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>> Who is speaking first?

>> I am.

>> I will pin your picture already. And very important, tell people to keep their camera off when they are not speaking.

>> SIAN TESNI: Yeah, if I forget I'll ‑‑ yeah.

>> We start now.

>> SIAN TESNI: Okay. Let me just get ‑‑

>> Break a leg to all of you.

>> SIAN TESNI: Hello, everyone. And I hope you can hear me. And welcome to our session today, the third session of the IDDC global Assembly workshop in building back inclusively. And the focus is on access to distance education, technology, the pitfalls and opportunities looking at digital learning education. This is a joint session organized by the IDDC inclusive education and safeguarding task groups. And we've all thank Fed for her support and organizing and supporting throughout this session. Before we begin I would simply like to highlight some housekeeping or practical points of information. Firstly, this session is being recorded and recording has started already.   
 We have international sign, I just realized that a request came up, if you are not speaking, kindly or not interpreting, kindly turn off your video and then switch on only when you are speaking yourselves.   
 Yeah. Just a few other pointers. The recording has already started. We have international sign interpretation and Kenyan sign interpretation as well as closed captioning. Angelique is there a link to closed captioning or they just press on the closed captioning icon on the screen? Would you clarify, please?

>> The link to captioning has been shared in the chat box. You can follow the captions in the Zoom. So you should be able to see.

>> SIAN TESNI: Okay. Thank you very much. Now in this session we won't have a question and answer directly during the presentations. But we will still like you to share your thoughts, your comments, and even questions so that we can take these up in the breakout rooms in the discussions later after the presentations.   
 If the chat box is not accessible for you, please intervene during the discussion by raising your hand in the raise hand icon. So that we can allow you to speak.   
 And especially if someone is not clear, or speaking too fast for you, please let us know.   
 As I mentioned, this session is automatically being recorded with international sign interpretation and closed captioning. The breakout rooms will be recorded. Then edited to include closed captioning later. So that you can access them later.   
 But for today the only breakout room that will have international sign interpretation and closed captioning will be breakout room 2. The others will be added at a later stage. But I'd like to ‑‑ there are three breakout rooms and some of you have already registered for these. Breakout room 1 will look at current practice and experience to access to digital learning, high to low and no cost solutions led by Fed and Deepti. Breakout room 2, safeguarding issues for child protection as learning is provided online, by Lauren a Maria. And breakout room 3, current practice and experience of access to digital learning innovative solutions led by Sian, Will and Georgine. In case you have changed your mind or want to join another breakout room, may I ask that you add the number 1, 2, or 3 next to your name to indicate which breakout room you'd like to join. As you will see, I have three in front of my name and followed by my name. Fed has one in front of her and I'm only picking out the people that I can see. Deepti has 1 in front of her and so on.   
 And those of you who needing access to international sign and closed captioning, please go to breakout room 2. Now just a check. Have I left anything out Fed or Lauren or Angelique or anything to add or may I carry on with the session? Great. Thank you very much.   
 Now to today's session, alas we look towards a future with more access to education and technology, we are considering during this session today, the pitfalls, the opportunities and lessons learned and what we need to consider in safeguarding our learners to access digital learning. Learners with disabilities are amongst the least likely to benefit from distance learning solutions. This is something we have learned during this COVID experience. Many Governments and countries have turned to digital learning in order to provide continued education through hybrid or blended learning solutions, but this is meant that learners with disabilities have been left behind. Girls with disabilities have been particularly affected. As some of you who joined the initial session yesterday, IDDC General Assembly heard Gerard Quinn speaking and he said the digital divide is disconcerting. It is not just about access because digital learning does not actually suit everyone. And it is not available to everyone. And we know this, not just people with disabilities, but also others do not have access to technology in a far and rural area wherever they live. However, there are solutions and there are good practice examples that we can learn from and discuss. And we need to consider the child protection issues. So I would like to turn to our first presenter today and it gives me great pleasure to introduce Deepti Samat Raja who is social development specialist and inclusion and global practice of the World Bank. Deepti provides technical assistance and operational support across sectors and regions in operationalizing disability inclusion.   
 Deepti supports the implementation of the disability inclusive education in Africa program and inclusive education initiative trust fund. Previously she worked as director of international programs and senior research at the Burton Blate institute of psoriasis University and many other things. And over to you, Deepti.

>> DEEPTI SAMAT RAJA: Thank you Sian for a very warm welcome. It is a pleasure to be here today. Sian has already said a lot in terms of setting the stage for us. I mean digital technologies can be catalytic tools. By advancing both educational access and learning, even prepandemic educational practices were transitioning to learning through technology informal and formal learning environments. However the potential of technology, to improve educational outcomes for children with disabilities does not automatically translate to changes on the ground. Much depends on the larger ecosystem, and the inherit skills, policies and institutions within it. The UN Flagship Report on disability and development showed that households of Persons with Disabilities lag behind in both access to ICTs and the use of ICTs.   
 So basically in addition to just unequal access to digital infrastructure, and connectivity the affordability gaps there are digital skills gaps and digital use gaps of as Sian also mentioned girls with disabilities have even lower levels of access to technology. And what has happened with the strong pivot to distance learning over this past year. Many of these gaps have come in to stark focus. The World Bank's inclusive initiative is currently conducting an ICT landscape review. The global disability innovation hub is a research partner in conducting this study and we are actually also collaborating with Leonard Cheshire to complete this study. It is to try and offer recommendation to strengthen both the supply and demand side interventions within the technology ecosystem. So in addition to getting data at the global level we are also trying to do some deep dive case studies in Ethiopia, Nepal, Bangladesh to learn from the COVID‑19 experiences. Let me share a bit more about the study today.   
 What we've done is we've framed our data collection questions around the six Ps framework. Which is developed by the Atak hub. What are the six Ps? So first people. And in this case we are trying to look at, of course, the experience of children with disabilities, but the other actors in the ecosystem. So the teachers, the parents and caregivers, families, organizations of Persons with Disabilities and the other stakeholder actors that are interacting within the ecosystem. Products, so yes, of course the types of products that are out there, but also very importantly their availability, their affordability. So we are looking at those dimensions. Pedagogy, what is it actually mean in terms of introducing a technology within the education system. How does it interact with curriculum. How are stakeholders actually being trained in using this technology to deliver learning. Policy, I really don't need to I think emphasize on the importance and the role of the larger policy environment. And actually multi‑sectoral policy environment for this group, of course. Place, this is really important where is the accessible technology being used. Is it at home. Is it in school. And then what is infrastructure, what are the social factors surrounding that place. The sixth P is provision and that looks at the service delivery channel. Yes, of course the cost. But what is the market like. What is the local demand. What is ‑‑ who is being able to provide the technology matching child's real needs to appropriate technology solutions. So we are hoping that we can actually craft recommendations around all of the six Ps. So far we are only midway through the study.   
 So what we've done is we've conducted a number of listening sessions and Round Tables because what we wanted to do was learn from basically learn from the knowledge that's already out there. Let me share some of the key insights that have emerged from that process. You know, many of these are not going to be new to you, but I think it hopes shape maybe our discussion for this thematic session.   
 So the first is that, you know, we speak about problems at the systems level. But when we try to identify what interventions exist many of the solutions remain child focused and I don't mean child centered, which is the way we want to go. But child focused. It is very much about this is the type of technology. This is the type of disability. But we are not paying attention to the broader ecosystem. How can technology support curriculum adaptation. The next issue is most interventions remain at pilot stages. And we still really have difficulty going to scale.   
 Service delivery of technology for children with disabilities is still predominately seen in special schools rather than mainstream schools. And in fact, at a different ‑‑ to the extent that these interventions even exist, they are when a child is able to access any kind of school system, so this means there is very little support for the children who have difficulty accessing school in the first place.   
 Nonstate actors are still the main providers of system and accessible technology. It is really Civil Society Organizations, organizations of Persons with Disabilities charitable organizations, which again, of course, that impact this going to scale if this is very much driven by nonstate actors. We've seen a lot written about the role of teachers, both in terms of role and teacher's resistance to use of technology. That needs to be seen in the context of the broader system, including the low investments in their training and capacity building. A lot of the discourse includes very little discussion on children with disibltds and themselves. One thing we've learned is that ensuring that parents and care givers have the tool and knowledge to support their children is crucial. Stigma continues to emerge as a significant factor. Limiting access to both inclusive education and technologies, educational technologies and then there are, you know, country level challenges just in terms of administrative processes of procurement and financing.   
 And I'm going to pause there and just talk about some of the next steps in our study. One is that like I said we are still conducting our data collection. But we also have a global survey that's out right now for a range of stakeholders, we are sharing the link in the chat box. If you haven't yet taken it please do click on the link. Please share it and give us your experiences and just say we will continue to ensure that we share the findings of what we are learning. And we hope to work with all of you to drive, you know, stronger solutions for the future.   
 Thank you so much.

>> SIAN TESNI: Thank you, Deepti. Good timing. But also I think a very good kick off to our session because I think we're all eagerly waiting for your report to come out. I think there is a great deal of learning around the six Ps. But I thought very interesting but not surprising how the provision that is being made available is through specialist provision and through nonstate actors. Clearly we have to work with governments to help ‑‑ that they take on the responsibility and we support them to provide a varieties of ways of accessing learning. So we look forward to providing input. And please if you haven't completed the survey, please do. It is there in the chat box. Shared for you all to complete.   
 And I think with that, I'm thinking around solutions, I want to first check that Will Clurman from eKitabu is here. Great. Will is here. Because I think now we move on to possibly one of the innovative solutions that has come out and again a nonstate actor, but working with global movements and working with Governments. And I'd like to introduce you to Will Clurman, who is the cofounder and chief executive officer of eKitabu. EKitabu was founded on the principle of education of books and was started in 2012. And what an opportune time. I suspect that Will will share with us a lot about how his work has grown over this year and a half and eKitabu has come in to its own. Accessible digital content for inclusive and quality education is their goal. And they have demonstrated innovation by designing lower cost, accessible stories, and content for quality education, sustainably available and at scale.   
 And without further ado I would like to pass you on to Will and his team. Thank you.

>> WILL CLURMAN: Thank you Sian. Thank you very kindly. My colleague, Georgina is here with me and the Kenyan sign language interpreters as well.   
 Because there is so many people in this call, it seemed best that I go through the discussion part and share some slides with you. But Georgine will be leading our work in ‑‑ in the Q and A, in breakout 3. So that's a small pitch for breakout 3 in case anyone would like to join us there. So thank you. Thank you again, Sian. Thank you for including us in this conversation.   
 We're ‑‑ I guess Angelique, I should share my screen, should I?

>> Yes.

>> WILL CLURMAN: Okay. We'll do. I'm on it. And you can let me know if it's coming through. Is it all visible as it should be?

>> SIAN TESNI: Yes, it is fine. If you want to put it on the slide show ‑‑

>> WILL CLURMAN: Yeah, yeah. I'm messing around with that to get me there. Where are my ‑‑ oops. Here we go. We'll get there.   
 The chat bar is floating around. There we go. We got my presentation mode and there we go. Good enough. Sian has it come through yet? There we go.

>> SIAN TESNI: Yes. Perfect. Just come through. Thank you. Thank you, Will.

>> WILL CLURMAN: Before I just go through this, and share some of the work that we're doing in ‑‑ have been doing in remote you learning during the COVID‑19 pandemic I know a number of colleagues on this call are familiar with there work and the work of Georgine. I see others on the call who are intimate to this work and contributed ideas to the progress of it and even trying out new things which we greatly appreciate. So I will make one quick comment about since the work of the EdTech hub was, that Deepti talked about and a couple of her remarks. Anybody who is not yet read the recent systematic literature review, I ‑‑ by lynch Single and Francis that the EdTech hub released in March of this year, should really take a look at it. We found it enormously helpful, timely and well, thorough. The problems they point out in evidence of what works by include children with disabilities in improved learning outcomes, if you are ‑‑ if you have a sense that there are gaps between technology and improved learning outcomes, particularly improved learning outcomes for children with disabilities, then you are not alone in that belief. And the EdTech hub systematic literature review does a really nice job of going through where those gaps are, and has suggestions on ways that we may be able to close some of them.   
 So I will leave that there. That's a topic in anybody would like to discuss in the breakout that we'd love to hear ideas and share ideas on the topic of how to build rigorous evidence that makes the link between on the one hand the use of technology and on the other hand, inclusive learning outcomes. Okay.   
 So a quick ‑‑ because I believe what Sian wanted us to cover was some of the specific work we have been doing during the COVID‑19 pandemic. Apologize in advance, we are not intending to do a pitch but Sian's guidance was that we should be concrete about some of the initiatives. So I'll do that. Digital story time is one. The digital essay competition is another. And then teacher professional development that we've been doing and I know Maurice Guman is on this call, girls education challenge project we've learned enormous amounts from that. And we will close with collaboration. So people here may recognize my colleague Georgine on the call. Digital content for inclusive and quality education and this is Georgine working in Kenyan sign language with a child at this early stage of language acquisition which we find is critically important in the learning progression of deaf learners specifically.   
 Some people on this call are also familiar with the UNICEF accessible digital textbook project that we've been working with UNICEF in both Kenya and Rwanda. They have recognized natural sign language, that Georgine strongly advocates for both with Government and Civil Society and the evidence that we've been gathering on that path is something that we're always interested to talk about and to share.   
 Moving ‑‑ oops. Let's see, there we go. So digital story time how it came together really was Georgine and team were building early grade story books for well, in a number of countries. Kenya, Tanzania, Malawi and Rwanda. When the pandemic hit, March of last year, the Ministry of Education, Kenya institute of curriculum development, KICD reached out to us and asked if there we had ways that we could support deaf learners in broadcast, that is to say on the Government's edu channel TV, they wanted to know if the accessible digital content that we had been developing could somehow be used in ‑‑ on television. What we did was we took the sign language story book videos that Georgine had produced and we packaged them in to 30 minute episodes that then KICD began broadcasting from April, five days a week in prime time slots in ‑‑ on edu channel TV and from ‑‑ and their readout to us and were enormously happy with it, was that this was the first ever sign language exposure that they had presented as they called it normal learning of the term. That is to say for all children. Hearing and deaf children together. We have done qualitative research to see where that work was going and families and deaf children and hearing children together in the same family who were watching digital story time on edu channel TV and learning Kenyan sign language together. The Government tells us that the reach of that channel and program in prime time is 4 million viewers. So it's ‑‑ it's interesting to look at the possibilities of sign language for inclusion of not just deaf children in learning to read, but also as a way for deaf children and hearing children to learn a language that they can use together.   
 And that's from the research we've been doing, we're seeing evidence that's happening and it is very exciting to us. A second ‑‑ there we go. A second initiative during COVID‑19 is our digital essay competition that we made entirely digital. We've been running it for some years now, Kenya in particular and also prototyping a new writing competition in Rwanda that draws on the learning that we've gotten. In 2020 it became clear that we had to go entirely digital. In the past we've accepted paper submissions. To reduce the risk it seems best or necessary in keeping with the Government's COVID restrictions that we encourage everyone who wanted to enter and in this case they would be entering from home because schools were closed, that they should enter online.

>> SIAN TESNI: Sorry to interrupt, you are coming to the end of your time now.

>> WILL CLURMAN: Thanks. Great. Thanks. So the long and short of it is that we ‑‑ we had over 300 children with disabilities in ‑‑ during COVID‑19. We're very happy to have support from the teachers and Kenya's Ministry of Education, director of special needs education. I can only emphasize the importance of collaboration with Government to reach children both in and out of school. The final piece of this is ‑‑ there we go. Is the teacher training in refreshible ‑‑ really in Braille skills but using low cost ‑‑ low cost assistive technology in the form of refreshible Braille devices that we've been doing with Marie and her team in western Kenya. In support of their efforts, Leonard Cheshire's efforts to deliver inclusive education. Not in special schools but in inclusive settings. We've been training teachers to not just use technology, but more importantly to build their Braille skills. Once we started delivering devices to teachers was that the technology was nice to have, but the real gap was in reading and writing in Braille. So it ‑‑ that insight that we got with Marie and team two years ago, pointed us in the right direction and we built an instructional course with collaboration of the world Braille Council, Kevin Carey in particular and we build an instructional course for teachers to build their Braille skills so they can in turn can support children in the return to schools. So I won't dwell on the Universal Design for Learning because I think my time is up. Sian I will just say on the focus, the ‑‑ we think the technology is useful if it is useful. But we believe that the role of the teacher is more important. And so in increasing the use of the technology to improve learning outcomes which we believe is the most important challenge to address, the role of teachers in harnessing technology, in guiding learners and in realizing inclusive education is central to our work. So the framework of Universal Design for Learning that I'm sure many people in this call are familiar with, is to us an excellent scaffold for changing the knowledge attitudes and practices of teachers and we've made it central to the work that we're doing in multiple countries. A quick shout out to IDDC colleagues on this call and not on this call with whom we are working. We greatly appreciate the work of the people who are listed here. And yeah, we're very excited about the project that we're kicking off with Julia's team in Kenya, humanity inclusion, working in Kakama and Badu, and the work we are doing in Ethiopia. I welcome anybody who wants to talk about the topics here to come to breakout 3. It has been done over the past few years under the UN PRPD. It is producing a good amount of high quality guidance regarding how and which technologies to apply in inclusion of children with disabilities. Sian back to you.

>> SIAN TESNI: Sorry. I know you have so much to say. As you can see in breakout room 3 we will have plenty to discuss and I think you make some very important points there around ‑‑ it is not just working with teachers, but actually providing teachers with the skills to be able to access the technology and support learners. And also around the collaboration with Governments. And you will see now you can ‑‑ you can see why we were considering that maybe eKitabu could share with us a great deal of good practices and this ties in very well with our next presentation by Zeynep Varoglu from UNESCO. She is the digital specialist of the communications and information sector at UNESCO in Paris.   
 She is currently focused on the implementation of the UNESCO OER recommendation and the UNESCO ICT competency framework for teachers which you will share a little with us today as well as initiatives in open distance flexible and online education. She is also coresponsible for learning for all, Guidelines for the inclusion of learners with disabilities in open and distance learning and the UNESCO project officer for the development of the UNESCO Guidelines for open education resources in higher education. Zeynep, over to you. Thank you very much.

>> ZEYNEP VAROGLU: Thank you for the introduction. I will share my screen. Could I share the screen? It seems it is disactivated. Would that be okay? Is it possible to ‑‑

>> SIAN TESNI: Angelique, could you jump in there with that? A reminder if you haven't done so already, to rename yourselves with a number of the breakout room that you want to join. 1, 2 or 3.

>> ZEYNEP VAROGLU: I think my presentation will link very closely to the present one. If I'm correct eKitabu is e‑book. I'm going to be speaking about the UN PRPD joint project on designing ‑‑ design and implement disabilities inclusive response and recovery planning for COVID‑19 and what UNESCO is doing. Not just at ‑‑ at the level of the educational resource but also at the level of the systems and the different policies in this area.   
 So basically within the big picture, if you like in this, is that we have basically four products that we're developing in this project. The first one is a simple checklist on the UNESCO Guidelines for the inclusion of learners with disabilities. And then a repackaging, repackaging and adaption of some resources that we have on our work with inclusive and sustainable cities. And then webinars on these two resources. And then a policy brief on integrating ‑‑ on combined report based on a combined report on planning and delivering of ODR for learners with disabilities by education policymakers, educators, local Governments, media and information professionals, particularly during the COVID‑19 period.   
 Now you might have noticed they have outcome 1 and outcome 3. Outcome 2 is making these resources accessible. And today I'm going to focus on mainly on the first point which is the checklist.

>> SIAN TESNI: Could I ask if you are not speaking to mute yourselves, please? So that we can hear Zeynep and interpreters can hear her as well.

>> ZEYNEP VAROGLU: The Guidelines were developed in 2015 and seen at the time that there was why use of open distance learning, it wasn't that important and it seems that things have changed. The rationale, of course, is that one billion people, 15%, of the world has a disability. It's development is not the same or level or pace in every country. But central to the CRPD, SDG 4 and, of course, COVID responses. And it's developed by UNESCO and international regional and national partners. And it focuses on open solutions. Now open solutions we mean open licensing. So I will give you a definitions on this but we're talking about open licensing of educational resources. So books, and videos, et cetera. And software and access to open source Guidelines.   
 I'm sorry. Open access to peer reviewed journals. The definition of Persons with Disabilities that's used in the document is from the UN Convention on the Rights of Persons with Disabilities, 2006. And in addition open and distance learning is defined, this is a little bit old school. It is 2003. First to the provision of flexible educational opportunities in terms of access and multiple modes of knowledge and acquisition. Open and ODL refers to any scheme of education or training that seeks systematically to remove barriers to learning, whether they be concerned with age, time, place or space.   
 This was actually a pretty exciting definition in 2003 and it was the referring to open Universities which at the time were Universities that had over 100,000 registrations. Times have changed but the definition is still quite relevant.   
 Open and educational resources it is a large part of UNESCO's program. We actually have a normative instrument. So this is the closest that UNESCO gets to making laws. It is an instrument, a recommendation where Member States have agreed to work in this area. It's the ‑‑ there is a more complex definition, but basically this is a good summary. And basically open educational resources are any educational materials, books, videos sh what have you that are in the public domain and have an open license. An open license quite bluntly is usually a creative commons license which allows you to share, reshare, reprocess and to share ‑‑ to remix.   
 This is in the definition and it is part of our larger program for education. And for knowledge sharing. We ‑‑ it is part of the principle of universal access to information for UNESCO. Free and open source software we are talking about software that's designed by a person or group and distributed fully for use. Open access provision, free access to peer reviewed scholarly and research information. So what's inside these Guidelines? We have ‑‑ I'm sorry, I'm going too fast. Most important thing, is that this version that's been revised for the COVID response are Guidelines for emergency movement to online and distance learning. So recognition that you have to jump in to this mode quickly and effectively in order to survive. That's what we have all experienced and we have seen our partners in the educational institutions going through this.   
 There are a number of Guidelines in this area. I'm not going to read through every single type of guideline. But I will just go through this one slide because it is actually really relevant to what we are talking about. It said that educational institutions should be guided by national policy through types of content and timelines for program completion, identification of any disability, disabilities or other special needs to be addressed through ODL. Use of OER, and OA should be open educational resources and open access to scientific information should be sought as accessible content may already be available, appropriate staff should be identified to liaise with students. Access to Internet resources is required. Additional funding may be required to provide devices, training and other instructional ‑‑ other infrastructure for ODL. This is a great wish list but this is what's necessary in order for things to function well. The document also goes through Guidelines for state educational stakeholders and this document governments, institutions and instructors and quality assurance. Open and distance learning. We also have Guidelines for actions to be taken before, during and after the establishment of programs and we have emergency response actions which were included in to this document. This is a checklist that we mentioned that I mentioned at the beginning of the presentation.   
 That's the emergency response actions. It's selecting and utilizing platforms and developing ODL content in emergency situations. We are talking about selecting platforms and devising content and considering modalities and using the platforms for the implementation actions, streamlining content, support modalities and then the monitoring assessing and adjusting of these same platforms determining sustainability of content and examining modalities. Now this seems quite logical and quite pragmatic but in the first discussions it seems that things are sort of put in to place afterwards and the main message here is that you have to think before you set up systems, think to making those systems accessible because it is very difficult to make them accessible after the fact.   
 And it is more expensive, too. This is the emergency ‑‑

>> SIAN TESNI: Just to let you know, we have one minute left.

>> ZEYNEP VAROGLU: Okay. I will focus on this and jump to the end of my presentation, okay? This is the emergency checklist. I will send it out to ‑‑ I will put it in to the chat and you can go through it. But this the main product that we have produced in this area. That talks about what are the actions stakeholders should take. Now I'm going to jump right through of we don't need to jump through all of this. And then at the end we have a list of accommodations for specific functional areas in terms of vision, hearing, mobility, learning disabilities and speech. And these are areas in which institutions are asked to take actions as they set up different courses or modify different courses. So with that we also have some information on free and open software that's here. That's on the slide. And a list of key terms and OER sources and a glossary. Glossaries are very good for these kinds of documents because everyone seems to use the same words but it is important to make sure they mean the same thing. And so with that, I stop my presentation. Stop my presentation. Stop it.   
 And I thank you very much for your time and I will share the checklist for sure in the ‑‑ with Sian perhaps who can share it with others. I would be interested in learning more about the different activities and how these tools can be effective for the different users and what we can do to make sure that they are actually of value and of use. And how they can be implemented and also how they could be shared and what we could do to work together to them not pieces of paper but something that makes a change that it is meant to make. That very much for inviting me.

>> SIAN TESNI: Thank you for your time. So sorry we have to cut you short because you have a great deal of knowledge and wealth to share with us. And as you were speaking, there were several requests to please can we have all the presentations and please can we have access to these different documents. So please do share with us your presentation. And we can upload them on the IDDC website for others to see. And, of course, the recording will be available. But I think you make some very interesting points there around, you know, distance education is not new. It has been brought to the floor now. We have sort of catapulted in to it. We ‑‑ accessibility and thinking of all learners needs to be there from the beginning. And at the moment that's kind of the a tendency but I think some of your slides there and some of the information you shared will be very helpful to us. And I think you were down for breakout room 3. So I'm looking to some more discussion.

>> ZEYNEP VAROGLU: We have one normative instrument in this area. It is the only normative instrument in the whole UN section. A specific section on ensuring accessibility and in the preamble the UN Convention in this area. It is something that in our work we really are working to make sure that everything is part of a cohesive whole. And it's part of a strategy rather than an add on. So think it is really important to say that it is part of a discussions quite a bit in our work on open solutions.

>> SIAN TESNI: Thank you. Thank you so much. Please share that with us as well. Thank you, Zeynep. And now to our last presentation of the session, last but not least, we are talking about access to learning, we are talking about accessibility for people with disabilities. Well, I think it's really apt that we end with an input from someone with a disability, Marie Njeri who is a cerebral palsy advocate from Kenya. She is diversity inclusion consultant and disability advocate. She has experienced cerebral palsy and managed to achieve most of her milestones. These are her words. Maria leads her own organization, the Marie Njeri Foundation working with Leonard Cheshire as global youth advocate and disability inclusion facilitator with light for the world. She is a contributor to and has worked in many organizations such as UNGE, department of foreign affairs in the UK and Kenya with CBM Kenya and others.   
 Her passion is in capacity building for disability inclusive structures in communities ensuring inclusive education for girls with disabilities. So we look forward very much to hearing from you, Maria. Over to you. Thank you. Sorry I think you are mute or we can't hear you. Would you mind checking your microphone, please? From where I'm sitting I don't see that you are on mute. There we are.

>> MARIE NJERI: Can you hear me?

>> SIAN TESNI: Perfect. Absolutely perfect. Thank you Maria.

>> MARIE NJERI: Thank you. And thank you so much for the wonderful introduction. I'm so honored to come after fantastic speakers. I have enjoyed their own words. And but for me, I think (inaudible) has been ‑‑ in Kenya following the global precautions and (inaudible) of education institutions we all had to adapt. Adapt to the way we teach and learn. And the whole world had to rethink how education looks. Also in considering that every child does deserve equal access to education and learning. However children with disabilities have also connected ‑‑ in these courses in most Developing Countries. Poverty and disability are corelated. I have had many families of children with disabilities, and able to enforce that the access to digital learning. In accessing the basic Internet connection, accessing the online platforms and even limited accessibility to community e‑learning hubs.   
 And, of course, not until recently, we have seen the need of disability inclusive platforms and mainstream channels.   
 E‑learning and digital were available. It put families at risk. To local communities and vulnerable to abuse. Inclusive ‑‑ at home. Ensuring children with disabilities have access to learning ‑‑ ensuring their safety and well‑being is crucial.   
 Children with disabilities, begins with publication of disability inclusive (inaudible). Online child protection and ‑‑ I don't ‑‑ of disability inclusive (inaudible) from them ‑‑ recently published self‑directing Guidelines. Financial backing from governments and the relevant stakeholders to facilitate reasonable accommodations and ensuring proper titles. E‑learning content creators and producers is crucial. Not forgetting not only those with physical abuse, but also psychosocial and emerging abuse. We must ensure children with disabilities are not ‑‑ in situations, which highlight the impairment and limitations. Consequently the use of nondiscriminatory language e‑learning characters with disabilities. And online violence. They are not going ‑‑ giving away personal information.   
 Also point to exclusion and isolation as compared to (inaudible). They reduce interaction in digital learning, and led to depression and exclusion and reduce social and emotional development progress.   
 The digital divide has ‑‑ that children with disabilities are more vulnerable.   
 Need for supplemental support. What is necessary is we need to have open conversations about self‑guiding and protection of children with disabilities in various aspects. If we are comfortable to open up and confide in. It is also helpful to create awareness to the society.   
 To their parents, to their teachers, to their stakeholders in accessing digital learning.   
 I have come to know it is everyone's roles to identify the risk and the dangers of children with disabilities and try and build and also implement their solutions to ensuring that they are safe and ensuring that they (inaudible) in accessing inclusive education.   
 Whether in physical learning or in digital learning. Thank you.

>> SIAN TESNI: Sorry, my mic was on mute. Thank you so much Maria. I think there was so many messages there. And I think you've ended the session there bringing together a number of strands there. The importance of including children, parents and teachers in the discussions around safeguarding. And that the point you made about nondiscriminatory language on ‑‑ on resources used on digital learning, I think it's very important points and we need to identify those risks and dangers and have a broad discussion around safety for digital learning.   
 Well, I would like to thank all the presenters and now ‑‑ and they will all join us in our different groups. I just want to now remind us and we are running a little short on time, so I will remind us that breakout 1 will be led by Deepti and Fede. Breakout 2 by Maria and Lauren. And breakout 3, by myself, Will, Georgine and Suzanne will join us. Angelique I pass on to do we go to our rooms or how does it work now? And we will come back in 20 minutes and I will hand over to Lauren to have another ten minutes at the end to bring it all together and wrap up.

>> Thank you. So as mentioned we will go to breakout rooms. You will be automatically assigned to them based on the number you have provided. You can ‑‑ if you still want to move you can still do it manually. All those who are staying for inclusive safeguarding breakout room you will stay in the Plenary together with our interpreters and captioner. So thank you very much. And I wish you a good continuation in the breakout room and see you in 20 minutes. You should have received a message inviting you to ‑‑ if you are in the breakout room 1 inviting you to them.

>> LAUREN WATTERS: So this is breakout room 2. We are going to be talking about inclusive safeguarding and digital learning. Maria, are you there? Just checking that you are here.

>> MARIE NJERI: Yes. I'm here. Hi everyone.

>> LAUREN WATTERS: Can everyone see the screen that I'm sharing at the moment?

>> Yes.

>> LAUREN WATTERS: Thanks. In which case I will hand it to Maria to Chair this session. I will be keeping notes. But thanks everybody.

>> MARIE NJERI: Thank you. And thank you, everyone again for joining. As I mentioned in my presentation this is an open conversation and I want you to feel comfortable enough to confide and to open up. As we go through some of the key pointers in safeguarding children and disabilities in accessing e‑learning, and I don't recall ‑‑ go ahead with a few questions. And you are open to just put on your mic and speak out. So the first question is what are the opportunities or what opportunities have reason to improve the safeguarding of children with disabilities within their content of digital learning? I just want to ‑‑ let me kick it off. And some of the opportunities that have arisen is the reasonable accommodations for the children who are progressing and able to go to school because of the distance, their mobility. Do not have access to learning because of e‑learning.   
 Anyone else? Lauren, do you want recommend?

>> LAUREN WATTERS: Yes. I will jump in. So something that we've been hearing a little bit about in our projects is that some parents have been happier that or have been excited by the fact that their children have been able to learn at home because they feel like that there may be safe environments for children at home, because they are less likely to come across bullying or stereotypes than in the school environment. Whether that has an overall benefit isn't clear. But there is definitely aspect of this, which means that parents feel that their children are safer at home because they are less exposed to types of emotions that may experience at schools. I don't know if anyone else in the group has heard of that or any similar conversations going on in projects you were working in.

>> For the purpose of not feeling too lonely, I will jump, so within we really saw the benefit of the children being able to use some ICTs that we had to provide during the COVID situation. So we already new the benefit before and we're promoting it. But I think it has been for all of us, the COVID has shed light on problems that were existing before but now we really had to respond. So I think it's been really useful in a way.   
 But for me really the safeguarding is kind of coming afterwards, unfortunately and wasn't really thought before. I have only heard about some good thing and I think it was done with the UN in South America where they have been working on this for a long time. But for us it's ‑‑ I was really happy to join this session because I think this is really a need. Sorry I'm a bit jump in to the next one. I see several potential issues to what content that children can access but of the children they are sharing potentially on platforms and everything. Yeah. Benefit of accessing ICT even if we all know that resources are very scarce and it has been difficult to respond to all. But for us it has been the opportunity to make some ‑‑ so I think it's overall very positive or at least we have the opportunity to do a little bit more of advocacy to governments.

>> MARIE NJERI: Thank you. Thank you for sharing. Anyone else? Maybe had jumped on to the next question. I can proceed to the next question if ‑‑

>> LAUREN WATTERS: Yeah, that sounds good.

>> MARIE NJERI: Uh‑huh. The next question is what are the safeguarding risks of digital learning taking a more prominent role in education, especially for children with disabilities?

>> LAUREN WATTERS: I can start, quickly, if you would like.

>> MARIE NJERI: Yes.

>> LAUREN WATTERS: So this is an example that we were talking about as the IDDC and digital education cotask coordinators have a safeguarding group that we both had reports. Sian is talking about a couple of our partners are also speaking about is that there is a worry that handing out technology to families of children with disabilities might cause issues and create risks for these families. There was a report, I think that Sian mentioned, was that of families who are perhaps more targeted anyhow in communities being handed out iPads so that they their children with disabilities can access some of the learning and those families are being targeted even further within communities for kind of having this additional technology. Now I think that's probably true for many contexts where you are handing out expensive technology. One of the additional risks or layers these families were already targeted and slightly more vulnerable and the additional risk of handing out more technology is something that organizations need to consider. That's one thing we raised as co‑coordinator.

>> I think the other thing I would also consider as a risk is to probably ‑‑ what you just mentioned. Is that in families that were considered to be poor or probably vulnerable, once a technology like an iPad or so is given to families, their levels in society have risen. Some people who have considered assisting those families who now where them having improved status. They do not deserve assistance that should have been given to families for children with disabilities. Then the other thing I would consider is probably a risk is that if the children are not properly guided on the use of the kind of information on these platforms on the iPad, the potential of them drifting after learning in to accessing information that are sometimes inappropriate for their age, which could lead them to begin thinking inappropriately. For instance, they begin accessing websites that have blue movies and the like, then we are not being supportive enough to their cognitive development and learning.   
 Thank you.

>> MARIE NJERI: Thank you for your contribution. On my presentation I had to mention the need for disclaimers support, just like we do for every other child, we need to ensure that children with disabilities are not (inaudible) access in appropriate settings. And also access like sites that are not beneficial for that. So thank you for bringing that up.   
 Anyone else ‑‑

>> Yes. Just ‑‑ I just need to talk about the last question. I just considered an interruption is one of the risks of digital learning. And have used communication. And also there is ‑‑ there is another risk which is exploitation of the child, sexual exploitation for (inaudible) abuse. This is applied ‑‑ a lot in risk for digital learning. (Inaudible). Thank you.

>> MARIE NJERI: Okay. Thank you.

>> This is me again. It is because I see many risks or foresee many. I think like you said they are facing same risks other children. And maybe some additional. I'm thinking of bullying, we all learn ‑‑ bullying also in European context. And I don't see why low income countries will not face the same issue. So I think this is something that. And I think also as organization probably we have ‑‑ we have not done enough also in terms of just digital security, regular principle. There is a lot of hacking or people trying to extra money from you, with wrong messages or ‑‑ and I think we've been given those materials and children and not necessarily done the right job or give them enough information of risks of being online. I think also for me the issue of data that you have to share sometimes to access some platform or not is something to be considered.   
 Also should inform people of what that data need to share. They don't need to share all, what they can access. So I think it's important for the owner, security of, so they are not available to share for everybody. And also I think probably not just right now, because it's always the credit or Internet access issue, but I think in the long run, we also have to be careful because everyone gets really excited with the tablets, sometimes for smaller children but still it might not be the best solution for children to spend too much time on screens. So that was my contribution.

>> MARIE NJERI: Thank you.

>> Can I just jump in with one other thought? I'm wondering if there might be a risk that the technology might be used as an excuse to further kind of isolate children with disabilities, maybe to say well, this child can learn at home. So therefore we don't need to put any provisions in place to enable them to actually physically attend school.

>> MARIE NJERI: Yeah. That's ‑‑ that's a possibility and major possibility. Thank you for sharing. Can we hop over to the next questions? And the next question is what are the key factors of an organizations will need to consider to ensure children with disabilities are effectively safeguarded ‑‑ oh, sorry. Sorry. What lessons have been learnt ‑‑

>> LAUREN WATTERS: I think you are right to go to 4. We have a couple of minutes left and that's probably the best one to go for.

>> MARIE NJERI: What are the key factors organizations will need to consider to ensure children with disabilities are effectively safeguarded during online learning? And I start this off and say organizations need to ensure that their child protection policies and policies integrated in e‑learning are accessible for children and Persons with Disabilities.   
 So in the policies they need to consider disability. And then anyone else can jump on.

>> Hi. Johanna here. Deaf child worldwide. I think you mentioned this Maria in your presentation, really, but for us I think, you know, working closely with the parents and the rest of the family is really important. So that they understand some of the issues we've just been talking about. Because for the first time, you know, education is taking place in the home. There isn't ‑‑ there is sort of nobody else there a lot of the time. So I think involving families is really important.

>> MARIE NJERI: Thank you. Anyone else? Lauren, maybe you can also jump in on this.

>> LAUREN WATTERS: Yes. So I think one of the things that we've been talking about in our organization is one of the ‑‑ is many children will perhaps have had more access to things online than perhaps some children with disabilities. So that's a first thing. And more than that perhaps as Johanna said families may be ‑‑ some families may be more used to online, being online than other families, especially families with children with disabilities. One of the things that we think we want to do is provide guidance for children with disabilities of how to use the Internet safely. What to account for. How you interact online in a safe way. And explaining that to children, not only in a child friendly but in a disability inclusive way. Making sure that those children are empowered to keep themselves safe while they are accessing digital learning. That's something we are looking at at the moment. If any organizations are looking to do that, please do get in touch.

>> MARIE NJERI: Okay. Anyone else? We have one minute before we head on back to the main room. And I want to say thank you to everyone who joined this and their participation in this breakout session.

>> Yes, just raising awareness. Raising awareness, providing checklists on how to use this.

>> MARIE NJERI: Yeah. Safeguarding. Probably the information, how to go about safeguarding, it is a very sensitive discussion and practical actions, informational awareness is very crucial to each step.

>> I would also involve the major iTech companies and organizations like UNESCO who have been putting a lot of effort on digitalization or EdTech but it is also important that all mainstream dealing with digitalization for children and children with disabilities should make sure it is safe as well so they can be specific control or that should already be provided by the providers at the beginning that would save us some difficulties. Advocacy to the major tech player.

>> LAUREN WATTERS: Thanks everyone. I think we are about to start the main session again. But that was really useful.

>> Yes, the main session is restarting now. Watt.

>> SIAN TESNI: Thank you and welcome back. Because of time I pass straight over to Lauren. Thank you.

>> LAUREN WATTERS: Great. So I'm just going to click on to this mentimeter. I put it in the chat as well. If everyone could go to www.menti.com. We are trying something more interesting this time around. I will copy and paste it in to the chat. We are going to ‑‑ we are going to do a couple of little poll type things to try and summarize what people have really taken from this session. There has been an awful lot of content and what we didn't want to do was have each session summarize the key points but take the temperature where we are at following that interesting hour and a half that we've had. So once you got in to the link the first question that we going to ask you to do now when you are thinking about digital learning for children with disabilities, considering everything that you have just heard, what are the three words that really kind of come to mind. So if you go in to that website and you enter the code that should be the first question that pops up. And hopefully if this works some answers should start popping up on the screen. But we'll see how it goes. There we go. I will start reading them out. So we have got challenges. So first word that somebody thought of was challenges and second was accessibility. We've got opportunity. Nice and big there. Which is exciting. Risk is also popped up. Another accessibility. Strong commitment. So that's very interesting. Yeah, there is a lot of advocacy that needs to be going alongside this. And affordability jumping out there. But yeah, we have got risk and safe. Those words are also popping up. So again just reminding ourselves that we need to be thinking with how we protect children with disabilities in those Forums.   
 Low cost and no cost needs. So we need some examples of this kind of e‑learning digital learning that don't kind of break the bank. That are affordable. Great.   
 And I love that point, teachers don't know how. So ‑‑ I think what we do when we think about digital learning is we think about families and children with disabilities and the key pieces are teachers and teachers make those e‑learning modes accessible. Seeing as we have got a couple of minutes. I'm going to skip through. See if this works.   
 I'm going to skip passed this one. I'm going to go to this one. Considering everything you have just heard, I'm going to ask you to think of what are the three things that we as a sector need to do to ensure that children with disabilities are included in digital learning? So this is a kind of ‑‑ this is the INGO sector. This is you guys in your jobs, in our programs. What are the three things that you would need to focus on or we should be focusing on considering everything that we just heard. What would be your priorities? We had some interesting chats about this in our group which we ended the conversation on. So it would be good to hear from everyone on this one.   
 Wait for some words to pop up. Hopefully they will. Okay. Great. So risk assessments. Great. I like this. We're being kind of risk averse group. Risk assessments and we need to codesign. The inclusion of people with disabilities and I would even say children with disabilities and their families from the offset really. We've got advocates. So again yes, there is some buy in that needs to happen that we need to get teachers on board. We need to get policymakers onboard and providing e‑learning and digital learning is not enough. We need to connect with research and that connects to today. What works and what doesn't work. And we need to prioritize accessibility. We need to fund it. We need to build evidence. Again that word, evidence. We need to make sure that we can tell providers, we can tell Governments that there is a need for this. And this is ‑‑ and these are the impacts that you can expect if they do do accessible e‑learning. We have got access to ICT. I think that's one of the things that we haven't touched upon today, but big, big thing for families with disabilities, a big assumption that people are accessing ICT and know to use it in the first place. I'm going to stop there. I'm going to hand over to Sian to close us off but that was really fun and a bit more interesting way of actually ending the session. So I hope you enjoyed it. Thanks everyone.

>> SIAN TESNI: You thoroughly enjoyed it and congratulations Lauren to helping us have an innovative end to a digital learning session. I thought what as great way to finish off. It would be remiss of me to not give a great big thank you to absolutely involved in. Angelique particularly. All the organization that you have managed in the background. And our sign language interpreters and closed captionists today, you have worked very hard. And I would like to extend a big thank you to all the co‑coordinators who have helped make this session possible with Lauren, Anya, Julia and Fede. And, of course, the biggest thank you to our presenters who actually helped engender the discussion and to you who joined and please continue to pose your comments in the jam board. They are available and open. It's really important. Because out of this today, the IDDC and safeguarding tasks groups would like to produce some kind of document, or a leaflet that we think is much needed, highlight resources, pitfalls and safeguarding issues. If any of you would like to volunteer to assist us in that process, contact us. Have a great rest of your day. Thank you all. Thank you all very, very much. Good‑bye.

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