CATALYST FOR INCLUSIVE EDUCATION

Presentation by Marie Schoeman, Programmes Technical Lead, Inclusive Education, Leonard Cheshire
Inclusion International Webinar
May 21, 2020

Inclusive Education Before, During and After the COVID-19 Crisis
Diverse realities
What parents are not supposed to be:

– Teachers of their children
– Providers of professional advice to teachers
– Teaching assistants for their child in school
– Providing services for which the system should make provision

“Many parents lack confidence when speaking to teachers about the education of their children. Others note that while they ask their children about school and also peruse through the children’s books, they are ill-equipped to adequately and appropriately support these children in their schoolwork.”

Evaluation Report, Amolatar District, Uganda
Mobilising parents
Home Realities in Uganda
Classroom Realities
Classroom Realities
Child-to-Child – the right to belong
Digital Interventions in Kenya
Home support for parents

- The Western Cape Department of Education in South Africa provide home programmes and outreach support to hundreds of families in urban and remote areas.

Whatsapp messages to support parents of children with severe to profound intellectual disability in the Western Cape
Children in Refugee Camps

- Monitor whether children with disabilities are being abandoned or put at additional protection risks in orphanages or special institutions
- Involve OPDs and protection actors;
- Education programmes through radio broadcasts.
Strategies for supporting children at home during COVID-19

• Most important considerations:
  – Be kind to yourself.
  – Your work and responsibilities are important, too.
  – Keep your social contacts.
  – Safeguarding the family.
  – Inclusion in all activities but allowing time for one-on-one attention.
  – Managing behaviour and mental health of all.

UNESCO Guide on range of solutions
UNICEF Guidelines for Parents

Please complete and send:

Survey on situation of persons with disabilities during COVID-19
Results from Parent Interviews

Leonard Cheshire conducted phone interviews with parents of children with disabilities in the Lake District of Kenya during the week of 11 May and obtained the following useful feedback.

- When parents were asked what was the last topic their child studied and in what subject, 58% stated that they do not remember or have no idea on the last topic that was studied.
- Most of them could remember the subject but not the topic.
- While 30% of the parents could mention the subject and the topic last studied by their child.
**Strategies for supporting children at home**

1. Set up a place for school work.
2. Gather materials that are going to be helpful.
3. Plan what to teach, but don’t take on the world.
4. Yep, it’s a school day – visual timetable, routines, structure.
5. We’re in this together - involve the student in planning out the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-10:00am</td>
<td>Exercise Session</td>
<td>If possible: morning walk or indoor exercise. Yoga, Star Jumps etc.</td>
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<tr>
<td>10:00am-11:00am</td>
<td>Learning Session</td>
<td>School learning resources</td>
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<tr>
<td>11:00am-12:00pm</td>
<td>Creative Time</td>
<td>Lego, drawing, colouring, craft activities, singing, music, cooking/baking together</td>
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<td>12:00pm-1:00pm</td>
<td>Lunch/Relax</td>
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<tr>
<td>1:00pm-1:30pm</td>
<td>Exercise Time</td>
<td></td>
</tr>
<tr>
<td>1:30 – 3:00</td>
<td>Learning Session</td>
<td>School learning resources</td>
</tr>
</tbody>
</table>
7. A whole day?! You’ve got to be kidding.
8. Learning opportunities abound - keep your focus on the one key concept for each subject for the week.
9. There’s more to learning than the curriculum - home chores as learning opportunities.
10. Friends, friends, friends
11. Tomorrow’s another day
12. Keep a good record of what you have done and what you have noticed, you may be surprised in weeks to come of the progress made. Photos and videos
Early intervention programmes in homes with and without access to technology

Leonard Cheshire sends out radio and phone messages to parents in bite sized chunks with ideas for at home learning content as well as communication strategies.

Leonard Cheshire Toolkit for Parents supporting children at home

Learning to read to learn to speak, Sue Buckley at Down Syndrome Education International

Continue to create inclusive stimulating activities that promote:

• Language and literacy
• Numeracy
• Life skills
Parents’ and families’ role in advocating for inclusive education

- Parents to be encouraged to participate in parent support groups organised by schools and civil society organisations
- These groups need to be capacitated and mobilised to understand the rights of their children to have access to inclusive education and quality curriculum delivery
- Parents should understand the basics of Universal Design for Learning so that they could ask the right questions of teachers and schools
- Parents should ensure that their children have access to all services that other children have access to as a minimum requirement.
Useful Resources

Teaching resources for home-learning
- A list of educational applications, platforms and resources to help parents, teachers, schools facilitate student learning and provide social care and interaction.
- Leonard Cheshire Toolkit for Parents supporting children at home
- UNESCO Guide on range of solutions
- UNICEF Guidelines for Parents
- See here for a general guide to Inclusive Digital learning, includes links to all the best online learning resources out there, with a focus on children with disabilities. This guide is specifically for teachers who are supporting children with disabilities. (INNE)
- Tips for parents and caregivers during COVID-19 School Closures: Supporting children’s wellbeing and learning (from Save the Children)
- See here for a range of resources for families and children to learn from home (from EENET and NAD).
- Key tips and learning resources from Aga Khan Foundation.
- Online courses for parents and teachers (from Down Syndrome Education International)
- Supporting children to learn through day-to-day activities (Down Syndrome Association, UK)
- Top ten tips to support children with Down Syndrome at home (from Prof R Farragher, University of Queensland)