



INCLUSIVE EDUCATION INITIATIVE

Transforming Education for Children with Disabilities

Working towards a post covid education future: reflections from parents, teachers and persons with disabilities on how to build back better.

Results from “Learners with Disabilities and COVID-19 School Closures Survey”

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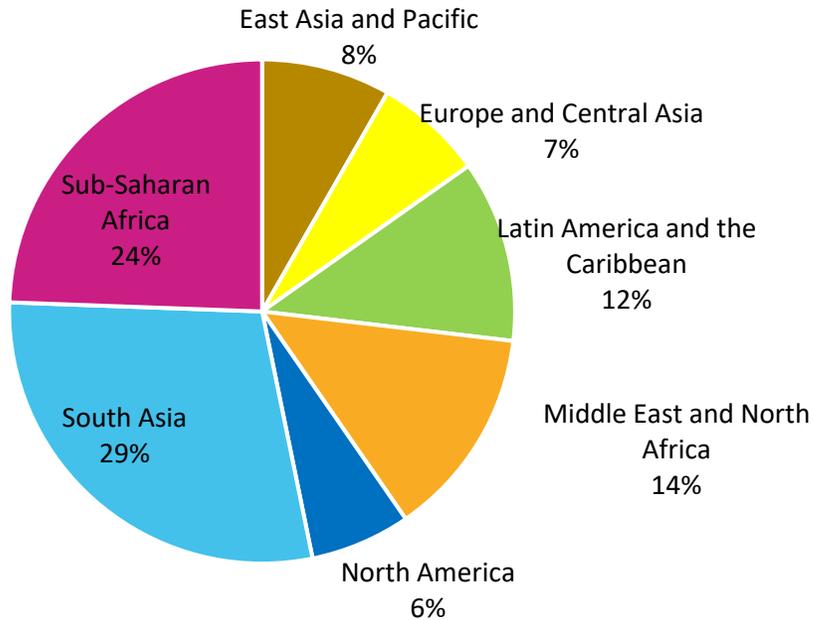
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Purpose

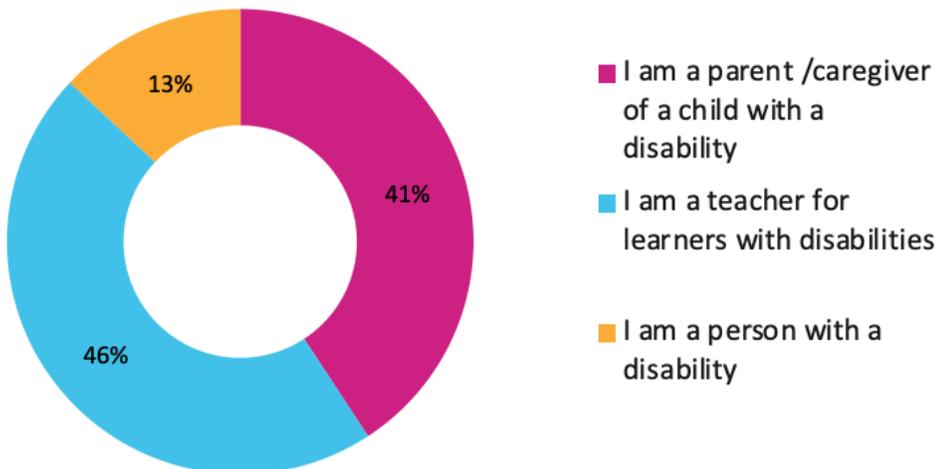
Establish if learners with disabilities and their families across the world had access to the supports, they needed to continue learning during school closures due to COVID-19?

Methodology

Region of Origin of All Survey Responses (N=3993)



Type of Survey Respondents (N=3633)



- Data collected in May 2020 using Survey Monkey
 - 3,993 respondents
- Disseminated through the IEI’s Community of Practice to individuals and to Organizations for Persons with Disabilities
- Respondent Types:
 - Parent/Caregivers of Children with Disabilities (1628)
 - Teachers of Students with Disabilities (1845)
 - Persons with Disabilities (520)
- Languages:
 - Arabic, English, French, Portuguese, Russian, Spanish

Theme 1

Creating an Enabling Home Environment for Learners with Disabilities

Theme 2

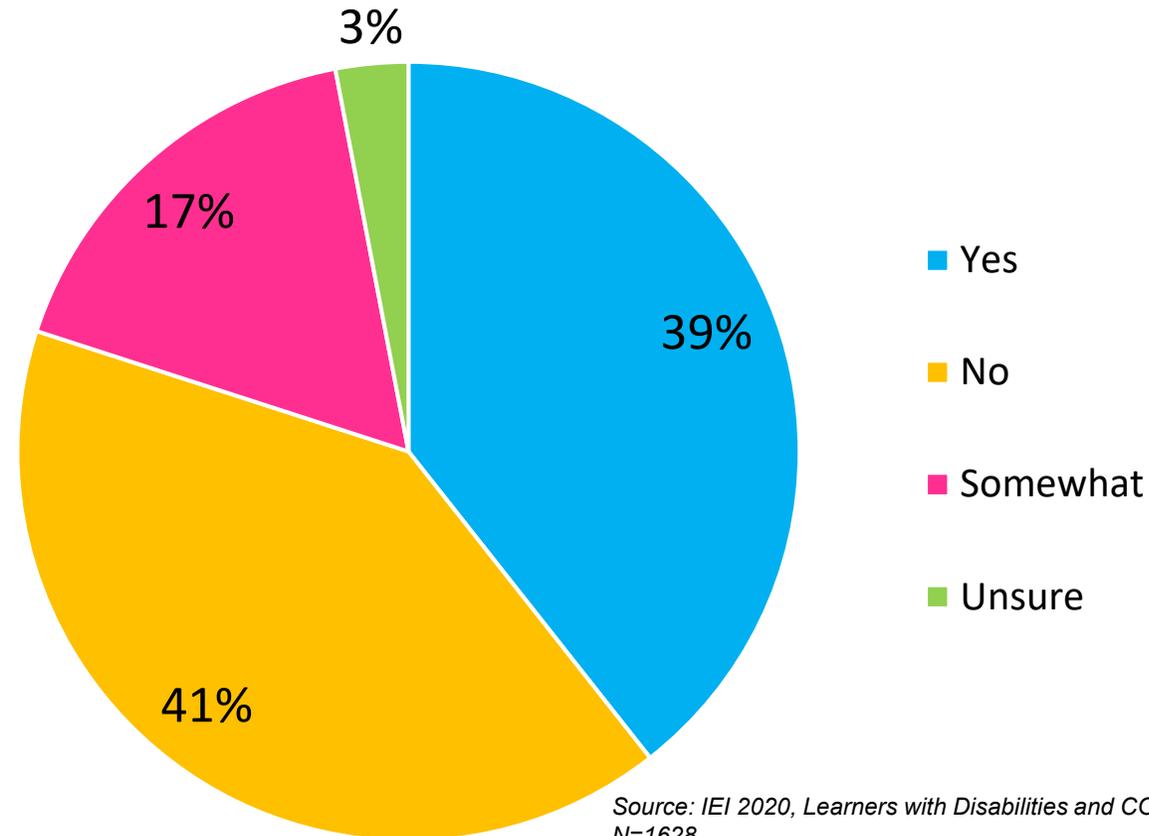
Remote Teaching and Learning:
Resources and Pedagogies

Theme 3

Looking Forward: Addressing the Needs of Learners with Disabilities when Returning to School and in Future Emergency-Response Plans

Creating an Enabling Home Environment for Learners with Disabilities

Parents/Caregivers Access to Financial Support

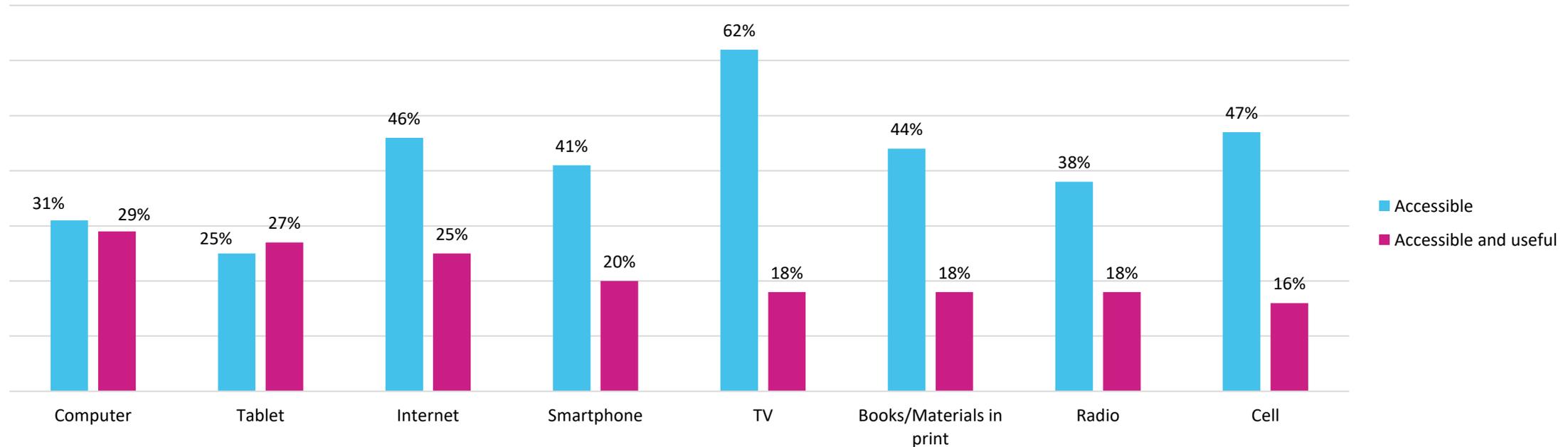


“Caregivers of children with disabilities [have] shared [the] need for cash assistance and access to work opportunities and livelihood services in order to provide basic needs then supporting their children by providing additional specialized services (therapy and basic literacy).”

– Arabic Speaking Teacher from MENA Region

Creating an Enabling Home Environment for Learners with Disabilities

Parents/Caregivers' Access to the Internet and Technology



Source: IEI 2020, Learners with Disabilities and COVID-19 School Closure Survey

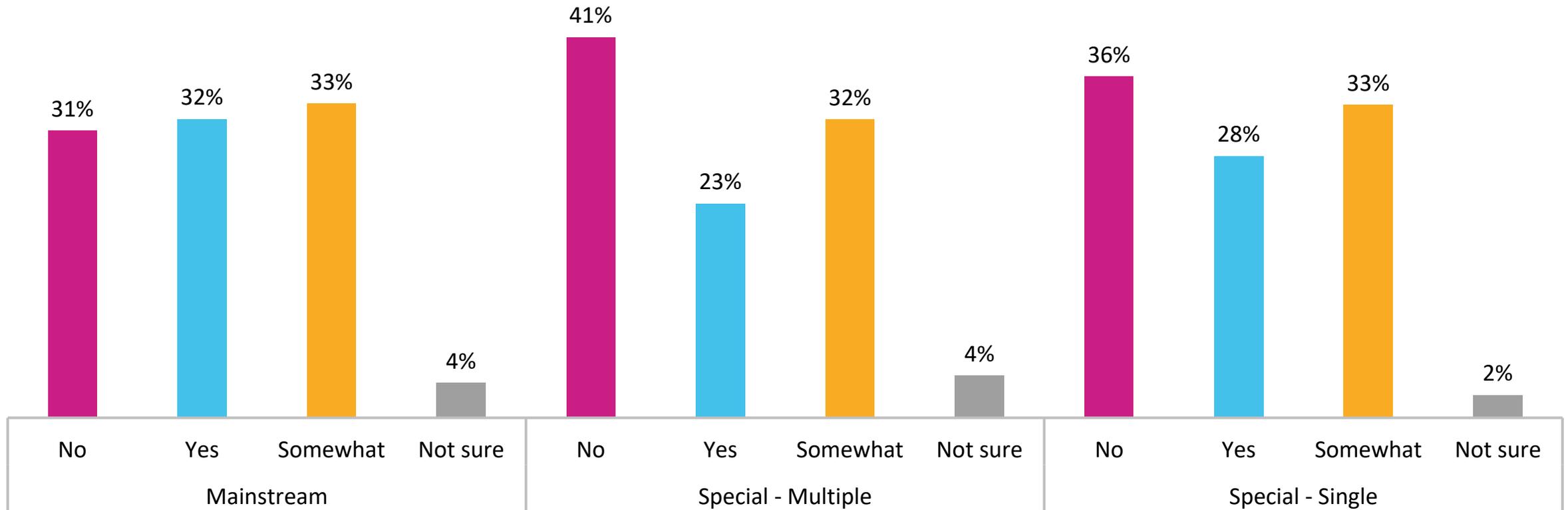
Note: The data draws on Question 5, "While schools are closed during COVID-19, does your child have access to a [name of device]. Is it accessible and useful for your child with a disability?" Sample size is 1,628.

"If the resources in the family are limited (for instance [if] there is [a] limited number of gadgets), it is more likely that girls with disabilities will not receive access to them in order to be able to effectively continue their studies."

—Person with Disabilities, ECA Region

Remote Teaching and Learning: Resources and Pedagogies

Proportion of Teachers Who Feel Supported to Help Their Students, by Type of School

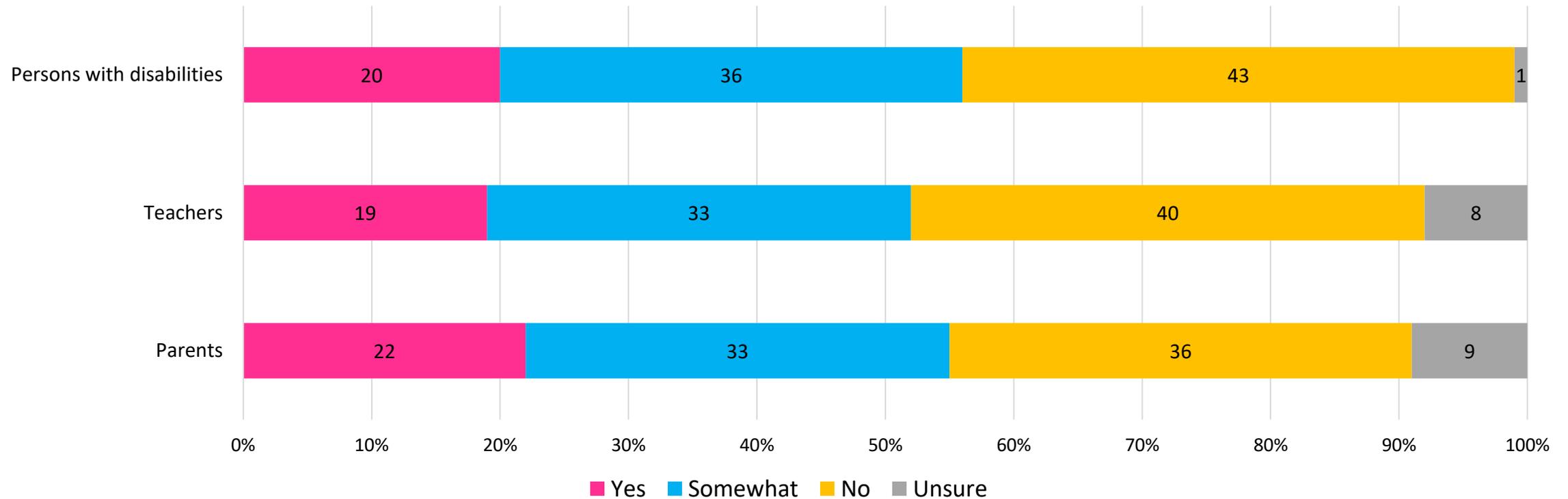


Source: IEI 2020, Learners with Disabilities and COVID-19 School Closure Survey

Note: Data from Question 22, "Do you feel like you have the supports you need to continue helping your students with disabilities learn compared to your students without disabilities during this time?" Sample is 1,100 teachers.

Remote Teaching and Learning: Resources and Pedagogies

Do You Believe Learners with Disabilities Are Learning during School Closures?



Source: IEI 2020, Learners with Disabilities and COVID-19 School Closure Survey

“TV courses can’t be understood by persons with visual disabilities. As [of] right now there are programs in English and short films with sign language that the visually impaired cannot see or understand.

Furthermore, the questions do not stay on the screen for a long enough time.”

– Spanish speaking parent/caregiver, North America

Returning to school: Addressing the Needs of Learners with Disabilities and in Future Emergency-response Plans

- Respondents generally unsatisfied with local responses to COVID-19 with all stakeholders, feeling as if they are an afterthought.
- Fear of increased segregation as reintegration into mainstream school will be challenging due to the learning gap.
- Almost one in five respondents (18%) were concerned about children not returning to schools once they reopen, especially girls with disabilities.
 - Economic hardships
 - Lack of transportation
 - Lack of information on safety and protection

“They are treated as secondary citizens and no mention is made about their needs. Everyone else is catered for but they are regarded as byproducts. Their health needs are not prioritized, and these are the people vulnerable to attack. No guidance is given with regard to their care and prevention of COVID-19 even before the lockdown.”

– parent, South Asia

Returning to school: Addressing the Needs of Learners with Disabilities and in Future Emergency-response Plans

Dimension of lessons for the future	Challenges	Solutions
Ensuring learners with disabilities return to school	<ul style="list-style-type: none"> Learners with disabilities, may not return to school due to fear of contracting the virus Lack of transportation 	<ul style="list-style-type: none"> Campaigns targeting families Financial aid through sponsorships Government should offer inclusive education financing more broadly
Regression and academic needs of learners with disabilities once in school	<ul style="list-style-type: none"> Learners with disabilities will forget what they learn and regress Hybrid schedules or online teaching approaches will not be conducive Increased segregation in mainstream schools Schools may not have the human or physical resources to provide adequate support 	<ul style="list-style-type: none"> Provide catch-up lessons and extra tutoring Create IEPs, remediated learning plans Assign coaches or mentors Make accommodations, for tests, exams, or classroom assignments Leverage multisectoral support
Mental and physical health considerations when returning to school	<ul style="list-style-type: none"> Learners with disabilities may feel anxious or fearful due to COVID-19 Change in routines, due to returning to school, may exacerbate mental health challenges Regression during school closures Exacerbated health hazards for some students Lack of WASH facilities and resources at school Some learners with disabilities may not understand social distancing or other protective measurements, increasing risks, especially at special schools 	<ul style="list-style-type: none"> Use slow, staged reentry to schools Focus on socioemotional well-being Provide guidance counselors Foster supportive and encouraging school environments Leverage multisectoral support from government and donors to supply accessible PPE, food rationing and potable water, and accessible information on COVID-19 prevention and mitigation
Fore fronting the unique needs of learners with disabilities in response policies	<ul style="list-style-type: none"> Learners with disabilities are excluded from government and school responses, especially in mainstream schools and especially learners with certain types of disabilities Inadequate educational and social responses (that is, increased discrimination and stigmatization) 	<ul style="list-style-type: none"> Forefront and prioritize the needs of learners with disabilities in school and policy responses Leverage the voices of learners with disabilities and their families to understand their unique educational and social needs, while paying particular attention to differences across



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