# International Council for Education of People with Visual Impairment

**Africa Region**

**------------------------------------------------------------------------------**

# Call to action: For an inclusive COVID-19 response to education in Africa

## 31st May 2020

## Preamble

Prior to the COVID-19 outbreak, 285 million people were estimated to be visually impaired (blind and partially sighted) worldwide with about 90% of them living in low-income countries. Of all the school-age children with visual impairment, less than half were receiving education.

With the outbreak of the COVID-19 pandemic that has now enveloped the whole world, governments have taken swift response measures to contain the spread of the virus and to mitigate against its impact. Within the education sector, for instance, in many countries, learning institutions were closed and alternative educational methods such as online and distance learning were adopted to ensure continuity of the learning process.

## Challenge

Unfortunately, these alternatives have proven to exclude learners who are visually impaired including those with additional disabilities. This is attributable to a lack of inclusive planning in the design and delivery of these alternative educational methods, inaccessible learning media interfaces and instructional methods as well as poor or absence of internet and radio signal.

In situations where these conditions are favorable, More practical challenges are further contributing to the exclusion of learners who are blind or partially sighted from current online and distance learning programs. These challenges include the absence of accessible content, lack of devices needed for reading and writing and the lack of skills to manipulate the devices and interact with the content.

As a result, most learners who are visually impaired, especially in Africa, are being left behind or totally excluded from the alternative learning processes. For them, the COVID-19 response measures within the education sector have increased their alienation from the right to learning, thus further exacerbating an already prejudiced situation. It is more likely that learners with visual impairment who live in remote locations and refugees will be worst hit by these alternative educational methods. Also, Due to the long stay at home, female learners with visual impairment who have been cut off from essential protection services and social networks may find it even more challenging accessing education. This has resulted in a growing concern that female learners with visual impairment may not be able to continue with their education causing increased drop-out rates which will further entrench the gender disparities in education.

This is an infringement of their right to education and a matter of great concern for agencies working to promote the right to education for all persons with visual impairment in Africa.

It is to be noted that over 80% of all incidental learning and the performance of activities of daily living are dependent on sight. The loss of sight therefore poses unique challenges that require a large number of diverse measures to enable people who are visually impaired participate fully and inclusively in education, mobility and other activities.

## Commitment

The International Council for the Education of People with Visual Impairment – Africa (ICEVI Africa) is committed to promote equal access to appropriate education and support services of people with visual impairment in Africa so that they may achieve their full potential. Our Visionary Learning Model is a comprehensive strategy that facilitates multi-agency collaboration in the provision of quality education to learners with visual impairment guided by a shared goal.

Through this model, we seek to ensure that all learners with visual impairment have access to the right **Kit** (the gadgets and devices that they require to read and write), **Content** (the learning materials that they need in a range of accessible formats) and **Confidence** (the skills and training that they require to be able to use the devices and the learning materials confidently).

ICEVI Africa believes that, more than ever, this is the time to take conscious steps to guarantee the fundamental rights of every member of society and to ensure that vulnerable and marginalized segments of the society are not exposed or subjected to further vulnerability or marginalization as a result of the implementation of control and mitigation measures against COVID-19.

## Call

ICEVI Africa therefore calls on Governments, stakeholders, human rights entities, civil society organisations and international development agencies to take deliberate measures to ensure that in their response to the COVID-19 pandemic, all learners, including learners with disabilities enjoy the right to education on an equal basis despite their educational needs. In particular, for learners with visual impairment who face unique challenges in accessing education and who are at greater risk of exclusion, ICEVI Africa calls for action as follows:

### Inclusive COVID-19 Response-Related Educational Policies and Planning

ICEVI Africa calls upon Governments and other stakeholders to ensure that all policies and programs that are being developed to respond to COVID-19 within the education sector are inclusive and clearly demonstrate considerations for all learners including those who face multiple and intersectional discrimination and other persons who require continuous and personalized support. In particular, Governments and other stakeholders are called upon to recognize the unique and multi-faceted needs and response measures for persons with visual impairment and make the necessary provisions in these policies, plans and programs right from their inception.

### Inclusive Alternative Learning and Delivery Methods

As Governments and other stakeholders take measures to provide alternative forms of learning during these COVID-19 times, ICEVI Africa calls upon them to ensure that these measures do not exclude or leave behind some of the learners. To this end, Governments and other stakeholders are called upon to adopt and integrate the Visionary Learning Model in the education of learners with visual impairment to enable them participate fully and meaningfully in the learning process like their sighted peers.

### (c) Health and Safety in Educational Institutions

ICEVI Africa calls on Governments and other stakeholders to ensure that plans to re-open educational institutions and on-board learners take into account the health and safety of learners who require continuous and personalized support. Specifically, Governments and other stakeholders are called upon to recognize the unique vulnerability of learners with visual impairments occasioned by the nature of their reading, mobility and socialization, and make explicit provisions for them. This includes equipping schools with COVID-19 control and mitigation measures as well as equipping teachers and other support personnel with skills to provide COVID-19 related support to learners with visual impairment before re-opening of institutions.

### Information Collection, Documentation and Dissemination

ICEVI Africa calls on Governments and other stakeholders to systematically collect, document and disseminate information on the effect and impact of COVID-19 on education. In particular, they are called upon to ensure that the collection of information takes into account the unique experiences, challenges and effects that the pandemic has had – including its control and mitigation measures - on learners who require support ; and to further ensure that all related documentation and reporting desegregates information accordingly for the diverse categories of learners with disabilities.

### Financing Of interventions for learners with disabilities

ICEVI Africa calls upon Governments and other stakeholders to allocate adequate financing for COVID-19 education-related responses to education of learners with disabilities. In addition, Governments and other stakeholders are called upon to ensure that such financial allocations are informed by and respond to the unique and diverse needs of the various categories of learners with disabilities, and that they are available easily and timely and for the intended purposes.

### Collaboration and Stakeholder Involvement

ICEVI Africa calls upon Governments and other stakeholders, as they work towards mitigating the effects of COVID-19 on the education sector in Africa, to consult, involve and collaborate - to the fullest extent possible - with agencies working with diverse categories of learners with disabilities as well as representative organizations of persons with disabilities. Governments and other stakeholders are reminded that the uniqueness of visual impairment requires varied interventions to enable people with visual impairment participate fully in education and in other social and economic activities. These have led to many agencies and service providers coming in to compliment governments in providing education to learners with visual impairments within every country in Africa. To this end, Governments and other stakeholders are called upon to make use of the expertise and experience among these agencies with the required technical knowledge in policy development, planning, implementation and monitoring to ensure that all relevant aspects of visual impairment in particular and disability in general are included.

## Conclusion

The risk and ultimate impact of COVID-19 on the education of children with visual impairment can only be mitigated through international solidarity and inclusive, human rights approaches. We need to ensure that all learners’ rights and needs are met, through the effective provision of quality and inclusive education during this crisis and beyond.

**Mrs Gertrude Oforiwa Fefoame**

President, ICEVI Africa

Accra, Ghana, 31st May 2020.