and senior teachers, and SMCs. The team ran 2–3-day writing workshops (for each of the manuals), attended by members of the Ministry of Education, from the three areas of operation most affected by the emergency, and Save the Children staff.

These participatory workshops enabled Save the Children and the Ministry to have joint input into the development of the manuals, which were relevant to the local context as well as bringing new ideas about child rights, child protection, emergency education and inclusive education. The Ministry's involvement at the writing stage was very important as it was Ministry members who would deliver the training. Their involvement increased the capacity of the Ministry of Education and provided sustainability for passing on the training.

Photo by: Save the Children

Trainee teachers, Dogdore, Eastern Chad

Monitoring

Where to get data

Regularly asking stakeholders about who is not attending classes or participating and learning in class is vital for the development of inclusive education. Consulting stakeholders was discussed in previous sections, but the importance of arranging regular opportunities to discuss education experiences with children, parents and disabled people's organisations is stressed again here.

> **Keep asking these questions:**
> - What are the barriers to participation and learning?
> - Who experiences these barriers?
> - How can such barriers be minimised?
> - What resources to support participation and learning are available?
> - How can additional resources be mobilised?

Each time, a record of *who* was interviewed should be made, to build up a picture of whether or to what extent you have managed to talk to people from traditionally marginalised groups. Also make space in reviews or evaluations to talk to people who were not included in the emergency education response. Recording should be done even if it seems there is no way to affect the numbers of excluded learners: the information will still be useful for seeking support.

Information should also be obtained from other actors and sectors working in the emergency, as they may have acquired useful information that they are not using in their own interventions.

> In Kenya, the USA army was reconstructing school blocks following the election violence. They noticed a significant number of displaced children being sent away from school because they lacked uniforms. This information was shared with other agencies, and Save the Children advocated with the Ministry of Education to

waive the need for uniforms until displaced children had been settled. They also raised this issue in the teacher training programme to help head teachers and teachers understand the importance of including all children.

What to do with data

Through monitoring, you may find that your initial estimates of potential beneficiaries were too low (because more people were invisible than you thought) or too high (because of dropouts or problems with attendance in the planned emergency programme). Include this information in reports and planning documents. Continue to suggest ways in which your team could do things differently to improve attendance and participation.

In regular meetings with staff or partners, spend 5–10 minutes discussing the data on who has accessed education and what could be done to increase this. Take another 5–10 minutes to discuss possible problems with what is happening inside the classrooms (based on data on who is not participating or learning), and what could be done to address these problems. Discuss ways of working with teachers, students and the community in both instances. Record ideas and agree at least one change that could be made.

Highlight inclusion or discrimination issues in regular reports to your organisation and/or donors. Whether the situation for the most marginalised is positive or negative, and whether or not the situation is changing, you should still receive recognition and support for identifying the situation. Admitting that certain groups or people are not being included by the emergency response, and recording and sharing estimates of numbers, can make excluded people more visible, which in turn can encourage future action. Ask your organisation for more assistance or advice if monitoring shows that you are really struggling to tackle certain challenges.

Dealing with objections or lack of interest

The challenge

"Frequently I hear that something is unchangeable, or very good reasons why there is no point in promoting inclusion. This indicates how deeply rooted the discrimination is. For example, 'girls aren't so interested in learning', 'children from the lower castes don't want to come to school', 'a child with a disability is not able to learn' – often these are deeply believed and need to be challenged in a way which does not antagonise or show disrespect. This is where our experience and learning from programmes can give examples of change." *(Philippa Ramsden, Education Advisor, Sri Lanka)*

In any programme to develop inclusive education, there will at some point be resistance or uncertainty from stakeholders or colleagues who feel the work is impossible or unnecessary. This may be particularly true in emergency situations, when so many issues are competing for urgent attention.

To help identify the causes of any resistance, it may be helpful to analyse how colleagues and stakeholders answer certain questions (and how we answer them ourselves). The following examples of questions might be helpful for meetings or discussions:

- Is anyone else looking at how this situation is affecting marginalised groups such as girls, people with disabilities, ethnic minorities and/or the poorest? Can we do anything to prevent things getting worse for these groups? Can somebody commit to get back to us on this within an agreed period?
- Will it be possible for all children/students to take part in this education activity? Is there anything we can do to adjust the activity so that they can participate?

- Is anyone else looking at the exclusion issues that are causing us the most challenges? Can we get together with them to share ideas or workloads?
- Do we know anyone who has managed to change their emergency response activities so that it is easier for excluded people to take part in them? Could they share any learning with us?
- Do we know what is stopping us from making changes? Can we record this information and pass it to others?

Even if these types of questions elicit negative responses, keep asking them and recording the answers. Documenting and reflecting on barriers to progress can be useful for advocacy and future learning. Also, simply by asking these questions we may be planting a thought in someone's mind, which they reflect on and which leads to a change in beliefs and actions. Indeed, consider the situation in which these sorts of questions are raised. Some people may appear negative because they feel unable to contradict the opinions of more influential people who are present, yet their own beliefs may support efforts towards inclusion.

Tackling the problem

Don't keep quiet! Seek out anyone with an open mind and discuss what opportunities exist for change. Over time your discussions can influence others around you, increase everyone's understanding, and ultimately lead to positive change for excluded or marginalised people.

At all times, stay constructive and offer examples or suggestions of how barriers can be overcome. Acknowledge successes and improvements, and highlight what some people are already doing to include a wider range of people in education after the emergency. The INEE website will also contain case studies of good practice on inclusive education in a range of emergency settings that you can use to encourage and explain.

In all of your interactions and communications, stress that there is *always* something – no matter how small – that can be done to improve inclusion. These small things are always worth doing, and eventually add up to a significant amount of change.

What support should you expect from your organisation?

Any individual or team will be much more able to develop effective inclusive education in an emergency setting with strong back-up from their organisation. Your organisation should:

- ask how inclusive the response has been, or what proportion of people have been reached
- ensure you and your colleagues are given the time and resources to update assessments, plans and budgets to improve inclusion
- give constructive responses when you identify groups who lack access to education or who are not participating and learning
- give positive feedback when you highlight where an emergency response is not meeting the needs of certain groups
- advise on and support the adaptation of the response to include those groups
- back you up in negotiating with donors for appropriate funding
- use the information you provide to build up a bigger picture of inclusion in emergency education, and share this data
- use the information you give them to develop ways of being more inclusive in future responses.

Save the Children staff meeting with community leaders and school committee members in Fatubai region in the Kefa district, West Timor

Annex 1: Some practical ideas

Every context will have a unique combination of barriers to inclusion in education, requiring locally created solutions. However, this annex outlines a few common barriers and suggests some actions that can be taken. The lists are far from exhaustive, and investigating the exact nature of barriers in each situation is essential.

Excluded groups often seem invisible, which means no one takes their needs or wishes into account. This may be particularly so for people with disabilities. The following reasons why some people are invisible should be considered and addressed in every context:

Keep asking these questions:
- What are the barriers to participation and learning?
- Who experiences these barriers?
- How can such barriers be minimised?
- What resources to support participation and learning are available?
- How can additional resources be mobilised?

- Discrimination is so well-established that no one notices or challenges it.
- Not everyone fits within a group that is traditionally thought to be marginalised.
- People with disabilities may be physically out-of-sight or deliberately hidden when assessments are done.
- Children who were out of school before the onset of an emergency are probably not included in Ministry of Education statistics.
- Reaching majority groups may be considered the priority in situations of limited resources and time.
- Those with links to powerful people in the community may reach services and/or be attended to first.

Some marginalised groups are seen as being too vulnerable or too challenging. Individuals or organisations may believe there is no point getting involved in work with these groups. Yet most barriers to inclusion can be tackled, often with relatively few additional inputs or costs.

Attitudes and discrimination

Common barriers
- Parents or other community members may believe that people with disabilities or from different ethnic groups are unable to learn or do not need to learn.
- In times of increased insecurity, parents or guardians may feel that people with disabilities or girls should stay at home instead of going to education centres.
- Where forced migration takes place, an 'us and them' mentality can develop between the host and displaced populations.
- Emergency response staff may worry that existing traditions of discrimination cannot be overturned in the short time they have available to do their work.

Possible solutions
- Make sure that everybody you talk to is aware that every child has the same rights to education, as well as other rights. Sometimes simply emphasising these entitlements can make a difference.
- Support children's groups at school, or community-school management groups to discuss inclusion issues and reassure families that sending their child to school is appropriate and safe.
- Work with disabled people's organisations and parents to identify possible reasons why families are resisting education for their children.
- Encourage families to regularly visit the school and see their children's progress and be reassured about safety issues.
- Support children and/or community leaders to negotiate with individual families to send their children to school.
- If families resist sending their children to school because of security concerns, agree actions at the community level to improve the situation. For example, communities sometimes arrange a rota of adults to escort groups of children, especially girls or children with disabilities, to school.
- Bring together community representatives of host and displaced communities for formal and informal getting-to-know-you sessions and social events, to create mutual understanding.

- Allocate significant time for negotiation of needs and resources between groups and from authorities.
- Work out costs per beneficiary. Emphasise the increased value for money that happens when more children are learning and staying in school, instead of dropping out or not achieving.

Physical environment

Common barriers
- Those in charge of education may think that it will cost too much, or involve too much specialist work, to make school buildings and surrounding environments accessible to everyone.

Possible solutions
- Challenge the assumption that building designs have to stay the same as before.
- Use the rehabilitation or rebuilding of damaged school buildings and grounds as an opportunity to improve accessibility for people who have limited mobility. Accessible designs need not cost more than inaccessible ones.
- Before deciding what building or refurbishing work to do:
  – ask stakeholders about the best aspects of the previous school building design that they would like to keep
  – ask disabled children to identify ways in which buildings weren't previously accessible, and the changes they would like to see
  – ask disabled people's organisations to share their experiences of developing accessible buildings in the local environment or with limited resources.
- Inside buildings, maximise natural light and flow of air. Classroom walls that are painted white can help all children to see better.
- Make sure that play areas are accessible and safe (in terms of minimising both physical hazards and child protection risks).
- Work to make sure that toilets are accessible, safe, clean, private and separated by gender; and that there is safe drinking water easily accessible to all students and teachers.

Inclusive, learner-friendly environments

Common barriers

- Teachers or other education staff can often feel they don't have the expertise to meet the learning and other needs of children with disabilities, children from a different language group, or children with other support needs.
- Those in charge of education may think that it will cost too much, or involve too much specialist work, to make teaching materials and methods accessible to everyone.

Possible solutions

- Teachers can be advised about effective ways of managing diverse classes so that everyone can participate. For example, they could be advised about seating visually impaired children in a position that most suits their needs (often at the front, near the blackboard and near a window so there is good lighting); and seating hearing or speech impaired children where they can best see the teacher's lips moving and can be heard easily by the teacher.
- Encourage teachers and community leaders to arrange a 'buddy system' or 'circle of friends' – a group of children who support other children. These 'buddies' may help those with physical mobility problems to move around school or go to the toilet. They can support children with learning difficulties during lessons, and can befriend children who may need emotional support. However, it would be unfair and unsustainable to rely solely on other children for support with inclusion. Teaching practices, learning materials, and school facilities also still need to change.
- Allocate older student volunteers to befriend and support vulnerable children who are just entering school for the first time.
- Encourage children, parents and teachers to make innovative, low-cost teaching and learning materials from locally available resources, including materials that that have large print and that use images, shapes and textures rather than just text.
- Work with teachers around communicating clearly, so that they simplify what they say.

- Encourage teachers to develop simplified texts for children with learning difficulties.
- Build social and life skills into the teaching content.
- Work with local school inspectors, if available, to encourage them to check for evidence that a diverse range of learners is being supported.

Support needs outside education

Common barriers

- Many children find themselves unable to attend school or to participate effectively in learning because of factors not directly related to problems in the education system – such as poverty, hunger, health problems, or the burden of survival chores like collecting water.

Possible solutions

- Ask community leaders and local authorities to suggest ways in which the poorest families and/or child-headed households could be supported better to meet their basic needs and enable children to attend and participate in learning.
- Encourage teachers or school leaders to refer families to local NGO/government sources of support (for basic needs, healthcare, etc), or to other emergency operations.
- Work with disabled people's organisations to set up links between the education response and any community-based rehabilitation services that are available.
- Set up a revolving fund for emergency support for school attendance.
- Where possible, establish links to health agencies so that children in or out of school can receive vision and hearing tests and appropriate follow-up.

Linguistic challenges

Common barriers

- A common assumption is that people from different linguistic, cultural or religious backgrounds need to fit into the type of education available, rather than changing or adapting the teaching and learning processes to suit them.
- Often teachers do not know sign language, and/or education managers think it will be too expensive or difficult to bring qualified sign language teachers into schools.

Possible solutions

- In longer-term emergency responses, offer training in sign language for teachers and involve deaf/signing adults from the community as trainers.
- In the short term, look for adults in the local area who know sign language and who can support hearing impaired children inside and outside class.
- Advise teachers to teach in mother tongue if they speak the language, and to slowly and carefully introduce a new second language to children.
- Develop mother tongue-based multilingual education training for longer-term responses, where language is a significant barrier.
- Encourage teachers to work in partnership with adults from the community so that classroom activities can be conducted in the children's first language. When there are multiple language groups in a class, one community adult can work with each language group. Alternatively, a multigrade approach can be used, where classes are based on language group rather than age.
- Encourage children to write stories in their own language and to draw activity pictures. Children can tell stories in their language based on the pictures and can use the written stories for reading in class with other children.
- In longer-term responses, introduce some teaching of other languages as subjects.
- In longer-term responses, support teachers to gradually transition to using other languages that are necessary for exams, for re-entering regular schools, and so on.

Annex 2: 'Missing out' card used in Sudan

A. Boys

Describe a friend, relative or neighbour who can't go to school

صف عما إذا كان هناك أحد من
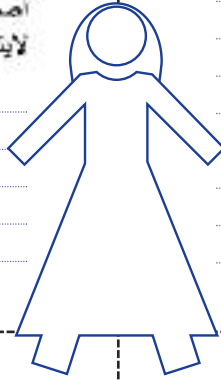أصدقائك ــ أقاربك أو جيرانك
لايتمكن من الذاهب الى المدرسة.

Why can't they come to school?

لماذا لايذهبون إلى المدرسة؟

What have they missed by not coming to school? How might their life be different from yours in the future?

ماذا يخسرون إذا لم يلتحقوا
بالمدرسة؟ الى أي مدي سوف
تكون حياتهم مختلفة في
المستقبل؟

What can you do to help this child go to school?

كيف يمكنك أن تساعدهم
للذهاب الى المدرسة؟

This annex is based on cards created by Save the Children in Sudan.

B. Girls

Describe a friend, relative or neighbour who can't go to school

صف عما إذا كان هناك أحد من أصدقائك ــ أقاربك أو جيرانك لايتمكن من الذاهب الى المدرسة.

Why can't they come to school?

لماذا لايذهبون إلى المدرسة؟

What have they missed by not coming to school? How will their life be different from yours in the future?

ماذا يخسرون إذا لم يلتحقوا بالمدرسة؟ الى أي مدى سوف تكون حياتهم مختلفة في المستقبل؟

What can you do to help this child go to school?

كيف يمكنك أن تساعدهم للذهاب الى المدرسة؟

Annex 3: Inclusive, learner-friendly environment activity[8]

Total time needed for activity – 1 hour 15 minutes

Aim
- to create awareness for school management committees on the need to include all children in learning.

Objectives
By the end of the session, participants should be able to:
- develop ways to identify children with special educational needs
- suggest and implement practical changes that will include children with diverse backgrounds and abilities in learning.

Training materials needed
- flipchart and marker pens.

Handouts
- notes from *Becoming an Inclusive Learner Friendly Environment*
- case studies of children excluded from learning
- diagram of well-managed and inclusive school.

Introduction/notes
The purpose of this session is to ensure that schools are open to all children and learners.

Warm-up (25 mins)

Draw a picture of a child on the board and ask each participant to put post-it notes around the child, giving reasons why individual children or groups of children may be excluded from learning.

Examples could include:

- poverty
- hunger
- orphaned children
- child labour
- violence
- street children
- children with special needs
- intellectual or physical disability
- cultural practices
- stereotypes
- religion
- gender
- race
- class
- fear
- proximity to school
- bureaucracy/school policy
- conflict
- lack of schools
- lack of facilities
- inappropriate learning environment.

Activity (50 mins)

Using the following case studies, ask participants (working in small groups), to come up with interventions to help include these children in learning.

1. Beatrice comes from a very poor family who are unable to send her to school. She is therefore not accessing learning, but instead helps with small chores at home. The family's crops were destroyed in the recent skirmishes and the land has not been cultivated for the last five months. As a result, the family has no income or food. Beatrice is severely malnourished.

2. Christine, lives 2km from the nearest early childhood development centre. As a result of the post-election violence, her father and older brothers and sisters fled to a safe town 200km away. Christine's mother, however, was pregnant at the time and too weak to run. She was attacked and lost the use of both legs.

Now Christine has to carry out simple duties at home to look after her mother. Because Christine's mother is unable to walk, Christine no longer goes to the centre.

3. John and David have not returned to school since the post-election violence. You notice them during the day taking alcohol and drugs.

4. In a village, an intellectually or physically impaired child is chained to a tree for the whole day while the parents go to their farm.

5. Your school has been allocated some funding to cater for children with disabilities. It is realised that within your village there are three blind children and two who are physically impaired who do not attend school.

6. In Towa school, girls aged ten and above are missing a week of school each month. This was regularly noted by the head teacher and shared with the school management committee. It was also realised that the school toilets were not gender-friendly and have had no doors since the post-election violence.

Suggestions for responding to case studies

There are many solutions to all of the above scenarios, each requiring varying levels of resources and skills. The following are just a few of the possible answers you might expect from workshop participants:

1. Poverty
- income-generating activities
- feeding programme
- community-based organisations and NGO's to assist
- start a kitchen garden

2. Child labour
- sensitise parents on the importance of education
- women's groups
- income-generating activities

3. Drug and alcohol abuse
- guidance and counselling
- rehabilitation programmes
- buddy or mentor systems

4. Attitudes towards intellectual and physical impairment
- sensitise parents and other community members
- involve disabled role models
- create awareness about any community-based rehabilitation and/or assessment facilities available
- training for teachers in spotting and responding to such cases

5. Access for children with disabilities
- discussions with children/parents regarding access needs
- ramps/rails to ease access
- design accessible toilets
- make special furniture
- assistance with journey to school
- seek supplies of Braille materials

6. Absence of girls
- sanitary bins in toilets
- ask parents to buy sanitary towels
- separate toilet blocks for boys and girls
- make improvised sanitary towels
- new doors on toilets to create privacy for girls.

Useful resources

Overviews

Inclusive education

Booth, T and Ainscow, M (2002) *Index for Inclusion: Developing learning and participation in schools*, CSIE: Bristol. Available in over 20 languages. See: www.eenet.org.uk/index_inclusion/index_inclusion.shtml

Save the Children UK (2008) *Making Schools Inclusive: How change can happen. Save the Children's experience*, Save the Children: London. See: www.eenet.org.uk/downloads/Making%20schools%20inclusive% 20SCUK.pdf

Stubbs, S (2008) *Inclusive Education: Where there are few resources* (revised), Atlas Alliance: Olso. See: www.eenet.org.uk/theory_practice/IE%20few%20resources%202008.pdf

UNESCO (2004) *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*, UNESCO: Bangkok. See: www2.unescobkk.org/elib/publications/032revised/index.htm

Education in emergencies

IIEP (2006) *Guidebook for Planning Education in Emergencies and Reconstruction*, International Institute for Educational Planning/UNESCO: Paris. See: www.iiep.unesco.org/index.php?id=403

INEE (2004) *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction: A Commitment to Access, Quality and Accountability*. See: http://ineesite.org/standards

INEE Minimum Standards Implementation Tools. See: www.ineesite.org/page.asp?pid=1056#Reference%20Tool, and the inclusive education thematic guide at: http://ineesite.org/uploads/documents/store/doc_1_Toolkit_Sheet_on_I nclusive_education.pdf

Save the Children (2008) *Education in Emergencies: A toolkit for starting and managing a programme,* Save the Children: London. For purchasing details see: www.savethechildren.org.uk/en/54_5680.htm

Sommers, M (2004) *Co-ordinating Education During Emergencies and Reconstruction: Challenges and responsibilities,* International Institute for Educational Planning/UNESCO: Paris. See: www.unesco.org/iiep/eng/publications/recent/abstracts/A245.htm

Non-discrimination and diversity
Save the Children (2008) *Non-Discrimination in Emergencies. Training Manual and Toolkits*, Save the Children: London. See: www.crin.org/docs/ND_Emergencies.pdf

Specific inclusive education issues
Disability
Save the Children (2002) *School for All: Including disabled children in education*, Save the Children UK: London (book and poster). See: www.eenet.org.uk/bibliog/scuk/schools_for_all.shtml

UNESCO (1999) *Welcoming Schools: Students with disabilities in regular schools*, UNESCO: Paris. See: http://unesdoc.org/images/0011/001184/118455eo.pdf

UNESCO (2001) *Understanding and responding to children's needs in inclusive classrooms – A Guide for Teachers.* http://unesdoc.unesco.org/images/0012/001243/124394e.pdf

World Vision UK (2007) *Education's Missing Millions. Including disabled children in education through EFA FTI processes and national sector plans*, World Vision: Milton Keynes. See: www.worldvision.org.uk/server.php?show=nav.1780

Gender
Kirk J. (2006) *Education in Emergencies: The gender implications. Advocacy brief*, UNESCO: Bangkok. See: www2.unescobkk.org/elib/publications/092/edu_emergencies_Low.pdf

UNESCO (2003) *Toolkit for Promoting Gender Equality in Education*, UNESCO: Bangkok. See: www.unescobkk.org/index.php?id=4634

Mathieu, A (2006) *Reaching the Girls in South Asia: Differentiated needs and responses in emergencies* UNICEF Regional Office for South Asia/UNGEI. See:
www.ungei.org/resources/files/unicef_Reachinggirlsinsouthasia.pdf

Language

Benson C (2005) *Girls, Educational Equity and Mother Tongue-based Teaching*, UNESCO: Bangkok. See:
www2.unescobkk.org/elib/publications/Girls_Edu_Equity/Girls_Edu.pdf

EENET (2008) *Enabling Education*, Issue 12, special edition on language and inclusive education, EENET: Manchester. See:
www.eenet.org.uk/newsletters/news12/news12.shtml

SIL International: www.sil.org/literacy/. SIL International studies, documents, and assists in developing the world's lesser-known languages. It works with governments, NGOs, indigenous organisations, academic institutions, churches and local communities. SIL's website contains a range of articles, guidance documents and research papers on multilingual education and mother tongue literacy.

UNESCO (2007) *Advocacy Kit for Promoting Multilingual Education: Including the excluded*, UNESCO: Bangkok. See:
www2.unescobkk.org/elib/publications/110/

Teacher education

INEE (2008) *INEE Minimum Standards Toolkit Thematic Guide: Teachers and other education personnel*, See:

http://ineesite.org/uploads/documents/store/doc_1_T_and_OEP_tools_-_INEE_MS_Toolkit.pdf

EENET (2006) *Enabling Education*, Issue 10, special edition on teacher education and inclusion, EENET: Manchester. See:
www.eenet.org.uk/newsletters/news10/news10.shtml

IRC (2006) *Creating Healing Classrooms: Guide for teachers and teacher educators*, International Rescue Committee. See:
www.theirc.org/resources/hci-teachers-guide.pdf

UNESCO Bangkok (2006) *Practical Tips for Teaching Large Classes: A teacher's guide. Teaching well under difficult circumstances*. See: www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf

Children's participation

Atlas Alliance (2008) *Young Voices: Young people's views of inclusive education* (book and DVD), Atlas Alliance: Oslo. See: www.eenet.org.uk/downloads/Young%20Voices.pdf

UNICEF (2007) *The Participation of Children and Young People in Emergencies*, UNICEF: Bangkok. See: www.unicef.org/eapro/the_participation_of_children_and_young_people_in_emergencies.pdf

Education in Emergencies: Including Everyone

INEE pocket guide to inclusive education

Inter-Agency Network for Education in Emergencies Task Team on Inclusive Education and Disability

This guide is aimed at anyone working to provide, manage or support education services in emergencies and complements the *INEE Minimum Standards for Education in Emergencies*, *Chronic Crises and Early Reconstruction*. It outlines useful principles for an inclusive education approach in emergencies and provides advice for planning, implementing, and monitoring. The guide also looks at the issue of resistance to inclusion, and highlights ways in which organisations can support their emergency staff to develop more inclusive education responses.

> The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organisations, UN agencies, donor agencies, governments, teachers, researchers and individuals from affected populations working together to ensure all people the right to quality and safe education in emergencies and post-crisis recovery. To learn more please visit www.ineesite.org.

INEE