Enabling Education Review

Issue 10 - 2021: Home learning
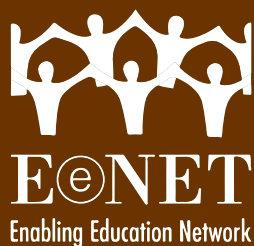
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Cover image from EENET's home learning resources, drawn by Paola Rozo.

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About EENET

The Enabling Education Network (EENET) is a global information-sharing network. Established 25 years ago, we encourage and support critical thinking and innovation on issues of inclusion, equity and rights in all levels and types of education.

We help education stakeholders to document and share their experiences of making education more inclusive. Our website contains over 800 articles, reports, posters, guidance documents and videos. Each year we publish at least one edition of Enabling Education Review – often on a specific topic, like this edition which focuses on home learning. We also still prioritise the free dissemination of printed materials to stakeholders who are not able to access information electronically via the internet.

EENET's work is funded through small grants and donations. We also carry out consultancy work for other organisations, to help fund our information-sharing activities.

Please find out more on our website: **www.eenet.org.uk**
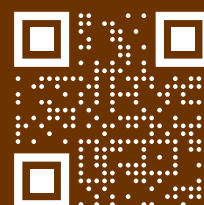
Editorial: We need inclusive education now more than ever

Rachel Twigg

Rachel, our guest editor, is a secondary school teacher from Manchester, UK. She reflects on her own experience of teaching during the pandemic and on connections with the experiences of authors in this edition of Enabling Education Review (EER).

'While teachers, students and families have taken up digital tools en masse, the shift to virtual school has exposed inequalities in access to digital resources.'

OECD, 9 May 2020[1]

When COVID-19 was first detected, education communities were already facing a global crisis: The collective failure of countries to achieve Sustainable Development Goal 4, and high numbers of young people excluded from quality inclusive primary and secondary education. These problems worsened when education facilities were closed to stop the spread of infection. Closures left 1.2 billion students worldwide without in-person learning opportunities.

Adapting to a new normal

Where they had access to the technology, educators like me had to develop virtual learning spaces as alternatives to face-to-face teaching. In the UK, our focus on fresh 'telegogies' (distance learning through virtual pedagogies) became the new normal. We spent hours planning strategies to work in tandem with the available technology. In England, some of our learners did not have access to the internet or devices. We needed to provide a range of resources to support self-directed learning and paper-based materials to enable remote learning offline.

Over time, as schools began to re-open, the virtual classroom assignments we asked students to complete were replaced by more traditional classroom-based, teacher-led lessons. The country strived for 'normality' while maintaining social distancing and safety restrictions.

Some students who had experienced barriers to learning in formal education settings before the pandemic found that virtual learning was a blessing in disguise. Some neurodiverse learners, for example, appreciated studying at home, away from distractions and the stress of trying to fit in. This highlights the importance of ensuring learners can access diverse learning spaces and opportunities. However, for many, the introduction of virtual learning communities was deeply flawed and demanded more of students, families, and teachers alike.

For educators like me, the development of virtual learning environments increased accountability measures within schools and teaching workloads. In England, weekly written reflections were expected. Meetings and extra-curricular clubs also occupied virtual spaces and took lesson planning time. Ultimately, administrative pressures, increasing workloads, and the blurring of personal and professional space profoundly affected teachers' wellbeing. Like many, I experienced a prolonged period of burnout.

We spent hours adapting our home learning lessons to support learners' diverse and complex needs. Nevertheless, I could not silence my inner sceptic and kept asking myself whether this was enough. Would it make a difference for our students? The disparity in access to provision for students went beyond economic biases. Parents of students with additional learning needs faced considerable difficulty managing their children's complex health, nutrition, and educational needs.

Issues with access

In the UK, learners with additional learning needs and individual education and health care plans could still access face-to-face learning in schools during the lockdowns. However, there was a limited number of spaces available. The priority was to ensure that enough teachers could support the majority of children learning at home and to maintain social distancing rules for those who came into school. Decisions about access to face-to-face opportunities were made on a case-by-case basis.

Students were suddenly learning from home and required technical literacy and skills to
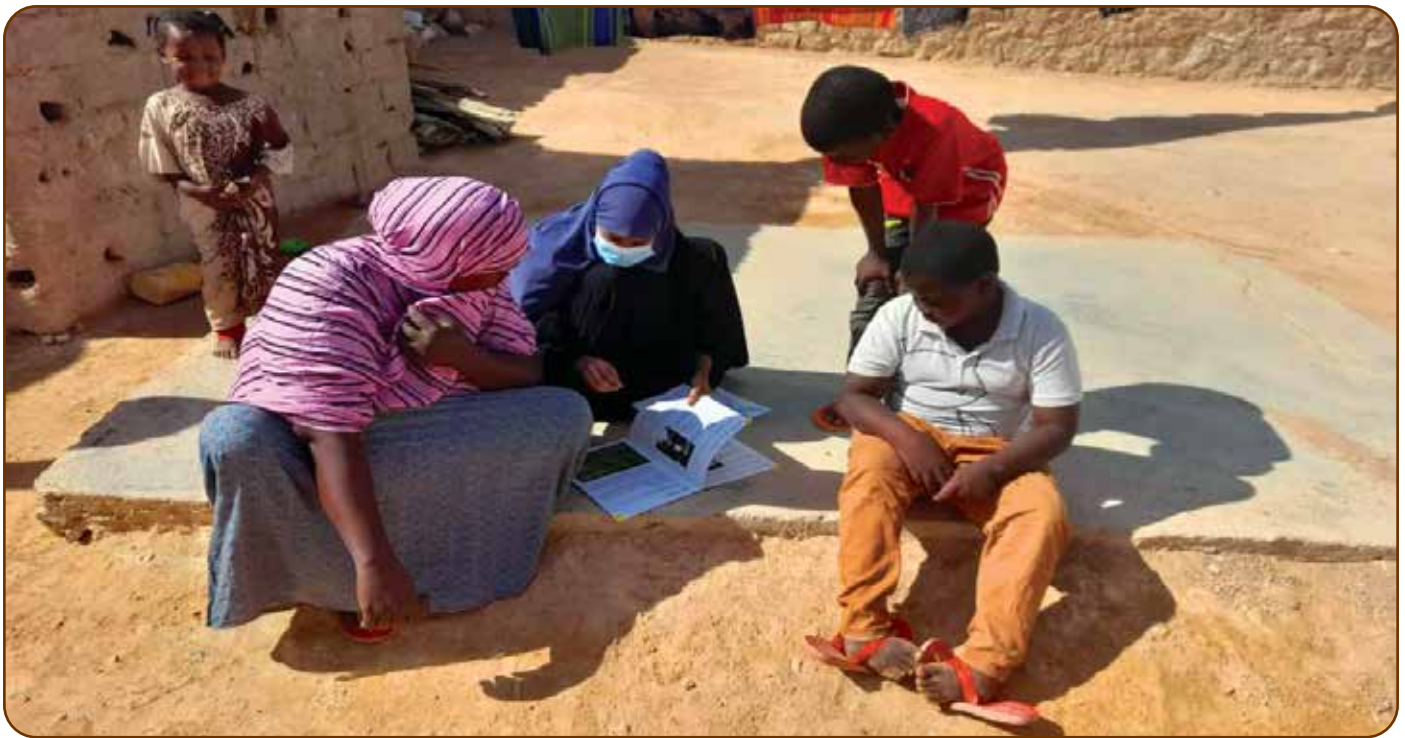
Introducing a family to the EENET/NAD home learning booklet in Somalia

access lessons through electronic devices. They had to self-regulate their routines and preparation for learning. Those with additional needs had to take control of their own learning at home, without the usual regular direct check-ins with their key workers who were needed in school to support those learners given face-to-face sessions.

Families struggled to support their children's access to online learning. Age and other factors affected how much supervision and support learners required from parents. Many parents were also working from home. Households with multiple school-age children often did not have enough devices to give everyone access to online home learning activities, especially when parents needed the devices for work. A lack of reliable connectivity in some areas also caused frustration.

Schools provide more than academic learning opportunities. Children learning from home no longer had the same access to the free school meals that children from lower-income families receive, although many schools still tried to provide food support. The number of children needing this support also increased, as parents became unemployed during the pandemic.

The crises and seismic social shifts created by the pandemic highlighted existing fragilities and inequalities in the education system in the UK and globally. Recognition of racism, sexism, classism, and institutional nepotism have intensified advocacy movements seeking change and support for students from underserved communities.

This edition of EER
The inequalities in access to home learning provision and wider issues I describe above are not unique to my school or the UK. Many of the issues have affected learners globally, and continue to do so. For example, students in Uganda are returning to classrooms in January 2022 after almost two years out of school. The impact of the pandemic has been further amplified in disadvantaged communities, such as those with limited access to electricity or those who have been forcibly displaced. This edition of EER shares articles that both echo my experiences and showcase unique responses to the pandemic in other contexts.

The first article by Reny Indrawati describes a parent's role in supporting her son's access to mainstream education in Indonesia, before and during the pandemic. In the next two articles, educators share their experiences of conducting online classes or providing access to learning for those out of school. Kelvin Mugwanga explains how Glad's House collaborated with local government and other organisations to include street-connected children in initiatives providing additional support and education

during the pandemic. And teacher Lina describes her approach to delivering remote education in the Philippines.

As decision-makers developed approaches to home learning provision, some organisations tried to learn from existing education in emergencies initiatives, while others conducted rapid scoping studies to understand needs and plan accordingly. In Armenia, research was conducted into the inclusion of children with additional learning needs to inform the development of further support. Araksia Svajyan takes us through the findings in her article. In his article about Bangladesh, Ripon Sarkar explores how learning from work in low-resource humanitarian contexts informed the adaptation of BRAC Play Labs to support girls' education during the pandemic.

We also showcase EENET's own work to support inclusive home learning provision. Collaborating with the Norwegian Association of Disabled (NAD), and local organisations in Somalia, Uganda, Zanzibar and Zambia, EENET developed home learning materials that build parents' confidence in supporting their children's home learning. A survey informed the development of the materials and highlighted the situation in 27 countries. In the first of three articles about the home learning project, I explore the findings from nothern Syria with Su Corcoran and Helen Pinnock. The second article outlines the development and rollout of the materials, while the third highlights key findings from a review of the project.

In the second half of this edition, authors share: their experiences of supporting learners during the pandemic; findings from research about inclusive education or the development of educational resources; and opportunities to develop young people's activism through virtual communities.

Mike Wamaya from Project Elimu describes the need for food support for communities in Kibera, and the organisation's education focus on adolescent girls during school closures. Bethany Farrar draws on the findings from her Master's dissertation, focused on the issues facing learners with disabilities and the approaches taken by a special school in the North of England. Ling Fong, a teacher who works with children who are hard of hearing,

shares her experience of supporting home learning in Malaysia.

Luz Mojtar-Mendieta and Ignacio Calderón-Almendros explain their work with a group of Spanish high school students to develop an advocacy guide that encourages other students to visualise and build their desired schools. Writing about research conducted before the pandemic, I-Jung Grace Lu shares findings from her doctoral research into the importance of virtual support communities for parents of children with disabilities in Taiwan. Finally, Fiona Haniak-Cockeram, Su Corcoran and Sarah Lister describe the development of an app and a digital portfolio of supplementary materials that use games-based learning of mathematics and language simultaneously.

EENET – as a network of learners, caregivers, educators, and other education stakeholders – has always advocated for more inclusive educational opportunities. The articles included here highlight the importance of connections, collaborating as a community, exchanging knowledge, and ultimately influencing change. By finding comfort in the unpredictable, and power in our vulnerability, we must no longer be afraid to 'unmute', and be the change we want to see.

[1] https://bit.ly/EEER10-12

Discussing the home learning booklet in Somalia

"Adnan can do it!" Giving my child a voice

Reny Indrawati

In this article Reny shares her practical experience of being the mother of a son with cerebral palsy who is non-verbal and also diagnosed with intellectual disability and epilepsy. She describes her journey of enabling his access to education in Indonesia, and how they adjusted to online learning during the COVID-19 pandemic.

Background

Education is for everyone. But, when it relates to a child with a disability, we need to focus lots of energy for them to be able to access the education system. Seven years ago I tried to find a school for my son, Lintang Adnan.

Adnan had progressed in his therapy and to progress further it was suggested that he go to school. Inclusion into mainstream schools was not widespread and so I tried one of the largest special schools in the city. He was rejected because he was 'too active', and the school felt that they would not be able to handle him.

I did not give up but had to find a private school that was willing to accept him. The school did not think that they had the skills but were very enthusiastic about having him as one of their students. However, they needed a support assistant so Adnan could be actively involved in school activities.

Before the pandemic

When Adnan started elementary school, I had to attend with him as the school did not feel able to handle his epilepsy. Adnan was very happy with school, even though his epilepsy prevented him from going every day. Most of the activities took place in the outdoor area in the first three grades. The school uses natural resources as a medium for children's learning, which really helped Adnan to understand lots of information. He also learned how every child has their own character and how to make friends.

While Adnan made progress at school, I decided that my goal was to minimise my involvement in assisting him. At school, I helped him with reading, writing and mathematics.

For example, when Adnan held a pencil I helped him improve his fine motor skills and hand coordination so he could move his pencil correctly and the teacher could read his writing. For reading and mathematics, I had to read Adnan's answers out loud to the teacher.

Helping Adnan to write

I had to find a way for Adnan to answer the questions himself starting with 'yes' and 'no' responses. I write the answers on a piece of paper and when there is a question from his teacher, Adnan needs to choose which one he wants to say for me to read it for him. If Adnan wants to answer 'yes', he will clap his hand or nod his head, and he shakes his head for 'no'. This system increased Adnan's involvement in school activities independently.

It may be very simple and easy for other children, but for Adnan it needs a lot of effort and concentration to do the work. In the 5th grade, the lesson materials are more complicated. Adnan's classmates wanted their teachers to give him exactly the same material as them, because they believe Adnan could do it. Adnan just needs a different way to learn and to express it.

As a mother and his educational assistant, I was moved by Adnan's classmates, and tried to find ways to increase his independence. Working in collaboration with the teacher, we looked at changing how he could answer questions. The teacher started by giving multiple choices so Adnan could think and decide the answers by himself.

Adnan chooses answers

I read the question and multiple answers from the teacher so Adnan can choose by pointing at the paper that I put on the chair

This method helps Adnan's curiosity, eagerness, and enjoyment in the learning process. The first semester in 5th grade was a new learning process that made education more accessible for Adnan.

During the pandemic
One of the best things about studying for Adnan was communicating with friends, who are willing to wait for him to answer their questions using gestures and check their translations with me.

However, in the second semester of 5th grade, the COVID-19 pandemic began, which was a shock. The learning process had to change to online. I did not think that Adnan would enjoy the process. I tried to find more ways so Adnan could enjoy his online learning as well as being able to access the lesson materials from his teacher.

Both teachers and students need to adjust to online learning. The materials from the teacher contained lots of written text which was difficult for Adnan to understand. I tried to support his learning by maximising the use of internet and platforms like YouTube.

During his 6th grade I use technology to help him express his opinion and answer more actively. We use YouTube links, animations and pictures to represent text so Adnan can understand written materials from the teacher and the context of the lessons.

If there is a test from his teacher, I adapt it into a PowerPoint presentation because Adnan struggles to write lots of words. By adjusting the format, Adnan can choose directly using the laptop. This also helps us to adjust the text size and format to help him read the choices easier. When we were studying at home, I documented the process using video so his teacher would know that Adnan answered all the questions by himself.
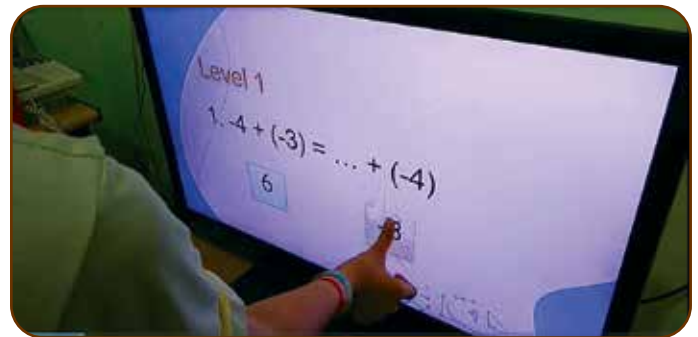
Adnan points to mathematics answers

Adnan is registering for junior high school at the same school as his elementary studies. The recruitment process requires an interview session with him. His teacher used the same methods as I do for this interview. Adnan was given several choices on a piece of paper, which he could answer independently without my help. They were not a, b, c multiple choices, but choices with several words together. Adnan could actively point to his answer without my assistance.

We just needed to find a way to give Adnan a voice. Although the pandemic has been a difficult time, for Adnan and me it has been a blessing as we have been able to find a new learning process.

Reny Indrawati is the mother of a child with cerebral palsy and a disability advocate for Lintang Adnan. She can be contacted via the EENET office.

An interview with Glad's House

Glad's House is a not-for-profit organisation working with street-connected young people in Mombasa, Kenya. In this interview, Kelvin Mugwanga, senior social worker, tells us about how they adapted their education programme to meet the evolving needs of young people during the pandemic.

Tell us about Glad's House education programmes.

Usually, we run two main education programmes: Mobile School takes place on the streets where the young people are, and Papasa is delivered at our specially built facility in Magongo.

Our Mobile School is a large box on wheels that we take to different spaces on the streets. It contains different education materials and games that we use to rebuild learners' self-esteem. You can find out more about it in our article in EER 5.[1] The Mobile School programme supports street-connected young people to access their right to play as they learn. We also provide one-to-one teacher-student engagement where possible, to focus on their specific level of academic ability.

The Papasa programme runs at our drop-in centre in Magongo, which is north of Mombasa Island so the young people have to make the journey from the city centre. At Magongo, different services are offered, such as non-formal education to boost literacy and numeracy levels, accelerated learning for those who are registered as private candidates for Kenya Certificate of Primary Education national exams, group counselling, life-skills sessions, and one-to-one engagements with case workers.

What were the main challenges facing your work with the children (and the children themselves) during the pandemic?

At the beginning of the pandemic, when contracting COVID-19 became a danger to staff, we had to limit our visits to the streets. Government restrictions on movement also limited the scope of our work. Working closely with the county government, we chaired a working party to ensure that we could maintain

Supporting a street-connected child during the pandemic

our contact with street-connected young people to provide the much-needed support at that time. We had to comply with the guidelines put in place by the Ministry of Health.

We refocused our education programmes to focus on important messages and awareness of the impact of COVID-19. We wanted to ensure that children could be safe at all times, as much as possible, and so they needed to understand the impact of the virus and also know that they had not been totally forgotten. As small businesses and markets closed, and other people left work on the streets that these young people rely on to survive, they were worried about where their next meals would come from. So we wanted to focus on their wellbeing.

There was an increase in the number of children on the street in the company of an older sibling, parent or guardian. We found that working with them as a family was challenging because of their conflicting interests. The

children, for example, were interested in our street education activities, while a parent wanted the child to meet daily begging targets. Children found it difficult to decide whether to follow their interests or abide by their parents' instructions, especially if they feared being punished.

What did you prioritise in your work with the children?

Their safety was our first priority. We distributed masks to all street-connected children, youth and adults. We also set-up easily accessible hand washing and sanitisation points. As the situation worsened, we worked closely with the Department of Youth, Gender and Sports in Mombasa County Government to provide safe drinking water and food relief to all street-connected children and families.

How did you adapt education provision during the pandemic?

We developed booklets containing different drawing, writing and colouring activities that could be given to individual learners to work on for a few days. They would start them with the street educators, and could take them away to continue using them when we were not around. The activities were designed to help us understand their feelings, emotions and fears about the pandemic and we used them to inform our next intervention plans.

We focused more on drawing, colouring, painting and creative art activities to deliver key health and safety messages, and to pass on the all-important health messages. While they created, the young people would also talk to our educators and social workers for extra support.

What lessons have been learned that you will take forward in your future work?

The focus of our education programmes has been developed over a number of years with a population of young people who are already out of school and 'learning from home' in the loosest sense of the word. Therefore, we are already set up to support young people making the difficult transition back into education, and put their wellbeing first.

Most street-connected children have previously dropped out of formal schooling. There are many reasons why, and sometimes it is their experience of school that is the issue. Our research paper explains some of these.[2] With this in mind, our non-formal education catch-up programme aims to accelerate learning and prepare learners for their next steps.

We conduct academic assessments on initial intake before signing them up to different groups according to their academic ability level. After some time, those who qualify to enrol in mainstream schools, and feel ready to make the transition, are placed in school. Those who choose not to go back, or would find the transition too difficult, are facilitated to register as private candidates and continue their learning with our educators at the centre. This has reduced the numbers of young people who drop out again compared to the past.

Age is a major challenge. Older learners enrolled in mainstream schools find it difficult to cope with being in classes with much younger children and often drop out. We now provide these learners with one-to-one focus to take them through the work as per their individual ability. Our new safe space facility in Magongo, which was opened in 2020, ensures that street-connected young people can access education regardless of their age or ability.

The centre also provides a space for children and young people from the local community, who are signed up as members for volleyball and boxing training. Training together with street-connected young people helps to combat the stigma that this latter group face. We are also extending access to sport and education for young people from a nearby government-run juvenile rehabilitation school (which provides residential care for young offenders), which gives them a chance to interact with other community members away from their secluded and locked-up facility.

[1] Enabling Education Review Issue 5: https://bit.ly/EER10-18
[2] See: https://bit.ly/EER10-19

Kelvin is a senior social worker at Glad's House. www.Gladshouse.com

No one is left behind! Remote teaching in the Philippines

Teacher Lina

In this article, Lina, a special education teacher, shares her personal experiences of delivering remote education at Paaralang Sentral ng Mataasnakahoy in Batangas province in the Philippines.

Background

School Year 2020-2021 has taught us that we need to be ready for last-minute changes, especially those that mean we move to distance learning at short notice. It is essential that educators understand that each student, and their family, comes with their own unique set of challenges. All of us were affected by the pandemic, and these challenges are even more pronounced when learning is no longer in the physical classroom.

During the enrollment to remote education in March 2020, parents completed the Department of Education's Learners Survey Enrolment Form (LSEF). They were able to choose the mode of delivery of the remote education programmes provided. For example, the Modular Distance Learning programme – developed and recommended by the Department of Education – takes account of having no access to the internet or the devices to sustain online learning. Even though they were not able to access online platforms, parents of children enrolled in special education programmes still chose to continue supporting their children's learning at home.

The Modular Distance Learning programme brought its own challenges, and that is ok! Transitions from typical face-to-face teaching to remote provision do not have to be perfect. What is important is that parents are together with the special education teacher hitting the same goals, to continue education at home despite everything. Remote learning can sometimes feel impersonal and inaccessible, but there are ways to make it easy for learners and parents, supporting them to feel connected, comfortable, and motivated.

For example, I develop instructional materials/workbooks of simple and practical instruction.

Parents read this and facilitate learning with their children. I give instruction using phone calls, texts or video calls. Whatever is available to them.

While distance learning comes with its own unique challenges, there were a wealth of resources that helped me to succeed during the transition. I found that distance learning could be collaborative, fun, participatory, and creative. It all depends on how we, as teachers, handle the available tools. Influential things can happen when pedagogy meets technology. But how is this possible if there is insufficient access to devices or the internet.

My approach

As a special education teacher who was new to this challenge, I found the following list of practices useful. (The advice here not only ensures an easier transition to distance learning, but I found it helped to make the transition for learners with special educational needs and their families more effective – especially those with less access to technology.)

Useful pedagogical strategies:
- Give **simple and practical instructions** to parents about how to set up activities for their children at home.
- **Break the target skills into many steps** to avoid overloading the child as well the parent providing support.
- **Be consistent** and mindful of the advice provided in a child's individual education plan (IEP).
- Plan activities so that they are **familiar** to the child, developing the learning through set schedules.
- Develop a **routine** for activities to make it easier for them to engage.

Providing on-going support

One of the main pieces of advice I can share about my experience of supporting home learning is making sure that you have lots of time for **communication** with parents and caregivers. Each family will have access to different available technologies, so this could

involve sending personal messages using Facebook, WhatsApp, video calls, phone calls, or text messages. The most important thing is that you have the time and the most effective way to communicate and keep in touch regularly. This communication ensures that we get feedback from parents about the development of their child and provides another way of assessing the child at home.

Having good **collaboration** between parents and teachers was emphasised during our Parent Teacher Meetings during the pandemic. These took place using telephone calls and text messages when they did not have access to the internet or smart phones. If they had access to the internet, I was able to meet with them regularly online. So during the remote teaching period, parents and teachers could be reminded that the main goal was to work together towards a common purpose – the child's learning. Teamwork between the closed school and open homes let the learning continue.

This communication required that we recognise the commendable efforts made by the parents. Parents need **praise** from the teacher for an activity that is completed well, or for good teamwork with the child, or for the efforts they are making to support their child's learning.

We developed workbooks and supplementary activities that the parents could use to build children's skills. These were a great help and we made sure that the supplementary resources, such as worksheets, were appropriate to the level of performance of the child to avoid frustration on the part of parents and learners.

Some of the resources suggested practical activities that could be based on aspects of daily living such as gardening, washing clothes, washing dishes, brushing teeth, and washing hands. These were some of the most important daily living skills that we focused on as a team for the learners with special educational needs.

Finally, although we are focused on the IEP of each child, it is also important to consider the **incidental learning**, either unplanned or unintended, that develops while children are engaging in a task or activity. Such unintended learning can arise as a by-product of planning and these aspects are useful for parents to understand as they support home learning.

A final word

Understanding the situation of each family and the share that each parent can give to their child is an essential point to consider when planning to support home learning for children with special educational needs. I believe that this feeling of being understood is one of the most important parts of making remote teaching possible. As a teacher, I avoid demanding that parents meet a schedule of outputs. It is important that we consider their skills and capability and that parents are able to work through an activity considering the behaviour of their child and their own work. This was explained and discussed during the parent teacher meetings.

Maria Lina Sangrador is a special education teacher in Paaralang Sentral ng Mataasnakahoy, Batangas Province, Philippines. She can be contacted via the EENET office.

A sample of remote teaching materials from the Philippines

Distance learning issues for children with special educational needs

Araksia Svajyan

In this article, Araksia provides an outline of research conducted by the Yerevan Republican Pedagogical-Psychological Center focused on the inclusion of children with special educational needs within distance education provision in Armenia during the Coronavirus pandemic.

Background

Armenia declared a state of emergency on 16 March 2020, and the entire education system switched to home learning. It was a very serious challenge, since the transition to remote learning was an impromptu decision, without any preparation. Different levels of the education system organised and carried out home learning support in relation to the different formats, resources, capability levels and toolkits available.

Providing education from a distance meant catering for the needs of learners at 1,403 schools. That means over 400,000 students and 8,277 learners with special educational needs (SEN). The Republican Pedagogical-Psychological Center conducted research to understand how children with SEN were accessing home learning during the second semester of the 2019-2020 academic year. We wanted to identify the challenges they, their teachers, the pedagogical-psychological team, and their parents encountered.

The research was carried out in all secondary schools and in 20 Regional Pedagogical-Psychological Support Centers (RPPSCs), which support the schools. Our findings suggest that it is possible to generalise experiences of home learning and the additional support provided to children with SEN in Armenia. The educators and professionals who participated suggest that some children found online classes successful. However, there was not a complete and systematic approach to the provision of home learning support and many learners were unable to actively engage, requiring alternative solutions to be provided.
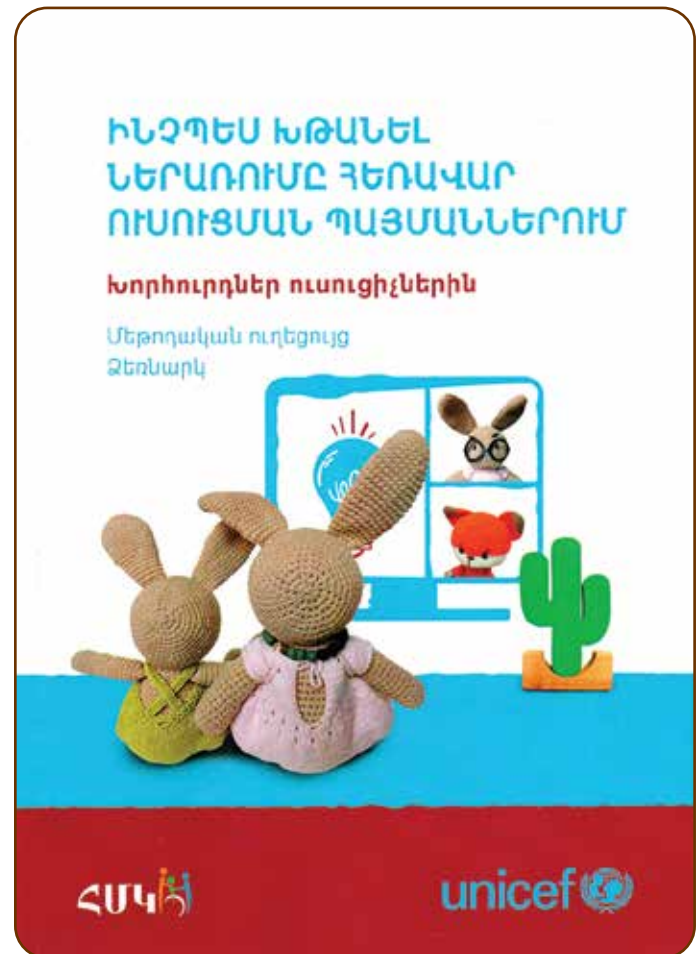
A manual developed during the pandemic

Key learning

There was a diverse range of challenges to the effective organisation and implementation of support for home learning. These related to teachers' digital literacy and children's ability to access and engage with online classes. The challenges were more obvious among teachers and students living in rural communities and families of vulnerable groups.

We found that:
- Online classes were often video tutorials, where teachers talked at students and presented new material. Teachers were generally unable to use other distance learning toolkits to conduct more interactive lessons and students had difficulty understanding. Teachers struggled to monitor students' participation during online classes, especially to ensure the engagement of learners with SEN.
- Participating in several online classes a day was exhausting, especially for elementary

school students. Some children with SEN were able to join and passively participate in online classes, but many struggled to engage from home without additional support. They did not want to sit in front of the screen and follow instructions. Some interrupted lessons or argued with parents in order to watch cartoons or play computer games.

- Parents struggled to master educational materials and support their children's learning, especially when they had several children in the family. This was more difficult for parents of children with SEN, who struggled to adapt general learning materials that were not generally tailored to individual education plans.
- Children without access to personal computers, smartphones or the Internet, could not take part in online classes. Where only one device was available in a household, the participation of neurotypical children was often perceived as more important than the education of siblings with SEN.
- Ensuring that children's personal data was protected was difficult during online classes. Cases of cyberbullying increased, making children with SEN more vulnerable and a number dropped out of education or only participated partially.

The inefficiency of online classes and the additional psychological burden and tiredness for teachers, students and parents had an impact on the participation of children with SEN. We found that:

- Children were present at online classes, but they were not involved in the lesson process at all. Their presence was meaningless, as they did not take part.
- Online classes were not developed to take account of the individual education plans of children with SEN so their attendance at these classes was often formal.
- Online classes were mainly attended by children with SEN with mild disabilities. Those with more pronounced problems could not access classes aimed at all learners.
- Missed classes were either supplemented by individual lessons organised by the teachers, or teachers gave parents tasks to do with their children at home.
- Some children did not join the everyday school classes online, but instead only interacted with a psychologist, speech therapist or special pedagogue who worked with them.

- Teachers found organising online activities for children with speech and hearing impairments difficult.
- During the online sessions, it was often difficult to create emotional contact with children with SEN.
- Staying at home, lack of communication with peers, and the impossibility of participating in various events, directly affected the concentration, behaviour, communication and socialisation of all children during online classes, especially those with SEN.
- Educators found it especially difficult to work remotely with children with autism and/or mental health problems, as they found it difficult connecting with the specialists through a screen.
- Providing remote counselling support was difficult, as children often did not have access to a separate, private place, where it would be possible to discuss their psychological problems and provide support.

Developing pedagogical support

The Republican Pedagogical-Psychological Center developed manuals for teachers, professionals and parents to help them support learners with SEN to access online learning. These manuals provided guidelines to develop their own and their students' technical and methodological skills. The methodological guidelines also focused on developing flexibility to meet the educational, social and psychological needs of children with various needs.

Two manuals were developed, one for parents and the other for specialists, in which the methodological tips will help both specialists and parents to organise the education of children with SEN online.

The manuals can be used in the future as well, as these children are often ill or live in rural areas where there are no specialists (psychologist, speech therapist) and sometimes it is necessary to organise their psychological and pedagogical support online.

Araksia Svajyan is an associate Professor, PhD in Armenian State Pedagogical University and director of the Republican Pedagogical-Psychological Center in Yerevan, Armenia. Email svajyanaraqsya41@aspu.am Website www.hmk.am

Gender mainstreaming through BRAC's home learning initiatives, Bangladesh **Ripon Kumar Sarkar**

In this article, Ripon explores BRAC's home learning through the adaption of Play Labs operating in low-resource humanitarian contexts. The article shows how these helped keep girls' dreams alive in Bangladesh during the COVID-19 pandemic.

Why was a focus on gender important during the pandemic?

Patriarchal traditions dominate every sphere of society in Bangladesh. Women and girls experience various barriers and discrimination, including limited access to education, and violence against those who are educated and employed. Parents can have negative attitudes toward educating girls and investing in their early schooling. Reducing this gender gap in education is a priority for BRAC.[1]

Over the last few decades, collaborations between the government and development organisations have increased girls' access and completion of education. However, the pandemic has slowed and reversed this progress. We therefore aimed to ensure a focus on gender was central to addressing the disruption in underprivileged children's learning.

School closures put girls at greater risk of experiencing violence, especially those from disadvantaged backgrounds. For example, school closures increase the likelihood of girls dropping out of school permanently, marrying early, and ultimately being unable to fulfil their dreams. In addition, after long-term school closures, learners can forget what they have studied before, impacting the performance of those girls who do find their way back to class when schools reopen.[1]

Furthermore, there has been limited investment in and initiative for girls' education in Bangladesh, especially in relation to developing virtual learning platforms. Many families from disadvantaged and/or rural backgrounds experience limited internet or mass media access. Online platforms are essential for impactful remote learning solutions, so greater care is necessary when many learners are unable to access the internet or smartphones. There is a need for more investment in technology and developing accessible home learning initiatives, particularly for girls.[2]

Design of BRAC Play Lab models

In 2015, BRAC collaborated with the LEGO Foundation to introduce the original Play Lab model. This was adapted and redesigned into the Humanitarian Play Labs (HPL) programme. This learning development model was designed to promote play as a cost-effective, high-quality learning tool. It uses a safe, educational platform for children up to 6 years old to enjoy learning through play therapy.[3]

As a result of COVID-19, BRAC repurposed the Play Labs to introduce remote learning to out-of-school Rohingya children living in Cox's Bazar. In a humanitarian setting, learning through Play Labs targets the psycho-social counselling and physical growth and development of displaced children and pregnant women and mothers.[3] The HPL model is operated through home-based activities, child-friendly spaces, and learning centres. BRAC Play Labs are community-based early learning centres.[4] To date, BRAC Play Labs have supported the social, psychological, and language development of over 100,000 children in Bangladesh, Tanzania, and Uganda.[5]

Drawing on experiences in the Rohingya camps, play facilitators delivering remote learning sessions, focused on physical play, songs and rhymes, stories and traditional cultural tools to support children's learning and development. Basic hygiene sessions improved safety measures against COVID-19. Counselling sessions focused on mental health and wellbeing to address learners' stress and anxiety about the virus and their displacement from their home country, Myanmar.

Radio is a useful platform for providing academic and social learning. During the pandemic, BRAC's community-based radio station – Radio Pallikantho (voice of rural

community) in Moulvibazar, north-eastern Bangladesh – was a popular platform. Programmes focused on various academic and social subjects, including dramas on child marriage, adolescent girls' health issues, and violence against women and children. One of the home learning programmes, Radio School, was delivered through rented radio stations, when access to Play Labs and the Radio School package broadcast by BRAC was limited.

Alongside the Play Labs programmes, BRAC takes a holistic approach to supporting disadvantaged learners, with special attention towards keeping girls' dreams alive. Nutrition, food assistance, and cash transfers were provided to those who needed additional support. To ensure a focus on keeping girls' dreams alive, learners and their families were referred to BRAC's wider support programmes: e.g. Microfinance; Gender Justice and Diversity; and Social Empowerment and Legal Protection.

Delivering remote learning during the Pandemic

During home learning sessions, educators connect with small groups of 3-4 students for conference call sessions over the phone. Each lesson is about 15-20 minutes. Using the lower cost option of a simple button phone helps avoid interruptions to internet service and ensures wider access to children from lower-income families.[6]

The educators play a significant role in making the sessions enjoyable and practical. They deliver scheduled lessons two or three times a week. This includes subjects taught on the regular curriculum (e.g., Bangla, English and Mathematics, mental health issues, personal hygiene and social distancing related education).[2] A key aim is ensuring that the parents of girls can perceive the value of educating their daughters.

The home learning sessions are as inclusive as possible, conducted over the phone to include learners from marginal and disadvantaged communities, and learners with disabilities. The educators respond to the diverse individual learning needs of their students, paying attention to the preparation and delivery of

quality lessons. It is important that learning objectives are accessible and understood by the learners. The educators receive training and guidance so that they can motivate and support students efficiently.

When learners need extra support, or do not have access to even the simplest of mobile phones, educators conduct in-person sessions where possible. They follow safety precautions such as wearing a mask and socially distancing. Additionally, to ensure the effectiveness of home learning sessions, monitoring and follow-up processes are conducted. The Social Innovation Lab and Institute of Educational Development have been evaluating the initiative's impact.[6]

Conclusions

To overcome gender-based discrimination, BRAC prioritises gender mainstreaming approaches to empowering disadvantaged communities, especially underprivileged women and girls. Parents and caregivers experienced various challenges during the COVID-19 pandemic, which affected the educational attainment of all students, particularly girls. BRAC's remote play labs involve girls in playful learning and sharing processes. While the majority of the state-owned and private stakeholders shut down their operations, BRAC launched these resource-based home learning activities, connecting girls staying at home.

References

[1] https://bit.ly/EER10-13
[2] https://bit.ly/EER10-14
[3] https://bit.ly/EER10-15
[4] https://bit.ly/EER10-27
[5] https://bit.ly/EER10-16
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EENET survey: Home learning for children with disabilities, Syria

Su Corcoran, Helen Pinnock and Rachel Twigg

In 2020, EENET conducted a survey to inform the development of home learning materials for families living in low-resource contexts. Here, we share findings from respondents in Syria.

Project rationale

School closures in response to COVID-19 left parents responsible for children's education needs as they learned at home. There was an increase in the number of online home learning resources and television or radio broadcast lessons, but less focus on support for home learning for learners with disabilities in low-income contexts. In partnership with Norwegian Association of Disabled (NAD), EENET developed guidance and materials to encourage appropriate, achievable, and low-stress learning activities for all learners.

Choosing content

An online survey provided a snapshot of home learning situations from the perspective of parents, families, and education professionals in 27 countries. In addition, local enumerators from NAD Zambia and State University of Zanzibar conducted a telephone survey with 97 parents, caregivers, and guardians. The findings informed the content of the resources.

Here we focus on findings from northern Syria, where mainstream schools were completely closed. Data reports and other publications can be found at: https://bit.ly/EER10-12.

Home learning provision

Centralised intervention for home learning focused on television and radio lessons, and some online materials, provided by the Ministry of Education. There were concerns from respondents that these approaches were problematic and available learning materials were not adapted for children with disabilities. But there were clear examples of interventions that supported learners, especially those with disabilities.

Most government schools did not provide educational support after the closures. However, localised interventions included:

- supplementing televised educational programmes with support through social media;
- providing printed materials;
- NGOs coordinating night schools to take advantage of more reliable electricity supply and less strained internet signals;
- teachers creating follow-up groups on platforms such as WhatsApp to provide guidance for parents and study-level support and follow up for students.

One innovation praised by respondents was the continuation of specialist provision for learners with disabilities in the early months of the pandemic. Learning and community centres liaised with parents through online groups where parents shared content (images, videos and audio) to support the learning of each other's children. The centres provided targeted support, such as signed videos for deaf learners and additional audio-visual, motor and cognitive support where needed.

In northern Syria, such support is usually only provided by NGOs. Unfortunately, despite the initiative's effectiveness, it only lasted a few months into the pandemic as the project's funding was not renewed. Parents highlighted the difference between the 'presence' of children in their educational centres and distance learning. They felt that children with special needs were lost in the system after centres closed.

Another positive mentioned by respondents was the training provided to teachers on using phones and cameras to record their lessons. However, teachers' access to the resources needed to set up distance learning lessons on platforms like Zoom or Google Classrooms remained a concern. There was also concern that teachers needed more help to prepare to support learners' engagement with online platforms. Lack of reliable internet meant online distance learning experiences were not always effective.

Recommendations from survey respondents

Teachers and parents from Syria who completed the questionnaires made several recommendations to improve educational response to the pandemic:

- Improve co-ordination and access to resources and digital media more specific to the curriculum (e.g. an easily accessible learning platform where all lessons – delivered by competent teachers – can be found, and printed transcripts available to support those with limited access to technology).
- Improve communication between education stakeholders, including:
  - ▸ better communication between schools and learners about using the internet, television and radio to support home learning;
  - ▸ good quality internet subscriptions that enable direct communication between learners and teachers;
  - ▸ providing schools with equipment that they can use in a crisis (e.g. online communication tools, mobile phones etc.)
- Recognise the importance of including learners with disabilities. Maintain a focus on their daily routines and provide activities to develop their knowledge and practical skills.

Common experiences and unique opportunities

We identified three key areas of learning during our analysis of survey responses from Syria:

1. Closing schools worsens children's exclusion and risk

School closures increased existing divisions between learners as parents juggled work and supporting their children, lost jobs and income, or lacked the time, confidence, and/or literacy levels to be educators. The poorest families could not access the delivery of education via television, radio, or online platforms.

2. Context, connectedness, and collaboration make a difference

In northern Syria, education was meaningfully decentralised. Teachers and parents described useful support reaching families, including those with children with disabilities. Collaboration, and stronger local communication between education authorities and families around education were keys to success. NGOs provided education authorities with technical and practical support, resulting in better home learning support through existing small-scale networks.

3. Teachers: a community resource when schools are closed

Positive accounts of networking suggest that teachers should be treated as important resources for home learning in their communities, especially for the most excluded children. Many teachers have mobile phones they can use to reach out to local families, collect information, and offer advice if provided with call or data bundles. Schools can become hubs for information sharing via phone, when internet connection is limited. This would require rapid and innovative resourcing, but could be a useful focus area for aid partners.

Conclusion

EENET's survey findings suggested resilience to school closure among respondents in Syria. This was rooted in pre-existing support networks and the decision-making and co-ordination capacity of regional education authorities. We need to understand better the role of local information and mutual support networks and how they are used by groups with low participation in education. School leadership, school committee members, and teachers need the tools to become an active part of those networks while schools are open. This will strengthen community 'education resilience' for when schools have to close. Teachers can be education activists in their home communities – motivated to identify children with extra support needs and advocate for additional support. Taking bottom-up approaches to education provision in emergencies helps practitioners and decision-makers recommend more locally appropriate and inclusive distance learning and home learning support.

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Developing EENET/NAD home learning materials

The surveys (see pages 16-17) showed that many parents and caregivers lacked the confidence to support their children's learning at home during the Covid-19 pandemic. They wanted to help their children, but worried about their own levels of education and digital literacy, and how to get the resources they needed. Many families lacked access to textbooks, mobile phone data, electricity, the internet, televisions, or radios. They also faced basic survival challenges.

We wanted to make home learning materials that would **give caregivers confidence** and reduce their stress. And we wanted to help them understand **how to adapt everyday activities** at home into opportunities for learning.

Survey responses suggested that **paper-based materials in local languages were essential**. We needed to design materials that could be used easily by families with little or no access to digital media. And even when families could access electronic copies, they would need hard copies too, especially for younger children.

We created **concise materials**. A double-sided poster contains key messages and images for use alongside a more detailed activity booklet. Partners in Uganda, Zambia and Zanzibar translated the materials into local languages, and printed the activity booklets locally.

EENET's consultants used the survey findings to inform initial drafts of the materials. NAD and their local partners reviewed the drafts to **ensure that the wording and images were appropriate**.

We partnered with well-known and trusted community-based organisations and education centres. They could **reach small groups of households** whilst maintaining social distancing. The distributors explained the purpose of the materials to families.

Community members with better literacy skills (including older children) **can help explain the materials**. However, there are also many pictures so that parents with lower literacy levels can access some information on their own.

The materials provide family members with l**earning activities that can be done even if no other resources are available**. We included guidance on how to vary and adapt the activities, but they can all be done repeatedly.

The materials have been **downloaded more than 3,000** times from the EENET website. In January 2022 we will be publishing a second guide for early years learners.
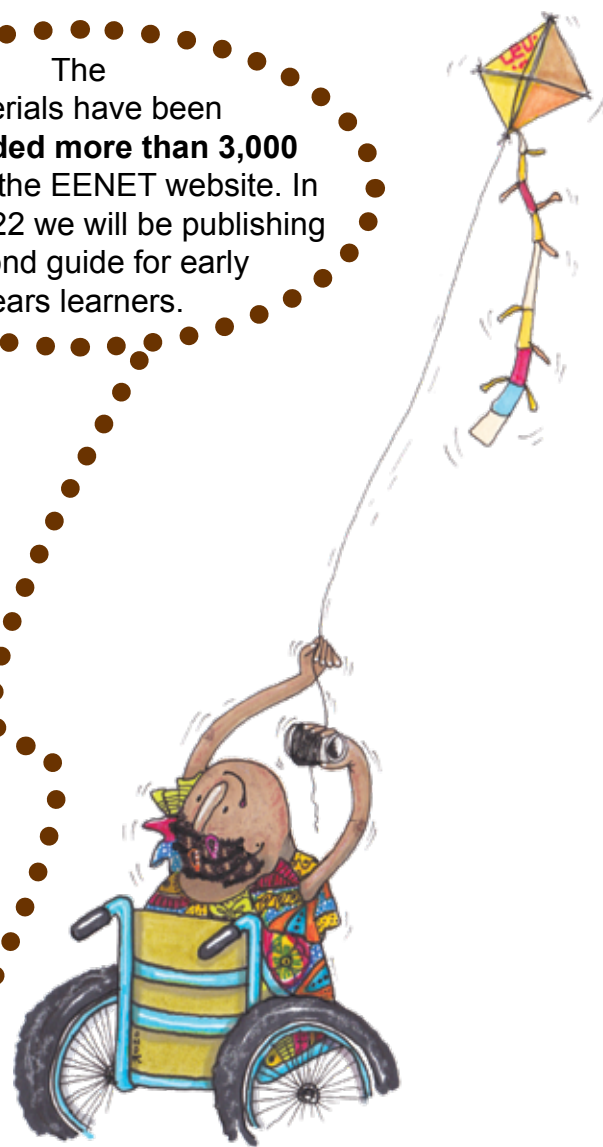
EENET's home learning materials can be downloaded from:
www.eenet.org.uk/inclusive-home-learning/
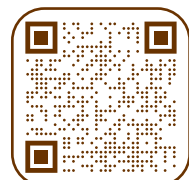
Evaluating EENET/NAD home learning materials

Ingrid Lewis and Su Corcoran

EENET and NAD's home learning resources were translated into local languages and distributed in Somalia, Uganda, Zambia and Zanzibar in late 2020 and 2021. With the help of staff from partner organisations, families were introduced to the materials and provided with varying amounts of support to use them.

At the end of 2021, we conducted a small internal review. Research assistants from partner organisations conducted follow-up interviews and focus groups with a small sample of parents, caregivers, and teachers to find out the results of the project. EENET team members were also interviewed about their experiences of planning and implementing EENET's first 'emergency' project. The review explored what went well, the challenges, what users thought of the materials, and key learning points for the future.

Here is a snapshot of some of the findings.

Opportunities

The project filled a gap in home learning support. In Zambia, for example, no other organisation responded as quickly or provided resources that did not require access to radio or television. Providing materials in local languages made them more accessible for families. In most contexts, families had little or no internet connectivity or electricity, so they welcomed printed materials.

Learners engaged with the materials, building on them to develop their own activities, such as making their own toys and games or creating small gardens. Children became friends through doing activities together. They used the materials to reach each other through sharing with their peers. On Zanzibar, for example, a learner with intellectual disabilities used the pictures as a guide to support the learning of younger children.

Children with disabilities who had not previously attended school used the materials, and their parents were inspired to support their learning.

Some children took the materials to school (when they re-opened) so they could do the activities with friends during break times.

Parents reported that the materials were helpful, and that the activities had positively affected their children's attitudes and behaviour towards education and learning. These were the only learning materials some families had. The materials helped parents realise that meaningful learning can still happen without school.

As a research assistant (RA) in Zambia suggested, parents used the activities themselves and enjoyed learning from them: "They didn't know learning at home could be fun, that it's not only about exams".

Some parents recognised that learning brings change and that the activities could help them do different things. Some even began to learn from their children. There was acknowledgement that learners are more likely to achieve when their parents are more involved, and that learning benefits the whole family. Parents recognised what their children were able to do, and understood that younger children could do the activities again as they grow. As another RA in Zambia explained, parents say that:

"Being part of this project has been really good for me, learning for me, it has made a mark. 'Learning can be done at home' beyond just helping the child with homework, recognising learning in many different ways."

Challenges

Time was a significant factor for parents who work, as they needed to use the materials in the evenings with their children. Some parents who could not read experienced difficulties using the materials after the initial orientation from the distributors. However, others felt they could use the pictures to interpret some of the activities. In some families, parents wanted to use the local language version while their children wanted to use the English one.

Case Study

Ten-year-old Joshua from Uganda has autism and is hyperactive. He used to 'disappear' from home to hunt birds and play with friends. When his family received the home learning poster and booklet, Joshua looked at the pictures keenly and tried out some activities.

Inspired by the 'counting game' on the poster and in the booklet, he dug thirty-two holes under a mango tree to create a board game known locally known as "Ocero". The game is played by two people and has sixty-four stones. At first, he would play with his mother and brother, and they helped him count, add, subtract and divide.

Now many children come from the neighbourhood to play and Joshua welcomes everybody to the game.

Printing the activity booklet in colour was expensive. In some contexts they were produced in black and white and some families felt this made the booklets harder to use.

This rapid, unexpected project, had a small budget, so distribution was targeted at a few communities and primarily at families of children with disabilities. Inevitably there was some dissatisfaction that the distribution was not more widespread, although every recipient was encouraged to share the materials with wider family, friends, and neighbours.

Parents who had not received the materials approached the RAs during the review process to ask for copies. There were also requests for other materials such as paper and pens. Teachers received requests for notebooks from learners wanting to do more writing and drawing in relation to the resources.

The activities were designed to be repeatable and adaptable, but some families felt they needed follow-up materials. Some also suggested that such materials should be distributed to schools as well. They felt children might value resources more when they also find them in the school context; and teachers could play a bigger role in supporting the use of home learning materials.

Key learning

EENET learned many practical and management lessons about delivering educational materials in a crisis situation. The full report will provide details.

Overall, one of the main lessons is a reminder of how vital home learning is. Learning happens at home, not just when schools are closed but as part of every child's learning journey. Much more work is needed to ensure that inclusive education systems understand that learning happens on a continuum from home to school.

Learning at home is not just a temporary back-up plan when going to school is impossible. It is essential alongside formal school-based learning. Every education system, especially those striving to be inclusive, should boost fun, low-stress learning at home, and connect home and school learning better, beyond simply giving children formal homework assignments.

The full evaluation report will be available on the EENET website in early 2022: www.eenet.org.uk/inclusive-home-learning/

Focusing on food baskets and reproductive health in Kibera, Kenya

Mike Wamaya and Su Corcoran

Project Elimu provides extra-curricular programmes that build primary school learners' confidence and work with networks of schools and parents to provide support and keep children in school (see our article in Enabling Education Review 9). When lockdowns began in response to COVID-19, many of the families we work with lost their main sources of income. In this article we explain how we adapted our support for learners in Kibera - the largest informal settlement in Kenya - during the pandemic.

Background

Project Elimu works with children who mostly attend community-based schools in Kibera. Their families rely on work in the informal labour market. For example, mothers may work in other people's houses and fathers may work in construction. Mitigation measures set up by the government included dusk-to-dawn curfews, partial lockdowns and stay at home orders, meaning they were unable to work and therefore were not being paid.

The situation was the same for teachers, cooks and cleaners at the schools that relied on the payment of fees to pay wages. They were suddenly unable to pay for food and basic needs for their children.

Local shopkeepers stepped up to give credit to regular customers, but that left them struggling to restock, which affected their ability to eat. School closures also meant provision of school meals ceased. Therefore, in Kibera, the government-enforced lockdowns brought many more issues for children beyond the struggle to learn at home with limited resources.

The Ministry of Education designed measures for the continuation of learning through online platforms and radio and television broadcasts. Many children in Kibera could not access this provision and, with livelihood loss, some were pressured into income-generating activities to support their families.

Interacting with local families, Project Elimu found that there was also:
- increased neglect of the elderly;
- increased exposure of children to child labour, online abuse and other forms of violence;
- increased vulnerability and exposure to illness for those with pre-existing medical conditions who could not easily access help during lockdowns;
- increase in domestic violence, gender-based violence, alcohol and drug use;
- increase in mental health issues, particularly depression.

We set out to address some of these challenges, aiming to ensure as many children as possible could return to school when they reopened. Their safety and survival was our main concern.

Providing food packages

Our first task was ensuring that our networks had access to up-to-date information about the virus and related government regulations. Secondly, we decided to fundraise for food packages for families to see them through school closures, which extended until almost the end of 2020.

We modelled this programme on our menstrual health programme, which keeps girls in school when they have their periods. Essentially, we give local shopkeepers responsibility for distribution. Girls are linked to a local shop where they pick up free sanitary towels without travelling across Kibera every month, and local stockists benefit. We wanted to replicate this system to enable children and their families to access food packages close to where they live and by sourcing food locally, we would keep shops in business.

Providing food aid enabled children and their families to eat while parents were not able to work, preventing ill health linked to hunger and giving them the best possible chance of survival should they become infected by the virus. It also prevented the children and their families from taking risks and becoming infected because they needed to go out to find food. We also provided soap and other items required to meet hygiene needs.

In addition to targeting the children and teachers who were already known to Project Elimu, we identified families with disabled family members, whose breadwinners were sick, or who were headed by children.

A girls' dance class at Project Elimu

#WeDanceOn

One of Project Elimu's main activities are dance classes. We teach ballet and other forms of dance as part of our extra-curricular programme and wanted to use our platform to fundraise for our COVID-19 support programmes. Mike and a limited number of colleagues live streamed a weekly dance class over Facebook.

These sessions were available globally. Using a social media platform meant people could attend the class live or access the recording later when electricity or internet were accessible. People joining from outside Kibera were encouraged to donate to our appeal through an online platform in exchange for the dance class.

A focus on the girls

Adolescent girls especially felt the impact of the pandemic. With school closures, instances of teenage pregnancy increased. Working within regulations set by the Ministry of Health, we set up non-formal education classes for adolescents. We organised daily meetings at Project Elimu's safe space, to discuss issues around sexual and reproductive health and rights, and prepare lunch together. Kitchen activities provided cooking skills and opportunities to develop relationships that have become foundations for a strong peer support system.

In addition to sexual and reproductive health, we ran dance sessions and tackled wider issues related to transitioning back into formal education when schools reopened.

Supporting returns to school

Even after schools reopened, many families struggled to provide food for their children as employment opportunities were limited by the pandemic. To ensure that students could focus on studies after school or attend online classes using the computers at our centre, we set up our Open Kitchen. We provided each child with a warm nutritional meal.

Open Kitchen continues in 2021, targeting adolescent children to access the various extra-curricular activities and building relationships as they prepare their meals together. We are working with them to understand the issues they are facing as they go back to school, especially learners in their last year of primary school who are preparing for national examinations and trying to make up the important periods of learning they have missed over the last year.

The COVID-19 crisis threatened everyone's way of life. Project Elimu prioritised better access to food supplies, sanitation products and credible reliable, accurate, timely and effective information so families could make informed decisions regarding the pandemic. Our programmes bring young people together – providing opportunities to build peer support and spaces to help them pause, focus and reflect on their situation together.

Mike is ballet teacher and the founder of Project Elimu. Su is on Project Elimu's advisory committee. www.projectelimu.org.

Transitioning into post-pandemic society, England

Bethany Farrar

The whole world has felt the adverse implications of the COVID-19 pandemic, but for children and young people with special educational needs and disabilities, the aftermath of being in and out of a national lockdown for over a year has had a detrimental impact on their wellbeing. Many rely on rigid routines and a constant support network, and often school is their main source of social interaction.

Most children with Education Health and Care Plans (EHCPs) in England were still provided with a place at school during the initial lockdown, although their level of social interaction was drastically reduced.

For children and young people attending specialist school settings, staff work hard to provide them with valuable life skills for social integration. During the pandemic, class 'bubbles' were unable to mix, to limit the risks of infection. Schools were unable to offer valuable off-site activities, and students isolating at home were less likely to interact with virtual schooling. The already limited opportunities available to these learners were therefore reduced even further.

A case study of an autism specialist school

As part of the research for my Master's dissertation, I developed a case study exploring the impact of the pandemic on children and young people attending an autism specialist school in West Yorkshire. I interviewed three sets of parents and the school's head teacher. They talked about uncertainty, change in routines, and negative impact on wellbeing and mental health.

They felt that the initial Government guidance was not as applicable to families of children with special educational needs and disabilities or to specialist school settings. This led to feelings of being overlooked by the Government and the media. The head teacher reported that this did a disservice to his staff who were working tirelessly to provide a service and to support pupils and their families.

Several students had underlying health conditions and parents described the additional pressures they experienced of trying to not contract the virus. One reported that they continued to limit social interactions with friends after restrictions lifted, fearing they could pass COVID-19 on to students at the school.

Many students struggled to adapt to the new routines. Those who were offered a school place during the initial lockdown felt a lot of uncertainty from the rate of infection that caused 'bubbles' of children to stay at home and isolate. Ironically, many students – especially those who find social interaction difficult – found the extended time at home a happy safe space away from the rest of society. However, parents worried for how this would impact their children's wellbeing and development as they feared it had become a routine to stay at home.

Attainment vs wellbeing

At the start of the pandemic there was increasing pressure from the Government for parents to adequately support their children's home learning. This created worry about the implications for attainment. Parents with children who would normally attend specialist schools favoured a focus on wellbeing during a time of great uncertainty, rather than battling with their children to complete schoolwork at home.

In specialist schools, attainment is mostly characterised in terms of life skills, personal development, and social interaction, rather than solely focusing on grades and qualifications. These elements became increasingly hard to practise during the pandemic, yet the media and the Government disregarded this challenge in favour of focusing on the importance of academic success.

As the pandemic progressed, the wellbeing of students across the country started to be considered. It is imperative that wellbeing remains at the forefront for educators and decision makers as we navigate through a

society learning to live with COVID-19. We must consider at what point wellbeing becomes more important than educational attainment for children and young people, and whether this is reflected in current policy and legislation.

Implications for the future

As England is transitioning to a new normal, it is important to consider how children and young people with special educational needs and disabilities will transition back into society. Individuals who found society unwelcoming or unsupportive of their needs pre-pandemic will no doubt find it even harder in a post-pandemic world, especially since their opportunities for social interaction have been limited and their routines, built up over a sustained period of time, have been disrupted.

The extent to which social integration of children and young people with special educational needs and disabilities has regressed will become increasingly apparent as we regain a sense of 'normality'. Routines may take longer to re-establish and activities that were once enjoyed may take several attempts to learn to enjoy again.

In many ways, the pandemic has perpetuated inequalities for the families of children with special educational needs and disabilities. It can be hard to look past the rather bleak picture of the last 18 months. Often learners have a whole team of professionals advocating for their needs, but the pandemic has meant appointments being rescheduled or held virtually. Families transitioning from child to adult services during this time may have been appointed to new teams they had not even met – yet another example of how COVID-19 has impacted transitions for children and young people with special educational needs and disabilities.

We now find ourselves in a paradox: having seen a growing focus on wellbeing conversations throughout the pandemic, we now risk returning to measuring success purely in economic and attainment terms, within a policy context that ignores individuals with complex needs who require more tailored specialist provision.

The pandemic highlighted the vital work of specialist education settings in supporting children with special educational needs and disabilities, their families and carers. It has emphasised the lack of support for individuals outside of special education. Despite society returning to a new normal, these students may take longer to readjust and it is imperative that support mechanisms are in place.

Bethany is studying for a Masters in Inclusive Education at Manchester Metropolitan University. She can be contacted via the EENET office.

Home learning in Malaysia

Ling Fong

In this article, Ling Fong, a teacher who works with children who are hard of hearing shares her experience of supporting home learning during the COVID-19 pandemic.

Who am I?

Home learning is a new approach for me. As a teacher who teaches students who are hearing impaired, it has been a huge challenge for me to impart knowledge to them remotely. It can be said that I am like a YouTuber, starting out in 2020. My role as a teacher has had to shift to be:

An information technology expert and digital designer

Many teachers had to switch their teaching to run Google Meets, Teams or Zoom during the learning process. These platforms enable two-way communication and teachers can still convey information orally. However, when developing learning activities for deaf children, communication relies on the visual transfer of knowledge. Therefore, teachers need to produce presentation materials in various formats such as PowerPoint, animations or video recordings. Each lesson needs to be planned and organised so that students can get information clearly and accurately.

An entertainer

Teaching is no longer just chalk and talk. Teachers need to be sensitive to the use of different technological media to brighten up the learning environment and attract interest. With home learning, we often wait in front of the screen and expect students to answer or give a response. There can be many reasons why learners may not be interested in following or have access to online teaching.

So, we must work extra hard to keep the students entertained and engaged. I find that my teaching is enriched when I use video footage of me acting as a character as I present the teaching in the form of a story.

A YouTuber

I tried to provide opportunities for the students to show their talent. I avoid learning systems that simply ask them to copy notes or answer exercises. Instead, assessment can be conducted by asking students to practise or apply what they have mastered and giving them full support and trust to express their ideas. If the students have access to mobile phones, engaging with available applications can provide ways to assess learning. For example, to produce animations.

Using drama as a teaching aid

I feel like a director, determining the title of the story, the storyline, the characters, and the venue. Providing learning experiences that rely on visual ways of passing on knowledge has pushed me to face the camera. I record myself using hand gestures and sign language, for teaching and conveying descriptions. But at the same time I have to control the background scenes I use. Each recorded scene needs to be updated with lighting, speed, effects, and volume before being shown to the students. Compared to professional producers, my resource allocation is low. But the only equipment I need to use is a tripod, television screen, laptop, or whiteboard.

Internet access is not a problem for developed and rapidly developing countries. But for countries that are still in development, many rural areas are still having trouble getting internet access. In this COVID-19 pandemic, the economy has also been affected and many people lost their source of income or employment. It has been a burden on every family to bear the cost of internet access, especially for families that have multiple children who are still in school and need to spend a lot on data and/or devices.

Problems are also encountered when students fail to attend, for many reasons, at the time set for face-to-face learning online. Therefore, as well as filming the drama, I am also the editor. I divide the recordings into several episodes, and send each episode to the students using WhatsApp. Short recordings do not require much data for loading and are easier for students to download and open. They can then open the episode they want to watch at any time. So their learning is able to take account of their access to data and their own learning schedules.

Teacher as learner
I do not see myself as a teacher, but a student who learns. I am always learning how to teach, to educate, and to guide. I learn to trust,

appreciate and accept from my students. Learn to humble yourself and have a teachable heart. Teachers are not always right. Now education is no longer just about listening to teachers or only about materials and textbooks because students need more knowledge and more so that they can apply knowledge in life. Sometimes the teacher needs to be transformed into a student's style and listen to the students' opinions and expressions. Maybe they can also change us so that we can be better.

And I must learn self-discipline by balancing the spiritual, emotional and physical aspects of my life. Life is not just about studying and working. Everyone has a lot of responsibilities and identities. At school we are teachers, but outside of school we can be friends, at home we are parents and children at the same time.

My approach to teaching and learning is successful because I turn to existing technological tools that I find in my context. However, successful learning does not depend on the materials or technological tools we use, but how we make the most of what is available to us.

Ling is a teacher. She can be contacted via the EENET office.

Silenced voices leading school changes, Spain

Luz Mojtar-Mendieta and Ignacio Calderón-Almendros

This story started to take shape in May 2020, during the prolonged period of confinement caused by COVID-19. A group of high school students from different communities in Spain, awakened their activism for respect of human diversity and developed a guide to encourage other students to shape their schools' responses to such diversity.

We brought together 16 young people aged 12-19 years old. They were invited to participate in the initiative to visualise and build the schools they would like to be in. The group included students with greater or lesser success in school, and included differences in social class, abilities, nationality, ethnicity, gender identity, health, sexual orientation, from urban and rural environments.

It was vital for every member of the group to feel important to the success of the project, but how would we do this?

Developing a virtual community

Initially, we invited them to share their personal school experiences and gradually get to know each other.

During the initial virtual meetings, we sensed that all kinds of questions passed through the young people's heads, such as: What am I doing here? Why have I been invited? At this stage, they did not know each other, and it might well have seemed that there was little that united them, given the diversity within the group's membership.

Like all beginnings, it was not easy to get these young people, who were strangers to one another, to talk. However, little by little, what seemed like work meetings became genuine conversations between friends in which they found common interests and preferences. We went on to meet every Thursday afternoon over a period of one year, to develop the guide that we had proposed and turn it into a reality.

During these encounters, no one was required to speak about disability, ethnicity, nationality, or health conditions. Furthermore, nobody needed to speak about anything that made them feel different from the rest. This was not necessary – they just were. Nobody was more than any other; however, everyone was better with others. And it was not necessary for this to be explained because they learned it by being together.

In these ways, an inclusive group was constituted, generated by its heterogeneity and through developing relationships. Seeing so much diversity in the group, the participants did not need to talk about the categories that oppress them in school, but about the barriers they experience because of them. And this goes to the heart of the proposal: **to generate a group that allows the construction of inclusive proposals for other people.** It was essential that they could experience in first person the fact of feeling part of the group, being able to learn and be valued in it.

Deciding the content of the guide

The meetings became more and more interesting, as they discussed the aspects of school that they wanted to see improved. For example: loneliness; feelings of marginalisation and segregation; the burden of homework; impact of the assessment system; punishments and boredom; the impact of exams; and health-related challenges.

Our role as researchers was to listen carefully to these discussions to inform proposals for future sessions. We analysed each recorded session to capture the students' words and initiate new directions for further dialogue. We could thus review the different aspects that constitute the policies, cultures and practices of their schools, social relations and how teaching and learning processes are organised.

Being listened to carefully by a group of university researchers added value to the students' collaborative work. Knowing that there was methodological and scientific support for designing the guide, gave them security to elaborate further. We could see the self-esteem of each individual, and their confidence in the rest of the group, grow little-by-little.

Each week we collected the students' ideas and developed categorisations to help them design proposals for the next meeting. This encouraged their conversations and supported them to take on the role of researchers. When the conversations became repetitive, with no new ideas, we ended the meetings and invited them to analyse the recordings.

Writing the finished product

By this time, the words of many of these young people – who were undervalued and ignored in their schools – had become the text to study. They extracted the most important ideas, generated analyses and built their own proposals. They located the barriers schools created, rather than focusing on their own characteristics. They recognised their own value, on a personal level and within their relationships. We feel that the main achievement of the process we followed was supporting the students to become aware that they are not alone and have the capacity to decide on their own realities.

Using the topics they selected, we developed proposals for school improvement – to help other boys and girls to build the school in which they would like to be. In this way, the accessible guide – created by students for students – took shape. 'How to make your school inclusive'[1] offers step-by-step advice to facilitate the implementation of the proposals made, and invites other groups to create their own proposals.

The process of preparing the guide ended with a celebratory visit to Madrid to meet physically, hug each other, spend a weekend together, and meet, the current Minister of Education of Spain. The young people told Pilar Alegría about the discrimination they face and the need to promote 'a school for all' across the entire education community. She supported their proposals. And those who had been suffering in silence because of the loneliness, segregation, and discrimination of current school standards, now recognised themselves as valuable agents of change for transforming the system – able to accompany other students in their own journeys towards equity and recognition. What a subversive and hopeful task!

[1] https://bit.ly/EER10-11

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The young people meet the Minister of Education

Virtual communities for parents of children with disabilities in Taiwan

I-Jung Grace Lu

In this article, Grace shares the findings of her doctoral research into the importance of virtual support communities for parents of disabled children in Taiwan.

Background

"May I add you on Facebook?" a mother of a boy with Down's syndrome asked when I was working as a volunteer in a preschool for children with disabilities. It was through these connections that I discovered how social networking sites (like Facebook or WhatsApp) and virtual communities have become important support tools for parents of disabled children.

They join to seek more information about raising their children and form private virtual communities, which only local parents can join. These groups bring them closer to each other and enable them to access more information.

I decided to do a PhD that focused on three virtual communities of parents. I observed their interactions within the groups to understand how information and support is shared and how they developed a shared sense of identity and belonging. Most importantly, such virtual interactions helped them to unite their power to advocate for their and their children's rights to be accepted by society and to access resources and care needed in their schools and communities

A Taiwanese context

All parents of disabled children receive healthcare, financial support, and services from local government social welfare departments, via local hospitals and development centres. The services commonly provided include various counselling and psychotherapy sessions for parents, home-care services, and respite care.

However, lack of 1) consistent guidance on how the services should be provided, or 2) resources at local government level, lead to inconsistent quality and quantity of support. Most parents have to wait more than six months to enrol in a programme or receive support services for themselves or their children.

Besides, due to the traditional value of Face and Karma from Buddhism, which is deeply rooted in the Taiwanese culture, parents of disabled children find it difficult to seek support from 'outsiders' who are not part their family. They want to protect themselves and their children from losing face, as others perceive them as 'unfortunate' or 'bad luck'.

All children in Taiwan must complete 12 years of compulsory education at local schools, unless there is sufficient proof that they are too ill or weak to attend. Those unable to attend receive bedside teaching until their compulsory education is complete. Government-funded schools are free to attend, but all students pay for the miscellaneous fees.

According to Special Educational Act, parents have a right and responsibility to participate in their children's individual educational programme (IEP) meetings to ensure they receive the best educational support. However, despite the basic requirement stated in the Enforcement Rules of the Special Education Act, there is no specific code of practice for such parental engagement, leading to inconsistencies in how schools support parents to engage.

Even when intentionally engaged in the education process, some parents still feel excluded or not consulted with respect by educators and other professionals. They mentioned the struggle of constantly fighting for support and attention and negotiating for better help and resources. Negative experiences with services, poor relationships with professionals, and fear of losing face also hinder parents from searching out further information.

When help becomes just a click away

Over 90% of people in Taiwan are internet users, and smart devices have almost become daily essentials for building social and professional networks. Increasingly, parents turn to the internet for support.

Social networking sites enable connections, relationships, emotional support, and efficient ways to collect and share information. Posting links with information parents may need and 'tagging' can help others to access information directly.

'Liking' or commenting on posts to show support, and using positive emojis, helps parents express support for each other and create a sense of belonging within a virtual group. Parents begin to redefine their identities, as a result of this belonging, and can be empowered through the information and emotional support they received from each other.

Through these virtual communities, parents rapidly and frequently shared their parenting experiences including their knowledge about childcare, child development, and approaches to caring for the siblings of disabled children. Medical information is frequently discussed and debated. As the sites enable users to quickly broadcast thoughts and opinions to their networks, they also become ideal platforms for advocacy.

For example, the strong emotional connections shared by the parents, enabled them to unite in their criticism of the insufficient support they receive, and to work together towards advocating for more inclusive approaches.

They also share useful information about healthcare or available resources to encourage parents who may be struggling. These virtual communities provide the tools that give these parents their voice to challenge the current welfare and support system.

The challenges
Joining virtual communities may not always guarantee a positive experience for all parents. Sometimes, misleading informal information shared may seem more attractive to the parents as it may be more interesting to read.

There were professionals, such as doctors or educators, who volunteered their time to moderate the discussions and help parents to be aware of fake information and provide correct details, especially on medical issues. However, such professionals were not part of all groups.

In addition, even though most interactions and networks within these virtual communities were beneficial to parents, the process of redefining parental identity and negotiating support can be difficult. There were also cases of more active parents withholding control of the resources and connections, and using this control to manipulate the relationships within the network. And some parents experienced exclusion when their character and ideology did not quite fit with the communities they hoped to join.

Conclusions
From my research, I found that even with some limitations and challenges, virtual communities provide parents in Taiwan with more opportunities to seek help and support. These communities empower parents due to the quick connections and the networks they build together.

After the outbreak of COVID-19, we are now entering a digital era in which the line between the virtual and real-life network has become more and more blurry. Help and support for parents through online platforms and virtual communities became increasingly essential. Therefore, professionals should learn more about virtual interactions and seek effective ways to provide the best support for parents and their disabled children.

Grace completed her PhD at the University of Manchester and is now employed as assistant professor of Thunghai University, Taiwan. She can be contacted via the EENET office.

Developing games-based digital resources for content and language integrated learning

Fiona Haniak-Cockeram, Su Lyn Corcoran and Sarah Lister

In this article, Fiona, Su, and Sarah provide a brief overview of a five-country Erasmus+ funded project. It developed digital resources to support teachers and learners to bridge the gap in digital, numeracy and literacy skills among refugee students in secondary schools across Europe and beyond. The project created various game-based learning resources, underpinned by content and language, that integrated learning pedagogical principles. The resources support and enhance the teaching and learning of an area of mathematics through a second language

Content and language integrated learning (CLIL)

The CLIL pedagogical approach involves teaching and learning activities that allow learners to develop new language as they learn new subject content. Essentially, it involves teaching this subject content through the medium of a second language that is not usually the main language of instruction. The dual-focused approach means an additional language is used for the teaching and learning of both content and language simultaneously. This can promote higher-order thinking skills such as problem-solving, reasoning, and creative thinking.

By adopting a CLIL pedagogy, teachers can exploit the connections between mathematics and language learning to help combat the language gap. Learners and educators have similar emotional responses to both subjects. Mathematics can provoke anxiety and negative attitudes in the same way as learning a second language. Learners often express how challenging these subjects are, and teachers can also lack confidence in their own ability and lack experience of teaching in increasingly diverse school contexts.

Increasingly, schools and teachers struggle to fully meet the diverse needs of learners from migrant backgrounds or those who do not have the language of instruction as their first language. This often results in learner disengagement, leading to poor or low attainment.

Game-based learning (GBL)

The project's main objective was to use game-based learning to support learners to be more mathematically and linguistically literate. The games are for learners from migrant backgrounds, who do not speak the language used in school in their new country. Game-based resources can provide opportunities to consolidate and develop a greater knowledge and understanding of both mathematical concepts and numeracy skills. They also expose the learner to, and help them to practise using, the language of schooling for a purpose.

When the language of instruction differs from learners' mother tongue, both learners and their teachers face challenges when engaging with and accessing subject content. This creates barriers to progress. Results from PISA 2015 highlight an attainment gap between learners from migrant backgrounds and their peers from non-migrant backgrounds. This gap is also affected by socioeconomic differences. Migrants – especially those forcibly displaced – often face the double disadvantage of coming from immigrant and disadvantaged backgrounds. Consequently, teachers need to reconsider and adapt their teaching strategies to fully address the needs of these learners and promote inclusion and inclusive practices.

The project

We wanted to find out how much game-based learning and CLIL could narrow the attainment gap – the 'language' gap and the 'digital' gap – for learners aged 12-13 years in each partner institution and country, for whom the language of instruction was not their first language. The project team comprised academics from Manchester Metropolitan University (UK), University of Cordoba (Spain), Vrije Universiteit Brussel (Belgium), Pedagogische Hochschule (Austria), and University of Turin (Italy). They worked together with designers from Emile Education to develop a series of innovative resources to help learners increase understanding, confidence, and competence in mathematics and language.
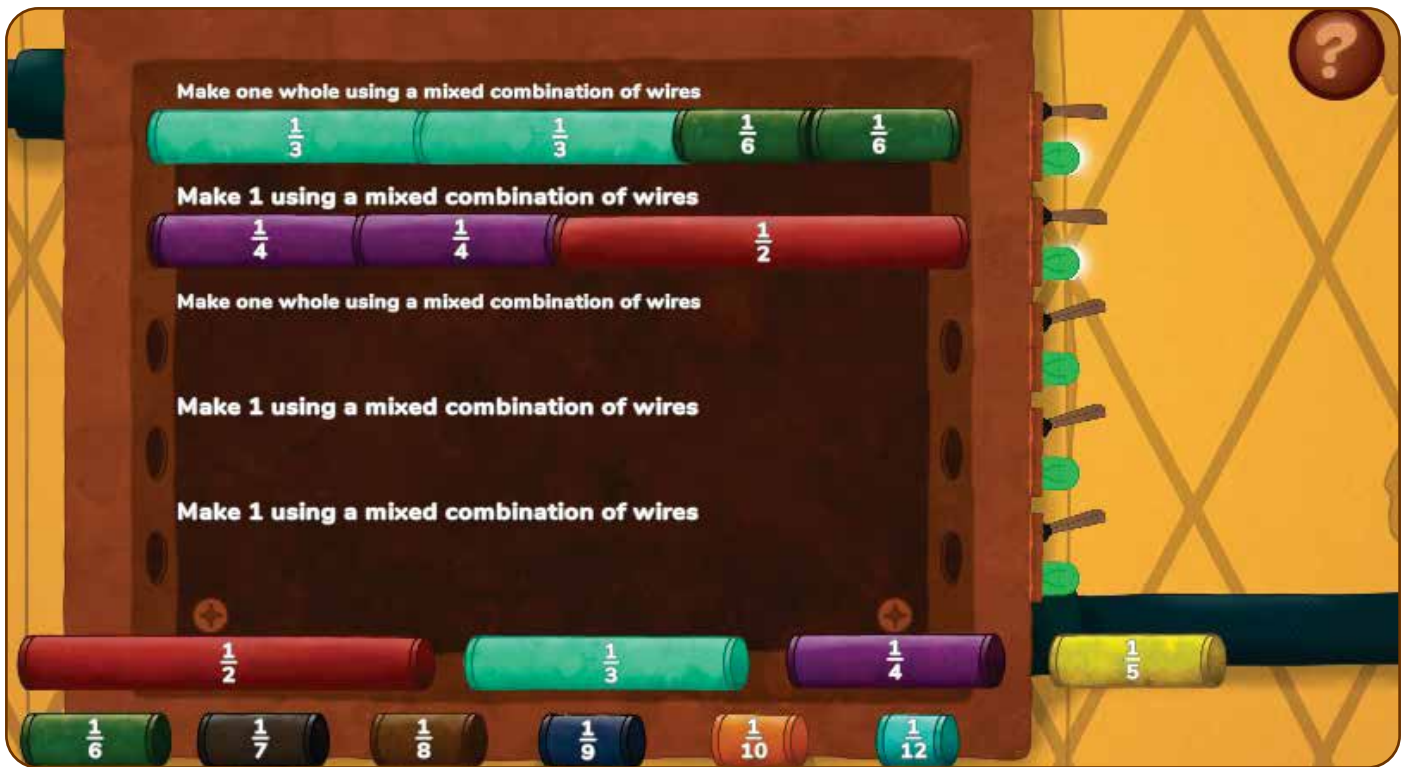
A snapshot from one of the games

The three-year project involved collaboration with school teachers in the five countries. Virtual and face-to-face seminars, workshops, and training events informed the design of the materials. We chose to develop game-based learning resources to deepen learners' conceptual understanding of fractions, which learners often find difficult. We also wanted learners to engage with technology in a classroom context, to promote equitable access to this technology, help develop their digital literacy competencies, and narrow the 'digital' gap.

We also developed a series of training materials to support teachers and trainee teachers when introducing the games and associated pedagogies. In December 2021, we held the first virtual training sessions, hosted by Manchester Metropolitan University. In 2022 we will deliver several free online events for teachers interested in knowing more about CLIL and game-based learning.

The resources
The main resource is an app called Fractio-Quest. It comprises six games, in five languages, that focus on fractions. When playing computer-based games, learners are practising and applying 21st century skills that can be applied in the real world. The learning that takes place does not simply involve acquiring knowledge and content. Rather, game-based resources offer a different way to engage and interact with subject content, promoting

different ways of thinking and inspiring creativity, interest, and social interaction.

The problem-solving elements embedded within the games, alongside a narrative thread, require learners to engage with a series of challenges or quests where they assess situations, analyse information, make decisions, and choose a course of action. They respond to the consequences of their actions in order to progress through the different stages of the game, all of which are key to cognitive development.

The project team also developed a digital portfolio of supplementary resources that can be used alongside the six games, or on their own. These online resources provide game-based activities about using fractions. At the time of writing, the English set is complete and the translations are being finalised. They should all be available to use from March 2022.

You can find out more about the project and how to access the app at: https://bit.ly/EER10-10 and https://bit.ly/EER10-9. Information about the supplementary resources will be included on these website pages when finalised.

Fiona, Su and Sarah all work in the Faculty of Health and Education at Manchester Metropolitan University. They can be contacted through the project email: framingclil@gmail.com or via the EENET office.

Learning from the UKFIET conference

In September 2021, UKFIET (The Education and Development Forum) organised the 16th Conference on International Education and Development. The theme for the conference was 'Building back better in education and training? Reimagining, reorienting and redistributing'. At the conference, Helen, Rachel, and Su presented findings from the home learning survey (see pages 16 and 17 in this edition). This article summarises a small selection of other presentations focused on support for home learning.

About the UKFIET 2021 conference theme

"As education and training institutions and systems recover and rebuild after a crisis, there is a unique opportunity to reflect, redesign and to build back better. Planning for the reopening and return to education and training provides an opportunity to rethink the way we educate the next generation, and how to prepare learners for unpredictable futures in a rapidly changing society. Innovative and pragmatic solutions developed and adopted during times of crisis can challenge traditional delivery models and offer more effective or more accessible options. Crises expose vulnerabilities, as well as highlighting the skills we value most. Crises often widen inequalities. As systems and institutions rebuild, they need to consider how resources can be redistributed to ensure that gaps in access and learning are narrowed. Inequalities within the workforce also need to be examined; ensuring a diverse representation, especially among education leaders. Building back better should also consider how education and training systems can be reoriented to become transformative, challenging discrimination, and acting as drivers for a more equitable distribution of wealth and power in society. This conference will also consider how the international education andw development research community itself can "build back better": exploring innovations for more effective, efficient and lower carbon research methods, as well as considering strategies to address prejudice and inequality within the research community."

www.ukfiet.org/conference/ukfiet-conference-2021/

Learning with mothers: mobiles, motivation, and measurement. Early childhood education interventions in Pratham

In this blog post, Varsha Hari Prasad explores how Pratham Education Foundation transitioned their early childhood education programme to a home and community-centric remote learning model, with mothers at the centre of young children's learning and development.
https://bit.ly/EER10-1

Reimagining learning spaces for an equitable and inclusive education and learning

This blog was written after the 2021 UKFIET conference by Yulia Nesterova and Becky Telford, the co-convenors of one of the six conference themes: Reimagining Learning Spaces. It summarise learning from the presentations. This theme sought to learn from diverse contexts about what more inclusive, responsive, and equitable learning spaces might look like, to help us re-build better after the 'learning catastrophe' created by the COVID-19 pandemic.
https://bit.ly/EER10-2

Adapting interventions to strengthen teaching quality during the COVID-19 pandemic: experience of the girls' education challenge in Afghanistan, Ghana and Sierra Leone

Written by authors from OPERA, University of Cambridge and Tetra Tech, this post focuses on how four Girls' Education Challenge projects (funded by the UK's Foreign, Commonwealth and Development Office since 2012) have adapted their interventions or introduced new ones during the COVID-19 pandemic, to support girls to continue learning.
https://bit.ly/EER10-3

Enabling the continuity of learning in Uganda: the impact of the COVID-19 pandemic on the education system

Dorothy Kyamazima describes how Enabel's Teacher Training Education (TTE) 'Sandbox' developed from their existing project into a distance learning strategy. It served as a testing environment for education technology that fully uses the potential of teachers to respond to the education crisis.

https://bit.ly/EER10-4

Re-imagining learning spaces in rural Zimbabwe

In this post, Janelle Zwier, Director of the IGATE Programme at World Vision Zimbabwe, focuses on how the crisis shifted the perspectives of what, where and how learning happens and influenced the reimagining of learning spaces.

https://bit.ly/EER10-5

Supporting student teacher education during COVID-19 in Mexico

Dr Israel Moreno Salto relates findings from research into how the pandemic impacted teacher education and student teachers.

https://bit.ly/EER10-6

Contrasting teachers' expectations and practices of interactions with parents in rural Sitapur, India

Mansi Nanda discusses findings from her doctoral research on primary school teachers' perspectives around school community engagement. The aim is to understand the behaviours and structures that influence their interactions with parents, and how to strengthen school community partnerships to improve children's learning.

https://bit.ly/EER10-7

Interrogating research methods: building back better for more inclusive quality education for all

This blog was written after the conference by Bronwen McGrath, Elizabeth Walton, and Yvette Hutchinson, the co-convenors of the conference theme: 'Research methods: Building back better in international education and development research'. They explore various questions and provocations offered by the theme, and the conceptual and empirical contributions that answered them.

https://bit.ly/EER10-8

The UKFIET blog features various posts about the presentations delivered at the conference (www.ukfiet.org/cop/2021-ukfiet-conference/) as well as other research initiatives related to education and development: www.ukfiet.org/blog/.

EENET SHOP
www.eenet.org.uk/eenet-shop

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Useful publications

Guidelines

Education in times of crisis: Effective approaches to distance learning. A review of research evidence on supporting all students' learning, wellbeing and engagement
Chartered College of Teaching
This UK report gives advice on distance learning, especially for students with disabilities, special educational needs, or other challenges.
https://bit.ly/EER10-20

Quick Guide: Towards Disability Inclusive Education
Dutch Coalition on Disability and Development
This guide gives a quick oversight of what inclusive education is and what steps you can take to make education programmes more inclusive, taking into account the COVID-19 pandemic.
https://bit.ly/EER10-21

Research

Community Help for Inclusive Learning and Development (CHILD)
World Vision, CARE, and The Open University
This is a study of how mobile phones, WhatsApp and community volunteers were used to support children's learning during COVID-19 school closures in Zimbabwe.
https://bit.ly/EER10-22

A disability-inclusive response to COVID-19: Four lessons learned about including people with disabilities in humanitarian aid
This paper summarises what the Inclusive Futures project learned from delivering a disability-inclusive programme responding to COVID-19.
https://bit.ly/EER10-23

Learning Renewed: Ten lessons from the pandemic
Education Development Trust
This summary is drawn from a review of global evidence and policy around COVID-19 school closure. It has useful ideas on how schools and school systems can support children's learning after reopening.
https://bit.ly/EER10-24

Schooling without Learning: Implications of Learning Profiles for the Global Learning Crisis (open access special issue)
International Journal of Educational Development
Twelve journal papers explore the use of data to address the learning crisis in over 50 low- and middle-income countries. The papers discuss how to develop profiles of children's learning progression and use these in improving early foundational learning.
https://bit.ly/EER10-25

Video

The Corona Chronicles
University of Huddersfield, UK
Researchers developed a project to help UK primary school children visually record life during the coronavirus pandemic, and what supported their wellbeing. A set of seven digital animations were created by and for children, combining stop-start animation, cartoons, line drawings, collage and photographs.
https://bit.ly/EER10-26

Hanging On. A Special Educator's Journey into Inclusive Education by Kanwal Singh

This short book is fun, easy to read, and packed with helpful illustrations. It offers a reflective, self-critical, and clearly explained review of the changes needed to move from special to inclusive education – from the perspective of an educator who has been on this journey.

You can order copies from Amazon India for 299INR (approx. $4USD) plus postage. Visit: https://tiny.one/ye5exwz7

If you are not able to buy online, contact EENET and we can help you get a copy.