Agenda

1. **Welcome and introduction**

2. **Panel presentations:**

    a. Inclusive Education and COVID-19: key considerations
    b. Advocating for Inclusive Education - statement from the IDDC
    c. Practical recommendations for inclusive covid-19 programming
        i.   Practical example 1 - Humanity Inclusion in Nepal
        ii. Practical example 2 - eKitabu in East Africa
        iii. Practical example 3 - Save the Children in Kosovo
    d. Final reflections

3. **Moderated Discussion / Q&A**

Speakers

Diane Richler (International Disability Alliance/GLAD)

Sian Tesni (CBM/IDDC)

Julia McGeown (IDDC/Humanity and Inclusion)

Subekshya Karki (Humanity and Inclusion)

Will Clurman (eKitabu)

Valid Zhubi (Save the Children)

Jerry Mindes (Leonard Cheshire)

- **Covid-19 is a global crisis; however, not all is doom & gloom.**

- **Distance learning, both now and in general, offers great potential benefits:**

    – Opportunities to increase stability/routine;

    – Opportunities to increase access for students who have never attended school;

    – Opportunities to increase equity and inclusion.

- **Our assumption currently is that there will be <u>multiple</u> COVID waves, of which this is the first.**

    – Whatever we put in place for the medium/long-term should support our goal to provide safe, equitable access to quality education in the context of multiple COVID waves.

    – That thinking should start today and influence our choices.

# Global Action on Disability (GLAD) Network

- a coordination body of bilateral and multi-lateral donors and agencies, private sector and foundations working to enhance the inclusion of persons with disabilities in international development and humanitarian action"
  - Disability Inclusive Education [Infographic](#)
  - [Using ICT to Implement Universal Design for Learning](#)
  - [Literature Review on Distance Learning in Emergencies](#)

INNE Webinar: 29.04.2020

Advocating for Inclusive Education during covid-19
**Siân Tesni (CBM Global Advisor for Education; Co-coordinator IDDC IE TG)**

What is IDDC? https://www.iddcconsortium.net/
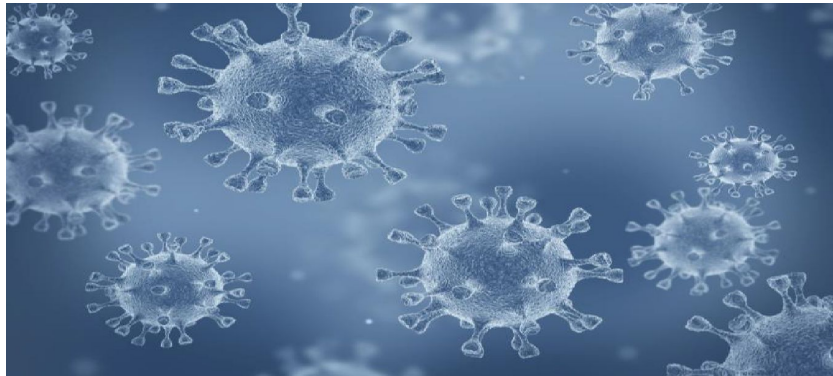
IDDC – an international network of civil society organisations promoting inclusive international development and humanitarian action with a special focus on the full and effective enjoyment of human rights by all people with disabilities.

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![IDDC - International Disability and Development Consortium]

What the IDDC IE TG does:
- Input, Development, Dissemination e.g. GLAD IEWG infographic on Inclusive Education
- Advocacy to GPE, GCE, ECW
- Input into documents, research: #Costing Equity; GEM Report Equity and Inclusion
- Member of GLAD, IDA WG IE, GEM Advocacy Team; WB TAC

![IDDC International Disability and Development Consortium]
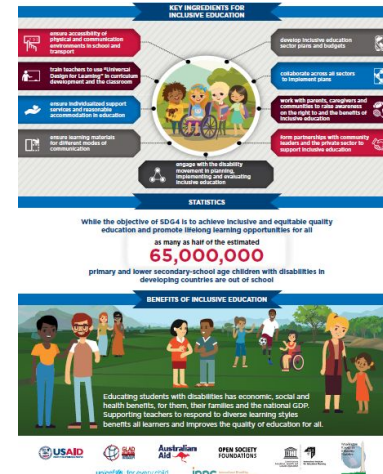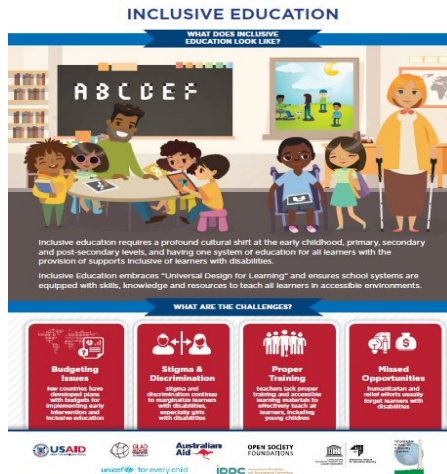
- IDDC IE TG for COVID-19:
- Advocacy response: https://www.iddcconsortium.net/ourwork/covid-19-and-disability-inclusion/inclusive education/

- Key Messages:

- 90% children have their education interrupted

- 50% OOS LMIC; often amongst poorest families; drop out rates high – non-return

- Technology a solution – access for all?
  - Intermittent internet
  - Access to information for all limited – needs planning, expertise
  - Access to Smart phones limited

- School is more than education; nutrition, health, safety, reduces discrimination

- Ensure disability-inclusive education…+ post COVID19

IDDC

We call on governments and international development actors to ensure that:

- Children and young people most impacted prioritised in responses;
- Alternative education provision is accessible, RA, individual need
- Adequate and sustained financing for inclusive education during, and after, the COVID-19 outbreak;
- Disability inclusion should be mandatory for qualifying for the GPE, ECW etc.
- Technology and media for learning in a variety of accessible formats.
- Specialist support to children with disabilities should be given special dispensations to operate during lockdown periods.
- Responses are co-ordinated and cross-sectoral
- Civil society, including organisations of people with disabilities consulted
- Voices of children and young people with disabilities, caregivers, are heard, and involved in the design and implementation of response plans;
- Teachers and educators are involved in the transition towards alternative education methods for all learners, trained in new modes of delivery, and are protected by their employers;
- Specific actions are taken to ensure that the most marginalised children are effectively included and supported to return to school when schools re-open.

What kind of support is needed?

ALWAYS FOLLOW THE TWIN TRACK APPROACH!

- Ensure that mainstream education approaches are inclusive of all children (e.g. Educator Cluster response plans should be disability inclusive)

- + Ensure children's specific needs are met (e.g. alternative teaching approaches and modalities are also crucial).

- Please refer to these short guidance briefs with hyperlinks to relevant resources, with "10 top tips" to support children with disabilities' learning in terms of…
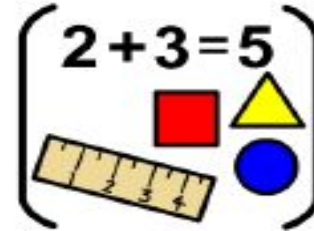
1. **Inclusive Digital Learning**

2. **Teacher resources**

3. **Home Based Learning**

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&inclusion

Inclusive Digital Learning : Example of top tips

Promote the use of FREE online lessons (in the core subjects) either as a supplement to the core curriculum or to replace it if necessary	
Make use of FREE resources to print out for home based learning (or to use as part of an education pack to send to families)	
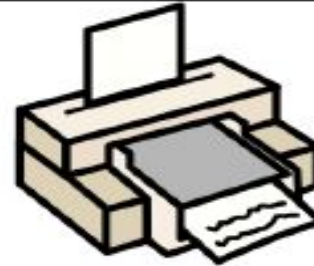
Practical Examples:

❑ **Gaza**:

Developing videos of interactive and fun lessons created using local smart phones by teachers using sign language and inclusive teaching techniques, uploaded to a "Youtube" <u>channel</u>.

Rwanda:

Providing technical support to Rwandan Education Board and its partners in the development of radio and TV lessons and scripts with a particular emphasis on inclusive approaches.

❑ **Lebanon**:

Promoting the use of free websites that are accessible for children with disabilities, and supporting the use of sites like ZOOM to facilitate teacher training and support to students and parents.

Teacher Resources : Some tips

Keep the link with your learners as much as possible and check on their wellbeing with any means available to you (phone call, SMS, individual home-visit[1], etc.). It is crucial to mitigate learning difficulties and the risks of permanent school drop-out and to let parents know they are being supported through this period.	
Give specific support to the most vulnerable children who may struggle the most with distance learning. In some contexts it may be possible to maintain some opportunities for classroom learning, with small groups of learners who have special educational needs (either because of disabilities or other reasons) when restrictions ease.	

Practical Example for teachers:

❑ **Egypt :**

Facilitators and teachers have developed short lessons and fun quizzes to support the children at home, through **WhatsApp** groups for children who need additional learning support.

Inclusive learning packs are also sent home, followed up by teachers' phone calls.

❑ **Kenya:**

Classroom assistants, supported by teachers, are now supporting learners at home, following social distancing rules and assisting learners and families with home-learning.

They work with community outreach workers who already know the families and help assess the learner's educational needs.

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Home based Learning : Top tips

1. Keep routines during the school closures

Structure the day with learning and leisure activities as routines can help children to feel more secure. Visual pictograms /symbols or even hand drawn simple pictures can be really useful to explain to children what is happening next and to reassure them about doing familiar activities.
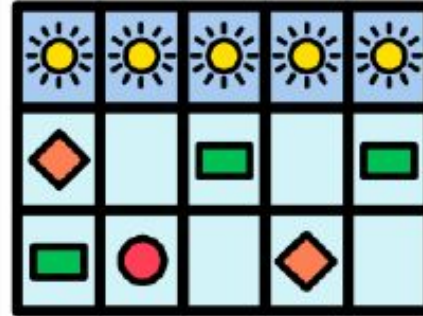
2. Coping with stress

Try to reduce your child's level of stress by talking with him/her in a calm manner, adapted to his/her level of understanding about why he/she is staying home and what your daily structure will be during this time. Do not try to ignore discussions about this as it will make things more difficult.

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Practical Examples for parents:

❑ **Sierra Leone:**

Learning from the Ebola crisis, where community based rehabilitation (CBR) volunteers supported small groups of learners to access radio lessons, Itinerant teachers are now supporting CBR volunteers to do home visits with a focus on children's learning.

❑ **Uganda**:

A strong focus on learning through play and on using local materials to develop home-based learning to support children with disabilities.

A multi-sectorial approach is crucial, to link with MHPSS, rehabilitation support, protection and other key sectors.

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Thanks for listening!

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COVID-19 Response

29 April 2020

eKitabu Response Elements

- **open.eKitabu.com:** accessible digital TLMs from local publishers
- **Digital Storytime** on TV, radio
- **Stop COVID-19 campaign support:** TV, radio, online, mobile
- **Evidence:** building with partners to learn what works

eKitabu

open.eKitabu.com: Open Accessible EPUBs

Now on TV in Kenya… and exploring radio

KSL and RSL Video Storybooks

On Sunday, Marion got up early.

Format

Introduction

Video Storybook
with Kenyan Sign Language, audio and captions

eKitabu

Online Learning Modules

Grade 1: Early Grade Reading

Questions

When Donkey asked Horse "why are you running?" What did Horse say?

✔ "I don't know"

"I am running because the rest are running too"

"I am scared"

⭐ 1/1

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eKitabu

Output Formats for Online & Offline Use

Format	Notes
Text	Text from existing, new, or translated TLMs
Braille	For refreshable e-braille displays or print output
Audio	Human-narrated audio, for digital or radio, computer-generated Text To Speech for some languages (English, French,...)
Video	Local Sign Languages and captions
Interactive	Offline or integrated into Learning Management Systems
Easy to read	Adapted content using Easy to Read guidelines
EPUB	Accessible EPUB 3 using WCAG 2.0 standards, can package all of the above formats to simplify delivery

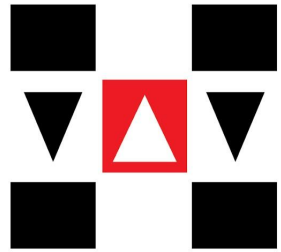eKitabu

For the Ecosystem

Teachers:

- Broadcast & digital Teacher Professional Development
- Teaching & Learning Materials, including braille, for inclusive education
- Assessment for advancement & recognition
- Support via Phone, Whatsapp, SMS, USSD

Children & Families:

- Broadcast accessible content: video, audio
- Public campaign support messages: local languages, including Sign Languages
- Individualised communications by Phone, SMS, Whatsapp, USSD
- Accessible storybooks, including braille, and interactive activities online

Government:

- Accessible and educational content for out of school children
- COVID-19 Information, Education & Communications (IEC) materials
- Microplanning & mobilisation for how and when schools re-open

eKitabu

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Questions?

http://www.inee.org/covid-19/webinars

Email: covid-19@inee.org