

Disability Inclusion in Education in Emergencies Roundtable Discussion:

Reflections and case studies from INEE Inclusive Education Task
Team members

22 July 2021



Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



This session is being recorded.



Closed captioning available in En



The recording and presentations will be shared on the INEE website – inee.org





Inclusive
Education
response during
the pandemic

INEE Webinar
22/07/2021

COVID-19 specific issues linked to disability

#COVID19 and disability

People with disability are at a greater risk of contracting coronavirus because of:



Physical barriers to access hygiene facilities



Need to touch things



Difficulty in enacting social distancing



Difficulty accessing information



World Health Organization

#coronavirus



Concerns about children with disabilities in the education response to Covid-19 crisis

- An estimated 90% of children with disabilities were out of school before the crisis and not benefiting from services delivered via school (feeding programs, health, MHPSS...)
- They are more at risk of dropping out and being victims of domestic violence
- Learning continuity is hampered by the lack of access to information, access to technology, inaccessible education platforms, radio lessons adapted for Deaf children, etc.
- Children with disabilities are overlooked in the mainstream education response from governments and humanitarian actors.



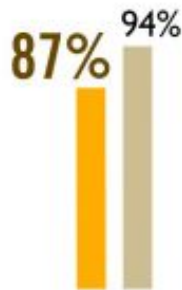
The Hidden Impact of Covid-19 on Children and families with disabilities (Save the Children report 2020)

KEY FINDINGS (contd.)

Child Education and Learning



Only **78%** of children with disabilities in this study attended school before COVID-19, compared to 90% of those without disability.



A smaller proportion of parents/caregivers of children with disabilities, compared to those without disability expected that their child would return to school

■ Parents/caregivers with disabilities
■ Parents/caregivers without disability

1 in 3

parents/caregivers with disabilities reported that their child did not have access to any learning materials at all

7 in 10

children with disabilities reported needing home schooling/learning materials

6 in 10

children with disabilities reported not having someone to help them

4 in 10

parents/caregivers of children with disabilities felt unable to support their children with learning



#1: HI response with no technology

❑ Kenya

- Classroom assistants assisted learners and families with home-learning, with the support of teachers
- They collaborated with community outreach workers to help assess the learner's educational needs



Pio Ongoro, Kenya
A classroom assistant
doing home-based
learning for Deaf children



#2: HI responses with regular technology

❑ Lebanon & Gaza

- **Free websites** accessible for children with disabilities
- **Free platform** (ZOOM) to facilitate teacher training and support to students and parents
- **Free [channel](#)** (YouTube) for interactive and fun lessons using **local smartphones** by teachers using sign language and inclusive teaching techniques



❑ Egypt

- **Free apps** (WhatsApp) to create groups for children who needed additional learning support, in addition to Inclusive learning packs sent home, followed by teachers' phone calls



#3: HI Development of multi-sectoral strategies

❑ Palestine + Region

Support to make COVID-19 and its prevention messages accessible with [My Hero is You](#) a Storybook for Children on COVID-19



With:

- A video showing illustration of each page
- An audio narration
- A sub audio track with a narrated description of the illustrations
- Arabic sign language
- Closed caption



#4: Accessible Digital learning in Kakuma and Dadaab refugee camps, Kenya

- Provision of regular and specialised ICT material
- Tablets are fitted with packages of accessible **digital content for Kenya's curriculum**: textbooks, supplementary materials and interactive content (fully offline)
- With Ekitabu, HI is **training** upper primary and secondary learners on how **to use the digital platforms** and participate in interactive forums
- Collaboration is ensured with authorities (MOE/DSNE, KISE, KICD)



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<https://www.ekitabu.com/>



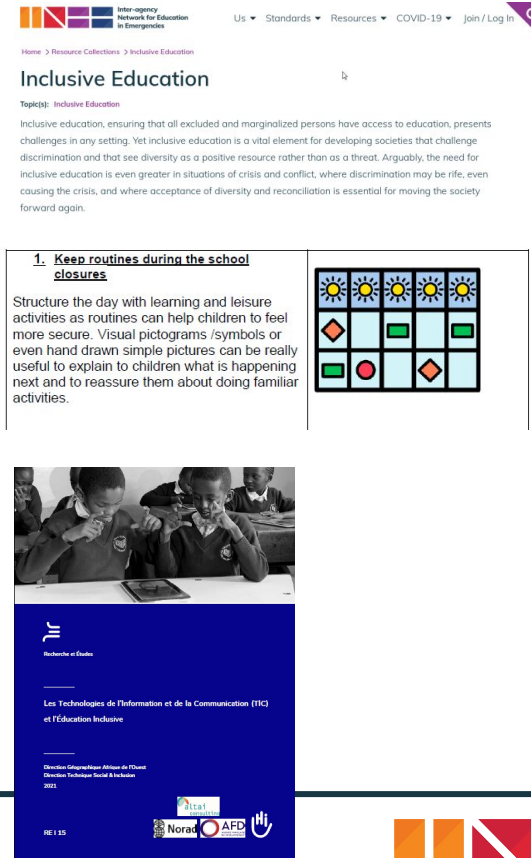
Thank you!

**We count on you to write a more inclusive future
and leave no one behind!**



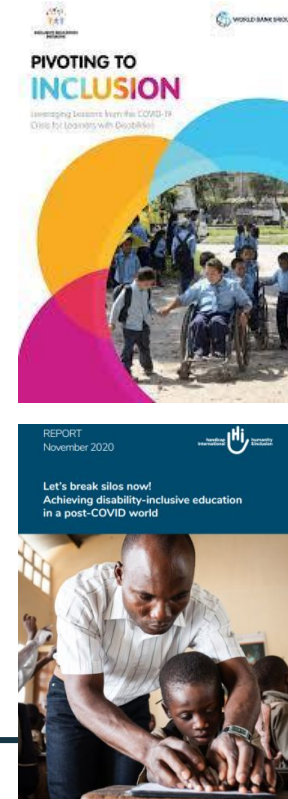
INEE Resources

- INEE [Inclusive Education collection](#)
- HI COVID 5 [short guidance briefs](#) “10 top tips” to support children with disabilities on:
 - #1. [Inclusive digital learning](#)
 - #2. [Teachers resources](#)
 - #3. [Homebased learning](#)
 - #4. [TV and Radio](#)
 - #5. [Return to school](#)
- [ICT and Inclusive Education](#), a study and directory of ICT tools (French language)



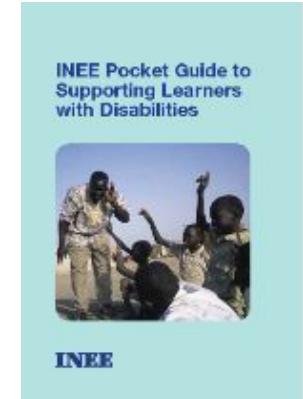
Key Resources

- **Pivoting to Inclusion:** [Leveraging Lessons from the COVID-19 Crisis for Learners with Disabilities](#) (WB/IEI)
- **Let's break silos now!** - Achieving disability-inclusive education in a post-COVID world, HI [Advocacy report](#)



For more on inclusion in emergencies

- UNICEF [Including Children with Disabilities in Humanitarian Action; Education](#)
- INEE [Pocket Guide to Supporting Learners with Disabilities](#)
- [IASC standards](#) for inclusion of persons with disabilities in Humanitarian action (Chapter 12 on education)



Education of children with disabilities in Kosovo during COVID-19



Meet Sara*

...a 10-year-old girl from a small village, with a condition known as Selective Mutism.

Difficulties during COVID-19:

- Change in daily routines
- Lack of contact with other children
- Difficulties carrying out tasks
- Lack of technology and Internet access
- Overloaded with tasks
- Not included in lessons with other children in the classroom



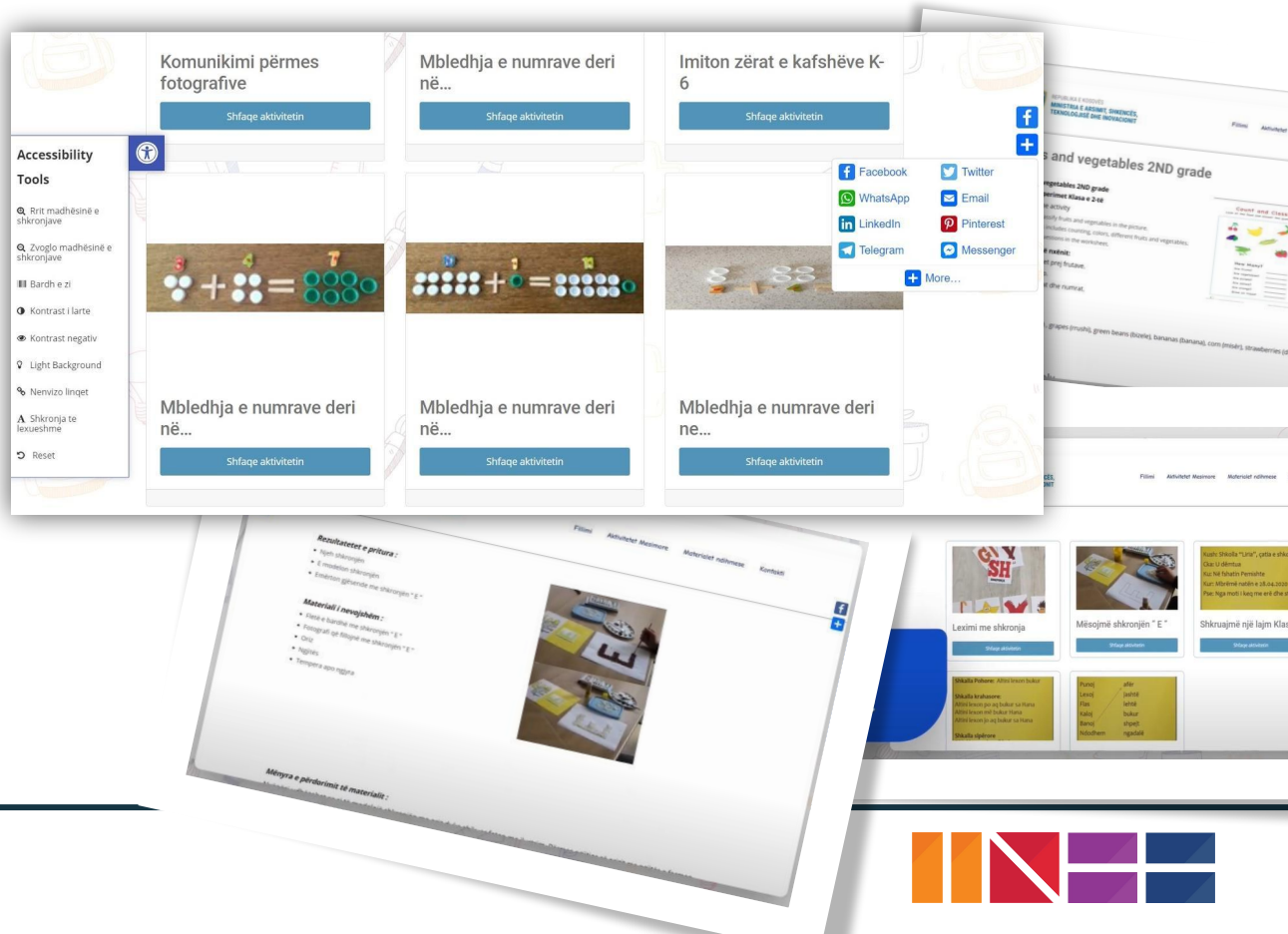
© Save the Children in Kosovo

**The name changed to protect the identity of the child.*



The distance learning platform

- Learning activities for children
 - Curriculum areas
 - Activities areas
- Auxiliary materials for teachers and parents
- COVID-19 information section



Provision of educational kits and e-tablets



© Save the Children in Kosovo

More than 850 children with disabilities supported with educational kits

More than 500 children with disabilities provided with e-tablets and internet subscription



© Save the Children in Kosovo



© Save the Children in Kosovo



Disability-inclusive SB2S awareness campaign



Other services for children with disabilities and parents (in partnership with local OPDs)

- Training of teachers and parents on digital competency
- Virtual regular meetings with parents
- Online services and recommendations for parents on actions to be taken with their children on ergo-therapy, developmental therapy, speech therapy
- Online group sessions for parents on positive discipline, stress management, and recommendations for self-control
- Video-tutorials on adapting home tools to didactic tools



Challenges

CHILDREN

- Change in daily routines
- Prohibition of regular (additional) activities
- Lack of socialization
- Lack of emotional support
- Changes in learning formats
- Interrupted access to other services

PARENTS

- Lack of competence to support children with lessons
- Digital illiteracy
- Stressed out, overloaded around children
- Fear the lack of services will lead to regression in children with disabilities
- Lack of services and isolation at home impact parental stress and practices



A Global Voice for Autism

Speaker: Melissa Diamond

Website: <https://www.globalvoiceforautism.org/>

Instagram: @aglobalvoiceforautism

Twitter: AGVFAutism



Contact us!
inclusiveeducation@inee.org



<http://www.inee.org>

Valid, could you please share the content of educational kit for CWD?

No.	DESCRIPTION
1	Magnetic wooden numbers 37 magnetic colored wooden figures in form of numbers and symbols mathematical basic operations Dim of elements: 4.5cm Dim.of bocks 15x15x5cm
2	Mathematical set with rings Wooden board with 55 wooden ring on vertical supports and 20 mathematical tile.Task the link and equalize the number is 3 levels, with the number plate, plate counts and shall order them to the vertical supports. Dim: 42x13x8 cm
3	Big Bloks Letters (30 pieces) F is for fun! Build 'n Learn ABC Spell! First Blocks are the perfect tools for educational, imaginative play. With 52 letters, these big, vibrant blocks support your child's language development, encouraging letter recognition and basic spelling skills. These blocks are compatible with all bloks from the line sets and come in a new eco-friendly, PVC-free bag with strap for easy cleanup. Watch your little one grow with Build 'n Learn ABC Spell!
4	Wooden Giraffe Maze Cute maze of little giraffe offers plenty of entertainment by moving the balls along the winding guide. Wooden toys are made based on many years of experience and in response to customer demand for high quality attractive wooden toys. In addition to high quality and safety of toys, the toys stimulate child development at various ages. Reinforce motor skills, promote learning and influence the psychological development of the child.



Valid, could you please share the content of educational kit for CWD? (Continued)

Didactic materials

No.	Description	Unit	Qty.
1	Liquid adhesive / 50 ml	Pcs	1
2	Adhesive for paper / 20 gr	Pcs	1
3	Small strip adhesive / 15 mm	Pcs	1
4	Small scissors (for children)	Pcs	1
5	Pens	Pcs	1
6	Pencils	Pcs	1
7	Rubbers	Pcs	1
8	Pencil sharpeners	Pcs	1
9	Notebook A5 (60 pages)	Pcs	1
10	Notebook A4 (60 pages)	Pcs	1
11	Colouring pens (various colours 1/12)	Pack	1
13	Educational posters (Fruits, numbers, letters)	Pcs	1
14	Material for handicrafts	Pcs	1
15	Wooden colouring pencils 1/12	Set	1
16	Clay (various colours / 200 gr.)	Set	1



Valid, how did you address the challenges mentioned at the end of your presentation and what were the successful practices that mitigated the risks associated with these challenges?

Save the Children in Kosovo advocated with Ministry of Education and supported them develop distance learning platforms for [early childhood education](#) for children ages 0-6, and on [education of children with disabilities](#). The platforms offer inclusive and accessible guidance and daily educational for parents and children.

In close partnership with local representative organizations of persons with disabilities and the Ministry of Education, a [disability-inclusive awareness raising campaign on safe return to school](#) was designed and carried out to inform children with various impairments, their teachers, parents/caregivers on protective measures that would ensure a safe return to school.

As part of its work to support remote learning for most marginalized children and families during the lockdown and throughout the outbreak of COVID-19, Save the Children in Kosovo has distributed education packages with didactic materials, educational toys and hygienic products to primary school aged children with disabilities and other vulnerable groups.

Further, children with disabilities and children from other vulnerable groups have been provided with electronic tablets and internet access.

In order to develop the digital competencies of teachers and parents / caregivers, to improve the learning outcomes of children with disabilities in the context of COVID-19, Save the Children in Kosovo has trained teachers and parents / caregivers of children with disabilities on the use of online platforms being used in Kosovo for educational-learning purposes.

Parents / caregivers were also provided with printed awareness materials on the importance of early childhood inclusive education and how to engage children at homes with various educational activities, explained also online via video streams through social media.

Parents / caregivers throughout Kosovo benefited from [an awareness video on the Positive Discipline in Everyday Parenting](#) principles and other messages on the importance of care and well-being during COVID-19. To promote mental health and psychosocial support resources for families in general, Save the Children in Kosovo also delivered 2 webinar modules for adults and adolescents, [2 awareness raising videos](#), [3 TV programs](#) and audio messages (in Roma, Serbian and Albanian languages), aired at the national broadcasting TV station and local radio stations, respectively. Moreover, [an awareness raising brochure](#) containing information on psychosocial support; positive parenting tips; as well as advises to maintain physical and mental health during the COVID-19 was developed. The brochure was disseminated to all beneficiaries that have received educational and hygienic kits and also was shared via SCiK social media channels.

Save the Children in Kosovo also supported parents / caregivers of children with disabilities by filming 3 video demonstrations on Healing and Education Through the Arts (HEART), supporting CSO partners to deliver child safeguarding webinars and Portage and speech therapy services to parents of children with Autism and Down Syndrome.



I would like to receive resource material about inclusive practices in classroom implemented by teachers as shared by Melissa.

While we don't currently have open source curriculum materials, we are always happy to discuss partnerships and collaborations. Please reach out to melissa@globalvoiceforautism.org or info@globalvoiceforautism.org to get in touch about possible collaborations.

