

# Programming for equity: Including Girls with Disabilities in the return to school post- COVID

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Pacific regional office

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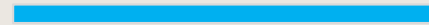
August 2020

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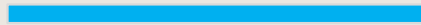
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# Overview of the Presentation



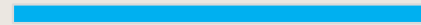
**Mapping Report**

5 mins



**Guidance Note**

8 mins



**Q&A**

2 mins





# Mapping Report:

A Review and  
Roadmap  
of Disability-  
Inclusive  
Education  
in East Asia and  
Pacific Region



1. Whole Systems Approach



2. Curriculum, Pedagogy and Assessment



3. Supported Teachers



4. Learning-friendly Environment



5. Effective Transitions



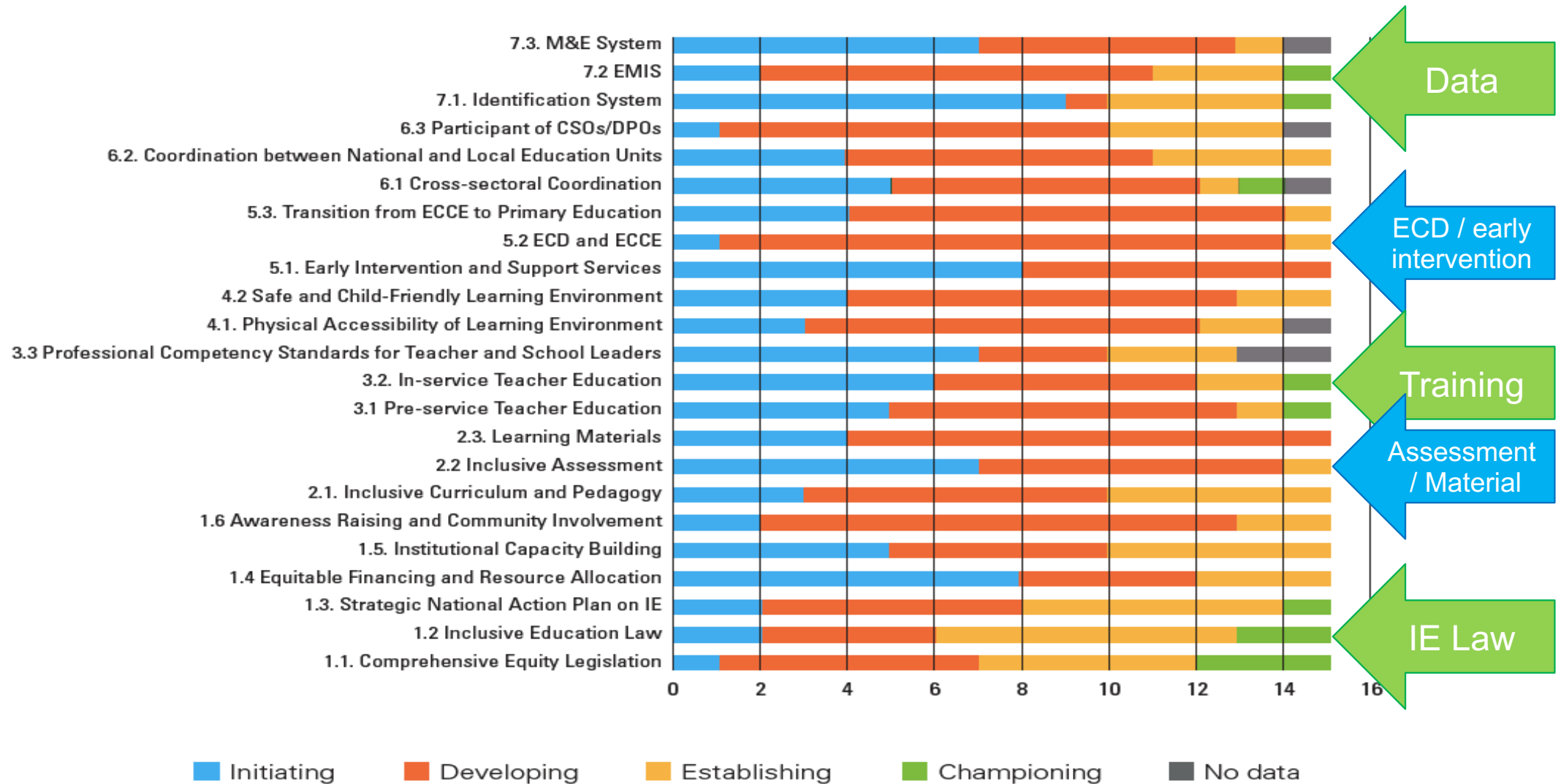
6. Partnerships



7. Data and Monitoring

Developed in the  
context of General  
Comment No. 4 to  
Article 24 (Education)  
of the CRPD

## Status of Inclusive Education in EAP, by number of countries per framework category



# Key findings on disability-inclusive education

- **We still have a lot of progress to make.**
- **Negative attitudes and discrimination** towards children with disabilities continue to hinder inclusive access to education and social services.
- **Low levels of knowledge and understanding** of disability and inclusion.
- Many key priorities stand out:
  - **Awareness raising** on inclusive education
  - **Strengthening teachers capacity** through reformed pre-service teacher training courses
  - **Intensified and strengthened partnerships**
  - **Advancing data and M&E systems** on education for children with disabilities

# Findings on gender

- **Many countries across the region with initiatives that address gender issues.** Some countries include gender as a thematic priority under child protection or other sections.
- **However, there is little evidence found demonstrating disability inclusive and targeted interventions in gender-related programming in education.**
- **Children, especially girls, with disabilities are most likely to be overlooked and left behind** when data about them and their needs are not explicitly articulated in programming plans and strategies.





## **Guidance Note:**

Ensuring an  
inclusive return to  
school for children  
with disabilities





1. Whole Systems Approach



2. Curriculum, Pedagogy and Assessment



3. Supported Teachers



4. Learning-friendly Environment



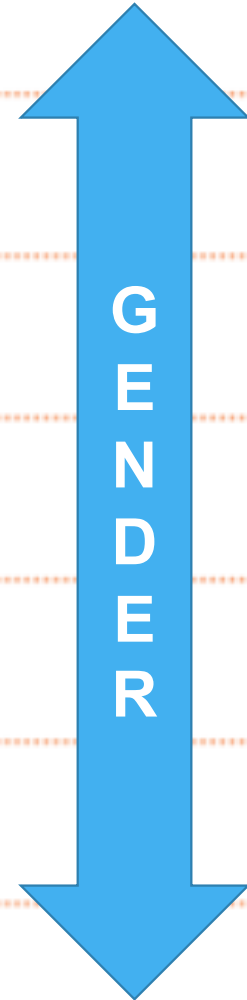
5. Effective Transitions



6. Partnerships



7. Data and Monitoring



# Whole Systems Approach

- Inclusion of explicit measures for girls and boys with disabilities in **school reopening plans** (eg. **Lao PDR** and **Myanmar**).
- In **Thailand**, UNICEF is collaborating with social protection authorities on **top ups of existing social protect programmes**, including Child Support and Disability Grant.
- In **Cambodia**, UNICEF supports the **national Cash Transfer Programme** for vulnerable households affected by COVID-19 including children with disabilities.
- In **Vietnam**, UNICEF supported **home visits and virtual follow-up to children with disabilities** by professionals such as physiotherapists, psycho-social counselors, speech therapists, sign language teachers, braille teacher etc.
- In **Lao PDR**, UNICEF supports mobile teams of MOLSW, MOH and MOES to reach out to village authorities, parents and caregivers of children

# Curriculum, pedagogy and assessment

- In **Vietnam**, UNICEF supports schools in ensuring that all girls and boys with disabilities have their **learning gap assessed and addressed**
- In **Malaysia**, UNICEF partnered with the Disability National Coalition to provide **online and tele-MHPSS** to parents, children and adolescents with disabilities.
- In **Lao PDR**, UNICEF in collaboration with the Lao Government and UNFPA finalized the production of seven TV and Radio spots in **sign language** on topics related to GBV/PSEA, online protection and MHPSS during COVID-19.

## Supported teachers

- In **Malaysia**, UNICEF supported the government in establishing a **Teachers Online Learning platform** to support teachers through the distance learning and school reopening process.

## Learning friendly environment

- In **Thailand**, UNICEF distributed handwashing supplies to children in residential and care facilities for children with disabilities.



# Partnerships

- In the **Philippines**, UNICEF is collaborating with the **Council for the Welfare of Children - Subcommittee on Children with Disabilities**, on a Rapid Survey on the Situation and Needs of Children with Disability in the Context of COVID-19.
- In **Malaysia**, UNICEF partnered with the **Disability National Coalition** to provide online and tele-MHPSS to parents, children and adolescents with disabilities.
- In **Mongolia**, UNICEF is working with the **Mongolian Association of Sign Language Interpreters** to ensure people and children with hearing disabilities have access to prevention information as well as COVID-19 related hotlines.

# Data and monitoring

- In the **Philippines**, UNICEF supports the Department of Education with the **monitoring of enrolment of learners with disabilities** (disaggregated by gender) for the upcoming schoolyear, compared to/ shown as percentage of enrolment of last year.
- In **Vietnam**, UNICEF will conduct a **rapid assessment** on short and longer-term impacts, including **vulnerability analyses** covering children with disabilities in institutions, children of migrant workers, children in urban settings, residential care centres and educational settings.

Q&A

**Thank you.**

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