

A Disability Inclusive Education Response to Covid-19

18 August 2020 at 1:00PM (Bangkok time) via Zoom



Questions and responses from the webinar

Questions to Panelists	Responses
MONITORING, EVALUATIONS AND DATA COLLECTION	
<p>The monitoring and evaluation of activities and programs will be quite different now that face-to-face is not possible. What would be possible alternatives in order to ensure our learners with disabilities will not be left behind, and are there any good examples of data collection practices from home/village/community to school?</p>	<p>Ms. Sunanda Mavillapalli, Leonard Cheshire (Example from LC’s Inclusive Education Programme in Kenya, Africa)</p> <p>In March 2020 when the Kenyan government closed all schools and imposed movement restrictions in the community, Leonard Cheshire Girls Education Challenge -Transition (GECT) project in Kenya was immediately affected. Leonard Cheshire took extraordinary steps to find ways to continue to reach our beneficiaries (2,100 girls and 678 boys) and reposition our services and data collection approach. The project is an innovative holistic inclusive education model, which involves influencing the school system and environment to increase participation and safeguarding of girls and boys with disabilities in schools; working with parents and the community to change attitudes and behaviors, inclusion, retention, and improved learning.</p> <p>As a result of the early rapid assessments, Leonard Cheshire found that the most appropriate approach for data collection was to use the telephone for direct feedback with beneficiaries and the use of SMS for relaying bulk COVID-19 messages.</p> <p><u>Aim of Monitoring Evaluation & Learning (MEL) COVID-19 Survey</u></p> <p>To establish the impact of school closure on children with disabilities and their families in accessing education. The specific objectives include;</p> <ul style="list-style-type: none"> • Establish how children with disabilities, parents, and teachers were able to cope practically and emotionally with learning at home • Identify what learning programmes, materials are most accessible and available for children with disabilities • Identify the challenges, gaps and lessons learnt to inform and improve project implementation during this period and beyond <p><u>Methodology</u></p> <ul style="list-style-type: none"> • Developed four remote questionnaires for teachers, children with disabilities and their parents and for youth and adults with disabilities in vocational training. • Staff trained remotely in the tools and how to conduct phone interviews • Purposive sampling methods used to interview 1,063 participants (169 teachers, 447 children with disabilities, 447 parents) • Consent obtained from all participants. Participants were free to withdraw from the interview at any time • MEL officers applied SPSS/Excel PowerPivot for data analysis <p>During the new approach of data collection, 828 stakeholders were interviewed telephonically, including: 339 girls and boys with disabilities (89.1% girls, 10.9% boys); their parents; teachers; head teachers of primary and secondary schools; VTI instructors and principals; various government officials from Ministry of Education, and children’s departments from across 5 sub-counties. Subsequently a development workshop was held with key study respondents to validate findings and review and adapt project activities.</p>

The study showed that 93% of children with disabilities are studying at home (proportionally, 93% are girls and 95% are boys with disabilities). Despite government efforts to introduce free radio, phone, TV and online programmes, only 24% of girls and boys with disabilities in the study were able to access these (proportionally, this is 36% of the girls and 40% of the boys that can access remote technology for learning). Most of the girls and boys with disabilities (62%) are studying using texts books and their hand-written notes (proportionally, an average of 65% boys and 57% of girls). Parents reported it would be helpful if girls and boys with disabilities could access a mentor in the community and learners with disabilities want greater access to learning materials, TV and radios, while trainees with disabilities from vocational institutes requested access to tools of trade for practical learning.

The results of this research were enlightening and provided a unique and detailed picture of the education realities faced by children, families and teachers who fall outside the reach of modern online technologies and distance learning opportunities.