

Toolkit

Inclusive Distance Education



Inter-agency
Network for Education
in Emergencies

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of members who are working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education. For more information and to join INEE, visit inee.org.

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Any feedback or questions about this toolkit can be directed to inclusive.education@inee.org.

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INTRODUCTION

Why is a toolkit on Inclusive Distance Education needed?

Children, young people, and adults who are marginalized or at risk of being marginalized are often the first and most excluded from education during periods of crisis and emergencies. Multiple factors can contribute their exclusion and lack of education opportunities, including interactions between poverty, gender, ethnicity, geographic location, disability, race, language, social class, and other factors that create cycles of disadvantage in education (IBE-UNESCO, 2008)

During COVID-19 schools' closure in humanitarian contexts, education inequalities and risk factors to child protection were amplified (Alliance for Child Protection in Humanitarian Action, 2022). The participation of children – marginalized or at risk of marginalization – in learning is more challenging during emergencies. Principles of and approaches to [inclusive education](#) (IE) have long been a crucial component of education in emergencies (EiE) response efforts. However these approaches remain largely under-developed.

The resources shared in this inclusive distance education (IDE Toolkit) adhere to the principles and actions necessary to ensure that all learners can be included in distance education, especially during emergencies, regardless of previous exclusion, marginalization, or being at risk of marginalization. Key principles and approaches within this toolkit, including the use of key terminology, were inspired and informed by the following resources:

- [INEE Minimum Standards](#)
- [INEE PSS and SEL Distance Education Resources for Teachers](#)
- [INEE Background Paper Distance Education in Emergencies](#)
- [INEE Technical Note on Education During the COVID-19 Pandemic](#)
- [IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action](#)

What is the INEE Inclusive Distance Education Resources Toolkit?

This Toolkit compiles resources on: inclusive education, education in emergencies, disability inclusive education and distance education from across education, humanitarian, and development sectors. The resources can support practitioners across the assessment, design, implementation, and evaluation phases of distance education. These resources suggest workable practices and guidance.

The COVID-19 pandemic amplified education inequalities, child protection risks and adverse outcomes resulting from school closures and lifted up the specific challenges and opportunities of supporting at-risk and marginalized children through distance education modalities. Robust and well-designed inclusive [distance education](#) interventions can support learners in all crisis and polycrisis contexts.

The IDE Toolkit comprises of three units:

- **Unit 1: From Marginalization to Inclusive Education:** key foundational information to understand inclusion and define learners who are either marginalized or at risk of marginalization.
- **Unit 2: Making Distance Education Inclusive:** key concepts of quality learning and approaches to distance education when schooling in its standard form is either unavailable or inaccessible.
- **Unit 3: Professional development for inclusive distance education:** key tools to support inclusive distance education practices

Each unit includes sub-sections with resource titles, summaries, and links to the languages in which the resource is available.

Who is this toolkit for?

This toolkit is designed for education practitioners working in emergencies and crises-affected contexts. Practitioners may be local, regional, or global decision-makers, program staff, or professionals who support the design, implementation, and evaluation of programs including support to teachers.

How to approach and use this toolkit?

To use this toolkit, education practitioners should:

- reflect on the specific challenges to be addressed;
- identify the most relevant and effective ways of reaching learners through distance education programming;
- review resources included in the tables for specific guidance and examples of best practice.

Box 1: Approaches to consider when using this toolkit

The concepts and approaches are intentionally presented in broad descriptions so that practitioners and teachers in education in emergencies can contextualize the concepts into practice considering the unique circumstances they are addressing.

Consider how the concepts can be incorporated within strategic work:

Scanning: *What are the current and projected challenges and opportunities? What factors contribute to the challenges and successes and should be addressed?*

Planning: *What decisions, resources, and interventions will create more opportunities for all learners to successfully access, participate, and learn?*


Implementing: *What are the experiences of learners and educators? What interventions are supporting and enabling inclusion? What systems and who are providing the technical and operational support? How are different stakeholders engaged, from caregivers and communities to schools and education systems?*

Monitoring, Evaluation, Accountability and Learning (MEAL): *What needs to be measured and do MEAL tools and systems match those needs? What approaches have proven successful in expanding or improving access, participation, and learning? What can we learn and share from the interventions to improve experiences for other learners and educators?*

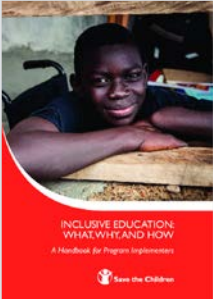
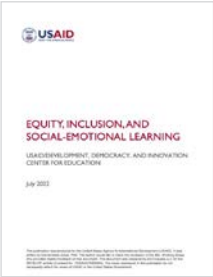
Consider which resources could be made accessible to teachers. How can teachers be encouraged to document and share their reflections and experiences? Are there opportunities for resources to be used as in-service and peer to peer professional development and support? How can we support teachers to share and learn from others across programs and contexts, including through INEE's IE and Distance Education (DE) [Communities of Practice](#)

UNIT 1. FROM MARGINALIZATION TO INCLUSIVE EDUCATION

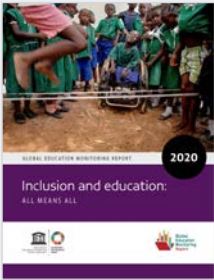

This unit provides links to resources that help define core concepts, including marginalization, social exclusion, inclusive education and active participation. The resources below focus on learners who have been marginalized or at risk of marginalization due to armed conflict, poverty, school closures, natural hazards, disabilities, age, nationality, gender, and sexual orientation. They provide a deeper understanding of who is most vulnerable to discontinuing learning during crises, causes of their vulnerabilities and approaches to addressing factors that marginalize them. This knowledge can be used to ensure that distance education is accessible and available to all learners, regardless of their status, abilities and the available resources.

MARGINALIZATION			
Title (Publisher, Year)	Summary		Language(s) with link(s)
	<p>Thematic review: Understanding and Addressing Educational Marginalization (UK Girls' Education Challenge, 2018)</p>	<p>This paper proposes a new definition and conceptual framework for educational marginalization.</p> <p>It can help education practitioners identify children who are marginalized or at risk of being marginalized from education. It presents indicators that help identify who is marginalized and at risk of being marginalized that can be used when producing an assessment in order to plan for interventions.</p> <p>Relevant section:</p> <ul style="list-style-type: none">• Chapter 4 (Educational Marginalisation Framework): Characteristics of social identities.	<p>English</p>

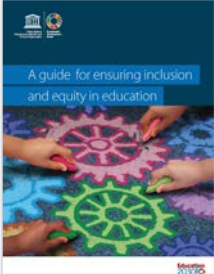
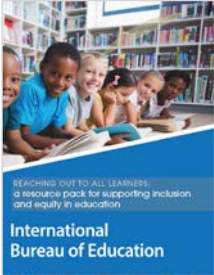
INCLUSION IN EDUCATION

Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Inclusive education: What, why, and how: A handbook for program implementers (Save the Children, 2016)</p> <p>This handbook has been developed specifically for practitioners supporting education programs in any context – development, emergency, or protracted crisis. Although not all education projects have the word “inclusive” in the title or goals, every education project can and should be made more inclusive, and this resource can be used by all education staff, not only those working on targeted inclusive education projects.</p> <p>Relevant sections:</p> <ul style="list-style-type: none"> • Annex 1: sample individual education plan • Annex 2: classroom observation tool • Annex 3: simple strategies for teachers • Annex 4: teacher self-assessment tool • Annex 5: Index for Inclusion indicators and questions. 	<p>English, Indonesian</p>
	<p>Equity, Inclusion, and Social-Emotional Learning (USAID, 2022)</p> <p>The purpose of this paper is to provide recommendations for quality integration of social-emotional learning (SEL) and inclusive education, which considers and meets the needs of all learners, into pre primary and higher education programs. This paper identifies areas where SEL can be stronger, especially in its implementation, and offers an examination of how SEL approaches advance equitable and inclusive education goals. Using Universal Design for Learning (UDL) as a framework to make SEL more accessible for all learners, this paper builds upon previous work that centers on equity in SEL. The paper addresses the following questions:</p> <ol style="list-style-type: none"> 1. How does SEL advance equity? 2. How can SEL be more equitable? 3. How can the UDL framework be applied to SEL programs and curricula? 4. What promising programs or activities that promote equity in SEL already exist 	<p>English</p>



INCLUSION IN EDUCATION

	Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Global education monitoring report, 2020: Inclusion and education for all: All means all (UNESCO, 2020)</p>	<p>In this annual “Global education monitoring report”, UNESCO presents in details various dimensions to understanding, monitoring, designing and fostering education for every child</p> <p>Relevant sections:</p> <ul style="list-style-type: none"> • Chapter 1: Why does inclusive education matter? • Chapter 5: Curricula, textbooks, and assessments • Chapter 6: Teachers • Chapter 7: Schools • Chapter 8: Students, parents, and communities • Chapter 11: Early childhood • Glossary, Inclusion Terms 	<p>Arabic, English, French, Spanish</p>
	<p>Child Friendly Feedback Mechanisms Guide and Toolkit and Training Package (Plan International, 2019)</p>	<p>The purpose of this guide is to support practitioners develop or strengthen child-friendly feedback mechanisms in humanitarian settings. The step-by-step guidance and accompanying tools help humanitarian teams to design and implement feedback mechanisms in collaboration with children, young people and communities. The guide is divided in two parts: Part 1 introduces the key concepts of accountability and feedback mechanisms in the humanitarian sector. Part 2 provides step-by-step guidance on how to design and implement a child-friendly feedback mechanism. The training manual includes session plans, handouts and exercises for face to face training sessions.</p>	<p>Bahasa, Indonesian, English, French, Polish, Spanish</p>

INCLUSION IN EDUCATION

	Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>A guide for ensuring inclusion and equity in education (UNESCO, 2017)</p>	<p>This guide is intended to support countries in embedding inclusion and equity in educational policy. The guide is intended for use by key government education policy-makers, working with key stakeholders such as teachers and other educators, students, families, and community representatives. The guide could also assist development partners in facilitating a policy review process. The guide is built around an assessment framework that can serve to:</p> <ul style="list-style-type: none"> • Review how well equity and inclusion currently figure in existing policies; • Decide which actions are needed to improve policies and their implementation towards equitable and inclusive education systems; and • Monitor progress as actions are taken. <p>Relevant sections:</p> <ul style="list-style-type: none"> • Chapter 2, Dimension 2: Policy statements • Chapter 2, Dimension 3: Structures and systems • Chapter 2, Dimension 4: Practices • Annex 2: The review framework 	<p>Chinese, English, French, Portuguese, Spanish</p>
	<p>Reaching out to all learners: a resource pack for supporting inclusion and equity in education (UNESCO IBE, 2021)</p>	<p>This resource pack can help inform policies and practice for fostering inclusion and equity in education. It comprises three guides, each with several activities to assist schools towards reaching out to all learners.</p> <ol style="list-style-type: none"> 1. Leading Inclusive School Development 2. Developing Inclusive Practices 3. Working with Partners <p>Relevant sections:</p> <ul style="list-style-type: none"> • Guide 1, Activity 3, Account 2: "Invisible Students" • Guide 2, Activity 1: "Making Teaching and Learning Inclusive" 	<p>English, French, Spanish</p>


INCLUSION IN EDUCATION

Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Guidance for Promoting Diversity, Equity, Inclusion, and Accessibility in Educational Materials (USAID, 2023)</p> <p>The Guidance equips development workers to identify and create educational materials that promote equity and inclusion across the education continuum, from pre-primary through higher education. It is applicable to fiction and non-fiction educational materials across all modalities of delivery, including print, audio and radio, video and television, mobile phone, and online/digital. It may be applied to a stand-alone educational material, or to a collection of educational materials taken as a whole (e.g., one singular radio segment, or a radio mini-series that comprises multiple segments).</p> <p>This Guidance has four sections: Design Team, Technology/Connectivity, Content, and Reflection and Growth. Each section includes at least one guiding question to facilitate individual reflection and/or group discussion.</p>	<p>English</p>
	<p>Promoting the inclusion of children and young people with disabilities in education in the Arab region: An analysis of existing development, challenges and opportunities (UNESCO, 2022)</p> <p>This report provides an analysis of inclusive education in the Arabic speaking countries of the Middle East and North Africa (MENA) region in order to make recommendations for future actions. This report urges governments to take measures to put the education of learners with disabilities under the responsibilities of the Ministry of Education. It also recommends that ministries of education should allocate adequate resources and to draw actionable plans to bring an end to the segregation of provision and ensure a nationwide commitment to inclusive education of all.</p> <p>Relevant sections:</p> <ul style="list-style-type: none"> • Chapter 3: Integration versus Inclusive Education • Chapter 4.2: School attendance • Annex 1, Case Study 5: A national policy to support all learners in Finland 	<p>Arabic, English, French</p>



UNIT 2. MAKING DISTANCE EDUCATION INCLUSIVE

Access and participation for children with disabilities in education can be hindered by several factors, ranging from a lack of understanding of their needs and of trained teachers, to the absence of adequate classroom support or accessible facilities (UNICEF, 2021). During a crisis, school and other forms of formal and non-formal education can be inaccessible or even unavailable (Tomaševski, 2001). Schools can close because of armed fighting, roads blocked for protests, floods and landslides and infectious disease outbreaks. The journey to school can become a life-threatening experience for all children, with higher risks of sexual and gender-based violence and for recruitment into armed groups (UNESCO, 2011). There are over 244 million school-age children around the world that are out of school (UNESCO, 2022). Indeed, many of these children are out of school because they engage in child labor or they do not have an education center nearby (UNESCO, 2011). Therefore, distance education (DE) is a critical opportunity for children to learn when they can no longer access school or do not have an educational program to attend in the first place (INEE, 2022).


Distance education can be tailored to the specific technological constraints and diverse educational needs of different contexts, and should consider the capacity of available internet connection (bandwidth) and the level of real-time interaction and responsiveness required in distance education solutions (immediacy). This ensures that all learners, including those with disabilities, special education needs, or limited access to internet connectivity and devices, can actively participate in learning experiences that are equitable, inclusive, and effective.

DISTANCE EDUCATION			
	Title (Publisher, Year)	Summary	Language(s) with link(s)
	Background Paper: Distance Education in Emergencies (INEE, 2022)	This background paper highlights specific challenges, lessons learned, practices, and actions to consider when aiming to provide quality, principles-based distance education (DE) in emergencies. The paper considers inclusion and equity to be key guiding principles for education in general and calls for their application across all education modalities, especially distance education. Relevant sections: <ul style="list-style-type: none"> • Checklist 1: Verifying that Distance Education meets INEE Minimum Standards • 2.1.5 Major Challenges in Implementing and Using EdTech in Online Distance Education in Emergencies • Annex 5: Tips for Using Different Distance Education Modalities 	English


DISTANCE EDUCATION


	Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>USAID COVID Resource Mapping Tool (2022)</p>	<p>This repository is a list of COVID-19 resources to support mitigating learning loss and/or maintaining learning outcomes mapped against USAID’s six priority areas. Resources addressing the entire education spectrum are included, such as those related to: formal, non-formal, and alternative education; early childhood development and education, pre-primary, primary, secondary, and higher education/tertiary. While most resources are mapped onto USAID’s six priority areas, three other topics emerged as especially prominent: social-emotional learning, early childhood development/education, and equity, inclusion, and marginalized populations.</p>	<p>English</p>
	<p>Distance learning strategies in response to COVID-19 school closures (UNESCO, 2020)</p>	<p>This brief looks at the work of governmental agencies, international organizations, private sector partners and civil society to deliver education remotely through a mix of technologies in order to ensure continuity of curriculum-based study and learning for all during the COVID-19 crisis.</p> <p>Relevant section:</p> <ul style="list-style-type: none"> • Defining the topic and related key issues 	<p>Chinese, English, French, Portuguese, Mongolian</p>

DISTANCE EDUCATION

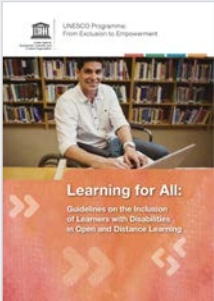
Title (Publisher, Year)	Summary	Language(s) with link(s)
 The image shows the cover of a UNESCO report. At the top left, there is a small UNESCO logo. The title is written in white text on a dark blue background: 'Ensuring effective distance learning during COVID-19 disruption: Guidance for teachers'. Below the title is a photograph of a woman in a white and orange sari looking at a laptop. The UNESCO logo is also visible in the bottom right corner of the cover.	<p>Ensuring effective distance learning during COVID-19 disruption: Guidance for teachers (UNESCO, 2020)</p> <p>This guidance aims to help teachers and education practitioners understand key issues related to home-based distance learning during COVID-19 school closures and design and facilitate effective learning activities.</p> <p>Relevant section:</p> <ul style="list-style-type: none">• 2.6: Common guiding principles	<p>Arabic, Chinese English, Farsi, French, Portuguese, Russian, Spanish</p>

INCLUSIVE DISTANCE EDUCATION



	Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>What does research suggest is best practice in pedagogy for remote teaching? (Education Development Trust, 2020)</p>	<p>This report provides a rapid evidence summary of what is known about best practice in teaching when school students are educated by distance learning. It considers both theoretical concepts and empirical evidence relating to the effectiveness of teaching methods used in a distance learning context. The report includes a consideration of the grey literature about pedagogy produced in response to the current period of global school closures.</p> <p>Relevant section:</p> <ul style="list-style-type: none"> Section 3: Recommendations for policymakers 	<p>English</p>

	<p>Inclusive distance learning (Save the Children, 2021)</p>	<p>This material provides information on how to support the designing of Inclusive Distance Learning sessions.</p>	<p>English</p>
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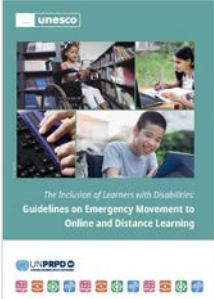
INCLUSIVE DISTANCE EDUCATION

Title (Publisher, Year)	Summary	Language(s) with link(s)
 The image shows the cover of a UNESCO publication. At the top, it says 'UNESCO Programme From Exclusion to Empowerment'. Below that is a photograph of a man sitting at a desk with a laptop in a library. The title 'Learning for All: Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning' is written in white text on a red background at the bottom.	<p>Learning for all: Guidelines on the inclusion of learners with disabilities in open and distance learning (UNESCO, 2016)</p> <p>These guidelines take a contemporary standpoint on the increasingly technology-based approaches used to deliver education to persons with disabilities. In this regard, it recognizes the value of Open and Distance Learning (ODL) as one of the most sustainable methods for overcoming the educational barriers faced by persons with disabilities; it also highlights and illustrates the facets of an ODL-facilitated education system using Open Educational Resources (OERs); Free and Open Source Software (FOSS); and Open Access (OA).</p> <p>These guidelines provide an overview for governments, institutions, instructors and instructional designers, along with quality assurance and qualifications recognition bodies, when developing ODL platforms, processes, courses, examination and other with a view to incorporating the needs of all users.</p> <p>Relevant section(s):</p> <ul style="list-style-type: none">• 3.1: Universal Design for Learning (UDL)• 3.2: Matrix: Prerequisite Actions, Implementation Actions, Monitoring Processes• Annex 1: Accommodations for Specific Functional Areas• Annex 3: Examples of Free and Open Source Software to assist Persons with Disabilities	<p>Chinese, English, Farsi, Spanish</p>



INCLUSIVE DISTANCE EDUCATION

	Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Access for All: Guide for Serving Students with Disabilities in Online and Blended Learning Environments (Wayer, N. M. (Ed.); Deschaine, M. E., Black, E. W., Kawohl, T., & Prater, D., 2016)</p>	<p>This guide is designed to provide an overview of different disability groups in order to better understand the needs of each group, some common accommodations for students in each group, and considerations for each group related to online and blended learning environments. Also provided are the terminology and acronyms commonly associated with disabilities and special education, and a thorough description of individualized education plans. In better understanding the needs of students with disabilities, it is hoped that virtual school educators will be better prepared to help all their students reach optimum success.</p>	<p>English</p>
	<p>Guidance Note 1, Inclusive Digital Learning (Humanity & Inclusion, 2020)</p>	<p>This guidance is part of a series published by Humanity & Inclusion during the COVID-19 Pandemic. It provides top ten tips for Inclusive Digital Learning, with a focus on children with disabilities. The tips are presented in a table and then followed with a discussion of each tip with relevant resources and their hyperlinks.</p>	<p>English, French</p>



INCLUSIVE DISTANCE EDUCATION

Title (Publisher, Year)	Summary	Language(s) with link(s)
 The image shows the cover of a UNESCO document. At the top left is the UNESCO logo. Below it is a collage of three photos: a person using a wheelchair, a person using a laptop, and a person using a tablet. The title 'The Inclusion of Learners with Disabilities: Guidelines on Emergency Movement to Online and Distance Learning' is written in white text on a dark background. At the bottom is the UNEPDPO logo and a row of colorful icons representing various disabilities.	<p>The inclusion of learners with disabilities: Guidelines on emergency movement to online and distance learning (UNESCO, 2022)</p> <p>The document addresses emergency movement to online and distance learning which is inclusive of learners with disabilities with a view to contributing to the implementation of relevant articles (9, 21 and 24) of the United Nations Convention on the Rights of Persons with Disabilities (2006) to support access to quality learning opportunities for persons with disabilities and access to information and knowledge using inclusive, accessible and affordable solutions. It aims to promote the concrete actions for the systematic inclusion and conventionalization of accessibility aspects via open solutions (Open Educational Resources, Free and Open-Source Software, and Open Access to Scientific Information, in Open and Distance Learning. This document addresses open and distance learning in a variety of environments where education and learning are increasingly technology mediated, whether it be completely at distance or an increasingly prevalent blended framework where students use technology part of the time.</p> <p>Relevant section(s):</p> <ul style="list-style-type: none">• Annex 1: Example Accommodations for Specific Functional Areas• Annex 3: Examples of Free and Open-Source Software• Annex 4: Open Education Resource (OER) Sources	English



INCLUSIVE DISTANCE EDUCATION

Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Checklist for Overcoming Digital Barriers to Inclusion in Online Learning (IREX, 2021)</p> <p>This checklist helps teams reflect on digital barriers to inclusion in online learning and embrace more inclusive practices and is a helpful starting point for more intentional planning. The checklist divides considerations into three phases: planning, engagement (such as training), and reflection.</p>	<p>English</p>
	<p>Inclusive Participation Toolbox (Christian Blind Mission, 2023)</p> <p>CBM's Inclusive Participation Toolbox, developed in collaboration with an 18-member advisory board from Asia, Africa, Europe, and Latin America, gives stakeholders in international cooperation the background knowledge, the practical advice, the ready-to-use material, and the partner(s) they need to enable participation during day-to-day work.</p> <p>Relevant sections:</p> <ul style="list-style-type: none"> • Checklist for giving an inclusive presentation • Checklist for virtual meetings 	<p>English</p>

INCLUSIVE DISTANCE EDUCATION

	Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Let's break silos now! Achieving disability-inclusive education in a post-COVID world (Humanity & Inclusion, 2020)</p>	<p>This report focuses on the difficulties children with disabilities face in accessing education in the world's poorest countries.</p> <p>Relevant sections:</p> <ul style="list-style-type: none"> • Chapter 4: COVID-19: Opportunity in crisis - let's improve education systems • Chapter 7: Building multi-sectoral, disability- inclusive education systems: key considerations • Chapter 8, Figure 6: A practical list of DOs and DON'Ts for governments and donors 	<p>English</p>
	<p>Practical guide to blended/ remote learning and children with disabilities (UNICEF, 2021)</p>	<p>The guide aims to support school directors, teachers and other professionals in making decisions that ensure children from vulnerable populations – particularly children with disabilities – continue to receive education and associated services even when schools are physically closed.</p> <p>Relevant section:</p> <ul style="list-style-type: none"> • Section 2: What should happen before blended/remote learning is implemented 	<p>English</p>

INCLUSIVE DISTANCE EDUCATION

Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>The concepts of e-learning and e-teaching play important roles in educational technology applied in different educational contexts. E-learning technology can promote the inclusion of students with various disabilities in education. We considered roles of e-teacher which are useful in e-education of students with disabilities. Usefulness of assistive technology and e-learning technology are also considered. The examples of implementation of e-learning/e-teaching components in education of students with specific learning disabilities supported perspectives of inclusive e-education and importance of teachers' competence of e-teaching in inclusive education.</p>	<p>English</p>
	<p>The purpose of this guide is to prepare families and their children for online learning. The 7 support strategies are designed to meet the unique needs of individuals with autism. In addition, examples and ready-made resources are included to help caregivers implement these strategies quickly and easily. These materials purposely represent a variety of styles/designs/complexity to model the range of what may be most meaningful across ages and skills, and to demonstrate what can be generated with few materials by busy caregivers. These strategies are intended to be a menu or toolkit of ideas that may be helpful-- caregivers may take one idea at a time and find a way to make it work for their child(ren) with autism and their family.</p>	<p>Arabic, Chinese, Czech, English, Greek, Italian, Japanese, Mandarin, Polish, Swedish, Spanish</p>

INCLUSIVE DISTANCE EDUCATION

Title
(Publisher, Year)

Summary

Language(s)
with link(s)

Autism Focused
Intervention
Modules (AFIRM,
2020)

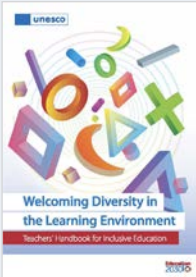
AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with autism from birth to 22 years of age. Supplemental materials and handouts are available for download.

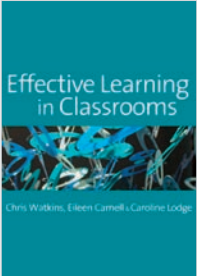

[English](#)





UNIT 3. PROFESSIONAL DEVELOPMENT FOR INCLUSIVE DISTANCE EDUCATION

This unit includes links to resources and courses that can support education practitioners in making distance education accessible to all learners. Learning and development opportunities are critical to inclusive education because they ensure fair access to school and learning. Professional learning activities for teachers can include caregivers, such as parents and guardians. These professional learning and development activities would not only help them better support their children's learning at home, but they could also explicitly work on improving collaboration opportunities between teachers and caregivers. Collaboration provides learners with a comprehensive and supportive learning environment that fosters their academic progress, personal development, and overall success.

	Title (Publisher, Year)	Summary	Language(s) with link(s)
	Welcoming Diversity in the Learning Environment: Teachers' Handbook for Inclusive Education (UNESCO, 2022)	<p>This teachers' handbook is meant to be a practical resource to assist teachers and teacher educators in understanding the various concerns of inclusion in their day-to-day work and developing competencies that promote inclusive pedagogy. This handbook is divided into nine sections, each of which presents a conceptual discussion of key inclusion and diversity topics as well as some promising case studies, instruments, and approaches. It also provides a framework for ensuring learning continuity in times of crises and emergencies such as the COVID-19 pandemic and covers a variety of topics aimed at strengthening the capacities of teachers and teacher educators for recovery and resilience in education systems in the COVID-19 context.</p> <p>Example of topics: a twin-track approach to Inclusive Education, classroom management, assessment, support within and outside of schools, ensuring learning continuity through hybrid learning in the time of covid-19 and beyond.</p>	English

Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Effective learning in classrooms (Watkins, Carnell, & Lodge, 2007)</p> <p>This book addresses an important, and too seldom addressed issue: learning. We do not mean teaching, we do not mean performance, we do not mean “work”. This book is about learning, what makes learning effective and how it may be promoted in classrooms. The authors take the context of the classroom seriously, not only because of its effects on teachers and pupils, but because classrooms are notorious as contexts which change little. Rather than providing yet more tips, they offer real thinking and evidence based on what we know about how classrooms change. Four major dimensions of promoting effective learning in classrooms are examined in depth: Active Learning; Collaborative Learning; Learner-driven Learning and Learning about Learning. Evidence from practicing teachers in the form of case studies and examples, and evidence from international research in the form of useful ideas and frameworks is included.</p>	<p>English</p>
	<p>Responding to Educational Needs of Learners with Disabilities in Emergencies: An online Teacher Training Course (Seameo, 2022)</p> <p>This online course has been designed to support teachers of learners with disabilities during COVID-19 by focusing on two key aspects. Firstly, it aims to create relevant learning materials in accessible formats for teachers working with children with disabilities at the primary level. Secondly, it seeks to enhance teachers’ capacities through online training to effectively support children with disabilities. The course covers various training areas, including stress management and psychosocial support, utilization of different assistive technologies, developing emergency response plans, and ensuring the continuity of learning.</p>	<p>Cambodian, Dzongkha, English, Indonesian, Laothian, Thai, Tetun, Vietnamese</p>

	Title (Publisher, Year)	Summary	Language(s) with link(s)
	<p>Technology-supported professional development for teachers: Lessons from developing countries (Education Development Trust, 2018)</p>	<p>This report captures what might be learnt from a selection of the world's most interesting examples of technology-assisted in-service professional development in lower-income countries and from wider reflections about the potential of technology to enhance the professional learning of teachers. This report explores each of these case studies and reflections in greater detail, drawing lessons for policymakers, practitioners and other organizations who seek to provide technology-related professional development opportunities for teachers.</p> <p>Relevant sections:</p> <ul style="list-style-type: none"> • Chapter 2: Technology and its potential for supporting in-service teacher professional development • Chapter 4: Reflections on the case studies 	<p>English</p>
	<p>Top Tips for Online Learning (Humanitarian Leadership Academy)</p>	<p>This is an online and self-directed course that intends to provide humanitarians with information that will support them deliver training virtually. It will help ensure the development of humanitarian responders' skills and knowledge to provide a high-quality response in situations where face-to-face training is not possible. When combined with accessibility tips and inclusive teaching strategies, the course will help teachers plan and deliver inclusive distance education.</p>	<p>Arabic, English, French, Spanish</p>

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