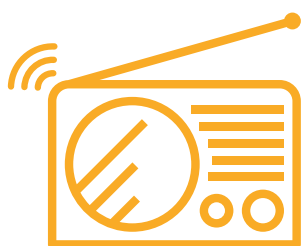
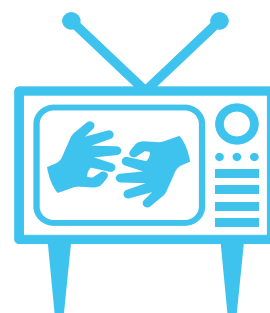
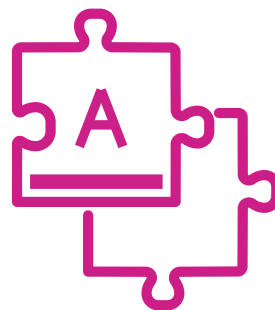
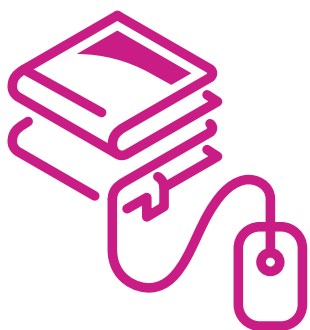


PIVOTING TO

Leveraging Lessons from the COVID-19 Crisis
for Learners with Disabilities



INCLUSIVE REMOTE LEARNING

means that every child, whether they have a disability or not, is able to access & participate in learning that takes place away from their classroom.



INCLUSIVE REMOTE LEARNING

60% of persons with disabilities don't think that learners with disabilities have **ACCESSIBLE EDUCATIONAL MATERIALS** while schools are closed.*

Teachers: **49%**
Parents/caregivers: **32%**

*Concerns about remote learning resources and modalities, by type of respondent

Barriers to Remote Learning (PARENTS)*

- Lack of internet access/data: **1 IN 4**
- Lack of power and electricity: **1 IN 10**
- Lack of availability of devices: **23%**

*proportion of parents reporting power/electricity, internet availability/data, and availability of devices as barriers



60%

58%

56%

Percentage of stakeholders reporting that learners will fall behind in learning due to inaccessible distance learning modalities.

● Parents/Caregivers ● Persons with disabilities ● Teachers

*Concerns about remote learning resources and modalities, by type of respondent

“How are [learners with disabilities] coping?
Has anyone taken the time to hear their VOICE?”
— parent, Latin America and the Caribbean

36% of teachers feel they **DO NOT** have the supports they need to continue helping their students with disabilities learn compared to their students without disabilities*

INCLUSIVE TEACHING



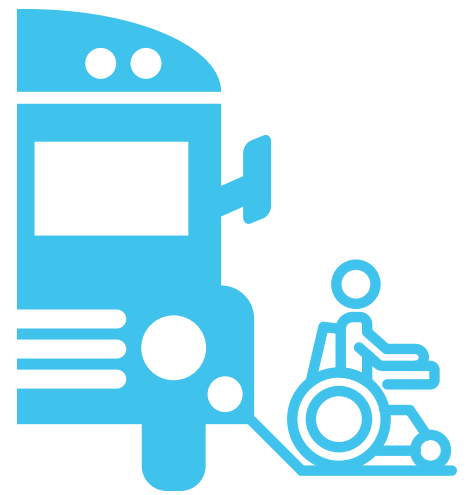
Only **27%** of teachers feel like they have the supports they need

*Do teachers feel like they have the supports they need to continue helping their students with disabilities learn compared to their students without disabilities?



32% OF TEACHERS in MAINSTREAM SCHOOLS felt they have the support they need*.

While ONLY **23-28%** of teachers FELT SUPPORTED at SPECIAL SCHOOLS*.



*Proportion of teachers who feel supported to help their students, by type of school. Teachers at special schools that have students with a range of disabilities felt less supported than those that focused on providing for one particular disability.

“Establish a good relationship with parents and involve them in making decisions such as choosing the right time to train their children.”

– teacher,
Middle East & North Africa

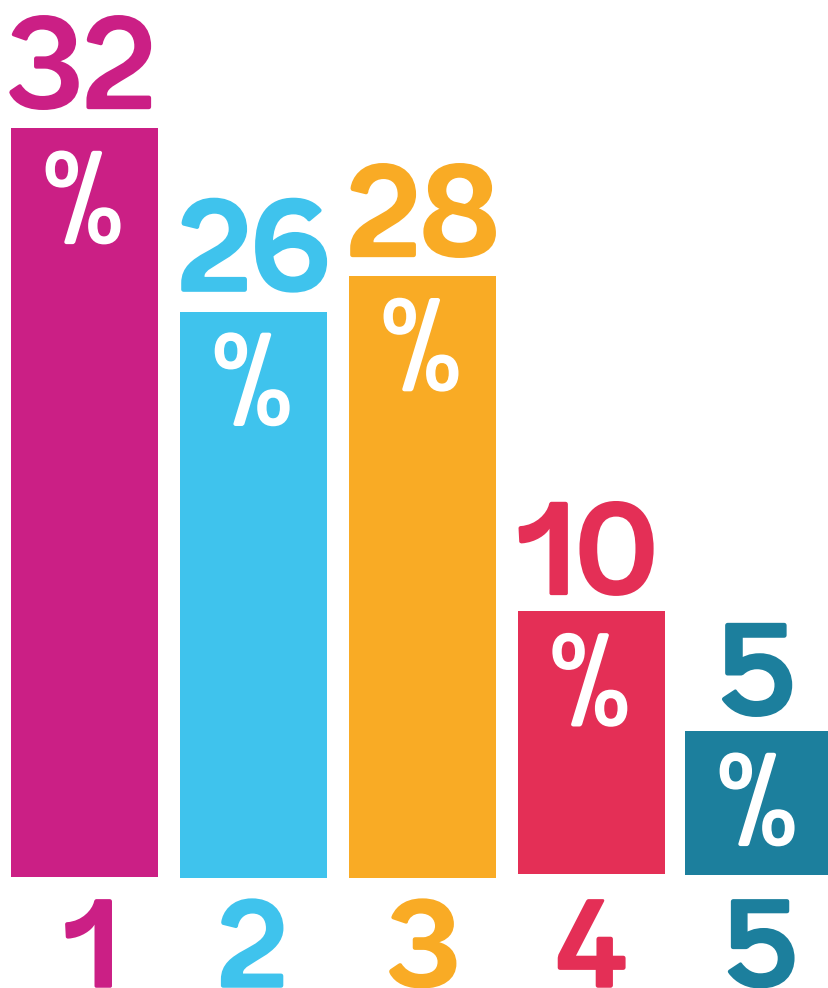
AS COUNTRIES RESPOND TO THE NEEDS OF TEACHERS THEY SHOULD:

- 1) support their resilience and ensure salaries continue
- 2) provide adequate training on teaching with technological interfaces
- 3) ensure they are equipped with proper technology needed to continue teaching their students remotely



RATING FROM 1 TO 5

Given the current circumstances, how would you rate the **SOCIAL RESPONSE** for children with disabilities from **ONE to FIVE***?



*Ratings of the social response for parents/caregivers, teachers, and persons with disabilities

“ Social learning experiences are often as critical as academics & they have been extremely limited. ”

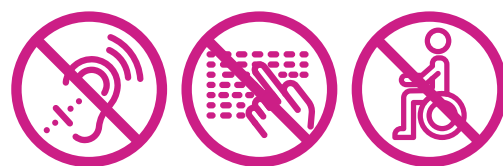
— teacher. North America

INCLUSIVE SOCIAL PROTECTION



**AS COUNTRIES
RESPOND TO COVID-19**
it is imperative for their social protection measures be inclusive of persons with disabilities & their families.

**MANY LEARNERS
WITH DISABILITIES**
are a part of poorer families who often have to reduce their workloads to provide care & support to their child & also incur additional disability-related costs.



**SOCIAL PROTECTION
MECHANISMS**
can mitigate further risks of marginalization & ensure children with disabilities are not left behind, abandoned, or neglected.

FAMILY & COMMUNITY SUPPORT

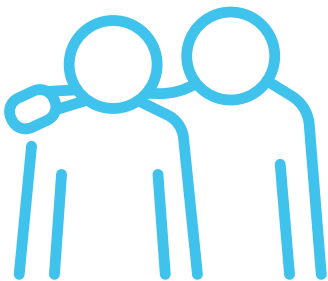
41% of parents and caregivers of children with disabilities said they **DID NOT** have access to the **FINANCIAL SUPPORTS** they need during **COVID-19**



39% answered **YES** **17%** answered **SOMEWHAT**

*Do parents/caregivers have ACCESS TO FINANCIAL SUPPORT?

It is critical to **SUPPORT** families with rehabilitation services and guidance on assistive devices and technology. **COMMUNITY-BASED REHABILITATION** workers are well-placed to work with families on supporting their children with disabilities.



It is critical to include the **KNOWLEDGE** & support of **ORGANIZATIONS OF PERSONS** with **DISABILITIES** in the communities.



AS THE PANDEMIC

has sent many children home, parents' & caregivers' roles have shifted and they have dual roles as the parent but also as the teacher making sure their child(ren) stay on task, access learning platforms, & facilitate the connection to their teacher.

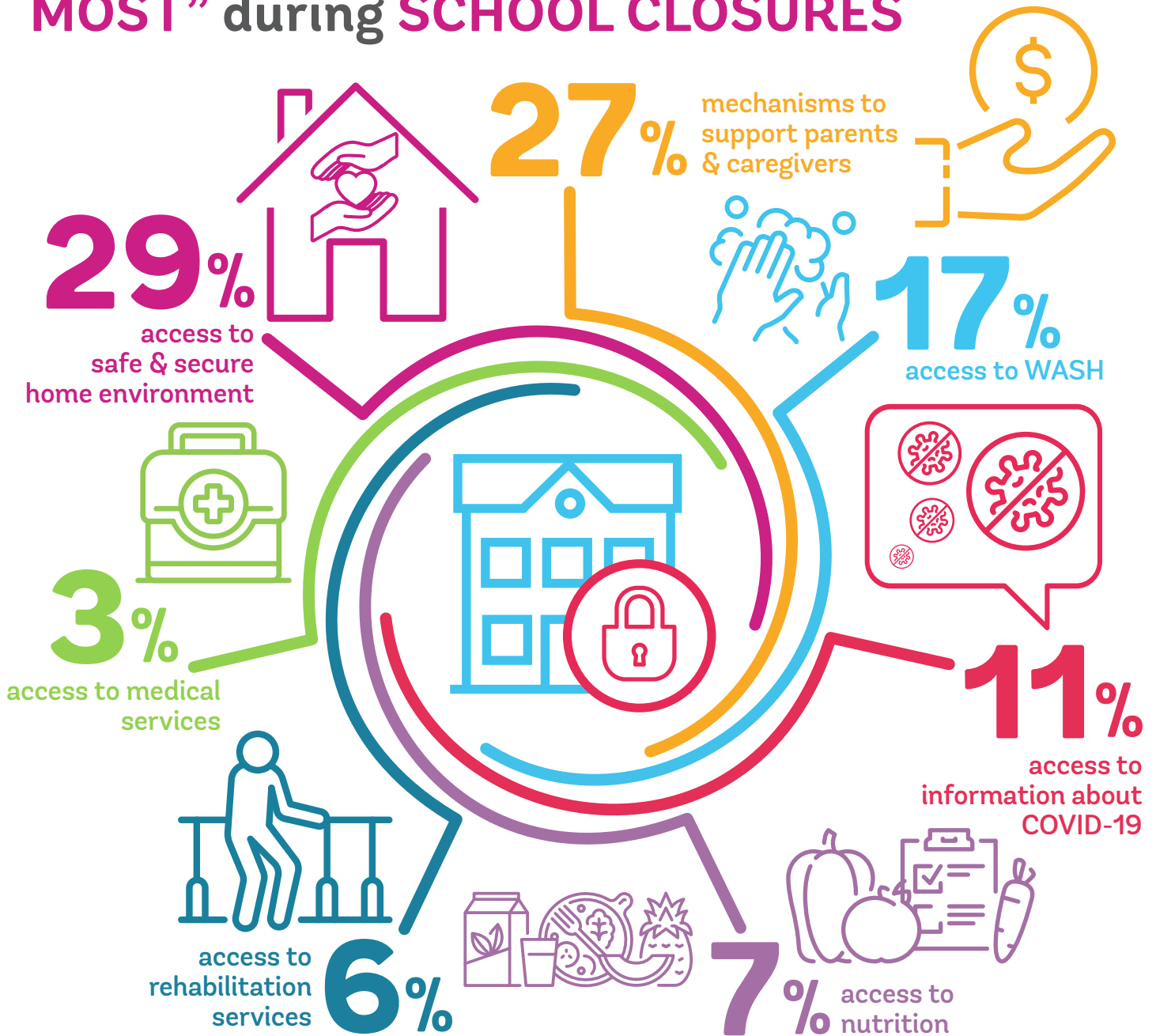
“Contact from school & positive comments from the teacher [are important] to my child to support what he's achieved”

– parent,
Europe and Central Asia

INCLUSIVE

NUTRITION, WASH, AND SAFETY

WHAT learners with disabilities need
“MOST” during **SCHOOL CLOSURES**



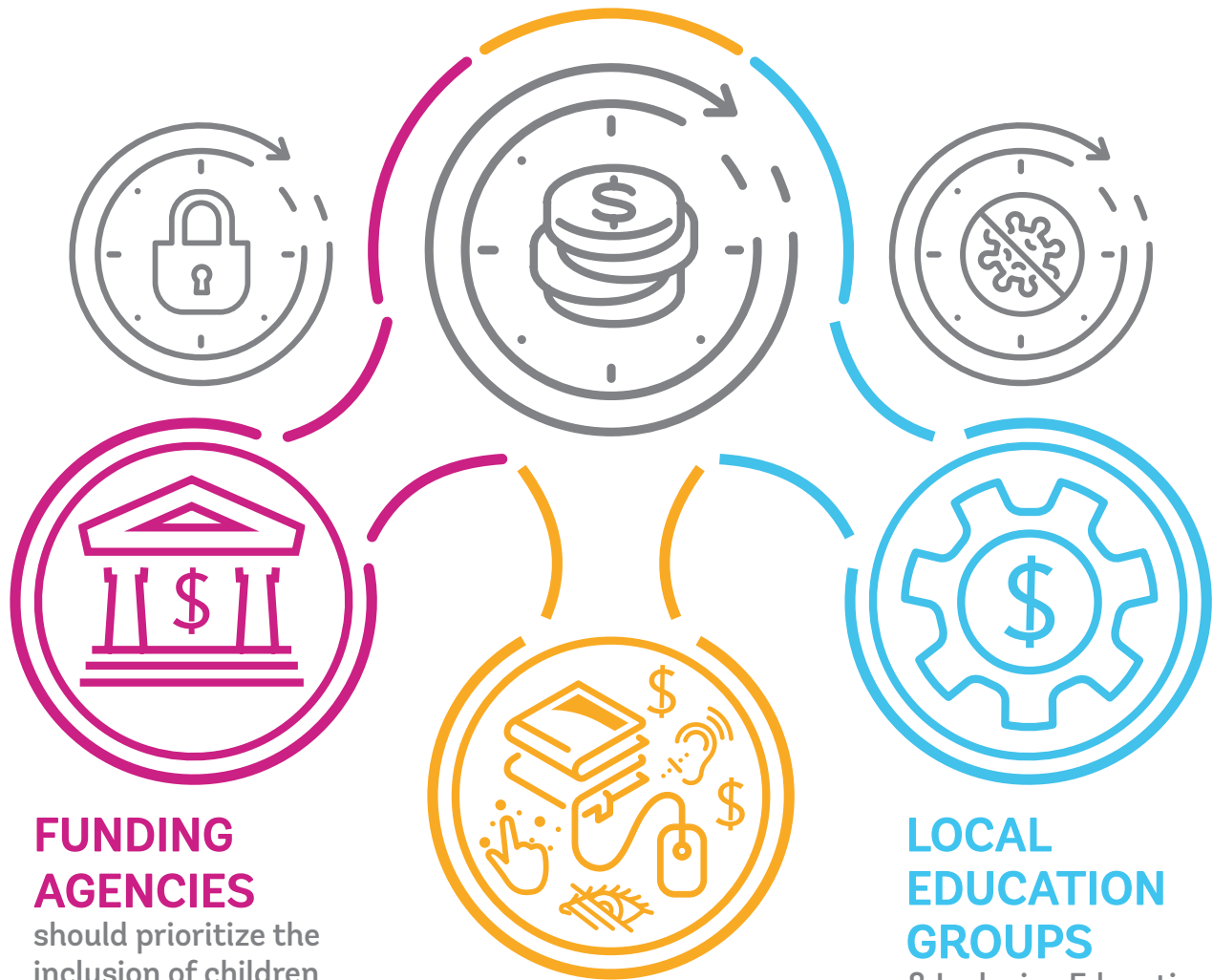
School closures do not just have a direct impact on the loss of learning for children, but also affect their access to nutritious meals, access to proper water, sanitation & hygiene, as well as protection from violence.

*Teachers report what learners with disabilities need most during school closures.

INCLUSIVE FINANCING

ADDITIONAL FINANCING FOR EDUCATION

needs to prioritize learners with disabilities & use the twin-track approach.



FUNDING AGENCIES

should prioritize the inclusion of children with disabilities in their financing efforts as well as allocate targeted financing to children with disabilities to ensure that all children are accessing quality, inclusive education.

PROMOTING DISABILITY- INCLUSIVE EDUCATION FINANCING

during this pandemic, along with collecting disability disaggregated data, can shape long-term, inclusive education models moving forward.

LOCAL EDUCATION GROUPS

& Inclusive Education Working Groups should be aware of application processes. Organizations of persons with disabilities, community-based rehabilitation networks, & other disability and development organizations should be consulted.

MATRIX OF RECOMMENDATIONS

	Relief	Recovery	Resilience
In All Areas	<p>Apply a twin-track approach</p> <p>Embed disability technical expertise in planning and implementation</p> <p>Maintain meaningful consultations/collaboration with families of children with disabilities, persons with disabilities, and Organizations of Persons with Disabilities (OPDs)</p> <p>Use the best available data on children with disabilities for planning, budgeting, and outreach and include disability specific indicators for monitoring and evaluation</p> <p>Disaggregate all data by disability</p> <p>Apply a multisectoral approach</p> <p>Widely disseminate materials in multiple accessible formats</p>		
Rethinking Education with an Inclusive Lens for Learning	<p>Apply Universal Design for Learning (UDL) principles</p> <p>Facilitate educational accessibility and UDL in programming</p> <p>Encourage individualization when necessary and consider heterogeneity of disability</p>		
	<ul style="list-style-type: none"> • Adopt an inclusive remote learning intervention • Determine community accessibility to resources 	<ul style="list-style-type: none"> • Design an inclusive re-enrollment campaign • Design remedial courses, "catch-up" classes, tutoring, and accelerated curriculum delivery 	<ul style="list-style-type: none"> • Design inclusive curriculum using the twin-track approach
Preparing & Supporting Resilient, Inclusive Teachers	<p>Develop teacher capacity to understand/support learners with disabilities using principles of UDL</p> <p>Develop communities of practice to share best practices among teachers</p> <p>Utilize existing expertise of disability-inclusive education technical experts and teachers to develop knowledge/understanding of other teachers (Join the IEI Community of Practice)</p>		
	<ul style="list-style-type: none"> • Ensure government salaries continue • Provide psychosocial support • Provide technology to continue teaching remotely • Provide training on technological interfaces used during remote learning • Develop teacher appreciation messages via broadcast media • Provide training on inclusive hygiene (prevention and monitoring) and how to adapt for learners with disabilities 	<ul style="list-style-type: none"> • Provide training on psychosocial support for learners • Provide training on technological interfaces used at school • Provide guidance on identifying learning loss among students • Provide training on curriculum adjustments 	<ul style="list-style-type: none"> • Develop robust online training programs to support both pre- and in-service certified teacher professional development activities. Radio and television programming can also be used to build the skills of teachers to deliver remote learning • Provide continued training on techno-pedagogical skills • Mentor teachers in supporting the inclusion of learners with disabilities into their classrooms • Curate high-quality teaching and learning materials, as well as training materials
Disability-Inclusive Social Protection	<p>Establish and maintain a user friendly hotline to offer psychological support and assistance with information on available resources</p> <p>Increase/ease access to scholarships, education allowances, and cash benefits for students with disabilities for aids, equipment, purchase of devices for accessing learning now and the long-term</p>		
	<ul style="list-style-type: none"> • Engage community-driven support groups to provide assistance to help families of children with disabilities • Ensure child protection mechanisms are in place • Ensure that girls with disabilities continue to receive sanitary items • Increase the value of disability benefits or top-ups • Provide in-kind support • Extend paid leave for parents of children with disabilities 	<ul style="list-style-type: none"> • Work with community-driven support groups to provide assistance to help families of children with disabilities with health needs, care, and well-being • Ensure that girls with disabilities are receiving sanitary items • Increase the value of benefits or top-ups provided to children with disabilities and their families • Provide in-kind support 	<ul style="list-style-type: none"> • Develop cash transfer and support services that adequately cover the needs of all children with disabilities and their families

MATRIX OF RECOMMENDATIONS

	Relief	Recovery	Resilience
Family & Community Support	Raise awareness on how to best support children with disabilities Support communication between children and their families		
	<ul style="list-style-type: none"> • Develop parental awareness on how to support home-based learning • Support families to maintain livelihood activities including targeted and regular social protection measures • Provide support and guidance on rehabilitation and assistive devices • Engage Community Based Rehabilitation workers, local education activists, and itinerant teachers to provide support via phone calls, SMS messages, and home visits 	<ul style="list-style-type: none"> • Raise parental awareness of the importance of education for children with disabilities • Promote inclusive back-to-school campaigns 	<ul style="list-style-type: none"> • Raise parental awareness of the importance of education for children with disabilities • Promote enrollment of children with disabilities
Inclusive Nutrition & WASH	Expand programs to reach those previously left behind		
	<ul style="list-style-type: none"> • Establish multiple, accessible points for food distribution and WASH facilities • Ensure children with disabilities registered in school meal programs continue to receive nutrition 	<ul style="list-style-type: none"> • Retrofit existing facilities (school buildings, WASH facilities, etc.) to enable access and implement construction standards to ensure new construction meets accessibility requirements 	<ul style="list-style-type: none"> • Put accessibility standards in place for new construction
Inclusive Education Financing	Track financing by disability markers (e.g. OECD-DAC marker on the inclusion and empowerment of persons with disabilities)		
	<ul style="list-style-type: none"> • Ensure children with disabilities are focus population in emergency grant packages • Grant applications to ensure program activities target all children, including children with disabilities 	<ul style="list-style-type: none"> • Ensure children with disabilities are focus population in grant packages • Grant applications to ensure program activities target all children, including children with disabilities 	<ul style="list-style-type: none"> • Utilize school-level data to ensure learners with disabilities are being captured effectively

This MATRIX OF RECOMMENDATIONS is found in the IEI Issues Paper:

[“Pivoting to Inclusion: Leveraging Lessons from the COVID-19 Crisis for Learners with Disabilities”](#)

Please visit our IEI website,
www.inclusive-education-initiative.org
 for more information on this paper and other resources on disability inclusive education.

Our IEI Community of Practice can be found at
http://bit.ly/Linkedin_IEI

If you have questions or would like to contribute to our knowledge repository,
 please e-mail us at
iei@worldbank.org



INCLUSIVE EDUCATION INITIATIVE

Transforming Education for Children with Disabilities



WORLD BANK GROUP



Foreign, Commonwealth
& Development Office



Norad