A Guide to

Inclusive Education

2023

Acronyms

ADCAP: Age and Disability Capacity Program

BC: Boston College

CWD: Children with disabilities

EiE: Education in Emergencies

EWG: Education Working group

H&I: Humanity and Inclusion

INEE: Inter-agencies Network for Education in Emergency

IE: Inclusive Education

IRC: International Rescue Committee

UNICEF: United Nations children's fund

UNHCR: United Nations Refugee Agency

UNCRC: United Nations Convention on the Rights of the Child

UNCRPD: The United Nations Convention on the Rights of Persons with Disabilities

SDGs: Sustainable Development Goals

SIAT: School Inclusion Assessment Tool

TiCC: Teachers in Crisis context

TFP: Teacher Formation Package

WFP: World Food Program of the United Nations

WG: Washington Group

Introduction

In conflict-affected settings, the challenges of accessing education are magnified, particularly for refugee and forcibly displaced children and youth with disabilities. Children with disabilities are more likely to be marginalised in every aspect of their lives from educational practices to social activities and community engagement. Education is certainly no exception.

To ensure no child is left behind, even in the most difficult circumstances, it is important to identify and have high-quality data that accounts for all children. However, the scarcity of reliable data, particularly in low- and middle-income countries, can prevent the fulfilment of this obligation. Little is known about the number and characteristics of children with disabilities. Even less is known about their living conditions and quality of life, or the barriers they face in attending school, accessing services, and participating in cultural and recreational activities. For example, stigma, discrimination, prejudice, gender barriers, barriers related to disability, and physical barriers in the environment make it much more difficult for children with disabilities to go to school. To promote the inclusion of children and adolescents with disabilities in schools, JRS continues to offer targeted interventions that develop social and emotional necessities for students to have a normal, equal and fair access to a quality school experience. Such interventions promote social inclusion while empowering individuals with disabilities and contributing to a more resilient, equitable and just society, which seeks to leave no one behind. JRS's participatory approach addresses barriers to inclusive education by creating

an inclusive learning environment which focuses on the identification of persons with disabilities, community participation, raising awareness of disability rights, teachers' capacity and skill-building, curriculum adaptation, school assessment, distribution of specialised equipment, strengthening partnerships, and fostering alliances with specialised organisations with expertise in working with and for persons with disabilities.

With this information in mind, the guide was created to support continuing projects in inclusive education, support JRS staff members seeking basic and technical information on how to plan and implement inclusive education projects and, finally, to support JRS education field staff in embedding inclusion in all education programmes.

The guide is intended for use by field education staff working to promote education, gender equality, social inclusion, integration, training and empowerment of refugee and forcibly displaced children and adolescents with disabilities. Its main objective is to give direction on how to plan, implement and coordinate projects and programs on inclusive education. The guide takes the user through every step to be considered when a learner with a disability has access to quality education or is included and integrated in mainstream schools.

More specifically, the guide is developed around four sections:
- **Inclusive education definition and principles**
- **Global Conventions and International Frameworks**
- **Tools for the identification of people with disabilities and need assessments**
- **Necessary actions, recommendations, and suggested activities for the implementation of inclusive education projects**

As JRS is strongly committed in fostering a human-rights based approach in education to ensure equal opportunities for refugees and forcibly displaced people without discrimination or exclusion, the provision of Inclusive Education remains a major challenge for ensuring that each child and adolescent with a disability has an equal opportunity for educational growth and development.

Interdepartmental Collaboration
JRS is strongly committed to go beyond the integration of a student with disability into the classroom. JRS would like, with the appropriate support, to completely adapt the learning environment to allow for her/his full participation in classroom activities.
In doing that, JRS adopts the Twin track approach by mainstreaming disability inclusion in all education projects and interventions - on one side by targeting the individual needs of the children and adolescents with disabilities to realise their right to quality education and empowerment and on the other side by involving staff from the other JRS departments who can play a key role in supporting the delivery of inclusive education.

A collaboration between different departments in the organization is desirable because each department can contribute to promoting and advancing inclusive education in specific ways. Some examples include:

Human Resources - All JRS employees are expected to promote inclusion as part of their work and functions. They are required to embed inclusive practices in the recruitment procedures, to include inclusive language in policies, organize training on inclusion for all staff, and if needed to hire human resources for inclusive education.

Finance - It would be beneficial to mainstream inclusive education practices and expenses into budgeting. This would streamline increased budgets and improve inclusion of learners with disabilities, to create budgetary links with the "traditional" education programmes, etc.

*M&E -*The inclusive education staff are expected to contribute to the M&E office by reporting on inclusive education results achieved through the implementation of projects and activities. This is an opportunity for the JRS inclusive education staff to ensure that inclusive education results are well represented in the reports that the office submits to show progress against the organizational outputs and outcomes.

*Fundraising -*In consultation with technical colleagues, the JRS education staff are encouraged to explore opportunities to mobilize resources for inclusive education activities by identifying potential donors interested in advancing inclusive education. To raise additional funds, it is key to have concept notes and /or to identify projects that have a potential towards inclusive education, make recommendations to the responsible technical officer, and to lobby with project coordinators to develop inclusive education project proposals.

Communications & advocacy - The inclusive education staff are responsible for facilitating a smooth communication flow within JRS on relevant inclusive education projects and

activities. They should document and disseminate good practices and lessons learned from their respective country offices locally, regionally and at headquarters.

They should advocate for greater attention to the importance of inclusive education in global events, meetings, workshops. It is key to break the cultural, social, attitudinal, and architectural barriers to inclusion, implement laws and policies, and create a safe environment where all learners with disabilities can access, learn, play, and participate fully on an equal basis in learning and development.

What is Inclusive Education?

Inclusive Education

Inclusive education is about ensuring the presence, participation, and achievement of all learners regardless of status, race, sex, nationality, ethnicity, disability, language, religion, and other status, in quality learning opportunities.

It is about ensuring that all learners have access to quality education by effectively meeting their diverse needs in a way that is responsive, accepting, respective and supportive.

https://inee.org/

Inclusive education in emergency contexts can offer an opportunity to promote the rights of children and young people with disabilities in humanitarian contexts. Therefore it is our moral duty to allow people with disabilities to access a quality education; this is key for their growth and future.

JRS Strategic Framework

JRS
JESUIT REFUGEE SERVICE

STRATEGIC FRAMEWORK
for
EDUCATION & LIVELIHOODS

Promoting Equitable, Inclusive Education and Livelihoods Programmes That Foster Agency, Impart Valuable Skills, and Nurture Hope

JRS's Global Education & Livelihoods Strategy 2022-2024

The focus of Education in Emergencies (EiE) is changing. One of the key shifts is toward the focus on providing quality education, responsive and relevant to the needs of affected children and of young people from the very beginning of any humanitarian crisis. Quality education enables individuals to fully develop their capabilities and provides opportunities to live a satisfying life within society. The refugee, through his/her engagement in education, is enabled to develop intellectually, morally, physically, emotionally, and socially.

Accessibility to primary, secondary and post-secondary education, including for children with disabilities, safe and conducive schools, gender equality, well-trained and highly motivated teachers , curriculum, language of instruction, learning assessment, accreditation, professional training to equip young people for working life, and involvement of the whole community are elements that play a crucial role in refugee students' progress towards their achievement of personal goals.

While JRS implements a wide variety of Education and Livelihoods projects, the organisation-wide strategy concentrates on four areas:

- **Gender-Responsive Education**
- **Inclusive Education for children with disabilities**
- **Teacher Training**
- **Professional & Post-Secondary Education**

JRS Education & Livelihoods Goals

1. Increased access to and completion of secondary education, especially for girls.

2. Increased access to quality education and supporting services for displaced people with disabilities.

3. Prepared teachers for transformative teaching careers.

4. Enabled more people to access employment through market-informed post-secondary education.

All these goals are intertwined, and they need to be considered with a holistic perspective when intervening in plans for education in emergencies.
Age, gender, disability, and livelihoods must be considered together otherwise we risk compromising the effectiveness of our actions.

GOAL 2:
Increased access to quality education and supporting services for refugees and displaced people with disabilities.
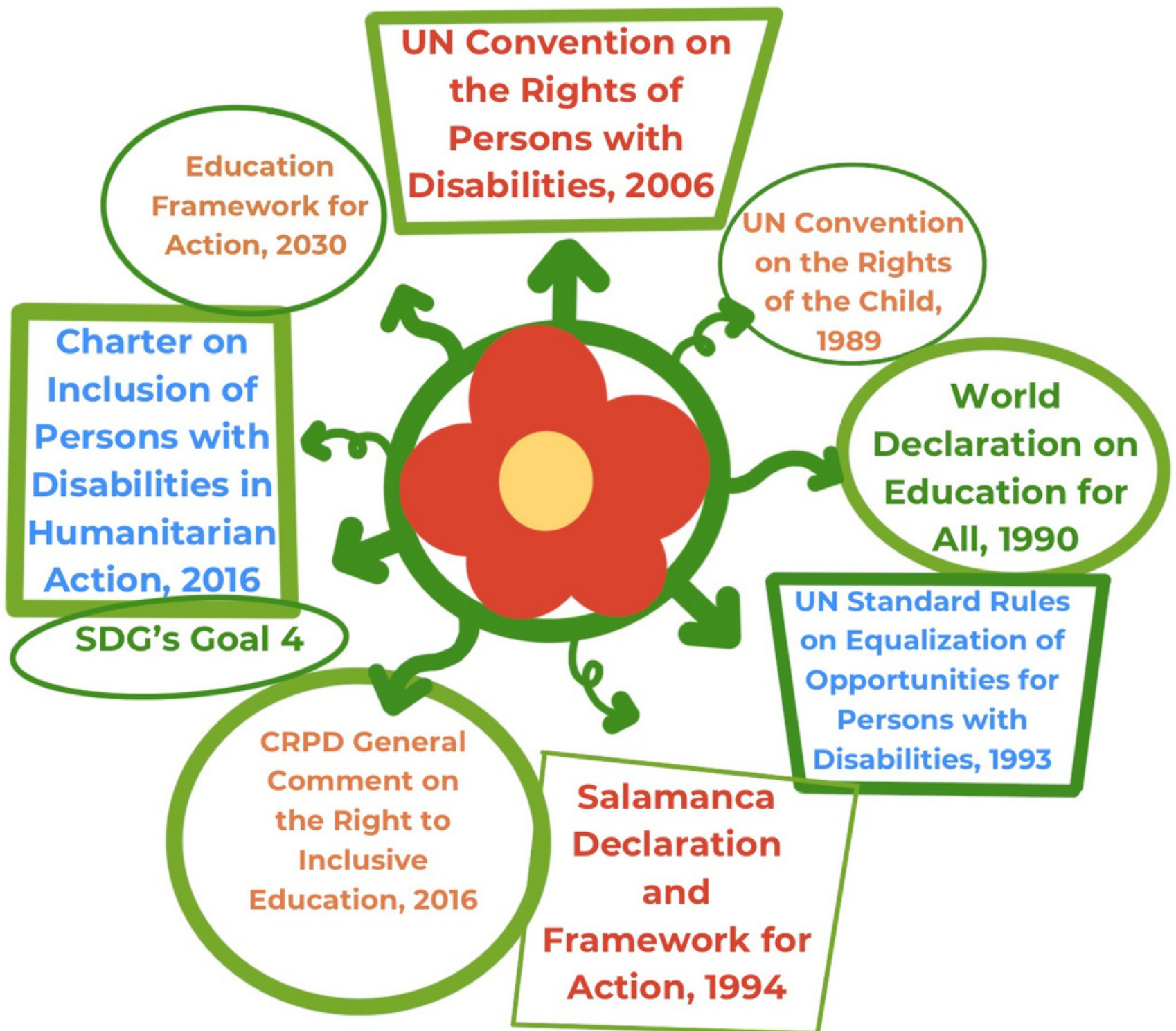
Objective 1: People with disabilities in camp and urban settings have increased access to safe and inclusive educational environments

Objective 2: JRS education activities provide quality and inclusive education

To promote the inclusion of children with disabilities in schools, JRS offers various targeted interventions which seek to meet the social and emotional needs for refugee students to have a normal school experience. JRS works to improve the identification of disabled children in the communities where it works. JRS then fosters inclusive learning environments also by strengthening teachers' capacities, encouraging interaction between peers, working with parents and communities, and raising awareness of disability rights. Finally, JRS works to make physical environments more accessible to students with disabilities. This includes making school environments accessible and addressing the unique transportation needs of children with disabilities to participate fully in school.

Global Conventions

Global Conventions

UN Convention on the Rights of Persons with Disabilities, 2006

Education Framework for Action, 2030

UN Convention on the Rights of the Child, 1989

Charter on Inclusion of Persons with Disabilities in Humanitarian Action, 2016

World Declaration on Education for All, 1990

SDG's Goal 4

UN Standard Rules on Equalization of Opportunities for Persons with Disabilities, 1993

CRPD General Comment on the Right to Inclusive Education, 2016

Salamanca Declaration and Framework for Action, 1994

The international community has specifically addressed the issue of inclusive education through the following global conventions:

UN Convention on the Rights of Persons with Disabilities, 2006
introduces an obligation to ensure an inclusive education for persons with disabilities at all levels.

UN Convention on the Rights of the Child, 1989
introduces the right to protection from discrimination in grounds of disability for the first time in international human rights law.

World Declaration on Education for All, 1990
highlights the steps needed to provide equal access to education to every category of disabled persons as an integral part of the education system.

United Nations Standard Rules on Equalization of Opportunities for Persons with Disabilities, 1993
elaborate the steps needed to translate the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings into practice.

Salamanca Declaration and Framework for Action, 1994
introduces the guiding principle that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

CRPD General Comment on the Right to Inclusive Education, 2016
elaborates the measures States must introduce to guarantee inclusive quality education for all persons with disabilities.

SDGs Goal 4
introduces commitment to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Charter on Inclusion of Persons with Disabilities in Humanitarian Action, 2016
aims to ensure inclusive response and services in all emergency sectors with education being a key transitional component.

2030 Education Framework for Action
combines the new EFA goals with SDG4 committing to a single renewed education agenda to reverse the trend of missing global targets.

INEE and ADCAP Standards

INEE Minimum Standards

The INEE Minimum Standards for Education include preparedness, response and recovery; these are the standards which articulate minimum level of educational quality and access, even in emergencies, through to recovery.
They express that all individuals - children, youth and adults - have the right to education during emergencies and fragile contexts.

The Minimum Stanards cover five domains:

Foundational Standards
Community Participation, Resources, Coordination, Assessment, Response Strategies, Monitoring and Evaluation
Access and Learning Environment
Equal Access, Protection and Well-being, Facilities and Services
Teaching and Learning
Curriculum, Training Professional Development Support, Instruction and Learning Processes, Assessment of Learning Process

Teachers and Other Education Personnel
Recruitment and Selection, Conditions of Work, Support and Supervision
Education Policy
Law and Policy Formulation, Planning and Implementation

Specific to Inclusive Education, the INEE Pocket Guide to Inclusive Education establishes "Education in Emergencies" and the importance of including everyone in Education in Emergencies. This guide helps practitioners to ensure that education in emergencies is accessible and inclusive for everyone, particularly those who are traditionally excluded from education. The pocket guide outlines useful principles for an approach to inclusive education, provides advice for planning, implementing and monitoring inclusive education in emergency contexts. These principles state explicitly that no individual should be denied access to full participation in education and learning opportunities because of discrimination based on disability.

Gathered from INEE Pocket Guide to Inclusive Education

ADCAP Minimum Standards

In addition to the INEE Minimum standards which guide key actions and enhance the quality of educational preparedness, response and recovery, the Minimum Standards for Age and Disability Inclusion in Humanitarian Action have been developed for use by practitioners involved in humanitarian response. This is with the expectation that the inclusion of people with disabilities and older people is feasible at every stage of the response and in every sector and context.

Gathered from ADCAP Minimum Standardsfor Age and Disability Inclusion in Humanitarian Action

For the Emergency Education Minimum Standards for age and disability inclusion in Humanitarian Action there are four education standards.
Education Standard 1:

The participation of girls and boys and young people with disabilities in education is systematically assessed and monitored, and barriers to participation are identified to inform inclusive education responses.

Education Standard 2:

Parents and guardians of children and young people with disabilities participate in needs assessments and in the design, implementation, monitoring and evaluation of education services and interventions. Humanitarian actors actively promote an inclusive community environment that is supportive of including girls and boys with disabilities in education.

Education Standard 3:

Girls and boys with disabilities have full access to quality and relevant education opportunities.

Education Standard 4:

People with disabilities and older people have full access to vocational training, skills training and adult literacy classes.

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Disability Language

Disability-Inclusive Language

Disability inclusive terminology is important as it promotes social inclusion and positive values.

Here are some important examples of correct language:

- Use **'children with disabilities'** rather than 'disabled children' as it promotes children's individuality apart from their condition.
- **Impairment:** loss or limitation of physical, mental or sensory function on a long term or permanent basis
- **Disability:** the condition whereby physical or social barriers prevent a person with an impairment from taking part in normal life of the community on an equal footing with others
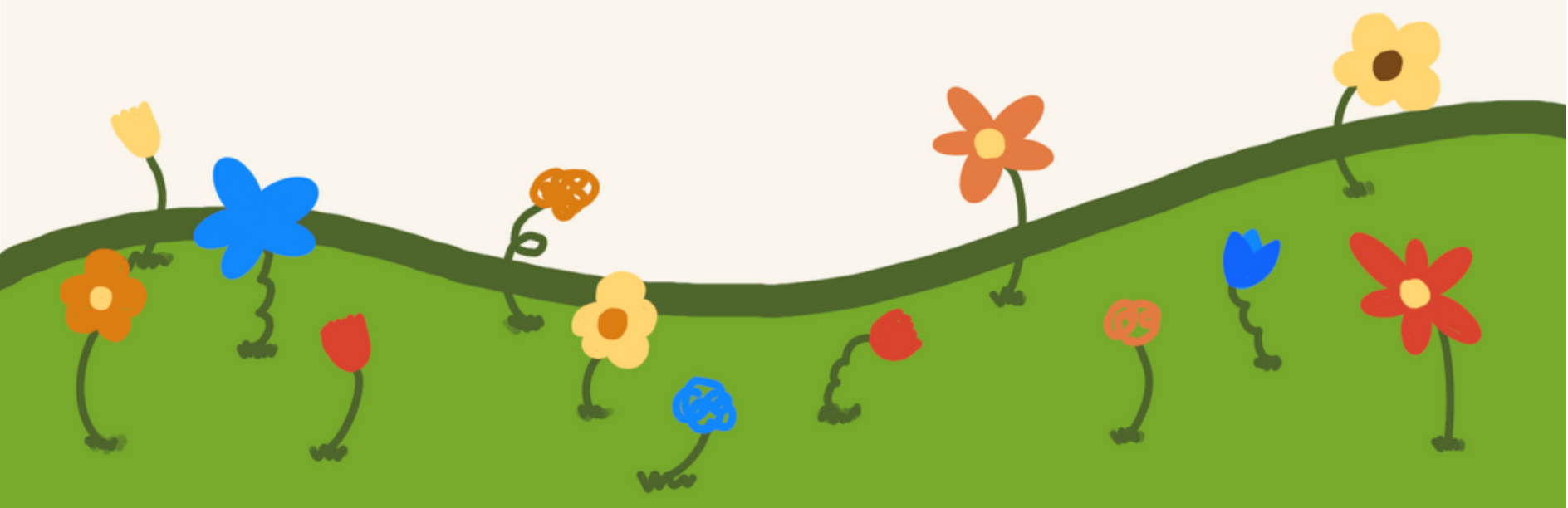
It's okay to use the words disability, intellectual disability or sensory disability. It is better to avoid terms like retarded or handicapped which can offend a child with a disability or their family, and convey a negative image of disability. We have to see the person with disabilities as a human being in all their dignity.

Barriers

Barriers

Environment has a huge effect on children with disabilities, on their experiences and extent of disability. Inaccessible environments create barriers that often hinder the full and effective participation of children with disabilities in society on an equal basis with others.

Key Messages

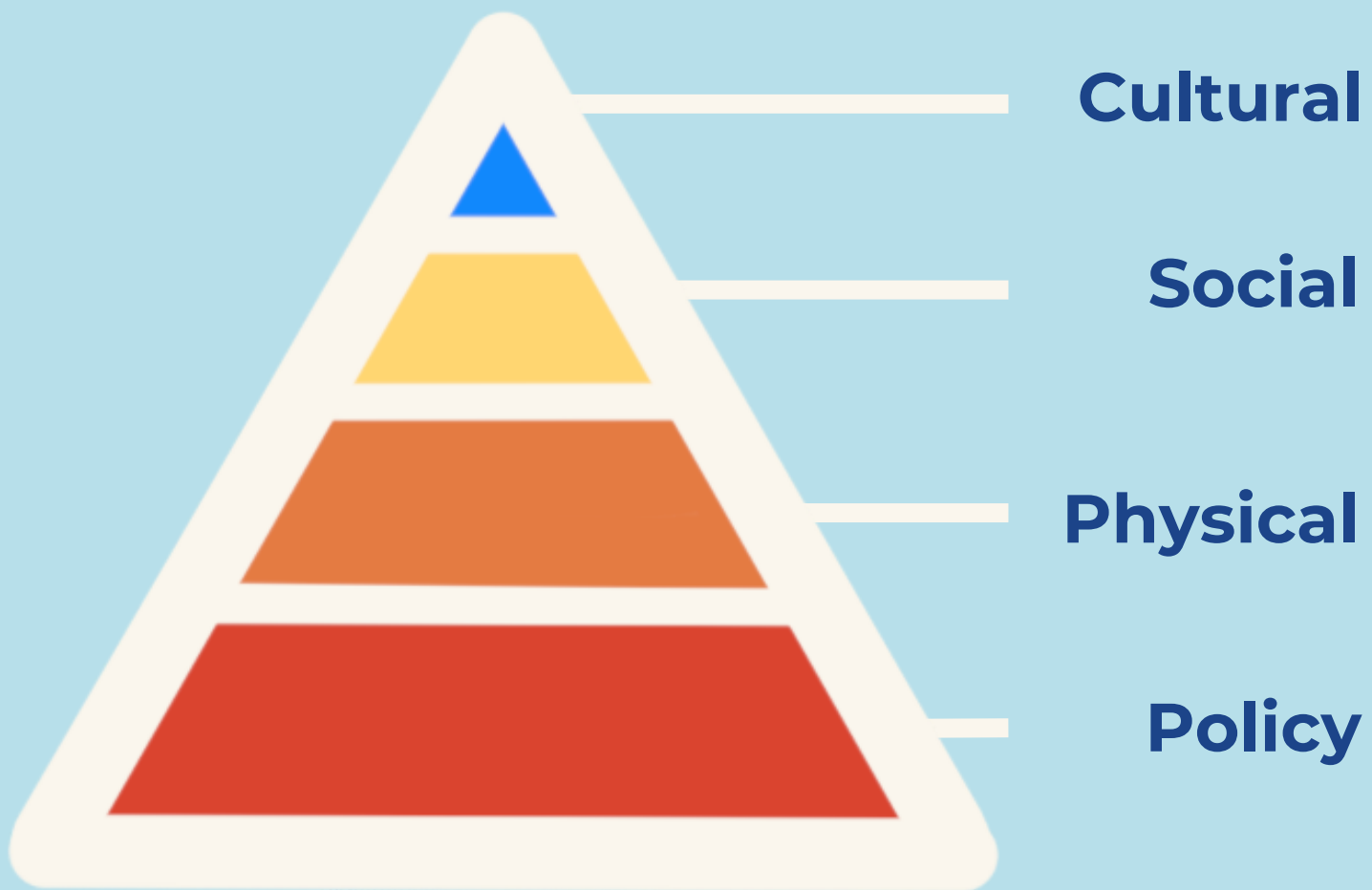Negative attitudes, stereotypes, cultural beliefs, social behaviours and connotations lie not in words, but in the mind.

Only by changing the way people think about disability can we promote inclusion.

Progress on improving participation can be made by addressing these barriers for persons with disabilities in their day to day lives. Education and training are key aspects of inclusion, participation and democracy.

WHO Research

Cultural

Social

Physical

Policy

To better understand the different barriers that people with disabilities encounter, we can imagine these barriers in a pyramid.

**Cultural beliefs and attitudinal barriers** are at the top of this pyramid as stereotypes, stigma and prejudices perpetuate exclusion and discrimination.
Social barriers immediately follow, as they are an effect of the former. These are strictly linked to the social relations, social inclusion in schools, social determinants of health, social participation in community life, in employment and recreative activities.

Physical barriers could be a passage, a corridor or a door that is too narrow, a sidewalk that is too high, a flight of stairs, a small latrine, a small classroom desk, the lack of certain precautions (handrails or signage) or elements that might cause accidents; these prevent or increase difficulty for children to attend school, public transport, etc.

Policy barriers are related to the weak will of policy makers to make accessible programs and services for children with disabilities.
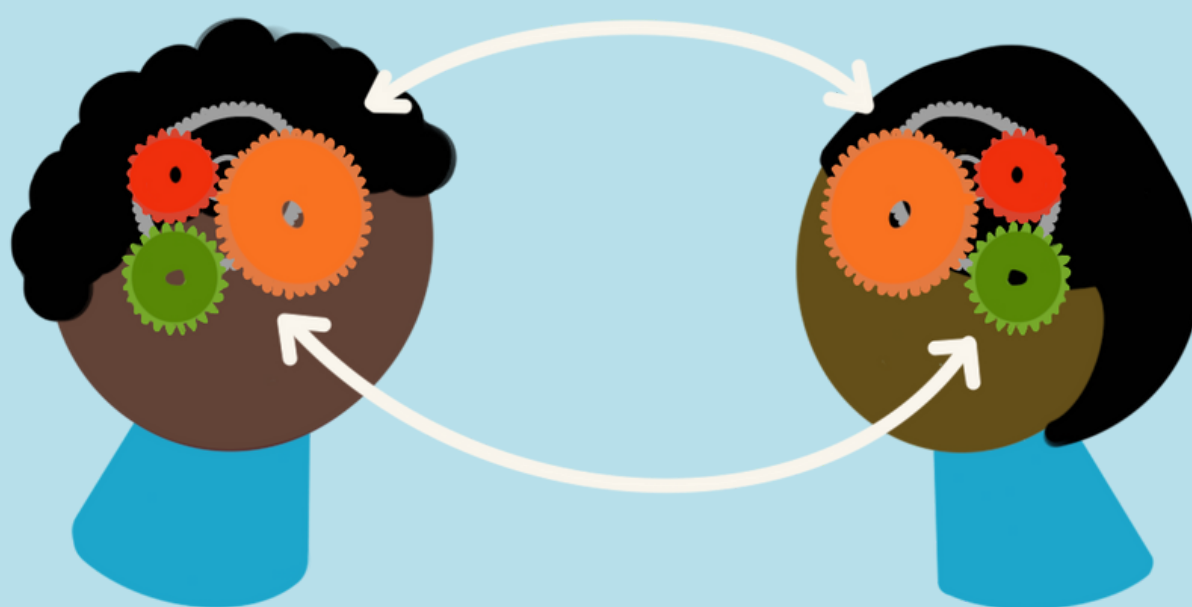
Only by understanding and getting closer with others can these barriers be overcome, and inclusion can be promoted. By addressing these barriers in an educational and social context, persons with disabilities can begin to participate in daily activities with greater ease.

We need to increase opportunities for all. We must ensure that physical and psychological conditions as well as disabilities do not become conditions of barriers. It is important to realize that people with disabilities can be a resource; further, they are able to live and learn better in a normal context than a special one. Below are some scenes we would never want to see again:

Destroying barriers also applies to children and migrants who must be acclimated to normal classes; we must see diversity as a means to helping us be better, rather than a part of the problem. The transition from school to real life must be a "life project" to ensure that migrants and children with disabilities have as normal of an adult life as possible. **Destroying architectural and physical barriers is relatively simple. What's more difficult and vastly more important is destroying cultural, social, attitudinal and policy barriers.**

Identification, Needs Assesment and Tools

Identification and Needs Assessment

Why is it important to allow children with disabilities' access to the same quality education as their peers without disabilities?

Every child has the right to education. This principle is spelled out in Article 26 of the Universal Declaration of Human Rights and in many other legal documents such as the United Nations Convention on the Rights of the Child – the four principles Non-Discrimination, Best Interests of the Child, the Right to Survival and Development and the Views of the Child. Globally, children and young people with disabilities have been among the most excluded from all levels of education – a situation that is compounded during emergencies and protracted crises.

Why is it important to identify these people and to conduct an education needs assessment in refugee camps and host communities?

It is well known that refugee and displaced persons with disabilities remain among the most hidden, neglected and socially excluded. They are often perceived as invisible because they do not benefit from assistance and basic services offered, they do not have access to education programs, they do not participate like others in moments of socialization, and do not participate actively in the community life, as a result of negative attitudes, cultural, physical and social barriers.

For these reasons it is critical to identify children and adolescents with disabilities and to conduct an education need assessment to:

1. Identify the categories of disabilities and needs of children enrolled in the camp setting's schools
2. Identify the screening procedures/ practices used in schools to identify more school children who have a disability but are not categorized as such
3. Determine the extent to which schools have established processes / procedures / systems to ensure staff are aware of the needs of students with disabilities

 4. Determine the teacher's skill building and their approaches toward children with disabilities in the camp setting schools

5. Establish current educational data on enrollment, attendance, retention, transition, and completion rates for students with disabilities

6. Have a clear understanding of the community's perspectives and views on the barriers to school access for in-school and out-of-school children with disabilities

Needs assessment is a systematic approach to studying the state of knowledge, ability, interest, or attitude of a defined audience or group involving a particular subject. In this context, JRS is intended to use the education needs assessment report to understand the problems children with disability face in order to design effective educational interventions.
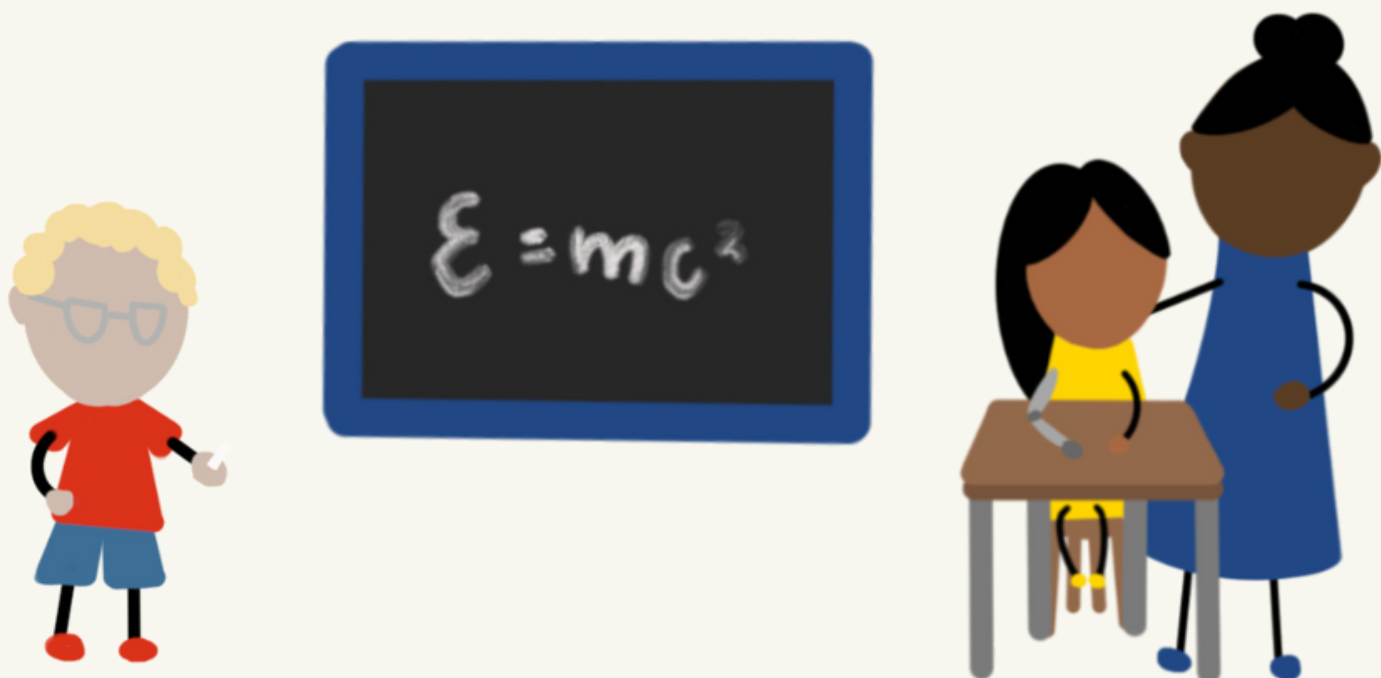
Tools

To ensure no child is left behind, even in the most difficult circumstances, it is important to have high-quality data that accounts for all children. However, the scarcity of reliable data, particularly in low- and middle-income countries, can prevent the fulfilment of this obligation. Little is known about the number and characteristics of children with disabilities. Even less is known about their living conditions and quality of life, or the barriers they face in attending school, accessing services, and participating in cultural and recreational activities.

To establish and map out disability domains of in and out of school children with disability, disaggregated by sex, age, and type of difficulties in refugee camps, host communities, and urban settings, we can use the following tools:

The Washington Group

The Washington Group set of questions is usually used for young people aged 18-23 to establish the diversity of disability of each person interviewed.
The Washington Group has carefully developed questions which address and evaluate general needs from visual and auditory disabilities to concentration and communication requirements. The Washington Group's analysis and measurement establishes a link between various dimensions or concepts of disabilities; they've taken care to identify disabilities which might affect risk factors, daily interactions, or equipment necessities. This evaluation would be particularly useful in coordinating a needs assessment.

The information from these results, ideally, represents most limitations and thus, resources which might be necessary in each project. Furthermore, the data from the survey can be translated to capture persons with similar needs across varying countries. The questions are made to compare and assess levels of participation in employment, education, family, and personal life for people with disabilities, versus people without. You can find more information at <u>this link.</u>

UNICEF

UNICEF published a module, the UNICEF Child Functioning Model, to complement the set of questions presented in the Washington Group's set of questions on disability; these are used for children up to age 17. This module is divided into many sections with strategic methods, recommendations for translations, and response categories for results. It is meant to ensure that all people and organizations, regardless of language or dialect, can accurately evaluate the needs of persons with disabilities. In this way, the desired results and integration processes are largely similar to that of the Washington Group.

By encouraging and proposing direct guidelines for translation, UNICEF allows all countries to precisely estimate the community, career, and educational engagement of people with disabilities, and how to support them. You can find more information at this link.

Washington Group
&
UNICEF

TOOLS
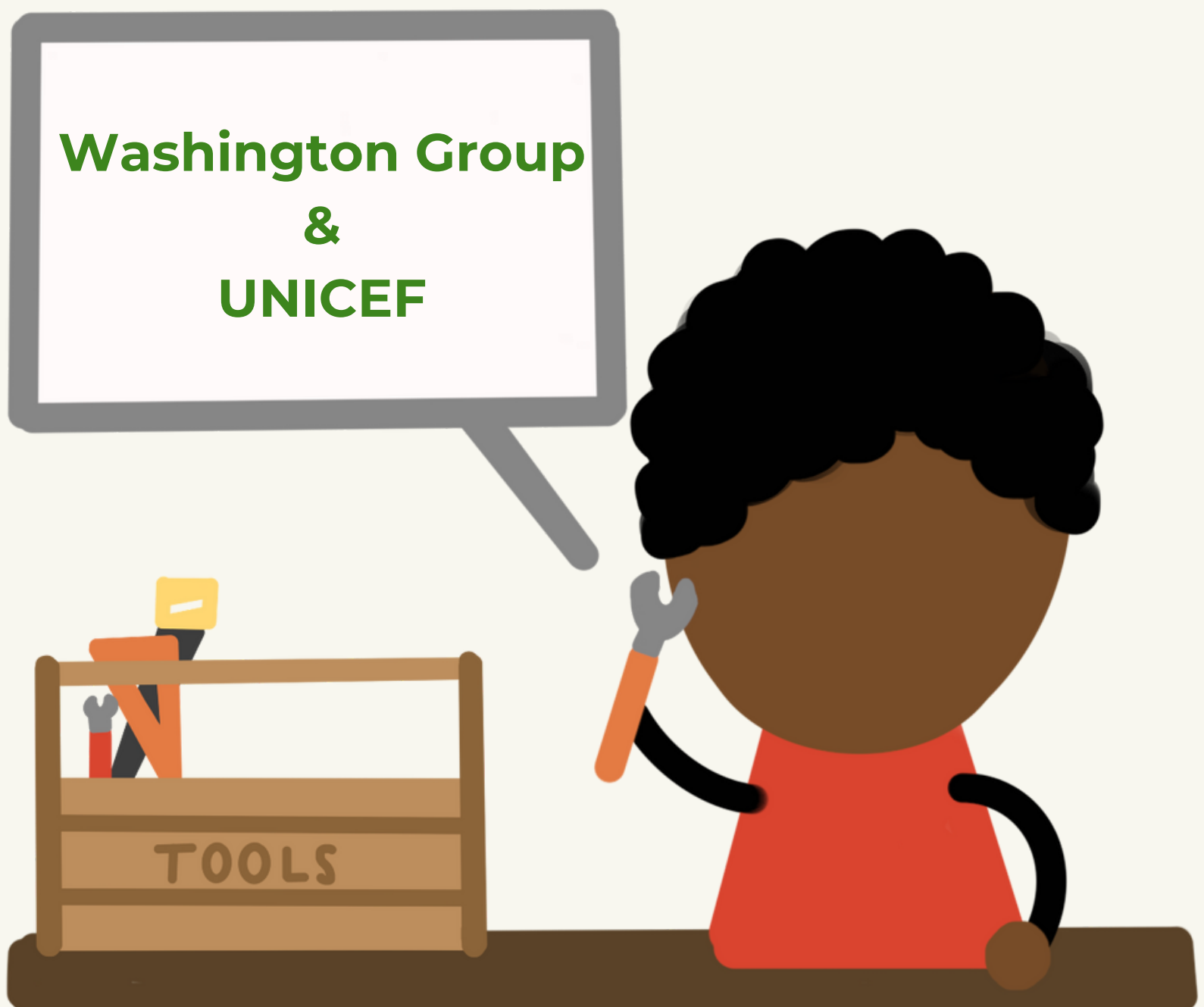
Washington Group's Set of Questions:

Census Questions on Disability Endorsed by the Washington Group

Introductory phrase:
The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

1. Do you have difficulty seeing, even if wearing glasses?
   a. No - no difficulty
   b. Yes – some difficulty
   c. Yes – a lot of difficulty
   d. Cannot do at all

2. Do you have difficulty hearing, even if using a hearing aid?
   a. No- no difficulty
   b. Yes – some difficulty
   c. Yes – a lot of difficulty
   d. Cannot do at all

3. Do you have difficulty walking or climbing steps?
   a. No- no difficulty
   b. Yes – some difficulty
   c. Yes – a lot of difficulty
   d. Cannot do at all

4. Do you have difficulty remembering or concentrating?
   a. No – no difficulty
   b. Yes – some difficulty
   c. Yes – a lot of difficulty
   d. Cannot do at all

5. Do you have difficulty (with self-care such as) washing all over or dressing?
   a. No – no difficulty
   b. Yes – some difficulty
   c. Yes – a lot of difficulty
   d. Cannot do at all

6. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?
   a. No – no difficulty
   b. Yes – some difficulty
   c. Yes – a lot of difficulty
   d. Cannot do at all

The Washington Group's set of questions is typically used for young people age 18 -23.

UNICEF Child Functioning Model:

CHILD FUNCTIONING (AGE 5-17)		CF
CF1. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT DIFFICULTIES YOUR CHILD MAY HAVE. DOES (*name*) WEAR GLASSES OR CONTACT LENSES?	Yes .... 1 No 2	2⇨CF3
CF2. WHEN WEARING HIS/HER GLASSES OR CONTACT LENSES, DOES (*name*) HAVE DIFFICULTY SEEING? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	1⇨CF4 2⇨CF4 3⇨CF4 4⇨CF4
CF3. DOES (*name*) HAVE DIFFICULTY SEEING? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF4. DOES (*name*) USE A HEARING AID?	Yes .... 1 No 2	2⇨CF6
CF5. WHEN USING HIS/HER HEARING AID, DOES (*name*) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLE'S VOICES OR MUSIC? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	1⇨CF7 2⇨CF7 3⇨CF7 4⇨CF7
CF6. DOES (*name*) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLE'S VOICES OR MUSIC? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF7. DOES (*name*) USE ANY EQUIPMENT OR RECEIVE ASSISTANCE FOR WALKING?	Yes .... 1 No 2	2⇨CF12
CF8. WITHOUT HIS/HER EQUIPMENT OR ASSISTANCE, DOES (*name*) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (*name*) HAS: SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	3⇨CF10 4⇨CF10
CF9. WITHOUT HIS/HER EQUIPMENT OR ASSISTANCE, DOES (*name*) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE].	Some difficulty 2	

WOULD YOU SAY (*name*) HAS: SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	A lot of difficulty .... 3 Cannot do at all 4	
CF10. WITH HIS/HER EQUIPMENT OR ASSISTANCE, DOES (*name*) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	3⇨CF14 4⇨CF14
CF11. WITH HIS/HER EQUIPMENT OR ASSISTANCE, DOES (*name*) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	1⇨CF14 2⇨CF14 3⇨CF14 4⇨CF14
CF12. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	3⇨CF14 4⇨CF14
CF13. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF14. DOES (*name*) HAVE DIFFICULTY WITH SELF-CARE SUCH AS FEEDING OR DRESSING HIM/HERSELF? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF15. WHEN (*name*) SPEAKS, DOES HE/SHE HAVE DIFFICULTY BEING UNDERSTOOD BY PEOPLE INSIDE OF THIS HOUSEHOLD?		

WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF16. WHEN (*name*) SPEAKS, DOES HE/SHE HAVE DIFFICULTY BEING UNDERSTOOD BY PEOPLE OUTSIDE OF THIS HOUSEHOLD? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF17. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY LEARNING THINGS? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF18. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY REMEMBERING THINGS? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF19. DOES (*name*) HAVE DIFFICULTY CONCENTRATING ON AN ACTIVITY THAT HE/SHE ENJOYS DOING? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF20. DOES (*name*) HAVE DIFFICULTY ACCEPTING CHANGES IN HIS/HER ROUTINE? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF21. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY CONTROLLING HIS/HER BEHAVIOUR? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	
CF22. DOES (*name*) HAVE DIFFICULTY MAKING FRIENDS? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty .... 1 Some difficulty .... 2 A lot of difficulty .... 3 Cannot do at all 4	

CF23. HOW OFTEN DOES (*name*) SEEM VERY ANXIOUS, NERVOUS OR WORRIED? WOULD YOU SAY: DAILY, WEEKLY, MONTHLY, A FEW TIMES A YEAR OR NEVER?	Daily .... 1 Weekly .... 2 Monthly .... 3 A few times a year .... 4 Never 5	
CF24. HOW OFTEN DOES (*name*) SEEM VERY SAD OR DEPRESSED? WOULD YOU SAY: DAILY, WEEKLY, MONTHLY, A FEW TIMES A YEAR OR NEVER?	Daily .... 1 Weekly .... 2 Monthly .... 3 A few times a year .... 4 Never 5	

The UNICEF Child Functioning Model compliments the Washington Group's set of questions and is usually used for children up until age 17.

School Accessibility Tool

When analyzing the accessibility of school buildings, it is important to consider many elements to allow each student with a disability to access and carry out normal activities together with her/his peers.

The first ones that come to mind are physical barriers, such as entrances, corridors, ramps, toilets with grab bars, water taps, accessible desks, playgrounds, recreational areas,   but we must also consider sensory and perceptual barriers such as (maps in relief, other visual indicators, acoustic signals) which for some types of disability (blindness, deafness) are equally impactful.

To assess the level of accessibility of a school we can use the UNICEF school accessibility checklist which outlines access requirements to comply with the diverse needs of children with disabilities. The checklist is a useful tool that can be used during planning, designing, construction, renovation and maintenance of a school.
Making Schools Accessible.pdf (unicef.org)

Teacher Training

Teacher Training

JRS provides teachers professional development to improve teacher skills and competencies for responding to the complex needs of vulnerable learners in emergency contexts and deliver quality inclusive education.

They educate and transmit knowledge to children and they are key in stimulating creativity, enriching learning and shaping the future of a student.
In many refugee contexts teachers are lacking in confidence to teach diverse learner groups and to manage learning differences. They are not qualified nor trained to deliver inclusive, quality education and to create stimulating, safe learning environments where all children can safely learn and play together. **Quality teacher education should be at the heart of any educational intervention in emergencies.**

In 2016, JRS developed a Teacher Formation Program (TFP), which includes basic teaching skills, educational psychology, up to-date pedagogy, and some notion on inclusive education as well as child protection and wellbeing promotion. A special emphasis is given to the Ignatian pedagogical paradigm of context, experience, reflection, action, and evaluation 2, along with the JRS values of accompaniment, service and advocacy.

The TFP was developed in consultation with international experts and is based on the Inter-Agency Network on Education in Emergencies' (INEE) Training pack for Teachers in Crisis Contexts and is composed by modules that you can find in the file "Teacher Formation and Professional Development" under the JRS education & livelihoods sharepoint. Education & Livelihoods - Home (sharepoint.com)

The TFP package is an excellent foundation but it must be integrated by targeted teacher training on inclusive education for Children with disabilities.

Another possibility is to hire an expert on inclusive education for children with disability and organize a full immersion training session on inclusive education for teachers.
Once the training is complete, teachers can become Inclusive Education focal point for their school and raise awareness for the other teachers and in the community.

If the context allows it, as it happens in Democratic Republic of Congo it is possible to organize these teacher trainings, with the National educational authorities and the duration can go from a few to days to several months. These trainings, aim to further strengthen the capacities of teachers on inclusive education. JRS, after identifying the association, or training center which has an expertise in teaching techniques which ensure children with disabilities receive all pedagogical and support services essential to enable them to learn and growth as their peers, should sign an agreement or memorandum of understanding (MoU) where roles and responsibilities are clearly expressed and defined. Through this Memorandum of understanding, teachers will be trained in order to acquire practical skills and thus be able to include children with disabilities in their classroom by delivering quality education.

How to organize it?

JRS field education staff should explore all the possibilities to organize teacher training on inclusive education courses through existing training centers in a country. Options include universities or public centers as well as contacting NGOs or associations specialized in the sector to give teachers the opportunity to be trained on inclusive education and to improve the accompaniment of children with disabilities in education.

"IF I DON'T LEARN THE WAY YOU TEACH, TEACH ME THE WAY I LEARN."
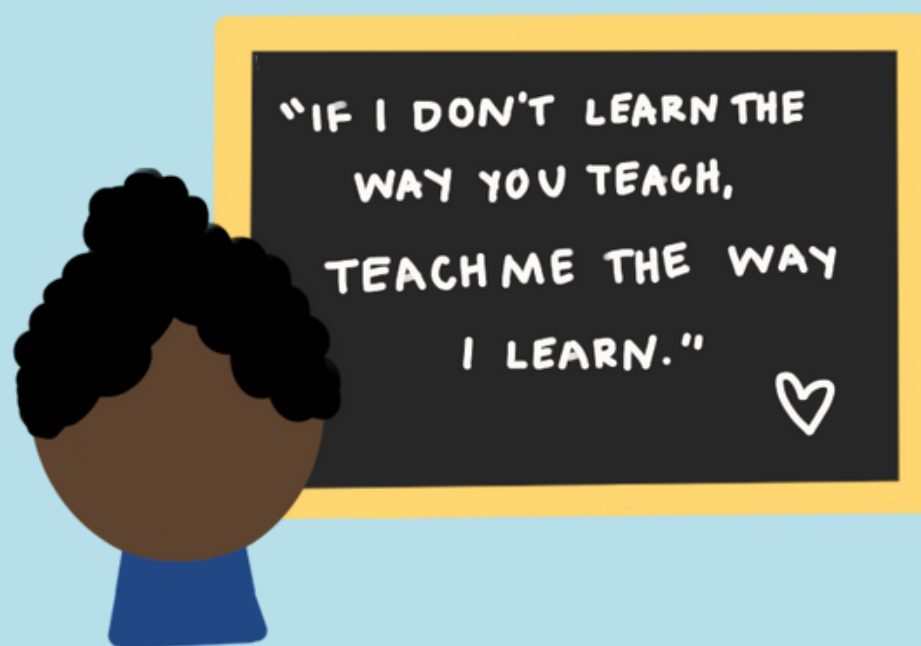
Through these training sessions teachers will acquire teaching methods, management, and safeguarding skills for CWD. They will also learn more about the inclusive education approach as well as strategies to make the classrooms more inclusive for the CWD, and reinforce their understanding of the disabilities, especially the influence of the method of learning.

Curriculum Adaptation

Curriculum Adaptation

Given the breadth and complexity of curriculum development processes and challenges and issues concerning the "what" and "how" to teach, it becomes an obligation to extend the perspective of curriculum development among decision-makers, educators, curriculum specialists and teacher trainers in the long term.

This process requires a strong political will and the involvement of all technical actors for the establishment of an institutional and generalized inclusive curriculum.

What is the meaning of adaption of a curriculum?

It means to modify the content, the teaching strategy and the learning outcome assessment. In other words, it does not mean reducing the content but rather to develop other tools and methodologies that   allow students to learn and understand of all what   it is taught to them, just like to their peers.

There are several ways to readjust the curriculum for learners with disabilities such as:

- Integrate photos, graphics, symbols, and drawings that highlight concepts or new words
- Make the content colorful to facilitate the understanding of the text
- To match an audio text that complements the understanding the content
- Reduce the length of the pieces for reading or writing
- Focus on the re- reading assigned texts for a greater understanding
- Develop guides and simulations exercises to support learners before, during and after math or comprehension tests.
- Use alternative material such as videotapes, films, videos, to explain concepts and stimulate interest in some subjects.
- Use computer software to integrate the learning process

Teachers can be trained in numerous techniques to make the adapted curriculum for learners with disabilities more attractive and stimulating. They can use different techniques like:

- Role plays and demonstrations
- Explanations with gestures, changes of tone, visual mood to emphasize concepts and words.
- Form small working groups to involve all students and sensitize them to these new techniques
- Sensitize peer to use buddy support for learners with disabilities
- Use techniques of reading aloud
- Become familiar to the braille alphabet
- Use recorded books
- Apply and use multisensory approaches

In terms of feedback for children with disabilities, teachers can adopt some of the following techniques:

- Submit short questions
- Use multiple choice questions
- Give extra time to complete the test
- Begin a test with a series of true or false questions
- Complement the test with pictures
- Give the possibility to undertake only an oral test

For more information please access this link.

Equipment Procurement & Distribution

Procurement

Once medical screening has been completed and the special equipment (such as glasses, hearing aids, wheelchairs, crutches etc ...) needed for children with disabilities has been identified to improve their day-to-day lives at school, specific products and services must be purchased. It is important to purchase the right products for the identified needs from a quality supplier.

Procurement is accomplished by several steps as follows:

- Identification of the service or product needed
- Looking for potential suppliers (possibly at local level)
- Verification of the potential suppliers (if they are financial stable, their principles and ethical values)
- Contact with and invitations to potential partners to participate in the process and selection of the most suitable companies based on know-how, competences and references
- Selection and evaluation of the supplier proposals, prices and delivery time to determine who is offering the best price and the best quality

Equipment Distribution

Engaging and involving community members, parents of learners with disabilities and teachers has always been part of JRS distribution planning in every country it works.
The distribution of the most suitable equipment for the identified needs of learners with disabilities must be made on the basis of the list compiled by medical experts and previously agreed with community leaders, parents and teachers

If the distribution concerns only the didactic material or school kits, it is important to have meetings with teachers to identify necessary material. Workshops are often organized for this type of activity and it is ideal to invite representatives of local authorities or the Ministry of Education.
The distribution of didactic materials can be carried out with the support of teachers and of other NGO's or associations specialized in this area. The distribution usually should take place after the approval of the Ministry of Education, or the Ministry of Internal Affairs.

Awareness Campaigns

Awareness Campaigns

One important aspect of the JRS' commitment to promoting access to quality education is its essential sensitization campaign. Inclusive education and awareness on the topic is crucial for changing discriminatory attitudes. It also promotes self-confidence, respect and understanding of the diverse, unique abilities in all learners.

In terms of sensitization, it is essential to involve the community, as well as the beneficiaries. More specifically, before starting a project, one must get in touch with local authorities, parents/ caregivers, students, community groups, administrators, youth clubs, etc, to ensure that this sensitization is widespread.

1.Identify

The first step in organizing a sensitization campaign is, of course, to identify who one is working with. In other words, it's essential to gather people and children with disabilities alongside the entire community. Ask oneself, who can collaborate on this project, going forward? Ideally, one might gather teachers, administrators, parents, students and religious leaders in preparatory meetings.

2. Analyze

Find out how the community can contribute. In some way or another, each actor can bring something to the table. For example, teachers, caregivers, Parent Teacher organizations and administrators can be involved in training and sensitization meetings to break down social stereotypes. Its important to include the beneficiaries themselves. Including people and children with disabilities in events and training allows them to be integrated and involved in the community. Rather than hide it away, people with disabilities can show their reality to the community in which they live.

3. Organize

Next it's important to organize. What is the timeline? What activities are being considered? What is the strategy? These are important quiestions to ask oneself when considering an awareness campaign. At this point, one must utilize the resources and information in front of them. Coordinate preparatory meetings to find out how people can collaborate, and where they might like to be involved. Decide if there should be an event and how that could be accomplished. Use the resources available to the community to plan and organize activities.

4. Execute

Finally, and most importantly, awareness campaign activities must be executed. In an activity which includes people from lots of specific communities, everyone can bring something to the table! Local community activities like dancing, sports games or a celebration of the International Day of People with Disabilities might be examples of engaging, exciting and collaborative ways to break down stereotypes in communities.
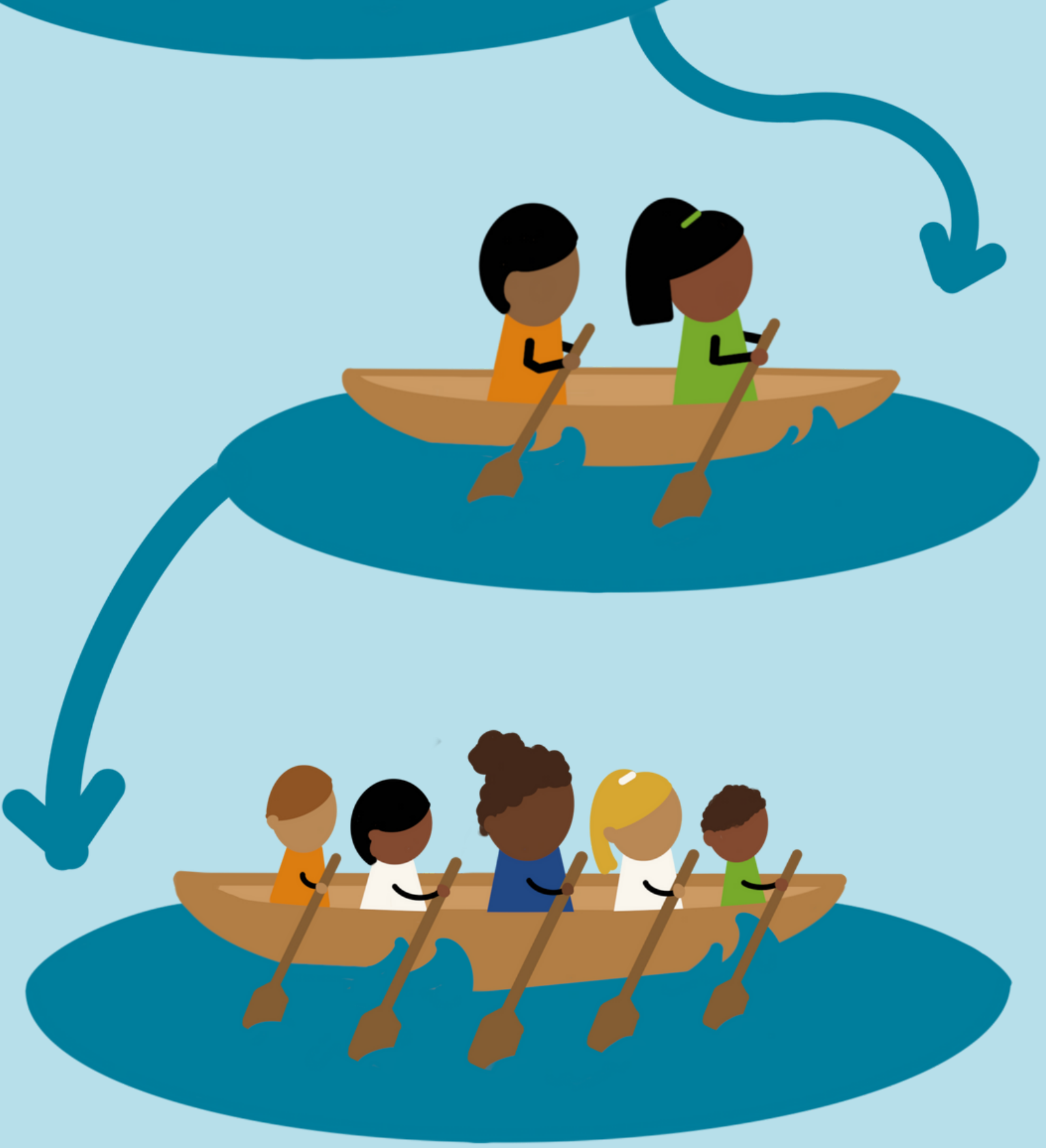
Partnership

Partnership

Partnerships enhance JRS efficiency and effectiveness in serving refugees and forcibly displaced peoples; it also allows us to have more resources, to reach a greater audience, to share knowledge and expertise, to deliver better quality programs and projects, to achieve the best outcomes for children and adolescents with disabilities, and, finally, partnerships allow us to have more visibility at national, regional and global levels. When discussing partnership, there are a few things to consider such as ideal partners, basic principles and existing, successful practices.

So, who might be an ideal partner for JRS Inclusive Education?
The partners might be the Ministries of Education, Directorate of Special Needs, UN agencies, technical and financial partners, NGO's- National Teacher Training Centers, National Institutes or Research Centers, Universities, Academia, private individual, and nonprofit enterprises.

Partnership as a Process

Basic principles of establishing a partnership:

- Partners should led by a common purpose towards the respect and inclusion of refugees and displaced peoples
- Partners should share the same ethical principles of JRS
- Partners' roles and responsibilities should be clearly defined
- Partners should be action-oriented in order to produce measurable results and impacts on beneficiaries
- Partners' activities or services should not be in conflict with JRS' organization and mandate
- Partners should not be involved in human rights abuses or child labor

However, before establishing a partnership it is recommended to contact the Regional or International office to make a rigorous reference check of a potential partner.

Good practices on JRS inclusive education partnership and collaboration:

In Tanzania, JRS initiated a project in collaboration with other organisations such as IRC, HelpAge and UNHCR, focused on:

- Obtaining more specific data on children with disabilities: after starting the project, it was seen that there wasn't a quality database of CWD in camps - a very strong barrier toward project success.

- The provision of school supplies and specialized equipment based on screening: starting with CWD in schools to promote retention and increased attendance. Glasses, wheelchairs, hearing aids, braille kits as well as scholastic kits were distributed.

- The provision of didactic materials and equipment for schools: Identification of needed materials was done with school directors and teachers of CWD. After this identification specialized materials for CWD such as braille kits, abacus, and sign language posters were distributed to schools.

- Teacher training: in collaboration with the Government College Patandi, specialized in Inclusive Education, trained and experienced experts on Inclusive Education have facilitated a initial training for 70 teachers during 13 days. As well, another 4-day training has been organised in Nduta refugee camp for 240 teachers.
- Raising awareness in the community: mostly completed through sensitization meetings with parents, PTA, directors, teachers, and community leaders. 405 people participated in collaboration with other partners such as HelpAge, IRC, SCI, UNHCR.

JRS Kenya has fostered an alliance with the Bishop Makhon TTC for the ECD Upgrading Program in Kakuma. With the support of the International Office, partnership was strengthened with UNICEF, UNHCR, the National Council of People with Disabilities, Lutheran World Federation, Humanity and Inclusion and the County government of Turkana to conduct a joint need assessment to establish and map out disability domains of CWD in Turkana West Sub-County including Kakuma Refugee Camp and Kalobeyei Integrated Settlement.

The JRS has partnered with a research team at the Boston College School of Social Work to conduct research on Inclusive Education for Children with Disabilities in the Kakuma Refugee Camp to inform JRS's policies and practices. The purpose of the research was to explore both barriers and facilitators of educational inclusion for special needs students in Kakuma, and the extent to which efforts to increase these students' inclusion are associated with their greater well-being. The survey reached approximately 200 parents/caregivers of children with special needs in various sectors of Education. The study "Inclusive Education for Children with Disabilities in a Refugee Camp" was published in the journal Disasters in February of 2022.

JRS in Tanzania has closely collaborated with the Government, and other education sector partners such as IRC and UNHCR, and more specifically with the Education Working group (EWG), specially for the pedagogical follow-up of the teachers. It also strengthened linkages to train teachers on inclusive education with Able Child Africa, the Tanzanian College of Special Needs and HelpAge to identify needs of children with physical disability.
Each of these partnerships serves as an example for successful collaboration, and how to implement it.

How should one approach a potential partner to improve JRS inclusive education programs and projects?

Representatives from JRS education team should regularly attend the Education Working Group or Local Education Group to be active members of the cluster of the Education in Emergency Working Group (EiE WG) . These groups strategically facilitate policy dialogue toward accelerating progress in the planning, implementation and monitoring of a national education sector plan.

Only by achieving a common understanding is it possible to achieve shared goals.

It is crucial to participate in these meetings to coordinate with other education sector partners and actors in inclusive education activities. It represents opportunity, contact and ideas for JRS team to advance inclusive and equitable quality education for all children, adolescents and youth and ensure no one is left behind.

School Inclusion Assessment Tool

Once the identification and the inclusion of learners with disabilities in classrooms has been completed, it would be necessary to use the School Inclusion Assessment Tool (SIAT) in order to improve and increase the level of inclusive practices' implementation in JRS schools.

The tool was developed using the "Inclusion Quality Mark" evaluative framework used by UK schools and government, as well as the teachers' guide produced by the National Education Psychological Service for the inclusion of learners with Behavioral, Emotional and Social Difficulties. The JRS office in Lebanon has already used it to evaluate the improvement of inclusive practices in the schools.

It can be used for schools that are at an emerging or intermediate level of inclusion and it is composed of three parts:
The first part contains an assessment framework including 21 criteria and evidence related to: 1- School Inclusion Values, 2- School Environment and Infrastructure, and 3- Learner Attitudes and Values

The second part is a checklist for assessing a "Whole Classroom Structure for Inclusion and contains 35 criteria. It is addressed to teachers who can fill it through classroom observations and by checking their lesson plans.

The third part consists of an action plan template that should be used as a post-assessment process. It could be a step for moving forward to an advanced level of inclusion.

For more information please see :
School Inclusion Assessment Tool

Closing Messages

Only by breaking down negative attitudes and stereotypes can inclusion be achieved. **1.**

2. **Butterflies trapped in jars cannot communicate properly.**

Strategic partnership means all the pieces must fit perfectly together. **3.**

4. **"Everyone is a genius but if you judge a fish by its ability to climb trees, he'll spend his life thinking he's stupid."**

Albert Einstein