



INCLUSIVE EDUCATION INITIATIVE

Transforming Education for Children with Disabilities

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Disability Inclusive Development



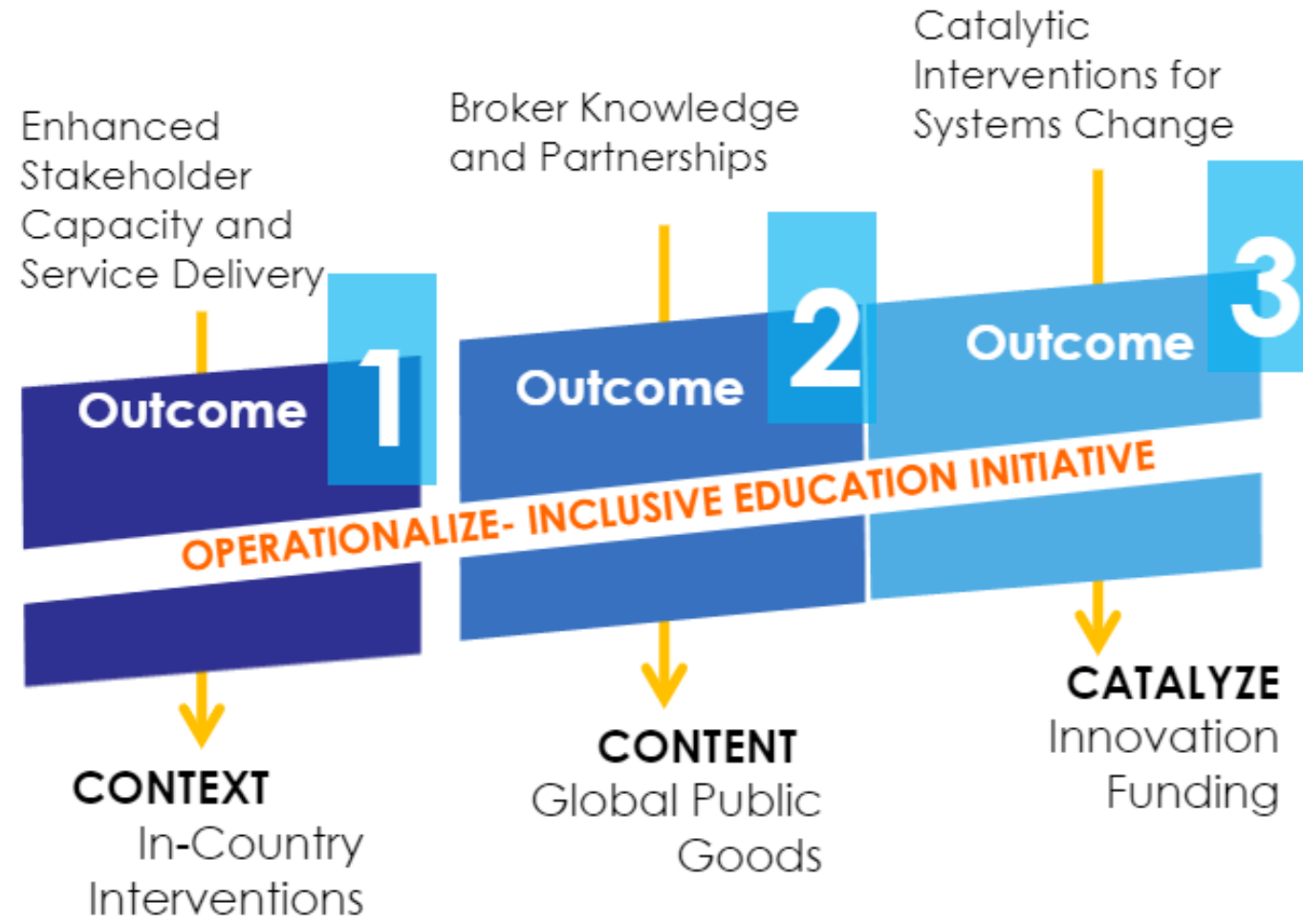
Department
for International
Development

INCLUSIVE EDUCATION INITIATIVE (IEI)

- Multi-donor trust fund overseen by the World Bank.
- Launched in April 2019 with support from Norad & DFID.
- Invests in catalytic technical expertise and knowledge resources that support countries in making education more inclusive for children with disabilities.



The Three Pillars





PIVOTING TO INCLUSION

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

Context Global Challenges

- **Children with disabilities are among the most vulnerable**
- **The schooling and learning deficit** experienced by learners with disabilities, **contributes significantly to a country's human capital gap.**
- At the peak of lockdown, **the COVID-19 pandemic caused 180 countries to close schools**
- 85% of the world's learners temporarily out of school, furthering the risk of marginalization for children with disabilities

Purpose and Scope

- Growing demand at country-level on recommended practices for disability-inclusion.
- Learners with disabilities excluded from initial rapid response solutions for COVID-19
- Low-and low-middle income country perspective
- A 'just-in-time' global public good (COVID-19)

Focus of the paper:

- Emerging education and social needs, barriers, and issues for children with disabilities as they relate to the COVID-19 crisis
- Emerging recommendations on education and social inclusion and reasonable accommodations for children with disabilities during the COVID-19 pandemic and in planning for the recovery period

Issues Paper: Themes

Relief Phase

Recovery Phase

Resilience Phase

- Rethink education with an inclusive lens for learning
- Preparing and supporting resilient, inclusive teachers
- Disability-inclusive social protection
- Family and community support
- Inclusive nutrition and WASH
- Inclusive education financing

Twin track approach for disability inclusion

Rethinking Remote Learning with an Inclusive Lens

Inclusive remote learning for every child, including learners with disabilities

Challenges of reaching the farthest and most marginalized:

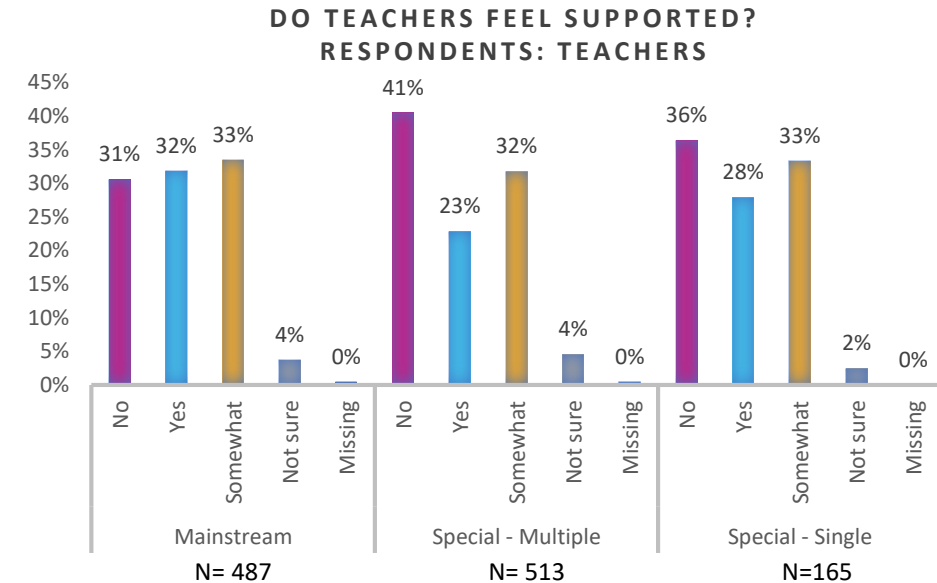
- Inequitable access-devices
- Inequitable access-internet & data
- Challenges in broadcast education
- Parents' or caregivers' ability
- Limited/no access: assistive devices or accessible learning materials
- Lack of individualized learning

Recommendations

- Apply Universal Design for Learning (UDL) principles
- Facilitate educational accessibility and UDL in programming
- Encourage individualization
- Heterogeneity of disability

Preparing and Supporting Resilient & Inclusive Teachers

- ~63 million primary & secondary school teachers affected
- Unsure of roles and responsibilities, connecting with learners
- New, unfamiliar methods of remote learning
- Feeling unsupported



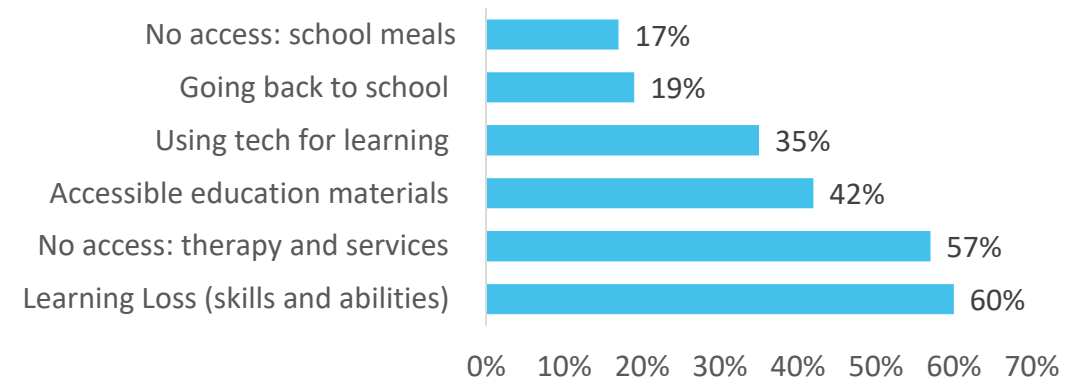
Recommendations

- Training on inclusive psychosocial support
- 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

Key Concerns During School Closure
Respondents- Parents/caregivers n=1628



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 & Safety

- 370 million children missing out on school meals (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, food 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

- Expand programs to reach those previously left behind
- Accessible messaging on COVID-19 prevention
- Availability of dignity kits and sanitary items
- Opportunity to build back better

Additional Financing of Disability- Inclusive Education

- Education budgets due to COVID-19 affected due to competing priorities
- Projected decrease in demand for education
- Assessment of COVID-19 Accelerated Funding Windows by Global Partnership for Education (GPE) and Education Cannot Wait (ECW)
 - Allocations for disability inclusion- low,
 - 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

- **Post pandemic scenarios:**
 - Building resilient education systems
 - Financing for inclusion
 - Remote learning for the long-term
- School Reopening: ensuring safety, protection, and inclusion
- Tackling new sources of disadvantages and exclusion



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

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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