



# INCLUSIVE EDUCATION INITIATIVE

Transforming Education for Children with Disabilities

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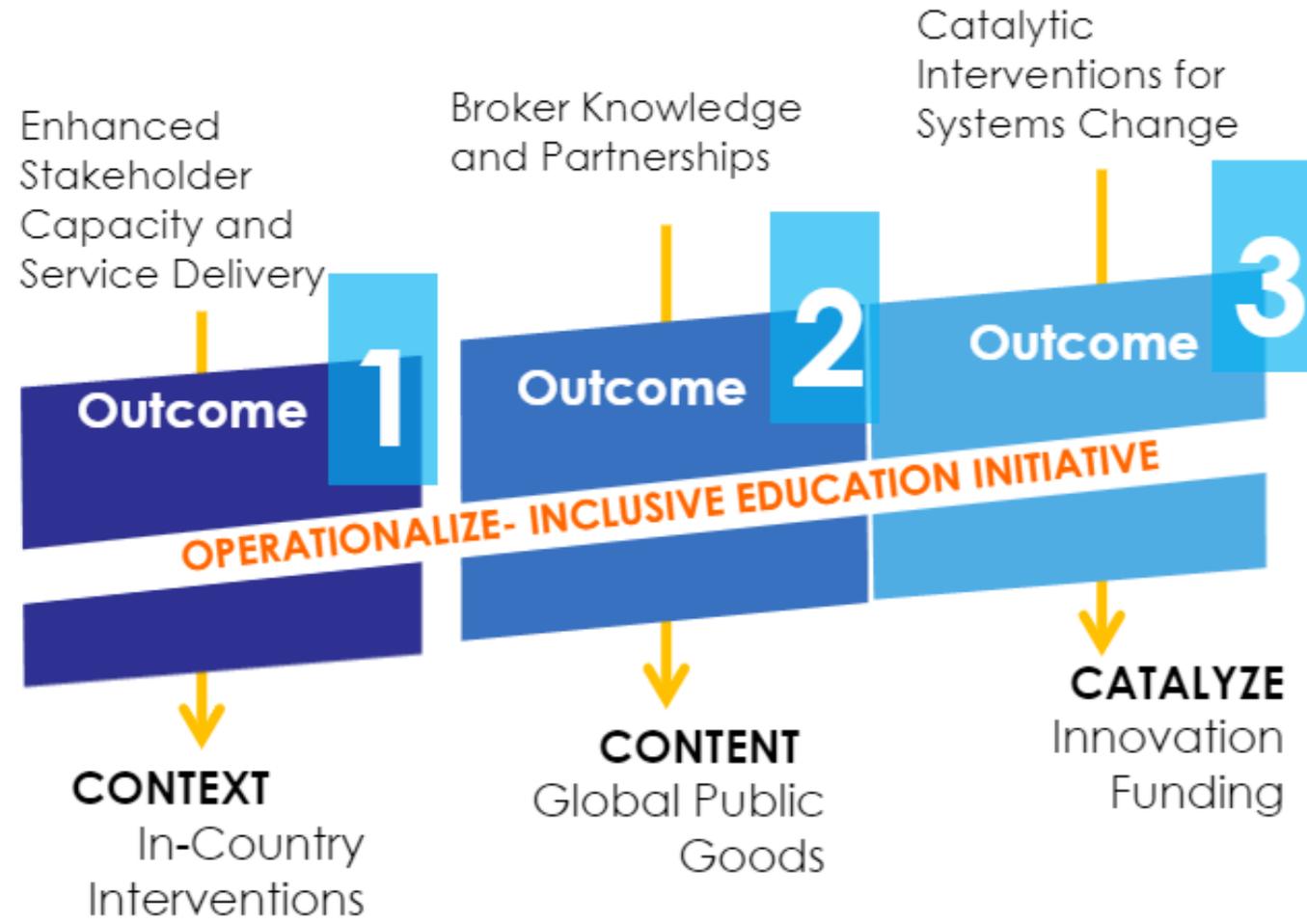
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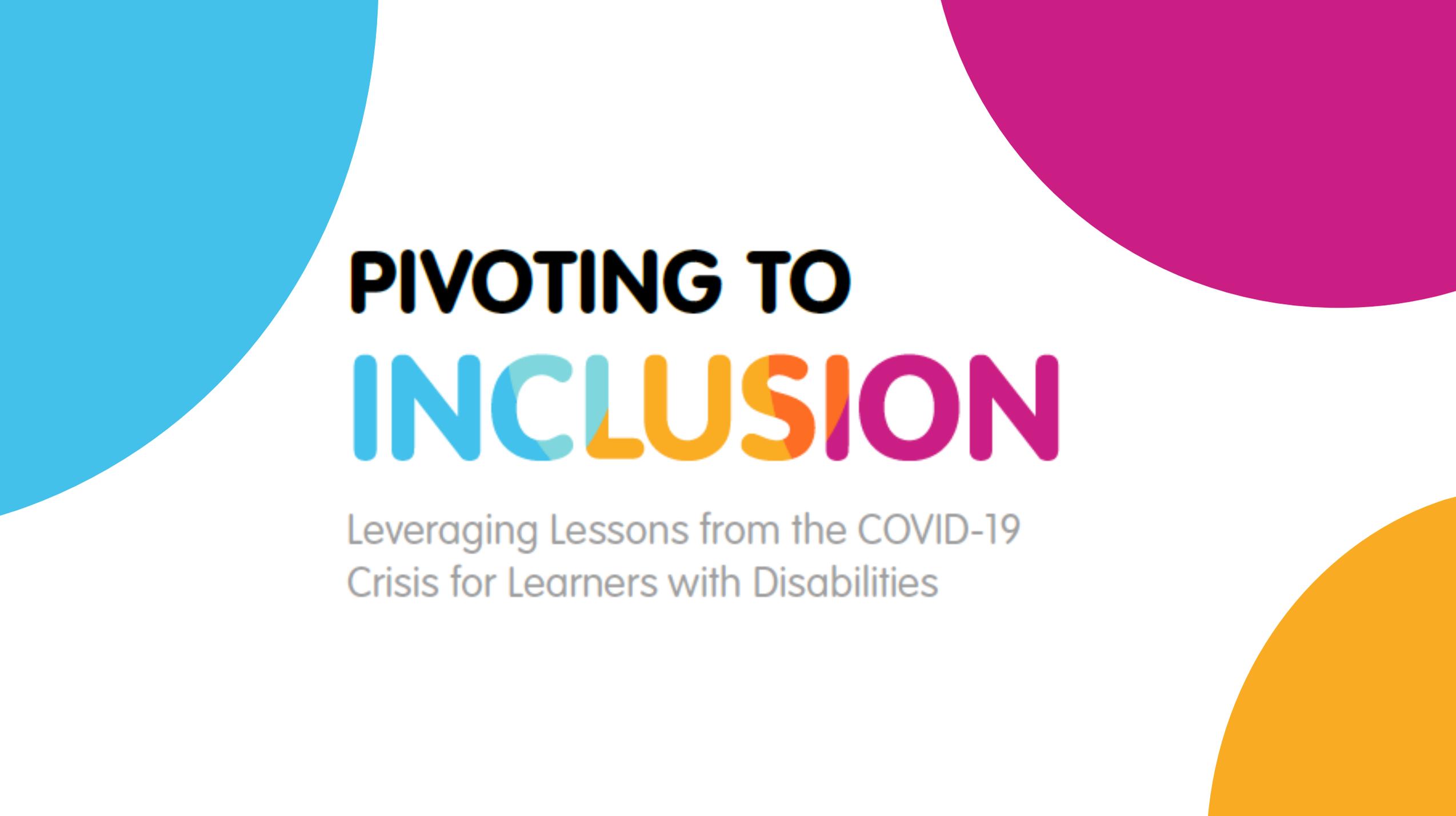
# INCLUSIVE EDUCATION INITIATIVE (IEI)

- 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:

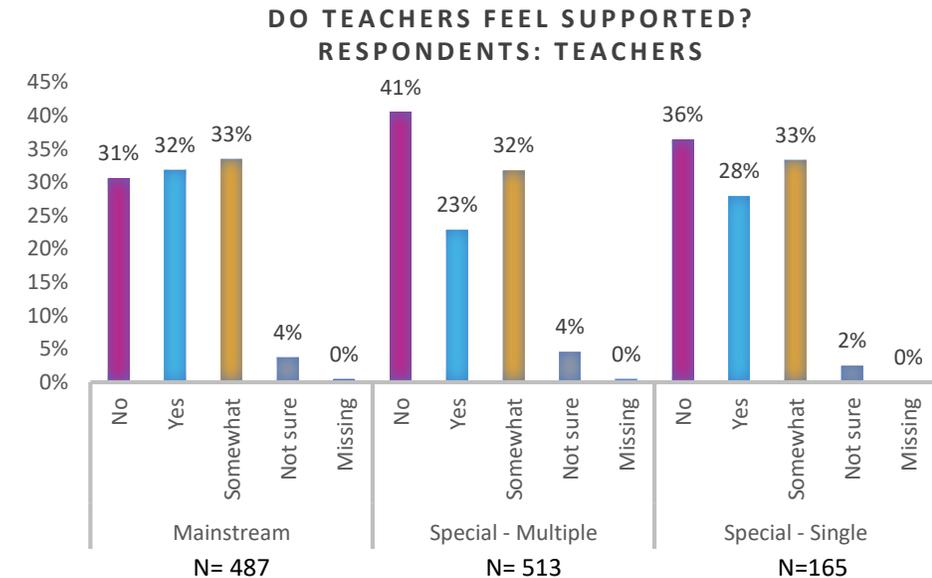
- Inequitable access-devices
- Inequitable access-internet & data
- Challenges in broadcast education
- Parents' or caregivers' ability
- Limited/no access: assistive devices or accessible learning materials
- Lack of individualized learning

## 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



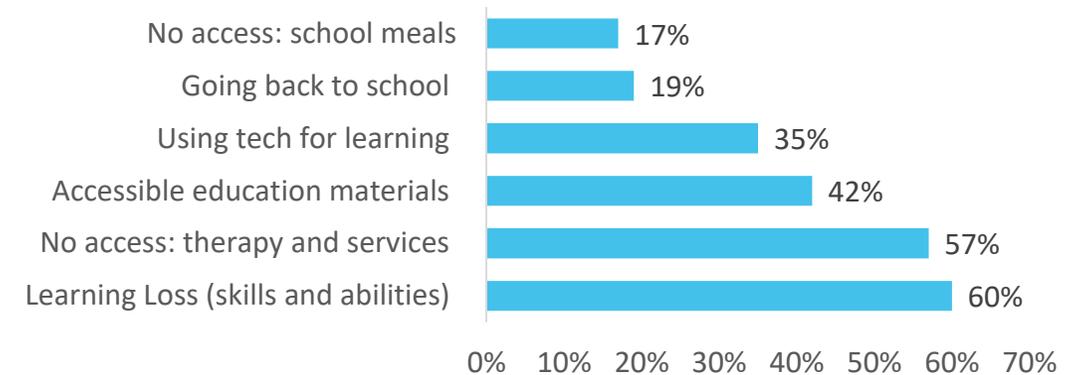
## Recommendations

- 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"> <li>• Adopt an inclusive remote learning intervention</li> <li>• Determine community accessibility to resources</li> </ul>	<ul style="list-style-type: none"> <li>• Design an inclusive re-enrollment campaign</li> <li>• Design remedial courses, "catch-up" classes, tutoring, and accelerated curriculum delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Design inclusive curriculum using the twin-track approach</li> </ul>

# 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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