Supporting Inclusive Education during COVID-19 using adapted approaches

by Jumah Kamara
Girls' Access to Education (GATE)

GEC-T Project

Sierra Leone
In Sierra Leone:

34% female literacy rate

76% of children with disabilities out of school

3112 beneficiaries

2284 girls are targeted

478 girls with disabilities
Main project activities:

❖ In-service training for teachers
❖ Pre-service training for student teachers
❖ Conduct study groups
❖ Form Village Saving and Loans Associations
❖ Provide assistive devices
❖ Undertake school modifications to make them accessible
❖ Develop Individual Educational Plans for students with disabilities
Then COVID-19 happened...
ENA report (140 girls - 68 girls with disabilities)

98% Reported feeling sad about school closing

58% Reported feeling lonely

¾ Reported studying 0-2 hours per day

80% are studying at night due to being busy with chores during the day

21% have access to radio, only 8% following radio lessons
Barriers

Accessibility, transportation, poverty, lack of teacher training were some of the barriers faced by girls with disabilities already identified by the project prior to the pandemic.

COVID 19 has added:
- Chores at home and outside
- Parents/caregivers unable to provide support
- Lack of access to radios + bad signal + no batteries + schedules + lessons are difficult to follow
Girls with disabilities are the group most likely to stay out of school.
Our Approach
<table>
<thead>
<tr>
<th>Relief</th>
<th>Recovery</th>
<th>Resilience</th>
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<tbody>
<tr>
<td>• Adopt an inclusive remote learning intervention</td>
<td>• Design an inclusive re-enrollment campaign</td>
<td>• Design inclusive curriculum using the twin-track approach</td>
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<td>• Determine community accessibility to resources</td>
<td>• Design remedial courses, “catch-up” classes, tutoring, and accelerated curriculum delivery</td>
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Community Based Rehabilitation Volunteers (CBRVs)

- Awareness raising about COVID-19, precautions and measures to be taken to stay safe
- Adapt awareness materials and messages to specifically target the needs of girls with disabilities
- Monitor well-being of students at home, particularly girls with disabilities as they are at higher risk of GBV and abuse.
- Primary contact link during lockdown and restricted movement periods
- Highlight needs that should be prioritized, e.g. sensitization to parents of girls with disabilities about importance of re-enrolling and monitor their attendance; advocate for equal distribution of chores at home
- Support parents at home to be able to support their children specific needs
- Make referrals to other services
Itinerant teachers

- Monitoring well-being of students, particularly girls with disabilities, as they are at higher risk of GBV and abuse.
- Trained in PFA to provide additional support, with specific training on gender and disability friendly approaches.
- Re-adjusting Individual Educational Plans (IEPs) for students sitting for exams.
- Working with teachers to develop gender and disability friendly strategies to support students in catching up.
- Provide technical support to Community Based Rehabilitation Volunteers (CBRVs).
- Monitor and support revision and implementation of IEPs, prioritizing those of girls with disabilities who are more likely to be falling behind.
Questions?
Thank you!

Jumah Kamara
Rehabilitation and Inclusion Technical Advisor
j.kamara@hi.org