Education Operations Support Hub event
Introduction to 'TEDDIE': Costing Tool and Implementation Toolkit for Tech-Enabled Disability Inclusive Interventions
February 8, 2024

Questions & Answers to presenters

#	Question	Answer	Resources
1	Please share more information about the upcoming 2025 requirements for all IPFs having to be disability inclusive?	As part of the global effort to strengthen disability inclusion in education, the World Bank has committed to ensuring that all its investment project financing (IPF) in education will be disability-inclusive by December 2025. With this effort, the World Bank supports partner countries in building more inclusive education systems.	A Guidance Note intended to be used along with the World Bank's Inclusive Education Resource Guide outlines four criteria for disability inclusion in education. Education is the first of the World bank's 10 Commitments on Disability Inclusion announced at the Global Disability Summit in 2018. Blog including more information about disability inclusion and the commitment: https://blogs.worldbank.org/education/building-inclusive-education-systems-starting-point-not-afterthought#:~:text=As%20part%20of%20the%20global,be%20disability%2Dinclusive%20by%202025.
2	What does TEDDIE stand for?	Tech-EnableD Disability Inclusive Education	Click here to download the tool Link to two-page brief about TEDDIE Link to TEDDIE poster with highlights
3	Does the classification of disabilities cover each type of impairment? The disability is the barrier according to UNCRPD. As to the resource list for students with difficulty seeing, switching is very important such as eye gaze or head pointing. Have you included this?	We classified the types of disabilities based on the guidelines provided by the Washington Group on Disability Statistics. Thank you for recommending devices for eye-gazing and head-pointing. We will discuss with our inclusion experts to decide whether to include them in the main list. However, users can easily add items themselves.	

4	Is it ready to share with ministries of education already, in its current form?	Yes, you can download and use the tool in its current form. Also, the TEDDIE team is ready to support you with the use and adjustment of the tool.	Click here to download the tool Link to two-page brief about TEDDIE Link to TEDDIE poster with some main highlights Contact us at inclusive_education@worldbank.org
5	We have found having a technician attached at a district level is very important to sort out access issues to hardware. Is this factored in?	Good point regarding technicians. Users usually specify those supportive staff members in the tab for resources that benefit all types of disabilities.	
6	Curious to understand TEDDIE's implementation in countries where data might not have been readily available?	Data is crucial for TEDDIE; the more disaggregated data the more accurate the costing will be. When data at the granular level for students are unavailable, it is recommended that stakeholders consider designing a minimum package for a different unit of measurement, such as a teacher, a classroom, or a school. Minimum packages can also be designed to equip a teacher training college, an inclusive education resource center, or any other facility where learners with disabilities may engage in teaching and learning processes. Both Mongolia and The Gambia had data at the student level e.g. types of disabilities, but no diagnostic data on what technical support they need. The Gambia is moving forward to collect more granular data through screening tool by collaborating with the health sector.	
7	Is there a risk that more expensive interventions (e.g. potentially eye gaze technology) would not be favored due to the high cost for what may be seen as a small number of children? I	We carefully curated items based on the ICT landscape review conducted in each country. In the case of The Gambia, electricity and internet connectivity were the issue so we aimed to cost out no-tech or low-tech options. Another consideration was the maintenance and repairs -	Click here to access an 8-page note that provides a detailed description on how the minimum package is adapted to different contexts (see pages 5 and 6)

	would be worried that it would not be included in the minimum package for that reason.	we prioritized techs that the country had enough professionals who could provide that support.	
8	Does The Gambia support Children with severe intellectual disability who couldn't go to school because of their disability nature?	Unfortunately it is typically only students who are enrolled in schools that get support, that's why the TEDDIE also costed community campaigns. The Gambia like many other countries still has challenges supporting students with severe intellectual disability because schools are not accessible to support them.	
9	Can we customize the disability tabs and add tabs for calculating costs? For example to include a tab for children with autism or children who have both visual and hearing impairments?	The TEDDIE tool is flexible enough to add more students, add more devices, or add more items. Users can customize it by themselves. We provide the password to unlock the spreadsheets so that users can customize them based on their needs.	
10	You asked for feedback. Is there a specific timeline for providing feedback?	Any feedback will be highly appreciated. The sooner the better, but we will always welcome feedback since the more people use it, the more we will get to know how to improve it.	Contact us at inclusive_education@worldbank.org
11	What do you think would be a takeaway for countries like Ethiopia?	In countries with emerging inclusive education policies and developing assistive tech resources, the TEDDIE instrument can support efforts to provide a minimum package of key inputs and associated costs of technological interventions. TEDDIE can also be considered to build capacity among policy makers by offering major considerations, challenges, and tradeoffs when designing a technological intervention, or identifying priority areas for inclusive education and EdTech policies.	Link to two-page brief about TEDDIE