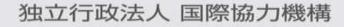




Survey on COVID-19 Prevention of Children with Disabilities

November 2022 Japan International Cooperation Agency (JICA) Sri Lanka Office





- Introduction of the Survey
- Result of the Literature Review
- ***** Result and Findings from the Key Informant Interviews
- Results and Findings of the Family Survey
- ***** Key Findings of Education and Learning
- Conclusion and Key Suggestions

Introduction of the Survey



Objective of the survey

Identify required future initiatives and assistance of JICA in cooperation with Government of Sri Lanka for:

1) Improving the lives of Children with Disabilities (CwDs) and their families and

2) Protecting them from the COVID-19 infections

Member of Survey

A Joint Venture of International Institute of Development Training (Pvt.) Ltd. and

Kaihatsu Management Consulting Lanka (Pvt.) Ltd.

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12. Mr. K. Pushparaj	(Plantation Rural Education and Development Organization: PREDO)



Schedule of the Survey

2021 Months	Jun	Jul	Aug	Sep	Oct	Nov
Outputs/Deliverables Work Items	Inception Report 介	(PR article)	1	Interim Report	shops Fi	aft PR Final nal article Report
1. Inception Report writing					PR article ;	Reporting
2. Literature Review						
3. Key Informant Interviews		C				
4. Family Survey						
5. Data analysis and Interim Report writing				l I		
6. Interim Presentations/ Seminars						
7. Publicrelations activities						
8. DFR, a Reporting Meeting and FR						

Methodology of the Survey

1) Literature review
 2) Survey of families of CwDs (n=106) [5 districts]
 3) Key informant interviews (education, health, and social services) at national, provincial, and zonal levels

Result of the Literature Review



Reference reviewed

Statues and Policies relevant to the disabled community in Sri Lanka Selected Government Institutions in Sri Lanka Selected UN and UN affiliated agencies Journal Articles and Survey reports on COVID and related topics Articles published in the English newspapers

***** Key Findings related to education situation of CwDs under COVID situation

>There are some guidelines and plans from GoSL for preparedness and response to COVID including Students (children) with Disabilities.
 Eg. Preparing to receive SEU students to schools/ special schools who were not attending school during the pandemic. (MOE June2020)
 >There are recommendations on education under COVID from UN organizations Eg. Ten Recommendations to plan distance learning solutions (UNESCO)

March 2020)

Minimum Care Package (MCP) for CwDs (UNICEF May 2020) For detailed findings please refer to our study report.

Result and Findings from the Key Informant Interviews



***** Key Informant Interviews with 25 persons in education sector

GOSL Institutions: Education

- Non Formal and Special Education Branch, MOE
- Department of Inclusive Education, NIE
- Provincial Ministries of Education: WP, NWP, and Uva
- ZEOs: Piliyandala, Homagama, Kurunegala, and Buttala

GOSL Schools and Centers: Education / Special Education

- Seeduwa Vocational Training Institute, Department of Social Services (DOSS)
- Senehasa Education Resource Research and Information Centre (SERRIC)
- Child Guidance Center (CGC) of DOSS, Maharagama
- Principals: No. 1 Junior School (Piliyandala) and Yudaganawa Primary School (Buttala)
- SEU Teachers: Moratu Maha Vidayalaya (Moratuwa), Maliyadewa Model School (Kurunegala), Dutugemunu National School (Buttala), Siththiyvinayagar National School (Mannar), and St. John Bosco's College (Hatton)

Result and Findings from the Key Informant Interviews

Key Informant Interviews with 25 persons in education sector <u>GOSL-assisted Special Schools</u>

- The Ceylon School for the Deaf and Blind (Ratmalana)
- St. Joseph's School for the Deaf (Ragama)
- Sandagala Special School (Kurunegala)

DOSS-registered privately-funded special education schools / centers

- Menhandy School for the Exceptional Child (Kohuwala)
- MARDAP (Mannar)
- Little Tree Special Needs Children's Centre (Buttala)



Result and Findings from the Key Informant Interviews

Findings from the Key Informant Interviews

Common Challenges

- Many students had problems of not having smartphones, weak or no signal, etc.
- Some Children with Disabilities are unreachable
- Limited ability and knowledge of the parents to assist learning children with disabilities at home
- Administrative Problems(shortage of teachers and officers)
- Low attendance when schools are reopened

Good Practices

- Developed communication channels (WhatsAPP groups)
- Distributed books, workbooks or work sheets, giving telephone calls and visiting. (in case no access

to online lessons)

- Created You Tube channels and uploaded the videos
- Training programs for teachers (online teaching, guidebooks, learning materials)
- Created awareness among the parents



Result and Findings from the Key Informant Interviews

Findings from the Key Informant Interviews

Needs of assistance suggested by the service providers of education

(suggested by education officers, teachers of SEUs and the principals of schools)

Knowledge and techniques

Eg. Introduction of new tools to assist learning of CwDs, Knowledge sharing among teachers, guidebook for parents, etc

Equipment and facilities

Eg. Smartphones and tabs for CwDs from low income families, development of resource centers for special education at each zone, etc

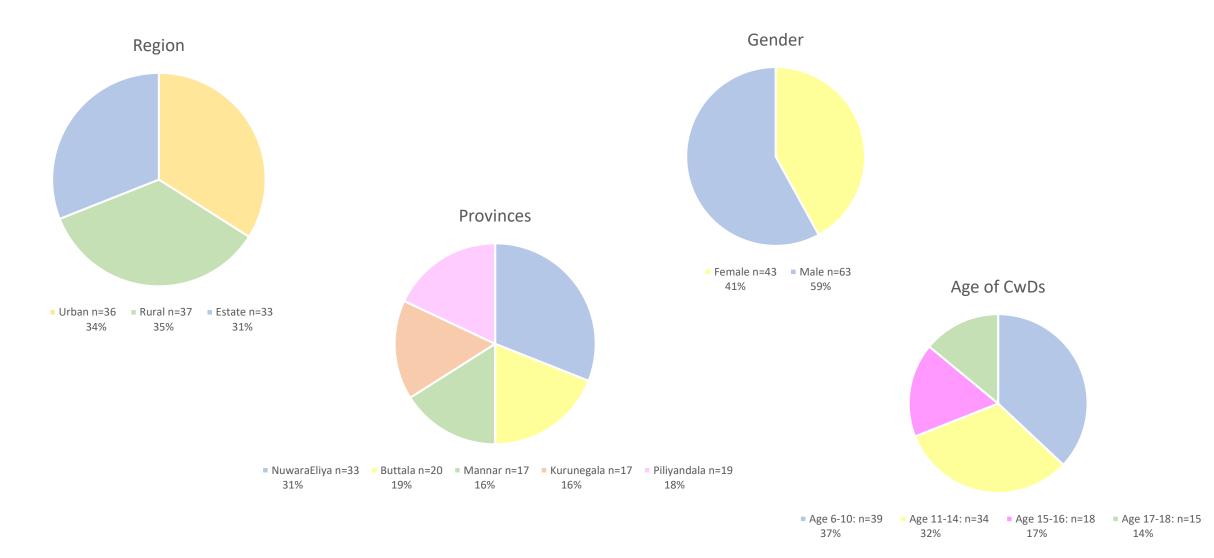
- Need of assistance mentioned by Schools for Special Education
 Eg. Introduction of a new fund for food and travel, volunteers to work with teachers, etc
- Others

Eg. Introducing an easy method to monitor and track progress of activities and learning of the students in special needs,etc

Results and Findings of the Family Survey

Result and Findings of the Family Survey

Information on the samples: Sample Size was 106 persons





Result and Findings of the Family Survey

Disabilities (n=106, multiple answers)

Disability	Urban	Rural	Estate	Total
Speech	7	12	16	35
Intellectual	4	14	11	29
CP	5	8	14	27
Specific learning disabilities	6	7	7	20
ADHD	6	4	8	18
Epilepsy	6	6	4	16
Autism	7	4	4	15
Visual	5	3	6	14
Hearing	2	4	5	11
Multiple disability - unclassified	1	2	0	3
Total	49	64	75	188

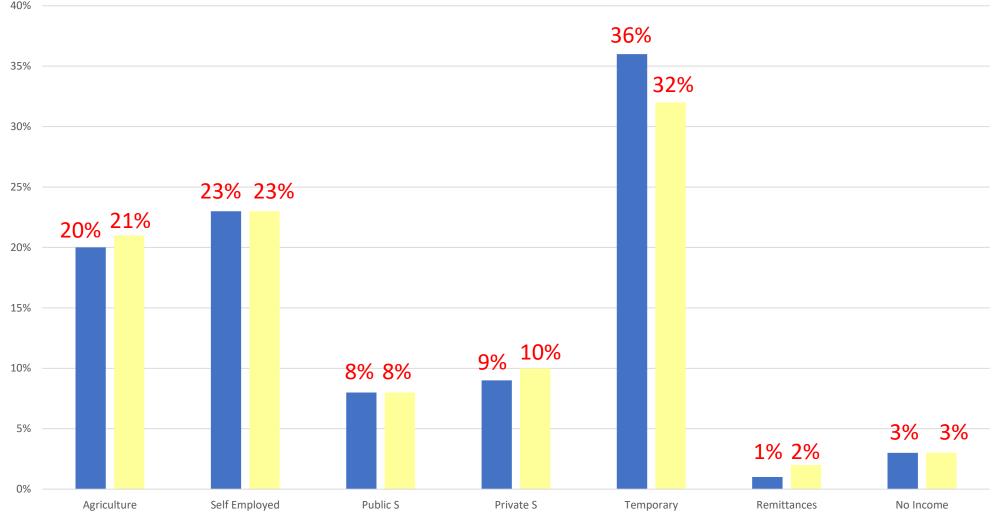


Respondents (n=106)

Respondent	Urban	Rural Estate		Total
Mother	72%	62%	36%	58%
Father	19%	27%	52%	32%
Grandparent	8%	8%	0%	6%
Sibling	0%	3%	3%	2%
Uncle	0%	0%	9%	3%
Total	100%	100%	100%	100%



Source of main income: before COVID and now (n=106)



Before Now

Findings of Family Survey

Before COVID: type of education (n=106)

	U	R	E	Total
Mainstream school	25%	24%	33%	27%
Special schools	11%	14%	0%	8%
SEU	47%	5%	9%	21%
Center / day care	8%	27%	15%	17%
Home	8%	30%	42%	26%
Total	100%	100%	100%	100%

- 78 CwDs (27%): attending school or center
- 28 CwDs (26%): at home
- Estate sector: detailed study is needed to understand the reasons

Attendance: before and after COVID (n=106)

Attended schools/centers for education, 78, 74% Attended schools/centers for education, 51, 48%

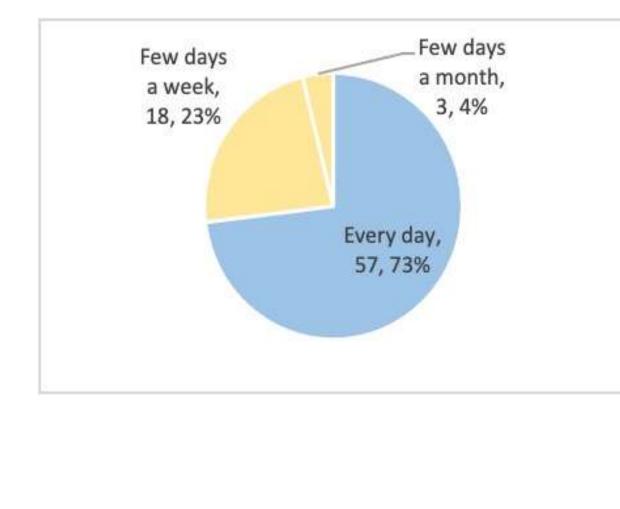
No schooling (fully at home), 55, 52%

No schooling (fully at home), 28, 26%

Before COVID

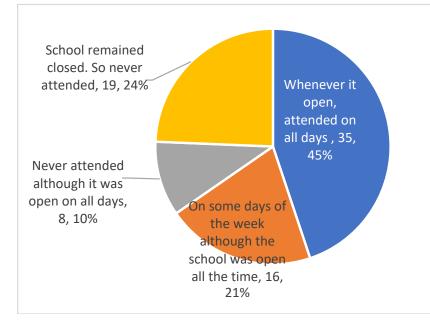
During COVID As of Mid July – Early-August 2021

Attendance: before COVID (n=78)



Responses	U	R	Е	Total				
Daily	73%	77%	68%	73%				
Few days a week	24%	23%	21%	23%				
Few days a month	3%	0%	11%	4%				
Total	100%	100%	100%	100%				
Reason	s: few da	iys a week	or month	า				
Mobility								
Illness								
Behaviour / attitude								
Caretaker								
Hospital								

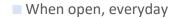
Attendance: during COVID (n=78)



Responses	U	R	E	Total
Whenever open, attended on all days	45%	46%	42%	45%
Some days of the week: But school open on all days	24%	8%	32%	21%
Never attended: But school open on all days	6%	12%	16%	10%
School remained closed	24%	35%	11%	24%
Total	100%	100%	100%	100%

Reason
Mobility
Caretaker
Illness
Behaviour / attitude
Lockdown / COVID
Financial

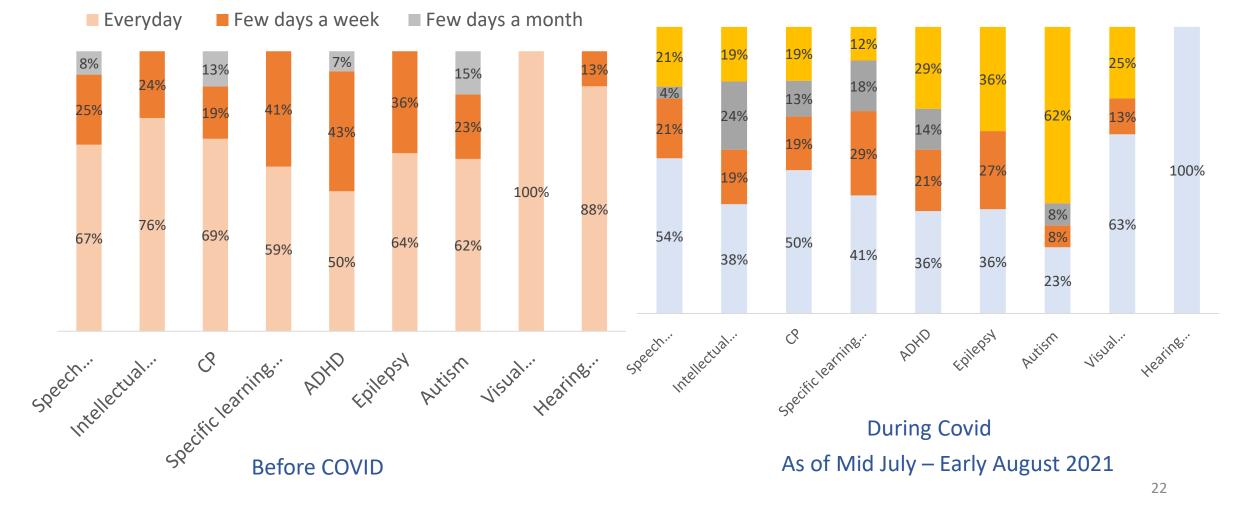
Disability-wise attendance: before <u>and</u> during COVID (n=78, multiple response counts)



Never attended although it was open

When open, some days on a week

School was always closed



Returning to school when schools are open (n=78)

Responses	Count	%
Yes	66	85%
Not sure	9	12%
Νο	3	4%
Total	78	100%

Response	U	R	E	Total
Yes	88%	92%	68%	85%
Not sure	9%	4%	26%	12%
No	3%	4%	5%	4%
Total	100%	100%	100%	100%

Reasons: not sure
Mobility and finance
Disability and health
Attitude
Uncertain future
Consider VT

CwDs at home (Out of schools/center, n=28)

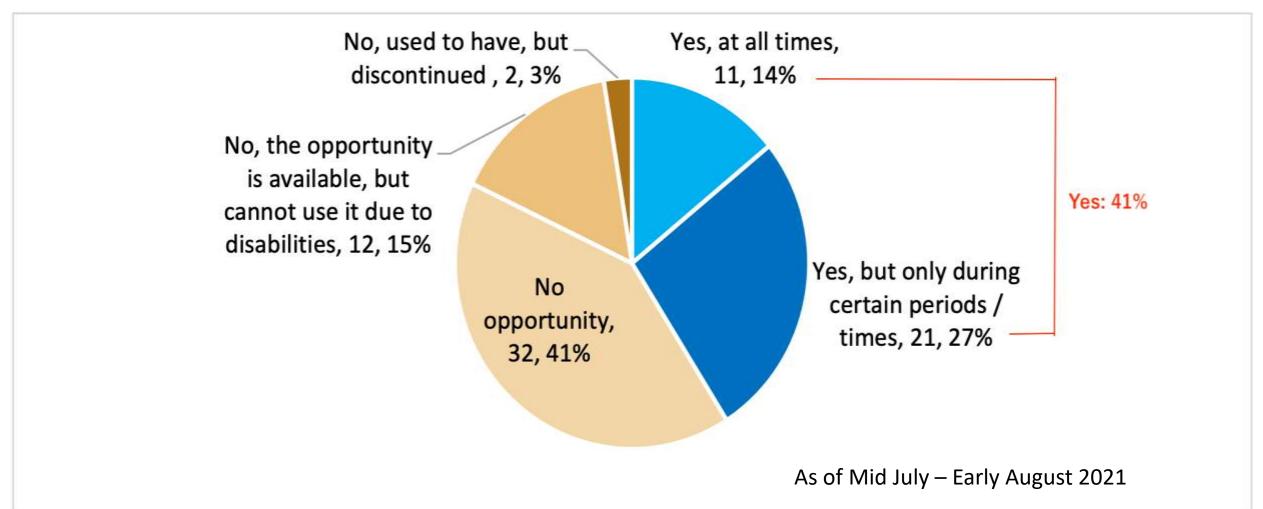
Reasons	Count	n = 28	U	R	E	Т
Disability and retarded	23	Disability	3	6	14	23
Attitude	2	Attitude	0	2	0	2
Mobility	2	Mobility	0	2	0	2
Only mother can control	1	Only mother can control	0	1	0	1
Total	28	Total	3	11	14	28

CwDs at home – Intention of Post-COVID education (n=28)

Responses	Count	%	No (n=15)	Count
Yes	9	32%	Disability	9
		4.40/	No cognitive skills	2
Not sure	4*	14%	Attitude	2
No	15	54%	Did not provide reasons	1
– – –	20	1000/	Planning on VT	1
Total	28	100%	Total	15

*reason: disability

Opportunity to study remotely from home (n=78) during school/center closure



Opportunity to study remotely from home (n=78) during school/center closure

Responses	U	R	E	Т
Yes, at all times	15%	19%	5%	14%
Yes, but only during certain periods / times	55%	8%	5%	27%
No opportunity	21%	42%	74%	41%
Even if opportunity is available, cannot use due to disability	3%	31%	16%	15%
No, used to have this facility, but discontinued now	6%	0%	0%	3%
Total	100%	100%	100%	100%

No opportunity: 90% in the estate sector

 No opportunity: 75% in the rural sector

• Overall, 60% do not have any opportunity

Disability-wise opportunity to study remotely from home (n=78) [multiple count of responses]

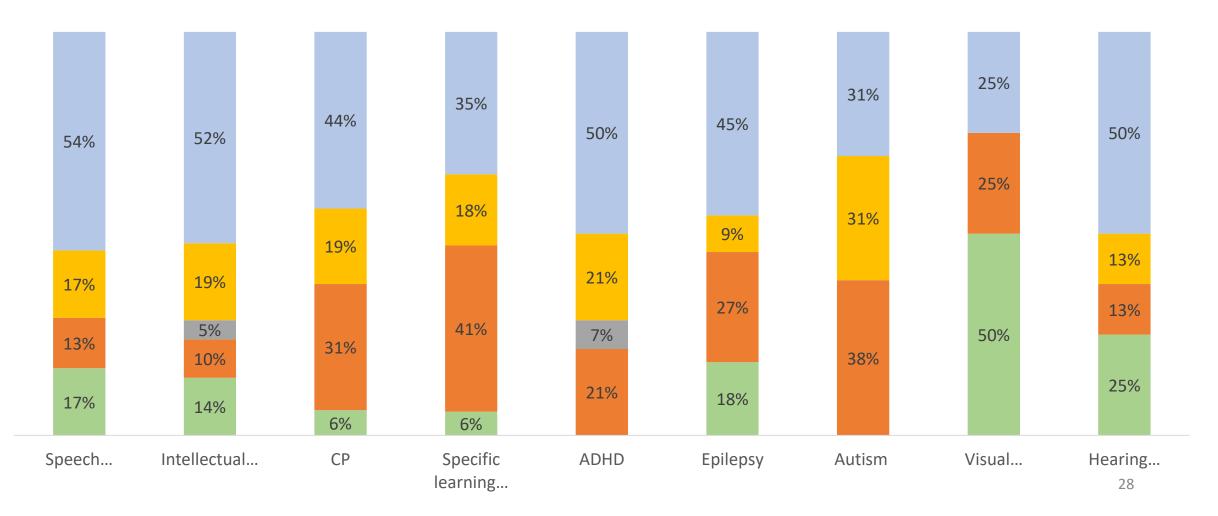
Yes, always

■ No, used to have, but discontinued

No opportunity

■ Yes, but only during certain periods / time

No, the opportunity is available, but cannot use it due to disabilities



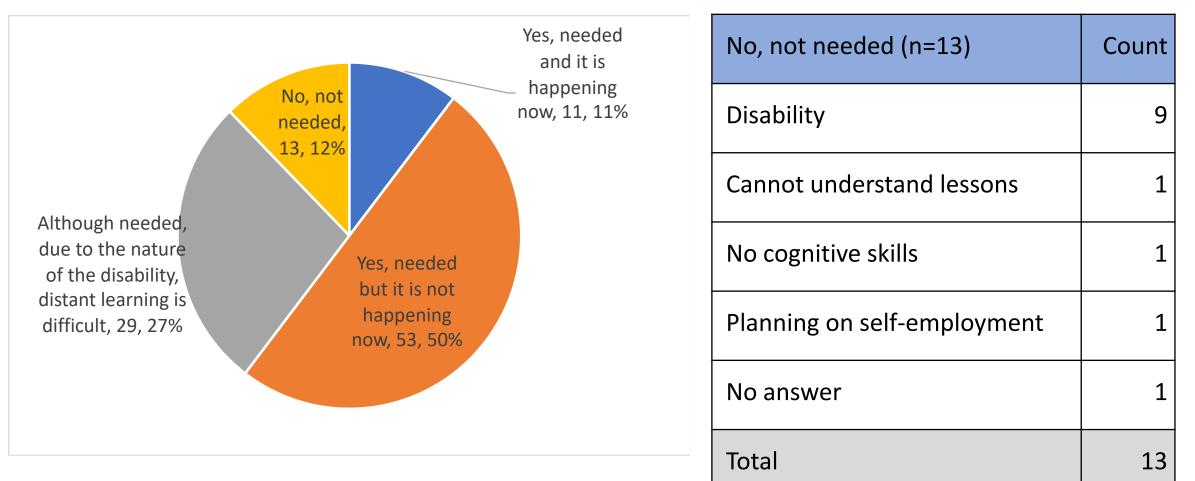
Regular contact with the teachers (n=78)

Responses	Count	%	Responses	U	R	E	Total
Yes	53	68%	Yes	76%	77%	42%	68%
No	25	32%	No	24%	23%	58%	32%
Total	78	100%	Total	100%	100%	100%	100%

No contact: reasons

System related, no contact with the teachers, no facility to connect with the teachers

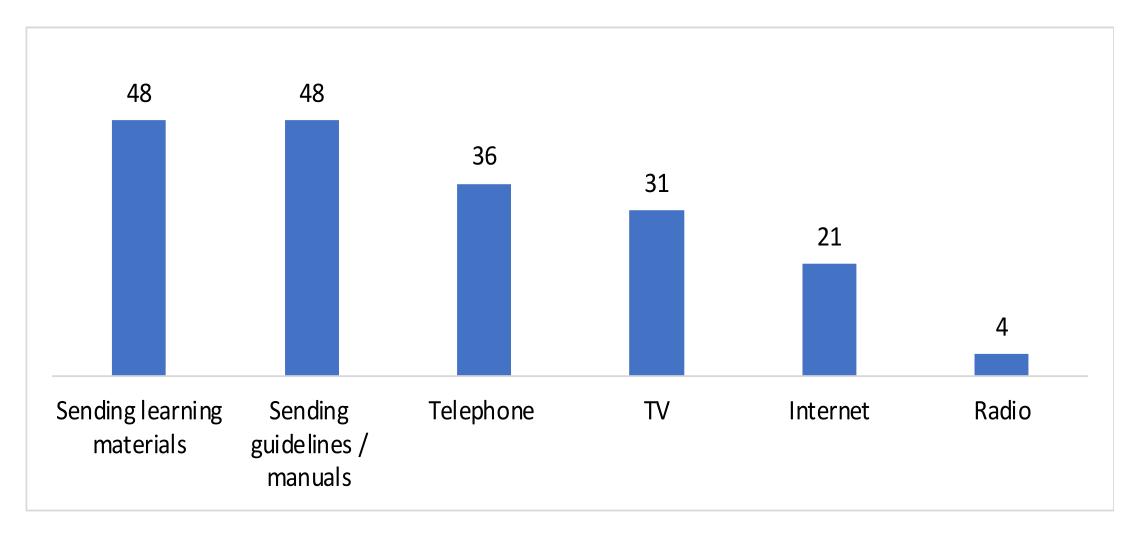
Need for home-based remote study during COVID (n=106)



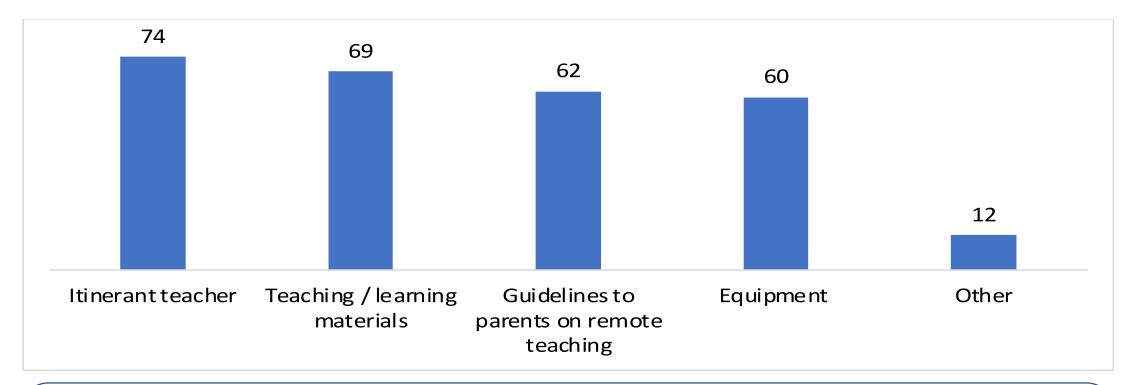
Need for home-based remote study during COVID (n=106)

Responses	Urban	Rural	Estate	Total
Needed and happening now	6%	22%	3%	11%
Needed but not happening now	89%	22%	39%	50%
Although needed, due disability, is difficult	3%	38%	42%	27%
No, not needed	3%	19%	15%	12%
Total	100%	100%	100%	100%

Mode of communication needed when learning from home (n=64, multiple answers)



Additional support needed when learning from home (n=64, multiple answers)

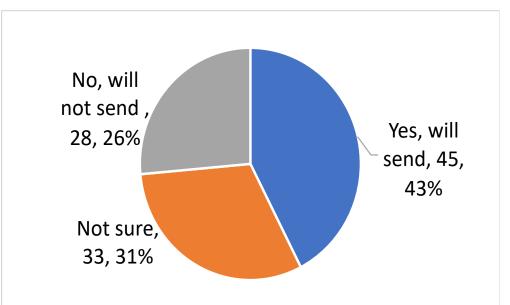


Other (12 CwDs):

Equipment (4), braille (2), and awareness to parents (1), etc

Need for VT (n=106)

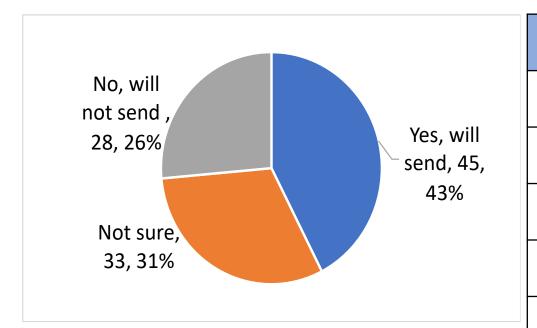
Reponses	Urban	Rural	Estate	Total
Yes, will send	42%	49%	36%	42%
Not sure of VT	50%	35%	6%	31%
No need for VT	8%	16%	58%	26%
Total	100%	100%	100%	100%



Not sure of VT	Count
Not thought about it	10
Any course for CwDs	1
What if the disability worsens?	1
Did not give reasons	21
Total	33

No need for VT	Count
Disability, retarded, no cognition	26
Not thought about it	1
Parent can teach	1
Total	28

Need for VT (n=106)



Yes (n=45)	Count
Details of courses	24
CG advice	8
Financial help	3
VT center that is closer to home	1
VT will commence at our center (soon)	1
Did not give reasons	8
Total	45

Conclusions & Suggestions

Conclusion

- 1) Necessary of Creation for CwDs to be educated through alternative means in case they cannot enroll to schools
- 2) CwDs who are eligible to enroll in schools have been delayed from admission to schools
- 3) % of those who are unable to access learning opportunities online or other alternative method from home during schools closure is much higher
- 4) Most of the parents of CwDs did not have resources to facilitate online learning and they preferred programs broadcast on TV, radio, and physical copies of learning materials being sent to home
- 5) Parents with positive about education of CwDs, and parents with negative about education of CwDs
- 6) The superstitious beliefs that teachers and parents have about CwDs are a barrier to the development of education of CwDs
- 7) Teacher's awareness of working with CwDs is minimal in catastrophic situations.
- 8) Experienced foreign volunteer teachers are needed to work with teachers locally
- 9) Significant differences were identified in the estate sector compared to the rural and urban sectors in the provision of education and other services.

Suggestions

Serial #	Proposed cross cutting suggestions	Lead implementing agency / agencies	Y1	Y2	¥3	Y4	¥5
1	Make transport services available for CwDs and PwDs.	DoSS / NSPD					
2	Preschool education for CwDs be further developed.	MoH, MoE			6		
3	The proposed Disability Rights Bill, drafted in 2006 should made into law immediately.	DoSS / NSPD					
4	Train all stakeholders to protect PwDs and CwDs at times of disasters and emergencies.	DoSS / NSPD					
5	Update database of PwDs / CwDs when the national census for 2022 is implemented.	DoSS / NSPD, Department of Census and Statistics (DCS)		••			
6	Conduct a census to collect detailed information on CwDs and PwDs in the estate sector.	DoSS / NSPD, DCS					
7	Establish focal points and help desks in public institutions	DoSS / NSPD					

Table 116 roadmap of proposed suggestions for cross cutting issues

Short-term Middle-term Long-term

Suggestions

Table 117 roadmap of	proposed sugge	stions: education and leaning
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Serial #	Proposed suggestions	Lead implementing agency / agencies	Y1	Y2	Y3	¥4	¥5
General s	uggestions						
1	Conduct census of the CwDs who do not go to school and take necessary steps to enrol them in schools	MoE, PDEs					
2	Appoint itinerant teachers to provide home-based learning to severely disabled students	MoE					
3	Expedite admission procedures of CwDs into SEUs and mainstream schools and SEUs.	MoE, PDEs					
4	Expedite the provision of facilities such as internet, signal, and devices for CwDs	MoE, PDEs		8			
5	Expedite the production of attractive radio and television programs suitable for CwDs.	MoE, NIE, PDEs					3
6	Train and deploy more special educational needs resource teachers to all schools including the estate sector.	MoE, PDEs					
7	Train teachers on the use of technology, adoption of disabled- friendly distance education methods, preparation of attractive learning materials, preparation of YouTube educational programs, and launch of individualized education programs	MoE, NIE, PDEs					
8	Provide services and equipment related to information, communication, and assistive technology suitable for CwDs.	MoE, DoSS / NSPD					
9	Develop special IPC protocols and guidelines to suit to different types of disabilities.	MoE, MoH					
10	Expedite conducting awareness programs for teachers in all mainstream primary classes, special units, and special schools.	MoE					
11	Start parents' awareness programs to empower them to support their CwDs in learning at home and to eliminate myths towards disability.	MoE, NIE, universities					
12	Support parents of CwDs and mainstream children to form parent	DoSS / NSPD					39

Suggestions

Serial #	Proposed suggestions	Lead implementing agency / agencies	Y1	¥2	¥3	¥4	¥5
	support groups and help each other.						
13	Start counselling and guidance programs soon for CwDs and their parents who are depressed due to COVID	DoSS / NSPD, MoH					
14	Develop a learning management system for CwDs that include specialized learning materials.	MoE					
15	Schools should communicate well to the parents about the IPC measures implemented at schools.	MoE, MoH					
16	Provide training for CwDs to follow safety measures such as wearing face masks, hand washing, etc.	MoE, MoH					
Policy Su	ggestions						
1	Further strengthen Community-Based Rehabilitation (CBR) programs to pay special attention to the CwDs in the estate sector	DoSS / NSPD					
2	Provide tax relief for assistive devices for children with special educational needs	DoSS / NSPD, MoF					
3	Strictly enforce the Gazette notification No. 1467/15 issued by the DoSS when designing buildings to ensure accessibility of CwDs in schools	DoSS / NSPD, MoF, MoE					
4	Establish a mechanism to recruit volunteer teachers to work with special education teachers and to share experience	MoE, DoSS / NSPD					
5	Make continued professional development mandatory for all teachers, with incentives of career progression attached to the completion of special education pedagogical modules	MoE, NIE, universities			6		
6	Provide financial grants to support the implementation of IPC protocols at schools / SEUs	MoE, MoII					
7	Develop partnerships with local or foreign companies to manufacture assistive technology products for CwDs	MoE, NIE					4

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Report of the survey can be found at: <u>https://www.jica.go.jp/srilanka/english/office/others/c8h0vm00006fz16a-</u> <u>att/study_report_01.pdf</u>