



# **INCLUSIVE EDUCATION RESOURCES AND TOOLKIT**



**Save the Children**

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## ACRONYMS

<b>BC IE</b>	British Council Inclusive Education
<b>CA</b>	Common Approach
<b>CASEL</b>	The Collaborative for Academic, Social, and Emotional Learning
<b>CBO</b>	Community Based Organization
<b>CBR</b>	Community Based Rehabilitation
<b>CCSA</b>	Child-Centered Social Accountability
<b>CRC</b>	Convention on the Rights of the Child
<b>CSC</b>	Community Score Card
<b>DPO</b>	Disabled Persons Organization
<b>ECCD</b>	Early Childhood Care and Development
<b>ECD</b>	Early Childhood Development
<b>EMIS</b>	Education Management Information System
<b>GEC</b>	Girls' Education Challenge
<b>ICT</b>	Information and Communication Technologies
<b>IDELA</b>	International Development and Early Learning Assessment
<b>IE</b>	Inclusive Education
<b>IEH</b>	Inclusive Education Handbook
<b>IEP</b>	Individual Education Plan
<b>ILFE</b>	Inclusive Learning-Friendly Environment
<b>INGO</b>	International Non-Governmental Organization
<b>IPC</b>	Infection Prevention Control
<b>IRI</b>	Interactive Radio and Audio Instruction
<b>LB</b>	Literacy Boost Common Approach
<b>MEAL</b>	Monitoring, Evaluation, Accountability, and Learning
<b>MHM</b>	Menstrual Hygiene Management
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>NB</b>	Numeracy Boost Common Approach
<b>NGO</b>	Non-Governmental Organization
<b>NPI</b>	Non-Pharmaceutical Interventions
<b>OOSC</b>	Out-Of-School Children
<b>PET</b>	Pedagogical Evaluation Teams

<b>PM</b>	Polycymaker
<b>PTA</b>	Parent Teacher Association
<b>QLF</b>	Quality Learning Framework
<b>QTF</b>	Quality Teaching Framework
<b>RCCE</b>	Risk Communication and Community Engagement
<b>RED/EO</b>	Regional Education Directories/Education Offices
<b>SC, STC</b>	Save the Children
<b>SDGs</b>	Sustainable Development Goals
<b>SGM</b>	Sexual and Gender Minorities
<b>SEL</b>	Social and Emotional Learning
<b>SMC</b>	Student Management Committee
<b>SNAP</b>	Special Needs Action Pack
<b>UDL</b>	Universal Design for Learning
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>WASH</b>	Water Sanitation and Hygiene

## INTRODUCTION

Save the Children defines inclusive education as education that enables all children to learn together with support for their individual needs. Inclusive education seeks to identify and address barriers and discrimination that prevent some children from being supported to learn alongside their peers. The most common lenses of discrimination impacting students in education include disability, ethnicity, language, gender, sexual orientation, refugee status, socio-economic and cultural status, and poverty. Some of the resources featured in this Toolkit focus on a specific factor of exclusion, while others provide guidance on discrimination and barriers to learning more generally. Practitioners should use the tools that are most relevant to their context while keeping in mind that many children are impacted by intersecting barriers to inclusion. For example, a young boy with a physical disability from a majority language group will face different barriers to learning than a young girl from a minority language group. Children have overlapping identities. It is not possible to fully address one type of discrimination without also considering the other aspects of exclusion that might also be interfering.



*Apsatou Bagaya / Save the Children  
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The increased global focus on inclusive education stems from efforts to guarantee the Right to Education<sup>1</sup> to large numbers of out-of-school children who are excluded from access to quality education because of social, economic, and cultural stigma and discrimination. The ongoing COVID-19 pandemic has exacerbated challenges for those most marginalized and excluded children. The inability of Governments and the Global Community to guarantee an appropriate quality education to all children not only constitutes a huge personal loss, but also limits their potential contribution to society and country. To counteract such a loss of human resources on a global scale, the Sustainable Development Goal #4 of the global 2030 Agenda for Sustainable Development promotes inclusion and equity through quality education and lifelong learning for all as the pathway to a more just, tolerant, equal, and peaceful world.

<sup>1</sup> The UN Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right to inclusive education for all persons with disabilities and the Right to Education is enshrined by Article 26 of the UDHR.

Save the Children Italy and Save the Children Sweden, thanks to the support of the IKEA Foundation and through various institutional and private funds, have worked to further Inclusion in Education in recent years through several initiatives. With significant contribution from SC network colleagues, country offices, and Technical Working Groups, the development of this *Inclusive Education Resources and Toolkit* builds on Save the Children's [Inclusive Education: What, Why, and How. A Handbook for Program Implementers](#) and [The Quality Learning Framework](#) to operationalize guidance for excluded girls and boys.

## What is the toolkit for?

The *Inclusive Education Resources and Toolkit* is a resource and reference for all staff working in education programming to mainstream inclusion in their work. The Toolkit provides recommendations and resources to strengthen inclusive education programming to enable Save the Children to achieve greater successes in the provision of high-quality ECCD and basic education as promoted by the Quality Learning Framework<sup>2</sup>, also in emergency and humanitarian context. The toolkit is based on a comprehensive analysis of key gaps in existing guidance shared by practitioners globally as well as a review of international standards and resources in the field and innovative and adaptive models of inclusive education programming already in use by Save the Children and other organizations (INEE, Plan International, UNESCO, USAID, and others).

## Who is it for?

This toolkit provides a framework and practical tools primarily aimed at education practitioners who are responsible for the design, implementation, and management of programs involving an education component. These resources may be used in the phases of program design, baseline and needs assessment, and evaluations, as well as for capacity building activities. Also, the toolkit is primarily for formal education system programming, but the tools and resources may be adapted to suit accelerated or non-formal education programs. The toolkit is available in Arabic, English, French and Spanish languages.

<sup>2</sup> The [Quality Learning Framework](#) describes Save the Children's best understanding of what makes a quality basic education by describing the five foundations that support the wellbeing and learning of all children.





## How to use the toolkit

The *Inclusive Education Resources and Toolkit* composed of seven different chapters, covering the five SC Quality Learning Framework (QLF) foundations: Emotional and Psychosocial Protection, Teaching and Learning, Parents and Community, School Leadership and Management, plus **Access**, and **Policy & Systems**.

Each section is conceived as a stand-alone set of resources from which practitioners can draw on according to Inclusive Education Programming needs. Users may not need to read the entire toolkit, but only pick and use the components identified to fill the gaps in their specific contexts.

-  **1**  Access
-  **2**  Emotional and Psychosocial Protection
-  **3**  Physical Protection
-  **4**  Teaching and Learning
-  **5**  Parents and Community
-  **6**  School Leadership and Management
-  **7**  Policy & Systems
-  **8**  MEAL

Practitioners are strongly encouraged to use an intersectional approach to this toolkit's content. Exclusion from quality learning is rarely the result of just one factor of exclusion or discrimination. More often children and their families and communities will face several exclusionary factors at the same time. When approaching Inclusive Education, practitioners should keep in mind the co-existence of multiple exclusion factors which need to be addressed through application of different strategies and tools at the same time.

**Each chapter is composed of the following sections:**

- A *What if...?* section proposing key tools or methodologies for each identified challenge or obstacle to inclusive education programming and implementation. It provides a short description of each tool with intended users and beneficiaries and highlights which SC indicator(s) should be employed to assess its use;
- An *Intersectionality Tips* section that focuses on the overlapping factors of exclusion and suggests which tools may be used to face multiple challenges simultaneously or to highlight specific considerations in planning and delivering IE interventions;
- A summary of the *Relevant Indicators* (from the SC Italy Menu of Indicators, or newly developed ones, aligned with GRF and CA indicators whenever possible) related to the corresponding domain. Please note that whenever tools are adequate for secondary school, Relevant Indicators referring to primary school and age range can be adapted to secondary as well;
- A *Further Readings* section, providing additional resources for users including case studies, theoretical frameworks, etc...

The *Inclusive Education Resources and Toolkit* is a living document that reflects changing SC policy and strategies on Inclusive Education. It will evolve over time and be updated and reviewed regularly by SC.



**SC works  
in 122  
countries.**

SC works in 122 countries. This Toolkit cannot reflect the specificity of each local context. Practitioners are therefore advised to adapt contents and tools to local contexts as well as reflect existing national guidelines and education policies to guarantee the effectiveness of local inclusive education programming.

## Legend:

The following icons are used throughout the toolkit to identify each tool's audience and intended beneficiary:

### Tool Users



SC Field Staff



NGO, INGO



Community Worker



Trainer



Policy Maker



Teacher Trainer



Project Manager



Government, Country Directors

### Tool Beneficiaries



Community



Caregivers



Community Based Services



Both users and beneficiaries



School Management



ECCD Educator



Parents & Caregivers



Primary Student



School Head  
(ECCD centers and schools)



Primary Teacher



All Educators



Secondary Student



Children attending  
ECCD Centers



Secondary Teacher



## 1. ACCESS

Save the Children recognizes that many of the most deprived and marginalized children are excluded from schools and learning spaces. The realization of the five foundations of the Quality Learning Framework is therefore dependent on ensuring all children, including the most deprived, have access to learning spaces. Proactive strategies must be in place to guarantee children the access to education, informed by analyses of the barriers affecting children's right to education. Government, civil society, or service providers also play a role in shifting norms or providing programs that address the exclusionary factors affecting children's ability to access learning, such as disability, extreme poverty, displacement caused by conflict or natural disaster; or discrimination based on gender, ethnicity, sexual orientation, or religion.

*- Adapted from The Quality Learning Framework, Save the Children*

Access is a foundational component of inclusive education, underscoring the fundamental right of all children to go to school and learn. Access encompasses attendance, enrolment, participation, retention, and transitioning from grade to grade in the expected progression, especially during emergencies, pandemics like COVID-19 and conflict situations. Ensuring that all children have access to quality and safe learning spaces, whether physical classrooms or remote learning sites and devices, contributes to the realization of the five foundations of the Quality Learning Framework. Access is based on the Right to Non-discrimination (Art.2, UN CRC), placing the onus on educators and parents to be aware of children who are not in school or participating, learning to their full individual potential, and identifying the barriers that prevent them from doing so.

Some solutions to common factors that exclude children from school are provided here. As many reasons constrain children from attending school, cross-references are made to other domains that may provide more in-depth solutions.

From SC IE Handbook

**While working with teachers, children, government officials and communities, keep asking yourself:**

1. What are the barriers to access, participation, and learning?
2. Who is perpetuating the barriers, how, and why?
3. Who is experiencing these barriers? Are some people more affected by these barriers than others?
4. How can these barriers be minimized?
5. What resources (human, financial, material) are available to support access, participation, and learning of previously excluded children?
6. How can we mobilize additional resources?

*IE Handbook, page 13*

“Ensuring that all children have access to quality and safe learning spaces, whether physical classrooms or remote learning sites and devices, contributes to the realization of the five foundations of the Quality Learning Framework.”

1



2



3



4



5



6



7



8



9



























## 1.1.1 WHAT IF...?

Common problems and tools to address them













What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Issues constraining children from fully participating are not identified & implemented.	Promote assessments by key stakeholders to identify existing educational barriers (IEH p.43).	<a href="#">Index for Inclusion: a guide to school development led by inclusive values 4th Edition 2016*</a> <i>* SC Staff only</i>  <a href="#">Index for Inclusion: a guide to school development led by inclusive values 3rd Edition 2012*</a>	A comprehensive guide for school management. Includes tools for assessment of several aspects of inclusiveness at school, to be used with students, teachers, and community members.			E 1.3
						B 1.3
ENROLLMENT AND RETENTION						
Access to school learning is not guaranteed for children with different first languages.	Ensure school leaders and education policy promote the use of bilingual teaching methods (IEH p.9).	<a href="#">How inclusive is my school: a school self- assessment!*</a> <i>* SC Staff only</i>	Checklist to assess a school's degree of inclusiveness in teaching languages and methods, pro- integration policies, environment, students' well-being.			E 1.2
						B 1.2
Attendance and enrollment are not efficiently tracked.	When developing assessment and data collection tools, disaggregate data according to who is currently excluded, how, and why. (IEH p.12).	<a href="#">Enrollment and Absence Monitoring Systems Toolkit</a>	Guidelines on the System Criteria Framework, a mechanism for analyzing technology tools for tracking and monitoring attendance and enrollment in schools (EAMS). This framework offers a tool to determine the quality and applicability of an EAMS. <i>See Part 2 – Defining Your Needs and Part 3 – Systems Criteria Framework.</i>			B 1.1



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Children who are out of school and Children who have dropped out are not identified.</b>	Promote school mapping activities, household visits, community support mechanisms, and enhance links with the health sector.	<a href="#">Tool #01 Identifying children who are out of school or have dropped out</a>	<p>Tool and guide to locate children who are out of school and / or have dropped out of school.</p> <p>Recommended to be used in the initial assessment or on-going project monitoring phases, yearly.</p>	      	    	B 1.2
<b>Children drop out during transition between grades or between ECCD to primary or primary to secondary school.</b>	Promote enrollment / (re-enrollment) campaigns (IEH p.21).	<a href="#">Open EMIS for Inclusive Education Indicator Development for Inclusive Emis. Final Report for Save the Children Sweden.</a>	<p>Diagnostics studies of existing education data collection and management mechanisms in Bangladesh, Kosovo, and Indonesia.</p>			B 1.3
			See relevant indicators for identification and assessment of Out-of-school Children (OOSC).			B 2.2
						
<b>Drop-out rate of children suffering discrimination due to caste is increasing.</b>	Develop and carry out an integrated child development scheme with members of the various castes to create opportunities of learning together and integration for vulnerable groups.	<a href="#">Education in Emergencies in South Asia. Reducing the Risks Facing Vulnerable Children</a>	<p>Guidelines to identify those whose education is the most vulnerable in times of emergency and to suggest ways of reducing this vulnerability.</p>	 		B 1.2
			See page 8, Chapter 2, Complex Vulnerabilities – 2.1.3 Minority groups / Caste / Ethnicity for tools to reduce caste discrimination at school.			B 2.2



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>PHYSICAL ACCESS AND REMOTE ACCESS</b>						
<b>School's environment is not physically* accessible to all children.</b>  <i>*For more resources, please check 3.1.</i>	Mobilize community members around enrollment campaigns and rights-based awareness raising (IEH p.24) and employ universal design practices which enable all children equal access to education.	<a href="#">Inclusive primary school self-reflection tool</a>	8 short self-reflection questionnaires designed to provide a picture of the school's inclusiveness focusing on the environment's social, learning, and physical aspects.			E 1.3  E 1.4  E 1.5
		<a href="#">Guidelines - How to Ensure Infrastructure Design are Accessible and Inclusive to Persons with Disabilities</a>	Guidelines providing information on the concepts and ways for improving access to infrastructure for persons with disabilities and include good design practices and technical recommendations for the planning and design of accessible building and facilities.			
<b>Children with disabilities have no access to educational online content.</b>	Ensure learning materials and instruction are fully accessible to children with different abilities (IEH p.31).	<a href="#">Digital Accessibility Toolkit</a>	Policy paper with useful recommendations about accessibility of Information and Communication Technologies (ICT) and social and economic inclusion of persons with disabilities.  <i>See Section 3 Tools and guidance for creating accessible content for tips about: Content structure and layout; Color contrast and graphics; Video accessibility; Online forms accessibility; Conference calls accessibility.</i>			E 1.2  B 1.2

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
The most marginalized children have no access to remote learning during the COVID-19 (or other emergency situations where EiE is to be enabled).	Raise awareness on equal educational rights for all children (e.g., through media). Work with the government to improve implementation of distance or online learning (IEH p.21).	<a href="#">Safe Back to School. Guide for supporting inclusive and equitable learning for the most marginalized children</a>  Also see <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research*</a>	Guide addressing the barriers to learning that the most marginalized and excluded groups of children face. It also recommends interventions to support their inclusion in remote learning and their return to school during the COVID-19 emergency.  <i>See Page 6 Girls; Page 9 Children with Disability; Page 12 Children from low-income families; Page 14 Children living in conflict; Page 16 CAAFAG; Page 17 Children victims of SGBV; Page 18 Children from ethnic minorities and / or struggling with the language of instruction; Page 19 Children LGBTQIA+.</i>			E 1.2
						B 1.2
					 	G 1.1
Distant / remote learning is not accessible to all students.	Ensure education is framed as a universal right. (IEH p.7) and distance learning is accessible in different modes.	<a href="#">Inclusive Distance Learning</a>	Tool addressing education in emergencies, with emphasis on the COVID-19 emergency. It gives practical tips to create an inclusive support system for remote learning with regards to both the school and community and system level.	   	  	B 7.4 <i>Inclusive</i>



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>SOCIAL, CULTURAL, AND ECONOMIC BARRIERS</b>						
<b>Information about economic and social living conditions of children is insufficient to ensure a properly inclusive program design.</b>	Ensure key stakeholders, such as teachers and caregivers are actively involved in the situational analysis or needs assessment (IEH p. 12).	<a href="#">Practical recommendations for equity analysis in education</a>	Series of practical recommendations for equity analysis and research initiative in education.  <i>See page 20, Annex One: Sample instrument for collecting equity-relevant data.</i>			E 1.3
<b>The most deprived children are excluded from participation and learning at school.</b>	Ensure program design is inclusive to address even the most deprived children (IEH p.18).	<a href="#">Inclusive Education Sourcebook. A sourcebook for pre-service teacher educators and practicing teachers</a>	Sourcebook with innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.  <i>See page 1, UNIT 2 Identification of deprived children and case management in IE.</i>			E 5.5
						B 1.1
<b>Some families face economic barriers to school enrolment and attendance.</b>	Ensure schools are inclusive and enable all children to access and learn at school. Work with governments to ensure schooling and cost related to accessing schools is free to all children. Address potential economic barriers to learning (IEH p.8).	<a href="#">Safe Back to School Tip-Sheet: Education-Specific Cash and Voucher Assistance (CVA) with Recommendations on Adaptations*</a> <i>* SC Staff only</i>	Tip-sheet focusing on CVA designed specifically for education outcomes with an emphasis on access. It contains specific information on SC procedures, which is particularly useful in emergency contexts.			E 1.1



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## Intersectionality Tips

Tools for specific factors of exclusion

Factor of exclusion	Tool/methodology	Description
Gender	<a href="#">Safe Back to School: A Practitioner's Guide</a>	For SC Field Staff. Sourcebook on how to approach school reopening after COVID-19. For useful technical annexes, see <i>Annex 5 Participatory Education and Protection Continuity Planning</i> .
COVID-19 and Disability	<a href="#">Tip Sheet for Disability Inclusion during COVID for Child Protection</a>	For SC Project Managers. Useful for planning a coordinate response with communities, health providers, CBOs to guarantee protection for children with disabilities during COVID pandemics.
Disability & Stereotypes	<a href="#">Children with Disabilities Day Care Curriculum Guidebook</a>	For School Heads, Teachers of ECCD, primary and secondary schools. Pedagogical approaches and activities to make the learning environment of the day care center welcoming, reliable, accessible, diverse, and safe to develop children with disabilities social skills and sphere.

## Relevant Indicators

Relevant Outcome		Indicators
<i>Increased access to quality early childhood care and development services for preschool-aged children</i>	E 1.1	Proportion of preschool-aged children enrolled in an ECCD service (disaggregated by gender, disability, ethnicity, language, poverty depending on the context)
	E 1.2	Proportion of children who are attending an ECCD services (disaggregated by gender, disability, ethnicity, language, poverty, depending on the context)
	E 1.3	Proportion of children in first grade of primary school who benefit from ECCD services during the previous year (disaggregated by gender, disability, ethnicity, language, poverty, depending on the context)
<i>Increased capacity of educators, teachers, and parents / caregivers to support children's smooth transition to primary school</i>	E 1.4	Proportion of educators, teachers and parents / caregivers trained to support primary school transition for all
	E 1.5	Programs, activities, materials developed for transition to primary school
<i>Improved quality of ECCD services to promote developmental and learning outcomes</i>	E 5.5 <i>Inclusive</i>	Proportion of educators using inclusive playing and learning materials adapted to support all children's learning needs and abilities
<i>Increased access to quality basic education for primary school-aged children in target area</i>	B 1.1	Proportion of primary school-aged children enrolled in primary school (disaggregated by gender, disability, ethnicity, language, poverty, depending on the context)
	B 1.2	Proportion of primary school students who regularly attend primary school (disaggregated by gender, disability, ethnicity, language, poverty, depending on the context)
	B 1.3	Proportion of primary school-aged children who are not enrolled in primary school (disaggregated by gender, disability, depending on the context)
<i>Improved outcomes in literacy and math for primary school students</i>	B 2.2	Proportion of learners progressing to the next grade disaggregated by gender, disability, ethnicity, language, poverty, depending on the context (further disaggregation can be done in relation to the number of the children who have benefited of an IEP)

<i>Primary school students are taught with appropriate pedagogical methodologies</i>	<b>B 7.4</b> <i>Inclusive</i>	Proportion of trained teachers using inclusive materials which are age-appropriate, diversified and relevant to all children's learning needs and abilities
<i>Decrease in the number of female students drop out</i>	<b>G 1.1</b>	Proportion of female ECCD / primary / secondary school-aged children enrolled in ECCD / primary school / secondary (select the most appropriate for your program)

## Further Readings

Resource	Main Topic
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	SC case studies of successful Inclusive Education programs. See page 21, <i>Cambodia</i> for an example of learning environments that accommodate children with intellectual disabilities. See <i>Annex Two: Cambodia – School Visits and Change Monitoring Tool</i> .
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices - Annexes</a>	
<a href="#">Best Practices Inclusive Education for Children with Special Educational Needs in Albania</a>	List of good practices to ensure access. See page 46 for identification process, school enrolment, training of assessment commissions at RED / EO level, training parents, improving learning outcomes, removing architectural barriers, monitoring access.
<a href="#">Social Emotional Learning – Distance Learning Activity Pack</a>	Pack of activities to support distance SEL for children currently out of school with limited or no access to quality education. Adapted for radio and audio broadcast. Useful in combination with <a href="#">Covid-19: Interactive Radio and Audio Instruction (IRI) – implementation Guidance</a> , a document with a deliberate focus on materials aimed to help teams evaluate effective implementation options, especially for use in humanitarian and low resource contexts.
<a href="#">Conduct an accessibility audit in low- and middle-income studies</a>	Guide for handicap international professionals to develop, implement, or analyze accessibility activities targeting local issues.



## 2. EMOTIONAL AND PSYCHOSOCIAL PROTECTION

### 2.1 POSITIVE AND RESPECTFUL INTERACTIONS

Positive and respectful interactions between teachers, children, and peers accept diversity and difference and are free from bullying and other forms of violence. Interactions are based on cooperation, trust, tolerance, are inclusive of all backgrounds and learning abilities, and treat all members equally. They reflect the development of healthy interpersonal friendships and relationships within the school community. Teachers implement appropriate classroom management strategies to manage student behavior without discrimination and organize the teaching-and-learning process to model and promote positive and respectful interactions.

- Adapted from *The Quality Learning Framework, Save the Children*

From SC IE Handbook

Effective learning for all children is also strongly related to, and dependent on, social and emotional well-being. It is important to recognize that conditions may arise which impact negatively on a child's emotional well-being (e.g., conflict, displacement, bullying, domestic violence at home, etc.), place the child at risk, and make him/her less likely to be open to learning. Inclusive, responsive teachers are observant to signs that reveal a child's emotional well-being and promote a culture of support in the classroom. Inclusive teachers do not label children or contribute to stereotypes and bullying, they model respectful behavior and foster constructive interactions among learners. Again, good teaching is good teaching for all – a positive, supportive teacher will benefit all the students in the class.

*IE Handbook, page 23*

“Interactions are based on cooperation, trust, tolerance, are inclusive of all backgrounds and learning abilities, and treat all members equally.”



















































## 2.1.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
The school social-emotional environment where violence and disrespect prevent children from fully participating and learning (e.g., physical punishment, bullying) (IE Handbook page 20).	Employ strategies and activities to eliminate bullying so that schools are a safe and welcoming space for everyone (IE Handbook page 20).	<a href="#">Quality Learning Environment Monitoring Form –Basic Education (Primary School) Learners Questionnaire</a>  (See <a href="#">Quality Learning Environment QLE* webpage</a> for additional info). <i>* SC Staff only</i>	Administer to primary school children.  Use questions 1 and 2 to assess whether a protection system is in place and if teachers are trained properly to ensure positive and respectful interactions among children to prevent and eliminate bullying.			B 5.2
	Ensure a Safe School Committee is in place and responsible for the participative identification of risks and the setting up of plans to reduce them.	<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management</a>	5-modules action pack on how to set up a Safe School committee to identify risks and design and implement plans.  Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a> : the Monitoring, Evaluation and Research Guidance.	 	   	B. 9.1 B 9.2 B 9.3
	Ensure that teachers are supportive and welcoming of students with disabilities (IE Handbook page 23).	<a href="#">A Disability "Cheat-Sheet"</a>	Short reference charts on how to avoid discrimination or false/ misleading assessment of impairments and disabilities plus short catalogue of correct and incorrect terminology to use when referring to children with disability.	   	  	B 5.1
















What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
		<a href="#">School Code of Conduct</a> <a href="#">How To Create A Positive Learning Environment</a> <a href="#">Teacher Training Manual</a>	Use for teachers (any grade) training.  Teacher training stand-alone facilitation sections with handouts. See section 2.4. on training teachers in positive interaction; 2.5 on Equity, Equality, and Inclusion.		  	B 5.1
	Ensure that teachers have been trained and are supported to incorporate key inclusive approaches, (IE Handbook page 23).	<a href="#">SNAP Tool 3 - Individual Challenges*</a> <i>* SC Staff only</i>	Strategies to put in place in case students present difficulties in: Learning, Reading, Focus, Behavior, Language, Physical, Hearing, Visual.	  	  	B 5.1
		<a href="#">Quality Learning Environment Monitoring Form – Basic Education Teacher Interview Guide</a> (See <a href="#">Quality Learning Environment QLE*</a> webpage for additional info). <i>* SC Staff only</i>	Interview guide for overall teacher assessment. See Guiding Principle 1 to assess if teachers are trained to meet the emotional and psychological needs of learners.		  	B 5.1
		<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	Series of stand-alone training modules. See Module 1: Foundations of Child Rights and a Safe Learning Environment on child rights and positive learning environment. See Module 3: Building Positive teacher-student relationships Module 4: Violence Awareness (A) and Module 5 (B) on how to recognize causes and types of violence against children and how to report them.  Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a> : the Monitoring, Evaluation and Research Guidance.	 	  	B 5.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Ensure that teachers have been trained and are supported to incorporate gender sensitive and inclusive approaches, (IE Handbook page 23).	<a href="#">How To Celebrate Diversity in The Classroom and Empower Your Students</a>	Series of practical tips and resources for teachers to create a classroom environment where all students can work together, understand that individual characteristics make people unique, and learn the values of community, acceptance and respect while building on cultural knowledge.	  	  	G 1.2
		<a href="#">Girls' Education Technical Package</a>	This technical package outlines Save the Children's global theory of change for girls' education. It is designed as guidance for girls' education programming & advocacy. It is recommended that education staff should use this package to design, review and implement girls' education projects and proposals. This package is also helpful for any staff interested in delivering education programs which have positive and transformative outcomes for girls. All staff supporting girls' education programs, including senior management, fundraising, policy, and advocacy staff, should support the approach outlined in this technical package.		  	G 1.2

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Ensure that Children at risk of exclusion or discrimination experience welcoming attitudes and behaviors from teachers, school staff and peers. (IE Handbook page 31).	<a href="#">Assessing Access</a>	Designed for use in the U.S; needs adaptation for use in other countries. Quick activity guide to make children reflect on access and barriers for every child.			B 5.2
	Ensure that classrooms are inclusive, child-friendly, caring, and protective of all children <sup>3</sup> .	<a href="#">Quality Learning Environment Monitoring Form for Center-Based, Community-Based, or Work-based ECCD Programs</a>  (See <a href="#">Quality Learning Environment QLE*</a> webpage for additional info). <i>* SC Staff only</i>	Assess if and how positive and respectful interactions are carried out in class (see Guiding Principle 1 and 3 checklist).		     	B 5.1
		<a href="#">School Code of Conduct. How To Create A Positive Learning Environment Teacher Training Manual</a>	Teacher training stand-alone facilitation sections with handouts. See Module 3 for Protection; Module 4 for Violence-free schools (physical punishment, bullying).	 	  	B 5.1







<sup>3</sup> Inclusive classrooms have the following characteristics:

- a. Children are secure and protected from harm and abuse.
- b. Children are encouraged to care for each other.
- c. No physical or humiliating punishment is used with children.
- d. There are clear guidelines for conduct between teachers and students and among students (and no bullying is allowed) (IEH page 57).

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
		<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	<p>Activities and games to conduct with children.</p> <p>See activities 1 to 6 to help children develop positive and respectful interactions among themselves. See activities 11 to 20 to help children recognize and report violence and protect themselves from violence.</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>: the Monitoring, Evaluation and Research Guidance</p>	    		B 5.2
<b>The environment in the classroom is challenging with children unable or unwilling to engage fully with their teachers, peers, and lessons.</b>	Assess classroom behavior and propose actions to build a positive and respectful environment.	<a href="#">TOOL #02 Making an Inclusive, Learner-friendly Classroom</a>	Tool to assess individual children's needs to create more inclusive settings for children with disabilities, girls, multilinguals, culturally different children. It provides you with tips on how to create learning spaces where all children are socially accepted and actively participating in classroom learning.	   	  	B 5.2

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Students who identify as female are victims of specific forms of abuse.	Establish anti-bullying and harassment committees, and design strategies and activities that encourage girls to participate and confront discriminative behaviors.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies</a>	<p>A series of tools and practical guidance that helps practitioners ensure education in emergencies (EiE) interventions and programs are gender-responsive and inclusive.</p> <p>See page 246, <i>8.1 Gender in EiE preparedness: Coordination and information management</i> for a tool to identify key coordination actions to promote gender equality in education in emergencies.</p> <p>You can adapt this tool to development and non-emergency contexts as well.</p>			G 1.2
		<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management.</a>	<p>5-modules action pack on how to set up a Safe School committee to identify risks and design and implement plans to reduce them.</p> <p>See <i>Activity 9</i> (Page 30 onwards) to strengthen reporting and referral procedures.</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>: the Monitoring, Evaluation and Research Guidance</p>			G 1.2



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Children are victims of homophobic and transphobic bullying.	Facilitate trainings and awareness raising activities for school and education centers personnel and students addressing existing prejudices.	<a href="#">El bullying homofóbico y transfóbico en los centros educativos: taller de sensibilización para su prevención; guía de facilitación</a>	Workshop guide for education authorities, school managers and teachers on how to prevent bullying against homosexual and transexual children (in Spanish).	  	  	E 5.3
						B 5.1
						G 1.2



Sacha Myers / Save the Children  
Colombia 2018

## 2.2 SOCIAL AND EMOTIONAL LEARNING

Children are engaged in social and emotional learning processes through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions. Social and emotional learning can be facilitated by teachers through play and recreational activities, targeted activities such as psychosocial support, or by referral to specialist support for those children in need.

- Adapted from *The Quality Learning Framework, Save the Children*

From SC IE Handbook

For all children to learn, teachers need to establish an environment where all children feel welcome, valued, and supported. An inclusive curriculum is one that is child-centered, address each child's cognitive, emotional, physical, creative development, and fosters knowledge about rights and responsibilities as well as crucial thinking and problem-solving skills.











*IE Handbook, page 22*


















Kurdo Hasan / Save the Children  
2019

## 2.2.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Children lack or need reinforcement in core personal skills (self-awareness, self-regulation, social awareness, positive communication, determination, and responsible decision-making).</b>	Ensure teachers are trained and equipped in SEL.	<a href="#">Step by Step - Toolkit Promoting Social and Emotional Learning (SEL) in Children and Teens</a>	Use to promote learners SEL.  Series of stand-alone modules composed by check lists, tip sheets and activities, categorized by grade and skills they aim at developing. Student books help children reinforce autonomously their core life skills.  Needs adaptation if used in classrooms with students with individual educational needs and/or students with disabilities.	 	 	B 5.1
	Ensure all children can work autonomously on their core life skills.					
	Ensure all children develop their understanding and management of emotions.	<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	Suitable for extra-curricular or after-school activities.  See activities 7 to 10 to play with children to help them develop self-awareness.  Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a> : the Monitoring, Evaluation and Research Guidance	   	 	B 5.2

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Schools are closed due to COVID 19 pandemic or other emergencies.</b>	Ensure teachers are trained and equipped in SEL. Ensure children can work autonomously on their core life skills.	<a href="#">Social Emotional Learning - Distance Learning Activity Pack</a>	Series of stand-alone modules to support distance learning opportunities or complement formal or non-formal education where SEL is not adequately covered by the curriculum.	    	  	E 5.1
	Ensure continuity in SEL provision.  Train teachers and children to understand Covid-19 and measures to safely contain it.					B 5.1
<b>Children do not socialize with one another, especially with Children with disabilities or other at-risk groups.</b>	Carry out activities that improve children's SEL skills in the classroom. Provide opportunities and activities that enable children to engage with other children.	<a href="#">TOOL #03 Social and Emotional Learning in the Classroom</a>	A tool that defines the five areas of Social Emotional Learning (SEL) and illustrates some activities to use in the classroom to improve children's SEL skills.	   	  	E 5.1
						B 5.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>EiE planning does not consider gender responsiveness and the risks for GBV in emergency contexts.</b>	Raise awareness of gender-responsive psychosocial support and social and emotional learning options.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies</a>	A series of tools and practical guidance that helps practitioners ensure education in emergencies (EiE) interventions and programs are gender-responsive and inclusive. See page 267, Part 2: Gender in EiE capacity analysis for a tool to understand why / how to assess the gender-responsive technical capacity and competencies required of EiE program managers and education personnel, to ensure EiE initiatives are designed / planned / implemented within an institution and across partners in a gender-responsive manner.			G 1.2
<b>LGBTQI+ students do not have any structured support, comfort, or guidance at school.</b>	Ensure all school staff knows how to be a supportive ally for LGBTQI+ students and discuss with other children what LGBTQI+ means and how to accept other children.	<a href="#">Safe Space Kit. A Guide to Supporting Lesbian, Gay, Bisexual and Transgender Students in Your School</a>	Guidelines to understand the need for and create a Safe Space for LGBTQI+ students at secondary school to protect them from harassment and bullying and provide them with support. See page 12, Support Students When They Come Out to You.			B 5.2 G 1.2



## Intersectionality Tips

Tools for specific factors of exclusion

Factor of exclusion	Tools/methodologies	Description
<b>Sexual and Gender-Based Violence</b>	<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a> Module 7, 11, 12, 13 and 17	For teachers and school staff. Training session to understand the role and responsibilities of schools and teachers in responding when a child has experienced sexual violence. It is vital that teachers know how to refer learners to appropriate care in all cases of distress and harm. <i>Teachers are not equipped to provide clinical counselling or other types of specialized support.</i>
<b>Discrimination and Stereotypes</b>	An Inclusive Day. Building foundations for learner-centered, inclusive education. A video-based training resource for teachers.	For teacher trainers, SC field staff, teachers. <a href="#">Series of stand-alone sessions with suggested video and text.</a> See <i>Program 1 – Activity 1.2. for training session on Discrimination and Stereotypes.</i>
<b>Ethnicity and Religion</b>	<a href="#">Caring for Hair</a>	For primary school students. Lesson about different hairstyles and identities.
<b>Social Identity and Diversity</b>	<a href="#">Exploring social and emotional learning through identities</a>	For kindergarten and primary school children. Lesson about concepts of identity, diversity, group, respect.
<b>Gender and Gender Discrimination and Stereotypes</b>	<a href="#">Creating Supportive Learning Environments for Girls and Boys. A guide for Educators</a>	For teachers and educators. Tools for activities and reflection that can also be used as a teacher training material. See pages 11-27 on how to make the classroom gender friendly.
<b>Physical Characteristics</b>	<a href="#">Size Differences</a> <a href="#">Accepting Size Differences</a>	For primary school students. Lessons to self-evaluate their own biases related to size differences.
<b>Ableism Prejudice and Stereotypes</b>	<a href="#">What is ableism</a>	For primary school students and USA teachers. Lesson aiming at developing students' ability to recognize and challenge ableist discourse. Need for a country adaptation for all countries but the US (lesson material refers to popular US children's books).

## Relevant Indicators

Relevant Outcome		Indicators
<i>Improved quality of ECCD services to promote developmental and learning outcomes</i>	E 5.1	Proportion of educators who apply inclusive methodology / Ready to Learn CA / Child-centered methods / positive discipline methods in ECCD services
	E 5.3	Proportion of educators trained in inclusive methodology / social emotional learning foundations/ Ready to Learn CA / child-centered methods / positive discipline methods for ECCD services
<i>Improved outcomes in literacy and math for primary school students in grade 2 and 3 in target area</i>	B 2.1	Proportion of students in grade 2 or 3 of primary school achieving at least a minimum proficiency level in literacy and numeracy skills (Measured by LB assessment, NB assessment, national learning assessments, summative assessment, etc.) disaggregated by gender, disability, ethnicity, language, poverty, depending on the context (further disaggregation can be done in relation whether the child has an IEP or not)
<i>Children and adults are better able to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others</i>	B 5.1	Proportion of teachers trained who apply positive discipline and child rights principles
	B 5.2	Proportion of primary school-aged students in targeted schools experiencing bullying, corporal punishment, harassment, violence, sexual discrimination, and abuse
<i>The school's human, financial and physical resources are effectively managed for the benefit of children in respect of inclusive and protective policies</i>	B.9.1	Proportion of primary schools with teachers' and school codes of conduct developed and implemented
	B 9.2	Proportion of primary schools that have implemented an effective complaints mechanism
	B 9.3	Increased participation (by XX%) of school leaders in School Management meetings to ensure that human, financial and physical resources are managed to address barriers to access and learning of all children.
<i>Improved psychosocial support for victims of gender-based violence</i>	G. 12	Proportion of services offering psychological support for victims of gender-based violence in ECCD / primary / secondary schools



## Further Readings

Resource	Topic
<a href="#">CASEL framework</a>	Social and Emotional Learning
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	SC case studies of successful Inclusive Education programs. See page 37, Indonesia SC case study on community-based rehabilitation, reduction of stigma, and favoring interaction among all children.  <i>See Annex Four: Indonesia – Disability Cheat-Sheet</i>
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices - Annexes</a>	
<a href="#">More Than a Safe Space. How Schools Can Enable LGBTQI+ Students to Thrive</a>	7 pages article on best practices in U.S. school to go beyond the “anti-bullying” and “safe space” paradigm to promote inclusive and respectful learning environments



Nour Wahid / Save The Children  
Labanon 2018



### 3. PHYSICAL PROTECTION

#### 3.1 SAFE AND ACCESSIBLE LEARNING SPACES

Safe and accessible learning spaces are available for all children. A safe environment is free from physical harm and provides protection to all children from threat, danger, injury, or loss. There is an appropriate number of classrooms and/or learning spaces built to be resilient to natural risks and disasters. Schools are physically accessible and adaptable to all children's needs, including the needs of children with physical or sensory disabilities.

- Adapted from *The Quality Learning Framework, Save the Children*

From SC IE Handbook

Save the Children recognizes inclusive education as education that welcomes all children and ensures that they are not discriminated against by teachers, parents, other children, policies, school curricula, buildings, or any other aspect of education.

*IE Handbook, page 6*

"A safe environment is free from physical harm and provides protection to all children from threat, danger, injury, or loss."












*Imrana Kapetanović / Save the Children  
Bosnia and Herzegovina, 2017*



























### 3.1.1 WHAT IF...?

Common problems and tools to address them





What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>The path / road to school is unsafe (IEH page 14) and / or the school is at risk of attacks on Education.</b>	Ensure teachers know the concept of attacks on education, have the skills to identify, report, mitigate their impacts and can discuss them in a child-sensitive manner. Ensure schools have a response strategy in place and children and staff know what to do in an attack.	<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	<p>Use to conduct teacher training.</p> <p>Series of stand-alone training modules (for self- assessment or workshop facilitation). See Module 10: Attacks on Education</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance</p>	   	  	B 6.5
<b>School / ECCD facilities and environment are poor: buildings, water and sanitation facilities, unsafe and unhealthy environments (IEH page 20).</b>	Conduct a participatory mapping exercise with girls, boys, women, and men in and around school and other learning sites to identify all potential risks on the way to school and solutions to address them.	<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management</a>	<p>Use to organize Safe School teams at school level (see also Section 6 “School Leadership and Management” of this toolkit).</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance</p>			B 6.5



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Identify and remove any physical barriers that may be preventing a child from accessing the school / ECCD building (e.g., a building that does not have a ramp or wide enough doorways for wheelchairs).	<a href="#">IDELA: Classroom Environment Tool</a>  <a href="https://idela-network.org/">https://idela-network.org/</a>	<p>Tool for measuring ECCD classroom quality with a focus on learning environments for children aged 3.5 - 6.</p> <p>Useful when combined with evaluations of children's learning and development skills, but not appropriate for classrooms or centers with very young children (0 – 3 y; for this age range, we suggest you use the <a href="#">Building Brains Common Approach Manual</a>*. See pages 5-6 for assessment of classroom environment and Health and Sanitation.</p> <p><i>* SC Staff only</i></p>	  		E 4.1
		<a href="#">Towards Safer School Construction guide released in 2015</a>	<p>Manual on community-based school construction. It supplements technical guidance on appropriate construction materials and techniques.</p> <p>See page 12, <i>Section I: Introduction – Key principles of community-based safer school construction.</i></p>	 	  	E 4.1
						B 6.3
		<a href="#">Save the Children Construction Policy, Benchmark Standards and Tools</a>	<p>Manual for SC construction programming with globally agreed SC Construction Policies, Benchmark Standards to be interpreted for the local context and Tools and Guidelines.</p> <p>See page 5, Construction Benchmark Standards and Tools.</p>			E 4.1
						B 6.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
		<a href="#">Accessible Construction Toolkit</a>	Construction toolkit based on UDL principles.			E 4.1
		<a href="#">Safe Schools Common Approach – Action Pack 3: Safe Schools Management</a>	Step-by-step instructions for 8 activities to undertake basic assessment of structural safety of schools and readiness to undertake construction, retrofit or renovation of school facilities.  See page 7, <i>Activity 1: PRELIMINARY RISK ASSESSMENT</i> .  Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a> ; the Monitoring, Evaluation and Research Guidance			E 4.3
						B 6.4
		<a href="#">Sketch Up</a>	Online open-source design software for building design. Its ease of use makes it fit for participatory design prior to architectural and engineering design.	     		E 4.1
						B 6.1



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>School or education center is not accessible and inclusive for children with disabilities.</b>	Ensure Accessible Infrastructure Universal Design principles and standards are met.	<a href="#">Guidelines - How to ensure infrastructure designs are accessible and inclusive to persons with disabilities</a>	Instructions for Inclusive Design of buildings and Infrastructure Principles of Universal Design.			E 4.1 B 6.1
	Consider alternative approaches, like a buddy system to help the child get to school or moving the child's classroom to a more accessible location (IEH page 21).	<a href="#">Embracing diversity: Toolkit for creating inclusive, learning-friendly Environments</a>	Tool for practical application of inclusive education practices made by 6 booklets with definitions, key words, and activities that teachers and school heads can do by themselves (self-study) to start creating an inclusive, learning-friendly environment (ILFE).			E 4.4 E 4.4 <i>Inclusive</i> B 6.1
<b>Children, especially girls, exponentially drop out of school because of lack of appropriate WASH facilities.</b>	Check on a regular basis the WASH conditions of your school.	<a href="#">TOOL #04 Accessible School WASH Checklist</a>	Tool to assess if school facilities respect the minimum standards for accessible WASH facilities, especially during projects concerned about health and drop-out issues at school. Use it to assess if users and stakeholders perceive the WASH facilities accessible as well.	  	   	G 1.3

## 3.2 WATER, SANITATION AND HYGIENE

Safe drinking water and adequate sanitation and hygiene facilities are accessible to all children, including separate latrines for female learners and staff, and accessible functional hand-washing facilities with soap. Sanitation facilities are maintained and properly used by teachers and children who are taught and encouraged to use good hygiene practices.

- Adapted from *The Quality Learning Framework, Save the Children*

“Sanitation facilities are maintained and properly used by teachers and children who are taught and encouraged to use good hygiene practices.”

From SC IE Handbook

**An inclusive, child-friendly classroom is healthy for children. This means that:**

- a. What happens in the classroom also promotes children's health state;
- b. Classrooms/schools are clean, safe, and have adequate water and sanitation facilities;
- c. Written policies and regular practices that promote good health are in place and monitored;
- d. Health education and life skills are integrated in the curriculum and the teaching-learning activities.

*IE Handbook, page 57*














Apsatou Bagaya / Save the Children  
Niger 2021

### 3.2.1 WHAT IF...?

Common challenges and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>School buildings or temporary learning spaces (including WASH facilities) are not accessible, protective and gender-sensitive for all children (IEH page 14).</b>	Ensure the learning space (including sanitation facilities and play area) is fully accessible to children with disabilities (IEH p.31).	<a href="#">Compendium for Accessible WASH facilities</a>	Construction manual for low cost, accessible WASH facilities.		 	B 6.4
	Ensure that classrooms / schools are clean, safe and have adequate water and sanitation facilities (IEH p.57).	<a href="#">Save the Children Construction Policy, Benchmark Standards and Tools</a>	Manual for SC construction programming with globally agreed SC Construction Policies, Benchmark Standards to be interpreted for the local context and Tools and Guidelines.  <i>See, Section C5 - WASH integration.</i>		 	B 6.1
	Involve communities, local NGOs / DPOs and government in improving infrastructure, including sanitation, so it is safe, clean, accessible, and private for all learners – including Children with Disabilities (IEH p. 23).	<a href="#">Safe Back to School: A Practitioner's Guide</a>	Guide for coordination and program teams planning an integrated, participatory process for safe school reopening.  <i>See p.12 School-Friendly Safe Back-to-School Checklist.</i>  This guide has a COVID-related emergency focus, but can be suitable for development and non-emergency contexts as well.	  		B 6.5

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Schools are not equipped with proper and inclusive WASH facilities and plans.	Ensure school management has information and knowledge about WASH and knows how to involve the school community in the design of inclusive WASH systems.	<a href="#">Improving health and learning through better water, sanitation, and hygiene in schools. An Information Package For School Staff</a>	A comprehensive information package with checklists, practical templates, and practical tips for pupils (posters).  See page 24-26 to know how inclusiveness is addressed throughout the whole guide.		  	E 4.2
						B 6.2
Children are transitioning back to school during / after an emergency such as COVID-19 pandemics.	Ensure classrooms / schools are clean, safe and have adequate water and sanitation facilities (IEH p.57).	<a href="#">Safe Back to School: A Practitioner's Guide</a>	Guide that helps coordination and program teams plan an integrated, participatory process for safe school reopening.  See checklist at pages 5-6 on how to ensure proper health, nutrition, & WASH services.  This guide has a COVID-related emergency focus, but can be suitable for development and non-emergency contexts as well.		 	B 6.2
Children with disabilities have no access to safe, inclusive, and accessible WASH.	Ensure children with disabilities are correctly guided through and taught good WASH habits.	<a href="#">TOOL #05 Tip sheet: WASH for Children with Disabilities</a>	Instructional tips and guidance for children with disabilities to teach them good WASH habits.  Better if used at quiet times when no one else is around.		  	B 6.5



### 3.3 HEALTH AND NUTRITION

All children receive services and education to support good health and nutrition, including screening for health problems, access to simple and easy-to-use medical attention and treatments including micronutrient supplements, and referral to other health services. Nutrition services also include school feeding programs. Skills-based health education applies to areas such as HIV / AIDS prevention, reproductive health, early pregnancy, nutrition, violence, and abuse. This category can incorporate specific strategies to support the health and nutrition of vulnerable groups such as adolescent girls and LGBTQI+ children.

- Adapted from *The Quality Learning Framework*, Save the Children

“Skills-based health education applies to areas such as HIV/AIDS prevention, reproductive health, early pregnancy, nutrition, violence, and abuse.”

From SC IE Handbook

Evaluation of a Save the Children project in Mindanao, Philippines, showcased the results of an integrated, holistic package of education, child protection, health, and nutrition interventions on better outcomes for marginalized and discriminated children in Indigenous People's area.













*IE Handbook, page 44*



Elena Heatherwick / Save the Children  
Bosnia and Herzegovina, 2019

### 3.3.1 WHAT IF...?

Common challenges and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Children are transitioning back to school during / after COVID-19 pandemics.	Engage the whole school community, including children and young people, in back-to-school planning and campaigns using participatory methods (IEH p.29).	<a href="#">Safe Back to School: A Practitioner's Guide</a>	<p>Guide that helps coordination and program teams plan an integrated, participatory process for safe school reopening.</p> <p>See p.5 <i>Before Schools Reopen - Safe Back-to-School Checklist</i> for a detailed checklist on Health, Nutrition and WASH related participatory actions to undertake to ensure a safe transitioning.</p> <p>This guide has a COVID-related emergency focus, but can be suitable for development and non-emergency contexts as well.</p>		 	B 6.5
Some girls drop out of school because of early pregnancies (EiE).	Promote collaborations with parents and teachers to provide special assistance for girls who may face early pregnancy (e.g., guidance on what to do if they miss school). Give girls access to information on pregnancy, personal rights, and relationships.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies</a>	<p>A series of tools and practical guidance that helps practitioners ensure education in emergencies (EiE) interventions and programs are gender-responsive and inclusive.</p> <p>See page 291, 8.3 <i>Gender in EiE preparedness: Risk assessment for a tool to understand how to assess risk regarding gender and education in emergencies.</i></p>	   	    	G 1.3



### 3.4 SCHOOL SAFETY MANAGEMENT

School safety management prevents and mitigates the impact of hazards on education as part of on-going school-based management and improvement processes. This protects all learners and education workers from death, injury, and harm in schools and plan for continuation of education in the face of all expected hazards and threats. It included assessment of all hazards inside and outside the school, including dangers faced on the journey to and from school or those faced only by certain students (such as those with disabilities). It requires action-planning for ongoing risk reduction and response-preparedness activities.

- Adapted from *The Quality Learning Framework, Save the Children*

“This protects all learners and education workers from death, injury, and harm in schools and plan for continuation of education in the face of all expected hazards and threats.”

From SC IE Handbook

An inclusive, child-friendly learning environment is not just a place for formal learning, but also a place where children have rights: the right to be healthy, to be loved, to be treated with respect, the right to be protected from violence and abuse (including physical or mental punishment), and the right to express an opinion, and to be supported in education irrespective of learning needs.










*IE Handbook, page 57*






















*Elena Heatherwick / Save the Children  
Bosnia and Herzegovina, 2019*










### 3.4.1 WHAT IF...?

#### Common problems and tools













What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Schools are in conflict areas, unsafe locations, post-disaster locations, humanitarian emergency areas or are at risk of Attacks on Education, all of which makes harder for children to access quality learning (EiE).	Ensure school management has proper protocols in place for response and safety of children in front of attacks on education.	<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management</a>	<p>14 steps with tools and activities to engage school management in a participatory manner to support the integration of safety and protection into school-based management.</p> <p>See page 25, <i>Module Three: Reduce Our Risks; Activity 7. Make a Risk-informed School Improvement Plan.</i></p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance.</p>	 		B 6.5
		<a href="#">Disaster and Emergency Preparedness: Guidance for school</a>	<p>Guidance and Activity Pack (Comprehensive School Safety, School Disaster Readiness and Resilience Checklist, Risk Assessment Matrix, School Building Safety Checklist, Family Disaster Plan, Drill Scenarios, Drill Preparedness Checklists, Class Status Report Form, Student-Family Reunification Form, Emergency Provisions Checklists).</p> <p>See page 18, <i>3. Response Capacity Development.</i></p>	    		B 6.5

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Ensure teachers have the skills to lead preparedness and risk response activities in classroom.	<a href="#">Education on Reduction of Disaster Risk</a>	<p>Package of preparedness activities to be conducted in classroom with children. Plus, posters and games to be adapted to local context.</p> <p>See page 36, <i>The Principles on Implementation of the Project on Reduction of Disaster Risks. Development of the Sample Program for the Training on Reduction of Disaster Risks.</i></p>	  	 	B 6.5
	Ensure that teachers have the professional knowledge and understanding of the concept of attacks on education; and the skills to identify, report, mitigate the impact of Attacks on Education and can discuss them in a child-sensitive manner.	<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	<p>Series of stand-alone training modules (for self- assessment or workshop facilitation) to conduct teacher training.</p> <p>See Module 10: Attacks on Education and Module 6: Risk Management and Safety to train teachers and head teachers on Risk Management concepts and standard operating procedures.</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance.</p>	   	  	B 6.5

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Children are transitioning back to school during/after COVID-19 pandemics or another emergency (EiE).	Monitor students' return by tracking student's attendance and absence to better inform programmatic decisions and mitigate the negative impact of COVID-19 (or relevant emergency) on schools.	<a href="#">Safe Back to School: A Practitioner's Guide</a>	<p>Guidelines on concrete actions that can be taken at the community and school level to operationalize global policy recommendations.</p> <p>Check Annex 2 Absence Management Systems; 4 MHPSS for children as schools reopen; 5 Participatory education and protection continuity planning; 6 Adaptations for camp settings; 8 Advocacy messages continuity planning.</p> <p>This guide has a COVID-related emergency focus, but can be suitable for development and non-emergency contexts as well.</p>			B 6.5
		<a href="#">Safe Back To School – Key Messages For A Safe And Healthy Return To School</a>	<p>Series of Key messages sorted by audience, addressing several aspects of transitioning back to schools after COVID-19. See messages for Students, teachers, and parents. The key messages have a <a href="#">user guide*</a> for correct implementation.</p> <p><i>* SC Staff only</i></p>	 	  	B 6.5

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Female students feel unsafe going to school (EiE).	Conduct a participatory risk mapping exercise with girls, boys, women, and men in and around school and other learning sites to identify all potential risks and capacities and solutions to mitigate unsafe travel.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	<p>A series of tools and practical guidance that helps practitioners ensure education in emergencies (EiE) interventions and programs are gender-responsive and inclusive.</p> <p>See tip sheet page 144 in chapter 5.2 <i>Facilities &amp; Services</i>.</p>		    	G 1.1
Practitioners face challenges in measuring quality in EiE such as: absence of reliable and real-time education data; existing data focused on output level rather than learning outcomes; data available only at macro-level.	Empower communities to improve the quality of the learning environment through a participatory process. Employ community monitors to track school and children's data.	<p><a href="#">ILET Improving Learning Environments Together in Emergencies.</a></p> <p>See the <a href="#">Overview Document</a> to gain an understanding of the methodology and guidance for implementation;</p> <p>See the <a href="#">ILET Package</a> to find further Guidance Documents, Data Management platform, tools and handbook, and Program Templates (school findings Cards, School Improvement Plan Poster, results frameworks and budget).</p>	<p>ILET is a 5-step package using assessments for improving learning environments in humanitarian contexts through community participation. ILET offers a set of easy-to-use data collection tools, real-time analysis, and visualization via a user-friendly web-based platform with both mobile and paper data collection features. Collecting data and sharing results with the communities in a timely manner enforces transparency, increases accountability and ownership, and stimulates the creation of local solutions.</p>		 	B 6.5



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Girls feel unsafe during the journey to school (EiE).	Ensure available transport options and the location of the school do not put learners at risk. Mobilize communities to improve road safety for children, especially girls.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	<p>A series of tools and practical guidance that helps practitioners ensure education in emergencies (EiE) interventions and programs are gender-responsive and inclusive.</p> <p>See page 142, 5.2 Facilities and services for a series of tips on how to make facilities and services – including transportation – more gender-responsive.</p>	 	   	B 6.5
		<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management</a>	<p>14 steps with tools and activities to engage school management in a participatory manner to support the integration of safety and protection into school-based management.</p> <p><i>See page 23, Module Three: Reduce Our Risks; Activity 6. Identify Further risks in the school community and Activity 7. Make a Risk-informed School Improvement Plan.</i></p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance</p>	 	   	E 4.2 B 6.2 B 6.3 B 9.3

## Intersectionality Tips

Tools for specific factors of exclusion

Factor of exclusion	Tools/methodologies	Description
<b>Gender and Disability</b>	<a href="#">Still left behind: Pathways to inclusive education for girls with disabilities</a>	Repository of toolkits and guidelines on inclusive education for girls with disabilities. See page 28, <i>Programs and practices addressing barriers to education for girls with disabilities</i> .
	<a href="#">The Menstrual Hygiene Management (MHM) in Emergencies toolkit - A toolkit for integrating menstrual hygiene management (MHM) into humanitarian response</a>	14 programming steps. See step 10 for vulnerable populations (including girls and women with disabilities), step 11 for MHM and Education, step 13 for MHM and Protection. Useful for: program staff, project managers, M&E officers, technical staff. Available in two formats: The full guide and the mini guide (quick read). Not only for emergency settings.
<b>Disability and COVID-19</b>	<a href="#">Tip Sheet for Disability inclusion during COVID-19 Education</a>	Tool for SC Project Managers useful for planning integrate response to guarantee continuity in Education during COVID-19 pandemics.
	<a href="#">Tip Sheet for Disability Inclusion during COVID-19 WASH</a>	Tool for SC Project Managers useful for planning. integrate response to guarantee quality WASH services provision during COVID-19 pandemics.
	<a href="#">Tip Sheet for Disability Inclusion during COVID-19 Health</a>	Tool for SC Project Managers useful for planning. integrate response to guarantee continuity in Health services provision during COVID-19 pandemics.
	<a href="#">Tip Sheet for Disability Inclusion during COVID-19 Nutrition</a>	Tool for SC Project Managers useful for planning integrate response to guarantee continuity in Nutrition services provision during COVID-19 pandemics.
<b>Gender and COVID-19</b>	<a href="#">Sexual and Gender Minorities and COVID-19: Guidance for WASH deliver</a>	Guidance notes for Project Managers and implementers to make sure WASH programming and delivery is participative and inclusive through engagement of SGM communities and organizations.

## Relevant Indicators

Relevant Outcome		Indicators
<i>Improved quality standards of ECCD services learning environment</i>	E 4.1	Proportion of ECCD centers that are safe and accessible for all (according to standards)
	E 4.2	Proportion of ECCD centers with adequate water, sanitation, and hygiene facilities
	E 4.3	Proportion of ECCD centers supporting good health and nutrition
	E 4.4	Proportion of ECCD centers providing a) regular screening and b) health intervention (necessary vaccinations, deworming, physical exam, medication for common illness) to children
	E 4.4 <i>Inclusive</i>	Proportion of ECCD centers providing a) assistive devices or b) referral to dedicated services
<i>Improved quality standards of primary school learning environment for holistic child development</i>	B 6.1	Proportion of primary schools that are safe and physically accessible for all
	B 6.2	Proportion of primary school-aged students who have access to primary schools with adequate water, sanitation, and hygiene facilities
	B 6.3	Proportion of schools with improved structural conditions to ensure safe and equal access of all primary school-aged children
	B 6.4	Proportion of primary school-aged students who have access to safe and physically accessible primary schools supporting good health and nutrition
	B 6.5	Proportion of schools with inclusive preparedness plans for ongoing risk reduction and response-preparedness activities for hazards and threats inside and outside the schools in place
<i>The school's human, financial and physical resources are effectively managed for the benefit of children in respect of inclusive and protective policies</i>	B 9.3	Increased participation (by XX%) of school leaders in School Management meetings to ensure that human, financial and physical resources are managed to address barriers to access and learning of all children

<i>Decrease in the number of female students drop out</i>	G 1.1	Proportion of female ECCD / primary / secondary school-aged children enrolled in ECCD / primary school / secondary (select the most appropriate for your program)
<i>Improved quality of WASH facilities and services for female students</i>	G 1.3	Proportion of safe disposables for feminine hygiene products

## Further Readings

Resource	Main Topic
<a href="#">Safe to School – Safe to Home</a>	<a href="#">Global Road Safety Partnership</a> and <a href="#">International Red cross Program</a> , incorporates assessment of road safety conditions, the installation of appropriate and low-cost local traffic engineering improvements, road safety education for children, parents, and the community.
<a href="#">Indonesia Inclusive School Design</a>	Success story of an inclusive, participatory design of a school library
<a href="#">Promising Practices in Refugee Education</a>	Collection of success stories and best practices to guarantee quality education in refugee settings
<a href="#">Handwashing Compendium for low – income settings</a>	Design manual to provide accessible handwashing facilities in emergency/low-income settings
<a href="#">SPHERE Handbook</a>	Comprehensive handbook on Humanitarian Charter and Minimum Standards in Humanitarian Response
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	SC case studies of successful Inclusive Education programs. See page 13, <i>Bangladesh case study</i> on the Community Based Rehabilitation (CBR) approach.
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices - Annexes</a>	See <i>Annex One: Bangladesh – CBR Card and Tracking Sheet for Children</i> .
<a href="#">Covid-19 Response Strategy 2020: reaching every learner</a>	Strategy by Cox's Bazar education sector on how to provide quality learning to all Rojava refugee children living in Cox's Bazar during the Covid-19 pandemic. It has also a section on inclusive education, equity, gender, and disability.



## 4 TEACHING AND LEARNING

### 4.1 TEACHER WELLBEING AND DEVELOPMENT

Teachers are engaged in continuous professional development and professional collaboration, and practice well-being strategies. Teachers are supported by head teachers and other education officials to continuously develop competencies relevant to their individual needs. Support for teachers' development includes learning from experts, learning with peers, and self-reflection and self-directed learning. Methods include in-service training, supervision, coaching and mentoring, cross-school visits, and the creation of active professional peer networks. Teachers are supported to develop relevant attributes, knowledge, and skills. They are guided to understand the importance of self-care and stress management to promote their own and their student's well-being.

- Adapted from *The Quality Learning Framework, Save the Children*

From SC IE Handbook

Classroom teachers are one of the biggest factors in student improvement. The development of teachers' confidence and knowledge to work with previously excluded children is critical for successful inclusive education. Teachers must be motivated to actively look for children in their school and classrooms who are not participating or who struggle to learn. They need professional training on inclusive principle and techniques as well as opportunities to try new methodologies, share, and reflect on new ideas and observe other teachers who successfully use inclusive techniques.

*IE Handbook, pages 39-40*

“Support for teachers' development includes learning from experts, learning with peers, and self-reflection and self-directed learning.”



















Susan Warner / Save the Children  
Haiti 2016










## 4.1.1 WHAT IF...?















Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Teachers are not confident / knowledgeable about practicing inclusive education.	Ensure education staff receive professional training on inclusive principles and techniques as well as opportunities to try new methods (IEH p.38).	<a href="#">SNAP Teacher Training Guide*</a> <i>* SC Staff only</i>	<a href="#">4-days' training*</a> workshop about inclusive education and practices of inclusive teaching, including specific <a href="#">accommodations</a> to make for struggling students and students who may have disabilities. <i>* SC Staff only</i>	  	  	E 5.5 <i>Inclusive</i>  B 7.8
		<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	Please see Module 2: Teacher Wellbeing.  Workshop to cover key concepts and relationship between teacher and student well-being, brain science around stress, and practical ways to shape how teachers respond to stress.  Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a> ; the Monitoring, Evaluation and Research Guidance.		  	E 5.5 <i>Inclusive</i>  B 7.8
		<a href="#">Inclusive Education Sourcebook. A sourcebook for pre-service teacher educators and practicing teachers</a>	Sourcebook with innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.  See page 1, <i>UNIT 1 for a comprehensive introduction to Inclusive Education.</i>	  	  	E 5.5 <i>Inclusive</i>  B 7.8




































What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Teachers need more professional support.	Ensure teachers have the chance to share and reflect on new ideas and observe other teachers using inclusive methods (IEH p.38).	<a href="#">Inclusive Education: What, Why, and How. A Handbook for Program Implementers</a>	Practical tools to support inclusive education programs in any context.  See Step 4: <i>Implementation and Monitoring</i> (p.35) > What you can do to make your implementation and monitoring more inclusive > Implementation: ongoing support to inclusive teachers.			B 7.1
		<a href="#">Overview of the Foundational ECCD Training with Early Literacy and Math</a>	10 days training. Needs adaptation because it doesn't have an inclusive education focus.			E 5.5
	Teachers need ongoing professional development such as short training courses followed by monitoring and coaching (IEH p.44).	<a href="#">Quality Learning Environment Monitoring Form – Basic Education Teacher Interview Guide</a>  (See <a href="#">Quality Learning Environment QLE*</a> webpage for additional info). <i>* SC Staff only</i>	An interview guide to be administered to teachers about their opportunities for professional development and thoughts on how to improve the value of professional development.			B 7.3
	Ensure Teachers have access to professional development opportunities (IEH p.38).	<a href="#">Enabling Teachers Common Approach Comprehensive Overview*</a> <i>* SC Staff only</i>	Series of best practices for teachers' motivation and development to cope with the teacher crisis to offer good quality teaching and good learning outcomes.			B 7.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
			<p>See page 13 for tips on how to enable continuous teacher professional development.</p> <p>Please check also <a href="#">ET Foundation of Teaching folder*</a></p> <p>1: Prepare your classroom for learning; 2: Know and include all your learners; 3: Know your learners' families and communities; 4: Proactive classroom management; 5: Reactive classroom management; 6: Ensure your learners are protected: Part 1; 7: Ensure your learners are protected: Part 2; 8: Open and close lessons purposefully; 9: Explain the lesson ; 10: Use other resources; 11: Use questions and answers; 12: Use pairs or groups; 13: Use activities; 14: Use pairs or groups; 15: Plan and sequence lessons; 16: Give useful feedback to learners; 17: Assess student learning; 18: Adapt lessons.</p> <p><i>* SC Staff only</i></p>			
		<a href="#">Enabling Teachers Foundation of Teaching TPD Module 02 Know and Include all your learner*</a> <i>* SC Staff only</i>	<p>The booklet will show you how to deliver the TPD module on inclusion.</p> <p>It will support the development of teachers' skills and employment of strategies in to minimize barriers to learning and create an inclusive classroom.</p>	 	  	<p>E 5.3</p> <p>B 7.1</p> <p>B 7.7</p> <p>B 7.8</p>









What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
		<a href="#">Enabling Teacher Brice TPD Module 5: Girls' Education*</a> <i>* SC Staff only</i>	The booklet will show you how to deliver the TPD module focused on Girls' Education. It will help you supporting teachers in identification of differentiation and gender-responsive strategies to lesson content, tasks, and assessments.			B 7.4
						B 7.4 <i>Inclusive</i>
						G 1.1
<b>Teacher classroom behaviors do not change over time.</b>	Allow teachers to work together to observe each other's classes and provide feedback as a 'critical friend'. (IEH p.45). Establish teacher communities-of-practices for teachers' professional sharing spaces.	<a href="#">Universal Design for Learning to Help All Children Read. Promoting Literacy for Learners with Disabilities.</a>	The self-reflection tool (Annex B – p.159) allows teachers and school heads to assess the current situation of inclusive education. Inclusive Education.	   	   	B 7.3
		<a href="#">SNAP Teacher Training Guide*</a> <i>* SC Staff only</i>	The inclusive teaching checklist addresses inclusion as a cross-cutting issue, focusing on teaching practices, allowing teachers to devise <a href="#">individual student plans.*</a> <i>* SC Staff only</i>	  	  	E 5.5 <i>Inclusive</i>
		(See the <a href="#">Resource Library*</a> for updated tools and whole SNAP training package). <i>* SC Staff only</i>				B 7.8
						B 7.13



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Teachers have few chances to share experiences with their peers on IE best practices.	Promote the development of COPs (Communities of Practice), also known as peer learning circles.	<a href="#">TOOL #06 Teacher Communities of Practice</a>	Tool to implement COPs, whether in presence, online or over the phone, where teachers can share and access information on IE practices, discuss problems, and share experiences.	    	  	B 7.3
	Promote peer-to-peer learning at school.	<a href="#">Enabling Teachers PLC Overview*</a> <i>* SC Staff only</i>	Overview on a specific type of continuous professional development: the Professional Learning Communities also called 'Peer' (PLC) or 'Teacher' Learning Circles (TLC).	    	  	B 7.3

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Teachers' skills and interests are not taken into consideration.	Promote one-to-one check-ins with teachers and their mentors / school leaders. Build skills of school heads to provide regular teacher supervision and feedback.	<a href="#">TOOL #07 Teacher Interview Guide: Personal Professional Development</a>	Teacher professional development tool. Use this tool regularly, in a project's final stages. Adapt the questionnaire to existing national teaching standards, whenever appropriate.	  	     	B 7.1
						A 1.1
						B 7.1
						B 7.3
						A 1.1
		<a href="#">Enabling Teachers Situational Analysis Tool*</a> <i>* SC Staff only</i>	A quantitative survey and a qualitative research tool to be used during a teacher situational analysis.	  	     	

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Attacks on education impede teachers' regular deployment (EiE).</b>	Ensure teachers, principals, teacher educators, and parents are trained on alternative methods of classroom management. (IEH p.20) and learning provision.	<a href="#">Safe Schools Action Pack 4 - Teacher professional development modules</a>	See Module 4 - Violence awareness.  Workshop instructions to develop teachers' skills in managing attacks on education, especially in conflict contexts.	   	   	A 1.1
<b>The number of female teachers is low (EiE).</b>	Promote a participatory and transparent teacher recruitment process, based on selection criteria reflecting merit, diversity, and equity.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	A series of tools and practical guidance that helps practitioners ensure education in emergency (EiE) interventions and programs are gender-responsive and inclusive.  See page 167 for a checklist of key actions and signposts to resources for gender-responsive teacher recruitment, conditions of work, training, support, and supervision.	  	       	G 1.4

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
		<a href="#">Female Teacher Accreditation' - Advocacy and training of female teachers Case Study from ET*</a> <i>* SC Staff only</i>	Two case studies (Afghanistan and Sierra Leone) addressing specific barriers to access Teacher Training Colleges (TTC) to ensure more equitable access to formal accreditation.	  	     	G 1.1
						G 1.4
Teachers do not know how to engage with CwDs in crisis contexts (EiE).	Ensure teachers know how to support children with disabilities' oppositional coping strategies.	<a href="#">Supporting Learners with Learning Disabilities: Facilitator's guide, adapted Afghanistan</a>	A guide for workshop facilitators covering learning disabilities and why it is crucial to support learners with learning disabilities. It includes tools and assessment guidance.	   		B 7.8

## 4.2 TEACHING AND LEARNING MATERIALS

Learning is supported by relevant, appropriate, and diverse teaching and learning materials, which influence the content and process of children's learning. Appropriate and diversified learning materials support children's creativity, problem solving, memorizing or critical thinking, and influence children's motivation, making learning fun and inclusive. Teaching and learning materials often refer to textbooks but also include video/audio and tangible or visual aids. Materials are relevant to all children's learning needs and abilities, including availability in the language(s) of learners; they are culturally and age-appropriate and gender-sensitive. They reflect a respect for social diversity. Teachers can also be supported to create appropriate teaching and learning aids often from low-cost, locally available materials.

*-Quality Learning Framework*

From SC IE Handbook

Space, light, and materials affect the way [individuals] experience education. A process of inclusive school design gives members of a school community a feeling of pride and ownership of their school. This can provide an opportunity to fit a school more effectively with its different learners and the community, for example by also incorporating elements of local culture and art into buildings and ground.

*IE Handbook, page 23*

“Appropriate and diversified learning materials support children's creativity, problem solving, memorizing or critical thinking, and influence children's motivation, making learning fun and inclusive.”



*Sacha Myers / Save the Children  
Colombia 2018*























## 4.2.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Children have difficulties reading standard reading materials.</b>	Give opportunities for learners to present and practice language in different ways and in different senses. (IEH p.55) Ensure teachers, staff, publishers, and community book creators can develop reading materials that are accessible for as many children as possible (IEH p.18).	<a href="#">Guidance Note on Inclusive Reading Materials</a>	A guide for modifying reading materials and reading instructional tips for children who have difficulty using standard reading materials.			E 5.5
						B 7.4
<b>Teachers have not the ability to assess why children cannot follow instructions (e.g., screening tool for physical, cognitive impairment, learning disability).</b>	Create stakeholder awareness of children especially vulnerable to bullying or abuse, such as those from minorities or children with disabilities (IEH p.20).	<a href="#">Literacy SNAP: Improving learning outcomes for struggling students in Sri Lanka Pre-Schooling*</a> <i>* SC Staff only</i>	Sri Lanka SNAP version. User-friendly Prescreening tool to identify environmental and physical factors that could impede children's progress in learning to read in three categories: attendance, home environment and health.			E 5.5
						B 2.1
						B 7.4

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Ensure teachers understand individual differences and adapt according to different needs (IEH p.29).	<a href="#">Using the Key informant Method to identify children with disabilities: A working guide</a>	Guide to identify or quantify children with disabilities in a particular setting.  Practical working guide.  See p.31, Chapter 4. Key Informant Training.		  	E 2.2  E 5.5 <i>Inclusive</i>  B 7.8  B 7.11
<b>Teaching-learning materials are not inclusive.</b>	Ensure teachers can use materials to understand and respond to children's needs in inclusive classrooms.	<a href="#">Understanding and responding to children's needs in inclusive classrooms: a guide for teachers</a>	Guide to be used in addition to the <a href="#">UNESCO Teacher Education Resource Pack: Special Needs in the Classroom</a> . It guides teachers on practical ways of coping with children who have difficulties in learning.	   	  	E 5.5 <i>Inclusive</i>  B 7.4 <i>Inclusive</i>
<b>Teaching-learning materials are not inclusive by gender but seem to only address boy.</b>	Ensure teacher know how gender discrimination affects participation and learning and strive to promote inclusion by acknowledging diversity (IEH p.12).	<a href="#">Inclusive Education Sourcebook. A sourcebook for pre-service teacher educators and practicing teachers</a>	Sourcebook with innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.  See page 85, <i>UNIT 3 – Inclusive Pedagogy</i> .	  	  	E 5.5  B 7.4

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Children with Disabilities struggle to keep up with the lessons during class.	Write lesson plans to address children's learning needs. Ensure teachers employ universal design for learning practices in classrooms.	<a href="#">TOOL #8 A Lesson Plan Template</a>	Tool to plan lessons for classrooms where students have a wide range of learning needs.	  	  	E 5.5 <i>Inclusive</i>  B 7.4 <i>Inclusive</i>
		<a href="#">TOOL #9 Universal Design for Learning.</a>	Tool to establish a “learner-friendly” classroom environment while developing learning opportunities for children with additional learning support needs.	  	  	B 7.2
	Ensure teachers have been trained to support children with disabilities.	<a href="#">SNAP Teacher Training Guide*</a> <i>* SC Staff only</i>  (See the <a href="#">Resource Library*</a> for SNAP Teacher Training whole package and updated tools). <i>* SC Staff only</i>	The teaching checklist tackles inclusiveness as a cross-cutting issue, focusing on teaching practices, allowing teachers to devise <a href="#">individual student plans</a> . <i>* SC Staff only</i>	  	  	B 7.8

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Learning materials are not gender sensitive (EiE).</b>	Ensure learning materials are appropriate to the context and needs of learners.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	A series of tools and practical guidance that helps practitioners ensure education in emergency (EiE) interventions and programs are gender-responsive and inclusive.  See page 190 for a guide for making EiE curricula and teaching and learning materials more gender-responsive and inclusive in their design, content, and usage.	    	  	E 5.5
		<a href="#">BEQUAL – Gender, Disability and Social Inclusion Program</a>	Program addressing and integrating Gender, Disability and Social Inclusion in all activities.  See their website for examples of positive actions to create appropriate learning materials.			E 5.5 <i>Inclusive</i>  B 7.4

## 4.3 LANGUAGE FOR LEARNING

Children are taught in the language(s) they understand. The teacher is proficient in the language of instruction and where appropriate, fluent in the language(s) of most of the children (mother tongue). The teacher uses techniques to support second language learners as relevant and children are allowed to use their mother-tongue to aid their learning.

*-Quality Learning Framework*

From SC IE Handbook

Programs need to be developed, implemented, and monitored in a way that not only addresses exclusion *from* school, but exclusion from participation and learning *within* school. For example, many children struggle when their lesson or textbook is not written in their first language, if they are never asked to contribute, or if they cannot see the blackboard or hear the teacher. Save the Children recognizes that all children must be supported to participate, learn, and develop, and that an inclusive learning environment not only addresses many of these barriers, but also provides the opportunity to learn about, accept and celebrate diversity, enriching the teaching-learning process for everyone.

*IE Handbook, page 8*

“The teacher uses techniques to support second language learners as relevant and children are allowed to use their mother-tongue to aid their learning.”


















Sonali Chakma / Save the Children  
Bangladesh 2020



























### 4.3.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Students are learning but are not yet proficient in their classroom's language of instruction.</b>	Use less formal language and adapt lessons using words that are not challenging to understand. (IEH p.56) Use leveled and sequential materials that support children's progression in language learning.	<a href="#">SNAP Tool 3 - Individual Challenges*</a> <i>* SC Staff only</i>  (See the <a href="#">Resource Library*</a> for SNAP Teacher Training whole package and updated tools). <i>* SC Staff only</i>	Strategies to put in place in case students present difficulties in: Learning, Reading, Focus, Behavior, Language, Physical, Hearing, Visual.  See the <i>Language Skills</i> flashcard for strategies examples.			E 5.6
						E 5.6 <i>Inclusive</i>
						B 7.5
		<a href="#">Literacy Boost Common Approach: Toolkit Teacher Training</a>	Series of 7 capacity building modules for teachers on literacy.  See pages 7 – 9 ( <i>Topic 2 Language</i> ) for a 7.5-hour training session facilitation to understand and explain what kind of planning and adjustment to teaching and learning is necessary in bi- or multilingual contexts.			E 5.5 <i>Inclusive</i>
						B 7.2
						B 7.4 <i>Inclusive</i>
						B 7.5 <i>Inclusive</i>
						B 7.7
	Ensure teachers can implement simple tools and strategies to support learners struggling in their classrooms (IEH p.23).	<a href="#">SNAP Tool 3 - Individual Challenges*</a> <i>* SC Staff only</i>  (See the <a href="#">Resource Library*</a> for updated tools). <i>* SC Staff only</i>	<a href="#">4-days' training*</a> workshop about inclusive education and practices of inclusive teaching. <i>* SC Staff only</i>			B 7.7

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Ensure ECCD teachers can implement strategies to support children transition in the language of instruction.	<a href="#">Second Language Learners' Transition to Preschool</a>  <a href="#">Transitions Guide for Second Language Learners</a>	This guide presents guidance and strategies for teachers of 3–5-year-old children who speak and teach in a different language than their students, to help them integrate new language instruction into the daily activities and routines. It also provides suggestions for adapting ECCD center settings to best support new language learners.			E 5.5 <i>Inclusive</i>
Children struggle when their lesson or textbook is not written in their first language.	Explore innovative ways to increase children's access to relevant reading materials to improve literacy outcomes, using multiple languages. (IEH p9). Use universal design for learning principles and practices to present instruction in multiple modes for learning.	<a href="#">Making schools inclusive: how change can happen</a>	<p>Manual sharing experience of developing tools and approaches that have improved education for the most excluded children in society.</p> <p>See p.18, Chapter 3, <i>Vietnam: Introducing bilingual teaching</i>, about multilingual education in preschools and primary schools.</p>	   	  	B 7.2
	<p>Assign a buddy who speaks the language of instructions to support the learner (IEH p.54).</p> <p>Create opportunities to strengthen language of instruction learning, after school clubs, library days.</p>	<a href="#">SNAP Tool 3 - Individual Challenges*</a> <i>* SC Staff only</i>  (See the <a href="#">Resource Library*</a> for SNAP Teacher Training whole package and updated tools) <i>* SC Staff only</i>	<p>Strategies to put in place in case students present difficulties in: Learning, Reading, Focus, Behavior, Language, Physical, Hearing, Visual.</p> <p>See the <i>Language Skills</i> flashcard for strategies examples.</p>	  	  	B 7.2

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Local languages are not allowed or encouraged.	Review the education policies and laws in the country and identify how advocacy can be used to make them more inclusive. (IEH p.24).	<a href="#">Inclusive Education Sourcebook. A source-book for pre-service teacher educators and practicing teachers</a>	Sourcebook with Innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.	  	   	B 7.9
	Please check Section 7. Policy and system for language advocacy tools.		See page 104, <i>UNIT 5 Working with parents, families, communities, and other stakeholders to references</i> about how to discuss roles and responsibilities of governments and other stakeholders/ agencies in IE.			
Teachers do not know how to communicate using sign language.	Find local staff or individuals who can use braille or are fluent in sign language (even local dialect where possible). (IEH p.55) to give individual support to children in learning a language that supports their learning.	<a href="#">Universal Design for Learning to Help All Children Read - Promoting Literacy for Learners with Disabilities</a>	Toolkit providing information on: <ul style="list-style-type: none"> <li>- How to teach literacy skills to students with different categories of disabilities</li> <li>- How to put in place additional supports that promote literacy acquisition and how to best apply these theoretical approaches in practice</li> <li>- Multiple aspects of literacy (grammar, spelling and writing)</li> <li>- The techniques and interventions focus on the concept of reading.</li> </ul>	       	  	B 7.3
						A 1.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Textbooks and materials contain sexist stereotypes (EiE)	Actively challenge learners to decon-struct gender-biased language and concepts presented in the materials.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	A series of tools and practical guidance that helps practitioners ensure education in emergency (EiE) interventions and programs are gender-responsive and inclusive.	  	  	E 5.5
					B 7.4	



Apsatou Bagaya / Save the Children  
Niger 2021



## 4.4 PEDAGOGICAL PRACTICES

Children are taught using contextually appropriate, inclusive, child-centered pedagogical practices. Pedagogy is the connection between teaching and learning. Save the Children believes good pedagogical practices bring learning to life and includes caring for individual learners. Effective teaching practices use inclusive child-centered strategies that directly elicit children’s engagement and inquiry. Teachers use a range of questioning techniques including open questions to invite children’s responses with their own ideas. Practices are responsive to the circumstances where learning takes place and deploy creative and intuitive strategies to adapt to large class sizes, mixed age groups, and different learning preferences and competencies. Differentiation is used to support all learners’ needs. All activities in the classroom are research-informed and use strategies that have clear theoretical underpinning, for example, teachers employ specific skills to teach literacy and numeracy.

“All activities in the classroom are research-informed and use strategies that have clear theoretical underpinning, for example, teachers employ specific skills to teach literacy and numeracy.”

From SC IE Handbook

The child’s right to education is not only a matter of access but also of making content, educational processes, pedagogical methods, and the environment within which education takes place appropriate and relevant. Ensuring that different children can learn together not only defends their individual right to access education, but also protects their right to receive education.

*IE Handbook, page 7*



Martin Kharumwa / Save the Children  
Tanzania 2017

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## 4.4.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>ECCD trainers are not properly trained.</b>	Ensure ECCD trainers receive adequate training on pedagogical practices.	<a href="#">Overview of the Foundational ECCD Training with Early Literacy and Math</a>	10 days training. Needs adaptation because it doesn't have an inclusive education focus.			E 5.5
<b>Children are 'disruptive in class'.</b>	Ensure teachers can identify behavior triggers and responses to minimize its occurrence (IEH p.53).	<a href="#">Classroom Support Framework*</a> <i>* SC Staff only</i>	A checklist of observable teacher competencies across five key areas of teacher classroom behaviors.  See (E) <i>Class Management</i> .	   	  	B 7.2
	Ensure teachers have proper skills on classroom management and positive discipline.	<a href="#">Safe Schools Common Approach Action Pack 4 - Teacher professional development modules being</a>  Please see Module 8 - Positive Discipline and Child-Friendly Classroom Management	3 days' workshop to train teachers on classroom management and positive discipline.		  	E 5.5 B 7.7
	Ensure teachers can detect and react to different types of learning challenges.	<a href="#">Supporting students with specific learning difficulties</a>	Guidelines to correctly support your learners with specific learning challenges.	   	  	B 7.7

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Guide teachers to develop strong relationships with students to enable a positive school experience.	<a href="#">The Key to Effective Classroom Management</a>	Guidelines on how to establish a positive relationship of trust, connection, and understanding between teachers and students.	   	  	B 7.7
	Ensure class time is used constructively.	<a href="#">Dealing with... Disruptive Behavior</a>	<p>Manual to provide background on disruptive behavior, as well as to suggest techniques for preventing and/ or coping with it.</p> <p>See page 4, <i>Responding to Interruptions</i>.</p>	   	  	B 7.7
<b>Classroom materials do not reflect all students' learning needs.</b>	Ensure teachers participate in curricula reviews and modify instructional practices to make curricula relevant to needs and abilities of different learners (IEH p.20).	<a href="#">Tool #9: Universal Design for Learning</a>	A tool to support teachers to develop universal design practices in classrooms that support all learners.	  	  	B 7.8
<b>Children face several barriers to education.</b>	Ensure schools have effective support, supervision and monitoring mechanisms that involve all the education staff to document changes in inclusive practices (IEH p.36).	<a href="#">How inclusive is my school: a school self-assessment!*</a> <i>* SC Staff only</i>	<p>Checklist to assess their capacity to be inclusive in the following domains:</p> <ul style="list-style-type: none"> <li>- Teaching languages</li> <li>- Pedagogical methods</li> <li>- Pro-integration policies</li> <li>- Environment</li> <li>- Students' well-being.</li> </ul>		  	B 7.9

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Female students feel unsafe in class and school.</b>	Ensure schools have policies in place and all school personnel promote gender norms and practices to mitigate and respond to cases of sexual violence (IEH p.26).	<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	<p>Series of stand-alone training modules (for self-assessment or workshop facilitation) for teacher training.</p> <p>See p.19, <i>Module 8: Positive discipline and child-friendly classroom management on skill building on classroom management and positive discipline.</i></p> <p>See also Safe Schools Children Activities Living Well Together to enhance self-esteem and confidence, recognizing violence, understand and promote gender equality.</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance.</p>		     	B 7.2
<b>Children come from different backgrounds and/or learning styles and have different perceptions of specific topics.</b>	Monitor differences in program effects on girls and boys, of different ages, living in rural or urban areas, with and without disability, from different ethnic and socio-economic backgrounds (IEH p.34) Make a school-wide policy and practice cultural awareness among school personnel and children.	<a href="#">Inclusive Education Sourcebook. A sourcebook for pre-service teacher educators and practicing teachers</a>	<p>Sourcebook with innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.</p> <p>See page 65, <i>UNIT 3 for Inclusive Pedagogy. Useful for teachers.</i></p>	  	  	E 5.7  B 7.5

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Each child has his or her preferred learning style.	Develop learning opportunities for children with individual learning needs.	<a href="#">TOOL #09 Universal Design for Learning</a>	Tool to establish a learner-friendly classroom environment with learning opportunities for children with individual learning needs, so that all children can learn.		   	E 5.7 <i>Inclusive</i>
		<a href="#">Universal Design for Learning (UDL): A teacher's guide</a>	A guide for teachers to make sure that the greatest range of students can access and engage in learning — not just certain students.	  	  	E 5.7 <i>inclusive</i>  B 7.7
		<a href="#">Guide to Universal Design for Learning</a>	A guide to provide multiple means of engagement, representation, action, and expression in classroom settings.	 	 	E 5.7 <i>Inclusive</i>  B 7.7
Distant / remote learning is not accessible to all students.	Ensure education is framed as a universal right. (IEH p.7) and governments and communities work to expand equitable distance and remote learning possibilities.	<a href="#">Inclusive Distance Learning</a>	Tool addressing education in emergencies, with emphasis on the COVID-19 emergency. It gives practical tips to create an inclusive support system for remote learning with regards to both the school and community and system level.	   	  	E 5.5 <i>Inclusive</i>  B 7.4 <i>Inclusive</i>

## 4.5 PLANNING, ASSESSMENT, AND REPORTING

Teachers plan, assess, and report children's learning achievement. Teachers' plans should identify clear, relevant learning objectives to address pupils' learning needs. Lesson plans are in line with curriculum objectives and are strengthened by having a clear objective, an introduction, a learning activity, practice, and an evaluation. Teachers should use formative and summative assessments and tools to check for student understanding and to monitor students' progress toward the learning objectives. Assessment data are analyzed to address the needs of the learners and to modify teaching strategies to meet individual students' learning needs. Assessment data are also used to report student achievement in a classroom / school / district cohort, enabling parents to understand student progress and identify children who need additional support.

"Lesson plans are in line with curriculum objectives and are strengthened by having a clear objective, an introduction, a learning activity, practice, and an evaluation."

From SC IE Handbook

Planning for diversity and ensuring that the curriculum is flexible enough to meet the needs of different learners is called Universal Design for Learning. In countries where the curriculum is so rigid that the teacher cannot do anything but lecture, Save the Children should advocate for curricula that are flexible enough to allow for school-level adaptations and for modifications to meet individual student's needs. Teachers should also be encouraged to keep track of what their students' strengths and weaknesses are – particularly for the students who are struggling the most.

*IE Handbook, page 23*







Fiorella Ramos / Save the Children  
Peru 2019

















## 4.5.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Individual children's learning needs require tailored lesson planning.	Support teachers to write Individual Education Plans for children who are struggling (IEH p.23).	<a href="#">Individual Education Plan (IEP) and the Guidelines for Drafting an Individual Education Plan for Children with Special Education Needs</a>	Tool for practical application of inclusive education practices.  See <i>page 35 for student's assessment and IEP tool.</i>	 	 	B 7.2
	Plan and prepare lessons well, while keeping in mind that children have different learning needs and learning styles (IEH p.59).	<a href="#">SNAP Toll 3 - Individual Challenges*</a> <i>* SC Staff only</i>  (See the <a href="#">Resource Library*</a> for SNAP Teacher Training whole package and updated tools). <i>* SC Staff only</i>	Tools and training package for planning and delivering tailored and inclusive lessons.  Use the flashcards for guidelines on how to deal with children's individual challenges (e.g., visual impairments, communication challenges, language skills, reading skills, learning skills).			
	Identify if the curriculum has the flexibility to address diverse learners' needs. Advocate for curricular modifications where necessary (IEH p.23).					

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Teachers are not able to make judgements about the amount of progress individual students are making in different subject areas.</b>	Teachers should track their students' strengths and weaknesses – particularly for the students who are struggling the most, to identify specific learning needs. An Individual Education Plan (IEP) assists teachers to plan and assess individual learning goals. It should be completed by the teacher in close coordination with the child's parents, and as much as possible, the child himself. In schools where children are taught by multiple teachers (e.g., subject teachers or co-teachers), the adults should work together to ensure that the IEP is well-informed, and closely followed (IEH p.23).	<a href="#">Inclusion of children with disabilities in schools</a>	<p>Detailed manual on how to plan and organize the school for the inclusion of children with disabilities. Covers a variety of aspects: access to information, school facilities and quality learning; inclusive planning; classroom management strategies; tools for assessment of the level of inclusiveness; tools for assessment of children's learning difficulties. Also, it covers the setting of learning goals for children with disabilities and strategies on how to make judgements about learning progresses.</p> <p>See Chapter 2 - <i>Planning and organizing the school for the inclusion of children with disabilities.</i></p> <p>And Chapter 4 - <i>Development of the Individual Education Plan (IEP).</i></p>			B 7.8

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Teachers do not know how to use formative assessments of children's understanding.</b>	Use formative assessment to gauge student understanding of lesson objectives and adjust teaching methods and contents as identified (IEH p.59).	<a href="#">Formative Assessment</a>	An assessment tool to gauge the development and early learning status of young children ages 3.5 – 6.5 years old to understand their learning levels on entry to primary grade 1.	 	 	E 5.5 B 7.4
		<a href="#">7 Smart, Fast Ways to do Formative Assessment</a>	7 strategies to use in primary school to adjust teaching methods and contents.			E 5.5 B 7.4
		<a href="#">21 Quick Formative Assessment Tools That Make Learning Fun</a>	21 strategies to use in primary and secondary school to adapt learning contents.	 	 	E 5.5 B 7.4
						E 5.5 B 2.1 B 7.4
		<a href="#">Literacy Boost Common Approach: Toolkit Teacher Training</a>	Series of modules to train teachers in strategies for literacy. See Module 7 on formative assessment.	 	 	

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Teachers do not know how to use summative assessments of children's understanding.	Identify whether the curriculum is flexible enough for diverse learners – advocate for additional flexibility, where necessary. Use a variety of questioning techniques, e.g., Reflect-Connect-Apply, or powerful/ open-ended questions (e.g., why, how) to reinforce learning and check the children's level of understanding. children's level of understanding.	<a href="#">Enabling Teachers Common Approach Comprehensive Overview*</a> <i>* SC Staff only</i>	Guidelines on the Enabling Teachers Common Approach for teachers' motivation and development to ensure good quality teaching and good learning outcomes.			E 5.5 <i>Inclusive</i>
						B 7.5
		<a href="#">IDELA Administration and Adaptation Guide</a>  (See <a href="#">SC IDELA website</a> ).	An assessment tool to gauge the development and early learning status of young children ages 3.5 – 6.5 years old to understand their learning levels on entry to primary grade 1.			E 5.5
						B 7.5



Daniela Miranda / Save the Children  
Colombia 2019

## Intersectionality Tips

Tools for specific factors of exclusion

Factor of exclusion	Tools/methodologies	Description
Gender	<a href="#">A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials</a>	For teachers and teacher educators. A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials: guidance on development and evaluation of materials to promote equality and inclusiveness of all marginalized, disadvantaged, and underrepresented groups.
	<a href="#">GEC_QTF_December_2020.pdf (dfid-gec-api.s3.amazonaws.com)</a>	For practitioners, teachers. A framework that outlines some of the factors that determine the quality of teaching of marginalized girls. It helps reflecting on working with marginalized girls and adapting teachers' approaches to teacher professional development.
	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies</a>	A series of tools and practical guidance to help practitioners ensure education in emergency (EiE) interventions and programs are gender-responsive and inclusive.  See page 151, 5.3 Gender in <i>EiE Protection and Well-Being Interventions</i> for a tool to understand the rationale for, and how to reflect, gender responsiveness in protection and well-being interventions within EiE programs.
Discrimination and Stereotypes	<a href="#">Is your classroom inclusive and child-friendly? A self-assessment tool for teachers</a>	For teachers. Classroom environment assessment to value: participation, health and well-being, safety and protection, enrollment and completion of studies, academic success, motivation of teachers, community support.
Ethnicity and Language	<a href="#">Creating an inclusive school environment</a>	For PM. Report and case studies from successful BC IEE projects addressing several issues, including Displaced Populations and Minority Ethnic Groups in the classroom.
Physical Characteristics and Access	<a href="#">Inclusive Primary School Self-Reflecting Tool</a>	For individual schools. Self-reflection tool with questions designed to provide a picture of the environment's inclusiveness, focusing on its social, learning, and physical aspects.



## Relevant Indicators

Relevant Outcome		Indicators
<i>Improved child development outcomes for preschool-aged children who benefit from an ECCD service</i>	E 2.2	Number of children with identified learning difficulties and referred for Disability assessment
<i>Improved quality of ECCD services to promote developmental and learning outcomes</i>	E 5.3	Proportion of educators trained in inclusive methodology / social emotional learning foundations/ Ready To Learn CA / child-centred methods / positive discipline methods for ECCD services
	E 5.5	Proportion of educators using age-appropriate and gender-sensitive playing and learning materials to support children's development and learning
	E 5.5 <i>Inclusive</i>	Proportion of educators using inclusive playing and learning materials adapted to support all children's learning needs and abilities
	E 5.6	Proportion of ECCD classes that use children's books
	E 5.6 <i>Inclusive</i>	Proportion of ECCD classes that use inclusive children's books
	E 5.7	Number of children who have access to children's books
	E 5.7 <i>Inclusive</i>	Number of children with individual educational needs/ disability who have access to children's books
<i>Improved outcomes in literacy and math for primary school students in grade 2 and 3 in target area</i>	B 2.1.	Proportion of students in grade 2 or 3 of primary school achieving at least a minimum proficiency level in literacy and numeracy skills (Measured by LB assessment, NB assessment, national learning assessments, summative assessment, etc.) disaggregated by gender, disability, ethnicity, language, poverty, depending on the context (further disaggregation can be done in relation whether the child has an IEP or not)
<i>Improved teacher's wellbeing, motivation, and professional development</i>	B 7.1	Number and proportion of teachers who demonstrate one or more levels of improvement against agreed competencies (disaggregated by gender, age, ethnicity, religion, disability)
	B 7.3	Number and proportion of teachers reporting that they are consistently motivated to their job
	B 7.9	Number and proportion of teachers reporting that their occupational wellbeing needs are met

Relevant Outcome		Indicators
<i>Primary school students are taught with appropriate pedagogical methodologies</i>	B 7.2	Proportion of teachers who apply appropriate pedagogical practices (inclusive methodologies/positive discipline / child-centered methods/LB-CA, NB-CA)
	B 7.4	Proportion of teachers using age-appropriate and gender-sensitive learning materials to support children's learning process
	B 7.4 <i>Inclusive</i>	Proportion of trained teachers using inclusive materials which are age-appropriate, diversified, and relevant to all children's learning needs and abilities
	B 7.5	Proportion of students with increased access to age-appropriate reading materials
	B 7.5 <i>Inclusive</i>	Proportion of students with individual educational needs with increased access to age-appropriate reading materials
	B 7.7	Proportion of teachers trained in appropriate pedagogical practices (inclusive methodologies/positive discipline/ child-centered methods/LB-CA, NB-CA)
	B 7.8	Proportion of teachers who apply appropriate pedagogical practices who have improved their knowledge (inclusive methodologies / positive discipline/child-centered methods/LB-CA, NB-CA)
	B 7.11	Number of children with identified learning difficulties and referred for Disability assessment
	B 7.13	% of children in each class identified to have learning difficulties and supported with out-of-school programs, devices, or IEP etc.* (to contextualized based on planned activities)
<i>Increased level of inclusiveness and representativeness of people with disability within the school community</i>	A 1.1	Number of teachers with disabilities who are part of the teaching staff
<i>Decrease in the number of female students drop out</i>	G 1.1	Proportion of female primary school-aged children enrolled in ECCD / primary / secondary schools
<i>Increased gender equality in teacher's recruitment</i>	G 1.4	Proportion of interventions promoting gender-responsive teacher recruitment, conditions of work, training, support, and supervision.

## Further Readings

Resource	Main Topic
<a href="#">A Guide for Volunteers. Children with disabilities: Parents' workshops.</a>	Tool for parents' workshop facilitation.
<a href="#">Guía Metodológica para Facilitar el Proceso de Enseñanza Aprendizaje de Estudiantes con Discapacidad en 1º y 2º Grado de Educación Primaria</a>	Practical guide in Spanish for teachers in first and second grade of primary school to develop individual and group strategies for children with intellectual and physical disabilities.
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	SC case studies of successful Inclusive Education programs. See page 45, Kosovo case study on Pedagogical Evaluation Teams (PET) assessing learning needs of children with disabilities and fostering inclusion of ethnic minorities in school.
<a href="#">Inclusive Education Technical Resources Package – Program 1: Before school</a>	Workshops and activities that cover issues of children's well-being, gender inequalities, children's rights to quality education. See page 6, Chores to assess the link among chores, gender inequality and stereotypes.
Supporting Learners with Learning Disabilities. <a href="#">a: Facilitator's Guide. Adapted Afghanistan.</a> <a href="#">b: Participant book. adapted Afghanistan</a> <a href="#">c: Slides</a>	Guide for workshops facilitators on primary school teachers in crisis contexts (Ticc) training in Afghanistan.



Apsatou Bagaya / Save the Children  
Niger 2021



## 5 PARENTS AND COMMUNITY

### 5.1 CHILD, PARENT AND COMMUNITY PARTICIPATION

Children, parents, and communities participate in school planning and decision-making processes. Representative groups of children and parents are involved via school parent-teacher community governance structures, such as School Management Committees (SMCs), or Parent Teacher Associations (PTAs). Teachers and school leaders value parents' active engagement as a means of supporting children's learning and wellbeing. This involves building and sustaining two-way communication and good relationships with parents. Key community stakeholders, especially parents and children, should be supported to organize, explore, plan, and act together to improve schools and learning opportunities. This may result in parent and community participation in school improvement projects or enrolment campaigns.

“Key community stakeholders, especially parents and children, should be supported to organize, explore, plan, and act together to improve schools and learning opportunities.”

From SC IE Handbook

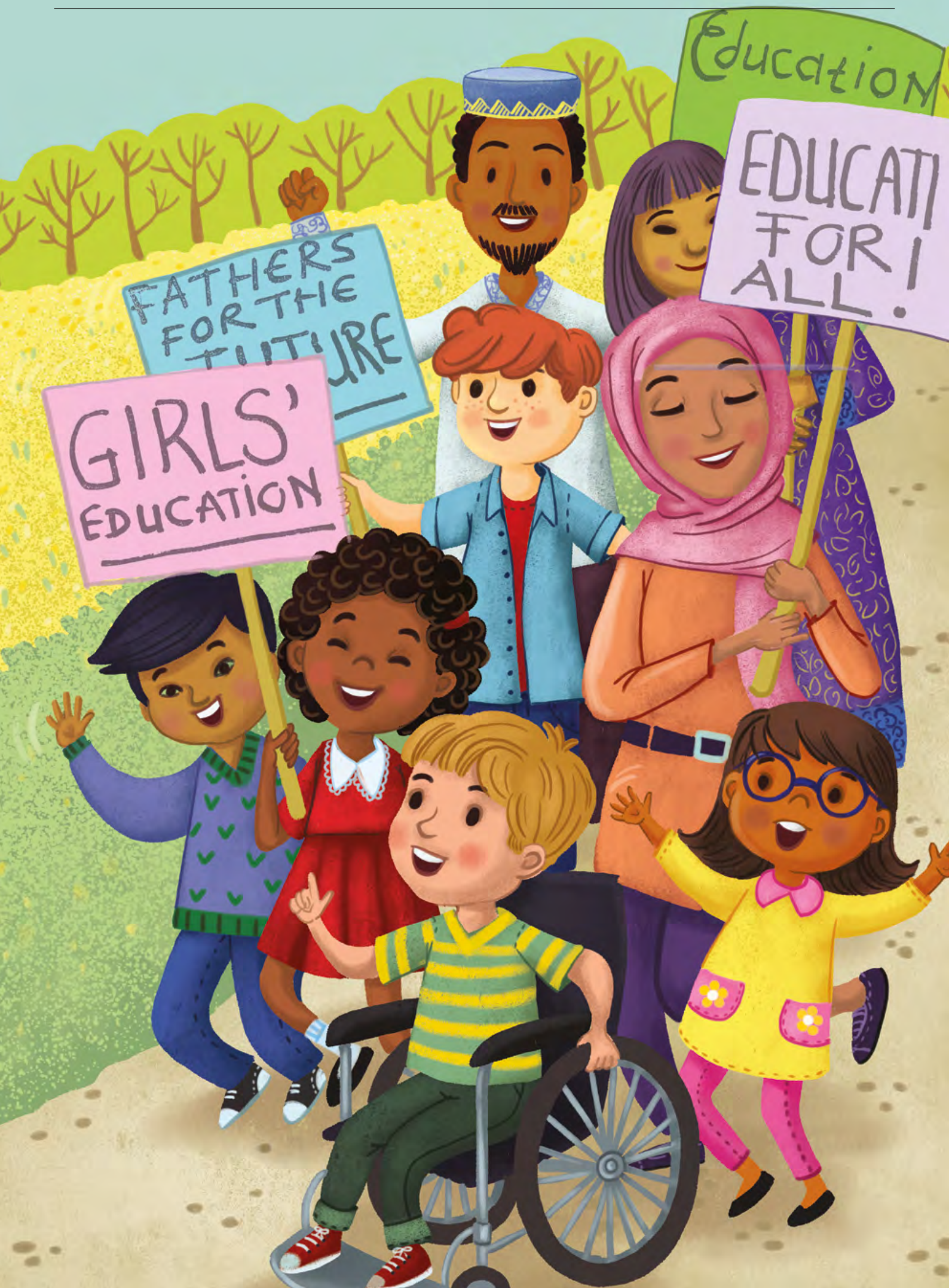
A child's participation and success in school and preschool programs are directly related to his/her family situation. Income level, social relationships within the family, beliefs about childhood and child responsibilities, perceptions about gender or disability, and the family's status in the community, all have a significant impact on a child's opportunity to learn. Practitioners should prepare for the different attitudes and expectations that may exist within a community. Community should be engaged in data collection and self-assessment as part of the situational analysis – although typically a more involved self-assessment becomes a separate activity of the project once implementation is underway.

- Adapted from IE Handbook, page 13



Save the Children Ethiopia  
2020































## 5.1.1 WHAT IF...?

Common problems and tools to address them







What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Implementers and staff do not know how to promote and foster collaboration among parents, families, and community.</b>	Advocate for more community collaboration in education design and provision. Train staff and implementers on the topic.	<a href="#">Parents, Family and Community Participation in Inclusive Education Webinar 13 - Companion Technical Booklet</a>	The purpose of this booklet and the accompanying webinar is to assist implementers to understand the importance of engaging with parents, families, and communities in the process of implementing inclusive education, with an emphasis on children with disabilities.		     	B 8.4
<b>Parents, children, and communities do not engage with school authorities/ do not participate in decision making, school improvement projects or enrolment campaigns.</b>	Advocate for children and adults to participate in all phases of the child's education, and that their views are considered. Employ community advocacy and mobilization campaigns to increase their involvement with schools.	<a href="#">Inclusive Education Sourcebook. A sourcebook for pre-service teacher educators and practicing teachers</a>	Sourcebook with innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.  <i>See UNIT 5 for families, parents, and community's participation.</i>	  	 	E 6.4
						E 6.4 <i>Inclusive</i>
						B 8.2
<b>Parents are not fully aware of good policies and good practices to help their children with disabilities.</b>	Build capacity of parents to increase their knowledge about services available, and encourage them to advocate for their child.	<a href="#">SNAP Parent Training Guide*</a> <i>* SC Staff only</i>  (See the <a href="#">Resource Library*</a> for updated tools). <i>* SC Staff only</i>	4 sessions workshop covering: - <i>Introduction to inclusive learning</i> - <i>My child's strengths</i> - <i>Coordination with Teachers</i> - <i>Individual Education Plans.</i>		   	E 6.1 <i>Inclusive</i>
						B 8.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
		<a href="#">A Guide for Volunteers. Children with disabilities: Parents' workshops.</a>	4 different workshops covering: <ul style="list-style-type: none"> <li>- Disability inclusion and the role of caregivers;</li> <li>- Child development and learning styles;</li> <li>- Activities of daily living as learning opportunities;</li> <li>- Talking, listening and coordination with teachers;</li> <li>- Sharing / reading books with children.</li> </ul>			
<b>Parents of children with disabilities have no psychosocial support.</b>	Establish parent support groups and provide a room for parents to share the experiences, feeling and challenges they face as parents of children with disabilities and applied coping mechanisms. Identify already-established community groups, such as mothers' groups or community health volunteers, as the delivery mechanism for increasing knowledge and coping with disability issues.	<a href="#">Supporting Inclusion Of Children with Disabilities</a>	<p>Detailed manual on How to establish Community Based Services according to the following key steps:</p> <ol style="list-style-type: none"> <li>1. Infrastructure Assessment (principles of Universal Design for Learning);</li> <li>2. Situational Analysis;</li> <li>3. Service Planning (from how to staff the community center on what types of services to provide);</li> <li>4. Implementation Standards (case management, services, community engagement).</li> </ol> <p>Focus on Pillar 2.</p>	 	   	<p>B 8.4</p> <p>G 1.6</p>
		<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	Action Pack 4 is a guide to implement activities for, and with, children. The Pack is accompanied by a Toolbox to support selecting and sequencing both core and hazard specific modules.		  	

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Children face barriers in engaging with their local communities.</b>	Ensure communities have infrastructures and services tailored for children with different abilities. Identify already-established community groups, such as mothers' groups or community health volunteers, as the delivery mechanism for increasing knowledge and coping with disability issues.	<a href="#">Supporting Inclusion Of Children with Disabilities</a>	Detailed manual on How to establish Community Based Services according to the following key steps: 1. Infrastructure Assessment (principles of Universal Design for Learning), 2. Situational Analysis, 3. Service Planning (from how to staff the community center on what types of services to provide), 4. Implementation Standards (case management, services, community engagement).  Focus on <i>Pillar 3</i> .		   	E 6.4
						E 6.4 <i>Inclusive</i>
						B 8.2
<b>Parents and community members are not adequately involved in school management and policymaking to make schools more inclusive.</b>	Establish and strengthen school committees that are inclusive of parents and the community.	<a href="#">TOOL #10 Organization and Management of School-community Liaison Committees</a>	Tool to establish better partnerships between schools, communities, and parents towards the end goal of creating functioning school-community committees to make schools more inclusive.		 	B 8.4
						G 1.6



Kristiana Marton / Save the Children  
Bangladesh 2019

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>EiE intervention data collection is not gender balanced.</b>	Promote the use of a range of gender-sensitive methodologies and approaches to engage affected people, including focus groups, interviews, and gendered risk mapping led by learners. Train community emergency committees in gender-sensitive data collection methods and importance of understanding the situation of girls in emergency situations.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	A series of tools and practical guidance that helps practitioners ensure education in emergency (EiE) interventions and programs are gender-responsive and inclusive. See page 40, 2.1 Gender-responsive needs assessment checklist to understand some specific actions and considerations for gender-responsive needs assessment for education in acute emergencies and protracted crises.	 	   	G 1.5

## 5.2 LEARNING AT HOME AND IN THE COMMUNITY

Parents and community members should support children's learning outside of school; even more so in emergency situations like the current COVID-19 pandemic when most learning happens at home. At such times, parents are responsible not only for their children's development, but also for their formal learning process, for liaising with school management and teachers on a regular basis and guaranteeing that learning at home is an enriching and non-alienating experience.

Parents, communities, and schools are responsible for ensuring all children can claim their right to attend a good quality school, whether in person or remotely. In every situation, teachers should collaborate with parents to support children with identified learning needs and/or to constructively support parents' meaningful involvement in their children's education outside of the school, such as via homework activities or songs and games to practice at home, and assessment tools and methods. This might involve parents volunteering their time to contribute to learning activities such as running after-school reading clubs, either in presence or remotely; or the community hosting, helping to run, or sustaining educational facilities, activities, or resources aimed at enhancing children's learning. It could also result in school-community networks engaging in online or remote activities to increase school access and learning for excluded children. Supporting learning extends to taking responsibility for ensuring all children in the local community enroll in school and attend regularly.

"This might involve parents volunteering their time to contribute to learning activities such as running after-school reading clubs, either in presence or remotely; or the community hosting, helping to run, or sustaining educational facilities, activities, or resources aimed at enhancing children's learning."

From SC IE Handbook



Susan Warner  
Mexico 2017

Many community members can contribute to inclusive development such as Community Based Rehabilitation (CBR) workers, religious leaders, Disabled People Organizations (DPOs), community elders, parents, and children themselves. Making use of locally available human and material resources when designing a program helps to develop links between schools, families, and communities, as well as promoting shared ownership of inclusive developments.


*IE Handbook, page 24*



## 5.2.1 WHAT IF...?




Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>School, family, and community members are not aware of children's rights, leading to discrimination, stigmatization, and stereotyping.</b>	Awareness-raising and advocacy on equal rights for all children (through community meetings, distribution of printed materials, use of media such as radio and TV, etc.) are necessary (IEH page 21).	<a href="#">A Disability "Cheat-Sheet"</a>	A brief introduction on common impairments and health conditions and the inclusive and respectful language that should be used to refer to individuals who have them.			B 8.4 G 1.6
		<a href="#">Best Practices. Inclusive Education for Children with Special Educational Needs in Albania.</a>	List of good practices to cooperate with multiple stakeholders involved in children's education.  See <i>page 32-36</i> for tips on training parents.			B 8.2
<b>Parents are not able to identify disabilities of their children/ do not know about inclusive education.</b>	Provide a screening device to enable parents to identify disabilities (IEH p.24).	<a href="#">IDELA Caregivers Questionnaire on Disability.</a>  (See the <a href="#">SC IDELA website</a> ).	General questions about disabilities that can be added to any caregiver questionnaire wishing to understand whether children have disabilities or learning impairments.			E 6.1 B 8.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	(For a parent to) become a member of a school community team that plans for inclusive education (IEH p.38).	<a href="#">SNAP Parent Training Guide*</a> <i>* SC Staff only</i>  (See the <a href="#">Resource Library*</a> for updated tools). <i>* SC Staff only</i>	4 sessions workshop covering: - <i>Introduction to inclusive learning</i> - <i>My child's strengths</i> - <i>Coordination with Teachers</i> - <i>Individual Education Plans.</i>		   	E 6.4  E 6.4 <i>Inclusive</i>  B 8.2
<b>Parents are not fully aware of good practices to help their children with disabilities.</b>	Work with parents of children with disabilities to ensure they understand their child development stages and learning styles, know how to make learning opportunities out of daily activities, understand the importance of reading to their child and constantly coordinate with teachers.	<a href="#">A Guide for Volunteers. Children with disabilities: Parents' workshops.</a>	Guide to 5 workshops to be led by youth with disabilities.		 	E 6.2 <i>Inclusive</i>  B 8.1
<b>Parents and communities do not support children learning outside of school / Parents do not know which kind of activities they can do or organize outside school for their children.</b>	Communicating with parents so children are supported in their learning at home (IEH p.24), share information and demonstrate activities with parents at school functions / teacher meetings / classroom visits, etc.	<a href="#">A Guide for Volunteers. Children with disabilities: Parents' workshops.</a>	5 workshops on how to improve children development at home and the role of caregivers.		  	E 6.1  E 6.2  E 6.2 <i>Inclusive</i>  B 8.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
	Ensure the community works to promote integration of children with disabilities in society.	<a href="#">Supporting Inclusion Of Children with Disabilities</a>	<p>Detailed manual on how to establish Community Based Services according to the following key steps:</p> <ol style="list-style-type: none"> <li>1. Infrastructure Assessment (principles of Universal Design for Learning),</li> <li>2. Situational Analysis,</li> <li>3. Service Planning (from how to staff the community center on what types of services to provide),</li> <li>4. Implementation Standards (case management, services, community engagement).</li> </ol> <p>Focus on <i>Pillar 1</i>.</p>	 	  	<p>B 8.4</p> <p>B 8.5 <i>Inclusive</i></p> <p>G 1.6</p>
<p><b>Not all children are equally involved and engaged in community's activities</b></p> <p><b>Children are not encouraged to actively engage in activities.</b></p>	<p>Children can be engaged in a variety of ways:</p> <ul style="list-style-type: none"> <li>- Consultative: children are consulted about problems but are not actively involved in defining the priority issues and communicating with service providers / governments</li> <li>- Collaborative: children and adults work in partnership or with peers or buddies.</li> <li>- Child led: children set the agenda of the program's activities, define the priorities, and communicate with service providers/ governments.</li> </ul>	<a href="#">The Community Score Card (CSC) as a child-Centered social Accountability (CCSA) tool</a>	<p>Detailed explanation and to-do list to implement CSC methodology (community engagement).</p> <p>See:</p> <ul style="list-style-type: none"> <li>- Page. 29 <i>Action steps for implementation</i></li> <li>- Page. 31 <i>Suggested steps for service users</i></li> <li>- Page. 36 <i>Recording and documenting the process.</i></li> </ul>	 	  	B 8.3

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Relationships between community / parents / schools are weak.</b>	Build effective school-community relationships by scheduling regular meetings with community groups to share results of assessments, interventions, and obtain feedback (IEH p.39).	<a href="#">Safe Back to Schools Community-level integrated case management model to address barriers to safely accessing education and learning</a>	<p>Framework on the inclusive approach of the community-level integrated case management model. This document aims at fostering the link between children and their families and the existing services and programs in their community to reduce children's barriers towards safe access / return to school.</p> <p>See p. 5-11, Steps 1 to 4 for a guide to carry out a situational analysis to identify the barriers that are preventing children from accessing education.</p>	  	     	E 6.3
						B 8.4
<b>Some children cannot talk, communicate, and express themselves properly.</b>	Ensure parents and caregivers are fully aware of the standard stages of speech development to identify potential problems in time.	<a href="#">TOOL #12 Supporting Children's Language and Speech Development from Birth to Seven Years Old</a>	Home assessment tool for parents and caregivers to monitor children's language and speech development according to standards with advice for every age.	 		E 6.3 <i>Inclusive</i>
						E 6.4
						E 6.4 <i>Inclusive</i>

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Adolescents with disabilities are confused or not knowledgeable about sexuality and lack understanding of personal intimacy.	Ensure parents are trained to deliver appropriate and inclusive sentimental and sex education to their children with disabilities.	<a href="#">Sexuality in Adolescents with Disabilities</a>	<p>Home assessment tool to empower adolescents with disabilities in developing potentials, practicing independence, and enjoying inclusion through their sexuality.</p> <p>See page 19, Stage 2 – Methodology for establishing sex education. What criteria should be followed?</p>	 		B 8.1





## Intersectionality Tips

Tools for specific factors of exclusion

Factor of exclusion	Tools/methodologies	Description
<b>Discrimination, Stigmatization, and Stereotypes</b>	<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	For project managers. Nine SC case studies of successful Inclusive Education programs organized as follows: Background – Approach - Engagement of Stakeholders and Partners – Child Participation – Key Milestones – Significant Challenges – Scalability and Sustainability – Suggestions for further implementation – Case studies – References to SC Project Material and Contacts. See p.29, <i>China</i> on the successful inclusion of children with disabilities; p. 45, <i>Kosovo</i> on the inclusion of ethnic minorities in school.
<b>COVID-19 and Disability</b>	<a href="#">Tip Sheet for Disability Inclusion during COVID-19 Education</a>	For school heads and teachers. Short document with useful tips for school heads and teachers training strategies to implement inclusive education for children with disabilities during COVID-19. Disabilities are not discussed in detail, but there are useful referrals to other documents.
<b>Lack of Psychological Support for parents</b>	<a href="#">Inclusive Education Sourcebook. A sourcebook for pre-service teacher educators and practicing teachers</a>	For teachers. The sourcebook at <i>UNIT 5</i> provides the reader with good guidelines on how to work with parents and families and engage them in their children's education.

## Relevant Indicators

Relevant Outcome		Indicators
<i>Increased Early Learning knowledge, attitude, and practices among parents / caregivers of preschool-aged children and community members</i>	E 6.1	Proportion of parents / caregivers with improved knowledge on Early Learning practices / methods to stimulate children's development at home
	E 6.1 <i>Inclusive</i>	Proportion of parents / caregivers of preschool-aged children with identified requirements for adapted teaching approaches, who have improved their knowledge on Early Learning practices / methods to support their children's learning at home
	E 6.2	Proportion of ECCD facilitators trained in Ready to Learn at Home activities
	E 6.2 <i>Inclusive</i>	Proportion of ECCD facilitators trained in methods / techniques for children with individual educational needs to stimulate their early learning at home
	E 6.3	Proportion of ECCD facilitators who run monthly sessions for parents / caregivers of Ready to Learn at Home
	E 6.3 <i>Inclusive</i>	Proportion of ECCD facilitators who run monthly sessions for parents / caregivers of preschool-aged children with individual educational needs on methods / techniques to stimulate their early learning at home
	E 6.4	Proportion of parents / caregivers trained in Early Learning basics / RTL at home activities
	E 6.4 <i>Inclusive</i>	Proportion of parents / caregivers of preschool-aged children with individual educational needs trained in methods / techniques to stimulate early learning at home
<i>Improved knowledge, attitudes, and practices of parents / caregivers of primary school-aged children and community members towards education</i>	B 8.1	Proportion of parents / caregivers trained who have engaged in appropriate activities to stimulate children's reading and counting at home
	B 8.2	Proportion of primary school-aged children attending school whose parents / caregivers discussed child's progress with school teachers / participated in school governing body meetings
	B 8.3	Proportion of primary school-aged children attending school who receive help with homework
	B 8.4	Number of PTAs established or strengthened including representation of parents / caregivers of children with individual educational needs / Children with disabilities

	B 8.5 <i>Inclusive</i>	Proportion of communities with inclusive book-banks and active literacy / reading corners
<i>Increased gender-responsive data collection</i>	G 1.5	Proportion of methodologies and approaches targeting female learners' data
<i>Increased gender, disability, minorities representation in PTAs and SMCs</i>	G 1.6	Proportion of PTAs and SMCs promoting inclusiveness



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Niger 2021



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## Further Readings

Resource	Main Topic
<a href="#">Interactive Radio &amp; Audio Instruction (IRI) - Implementation Guidance</a>	COVID-19 Response
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	SC case studies of successful Inclusive Education programs. See page 81, <i>Vietnam</i> case study on awareness raising with parents and communities through School Dialogue. See <i>Annex Eight: Vietnam – Sample Poster (Thu Duc District) to Sign for Ending Violence and Example of School Dialogue Agenda</i> .
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices - Annexes</a>	





## 6 SCHOOL LEADERSHIP AND MANAGEMENT

### 6.1 INCLUSION AND PROTECTION POLICIES

Inclusion and protection policies are designed and implemented to ensure the safety and wellbeing of students and staff. School leadership should foster a commitment to the safety and holistic wellbeing of all students and adheres to principles of inclusion to promote equality of opportunity for all students. They strive to ensure all teachers support this ethos. Leadership should develop relevant protective and inclusive policies, such as gender policies and teachers' and school codes of conduct, and ensure they are implemented accordingly, including the effective functioning of a complaints mechanism. This can include both teacher and school codes of conduct, as well as child-friendly versions of the codes of conducts with clear reporting mechanisms for children to report violations of the code and seek help. Codes of conduct should promote and ensure an environment free from abuse, discrimination, exploitation, and violence, including sexual and gender-based violence. A teachers' code of conduct can be either a legal document defined by the Ministry of Education, or a document that includes norms and commitments defined jointly by school staff and learners. It provides clear roles and responsibilities, standards for ethical behavior and values, and sets out the consequences for violations based on the agreed rules and regulations, including an active complaints mechanism. A school code of conduct should include classroom rules developed jointly by school staff and learners.

"Leadership should develop relevant protective and inclusive policies, such as gender policies and teachers' and school codes of conduct, and ensure they are implemented accordingly, including the effective functioning of a complaints mechanism."

From SC IE Handbook

Education which is inclusive ensures the presence, participation, and achievement of all learners in places of learning. It often requires working to change the policies, systems, practices, and cultures in schools so that they can respond to the diversity of learners in their locality, as well as working closely with the communities and society at large.

- IE Handbook, page 6










Sonali Chakma  
Bangladesh, 2020



















## 6.1.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>School managers and leaders do not know how to assess inclusiveness of school policies.</b>	Ensure school managers receive training to assess school policies' inclusiveness.	<a href="#">Best Practices Inclusive Education for Children with Special Educational Needs in Albania</a>	<p>Checklist to assess schools' inclusiveness degree.</p> <p>See page 67, Annex - <i>Index for Inclusion: School questionnaire</i>.</p> <p>Also, <i>Domain 2</i> is a checklist for assessment of Inclusive Policies Production.</p>	 		E 5.8
					  	B 9.3
						
						
<b>Existing school policies lack a focus on risk prevention, child protection, emergency response.</b>	Ensure school management has guidance on forming Safe Schools committees, strengthening safe and protective learning environments, and monitoring compliance of safe school provision.	<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management</a>	<p>Tools and activities to engage school management in a participatory manner to support the integration of safety and protection into school-based management and improve the safety and protection of children in and around the schools through enquiry- based learning.</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>: the Monitoring, Evaluation and Research Guidance</p>	  		B 9.1.
						B 9.2
						B 9.3
						G 1.7
<b>Schools exhibit poor environmental conditions.</b>	Promote positive interactions between school personnel and communities to address environment poverty root causes (IEH p.26).	<a href="#">Quality learning environment monitoring form – basic education. Head teacher questionnaire.</a>  (See <a href="#">Quality Learning Environment QLE*</a> webpage for additional info). <i>* SC Staff only</i>	Assessment on the learning environment according to SC guiding principles.		   	B 9.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Children with different abilities lost crucial support systems to access education during the COVID-19 pandemics (EiE).</b>	Ensure teachers are trained to address barriers to participation, access, and learning for re-entry of children with disability into schools (IEH p.9).	<a href="#">Tip Sheet for Disability Inclusion during COVID-19 Education</a>	<p>Tip sheet on how to ensure Inclusive Education even during COVID-19 emergency. 6-page document. Serves to organize school and teacher activities before, during and after the closing of school facilities due to emergencies.</p> <p>See page 3, the bullet list of preparedness and response measures to implement (checklist and links to practical tools).</p>			B 9.1
<b>School's existing norms reinforce gender inequalities.</b>	Promote holistic approaches by working with communities at all levels, equally engaging female, and male stakeholders in culturally sensitive program work (IEH p.26).	<a href="#">Inclusive Education – Children who learn together learn to live together</a>	<p>Policy brief on inclusive approaches with 9 successful stories that cut across the topic of inclusion. Useful resource that covers the issue of building partnerships with civil society, communities, governments, and the private sector.</p> <p>See page 2.</p>			E 5.8 B 9.3
<b>School policies lack a clear vision on inclusive access, participation, and learning.</b>	Regularly check and reflect on school inclusiveness, thus elevating it as a priority. Establish close collaboration with parents and communities so school inclusion policies and practices reflect issues identified by parents of excluded children.	<a href="#">TOOL #11 Elements of an Inclusive School Policy</a>	<p>Tool to self-reflect on the current level of inclusion at a school, applicable in multiple scenarios.</p>			E 5.8 B 9.3



What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Schools do not have safety and preventative School Related Gender Based Violence measures (EiE).	Ensure school improvement plans, safety policies, and codes of conduct address gendered risks.	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	<p>A series of tools and practical guidance that helps practitioners ensure education in emergency (EiE) interventions and programs are gender-responsive and inclusive.</p> <p>See page 151, 5.3 <i>Gender in EiE Protection and Well-Being Interventions</i> for a tool to understand the rationale for, and how to reflect, gender responsiveness in protection and well-being interventions within EiE programs.</p>	     	  	G 1.7
		<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management</a>	<p>5-modules action pack on how to set up a Safe School committee to identify risks and design and implement plans to reduce them.</p> <p>See <i>Activity 9</i> (Page 30 onwards) to strengthen reporting and referral procedures.</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance.</p>		   	B 9.1. B 9.2 B 9.3 G 1.7

## 6.2 LEADING SCHOOL LEARNING

School leaders should be active in leading their students' learning. The principal and other school leaders should communicate a guiding vision for the school and foster a positive school climate. They manage situations in a manner that demonstrates equality, fairness, and justice. Strong school leaders encourage teaching that is engaging and challenging and have high expectations of teachers and students in striving for the best possible outcomes. Leaders support teachers, foster teachers' professional development, and encourage them to share their teaching and learning practices. They develop and utilize effective systems of internal communication and build and maintain relationships with parents and the wider community.

“Strong school leaders encourage teaching that is engaging and challenging and have high expectations of teachers and students in striving for the best possible outcomes.”

From SC IE Handbook

To further strengthen the inclusion and quality of your school and ECCD, consider:

- Ensure that all teachers and headmaster/principals are trained on inclusive education.
- Work with headmasters/principals to increase their approval and buy-in of inclusive education and ensure that they understand how to support their teachers in using inclusive methodologies.

*IE Handbook, page 22*



Susan Warner / Save the Children  
2016



## 6.2.1 WHAT IF...?

Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>School managers are not knowledgeable to guide their teachers in inclusive practices.</b>	Encourage teachers to ask school managers to monitor their performance to identify their areas of strengths and weakness (IEH p.59).	<a href="#">Quality learning environment monitoring form – basic education.</a> <a href="#">Head teacher questionnaire</a>  (See <a href="#">Quality Learning Environment QLE*</a> webpage for additional info). <i>* SC Staff only</i>	Assessment on the learning environment according to SC guiding principles.			E3.5
	Encourage teachers to work together as teachers to support each other (IEH p.59).					B 9.2
<b>School managers do not know how to foster a positive school climate.</b>	Encourage teachers to build interpersonal relationships with every child (IEH p.60) Build strong teacher communities of practice that advocate with the school head for a better school climate. Engage the community for increased demand for inclusion.	<a href="#">Inclusive Primary School Self-Reflection Tool</a>	8 short questionnaires enabling self-reflection to assess schools' inclusiveness, focusing on the environment's social, learning and physical aspects.  <i>See Self-Reflection Area 2 – Inclusive Social Environment.</i>			E 5.8
						B 9.3

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
School leaders do not manage all situations in a fair, just, and equal manner.	Raise awareness of children, parents, communities, and policy makers to enable the development of education environments that respect and promote children's rights. (IEH p.9)	<a href="#">How-To Note Disability Inclusive Education</a>	Guidelines on inclusive education planning on disability with wealth of external resources references.  See page 17, <i>Section 6 Social and Rights-Based Models for Approaching Disability</i> .			E 5.8
						B 9.3
School leaders do not promote positive practices for girls with disabilities.	Implement effective programs to address gender-based barriers to education. Engage the community to advocate.	<a href="#">Still left behind: Pathways to inclusive education for girls with disabilities</a>	Framework to understand the most common barriers to education for girls with disabilities.  See page 51, <i>Guidelines on Inclusive Education for Girls with Disabilities</i> .			E 5.8
						B 9.3
						G 1.8



Rik Goverde /  
Save the Children  
Mozambique, 2019

## 6.3 SCHOOL MANAGEMENT

A school's human, financial, and physical resources should be managed effectively for the benefit of children. The principal and other leaders manage the organizational structures in the school effectively. They can adapt to the institution's evolving needs in a timely way, as well as to developments in education policy and pedagogical practice. School leaders manage the planning and implementation of the curriculum in a way that provides valuable learning experiences. They constantly monitor the use of budgets, staff, and other resources and direct them toward defined learning priorities. The principal and other leaders seek to maximize students' learning opportunities and ensure that the school building and grounds are maintained to a good standard. The school's management structures ensure all legislative and policy requirements are met.

"The principal and other leaders seek to maximize students' learning opportunities and ensure that the school building and grounds are maintained to a good standard."








From SC IE Handbook












Success does not depend upon a large budget or small class sizes, but on the careful and planned use of existing resources.



















*IE Handbook, page 44*

### 6.3.1 WHAT IF...?

*Common problems and tools to address them*

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>School managers do not have an inclusive emergency response plan at school.</b>	Host a Safe School Team meeting to discuss plans for continuation of education and strategies to keep children safe and protected in the event of a hazard.	<a href="#">Safe Schools Common Approach – Action Pack 2: Safe Schools Management</a>	<p>Tools and activities to engage school management in a participatory manner to support the integration of safety and protection into school-based management.</p> <p>See page 35, <i>Activity 11. Create or Update Standard Operating Procedures for Emergencies.</i></p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>; the Monitoring, Evaluation and Research Guidance.</p>	   	  	B 9.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
School leaders lack the knowledge to build strong community relationships.	Engage the community around data collection and self-assessment (IEH p.13).	<a href="#">Quality learning environment monitoring form – basic education.</a> <a href="#">Head teacher questionnaire</a>  (See <a href="#">Quality Learning Environment QLE*</a> webpage for additional info). <i>*SC Staff only</i>	Assessment tool on the learning environment according to SC guiding principles.		    	B 9.3
	Promote the formation of PTAs.	<a href="#">Inclusion of Children with Disabilities in School</a>	Manual on how to plan and organize the school for the inclusion of children with disabilities. It covers inclusive planning and how to involve and share responsibilities with multiple stakeholders from the community.  See Chapter 3, <i>Roles and responsibilities of each actor and stakeholder in the school system (school board, parents' council, teacher, psycho-social service unit worker, children with disabilities, school community at large, external actors.</i>	   	  	E 3.2  E 3.2 <i>Inclusive</i>
School managers do not have an effective data collection and display system for inclusive education.	Train members of the community in data collection and analysis (IEH p.15).  Train teachers in effective classroom data collection and management.	<a href="#">Inclusive Education Sourcebook.</a> <a href="#">A sourcebook for pre-service teacher educators and practicing teachers</a>	Sourcebook with innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.  See page 95, <i>UNIT 4 Inclusive School Management practices.</i>	   	   	G 1.5

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>School managers do not plan for inclusion at their schools.</b>	Encourage other stakeholders to advocate to mobilize additional resources to support access, participation and learning of previously excluded children (IEH p.13).	<a href="#">Financing inclusive education for children with disabilities in Kosovo</a>	Example of how to structure a school budget with an inclusive approach. Easily adaptable to any country context.  See page 10, 4. <i>Financing pre-university education; page 20, 6. Proposed funding for children with disabilities in the national forum pre-university education.</i>		   	B 9.3
	Make success stories and best practices of building inclusive school communities available to school managers and communities.	<a href="#">Making schools inclusive. How change can happen. Save the Children's experience</a>	Collection of best practices and approaches on creating inclusive school communities.		   	E 3.6  E 3.6 <i>Inclusive</i>
<b>During COVID-19 restrictions, school leaders do not support girls' inclusion in remote learning due to domestic chores.</b>	Analyze and address the unique barriers to remote learning faced by girls and develop potential solutions to encourage more participation by girls.	<a href="#">Safe Back to School. Guide for supporting inclusive and equitable learning for the most marginalized children</a>	Guide to ensure all children have access to safe learning opportunities that meet their individual needs.  See page 6 for tips on how to cope with the disproportionate harmful impact of the extended school closures during COVID-19 on girls.	   	    	G 1.8



## Intersectionality Tips

Tools for specific factors of exclusion

Factor of exclusion	Tools/methodologies	Description
<b>Gender</b>	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	For project managers. See page 61 for a guide with all necessary criteria to provide gender-responsive program strategies.
<b>Physical characteristics and Access</b>	<a href="#">How inclusive is my school: a school self-assessment!</a> * <i>* SC Staff only</i>	For individual schools. Checklist to assess school inclusiveness in the following domains: - teaching languages and methods - pro-integration policies - school environment - student's well-being.
<b>Teachers' Awareness and Capacity building</b>	<a href="#">Inclusion of children with disabilities in schools</a>	For teachers and school heads. Detailed manual on how to plan and organize the school for the inclusion of children with disabilities, covering a variety of aspects: access to information, school facilities and quality learning; inclusive planning; classroom management; tools for assessment of the level of inclusiveness; tools for assessment of children's learning difficulties.
<b>Financial barriers</b>	<a href="#">School and Classroom Disabilities Inclusion Guide for Low- and Middle-Income Countries</a>	For individual schools (that have not yet implemented inclusive education or are only beginning to do so). The strategies represented in the guide are structured using a multi-tiered approach and are meant to be applied in countries which lack the resources for implementing inclusive education (but can be equally applied in other contexts).

## Relevant Indicators

Relevant Outcome		Indicators
<i>Policies at national / local level are better able to promote equitable access to quality ECCD services</i>	E 3.2	Number of national level meetings on RTL and its integration in the national curriculum for policy makers held
	E 3.2 <i>Inclusive</i>	Number of national level meetings conducted with relevant ECCD stakeholders about inclusion and its integration in the national curriculum
	E 3.5	Number of policies asking to promote free and compulsory a) pre-primary b) ECCD services embedded in education policies for all
	E 3.6	National ECCD curriculum is reviewed and opportunities to integrate Ready to Learn (ELM) CA activities are identified
	E 3.6 <i>Inclusive</i>	Number ECCD curriculum is reviewed and opportunities to integrate inclusive lens are identified
<i>Improved quality of ECCD services to promote developmental and learning outcomes</i>	E 5.8	Proportion of ECCD centers that have reduced barriers to access and participation of pre-school children in line with their School Improvement Plans
<i>The school's human, financial and physical resources are effectively managed for the benefit of children in respect of inclusive and protective policies</i>	B 9.1	Proportion of primary schools with teachers' and school codes of conduct developed and implemented
	B 9.2	Proportion of primary schools that have implemented an effective complaints mechanism
	B 9.3	Increased participation (in %) of school leaders in School Management meetings to ensure that human, financial and physical resources are managed to address barriers to access and learning of all children
<i>Increased gender-responsive data collection</i>	G 1.5	Proportion of methodologies and approaches targeting female learners' data
<i>Improved safety for female students in school</i>	G 1.7	Proportion of safety and preventative SGBV measure
<i>Improved access to distant alternative learning for female students during COVID-19</i>	G 1.8	Proportion of interventions to ensure female primary students' access to quality, inclusive, alternative, and distant learning



Susan Warner / Save the Children  
Mexico, 2017

## Further Readings

Resource	Main Topic
<a href="#">Open EMIS for Inclusive Education Indicator Development for Inclusive Emis. Final Report for Save the Children Sweden</a>	Education data collection and management mechanisms in Bangladesh, Kosovo, and Indonesia. in relation to Children with Disabilities (children with disabilities) and Out of School Children (OOSC).
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	SC case studies of successful Inclusive Education programs. See at page 61, a <i>Philippines</i> case study on advocacy and capacity building activities in communities and schools to foster inclusive education. See <i>Annex Six: The Philippines. Inclusive Model School Criteria Matrix</i> .
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices - Annexes</a>	
<a href="#">Education in Emergencies Toolkit</a>	A resource pack on how to deliver Quality Education in emergency contexts. See pages 204 to 218 on how to mainstream those aspects in project cycle management in emergencies.
<a href="#">Fiji Education Management Information System (FEMIS). Disability Disaggregation Package. Guidelines and forms</a>	Guidelines on disability in children, accessibility of school infrastructure and transport, and qualifications and training of school staff in relation to disability-inclusive education.



## 7 POLICY & SYSTEMS

Save the Children recognizes that the realization of the foundations of the Quality Learning Framework at school and community level depends greatly on the policy and systems of the wider environment – both locally and nationally. Governments are accountable for defining and managing their education policy framework and therefore determining who has access to education, the language(s) of instruction, how teachers are developed and deployed and curriculum content. An effective education system will require information systems to support evidence-based planning and strong accountability mechanisms, significant financial resources, and good governance - with strong financial management and management of teachers. A successful education system will pay particular attention to the quality of teachers, supported by effective recruitment, deployment and retention systems, competitive salaries and benefits and professional development processes.

-Quality Learning Framework

Effective policies and systems underpin the five foundations and the overall quality of inclusive education at school and community level.

From SC IE Handbook

There is no standard model for ensuring that education is inclusive and responsive. (...) It often requires working to change the policies, systems, practices, and cultures in schools so that they can respond to the diversity of learners in their locality, as well as working closely with the community and society at large. Intervention may therefore need to happen at different levels at the same time, from national policy advocacy to teacher education, and from demonstrating good practices to raising public awareness on rights and responsibilities.

*IE Handbook, page 6*



Kristiana Marton /  
Save the Children  
Bangladesh, 2019

“An effective education system will require information systems to support evidence-based planning and strong accountability mechanisms, significant financial resources, and good governance - with strong financial management and management of teachers.”

1



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## 7.1.1 WHAT IF...?





















Common problems and tools to address them

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>There are school safety issues.</b>	Build teachers and administrators' capacity and understanding of student safety (IEH p.9).	<a href="#">Safe Schools Common Approach – Action Pack 4: Teachers and Children</a>	<p>Series of stand-alone training modules (for self- assessment or workshop facilitation).</p> <p>See Module 6: Risk Management and Safety: (head) teacher training on Risk Management concepts and standard operating procedures.</p> <p>Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a>: the Monitoring, Evaluation and Research Guidance.</p>		   	E 3.3
<b>Children are not part of the decision-making process.</b>	Actively involve children as key stakeholders in the situational analysis or needs assessment (IEH p.12).	<a href="#">Inclusive Education Sourcebook. A sourcebook for pre-service teacher educators and practicing teachers</a>	<p>Sourcebook with innovative teaching, learning and assessment approaches through hands-on experiences to promote inclusive education. Each learning unit is equipped with templates and checklists.</p> <p>See page 95, <i>UNIT 4 Inclusive School Management practices</i>.</p>	  	  	E 3.3  B 4.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
Concerns about poor IE practices are ignored by policymakers.	Promote grassroots advocacy campaigns with the government to promote better quality education at school.	<a href="#">TOOL #13 Sparking grassroots coalition building</a>	Tool to guide community members in the establishment of an advocacy campaign targeting central or local government.			E 3.4 <i>Inclusive</i>
						B 4.3
		<a href="#">Safe Schools Common Approach – Action Pack 1: Policies and Systems</a>	Action Pack 1 helps program staff and managers identify what policies and systems exist in their context to protect children in and around school; identify and strengthen policies and systems which protect children from violence, hazards and conflict in schools; support the adoption of relevant international frameworks; identify and support targeting budget expenditure to measures that will make children safe in and around schools; document and measure policy and system change; work in partnership with others and identifying opportunities for system level change and influence.		 	E 3.1
						E 3.3
						E 3.4
						E 3.4 <i>Inclusive</i>
						B 4.1
						B 4.2
						B 4.2 <i>Inclusive</i>
						B 4.3
						G 1.9
			Please see also <a href="#">Safe Schools Common Approach – Action Pack 5: Monitoring, Evaluation and Research</a> ; the Monitoring, Evaluation and Research Guidance.			

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>The correct use of terms to address disabilities is given little or no attention.</b>	Regularly review the correct terms of use in disability to ensure SC Staff can correctly address disability-related topics.	<a href="#">Inclusive education – Working to fulfil the right to education for all children. Inclusive Education for Save the Children Employees – 3 Day Training</a>	3-days' workshop with exercises on Inclusive Education for a better comprehension and use of disability-related terms and topics.		  	E 3.1 B 4.3
		<a href="#">A Disability "Cheat-Sheet"</a>	A brief on common impairments, health conditions and the inclusive / respectful language that should be used.		  	B 8.4 G 1.6
<b>Girls with disabilities do not attend school.</b>	Build partnerships with local and national stakeholders to share knowledge, lobby together, learn, complement each other, and build capacity to ensure that all children's rights are met (IEH p.9).	<a href="#">Still left behind: Pathways to inclusive education for girls with disabilities</a>	Repository of toolkits and guidelines on inclusive education for girls with disabilities.  See page 11 on the barriers that impede girls with disabilities' access to education.		  	E 3.3 B 4.1 G 1.9

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>The school community is threatened by COVID-19 (EiE).</b>	Ensure schools have written policies and regular practices to promote good health. (IEH p.57) and know what to do to restrict the spread of Covid.	<a href="#">Safe Back to School – Epidemiological Impact and Policy*</a> <i>* SC Staff only</i>	SC Policy towards school reopening during the COVID-19 pandemics and reference guidelines.  See Slide 5 for links to: SC's Public Health Guidance for SB2S; Minimum requirements IPC / NPI / WASH / RCCE / Health awareness; COVID-19 GLOBAL ADVOCACY MESSAGES; COVID-19 Health and Nutrition Advocacy Message; E-learning: WASH in Schools in the COVID-19 Context.	 	   	E 3.1
						B 4.3
<b>Education systems amplify social differences.</b>	Identify who is being excluded, how, and why, and develop strategies to address the responsible root barriers (IEH p.9).	<a href="#">Safe Schools: the Hidden Crisis – A framework for action to deliver Safe, Non-violent, Inclusive, and Effective Learning Environments</a>	Policy paper on causes of exclusion and threats to safe learning environments and their costs on youth and economics.		   	E 3.4
						B 4.2
<b>Accountability for enforcement of children's right to education is unclear at both the community and national level.</b>	Review the education policies and laws locally and nationally, and develop advocacy strategies to make them more inclusive (IEH p.24).	<a href="#">Teacher Professional Learning for Inclusion Policy Self-Review Tool</a>	Self-assessment tool for policy makers about the necessities and priorities education-wise.		 	E 3.3
						B 4.1

What if...	Key Steps	Tool/ methodology	Description	Tool Users	Tool Beneficiaries	Relevant Indicators
<b>Political will is lacking to make inclusive education systems.</b>	Promote bottom-up collective action to build a groundswell of advocacy for inclusion.	<a href="#">TOOL #13 Sparking grassroots coalition building</a>	Useful tool in contexts where the relationships between civic society and local and central government are healthy enough to develop a grassroots advocacy campaign to enhance change.	 		E 3.3
						B 4.1
						
						
						
<b>People with disabilities are not involved in driving policy change for their own rights.</b>	Enhance DPOs' participation in advocacy and campaign initiatives through building their organizational capacity.	<a href="#">TOOL #14 OPDs collaboration strategies</a>	Useful tool in contexts where civic society organizations can flourish and there are established DPOs to enhance their position at the forefront of policy change.	 		E 3.3
						B 4.1
						
						
						
<b>Civic society stakeholders with shared goals fail to align around priorities.</b>	Convene stakeholder alignment workshops and identify common goals and strategies to move priorities forward.	<a href="#">TOOL #15 Stakeholder alignment workshop template</a>	Useful tool in contexts where it is feasible to meet in person to create alignment between civic society stakeholders, DPOs, around policy objectives, or simply to build a shared understanding of critical issues.			E 3.1
						B 4.3
						
						
						



## Intersectionality Tips

Tools for specific factors of exclusion

Factor of exclusion	Tools/methodologies	Description
<b>Gender &amp; Disability</b>	<a href="#">EiE-GenKit. A core resource package on gender in education in emergencies.</a>	For INGOs, Project Managers, and Community Workers. See page 98, 4.1 Gender in EiE advocacy and communications for a checklist for advocacy planning and delivery to understand and address the issue and the challenges of advocacy for gender-responsive education in acute emergencies.
<b>Language</b>	<a href="#">All In! How Educators can advocate for English Language Learners.</a>	Guidelines and Advocacy Strategies for trainers and educators to help ensure access to quality learning for English Language Learners.
<b>COVID 19</b>	<a href="#">Tip Sheet for Disability Inclusion during COVID-19 Education*</a> <i>* SC Staff only</i>	For schools heads and teachers. Short document with useful tips and teacher training strategies with regards to disability inclusion during COVID-19 education. Disabilities are never discussed in detail. See the <i>BEFORE SCHOOLS RE-OPEN &gt; Advocacy section</i> .
<b>Discrimination and Stereotypes</b>	<a href="#">Creating an inclusive school environment</a>	For Policy Makers. Report and case studies from successful BC IE projects. See <i>Minority Ethnic Groups in the classroom</i> section.
<b>Economic opportunities</b>	<a href="#">Inclusive Education in Low-income Countries</a>	For Policy makers and stakeholders. Text sourcebook with bullet points on strategies to implement inclusive education in low-income countries.



Save the Children  
Colombia, 2021

## Relevant Indicators

Relevant Outcome		Indicators
<i>Policies at national / local level are better able to promote equitable access to quality ECCD services</i>	E 3.1	Progress against SC Policy and Advocacy priorities promoting free and compulsory a) pre-primary; b) ECCD services for all
	E 3.3	Number of advocacy initiatives / policy briefs promoting free and compulsory inclusive a) pre-primary; b) ECCD services conducted / disseminated / discussed
	E 3.4	% of increase of education budgets at municipal / central level for pre-primary and ECCD services for disadvantaged populations
	E 3.4 <i>Inclusive</i>	% of increase of education budgets at municipal / central level for ECCD or pre-primary education and most deprived children (children with disabilities, children with individual educational needs, street children, children of families below poverty line, children from ethnic minority)
<i>Policies at national /local level are better able to promote equitable access to quality primary education</i>	B 4.1	Progress against SC policy and advocacy priorities promoting access to education without discrimination
	B 4.2	% of increase of education budgets at municipal / central level for primary education for all children
	B 4.2 <i>Inclusive</i>	% of increase of education budgets at municipal / central level for basic education that proactively target excluded and most deprived children (children with disabilities, children with individual educational needs, street children, children of families below poverty line, children from ethnic minority)
	B 4.3	Number of advocacy and campaign initiatives for concrete policy measures that promote free and compulsory education for all children in primary school
<i>Improved knowledge, attitudes, and practices of parents / caregivers of primary school-aged children and community members towards education</i>	B 8.4	Number of PTAs established or strengthened including representation of parents / caregivers of children with individual educational needs / Children with Disabilities
<i>Increased gender, disability, minorities representation in PTAs and SMCs</i>	G 1.6	Proportion of PTAs and SMCs promoting inclusiveness
<i>Increased number of girls with disabilities enrolled in primary school</i>	G 1.9	Number of advocacy and campaign initiatives to raise awareness on girls with disabilities right to education

## Further Readings

Resource	Main Topic
<a href="#">Open EMIS for Inclusive Education Indicator Development for Inclusive Emis. Final Report for Save the Children Sweden</a>	Diagnostic studies of existing education data collection and management mechanisms in Bangladesh, Kosovo, and Indonesia. See the set of relevant indicators for identification and assessment of Children with Disabilities.
<a href="#">Education in Emergencies Toolkit</a>	Resource pack on how to deliver Quality Education in emergency contexts as a cross-cutting issue, together with Gender and WASH.
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices</a>	SC case studies of successful Inclusive Education programs. See page 61, <i>Philippines</i> for an example of advocacy and capacity building activities in communities and schools to foster inclusive education.
<a href="#">Mainstreaming Inclusive Education: Sharing Good Practices - Annexes</a>	See <i>Annex Six: Philippines – Inclusive Model School Criteria Matrix</i> .
<a href="#">Fiji Education Management Information System (FEMIS). Disability Disaggregation Package. Guidelines and forms</a>	Guidelines on disability in children, accessibility of school infrastructure and transport, and qualifications and training of school staff in relation to disability-inclusive education.



Save the Children  
Philippines, 2021



## 8 MEAL

### SC MEAL for Inclusive Education

From SC IE Handbook

***Monitoring, Evaluation, Accountability, and Learning (MEAL) are all critical methods for ensuring that our programs are creating positive and effective change. A comprehensive and consistent MEAL approach ensures that we continually improve the quality of our programs and measure our impact for children.***

A MEAL design that is not inclusive does not allow those working on the project to track if activities and benefits are reaching the most deprived children. Data that is collected are not disaggregated by different categories, and no determination is made if the provision of services is flexible and welcoming enough to meet the needs of different children. When a MEAL system is not inclusive, we are not able to demonstrate the impact of our interventions on improving the educational and social inclusion of the most deprived children.

*IE Handbook, page 29*

“To measure SC progress towards the achievement of a Quality Inclusive Education in each of its programs, SC Italy has developed a Menu of Indicators.”



Martin Kharumwa / Save the Children  
Tanzania, 2017







SC Inclusive Education programming aims to guarantee access to quality education to all children, ensuring participation of families and communities in this process, and fostering supportive and enabling policy change.

To do so, it has established common quality standards, described in the Quality Learning Framework. This means that each SC IE intervention should achieve concrete, measurable, and tangible results to achieve stated goals in each of the domains of the QLF.

To measure SC progress towards the achievement of a Quality Inclusive Education in each of its programs, SC Italy has developed a Menu of Indicators. In this menu, relevant Outputs and Outcomes that SC is aiming to reach are described; the corresponding indicators are what concurs to their achievement.

#### SC Inclusive Education expected Outcome with Indicators: an example

For instance, to know that the Outcome in Access “Increased access to quality basic education for primary school-aged children in target area” has been reached, users should regularly measure the following indicators:

- “Proportion of primary school-aged children enrolled in primary school (disaggregated by gender, disability, ethnicity, language, poverty, depending on the context)”
- “Proportion of primary school students who regularly attend primary school (disaggregated by gender, disability, ethnicity, language, poverty, depending on the context)”
- “Proportion of children of officially primary school-aged who are not enrolled in primary school (disaggregated by gender, disability, depending on the context)”.



Susan Warner / Save the Children  
Haiti, 2016

“Practitioners need them to monitor progress, evaluate results, understand who is responsible, accountable, consulted and informed of each step of each intervention, and learn from each analysis of how the project went what can be improved or replicated in different times and contexts.”

## Incorporating MEAL in IE interventions

Programming and implementation, even at the field level, should always incorporate MEAL. When designing or carrying out IE interventions practitioners are also collecting data about communities, population, individuals, entities. These data are relevant for each single activity or project. Practitioners need them to monitor progress, evaluate results, understand who is responsible, accountable, consulted and informed of each step of each intervention, and learn from each analysis of how the project went, what can be improved or replicated in different times and contexts. Data collected at the field level are relevant to the achievement of the overall SC Inclusive Education Outcomes and Outputs as well. When planning or implementing an Inclusive Education program, make sure you are designing an inclusive MEAL plan where measures are in place to meaningfully include the children being served by the intervention in the design of how program success and progress will be determined, measured with their involvement, how programs will adapt and adjust to the changes suggested by monitoring data, how feedback would be collected and responded to by the project, and how the program will be evaluated:

1. Ensure that all collected data, from the baseline to final evaluation, are disaggregated by gender, disability, age, urban-rural split, ethnicity, language, wealth and /or other context-specific variables, in a way that allows you to assess a program's impact on different children.

*Note: disaggregate data by disability if the team collecting data has been trained to use the Washington Group / UNICEF Child Functioning Questionnaires. If the team has not previously used the Washington Group / UNICEF questionnaires, please reach out to the Disability Inclusion Technical Working Group for support prior to collecting data. Please note that under no circumstances should disability data be gathered through a binary yes / no question.*

2. Include indicators measuring the “inclusiveness” of a school community.
3. Include indicators from SC Italy Menu of indicators.

## MEAL guidance in IE tools

To help design inclusive MEAL plans, in this toolkit each of the tools you will use is matched to one or more suggested indicators. This ensures you know that by using that tool or strategy you are contributing to achieving a SC Inclusive Education Outcome or Output, and so that you pay attention to what type of data you should collect (i.e., number of primary school aged children that are not enrolled), and how (i.d. disaggregated by gender, disability, depending on the context). Certain programs may require adapted additional indicators to ensure they better reflect the programming environment and the needs of the target group the program intends to serve.

Some of the tools in this toolkit are adaptations of existing tools. Each includes:

- References to the SC Italy Menu of indicators;
- A rationale of why the tool is linked to the measurement of these indicators;
- A short “M&E guidance” section with practical tips and observations on how to collect and share data, and why.

This will reinforce your awareness of the M&E activities you are carrying on while planning and implementing your project's activities; clarify the connection between your field implementation and the achievement of overall SC strategic results; and help you use your data to improve current and future interventions. This toolkit is in its initial testing phase and the tools, and their linked indicators would benefit from insights and experiences particularly from field-based practitioners on the use of the tools and linked indicators and would be enhanced by any adaptations or advances made.



## 9 GLOSSARY<sup>4</sup>

### Abuse

intentional action that harms or injures another person.

### Ableism

unfair treatment, discrimination, and social prejudice of persons with disabilities. Ableism is rooted in the assumption and belief that persons with disabilities are inferior to persons without disabilities.

### Accessibility

ensures that persons with disabilities access, on an equal basis with others, the physical environment, transportation, information, and communications, including information and communications technologies and systems, and other facilities and services open or provided to the public, both in urban and in rural areas. Accessibility takes into consideration the removal of barriers for everyone and is not based on individual requests but instead makes the environment, information, and technology accessible for all people.

### Additional / second language learners

learners, often from an immigrant background, who do not speak the national language and who need additional support to access the curriculum in school and develop resources to fully participate in the life of the local and wider community.

### Assessment

the ways teachers or other professionals systematically collect and use information about a learner's level of achievement and/or development in different areas of their educational experience (academic, behavior or social).

### Awareness-raising campaigns

organized communication activities which aim to create awareness on topics, behavioral change among the general population and to improve the focus on better outcomes. They often take the form of mass media campaigns.

### Barriers

elements that hinder a person with an impairment from participating in society on an equal basis with others and has nothing to do with a person's body or function. Barriers are also categorized, most commonly into attitudinal, environmental, institutional, communication and financial.

Attitudinal barriers are negative beliefs, stereotypes, or perceptions about a person with disabilities, usually from society or culture. These attitudes create prejudice, discrimination, and harm toward persons with disabilities and prevent the realization of their human rights. Examples include a belief that children with disabilities do not have the same right to be free from harm as their peers.

Environmental barriers include physical obstacles in the natural and physical environment. Examples include steps leading into a health center, a steep hill leading to a school, a bus without a dropdown platform or a toilet without railings to hold on to.

Communication barriers are those arising when a person's preferred way of communicating, sharing, and understanding information does not match how information is normally delivered. Examples include websites with images that do not include alternative text (alt text), the information in only one format.

<sup>4</sup> All definitions were taken from UNICEF, Save the Children, European Commission, Council of Europe. WHO.



(Visual or auditory), or when a person is given information and not supported to understand the context or can ask questions.

Institutional barriers are restrictions established through policy, legislation, and formal structures. Examples include legislation that prohibits equality before the law; right to education, leisure, and sport; and policies that do not subsidize the cost of assistive devices, personal assistance, or rehabilitation.

Financial barriers are the extra costs that a person with disabilities must cover to participate in day-to-day life. Examples include medicines or assistive devices, services such as rehabilitation or sign language interpretation, and support personnel such as a carer, guide, or education aide.

### **Behavioral Difficulties**

problems in an individual's way of acting, behaving, or conducting themselves. A child with behavioral difficulties may have difficulty following the rules of the classroom at school or in care placement.

### **Bullying**

behavior of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do.

### **Caregiver/Carer**

person with whom the child lives who provides daily care to the child, and who acts as the child's parent whether they are biological parents or not. A caregiver can be the mother or father, or another family member such as a grandparent or older sibling. It includes informal arrangements in which the caregiver has no legal responsibility.

### **Child**

every human being below the age of 18 unless, under the national law applicable to the child, majority is attained earlier.

### **Child and Youth Participation**

children and young people influencing issues affecting their lives, by speaking out and acting in partnership with adults.

### **Children's Rights**

set of universal entitlements for every child and young person below the age of 18 enshrined in the United Nations Convention on the Rights of the Child. These entitlements apply to children of every background and encompass what they need to survive and to have the necessary opportunities that lead to stable, rewarding lives.

### **Child Safeguarding**

values and procedures to be upheld by those working with children and young people to protect them from all forms of abuse, exploitation, and violence.

### **Code of Conduct**

set of rules outlining the responsibilities of a proper practices for an individual or organization.

### **Community Based Approach**

approach motivating adults and children in the community to participate in a process which allows them to express their needs and to decide their own future with a view to their empowerment.

### **Community Based Care**

care that is as close as possible to family-based care and where the community is involved in the process of a child's recovery (e.g., foster families).

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**Community Based Support**

range of measures to ensure the support of children and families in the community.

**Community Child Care Committee**

group of people mandated within their community to take responsibilities for the protection and care of children and families.

**Community Group**

informal grouping of people at community level who join to provide care and protection for vulnerable children.

**Community-Based Organization (CBO)**

local membership organization that relies almost exclusively on volunteers from within the community and usually receives little external funding.

**Corporal or Physical Punishment**

forced pain intended to change a person's behavior or to punish them (e.g., hitting a child with the hand or with an object, kicking, shaking, or throwing the child, pinching, or pulling their hair, forcing a child to stay in uncomfortable or undignified positions, or to take excessive physical exercise, burning or scarring the child).

**Deprived Child**

minor deprived of parental support or care because one or both parents are deceased, incapacitated, disabled, aged, or maintains and resides in a separate verified residence for reasons other than employment, education, training, medical care, or uniformed service.

**Design for all**

a "design approach to products and services, aiming to make them usable for as many people as possible" (UNESCO IITE / European Agency, 2011, p.101). Design for all is design for human disability, social inclusion, and equality (European Institute for Design and Disability, 2004).

**Discrimination**

act based on a difference between people, make an unjust distinction based on gender, disability, ethnic background, etc. Legislation is in place in many countries to ensure the right of individuals to be treated equally in education and employment.

**Early Childhood Care and Development**

holistic development of children including physical, cognitive, language, social and emotional development from conception to age five.

**Early School Leaving / Drop-put**

phenomenon of youth not completing education and training (relative concept depending on the educational realities in different transition regimes), usually preceded by a certain number of signals forming an early warning system.

**Emergency**

situation that threatens the lives and well-being of large number of a population, extraordinary action being required to ensure the survival, care, and protection of those affected. Emergencies include natural crises (e.g., hurricanes, droughts, earthquakes, floods, and armed conflict).

**Emergency Care Center**

form of institution used to provide short-term care, until family reunification can be undertaken, or alternative care provided.

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**Emotional or Psychological Abuse**

persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development (e.g., humiliating, and degrading treatment such as bad name calling, constant criticism, belittling, persistent shaming, solitary confinement, or isolation).

**Evaluation**

time-bound activity that systematically and objectively assesses the relevance, performance, and success of ongoing and completed programs and interventions. Evaluation is carried out selectively, asking, and answering specific questions to guide decision makers and / or program managers. Evaluation determines the relevance, efficiency, effectiveness, impact, and sustainability of a program.

**Family Based Care**

short-term or long-term placement of a child into a family environment, with at least one consistent parental caregiver, a nurturing family environment where children are part of a supportive kin and community.

**Family Group Conferencing**

way of fully involving a family in the planning, decision making, and arrangements for the care, protection, and supervision of the child, young persons, or vulnerable adult. The family is invited to meet as a group to discuss issues relating to the child and is encouraged by a facilitator to come up with their own solutions.

**Family Support Services**

range of measures to ensure the support of children and families by e.g., social workers to provide services e.g., counseling, parent education, day-care facilities, material support, etc.

**Follow-up**

monitoring of the well-being of a child, and the identification and provision of a range of social and economic supports for children and their caregivers.

**Gender Based Violence**

umbrella term for any harmful act perpetrated against a people will based on socially ascribed (gender) differences between males and females (e.g., sexual violence, including sexual exploitation/abuse and forced prostitution, domestic violence, trafficking, and forced / early marriage).

**Government Services**

all basic services provided by the state, including health, education, justice, social welfare, police, agriculture, water, and other services.

**Harassment**

behavior that annoys, upsets, or threatens someone, that in some places is considered illegal as it causes mental or emotional suffering.

**Harm**

result of exploitation, violence, abuse, and neglect of children that can take many forms, including impacts on children's physical, emotional, and behavioral development, their general health, their family and social relationships, their self-esteem, their educational attainment, and aspirations.

**Impairment**

any loss or abnormality of a psychological, physiological, or anatomical structure or function. (WHO (1980) International Classification of Impairments, Disabilities and Handicaps.)

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According to the World Health Organization, impairments are “problems in body function and structure such as significant deviation or loss”. In this way, impairments are understood as an attribute of the individual. Impairments can be long-term or short-term and are preferably diagnosed by skilled professionals. Impairments are often categorized into physical, intellectual, psychosocial, sensory, and neurological, and each category often includes a broad range of conditions or diagnosis.

Intellectual impairments are those where a person may require more time and support to understand information, to learn or to communicate. Some conditions which may mean that a person has an intellectual disability are Down syndrome or autism spectrum disorder.

Neurological impairments are those affecting the spinal cord and brain functions and include, but are not limited to, spinal cord injury, spina bifida, hydrocephalus and cerebral palsy.

Physical impairments include, but are not limited to, missing or deformation of limb or bodily structure, short stature, speech impediment and restricted mobility of the physical body.

Psychosocial impairments are those linked to mental health, cognitive conditions or disturbance in behavior that are perceived as socially unacceptable. They include but are not limited to people who have received a mental health-related diagnosis or who self-identify as having a psychosocial disability due to high levels of distress, for instance.

Sensory impairments are those affecting people’s senses. They include visual impairments, blind, partially sighted, low vision, hearing impairments, D / deaf, mild, moderate, or profound hearing loss or hard of hearing, deafblind, and hypersensitivity.

### **Inclusion**

process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn, and to enjoy community life. It is often associated with groups of young people: those with disabilities, from ethnic minority communities, with HIV and AIDS, and coming from certain regions, cities, or neighborhoods.

### **Inclusive Education**

according to UNESCO, inclusive education means that all children can learn together in the same school. This entails reaching out to all learners and removing all barriers that could limit participation and achievement. Disability is one of the main causes of exclusion; however, there are also other social, institutional, physical, and attitudinal barriers to inclusive education.

### **Indicator**

objective way of measuring that progress is being achieved that can refer to each level: input, output, outcome, objective, or impact. Indicators provide an indication that something has happened, or that an objective has been achieved.

### **Individual Education Plan (IEP)**

plan describing and defining the need for support of those learners with an official decision of individual educational needs, usually established by a multidisciplinary team. It is the tool exemplifying how the different systems of support are organized around an individual learner with disabilities and the way in which local agencies can be coordinated and progress can be monitored (European Agency, 2013, p.41).

### **Individual Needs**

individual or unique, out-of-the-ordinary concerns created by a person’s medical, physical, mental, or developmental condition or disability. Additional services are usually needed to help a person in communicating, thinking, moving, getting along with others, and taking care of self.

**MEAL****Monitoring, Evaluation, Accountability, and Learning****Monitoring mechanism**

the process of systematic approaches and techniques used for collecting and storing data to ensure that the education process “is actually running in accordance with the planned objectives and complying with relevant laws and regulations (e.g., internal policies).

**Neglect**

deliberately, or through carelessness or negligence, failing to provide for, or secure for the child, their rights to physical safety and development (e.g., abandonment, failing deliberately in properly supervise and protect children from harm, carrying out important aspects of care which result in harm to the child, and in providing medical care, or carelessly exposing the child to harm).

**Objective**

specific, time bound, and measurable goal for projects or programs which contributes to achieving the longer term aims (impact) and indicates what changes the project is hoping to achieve.

**Out-Of-School Children**

percentage of primary-school-age children who are not enrolled in primary or secondary school. Children in the official primary age group that are in preprimary education should be also considered out of school (UNESCO).

**Outcome**

intermediate changes because of project or program activities (e.g., changes in knowledge, behavior, attitudes, children’s access and use of services, policy), that can be measured during the lifetime of a project or program.

**Parent**

child’s biological mother or father or another adult who has adopted them.

**Persons with disability**

persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UNCRPD 2006).

**Physical Abuse**

action involving the use of violent physical force to cause actual or likely physical injury or suffering (e.g., hitting, shaking, throwing, poisoning, burning, drowning, suffocating, FGM, torture, etc.).

**Policy**

a stated course or principle of action that is either adopted or proposed to meet goals, aims, and objectives. It is written in official documents to direct the implementation of agreed actions.

**Prevention**

variety of approaches supporting family life and helping to diminish children’s need to be separated from their immediate or extended family or caregivers to be placed in alternative care.

**Professional Learning**

any activity that education professionals engage in those aims to stimulate their thinking and professional knowledge and to improve their practice, ensuring that it is critically informed and up to date.

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**Protective Environment**

environment ensuring children's protection from violence, exploitation, and abuse.

**Quality Education**

education that includes healthy, well-nourished, ready to participate learners, supported by their families and communities; that is delivered in healthy, safe, protective, and gender-sensitive environments, providing adequate resources and facilities; that is based on relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy, and skills for life, and knowledge of gender, health, nutrition, HIV / AIDS prevention and peace; that is delivered by trained teachers who use child-centered teaching approaches in well-managed classrooms where it is possible to facilitate learning and reducing disparities; and that leads to outcomes that encompass knowledge, skills, and attitudes linked to national goals for education and positive participation in society (UNICEF).

**Refugee**

someone who is outside his / her country of origin and has a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

**Sexual Abuse**

all forms of sexual violence including incest, early and forced marriage, rape, involvement in child pornography, and sexual slavery. Also, it may include indecent touching or exposure, using sexually explicit language towards a child and showing children pornographic material.

**Social and Emotional Learning (SEL)**

process through which children and young people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions.

**Social Policy**

public policy, having to do with social related issues (e.g., family policies, housing policies, drug policies, criminal justice policies, etc.).

**Social Protection**

wide range of activities undertaken by societies to alleviate hardship and respond to the risks that poor and vulnerable people face and to provide minimum standards of well-being, including services and financial transfers.

**Social Services**

services provided by public and private organizations aimed at addressing the needs and problems of the most vulnerable populations, including those stemming from violence, family breakdown, homelessness, substance abuse, immigration, disability, and old age (e.g., day and residential care, income support, home visiting, and specialist services as drug rehabilitation, etc.).

**Standards in Care**

written document outlining the provisions that must be in place in a care setting to ensure that a child receives an adequate level of care.

**Universal Design for Learning (UDL)**

way of thinking about teaching and learning that helps give all students an equal opportunity to succeed and it may be very helpful for kinds with learning and thinking differences. This approach offers flexibility in the ways students access material, engage with it, and show what they know.

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**Violence**

intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development, or dignity.

**Vulnerable Children**

minors whose rights to care and protection are being violated or who are at risk of those rights being violated. This includes children who are poor, abused, neglected, or lacking access to basic services, ill, or living with disabilities, as well as children whose parents are ill, affected by fighting forces or who conflict with the law.

**Water Sanitation and Hygiene (WASH)**

provision of water, sanitation, health care, waste management, hygiene, and environmental cleaning infrastructure, and services across all parts of a facility.



Minzayar O Panos / Save the Children  
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