



Education Operations  
**SUPPORT HUB**



**Using EdTech to Make Education more Inclusive:  
'TEDDIE' Tool Supports Governments to Cost and  
Introduce ICT Solutions for Students with Disabilities**

February 8, 2024, 9-10am



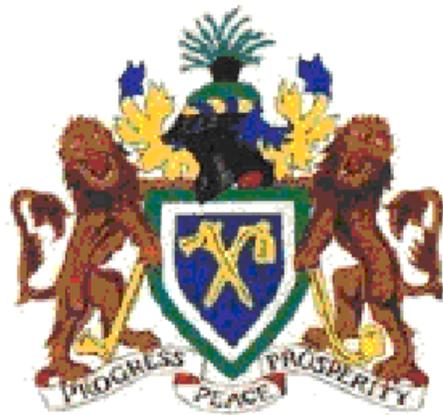
## Agenda & Speakers

<b>1. Opening by the Chair</b>	<b>Waly Wane</b> , Practice Manager, HAWE2
<b>2. TEDDIE in the context of Inclusive Education efforts at the World Bank</b>	<b>Hanna Alasuutari</b> , Sr. Education Specialist, Inclusive Education Lead
<b>3. Why the TEDDIE instrument and how it can benefit teams</b>	<b>Cristobal Cobo</b> , Sr. Education Specialist, EdTech Lead
<b>4. Demonstration of the instrument</b>	<b>Yilin Pan</b> , Education consultant, World Bank
<b>5. The Gambia experience</b>	<b>Anna Nancy Mendy</b> , Director of Early Childhood and Inclusive Education Directorate, Ministry of Basic and Secondary Education, The Gambia
<b>6. Mongolia experience</b>	<b>Ariunzul Lijuu Ochir</b> , Mongolia team member
<b>7. Q&amp;A</b>	Including team members <b>Maria Barron Rodriguez</b> , Research Analyst & <b>Changha Lee</b> , EdTech Consultant, World Bank



# TEDDIE in The Gambia

Anna Nancy Mendy  
Director, Early Childhood  
and Inclusive Education  
Directorate, Ministry of  
Basic and Secondary  
Education





# The Gambia's Journey towards Inclusive Education

- MOBSE is committed to providing access to inclusive education in an inclusive quality education system



# Outline

- Access to schools for children with disabilities has been a major challenge as there were only 3 special schools in the country
- The introduction of the twin track approach helped to improve access as children in mainstream schools started having support from polyvalent itinerant teachers



- Training of polyvalent itinerant teachers, focal persons and classroom teachers helped in getting students to have support
- Data on disability was incorporated in The EMIS which helped in the provision of services. However the data was not very reliable as teachers providing the information were not trained to identify the different disabilities



- With support from WB a screening tool was developed to support the provision of quality data
- The information generated from the screening tool helps with the assessment of students to determine the level of challenges and support students need
- The support may range from classroom strategies of the use of assistive devices



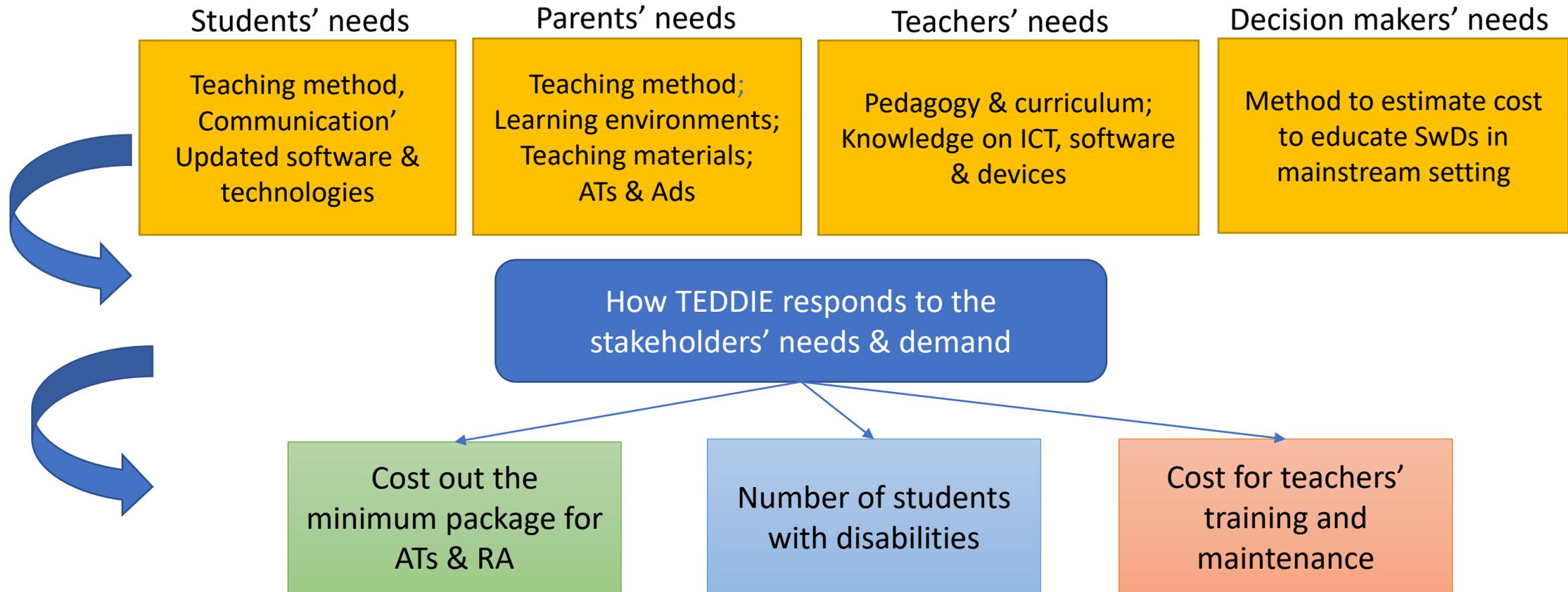
- The TEDDIE provides opportunities for the sector to be able to know the types of devices available and the estimated costs and other supportive services the students may need
- As the tool includes potential devices for the indicators listed in the EMIS the TEDDIE fits in very well with the vision of the Education Sector.



# TEDDIE in Mongolia

Ariunzul Lijuu Ochir

# Why Mongolia needs TEDDIE?



## Lessons learnt & recommendations:

- Ensure participation of all stakeholders
- Government's willingness is crucial
- Align with current policies & regulations
- Disability dataset is fundamental
- Advocate the usage of the TEDDIE tool