An inclusive response to COVID-19: Ensuring education for all

17 September 2020
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2. Panel presentations
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   b. World Bank
   c. Humanity & Inclusion, Lebanon
   d. Girls’ Education Challenge
   e. World Vision International, Zimbabwe
   f. CARE International, Somalia
   g. International Disability Alliance and World Federation of the Deaf
3. Moderated discussion/Q&A
Panelists

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Lebanon

Anna D'Addio
UNESCO GEM Report

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Michelle Lewis Sandall
UK Aid Girls' Education
Challenge
GLOBAL EDUCATION MONITORING REPORT

Inclusion and education:
ALL MEANS ALL

en.unesco.org/gem-report | gemreport@unesco.org
All means all
Learner diversity is a strength to be celebrated

Out of 100 students...

...the best, the able, the talented, the rich, the healthy, the physically fit, the disruptive, the lazy, the straight, the religious, the normal, the rich, the tall, the happy, the obese, the depressed, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the hungry, the 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Identity, background and ability still dictate education opportunities

In the United States, LGBTI students are 3 times more likely to stay home because they feel unsafe.

In at least 20 countries no poor rural young women complete secondary school.

10-year-olds in middle- and high-income countries not learning in their mother tongue are 34% less likely to have basic reading skills.

Refugees are 3 times more likely to be out of secondary school.

Children with disabilities are 2.5 times more likely to never go to school than their peers.
Inequalities fed into the Covid-19 education crisis

Online solutions are just a partial substitute

Their uptake is directly linked to countries’ income:

- In primary and secondary education, they were used by about 55% of low-income, 73% of lower-middle-income and 93% of upper-middle-income countries

- In Burkina Faso, Burundi and Chad just 15% had access to electricity at home
COVID increases the urgency for investing in inclusion

In **OECD countries**, 1 in 20 students, and almost 1 in 10 of those attending disadvantaged schools, lack an internet connection at home.

**40% of poor countries did not target learners at risk** in their education response.

Prolonged closures may increase likelihood of dropout especially for students with **multiple vulnerabilities**.

Aid to education is projected to fall by **US$2 billion** by 2022.

Investing now could reduce additional costs due to COVID-19 by **75%**.
Widen the understanding of inclusive education
Include all, regardless of identity, background or ability

68% of countries have a definition of inclusive education...

...but only 57% of those cover multiple marginalized groups.
Recommendations on inclusion – 1

- Target financing to those left behind
- Share expertise and resources: the only way to transition to inclusion
- Engage in meaningful consultation
- Ensure cooperation across government departments, sectors and tiers
Recommendations on inclusion – 2

- Make space for non-government actors to challenge and fill gaps
- Apply universal design to fulfil each learner’s potential
- All teachers should be prepared to teach all students.
- Collect data on and for inclusion with attention and respect: avoid labelling that stigmatizes
Learn from peers
A shift to inclusion is not easy

**PEER**
education-profiles.org
Description of laws and policies on inclusion in education

**WIDE**
education-inequalities.org
Education inequalities within/between countries

**SCOPE**
education-progress.org
Interactive visualizations of SDG 4 data
Countries follow different paths to achieve their education targets. Having access to comparable information on choices made in different systems can enrich education planners’ and decision makers’ perspectives on how to overcome their challenges. Systematic and comprehensive information on national education legislation, policies and programmes on issues central to achieving SDG 4, our global education goal, is necessary to inform policy dialogue at sub-regional, regional and international levels.

These Profiles Enhancing Education Reviews (PEER) aim to describe all countries’ laws and policies on key themes in education so as to improve the evidence base on the implementation of national education strategies. The profiles are related to the theme of the Global Education Monitoring (GEM) Report and are prepared by its team. Government validation of the content is being sought and each profile indicates whether such validation has been obtained.
Join the conversation
#AllMeansALL


Launch of the 2020 Gender Report – 9 Oct
PIVOTING TO INCLUSION
Leveraging Lessons from the COVID-19 Crisis for Learners with Disabilities

Anna Martin
The World Bank
Disability Inclusive Development
Issues Paper: Themes

- Rethinking education with an inclusive lens for learning
- Preparing and supporting resilient, inclusive teachers
- Disability-inclusive social protections and family and community support
- Inclusive nutrition and WASH
- Inclusive education financing

**Twin-track approach for Disability Inclusion**
Rethinking Remote Learning with an Inclusive Lens

Challenges of reaching the farthest and most marginalized:

• Inequitable access to devices, internet/data
• Parent/caregiver ability to support their child’s learning
• Limited/no access to assistive devices, accessible learning materials
• Lack of individualized learning

Recommendations

• Apply Universal Design for Learning (UDL) principles
• Facilitate educational accessibility and UDL in programming
• Encourage individualization
• Keep in mind the heterogeneity of disability
Preparing and Supporting Resilient & Inclusive Teachers

- Unsure of roles and responsibilities and how to connect with learners
- New and unfamiliar methods of remote learning
- Many feeling unsupported

Recommendations
- Develop teacher capacity to understand/support learners with disabilities using principles of UDL
- Develop communities of practice to share best practices among teachers
- Utilize existing expertise of disability-inclusive education technical experts and teachers to develop knowledge/understanding of other teachers
Disability-Inclusive Social Protection and Family & Community Support

- Poverty among families of learners with disabilities may be exacerbated
  - Loss of income
  - Reduced income due to childcare

- Social protection for:
  - Bolstering income security
  - Access to healthcare
  - Disability-related expenses

Recommendations
- Utilizing existing community resources
- User-friendly hotlines
- Increase/ ease access to scholarships, and cash benefits
- Raise awareness on how to best support children with disabilities
- Support communication between children and their families
Inclusive Nutrition & WASH

• 370 million children missing out on school meals (as of May 2020)
• No school meals during COVID-19: 41% of 129 survey countries (UNICEF)
• Children with disabilities: more likely to be excluded
• Inaccessible food distribution sites, supplies & rations not responsive to needs
• Accessible WASH infrastructure: critical at community and school-level.
• Many children with disabilities already out of school as inaccessibility prevents enrollment and attendance.

Recommendations
• Ensure accessible food distribution points
• Expand programs to reach those previously left behind
• Accessible messaging on COVID-19 prevention
Additional Financing of Disability-Inclusive Education

- Education budgets affected due to current competing priorities
- Projected decrease in demand for education at household level
- Assessment of COVID-19 Accelerated Funding Windows
  - Allocations for disability inclusion are low
  - There is a focus on immediate needs rather than long term recovery

Recommendations

- Multisectoral approach in education financing
- Targeting learners with disabilities in grants
- Disability data collection
- Prioritizing procurement of accessible devices
- Track financing by disability markers
The Education Recovery Process

- School Reopening: ensuring safety, protection, and inclusion
- Measures to reverse learning loss
- Opportunity for building stronger, more inclusive education systems
The Disability-Inclusive Education Community of Practice

An inclusive and collaborative network, focusing on the creation and dissemination of knowledge within the field of disability-inclusive education.

A place to network, share knowledge & experience, and work together towards raising standards of education, learning and development and achieving SDG 4.

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Disability Inclusion mainstreaming in education during COVID-19

Henriette Chidiac
Inclusion Technical Advisor Lebanon
1. Disability and COVID-19 in Lebanon context

- Over **1.2 million school-aged children** affected by school closure in Lebanon

- **Absence of accurate data** on children with disabilities enrolled in learning programmes hindered the response.

- **Inclusion is still being piloted in Lebanon** and the Inclusion strategy is under development

- COVID-19, the economic crisis and the Beirut Blast of August 4, 2020 **exacerbated pre-existing barriers** faced by persons with disabilities to access services
2. How can children with disabilities return to school safely?

1. Ensure that children with disabilities are prioritized to return to school through inclusive awareness campaigns.

2. Ensure that school guidance on returning is disability inclusive.

3. Ensure that schools have accessible messaging on prevention and awareness on COVID-19 (hygiene, social distancing, …).

4. Build on the success of teachers’ increased capacity of ICT in education especially to support children with disabilities.
3. Twin-Track Approach

Mainstream education programs for all learners

Targeted support to students with disabilities
4. Multisectoral Approach

Involve **ALL KEY** people in the response plan and implementation.
5.1 Adaptations in the Middle East

(Multi sectoral approach: Education & MHPSS)

Lebanon + Region

support to make COVID-19 and its prevention messages accessible with My Hero is You a Storybook for Children on COVID-19
5.2 Adaptations in Lebanon

• The MEHE and CERD created a platform online [https://dl.crdp.org](https://dl.crdp.org)

• Grade 9 and 12 had access to national TV channel providing lessons
• 5.3 Adaptations in Lebanon

• Teachers and specialized educators in pilot project adapted lessons and worked on their accessibility.

• HI IE project had distributed assistive devices to students with disabilities before the pandemic and trained NFE teachers on “inclusive classrooms” currently in coaching phase.

Child with mobility impairment provided with a tablet to access online learning @HI
5.4 Adaptations in Lebanon

- The inter-agency Education Sector created an online shared folder containing materials for distance learning (Link: [Education Materials for distance learning](#))

- CWTL Warchild Holland platform used in their NFE programmes

  Emotions song – link shared under the education materials by UNICEF in the Social & Emotional learning section
6. Closing Reflections and key messages

• Failure to have a **holistic and multi sectoral approach** to inclusive Education hindered Lebanon’s capacity to respond to the crisis.

• Education is the first line of defence to mitigate unprecedented risks and **inclusive education is the most effective way provide a quality education which benefits all children.**

• We should join the international momentum to **ensure a safe return to school to all children,** to mitigate further risks of learning loss and dropouts, especially for the most vulnerable children.

• We should **rethink education with inclusive lens for learning, prepare inclusive and resilient teachers and allocate sufficient budget** to implement a response inclusive of all children.
Thank you!
Emerging learning on COVID-19 retention from the Girls’ Education Challenge

September 2020
Overview of GEC

Vision: To accelerate the learning of millions of marginalised girls

The GEC was launched in 2012 as a 12 year commitment to reach the most marginalised girls in the world to transform lives through quality education and learning opportunities.
Girls’ Education Challenge - Where do we work?

41 Projects in 17 Countries
Covid-19 constraint analysis:

Constraints on a girl’s capability to learn due to school closures and lockdowns.

This impacts on the retention of girls in learning and in GEC programmes.
Retention: Lessons from GEC pre-Covid-19

Local-level student retention system

1. Data collection
2. Data analysis
3. Follow up with girls and families
4. Responses to drop out
5. Assess quality of response

National and global education data systems
National policy and system change

Inclusive approaches to drop out and retention in low-resource settings
Based on lessons from DFID's Girls' Education Challenge
Guidance note

Girls' Education Challenge
UK aid
Emerging learning on Covid-19 retention

In Covid-19, this model of local-level student retention has been applied to informal or community education settings. Emerging learning has included:

- Adapted remote data collection, analysis and response systems, including GESI analysis and well being monitoring.
- Engaging local community networks, including mentors, DPOs, etc. These are important both when schools are closed and then when schools reopen to support the reintegration to school for many marginalised girls.
- Clear definition and ownership of roles and responsibilities
- Agreed understanding of what qualifies as ‘at risk’ and adapting response
- Clarity on what kinds of responses are available and links to other actors for support
- Keeping feedback loops nimble enough to respond swiftly and track if responses were effective
- Response interventions need to be on three levels: tailored, targeted and universal in order to reach most marginalised.
Retention during COVID-19

**Tailored** - individual girls at high risk: high intensity individualised interventions for a few students

**Targeted** - Groups of girls at risk: additional support for students at risk regarding attendance and/or continuity of learning

**Universal** - All students: school and community wide interventions
COVID-19 project response output domains

1. Continuation of teaching and learning
   Driving continuity of learning using quality materials and accessible approaches, including professional development of educators

2. Wellbeing and resilience
   Supporting social-emotional learning, positive coping skills and social networks

3. Social protection and safety
   Ensuring equitable and safe access to basic services including health, SRHR, WASH, including bursaries, cash transfers and nutrition programmes

4. Influencing society and institutions
   Combatting exclusionary norms and advocating for continued investment in education (formal and informal), positive support networks and enabling environments for girls to flourish.

5. Return to school / learning centres
   Mitigating drop-out, preparing girls and families/caregivers, and supporting schools/centres for the return to formalised learning

Girls’ Education Challenge
Thank you

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An inclusive response to COVID-19: Ensuring education for all
How education systems are adapting to diverse students’ needs?

A case from Zimbabwe

Mbuso Jama
Senior Impact Advisor
World Vision
Improving Gender Attitudes Transition & Education (IGATE)

- Whole school development
- Community based education
- Girls leadership
- Community engagement

- 19% Orphans
- 30% Living without parents
- 46% Cannot afford basic needs
- 25% Do >1 hour of chores daily
- 24% Felt unsafe walking to school
- 10% Had a disability
COVID-19 project adaptations

Keep Girls Learning
1. Teachers Inc Paraprofessionals
2. Medium & materials
3. Learners

COVID-19 Mitigation
1. Budget constraints
2. Targeted messages
3. WASH
4. Schools readiness

Ensure Girls are Safe
1. Messaging
2. Child protection
3. Urgent cases
4. Remote Monitoring
COVID-19 project adaptations to meet diverse needs

Using WhatsApp to do teacher capacity building and also delivered content to learners

Remote Teacher Development

Caregivers supporting learning
*Proportion of Caregivers with no education 18%

Home Learning

Identifying peer leaders, building capacity to support other learners + GBV support + demonstrating leadership skills

Peer Support

Identify community learning camps and train them provide materials for study groups of 12-15 learners

Study Circles

Adapted the UN/World Bank Schools Reopening Framework to identify levels of readiness

Schools Reopening Framework

Grade 7 customized study guides and Form 4 study guides, CBE Individual Modules, Quizzes

Materials Production
How did the project respond to the situation?

- Community Learning Centres
  - High overlaps between marginalization and low foundational literacy and numeracy competencies;
  - Solution designed for marginalised learners;
  - Fills the gap in the education ecosystem (radio, digital, etc)

- Identified Resident teachers & Community Volunteers

- Created virtual groups around schools (Pilot)

- Developed Content + Trained Facilitators + Provided PPE
Community Learning Centres – Reaching Most Vulnerable Children

WhatsApp Content Delivery & Daily Practice Exercises

Virtual Community Groups - Learning

PRINTED Reading Cards for Learners without access to Mobile Phones

Where is the cat
Before you read
Match the words with things in the pictures: a cat, a plant, a pet.
Where is the cat? Match the sentences with the pictures.
1. Here is a cat. ☑
2. Here is a plant. The plant is in the pot.
3. The cat is in front of a pot.
4. The cat is behind a pot.
5. The cat is next to a pot.
6. The cat is jumping over a pot.

Feedback for Learners with access to Mobile Phones

Thank you sir and madam S... for sharing.

Evening. Today I had 16 learners 13 girls and 3 boys.

Resident Teacher / Volunteer (provide data bundles)

Community Learning Champions

A group Learners observing studying whilst observing Social Distancing

Physical Content Delivery (reading & numeracy cards)
A typical C19 SoP, Study circle and Numeracy Activity
Staying on top of the game

- Advocacy at national platforms
- Leveraging existing community relationships
- Context knowledge & Adaptive Management
- Gap filler: Community Learning Centres
Thank you

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An Inclusive Response to COVID-19: Ensuring Education for All

How Education Systems Are Adapting to Address Diverse Student Needs

Adolescent Girls Education in Somalia (AGES) Project

Presented by Mohamed Diyat
Education Advisor
CARE Somalia
AGES VULNERABLE GROUPS

- Internally Displaced Girls (IDGs): 31%
- Excluded Groups: 19%
  - Minority clans
  - Occupational minorities
- Girls with Disabilities (GwDs): 34%
- Language Minorities: 18%
- Married: 4%
- Adolescent Mothers: 5%
- Orphans: 14%
- Divorced/Widowed: 7%
COVID-19 REMOTE ASSESSMENT FINDINGS

- 71% reported increased workload.
- 53% continued to study at home
- Severe economic downturn: 33% food insecurity; 47% limited access to water; 63% lacking cash income.
- Resilience: Girls reporting an increase on their workload did not reduce their engagement in remote learning
- Inclusion: GwDs have similar learning scores to non-GwDs
- Minority inclusion: The learning gap in literacy is now on reading comprehension – Af-Maay speakers have learned to decode.
Mental Health

Baseline Survey
- Mental health issues (depression and/or anxiety) are the most common form of disability, affecting **31%** of the girls.
- Overall, **8%** of the girls had other types of disability (e.g. mobility, hearing, cognitive, etc.) with some impact on functionality.

Adolescent Survey - COVID Period (Sample of 440 girls)

COVID-19 exacerbated MH issues:
- 89% increase in anxiety + 92% increase in depression since COVID-19 on a daily basis.
- Prevalence of MH issues increases with age.
- Anxiety: 71% of NFE girls vs. 53% in FE. Depression: 68% NFE vs. 53% FE.

*From: Final AGES Baseline Report*
In Somalia, schools re-opened on 15th Aug.
Girls whose mother tongue differs from the language of classroom instruction

Baseline findings: Children whose mother tongue differs from the language of instruction have significantly lower reading comprehension and numeracy scores in relation to their peers.

**Intervention:**
- Multilingual education strategies in ABE/NFE classes + use of language assistants
- Prioritization of minority language speakers for identification and enrolment
- Additional catch-up support for ABE/NFE girls speaking a minority language
- Expanded coaching for teachers on multilingual education – developing of competencies and strategies to support learners whose first language is different from the language of instruction.
Success
- From remote learning assessments conducted by the project, there were no statistically significant differences between the average reading comprehension scores for GwDs and non-GwDs.
- There was no statistically significant difference between the average numeracy scores for GwDs and non-GwDs. The results indicate that the project’s approach is catering to this group’s needs

Challenges
- Delayed roll-out of the government digital learning content
- No trained teachers/adaptive facilities in schools to support inclusion of learners with severe forms of disability.
Thank you

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Building back better

Post-pandemic rebuilding is a chance for us to transform the education system to become truly inclusive for all learners.

Dr. Joseph J. Murray
Questions?
www.inee.org/covid-19/webinars

Email: covid-19@inee.org