

Companion Resource to

Unlocking Inclusive Education in Emergency: A Learning Tool for Humanitarian Actors

Section 3: Implementing Inclusive Education in Emergencies

This handout is a companion piece to the online learning tool Unlocking Inclusive Education in Emergency. This document presents key takeaways, further reading, and the answer key associated with Section 3: Implementing Inclusive Education in Emergencies. This is the third in a series of 6 resources linked to the online learning tool.

Key Takeaways

When delivering education in emergencies, humanitarian workers often face situations where it may be challenging to fully include learners with disabilities in emergency and humanitarian contexts. Challenging realities don't change legal obligations - humanitarian organisations still need to make concrete steps towards fully inclusive EiE.

Delivering Inclusive Education in Emergencies

At minimum, humanitarian organisations delivering inclusive education in emergencies must ensure that

- ✓ Learners with disabilities are in mainstream classrooms learning alongside their peers without disabilities.
- ✓ Reasonable accommodations are made to accommodate the needs of individual children - in resource limited contexts, humanitarian workers can work with families to find creative solutions.
- ✓ Tools used in the delivery of your work - like needs assessment or planning tools - are based on principles of inclusive education.
- ✓ Monitoring and evaluation of inclusive education programmes involve a wide range of stakeholders, including active participation of families and learners with and without disabilities, as well as Organisations of Persons with Disabilities.

Partners for Inclusive Education

Humanitarian workers should work in partnership with families of children with disabilities and with organisations of persons with disabilities and their families (OPDs) to deliver inclusive EiE.

Their participation is a fundamental human rights principle, helps humanitarian organisations be more responsive, and leads to better decisions for everyone. The [UN Disability Inclusion Strategy Guidelines on Consulting Persons with Disabilities](#) provide useful guidance on this topic.

Humanitarian actors can support families of children with disabilities in various practical ways, including providing information and resources, facilitating peer support networks, offering financial and material assistance, and promoting inclusive community engagement. In many contexts, especially during crises, families of children with disabilities often struggle to see the value of accessing education. Understanding the benefits of inclusive education can be even more challenging for these families and other stakeholders. In this situation, humanitarian organisations and organisations of persons with disabilities play a crucial role in promoting inclusive education and encouraging others to advocate for inclusion as well.

Even in challenging circumstances, efforts must be made to include learners with disabilities using creative solutions and available resources. It is important to consult and collaborate with parents and communities to find practical strategies that work in specific contexts. Inclusive education approaches and practical action towards fully inclusive education in emergencies need to be embedded into the design, implementation, and monitoring and evaluation stages of humanitarian work.

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Further Reading

Practical tools for Inclusive EiE delivery

- UNICEF's [Disability Inclusive Education in Emergencies: Key Tools and Resources for Implementation](#)
- UNICEF's [Disability Inclusion in Education Cluster coordination and response](#) learning module
- [Including Children with Disabilities in Humanitarian Action: Education](#) provides practical tips and offers entry points for making sure that education in emergencies takes children with disabilities into account.
- UNICEF's [Essential actions on disability-inclusive education](#) is a checklist that provides a package of essential actions required to ensure disability-inclusive education humanitarian action in line with the IASC guideline, CCCs, UNICEF Emergency Procedures, and guidance.
- Inclusion International's [Supporting families to become conversation leaders on inclusive education](#), which supports humanitarian workers to engage with families and support them to be partners in their child's education.

UNICEF Case Studies

- [Promoting Access and Learning in Education in Emergencies through a Twin-Track Approach to Disability Inclusion](#)
- [Making Education in Emergencies Response More Inclusive](#)
- [Innovative Strategies to Overcome Disability Data Gaps for Inclusive Education in Emergencies](#)
- [Including Children with Disabilities in School Management Information Systems in Lebanon](#)
- [Enhancing Transitions to Inclusive Education in Emergencies](#)

If you received this document from a colleague and want to test your own knowledge of inclusive education in emergencies, the learning tool and its accompanying resources are available to access for free online. Scan the QR code to access [Inclusive Education in Emergencies: A Learning Tool for Humanitarian Actors**](#).**



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Answer Key

The following section covers the questions from the learning tool, with the correct answers to each question.

At what stage is it most important to implement the IASC Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action in your work?

- a. Design stage
- b. Implementation stage
- c. Monitoring and evaluation stage
- d. None of the above
- e. All of the above

The correct answer is “e”. The IASC Guidelines provide key guidance to ensure that inclusive education programming in humanitarian action is effective - to be effective they need to be used in every phase, from design to evaluation.

A child with intellectual disabilities and high support needs is attending school in an Internally Displaced Person (IDP) camp. Due to limited resources and infrastructure, it is difficult to provide the support and accommodations needed for this child.

- a. Exclude the child from school altogether - it is better to have them at home with their family than have them excluded inside the classroom.
- b. Place the child in a separate classroom with other children with disabilities.
- c. Identify the specific support and accommodations they would need in that context, and provide them.
- d. Prioritise the inclusion of children without disabilities over those with disabilities;
- e. When support is limited or not available, allow a parent to come to the class to act as a support person to help the child learn.

The correct answer is “c”. Identifying the support the child needs and providing it is the correct approach. This option aligns with the UN CRPD's principle of inclusion and non-discrimination. Even in challenging conditions, reasonable accommodations should be made to accommodate the child's needs. You may also have considered the option that mentioned allowing a child's parent to come to class and act as a support person. In some emergency contexts, parents, older siblings, or other skilled volunteers known to the family might provide support in the classroom. This option recognizes the role of parents as partners in their child's education and provides a practical solution in a resource-limited context. Support from families can sometimes be a stopgap in emergency situations, but this is not a sustainable option in the long term.

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A child who is blind is attending school in a remote area. Assistive technologies and adapted teaching materials are unavailable. How would you approach the issue?

- Exclude the child from school altogether - there is no point of them being in classroom when they don't have access to what they need.
- Adapt the curriculum and teaching methods to accommodate the child's needs, using available resources.
- Work together with the parents to understand what are other practical strategies that could support the child to learn.
- Find an NGO that runs a day center for children with visual impairments, and send them there.
- None of the above

The correct answers are “b” and “c”. The right approach is to adapt the curriculum and teaching methods to accommodate the child's needs, using available resources. In an inclusive education system, ensuring that teaching methods and flexible curricula can support every child to learn is essential! Working together with the parents to understand what are other practical strategies that could support the child to learn is also a correct answer. This is a good approach if you do not have the information or resources you need to provide accommodations alone.

A child with a physical disability is attending school in an area that has been affected by a natural disaster. The school building is damaged so the student can no longer easily enter, and there are limited resources available for rehabilitation and physical therapy. What would you do next?

- Contact the child's family and encourage them not to send them to school - this helps make sure the student won't be embarrassed in front of his peers when he can't enter the school building.
- Find a separate building that is accessible for the children with disabilities, and continue their schooling there as a group.
- Find a safer location for all students and teachers to temporarily move to and make sure it is accessible for learners with physical disabilities.
- Recommend that the family travel somewhere else where they can access physical therapy.
- None of the above

The correct answer is “c”. The best approach is identifying a new space for all children to continue to learn together, and ensuring that the new space meets basic accessibility requirements. This option directly addresses the accessibility issue and ensures that the child can continue their education in a safe and inclusive environment.

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Your organisation typically delivers inclusive education in emergencies, but you are getting pushback from the regional government who thinks that keep the children with disabilities at home is the best approach given the circumstances. What action would you take to address the disconnect?

- Engaging in direct dialogue with government officials, humanitarian clusters, and education sectors leaders to advocate for inclusive education policies and practices;
- Participating in advocacy campaigns and public events to raise awareness about the importance of inclusive education;
- Collaborating with organisations of persons with disabilities and other relevant stakeholders to strengthen advocacy efforts;
- Providing training and resources to support families in advocating with government officials and humanitarian clusters;
- All of the above**

The correct answer is "e". All of these options could be effective ways to respond to a situation where local support for inclusion is limited. Humanitarian organisations have a key role to play in advocacy for inclusive education in emergencies, and other stakeholders should also be engaged to build a strong shared voice pushing back against exclusion.

You have identified a child with an intellectual disability who had never gone to school before the crisis. When their parents were given information about the education available to them in this moment, the parents were not interested. They prefer for their child to stay at home. How would you respond?

- There is no action to be taken, if the parent doesn't want their child to go to school, there is no need to get involved.
- Tell the parent it isn't their choice, and you are going to force the child to go to school because they have the right to inclusive education.
- Connect the parent with a local organisation of persons with disabilities representing people with intellectual disabilities and their families for support.**

The correct answer is "c". Peer support can play an essential role in helping parents build a vision for inclusion and imagine a different future for their child with a disability. Remember that parents are a key partner in their child's education - especially for children with disabilities. Taking a supporting approach and referring them to other families who both understand their perspective but believe in inclusive education can change minds and help create a future advocate for inclusive education.

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You work in programming planning at the headquarters of your humanitarian organisation, and you notice that the local staff responsible for delivery of education in emergencies aren't familiar with the principles of inclusive education. How do you address the issue?

- Embedding inclusive education principles into all of the tools your teams use, including needs assessments, planning, implementation, and monitoring tools
- Encouraging your team to collect and analyse data on the experiences, barriers and needs of children with disabilities in emergency settings to help build a case for inclusion
- Connecting your local staff to a local OPD that could support them in an advisory capacity.
- Connecting your local staff to a local OPD that could support them in an advisory capacity.
- All of the above.

The correct answer is "e". All of these options could be effective ways to respond when you want to build the capacity of your on-the-ground team for the delivery of inclusive education in emergencies. Local expertise can be particularly important, and linking staff up with OPDs from the country who are experts in education in emergencies can be pivotal for helping team members develop a vision for inclusion. Don't know where to find local OPDs? Global OPD federations can help you find these local contacts!

Your organisation sees a concerning trend, and thinks that commitments to inclusive education in emergencies might be waning.

- Forming partnerships with international organisations of persons with disabilities, donor agencies, and other organisations supporting inclusion in education to support inclusive education initiatives;
- Using evidence-based advocacy to demonstrate the impact of inclusive education and advocate for increased investment;
- Ensuring that education sector plans and strategies prioritise the inclusion of children with disabilities.
- All of the above.

The correct answer is "d". Any of these options could be effective for helping to build the case for the effectiveness and the necessity of inclusive education in emergencies. Evidence-based advocacy, new partnerships, and clear references to inclusion in sector plans can all make a difference in refreshing calls for full inclusion.

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What is an Organisation of Persons with Disabilities (OPD)?

- a. A development agency that provides financial assistance to organisations working with persons with disabilities.
- b. A non-governmental organisation (NGO) that delivers direct support services to persons with disabilities.
- c. **An organisation that is run by persons with disabilities or their family members.**
- d. A government agency responsible for implementing disability policies and programs.

The correct answer is “c”. Organisations of Persons with Disabilities (OPDs) are organisations that are led by and largely composed of persons with disabilities or their family members. These organisations play a crucial role in advocating for the rights and inclusion of persons with disabilities, providing support services, and raising awareness about disability issues.

OPDs are experts on inclusion for the group they represent, and the work of humanitarian organisations is enriched by the expertise of OPDs. Which of the following ways of working with OPDs would NOT be an example of a meaningful partnership.

- a. Consulting with OPDs and families together their input on educational programs and policies and making
- b. changes based on their advice
- c. Jointly planning and implementing inclusive education initiatives
- d. Providing or receiving training and support to/from OPDs and families to build technical or advocacy capacity
- e. Establish formal partnerships With OPDs and families to strengthen collaboration and advocacy efforts
- f. **Asking OPDs to mobilise people with disabilities to take part in certain activities**

The correct answer is “f”. Asking OPDs to mobilise people with disabilities for your work is not an example of a meaningful humanitarian partnership. This treats OPDs just as a vehicle for delivering your activity, not as a real partner with input into the process and design of the work. All of the other options are meaningful ways to engage with OPDs in the humanitarian space.

Which of the following is a NOT key benefit that humanitarian organisations get from working in partnership with OPDs?

- a. Better understanding the needs of a key group that accesses services
- b. **Access to government connections**
- c. Understanding accessibility means that programming will be more inclusive for everyone, not just people with disabilities
- d. Access to expertise and advice rooted in real lived experience

The correct answer is “b”. OPDs are independent from the government. While some may have connections to national and regional governments (for example, being part of advisory committees or other partnerships), links to government is not part of being an OPD. The other options are key benefits of working in partnership with OPDs.

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Which other stakeholder group is it essential for humanitarian organisations to build into their engagement strategies as a key target group?

- a. Families of children with disabilities
- b. Local NGOs
- c. Regional level OPDs
- d. Pressure groups in the community
- e. None of the above

The correct answer is "a". Humanitarian actors play a crucial role in supporting families of children with disabilities during emergencies. Recognising that these families often face significant challenges in accessing education and other essential services is vital, and without engaging them it will be difficult to engage children with disabilities in education in emergencies.

Which one of the following strategies for support to families is non-negotiable for humanitarian actors?

- a. Empowering families through information and resources: provide families with clear and accessible information about available education services, Support systems, and their rights.
- b. Direct consultation and collaboration: actively involved families in the planning, implementation, and evaluation of education programs.
- c. Building capacity for advocacy: support families in developing the skills and knowledge necessary to advocate for their children's rights.
- d. Facilitating peer support networks: encourage the creation of peer support network networks where families can connect with others facing similar challenges.
- e. Financial assistance and material support: when possible, consider providing families with financial assistance to help cover the costs associated with their children's education, such as transportation, assistive devices, and school supplies.
- f. Promoting inclusive community engagement: work to raise awareness about disability inclusion and promote positive attitudes towards children with disabilities within the broader community.

The correct answer is "b". Every approach to working with families on this list is a good one, and will strengthen local families and in turn strengthen access to inclusive education for children with disabilities. But one approach on this list is non-negotiable - direct consultation and collaboration with families. They are essential partners in inclusive education, and should be consulted and engaged in planning and implementation of all EiE work. This ensures that the programmes are responsive to the specific needs and priorities of the families they are intended to serve.

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