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RESOURCES CATALOGUE



TEACHING AND LEARNING RESOURCES FOR PROFESSIONALS AND PARENTS WORKING WITH CHILDREN WITH DISABILITIES



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INTRODUCTION TO THE CATALOGUE

This resources catalogue, prepared by DED – Disability, Education & Development, at the request of the education and disability sections at UNICEF headquarters in New York, proposes a curated list of teaching and learning resources that could support both education professionals and families and parents of children with disabilities during the coronavirus disease 2019 (COVID-19) pandemic. It results from an online search done between June and August 2020. This revealed that resources for children with disabilities or focusing on inclusive education were often mutually exclusive, in a direct contradiction to international treaties. In addition, no high-quality examples were found that took a twin-track approach by considering both disability-inclusive and disability-specific needs. Therefore, while this catalogue was initially intended to collect high-quality, inclusive resources that specifically mentioned children with disabilities, the search evolved. This is now a collection of resources directed at children with disabilities plus resources that are broader in scope but can easily be adapted to children with disabilities.

All the resources are, at least partially, open-source, and a note is made if payment is required. All resources that are specific to children with disabilities are useful to all learners. An effort was made to find resources in a variety of languages and representative of various cultures and geographical locations. Most of the resources presented, however, are in English, and focused on middle- and high-income countries. The lack of resources in other languages does not reflect the quality of the resources but their availability.

This catalogue presents the resources in alphabetical order by title and is divided into three sections: (1) resources for teachers and school directors, (2) resources for parents and caregivers, and (3) resources for both groups. In addition, a list of keywords was generated for ease of use. In the current format, a simple term search with one of the keywords will identify at least one resource. Lastly, when available, the original summary of each resource is given, in edited form as needed. When no summary was available, one was created by the team.



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LIST OF KEYWORDS

| | | |
|----------------------------------|--------------------------------|--|
| Access to information | Children with disabilities | English as a second language |
| Accessibility | Classes 1–12 | Executive functioning |
| Accessible educational materials | Cognitive impairments | Families |
| Accessible learning | Collaborative Teaching | Family support |
| Activities | Communication | Formal education |
| Activities of daily living | Conflict-sensitive education | Framework |
| Adolescents | Continuous learning | Free use |
| Adult learners | COVID-19 | Grades 1–3, 4–6 and 7–9 |
| Advocates | Crisis and conflict | Hearing disabilities |
| Ages 0–9 months | Curriculum content | Health education |
| Ages 6 months–2 years | Database | High-tech |
| Ages 1–2 years | Deaf students | Higher education |
| Ages 2–8 years | Differentiated instruction | Home |
| Ages 3–4 years | Digital competences | Inclusion |
| Ages 5–8 years | Digital library | Inclusive |
| Ages 12 years and under | Digital reading material | Inclusive education |
| Apps and Services | Distance learning | Inclusive school environment |
| Asynchronous activities | Diverse learners | Inclusive systems |
| Attention | Early childhood | Individual education plan |
| Audiobooks | Early learning and development | Informal education |
| Auditory sensory | E-books | Information and communication technologies |
| Autism spectrum disorders | Education | Innovation |
| Babies | Educational organizations | Intellectual disabilities |
| Barriers to education | Educational strategies | Interactive radio instruction |
| Behaviour | Educational technology | Internet-enabled computer labs |
| Caregivers | Education in emergencies | K-3 |
| Child participation | Educator support | K-12 |
| Children | E-learning | Learner variability |
| Children and youth | Emotional well-being | |

| | | |
|------------------------------|-------------------------------|-------------------------------------|
| Learning activities | Personal communication | Stories |
| Learning at home | Persons with disabilities | Storybooks |
| Learning difficulties | Physical activity | Stress |
| Learning ecosystems | Physical well-being | Student engagement |
| Learning leadership | Practitioners | Student support |
| Learning principles | Pre-K-12 | Students |
| Learning passport | Preparatory education | Students with disabilities |
| Literacy | Preschool | Students with learning difficulties |
| Long-term illness | Primary education | Support strategies |
| Loss and grief | Professional learning | Synchronous activities |
| Low-tech | Proprioceptive sensory | System strengthening |
| Massive open online course | Psychosocial support | Teachers |
| Math | Psychosocial well-being | Teacher training |
| Media content | Puberty | Teaching and learning |
| Mental health | Remote learning | Teaching resources |
| Mobile phones | Resource book | Teenagers |
| Multidisciplinary team | Resource Center for Inclusion | Tele-lessons |
| Multilingual education | Resources | Test preparation |
| Nigerian sign language | Rohingyan | Toddler |
| Non-formal education | Routines | Toolkit |
| Numeracy | School closure | Trainers |
| Offline app | School directors | Uncertain times |
| Offline use | Schools | Universal design for learning |
| Online educational platforms | Secondary education | Upper elementary and middle school |
| Online resources | Sensory needs | Video conferencing |
| Open educational resources | Sensory processing disorders | Video tutorials |
| Open-source software | Self-assessment | Visual impairment |
| Oral sensory | Social interactions | Visual or hearing difficulties |
| Paraeducator | Social learning | Visual sensory |
| Parents | Special needs | Vocational training |
| Participatory design | Stakeholders | Young child |

RESOURCES FOR TEACHERS AND SCHOOL DIRECTORS

Accessibility to e-learning for persons with disabilities: Strategies, guidelines and standards






By: Flo Brokop

SUMMARY FROM THE AUTHORS:

The purpose of this document is to suggest ways in which instructors and course developers can prepare their e-learning courses so that accessibility is maximized for all learners, including those with disabilities. The document outlines the principles of universal design for learning, best-practice teaching strategies and accessibility guidelines that will reduce barriers in an e-learning environment.

WHY IS IT USEFUL? This document allows for teachers and school directors to consider the accessibility of online learning for all students (including students with disabilities) and presents strategies to reduce barriers in the e-learning environment.

RESOURCE DISABILITY-SPECIFIC? Yes.

-  **KEYWORDS:** e-learning; persons with disabilities; universal design for learning; accessibility; high-tech
-  **FOR:** Teachers and school directors
-  **SCOPE:** Global
-  **LANGUAGE:** English
-  Brokop, Flo, 'Accessibility to E-Learning for Persons with Disabilities: Strategies, guidelines, and standards', eCampusAlberta and NorQuest College, 2008, <www.norquest.ca/NorquestCollege/media/pdf/centres/learning/Accessibility-to-E-Learning-for-Persons-With-Disabilities-Strategies,-Guidelines-and-Standards.pdf>, accessed 9 April 2021.



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An education power tool for a changing world


By: CAST & UDL-IRN


SUMMARY FROM THE AUTHORS:

Learning Designed is the place to connect with a community of educators and a set of resources to prepare today's learners for our fast-changing world.

WHY IS IT USEFUL? This website contains hundreds of learning resources on universal design for learning that are searchable by learning domains, accessibility, grade level, and so on. A free subscription is available for individual teachers, and annual subscriptions for entities such as schools and school districts.


RESOURCE DISABILITY-SPECIFIC? Partially. While some learning resources are specific for teachers working with children with disabilities, the concept of universal design

 **KEYWORDS:** universal design for learning; educator support; learner variability; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 CAST & UDL-IRN, 'An Education Power Tool for a Changing World', Learning Designed, 2020, <www.learningdesigned.org>, accessed 23 July 2020.

for learning is useful for all teachers – it allows for a flexible education that caters to all students.

An educator's guide to virtual learning: Four actions to support students with disabilities and their families


By: National Center for Learning Disabilities


SUMMARY FROM THE AUTHORS:

During the past decade, virtual learning has increasingly been integrated into student instruction and classroom environments. It would be unusual to find a school where some level of online or blended learning was not being offered to students. But the reality of the COVID-19 pandemic has upturned even the best of what we know and do in the virtual learning space.

WHY IS IT USEFUL? This document provides guiding tips for teachers and school directors to support the transition to online learning for students with disabilities and their families, with a big focus on establishing communication with all stakeholders.


RESOURCE DISABILITY-SPECIFIC? Yes.

 **KEYWORDS:** COVID-19; educator support; e-learning; students with disabilities; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** United States of America

 **LANGUAGE:** English

 National Center for Learning Disabilities, 'An Educator's Guide to Virtual Learning: 4 actions to support students with disabilities and their families', 2020, <www.nclld.org/wp-content/uploads/2020/03/An-Educators-Guide-to-Virtual-Learning-4-Actions-to-Support-Students-With-Disabilities-and-Their-Families.pdf>, accessed 9 April 2021.


Continuous learning 2020


By: Washington Office of Superintendent of Public Instruction

SUMMARY FROM THE AUTHORS:


Although school facilities are closed to traditional in-person instruction, education must continue. The Office of Superintendent of Public Instruction's guidance is grounded in compassion, communication and common sense rather than traditional compliance measures. Structures, routines and ongoing learning opportunities will create the calm connection students and families need at this critical time in the State of Washington.


WHY IS IT USEFUL? In spite of its local specificity, this guide presents itself as a good example on how to inform and support teachers and school directors in assisting all students and all families in the transition to remote learning during the COVID-19 pandemic. This is a document that can be used as an inspiration for the writing of similar guidance for either remote or hybrid learning, with a strong focus on supporting the whole community through the challenge.

 **KEYWORDS:** educator support; continuous learning; student support; family support

 **FOR:** Teachers and school directors

 **SCOPE:** United States (Washington State)

 **LANGUAGE:** English

 Washington Office of Superintendent of Public Instruction, 'Continuous Learning 2020', 2020, <www.k12.wa.us/sites/default/files/public/communications/OSPI%20Publication%20-%20Continuous%20Learning%202020.pdf>, accessed 25 July 2020.

RESOURCE DISABILITY-SPECIFIC? Partially. This resource has a section on students with disabilities, but the overall document is for all students.


Creating an inclusive school environment: A model for school leaders


By: The IRIS Center


SUMMARY FROM THE AUTHORS:


This module offers a general overview of the concepts that school principals should consider when creating inclusive learning environments.


WHY IS IT USEFUL? This resource presents teachers and school directors with the basic concepts of inclusive schools and education, explains how to plan for a more inclusive system and provides tips on how to engage the community and maintain that engagement during the entire process of creating an inclusive school environment. Although it is not specific to school closure, or remote or hybrid learning, the concepts presented can be applied to these contexts.

 **KEYWORDS:** inclusive education; inclusive school environment; school directors; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** United States and global

 **LANGUAGE:** English

 The IRIS Center, 'Creating an Inclusive School Environment: A model for school leaders', 2010, <<https://iris.peabody.vanderbilt.edu/module/inc/#content>>, accessed 2 September 2020.

RESOURCE DISABILITY-SPECIFIC? Yes.

Creating digital lessons that support learning differences


By: Kathryn Nieves


SUMMARY FROM THE AUTHORS:


As schools closed and lessons moved online, one immediate concern for teachers was how to support students with learning differences. This article highlights some strategies to tailor online distance learning for children with learning differences, including children with disabilities.


WHY IS IT USEFUL? This resource provides teachers with general strategies that will allow them to adapt to online distance or hybrid learning and to tailor their lessons for students with learning differences, including children with disabilities.


RESOURCE DISABILITY-SPECIFIC? Yes.

 **KEYWORDS:** e-learning; students with learning difficulties; students with disabilities; accessibility; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 Nieves, Kathryn, 'Creating Digital Lessons that Support Learning Differences', George Lucas Educational Foundation, 14 April 2020, <www.edutopia.org/article/creating-digital-lessons-support-learning-differences>, accessed 21 August 2020.

Designing accessible MOOCs to expand educational opportunities for persons with cognitive impairments

By: Pierre-Antoine Cinquin, Pascal Guitton and H el ene Sauz eon


SUMMARY FROM THE AUTHORS:


Despite the promotion of equal access to education, the proportion of people with disabilities decreases drastically from primary school to higher education, resulting in a lower level of education. This lack of qualification represents an additional obstacle to employment opportunities, reinforcing exclusion from the social sphere. In recent years, computer-based approaches to education have undergone a real revolution, as reflected by the rapid growth of massive open online course (MOOC) platforms. As they are flexible enough, they could provide a real opportunity to create learning environments that are beneficial to people with disabilities. Unfortunately, most MOOCs are not sufficiently accessible, especially for people with cognitive impairments and limited learning capacities. In this article, the authors describe the results of a participatory design process that involved students with cognitive impairments and specialists from various fields of expertise and that led to the co-design of new functionalities to enhance the accessibility of a MOOC player. They also present the results of a multiple-case study evaluation of a first prototype, whose results support the positive impact of their design decisions. Finally, they propose an integrative framework for the design of accessible e-learning systems derived from the different needs and guidelines that emerged during the process.


WHY IS IT USEFUL? This resource provides an input into the thought process that goes into designing an online learning course that is accessible to people with cognitive impairments, usually one of the most overlooked group in terms of content accessibility. The considerations made


by the authors can guide teachers or school directors in designing courses that are accessible to all students, including those with cognitive impairments.


RESOURCE DISABILITY-SPECIFIC? Yes.

 **KEYWORDS:** e-learning; accessibility; massive open online course; participatory design; cognitive impairments; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 Cinquin, Pierre-Antoine, Pascal Guitton, and H el ene Sauz eon, 'Designing Accessible MOOCs to Expand Educational Opportunities for Persons with Cognitive Impairments'. Behaviour & Information Technology, 18 March 2020, <<https://doi.org/10.1080/0144929X.2020.1742381>>, accessed 9 March 2021.

Distance learning strategies in response to COVID-19 school closures

By: UNESCO

SUMMARY FROM THE AUTHORS:

Establishing or scaling up distance learning strategies are a sector-wide response to the sudden interruption of educational processes as a result of unexpected school closures due to the COVID-19 pandemic. These strategies are guided by a concern for equity and inclusion and the need to ensure that the design and delivery of distance learning do not exacerbate existing educational and social inequalities. The planning of more comprehensive distance learning strategies should, however, be guided by both immediate mitigation needs and long-term goals. Beyond the response to the current crisis, the efforts to deploy distance learning at large scale across all levels of education provide valuable lessons and may lay the foundation for longer-term goals of building more open, inclusive and flexible education systems after the COVID-19 pandemic has passed.

WHY IS IT USEFUL? This issue note aims to help teachers and school directors in the adaptation to remote learning. It defines key issues on the topic, presents lessons learned from both past and current practices, and presents key messages and practical tips for policy design.



KEYWORDS: COVID-19; distance learning; e-learning; educational strategies



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English, Portuguese, French, Chinese, Russian



United Nations Educational, Scientific and Cultural Organization, 'Distance Learning Strategies in Response to COVID-19 School Closures', UNESCO COVID-19 education response: Education Sector issue notes, 2.1, UNESCO, April 2020, <<https://unesdoc.unesco.org/ark:/48223/pf0000373305>>, accessed 21 July 2020.

RESOURCE DISABILITY-SPECIFIC? No, but the message presented aims to build more inclusive education systems both during and after the pandemic. The strategies and concepts presented encompass all learners, including those with disabilities.



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EdTech for learning in emergencies and displaced settings: A rigorous review and narrative synthesis

By: *Michaëlle Tauson and Luke Stannard*

SUMMARY FROM THE AUTHORS:

While data on attendance, enrolment and literacy can be difficult to gather in fragile and conflict-affected settings, estimates suggest that children in these settings are roughly three times more likely to be out of school than children living in stable, but low-income countries. With roughly 535 million children living in countries affected by violence and disasters in 2017, many children were at risk of missing out on education. Due to ever-increasing challenges, increased costs and decreased funding, governments, international organizations and civil society had begun to welcome, and even call for, private sector support in the delivery of education. The private sector is now

a major key player in the delivery of education. Taking into account the above, the purpose of this report is to build an understanding of 'what works' in educational technology (EdTech) to ensure that children can learn in crisis or displaced settings.

WHY IS IT USEFUL? This report allows teachers and school directors to analyse what has worked previously to provide education through technology in emergency situations. This study may help with decisions on the best delivery method for remote education.

RESOURCE DISABILITY-SPECIFIC? No, but educational resources that have been effective in reaching students in other emergency or displacement situations may be a good starting point for choosing or designing remote education for hard-to-reach students, including those with disabilities.



KEYWORDS: information and communication technologies; education in emergencies; high-tech



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English



Tauson, Michaëlle, and Luke Stannard, 'EdTech for Learning in Emergencies and Displaced Settings: A rigorous review and narrative synthesis', Save the Children, 14 March 2018, <<https://resourcecentre.savethechildren.net/library/edtech-learning-emergencies-and-displaced-settings-rigorous-review-and-narrative-synthesis>>, accessed 9 April 2021.



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Educating the whole child: Tips for teachers during distance learning


By: *Diverse Learners Cooperative*


SUMMARY FROM THE AUTHORS:


As our classrooms shift into the mode of distance learning, so must our mindsets about our role as educators. During this time of uncertainty, how can we ensure that we are meeting the needs of our diverse learners, beyond academics? In this document, we offer five areas of focus that can help teachers to address the broader impact this 'new normal' has on our students.


WHY IS IT USEFUL? This resource allows for teachers or school directors to focus on meeting the needs of their students beyond the academic fields. It provides tips on ensuring physical well-being, setting behavioural goals, fostering social interactions, establishing emotional connections and promoting executive functioning.

 **KEYWORDS:** teachers; distance learning; physical well-being; behaviour; social interactions; emotional well-being; executive functioning

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 Diverse Learners Cooperative, 'Educating the Whole Child: Tips for teachers during distance learning' <<https://drive.google.com/file/d/1N7mtmttECddF9loHODmQWk2yeZhangnE/view>>, accessed 9 April 2021.

RESOURCE DISABILITY-SPECIFIC? No, but the whole-child approach used in this resource is also valid and useful for teaching children with disabilities.

Education in conflict and crisis: How can technology make a difference? A landscape review


By: *Negin Dahya*


SUMMARY FROM THE AUTHORS:


The aim of this landscape review is to identify major trends, patterns and lessons learned about the use of mobile technologies in crisis and conflict settings, and also to define gaps in our existing knowledge base.


WHY IS IT USEFUL? This resource presents an overview of the use of mobile technologies for teaching and learning in crisis situations. Mobile technologies are one of the resources that teachers and school directors may choose to use in remote education, and the lessons learned from past projects can allow them to identify and address weaknesses in the system.


RESOURCE DISABILITY-SPECIFIC? No, but the information presented can allow teachers or school directors to improve the chosen method (or methods) of remote education, which may benefit all students, including those with disabilities.

 **KEYWORDS:** information and communication technologies; crisis and conflict; system strengthening; teaching and learning; teacher training; higher education; vocational training; formal education; non-formal education; informal education; inclusive education; conflict-sensitive education; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 Dahya, Negin, 'Education in Conflict and Crisis: How can technology make a difference? A landscape review', Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), January 2016, <www.eccnetwork.net/resources/education-conflict-and-crisis>, accessed 9 April 2021

European framework for the digital competence of educators (DigCompEdu)

By: Christine Redecker

SUMMARY FROM THE AUTHORS:

As the teaching professions face rapidly changing demands, educators require an increasingly broad and more sophisticated set of competences than before. In particular, the ubiquity of digital devices and the duty to help students to become digitally competent require educators to develop their own digital competence. On an international and national level, a number of frameworks, self-assessment tools and training programmes have been developed to describe the facets of digital competence for educators and to help them assess their competence, identify their training needs and offer targeted training. Analysing and clustering these instruments, this report presents a common European Framework for the Digital Competence of Educators (DigCompEdu).

WHY IS IT USEFUL? This resource allows educators to place their digital competence in one of six levels and provides pointers on improving it. The framework is meant to be used individually but can be integrated with the tools DigCompOrg and SELFIE (both also presented in this document).

KEYWORDS: teachers; digital competences; framework; high-tech

FOR: Teachers and school directors

SCOPE: Europe

LANGUAGE: English

Redecker, Christine, 'European Framework for the Digital Competence of Educators (DigCompEdu)', edited by Yves Punie, JRC Science Hub, Publications Office of the European Union, Luxembourg, 2017, <<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu>>, accessed 9 April 2021.

RESOURCE DISABILITY-SPECIFIC? No, but improving the digital competence of teachers will allow them to provide more accessible and better tailored education within digital learning methods, including for children with disabilities.



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Guia de boas práticas de ensino online em contexto de emergência para alunos surdos durante a pandemia da doença COVID-19

(Good practice guidance for online emergency learning for deaf students during COVID-19 pandemic)

By: José Reis Lagarto, Ana Mineiro, Paulo Carvalho, Mara Moita, Sebastião Palha, Helena Carmo, Joana Rato, Neide Gonçalves and Matilde Gonçalves

SUMMARY FROM THE AUTHORS TRANSLATED BY THE PROJECT TEAM:

This document presents itself as a guide meant to help teachers of deaf students and professional sign language interpreters through suggested guidance for the adaptation and creation of materials, and for the practice of teaching and learning contexts in virtual environments, in the midst of the COVID-19 pandemic.

WHY IS IT USEFUL? This resource was created to guide teachers of deaf students in adapting to remote learning and, particularly, to virtual environments. It also contains information to help Portuguese sign language interpreters in adapting to distance education methods.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: COVID-19; teachers; deaf students; hearing disabilities; high-tech



FOR: Teachers and school directors



SCOPE: Portugal



LANGUAGE: Portuguese



Lagarto, José Reis, et al., 'Guia de boas práticas de ensino online em contexto de emergência para alunos surdos durante a pandemia da doença COVID-19 (Good practice guidance for online emergency learning for deaf students during COVID-19 pandemic)', Universidade Católica Portuguesa, Instituto de Ciências da Saúde, Faculdade de Ciências Humanas, 2020, <www.dge.mec.pt/sites/default/files/guia_de_boas_praticas_de_ensino_online_em_contexto_de_emergencia_para_alunos_surdos_durante_a_pandemia_da_doenca_covid_19.pdf>, accessed 9 April 2021.

Guidance on distance learning modalities to reach all children and youth during school closures, focusing on low- and no-tech modalities to reach the most marginalized

By: Lekhnath Marg Lainchaur

SUMMARY FROM THE AUTHORS:

This guidance on continuity of learning during school closures draws on the key lessons learned from the education response to the COVID-19 pandemic around the world. It was developed for government policymakers and education staff of national and international organizations involved in the education response during school closures.

WHY IS IT USEFUL? This resource allows for teachers or school directors to plan for hybrid or remote learning according to the availability of technology in their students' home, presenting the advantages and disadvantages of each delivery method.

RESOURCE DISABILITY-SPECIFIC? No, but with so many children worldwide lacking access to online learning, this document's focus on low-tech options helps practitioners



KEYWORDS: education in emergencies; COVID-19; low-tech; high-tech



FOR: Teachers and school directors



SCOPE: South Asia and global



LANGUAGE: English



Lainchaur, Lekhnath Marg, 'Guidance on Distance Learning Modalities to Reach All Children and Youth during School Closures: Focusing on low- and no-tech modalities to reach the most marginalized'. UNICEF Regional Office for South Asia, Kathmandu, May 2020, <www.unicef.org/rosa/reports/guidance-distance-learning-modalities-reach-all-children-and-youth-during-school-closures>, accessed 9 April 2021.

to consider how to reach the most marginalized children, including those with disabilities.

Guide to delivering high-quality individualized education programme services during school closures

By: *Diverse Learners Cooperative*

SUMMARY FROM THE AUTHORS:

In the current educational landscape, providing equitable access to learning opportunities has become the top priority for schools across the United States and globally. This raises the question: how do we translate school services in each individualized education programme into a distance learning model? The Diverse Learners Cooperative offers some ideas in this guide.

WHY IS IT USEFUL? Individualized education programs are key in the education of many students who have been affected by the school closures due to the pandemic. As any other part of the educational system, these must be adapted to the new remote-learning reality, with as high a quality as possible. This document presents teachers and school directors with helpful guidelines on how to achieve that.



KEYWORDS: diverse learners; school closure; individual education plan; high-tech



FOR: Teachers and school directors



SCOPE: United States and global



LANGUAGE: English



Diverse Learners Cooperative, 'Guide to delivering high quality IEP services during school closures', <https://drive.google.com/file/d/1vkX13qSUh8PxobAEXsthUOaMCqzAk_q/view>, accessed 27 July 2020.

RESOURCE DISABILITY-SPECIFIC? No, but a considerable percentage of students with individualized education programmes are students with disabilities.

Guiding protocol for supporting diverse learners during school closure

By: *Diverse Learners Cooperative*

SUMMARY FROM THE AUTHORS:

Schools and the communities they serve are varied. Students, particularly those with unique challenges of disability or language learning status, need an individualized approach. This protocol provides space for both creativity in design and urgency in delivery of supports for diverse learners in times of school closure.

WHY IS IT USEFUL? This document provides a simple protocol for teachers to kick-start the delivery of education that supports learning diversity in emergency remote teaching.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: diverse learners; school closure; students with disabilities



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English



Diverse Learners Cooperative, 'Guiding Protocol for Supporting Diverse Learners During School Closure' <https://drive.google.com/file/d/1Pk5arb1LiYaX703Mueq5gCSLEE7_PXys/view>, accessed 27 April 2021.

National Center on Accessible Educational Materials

By: National Center on Accessible Educational Materials

SUMMARY FROM THE PROJECT TEAM:

On this website, teachers can find basic information on accessible educational materials and on how to use them for remote learning and to support learners.

WHY IS IT USEFUL? This resource gives teachers and school directors access to a wide range of accessible educational materials. In addition, it provides tips on how to use these materials in remote and hybrid learning.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: accessible educational materials; remote learning; COVID-19; high-tech



FOR: Teachers and school directors



SCOPE: United States and global



LANGUAGE: English



National Center on Accessible Educational Materials, 'About the AEM Center', <<http://aem.cast.org>>, accessed 2 September 2020.

How to improve distance learning for students with individualized education programmes

By: Kathryn Welby

SUMMARY FROM THE AUTHORS:

Strategies for parental involvement and synchronous and asynchronous activities can help students with individualized education programmes. Through a quick survey, educators provided best practices and passed on the survey to their colleagues. The survey results can be broken down into three overarching themes: parental engagement along with synchronous and asynchronous strategies. The responses uncovered the best practices to address the needs of students with learning differences.

WHY IS IT USEFUL? This resource provides an overview of the best practices on remote learning for students with individualized education programmes, based on a survey of teachers who adapted their practice due to the onset of the COVID-19 pandemic. The experiences of this initial cohort of teachers will be useful for other teachers and school directors to plan for school reopening and for possible future school closures.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: parents; synchronous activities; asynchronous activities; distance learning; individual education plan; high-tech



FOR: Teachers and school directors



SCOPE: United States and global



LANGUAGE: English



Welby, Kathryn, 'How to Improve Distance Learning for Students with IEPs', George Lucas Educational Foundation, 29 June 2020, <www.edutopia.org/article/how-improve-distance-learning-students-ieps>, accessed 21 August 2020.


ICTs in education for people with disabilities: Review of innovative practice


By: Amanda Watkins, Natalia Tokareva and Marcella Turner


SUMMARY FROM THE AUTHORS:


The UNESCO Institute for Information Technologies in Education and the European Agency for Development in Special Needs Education agreed in 2010 to collaborate on a joint project to develop a review of innovative practice – a report presenting concrete examples of practice of the use of information and communication technology (ICT) with people with disabilities in different educational contexts and settings. In particular, the review was targeted at considering examples of practice that can be considered to be innovative within the specific educational setting and wider societal context they were situated within. The aims of this practice review, therefore, are to use the collected examples to highlight a range of different purposes for using ICT in education for people with disabilities and to identify possible key messages for policy and practice in this area.

WHY IS IT USEFUL? This resource illustrates the use of information and communication technology with people with disabilities, in several educational contexts. The case studies may help schools and teachers to decide on the

 **KEYWORDS:** information and communication technologies; persons with disabilities; access to information; teaching and learning; personal communication; visual impairment; long-term illness; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 Watkins, Amanda, Natalia Tokareva, and Marcella Turner, 'ICTs in Education for People with Disabilities: Review of innovative practice', UNESCO Institute for Information Technologies in Education, Moscow, 2011, <www.european-agency.org/sites/default/files/ICTs-with-cover.pdf>, accessed 10 April 2021.

best educational methods for remote learning.

RESOURCE DISABILITY-SPECIFIC? Yes.

Keeping you connected to what matters most


By: Discovery Education


SUMMARY FROM THE AUTHORS:

Discovery Education provides engaging high-quality content, ready-to-use digital lessons, creative collaboration tools and practical professional learning resources to give educators everything they need to facilitate instruction and create a lasting educational impact in any learning environment.

WHY IS IT USEFUL? This website provides teacher and schools with digital lessons and tools that can facilitate the transition to a remote-learning or hybrid-learning method of instruction with ready-made and curriculum-based contents.


RESOURCE DISABILITY-SPECIFIC? No, but teachers may utilize the contents on this website to provide several means of communicating information to students and keeping them motivated during the learning process –

 **KEYWORDS:** education; teachers; K-12; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 Discovery Education, 'Keeping you Connected to What Matters Most', 2020, <www.discoveryeducation.com>, accessed 3 July 2020.

two of the key points of universal design for learning that help to provide better education for all students, including those with disabilities. It will be up to teachers to decide whether this tool is useful for a particular student.



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Learning for all: Guidelines on the inclusion of learners with disabilities in open and distance learning

By: Dianne Chambers, Zeynep Varoglu and Irmgarda Kasinskaite-Buddeberg

SUMMARY FROM THE AUTHORS:

These guidelines take a contemporary standpoint on the increasingly technology-based approaches used to deliver education to people with disabilities. In this regard, it recognizes the value of open and distance learning as one of the most sustainable methods for overcoming the educational barriers faced by people with disabilities; it also highlights and illustrates the facets of an open and distance learning-facilitated education system using open educational resources; free and open-source software; and open access. These guidelines provide an overview for governments, institutions, instructors and instructional designers, along with quality assurance and qualification recognition bodies, when developing open and distance learning platforms, processes, courses, examination and others with a view to incorporating the needs of all users.

WHY IS IT USEFUL? This resource presents guidelines on how teachers or school directors can ensure students with disabilities can access and benefit from open and

KEYWORDS: distance learning; inclusive education; persons with disabilities; open educational resources; open-source software; high-tech

FOR: Teachers and school directors

SCOPE: Global

LANGUAGE: English, Chinese, Korean, Mongolian, Spanish, Iranian Persian

Chambers, Dianne, Zeynep Varoglu, and Irmgarda Kasinskaite-Buddeberg, 'Learning for All: Guidelines on the inclusion of learners with disabilities in open and distance learning'. UNESCO, Paris, 2016, <<https://unesdoc.unesco.org/ark:/48223/pf0000244355?posInSet=1&queryId=b93128fc-0398-41da-9987-f3a45e2753fd>>, accessed 10 April 2021.

distance learning solutions, for both remote and hybrid education systems.

RESOURCE DISABILITY-SPECIFIC? Yes.

Making connections: Pre-K-12 OER in practice

By: Kristina Ishmael

SUMMARY FROM THE AUTHORS:

Open educational resources are freely available educational materials that can be downloaded, edited and shared. They can take many different forms, from individual worksheets and lesson plans to full textbooks and curricula. States and districts across the United States have reported that investing in open educational resources has allowed them to reallocate significant funds previously spent on inflexible, static learning materials and reinvest in resources and activities that accelerate the transition to digital learning. This has included implementing new professional learning programmes for teachers, developing a robust technology infrastructure to support digital learning and funding new leadership roles for educators who curate and create open educational resources. In districts and schools where educators have had the opportunity to curate and create high-quality, openly licensed educational resources, they have reported freedom to design and implement personalized learning experiences for students that traditional instructional materials cannot always support.

WHY IS IT USEFUL? This resource compiles open educational resources that teachers can use anywhere in the world as well as in the United States (filtering by state if needed). As open educational resources are free to be adapted by each teacher or institution, they can provide a good starting point or inspiration hub for teachers to develop their remote-learning strategies. This resource also has a section on professional development related to open educational resources.

KEYWORDS: open educational resources; pre-K-12; resources; professional learning; high-tech

FOR: Teachers and school directors

SCOPE: United States and global

LANGUAGE: English

Ishmael, Kristina, 'Making Connections: PreK-12 OER in practice', *New America*, 4 November 2020, <www.newamerica.org/education-policy/reports/making-connections-prek12-oir-in-practice/>, accessed 28 July 2020.

RESOURCE DISABILITY-SPECIFIC? No, but teachers can select, use or adapt these resources in accordance with the strengths and needs of each student. In addition, this is a resource base that is wide in scope (pre-K-12) so teachers can find guidance or exercises for most levels of competency.



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Școala Online: Elemente pentru inovarea educației. Raport de cercetare evaluativă



(Online school: elements for an innovation in education. Evaluation report)

By: Petre Botnariuc, Constantin Cucos, Cătălin Glava, Daniel E. Iancu, Marian D. Ilie, Olimpius Istrati, Adrian Vicențiu Labăr, Ion-Ovidiu Pânișoară, Doru Ștefănescu and Simona Velea.

SUMMARY FROM THE AUTHORS TRANSLATED BY THE PROJECT TEAM:

The report includes a description of the findings about innovation in education through remote learning. More than 6,000 teachers from all territorial districts of Romania and all education levels responded to the survey. It describes activities for teachers (e.g., classroom activities, class management and teacher professional development), professional support measures for teachers and activities for students. The report highlights the barriers to education through remote-learning practices for children with special education needs as follows: lack of an authentic dialogue within the classroom, impossibility to follow the students' notes and issues related to academic assessment. The report indicates that the teachers are not prepared and cannot ensure student engagement and a personalized approach to teaching specifically students with special education needs. The report contains long-term and medium-term recommendations for policymakers from the ministry of education, curriculum makers and schoolteachers.

WHY IS IT USEFUL? The report's analysis of needs, obstacles and related recommendations provides a good summary of some of the most common difficulties when implementing remote learning. It is beneficial to those who are considering a similar programme. While it

-  **KEYWORDS:** innovation; barriers to education; student engagement; teaching resources; database
-  **FOR:** Teachers and school directors
-  **SCOPE:** Romania
-  **LANGUAGE:** Romanian
-  Botnariuc, Petre, et al. 'Școala Online: Elemente pentru inovarea educației. Raport de cercetare evaluativă (Online School: Elements for innovation in education. Evaluation report)', University of Bucharest Publishing, May 2020, <https://unibuc.ro/wp-content/uploads/2020/05/Scoala_Online_Raport_aprilie_2020.pdf>, accessed 10 April 2021.

does not mention the obstacles related to learners with disabilities, some of the recommendations might be useful when considering remote learning for all students.

RESOURCE DISABILITY-SPECIFIC? No.

Orientações para o trabalho das equipas multidisciplinares de apoio à educação inclusiva na modalidade de E@D

(Guidance for the work of multidisciplinary support teams for inclusive education in distance learning modalities)

By: República Portuguesa – Educação

SUMMARY AND KEYWORDS FROM THE AUTHORS AND TRANSLATED BY THE PROJECT TEAM:

A multidisciplinary support team for inclusive education (EMAEI) aims to provide a broad, integrated and participated view of all participants in the educative process. In this phase that requires an enormous adaptative capacity from all – students, professionals, parents and caregivers – to a new reality that refocuses social contacts to distance working, as a condition to maintain individual and community health, all the schools' resources must be guided towards a common action that ensures the continuation of the teaching–learning process in the most adjusted ways and, above all, that ensures the right of every student to education, to access knowledge and to participate in the teaching–learning process. EMAEI, from its inception and due to its attributions, now also assumes a fundamental part in building a school that has to work from a distance, though close, humane and with a sense of urgency and sensibility required for the adaptation process to the current situation. Aiming to overcome the contingencies that EMAEI now face, the present document seeks to guide the work of EMAEI in a distance learning process.

WHY IS IT USEFUL? This document provides an example of how multidisciplinary support teams for inclusive education can adapt their activity to school closures and remote-learning environments.

KEYWORDS: COVID-19; multidisciplinary team; inclusive education; distance learning

FOR: Teachers and school directors

SCOPE: Portugal

LANGUAGE: Portuguese

República Portuguesa – Educação, 'Orientações para o Trabalho das Equipas Multidisciplinares de Apoio à Educação Inclusiva na Modalidade E@D (Guidance for the Work of Multidisciplinary Support Teams for Inclusive Education in Distance Learning Modalities)', <https://apoiescolas.dge.mec.pt/sites/default/files/2020-04/Orientações_para_o_trabalho_das_Equipas_Multidisciplinares_de_ApoioàEducação_Inclusiva_na_modalidade_E@D.pdf>, accessed 11 July 2020.

RESOURCE DISABILITY-SPECIFIC? No, but students accompanied by these teams may be students with disabilities.



Overview on accessibility of video conferencing apps and services






By: Stakeholder Group of Persons with Disabilities for Sustainable Development

SUMMARY FROM THE AUTHORS:

The purpose of this document is for United Nations staff and partners to make their video conferences as inclusive as possible for all people with disabilities. The Stakeholder Group of Persons with Disabilities gathered the information from representative organizations of persons with disabilities, in particular from the International Disability Alliance and its members, and from additional research.

WHY IS IT USEFUL? This resource allows teachers and school directors to select video conferencing apps or services for their practice according to their accessibility features and the needs of their students.

RESOURCE DISABILITY-SPECIFIC? Yes.

-  **KEYWORDS:** accessibility; video conferencing; apps and services; high-tech
-  **FOR:** Teachers and school directors
-  **SCOPE:** Global
-  **LANGUAGE:** English
-  Stakeholder Group of Persons with Disabilities for Sustainable Development, 'Overview on Accessibility of Video Conferencing Apps and Services', World Blind Union, 23 October 2020, <<https://worldblindunion.org/resources/general-documents/>>, accessed 10 April 2021.

Promoting effective digital-age learning: A European framework for digitally competent educational organisations (DigCompOrg)

By: Panagiotis Kampylis, Yves Punie and Jim Devine

SUMMARY FROM THE AUTHORS:

Digital technologies are being incorporated in exciting and promising ways at all levels of education. To consolidate progress and to ensure scale and sustainability, education institutions need to review their organizational strategies to enhance their capacity for innovation and to exploit the full potential of digital technologies and content. This report presents the European Framework for Digitally Competent Educational Organisations (DigCompOrg). This framework can facilitate transparency and comparability between related initiatives throughout Europe and play a role in addressing fragmentation and uneven development across the Member States. The primary purposes of DigCompOrg framework are (i) to encourage self-reflection and self-assessment within educational organizations as they progressively deepen their engagement with digital learning and pedagogies and (ii) to enable policymakers to design, implement and evaluate policy interventions for the integration and effective use of digital learning technologies.

WHY IS IT USEFUL? This resource allows educational organizations to self-assess their engagement with digital

-  **KEYWORDS:** digital competences; framework; educational organizations; high-tech
-  **FOR:** Teachers and school directors
-  **SCOPE:** Europe
-  **LANGUAGE:** English
-  Kampylis, Panagiotis, Yves Punie, and Jim Devine, 'Promoting Effective Digital-Age Learning: A European framework for digitally-competent educational organisations (DigCompOrg)', JRC Science Hub, Publications Office of the European Union, 2015, <<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/promoting-effective-digital-age-learning-european-framework-digitally-competent-educational>>, accessed 10 April 2021.

learning and pedagogies. The tool SELFIE, also in this document, allows for an organization-wide evaluation within this framework, with a system-wide assessment tool and next-step suggestions for schools. Educators within the organization can also use the DigCompEdu framework, also in this document, to evaluate their individual competencies and plan for improvement.

RESOURCE DISABILITY-SPECIFIC? No, but in contexts where digital tools have a strong presence, this resource allows for a better engagement and use of educational resources. This can, in turn, improve the system's capacity to adapt to each student's strengths and needs, creating a more inclusive and responsive system and, thus, benefiting students with disabilities.

Resource Library


By: Stetson & Associates, Inc.


SUMMARY FROM THE AUTHORS:


Stetson & Associates' mission is to assist educators in serving children and youth in effective and meaningful ways.


WHY IS IT USEFUL? This database presents a wide range of training resources for teachers and other professions.


RESOURCE DISABILITY-SPECIFIC? No, but these skills may be useful for teachers and staff working with children with and without disabilities.

 **KEYWORDS:** inclusion; COVID-19; resources; differentiated instruction; collaborative teaching; paraeducator; video tutorials; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 Stetson & Associates, 'Resource Library', 2020, <<https://stetsonassociates.com/resource-library>>, accessed 23 July 2020.


SELFIE: Supporting schools for learning in the digital age


By: European Commission


SUMMARY FROM THE PROJECT TEAM:

SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies) is a tool designed to help schools embed digital technologies into teaching, learning and student assessment. It can highlight what is working well, where improvement is needed and what the priorities should be. The tool is currently available in the 24 official languages of the European Union with more languages to be added over time. SELFIE gathers – anonymously – the views of students, teachers and school leaders on how technology is used in their school. This is done using short statements and questions and a simple 1–5 agreement scale. The statements cover areas such as leadership, infrastructure, teacher training and students' digital competence.


WHY IS IT USEFUL? This tool allows schools or educational organizations to evaluate their engagement with digital learning and pedagogies, having the DigCompOrg (also in this document) as the framework for evaluation and work.

 **KEYWORDS:** digital competences; self-assessment; schools; educational organizations; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Europe and global

 **LANGUAGE:** Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovenian, Slovene, Spanish, Swedish, Albanian, Georgian, Macedonian, Montenegrin, Russian, Serbian, Turkish

 European Commission, 'SELFIE: Supporting schools for learning in the digital age', <https://ec.europa.eu/education/schools-go-digital_en>, accessed 28 July 2020.

For educator-specific development and/or evaluation, the DigCompEdu framework (also in this document) can be used to complement this evaluation.

RESOURCE DISABILITY-SPECIFIC? No, but in contexts where digital tools have a strong presence, this resource allows for a better engagement and use of educational resources. This can, in turn, improve the system's

capacity to adapt to each student's strengths and needs, creating a more inclusive and responsive system and, thus, benefiting students with disabilities.

Suggestions for English as a second language classes and activities: COVID-19 guidance

By: Tennessee Department of Education

SUMMARY FROM THE AUTHORS:

School communities understand the importance of consistent, regular support for students who speak English as a second language as it relates to English acquisition. An important part of that support directly connects to the amount of exposure that children have to the English language. In this document are some ways in which schools and districts can consider the ongoing support of students, even when school has been closed.

WHY IS IT USEFUL? This document allows teachers and school directors to consider how to support students who speak other languages to acquire the instruction language during school closure, by using the example of acquisition of the English language.

RESOURCE DISABILITY-SPECIFIC? No, but students with disabilities may also speak a language other than the



KEYWORDS: English as a second language; COVID-19; school closure



FOR: Teachers and school directors



SCOPE: United States and global



LANGUAGE: English



Tennessee Department of Education, 'Suggestions for ESL Classes and Activities: COVID-19 guidance', 16 March 2020, <<https://www.tn.gov/content/dam/tn/education/health-&-safety/SuggestionsforESLClassesandActivitiesCOVID-19Guidance.pdf>>, accessed 27 July 2020.

language of instruction. Therefore, this resource may be useful for teachers to think about how to support language acquisition during school closure, adapting it to the strengths and needs of each student.

The OECD handbook for innovative learning environments

By: Organisation for Economic Co-operation and Development

SUMMARY FROM THE AUTHORS:

This handbook is the culmination of the Innovative Learning Environments project run over a decade since the mid-2000s. The handbook is aimed at those working in education leadership, policy and practice looking for succinct frameworks and practical tools to help them to innovate in their own settings.

WHY IS IT USEFUL? This resource presents school directors and teachers with a framework to evaluate and improve on innovation in the school setting, allowing for a structured planning of improvements. With the recent school closures and the need for restructuring how



KEYWORDS: innovation; learning principles; learning leadership; learning ecosystems



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English



Organisation for Economic Co-operation and Development, 'The OECD Handbook for Innovative Learning Environments', OECD Publishing, Paris, 2017, <www.oecd.org/education/the-oecd-handbook-for-innovative-learning-environments-9789264277274-en.htm>, accessed 10 April 2021.

many schools think about and conduct education, this framework may provide a support for a better rebuilding of the system.

RESOURCE DISABILITY-SPECIFIC? No, but supporting schools in their educational innovation will also support

all of its students, including those with disabilities. In addition, innovative learning environments tend to put the student at the centre of the learning process, a key component of a quality inclusive education.

Thinking about pedagogy in an unfolding pandemic: An independent report on approaches to distance learning during COVID19 school closures






By: Armand Doucet, Deborah Netolicky, Koen Timmers and Francis Jim Tuscano

SUMMARY FROM THE AUTHORS:

The COVID-19 outbreak is causing various levels of disruptions in education globally. On 29 March 2020, UNESCO reported 165 countries announcing school closures in an attempt to slow the spread of the disease, impacting over 1.5 billion students. The purpose of these school closures was to try to prevent further transmission of COVID-19 through self-isolation, shielding and social distancing. This report was written by amassing, via crowdsourcing, research and discussions, the good practices of teachers around the world in relation to distance (remote) learning and online resources. The teachers, academics and professionals who have answered illustrate the ability to collaborate and innovate to find solutions even in a time of crisis.

WHY IS IT USEFUL? This resource presents an overview of what is being done and learned during the COVID-19 pandemic, presenting a summarized version of best practices in pedagogy, assessment and distance learning. In addition, the authors present information on how to support parents and caregivers and on professional development for teachers.

RESOURCE DISABILITY-SPECIFIC? No, but the practices, information and resources in this document can also support teachers of students with disabilities in designing their pedagogical approach to distance learning, in choosing how to best assess in a formative and authentic way and in how to support the families of their students.

-  **KEYWORDS:** COVID-19; distance learning; remote learning; online resources; high-tech
-  **FOR:** Teachers and school directors
-  **SCOPE:** Global
-  **LANGUAGE:** English
-  Doucet, Armand, Deborah Netolicky, Koen Timmers, and Francis Jim Tuscano, 'Thinking about Pedagogy in an Unfolding Pandemic: An independent report on approaches to distance learning during COVID-19 school closures', Education International and UNESCO, 29 March 2020, <<https://teachertaskforce.org/knowledge-hub/thinking-about-pedagogy-unfolding-pandemic>>, accessed 21 July 2020.



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Tips and tools for effective communication with families

By: *Diverse Learners Cooperative*

SUMMARY FROM THE AUTHORS:

No matter what approach your school is taking to distance learning, make the effort to first connect with families before implementing learning goals. Find out what your families' specific situations are during this time, and what their needs and goals are for their children. That information will drive what learning at home will look like.

WHY IS IT USEFUL? This resource presents a simple guide for teachers and schools to base their communication with families on, helping to create structure in a remote-learning situation.

RESOURCE DISABILITY-SPECIFIC? No, but these tips and tools are useful for teachers of all students. In addition, students with disabilities may rely more heavily on family support for learning remotely, thus making it even



KEYWORDS: communication; families; teachers; schools



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English



Diverse Learners Cooperative, 'Tips + Tools for Effective Communication with Families', <<https://drive.google.com/file/d/1Msx9qxHezQ9iMZwcrSuw51fQPxWZ3xRw/view>>, accessed 27 July 2020.

more important for schools and teachers to establish meaningful communication with families.

Using technology to deliver educational services to children and youth in environments affected by crisis and/or conflict

By: *Sam Carlson and JBS International*

SUMMARY FROM THE AUTHORS:

The first goal of this paper is to compile and review illuminating case studies of technology-supported interventions to deliver education services that promote equitable access to children and youth in environments affected by crisis and/or conflict. The second goal is to provide recommendations for the design and implementation of technology-supported education interventions. The intended audience is education programme planners in developing countries, particularly those affected by conflict or crisis.

WHY IS IT USEFUL? School directors and, possibly, teachers may use the case studies and recommendations in this paper to choose or design more effective technology-supported education interventions, particularly in the contexts of remote or hybrid learning.

RESOURCE DISABILITY-SPECIFIC? No, but the recommendations in this document will help to design



KEYWORDS: educational technology; mobile phones; internet-enabled computer labs; interactive radio instruction; crisis and conflict; K-12; primary education; high-tech



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English



Carlson, Sam, and JBS International, 'Using Technology to Deliver Educational Services to Children and Youth in Environments Affected by Crisis and/or Conflict', USAID, <www.usaid.gov/what-we-do/education/educating-children-and-youth-crisis-and-conflict-situations/Using-Technology-Deliver-Educational-Services>, accessed 10 April 2021.

effective learning tools that are useful for every student, including those with disabilities.

Using UDL to guide the development of inclusive online learning

By: *Inclusive Schools Australia*

SUMMARY FROM THE PROJECT TEAM:

This resource is a one-page document on how to develop inclusive online learning, by following the guidelines on universal design for learning.

WHY IS IT USEFUL? This resource asks teachers to consider if guidelines on universal design for learning are being followed in online learning and makes suggestions as how to apply the three domains of the guidelines to online remote learning.

RESOURCE DISABILITY-SPECIFIC? No, but compliance with the guidelines allows more inclusive education, thus helping students with disabilities to access learning.



KEYWORDS: teachers; universal design for learning; inclusive; e-learning; high-tech



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English



Inclusive Schools Australia, 'Using UDL to Guide the Development of Inclusive Online Learning, v.1.1.', <<https://inclusiveschools.com.au/wp-content/uploads/2020/03/Using-UDL-to-guide-the-development-of-online-learning-v1.1.pdf>>, accessed 27 July 2020.

VSO school app: Using technology to empower educators

By: *Voluntary Service Overseas and Ustad Mobile FZ-LLC*

SUMMARY FROM THE PROJECT TEAM:

The Android app contains videos, lesson plans and electronic versions of the resource toolkit – all of which can be accessed offline, so teachers can watch videos, develop lessons for their pupils and develop their own knowledge and skills through training, all on their mobile phone. The app also contains an authoring tool, so teachers can develop their own lessons, materials and quizzes. An open-source platform allows users to add questions into videos, meaning they can be tailored to the local language and to the audience's specific needs. It also contains preset libraries: Learn Rohingya, Numeracy for All, Learn to Sign – Nigeria, Math Games at Home, COVID-19 and COVID-Nepal.

WHY IS IT USEFUL? This tool was created to allow teachers to create and share content with their students in contexts where an internet connection is difficult or non-existent, but there is access to smartphones. This app can work offline and has Bluetooth sharing features, an authoring tool for teachers and some preset libraries. Some of the features require user registration.



KEYWORDS: teachers; COVID-19; Nigerian sign language; numeracy; maths; Rohingya; high-tech



FOR: Teachers and school directors



SCOPE: Global



LANGUAGE: English



Voluntary Service Overseas and Ustad Mobile, 'VSO School App: Using technology to empower educators', VSO, 2020, <www.vsointernational.org/our-work/inclusive-education/numeracy-for-all#app>, accessed 11 August 2020.

RESOURCE DISABILITY-SPECIFIC? No, but as a tool that allows direct teacher–student communication, it may be an option for teachers of students with disabilities. As with any other tool, teachers will need to ensure that it is used in accordance with the student's strengths, needs and expected learning.

Discovery Education

By: Discovery Education

SUMMARY FROM THE AUTHORS:

In partnership with the Egyptian Knowledge Bank, teachers, students and parents are invited to explore videos, games and other exciting educational content. Teachers, students and parents have exclusive access to Curriculum Connect and WebEdTV, unique resources fully customized to support an Egyptian community that learns, thinks and innovates.

WHY IS IT USEFUL? This resource is available to every Egyptian student. It contains curriculum-aligned and curated content that can be used by teachers to support the learning process, especially during school closures or hybrid learning. The curriculum and cultural alignment of these specific resources may help Egyptian teachers to navigate the overabundance of educational sources available online and provide a quality education to their students.

KEYWORDS: education; teachers; students; curriculum content; offline app; primary education; preparatory education; secondary education; high-tech

FOR: Teachers and school directors

SCOPE: Egypt

LANGUAGE: English, Arabic

Discovery Education, 'Welcome to Discovery Education!', 2020, <<https://en.discoveryeducation.ekb.eg>>, accessed 3 July 2020.

RESOURCE DISABILITY-SPECIFIC? No, but teachers of students with disabilities may select and use content aligned with individual student's strengths, needs and expected learning.



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RESOURCES FOR PARENTS AND CAREGIVERS

Five ways to help keep children learning during the COVID-19 pandemic: UNICEF Global Chief of Education's tips to help keep your child learning at home


By: UNICEF


SUMMARY FROM THE AUTHORS:


The COVID-19 pandemic has upended family life around the world. School closures, working remotely, physical distancing – it is a lot for parents to navigate. Robert Jenkins, UNICEF's Global Chief of Education, offers five tips to help keep children's education on track while they are staying home.

WHY IS IT USEFUL? This resource can assist parents and caregivers in maintaining their children's education during remote learning, including in moments when families are also working remotely.


RESOURCE DISABILITY-SPECIFIC? No, but the tips presented in this resource are useful for families of children with or without a disability.

 **KEYWORDS:** parents; COVID-19; learning at home

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 United Nations Children's Fund, '5 Ways to Help Keep Children Learning during the COVID-19 Pandemic: UNICEF Global Chief of Education's tips to help keep your child learning at home', UNICEF, 30 April 2020, <www.unicef.org/coronavirus/5-tips-help-keep-children-learning-during-covid-19-pandemic>, accessed 19 August 2020.



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Ten playful activities for children with disabilities: Fun at-home moments for learning


By: UNICEF


SUMMARY FROM THE AUTHORS:

Keeping little ones busy can be a full-time job, so it is always useful to have ideas on hand for fun activities that you can do together. The best way for children to learn, no matter their abilities, is through play. Play is all about discovery and having fun. This resource presents 10 stimulating activities that parents can do indoors with their children. Be patient, listen and enjoy spending time and learning together!


WHY IS IT USEFUL? This resource can assist parents and caregivers of children with disabilities in creating moments that are fun, educative and promote interaction.


RESOURCE DISABILITY-SPECIFIC? Yes.

 **KEYWORDS:** Children with disabilities; Activities; Learning at home; Low-tech

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 United Nations Children's Fund Parenting, '10 Playful Activities for Children with Disabilities: Fun at-home moments for learning', UNICEF Parenting, <www.unicef.org/parenting/child-care/10-playful-educational-activities-children-disabilities>, accessed 19 August 2020.

Early Learning Academy


By: Age of Learning, Inc.


SUMMARY FROM THE PROJECT TEAM:

This learning programme for children aged 2–8 years is available on computers, tablets and smartphones. It focuses on reading and language, arts, maths, the world around us, and art and colours.


WHY IS IT USEFUL? This is an early-learning online resource that parents may find useful for engaging children in technology-based activities that have been created with an educational purpose. UNICEF Jamaica mentions code AOFLUNICEF for free access during the COVID-19 pandemic, and the website offers a one-month free trial.


RESOURCE DISABILITY-SPECIFIC? No, but these activities can be suitable for some children with disabilities, depending on their strengths, needs and developmental

 **KEYWORDS:** early learning and development; e-learning; ages 2–8 years; high-tech

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 Age of Learning, 'ABCmouse.com – Early Learning Academy: Redeem a code', <www.abcmouse.com/redeem>, accessed 25 July 2020.

level. Parental guidance and discretion are recommended for every child, including those with disabilities.

Activity bank for disabilities


By: Education Above All


SUMMARY FROM THE AUTHORS:


As the COVID-19 crisis has been particularly challenging for children with special needs, the Innovation Development Bank, in collaboration with experts in the field, has developed an activity bank for disabilities, for children who need additional and specialized care to support their continued development and learning. The resources in the activity bank have been developed for children with multiple needs and segregated into domains: auditory sensory, oral sensory, proprioceptive sensory, visual sensory, activities of daily living. The domains and activities are meant to be chosen, customized and adapted by parents and caregivers depending on the learner needs and abilities. It is recommended that the activities are done under the constant supervision of the caregiver or parent.


WHY IS IT USEFUL? The activities in this resource have been selected to develop specific areas of sensory-processing ability and daily-life-activity proficiency. They are accessible for parents of children with disabilities to implement in their home. This may help to mitigate the impact of service provision interruption.


RESOURCE DISABILITY-SPECIFIC? Yes.

 **KEYWORDS:** children with disabilities; activities; caregivers; auditory sensory; oral sensory; proprioceptive sensory; visual sensory; activities of daily living

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 Education Above All, 'Activity Bank for Disabilities', 2020, <<https://resources.educationaboveall.org/activity-bank-disabilities>>, accessed 10 April 2021.

A curious guide for courageous kids


By: Erika Nerini and Daniela Longo


SUMMARY FROM THE AUTHORS:


As international measurements to control the current COVID-19 pandemic affect public life in more and more countries, the Italian Children's Museums have teamed up to create a comprehensive guide for children.


WHY IS IT USEFUL? This guide, made specifically for children, explains the COVID-19 situation in an accessible but comprehensive way. The illustrations allow children of different ages to grasp the concepts explained. This resource may be used by families as a way to help them convey vital information to their children. In addition, the two-language format may be useful for children learning a second language.


RESOURCE DISABILITY-SPECIFIC? No, but with parental mediation, this book can be used to explain the same vital concepts to children with or without disabilities.

 **KEYWORDS:** COVID-19; children

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** Italian, English, German, Spanish, Catalan, Basque, French, Bulgarian, Albanian, Serbian, Arabic, Persian, Turkish, Portuguese, Hungarian, Polish, Russian, Japanese, Greek, Iranian, Filipino, Haitian, Ukrainian, Armenian, Chinese, Romanian, Finnish, Dutch, Lithuanian, Estonian

 Nerini, Erika, and Daniela Longo, 'A Curious Guide for Courageous Kids', Hands on! International Association of Children in Museums, <www.hands-on-international.net/free-covid-19-guide-for-children/?fbclid=IwAR2eYmY6QhU_TM004YnavAEq-3VE_Ad7uWEzdug4qXfjouVnYCnF2RCm2_Y>, 08 July 2020.

COVID-19 courses


By: Aga Khan Foundation


SUMMARY FROM AUTHORS:


The Aga Khan Foundation's blended learning courses are open and available completely free of charge to all learners around the world. The short courses and stand-alone videos do not require the creation of a user account. There are stand-alone videos for caregivers in the COVID-19 context.


WHY IS IT USEFUL? This foundation creates and provides access to many free online courses. Those selected in this search pertain to COVID-19-related issues, such as supporting early learning and learning at home, providing caregiver and psychosocial support, and basic COVID-19 prevention.


RESOURCE DISABILITY-SPECIFIC? No, but information in each course can prove useful for caregivers of children with disabilities. For example, the courses on early learning and learning activities at home can provide parents of children with disabilities with strategies or activities they can tailor to the strengths and needs of their child.

 **KEYWORDS:** early learning and development; learning activities; caregivers; COVID-19; psychosocial support; high-tech

 **FOR:** Parents and caregivers

 **SCOPE:** Africa and global

 **LANGUAGE:** English, Arabic, Wakhoni, Rushani, Urdu, Tajik, Shughni, Russian

 Aga Khan Foundation, 'All Courses [Filter COVID-19]', Aga Khan Foundation Blended Learning, <https://akfblendedlearning.akdn.net/bl-courses/?product_cat=covid-19>, accessed 4 July 2020.


A parent's guide to promoting early learning and development at home (0-5 years): Supporting families during the coronavirus pandemic


By: Debra Laxton and the MESH Early Childhood Education in Emergency Editorial Board


SUMMARY FROM THE AUTHORS:

COVID-19 has led to the likelihood of a significant and unprecedented period of time at home for parents and children. MESHGuides and the University of Chichester, in collaboration with VSO, has produced this booklet to support parents in providing fun and engaging home-learning opportunities. This guide aims to help parents through this period and enable them to enjoy time with their child(ren) whilst helping them to learn through play. The guide also provides advice specific to the COVID-19 situation, including top parenting tips, managing anxiety and helping children to develop positive personal hygiene routines that help to protect from viruses.


WHY IS IT USEFUL? This resource presents parents and caregivers with information and tips about early child development, how to promote child development at home and on COVID-19 prevention.

 **KEYWORDS:** parents; early learning and development; home; COVID-19

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 Laxton, Debra, ed. and the MESH Early Childhood Education in Emergency Editorial Board 'A Parent's Guide to Promoting Early Learning and Development at Home (0-5 years): Supporting Families During the Coronavirus Pandemic'. MESHGuides, University of Chichester & VSO, April 2020, <www.skipforeyeducators.co.uk/booklet/covid19_familybooklet.pdf>, accessed 10 August 2020.

RESOURCE DISABILITY-SPECIFIC? No, but the areas of learning and development are common to all children, and the strategies suggested to promote them in young children are useful for every parent.

A parent's guide to virtual learning: Four actions to improve your child's experience with online learning

By: National Center for Learning Disabilities

SUMMARY FROM THE AUTHORS:

COVID-19 has catapulted us all into a new reality: workplaces are closed, social distancing is the 'new normal', and kitchen tables have replaced classrooms. The sudden shift from in-person to online learning has not been easy for all parents and kids. And for those who are entitled to (and depend upon) specialized instructional services and supports to deal with disabilities, the transition is even more complicated.

WHY IS IT USEFUL? This resource presents a shortlist of how parents and caregivers can support their children during remote online learning.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: COVID-19; parents; e-learning; children with disabilities; high-tech



FOR: Parents and caregivers



SCOPE: United States



LANGUAGE: English



National Center for Learning Disabilities, 'A Parent's Guide to Virtual Learning: 4 actions to improve your child's experience with online learning', 2020, <<https://www.nclld.org/wp-content/uploads/2020/03/A-Parents-Guide-to-Virtual-Learning-4-Actions-To-Improve-your-Childs-Experience-with-Online-Learning.pdf>>, accessed 10 April 2021.

At-home learning activities for children with disabilities: Keeping children busy is a full-time job and finding fun options for those with disabilities can be even harder

By: UNICEF Jamaica

SUMMARY FROM THE AUTHORS:

During the COVID-19 pandemic, when schools are closed and children must stay home, it is important to have activities that parents and caregivers can do with their children. Keeping children busy is a full-time job and finding fun options for those with disabilities can be even harder. The best way to teach and learn is through play. Regardless of age or disability, when children play, they have fun and they also learn. The list on this website has some ideas about activities to do with children. A good way to get started is to find activities children are interested in and build on those. Depending on children's abilities and personality, different activities may or may not be ideal. Sometimes simpler ideas work best.

WHY IS IT USEFUL? This resource provides parents of children with disabilities with playtime ideas that can be made at home, provide stimulus and strengthen communication. The suggested activities may, or not, be



KEYWORDS: learning at home; resources; children with disabilities



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



United Nations Children's Fund Jamaica, 'At-Home Learning Activities for Children with Disabilities: Keeping children busy is a full-time job and finding fun options for those with disabilities can be even harder', UNICEF Jamaica, 24 April 2020, <www.unicef.org/jamaica/stories/home-learning-activities-children-disabilities>, accessed 25 July 2020.

suitable for the child's strengths and needs, so parent mediation and discretion is advisable.

RESOURCE DISABILITY-SPECIFIC? Yes.

Caring for children with disabilities: Mini parenting master class

By: UNICEF

SUMMARY FROM THE PROJECT TEAM:

In this video, a child development expert gives tips to parents and caregivers on how to support a child with disabilities.

WHY IS IT USEFUL? This resource allows (new) parents or caregivers of children with disabilities to learn how to support a child with disability.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: children with disabilities; parents; high-tech



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



United Nations Children's Fund Parenting, 'Caring for Children with Disabilities: Mini parenting master class', UNICEF Parenting, <www.unicef.org/parenting/child-development/children-with-disabilities-class>, 19 August 2020.

Choosing media content for young children using the E-AIMS model

By: Zero to Three

SUMMARY FROM THE AUTHORS:

Looking for media content to make learning fun, yet challenging for your young one? Use the E-AIMS model to set your sights on programming that is engaging, actively involved, meaningful and social.

WHY IS IT USEFUL? Many children are spending more time indoors, and technology can help to provide entertaining activities that give parents with some degree of freedom. Choosing media content to present to a young child (especially as there is so much on offer) can be difficult. This model allows parents to quickly check if content would support child development.

RESOURCE DISABILITY-SPECIFIC? No, but this model can be applied to the choice of media content for all children, regardless of disability.



KEYWORDS: children; parents; media content; high-tech



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



Zero to Three, 'Choosing Media Content for Young Children Using the E-AIMS Model', 2018, <www.zerotothree.org/resources/2533-choosing-media-content-for-young-children-using-the-e-aims-model>, 11 April 2021.

COVID-19: 24/7 Parenting


By: Parenting for Lifelong Health


SUMMARY FROM THE AUTHORS:


Parenting for Lifelong Health provides open-access online parenting tips and activities during COVID-19 for all ages in numerous languages. These resources focus on building positive parent–child relationships, reinforcing positive, and managing difficult, behaviours, creating structure and routines, talking about COVID-19, keeping children safe online, and reducing stress and conflict.

WHY IS IT USEFUL? This website contains parenting tips to help parents and caregivers to cope with the COVID-19 pandemic. The information is presented in a simple and condensed way and is available in multiple languages. The available sheets are: One on One Time, Keeping it Positive, Structure Up, When Children Misbehave..., Keep Calm and Managing Stress, Talking about COVID-19, Keeping Children Safe Online, Family Budgeting in Times of Financial Stress, Family Harmony at Home, Learning Through Play, When we Get Angry, Parenting in Crowded Homes and Communities, Tips for Children with Disabilities, Tips for Parenting Teens, Parenting a New Baby.


RESOURCE DISABILITY-SPECIFIC? Partially. One of the tip sheets is about parenting children with disabilities. The remaining tip sheets are also relevant, as they can be used in tandem.

 **KEYWORDS:** universal design for learning; resources; educator support; learner variability

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** Afrikaans, Albanian, Amharic, Arabic, Arkha, Armenian, Assamese, Ateso, Azeri, Bahasa Indonesia, Bahasa Melayu, Bangla, Bislama, Bulgarian, Burmese, Chichewa, Chinese Simplified, Chinese Traditional, Croatian, Danish, Dutch, English, Estonian, Farsi, Filipino, Finnish, French, Georgian, German, Gheba, Greek, Gujarati, Hebrew, Hiligaynon (Ilonggo), Hindi Hungarian, Icelandic, Irish, Italian, Japanese, Jinghpaw, Kannada, Kazakh, Khmer-Cambodia, Khon so chin, Kinyarwanda, Korean, Kurdish, Lahu, Lao, Lem, Likhy, Lisu, Lithuanian, Luganda, Luo, Macedonian, Makury, Malayalam, Marathi, Markuy Htamathi Naga, Mongolian, Montenegrin, Naga, Ndebele, Nepali, Norwegian, Nyakarimojong, Polish, Portuguese, Portuguese Mozambique, Portuguese (Brazil), Romanian, Runyankore, Russian, Serbian, Sesotho, Setswana, Shona, Sinhala, Siswati, Slovak, Slovenian, Somali, Spanish, Swahili (Tanzania), Swahili (Kenya), Swedish, Tai-Lay, Tajik, Tamil, Telugu, Thai, Tok Pisin, Turkish, Ukrainian, Urdu, Uzbek, Vanuatu, Vietnamese, Welsh, Xhosa, Yoruba, Zulu

 Parenting for Lifelong Health, 'COVID-19: 24/7 Parenting', 2020, <www.covid19parenting.com/home>, accessed 11 April 2021.



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DIY ways to meet a child's sensory needs at home

By: Emelina Minero and Nora Fleming

SUMMARY FROM THE AUTHORS:

The COVID-19 pandemic has upended all students' day-to-day routines but has created particular disruption for students with special needs, sensory processing disorders and who have experienced trauma, who rely on the structure of school to stay grounded. Creating an at-home sensory space and sensory tools that resemble the supports students received in school can help them during this transition, easing them out of a meltdown or giving them a much-needed break before one starts. We asked trauma-informed and special education teachers, occupational therapists and other service providers for their advice on creating at-home sensory spaces and activities, making sensory tools from common household items, and the best practices for meeting children's sensory needs.

WHY IS IT USEFUL? Some children with disabilities, such as those with sensory processing disorders, may benefit from the creation of sensory spaces or tools at home (especially if they used them frequently in an educational setting). These spaces or tools can be used for

stimulation, educative purposes or for providing a calming space/activity between (school) activities.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: sensory needs; children with disabilities; sensory processing disorders; low-tech



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



Minero, Emelina and Nora Fleming, 'DIY Ways to Meet a Child's Sensory Needs at Home', George Lucas Educational Foundation, 10 April 2020, <www.edutopia.org/article/diy-ways-meet-childs-sensory-needs-home>, 21 August 2020.

Educational resources to help at-home learning for children

By: UNICEF Jamaica

SUMMARY FROM THE AUTHORS:

UNICEF Jamaica recognizes the challenges parents face to protect their children from COVID-19 while maintaining their education at home. UNICEF Jamaica compiled some resources to assist parents, caregivers and educators with at-home learning using non-curricular and informal tools. These resources have been recommended and are widely used both in Jamaica and worldwide. It includes resources suggested by the Ministry of Education, Youth and Information for Grades 1–3, 4–6 and 7–9; resources recommended by the Early Childhood Commission; digital reading material; learning applications (basic literacy or numeracy); and learning platforms with diverse content.

WHY IS IT USEFUL? This list of educational resource was compiled by UNICEF Jamaica, taking into account resources suggested by the Ministry of Education, Youth and Information and other learning materials considered useful. The list contains codes to get free access to content on several platforms.



KEYWORDS: learning at home; e-learning; early childhood; grades 1–3, 4–6 and 7–9; digital reading material; high-tech



FOR: Parents and caregivers



SCOPE: Jamaica and global



LANGUAGE: English



United Nations Children's Fund Jamaica, 'Educational resources to help at-home learning for children', UNICEF Jamaica, 7 April 2020, <www.unicef.org/jamaica/stories/educational-resources-help-home-learning-children>, accessed 25 July 2020.

RESOURCE DISABILITY-SPECIFIC? No, but resources can still prove useful for parents of students with disabilities. The large range of content allows activities to be selected in line with each child's strengths, needs and education level.

Emotional wellbeing in the time of COVID-19: A platform for genuine connection amid uncertainty for children, young people and parents


By: UNICEF North Macedonia


SUMMARY FROM THE AUTHORS:


A platform for genuine connection amid uncertainty for children, young people and parents. Fear, anxiety, anger and sadness are increasing, because of the closure of schools, the distance from peers, and adapting to new methods of learning and working, but also because of balancing of work and chores at home, taking care of the children, fear of losing your job and the family livelihood. To help deal with these challenges, UNICEF in partnership with the Ministry of Health is developing a series of video with advice from professionals and hosting live online sessions for children, young people and parents.


WHY IS IT USEFUL? This platform has several video lessons tailored to help children, young people and parents in preserving and promoting emotional well-being.


RESOURCE DISABILITY-SPECIFIC? No, but parents of children with disabilities may find these videos useful in

 **KEYWORDS:** emotional well-being; COVID-19; children; parents; high-tech

 **FOR:** Parents and caregivers

 **SCOPE:** North Macedonia

 **LANGUAGE:** English, Macedonian

 United Nations Children's Fund North Macedonia, 'Emotional wellbeing in the time of COVID-19: A platform for genuine connection amid uncertainty for children, young people and parents', UNICEF North Macedonia, <www.unicef.org/northmacedonia/emotional-wellbeing-time-covid-19>, accessed 3 July 2020.

maintaining their own emotional well-being (thus allowing them to be more emotionally available for their child) or decide that their child would benefit from the input presented in one or more of the platform's videos.

E-resources – Education Above All


By: Education Above All


SUMMARY FROM THE AUTHORS:

As an early emergency response, Education Above All's Innovation Development Directorate has compiled a list of learning resources in different languages to guide parents, guardians and stakeholders. On this website is a curated and compiled list of vetted educational resources that students can use for free outside of the classroom.


WHY IS IT USEFUL? This website presents a curated list of educational resources to help parents and caregivers to keep their children entertained and learning at home.


RESOURCE DISABILITY-SPECIFIC? No, but parents can use or adapt these resources for children with or without disabilities, depending on their strengths, needs and educational level.

 **KEYWORDS:** resources; free use; parents; stakeholders; education; students

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English, Italian, Spanish, French, Urdu, Hindi, Portuguese, Arabic

 Education Above All, 'E-resources', Innovation Development Directorate, 2020, <<https://resources.educationaboveall.org/e-resources>>, accessed 3 September 2020.

Helping children cope with stress during the COVID19 outbreak

By: World Health Organization

SUMMARY FROM THE PROJECT TEAM:

This resource presents tips for parents to help children cope with stress during the COVID-19 outbreak.

WHY IS IT USEFUL? Children manifest and cope with stress in ways different to those of adults, changing according to the age of the child. These tips will allow parents to identify and act on child stress, helping them to cope with the pandemic.

RESOURCE DISABILITY-SPECIFIC? No, but the strategies presented will be useful for parents and caregivers of children with and without disabilities.



KEYWORDS: COVID-19; parents; children; stress; mental health



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



World Health Organization, 'Helping Children Cope with Stress during the 2019-nCoV Outbreak', WHO, <www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf>, accessed 8 July 2020.

How parents can support their child through COVID-19 losses: A psychologist's advice on helping your children process loss and grief during the coronavirus pandemic

By: UNICEF

SUMMARY FROM THE AUTHORS:

COVID-19 is unprecedented in our lifetimes, and people around the world are mourning the loss of a sense of normalcy and routine. Some may also be grieving the loss of a loved one due to COVID-19. Loss, grief and bereavement are difficult and complicated for anyone, but especially so for children, who may be dealing with this for the first time in their young lives. This resource presents a psychologist's advice on helping your children to process loss and grief during the COVID-19 pandemic.

WHY IS IT USEFUL? Children process loss and grief differently from adults. These feelings of loss may arise from, among other factors, being separated from their friends, having a disrupted school routine, being distanced from a family member. This resource will help you to support the well-being of your child and how to help them to process this different reality.



KEYWORDS: COVID-19; parents; loss and grief For: Parents and caregivers



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English, French, Spanish



United Nations Children's Fund, 'How Parents Can Support their Children through COVID-19 Losses: A psychologist's advice on helping your children process loss and grief during the coronavirus pandemic', UNICEF, 4 June 2020, <www.unicef.org/coronavirus/how-parents-can-support-their-child-through-covid-19-losses>, accessed 18 August 2020.

RESOURCE DISABILITY-SPECIFIC? No, but the advice presented is useful for parents and caregivers of children with and without disabilities.

How to protect your family's mental health in the face of coronavirus disease (COVID-19): A conversation with adolescent psychology expert Dr. Lisa Damour

By: UNICEF

SUMMARY FROM THE AUTHORS:

Parents and children are facing major life disruptions with the outbreak of COVID-19. School closures, physical distancing – it is a lot to take in and it is difficult for everyone in the family. This resource presents advice from an expert adolescent psychologist to learn more about how families can support each other and make the most of this new (temporary) normal.

WHY IS IT USEFUL? Disruptions in everyday life during the COVID-19 pandemic put at risk not only physical but also mental health. Children, and adolescents in particular, may not yet have the necessary skills to cope in a way that promotes their mental health and so they may need parental support. This advice may help parents and caregivers to support their children and family members to maintain good mental health.



KEYWORDS: parents; COVID-19; mental health; teenagers; families



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



United Nations Children's Fund, 'How to Protect your Family's Mental Health in the Face of Coronavirus (COVID-19): A conversation with adolescent psychology expert Dr. Lisa Damour', UNICEF, 26 March 2020, <www.unicef.org/coronavirus/how-protect-your-familys-mental-health-face-coronavirus-disease-covid-19>, accessed 19 August 2020.

RESOURCE DISABILITY-SPECIFIC? No, but this advice may be useful for parents of children with or without disabilities. Parents will need to adapt these suggestions to the developmental level of their child.

How to talk to your child about coronavirus disease 2019 (COVID-19): 8 tips to help comfort and protect children

By: UNICEF

SUMMARY FROM THE AUTHORS:

Children may feel overwhelmed and anxious by everything they are hearing about COVID-19. Children might find it difficult to understand what they are seeing online or on TV – or hearing from other people – so they can be particularly vulnerable to feelings of anxiety, stress and sadness. But parents having an open, supportive discussion with their children can help them to understand, cope and even to make a positive contribution for others.

WHY IS IT USEFUL? This resource allows for parents to feel guided and supported in explaining the COVID-19 pandemic to their children in a way that allows them to understand and cope with their new day-to-day life.



KEYWORDS: COVID-19; parents; children; mental health



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



United Nations Children's Fund, 'How to Talk to your Child about Coronavirus Disease 2019 (COVID-19): 8 tips to help comfort and protect children', UNICEF, 10 March 2020, <www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>, accessed 8 July 2020.

RESOURCE DISABILITY-SPECIFIC? No, but these tips are useful for parents and caregivers of children with and without disabilities.

Indoor play ideas to stimulate young children at home: Safe fun and learning during the coronavirus disease (COVID-19) outbreak


By: UNICEF


SUMMARY FROM THE AUTHORS:


Physical distancing is a responsible way to protect parents and children, but for little ones learning about the world around them and connecting with their peers through play, it can be especially challenging. However, children being stuck inside does not mean they cannot have fun and learn at the same time. UNICEF has teamed up with the LEGO Foundation to come up with some creative ways to enjoy playful moments with children and expand their world when physical space is limited. This article suggests indoor play activities for: babies aged 0–9 months, toddlers aged 1–2 years, preschool children aged 3–4 years and young children aged 5–8 years.


WHY IS IT USEFUL? This resource presents parents and caregivers with suggestions to engage their children in indoor play activities.


RESOURCE DISABILITY-SPECIFIC? No, but these activities can be useful for parents of children with disabilities to

 **KEYWORDS:** parents; COVID-19; indoor activities; ages 0–9 months; ages 1–2 years; ages 3–4 years; ages 5–8 years

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 United Nations Children's Fund, 'Indoor Play Ideas to Stimulate Young Children at Home: Safe fun and learning during the coronavirus disease (COVID-19) outbreak', UNICEF Parenting, 13 April 2020, <www.unicef.org/parenting/coronavirus-covid-19-guide-parents/indoor-play-ideas-stimulate-young-children-home>, accessed 20 August 2020.

replicate or adapt, according to their child's strengths, needs and interests.

Learn while you play


By: EduFocal


SUMMARY FROM THE PROJECT TEAM:

EduFocal is an innovative social learning platform that combines study with play. It is created for students at the primary school level.


WHY IS IT USEFUL? This educational platform promotes social learning for students at the primary school level. For parents and caregivers looking for an educational and entertaining tool to promote learning at home, this can be useful. UNICEF Jamaica mentions the code FREE19 to enjoy one week of free access to the platform's content.

RESOURCE DISABILITY-SPECIFIC? No, but the activities may be adequate for children with disabilities, depending on their strengths, needs and interests. As for all children, parental guidance in activity selection is recommended.

 **KEYWORDS:** social learning; primary education; high-tech

 **FOR:** Parents and caregivers

 **SCOPE:** Jamaica and global

 **LANGUAGE:** English

 EduFocal, 'Learn While you Play', 2020, <www.edufocal.com>, accessed 25 July 2020.

Maintaining routines at home: Printable resources for diverse learners

By: *Diverse Learners Cooperative*

SUMMARY FROM THE PROJECT TEAM:

The resource includes five tips to maintain routines during transition, templates for activity schedules and routine checklists.

WHY IS IT USEFUL? This resource presents tips and templates that parents and caregivers can use to define new routines to adapt to remote or hybrid learning. The simplicity of the resource allows parents to quickly create structure in their day-to-day family life.

RESOURCE DISABILITY-SPECIFIC? No, but these templates and tips are useful for parents of children with and without disabilities.



KEYWORDS: routines; diverse learners; home



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



Diverse Learners Cooperative, 'Maintain Routines at Home: Printable resources for diverse learners', <<https://drive.google.com/file/d/1RMNL7KpoJFmCUUsrfEcolXKsYosAzqu5/view>>, accessed 27 July 2020.

BookFusion libraries

By: *BookFusion*

SUMMARY FROM THE PROJECT TEAM:

This website gathers the libraries of Jamaica's Ministry of Education, Youth and Information, containing recommendations for: PEP practice books for Grade 6; early childhood; literacy 1–2–3; LAC reads; Doctor Bird reading series; The Blue Mahoe series and National Heroes of Jamaica, and others.

WHY IS IT USEFUL? This resource allows parents and caregivers to access the recommended libraries of Jamaica's Ministry of Education, Youth and Information for students at each grade. This library caters for Jamaican students, but the BookFusion website contains multiple libraries to be explored. For this resource, UNICEF Jamaica mentions the code ATHOME14 for access.

RESOURCE DISABILITY-SPECIFIC? No, but these books can be used as they are or adapted, according to the



KEYWORDS: digital library; early childhood; literacy; test preparation; high-tech



FOR: Parents and caregivers



SCOPE: Jamaica



LANGUAGE: English



BookFusion, 'Ministry of Education Youth & Information Libraries', 2020, <www.bookfusion.com/libraries/MOEYI>, accessed 25 July 2020.

strengths, needs and interests of each child. This resource also allows parents to access activities or entire books recommended by their child's teachers for free.

O CRI vai a casa... Guia de Estratégias e Atividades para Crianças, Jovens e Família

(Resource Center for Inclusion goes home... Strategy and activity guide for children, youth and families)

By: Adriana Brites, Cláudia Silveira, Inês Abreu, Margarida Perdigão, Mariana Bento, Patrícia Costa and Sandra Pereira

SUMMARY FROM AUTHORS TRANSLATED BY THE PROJECT TEAM:

This report is a collection of guidance and activity suggestions from professionals in psychology, psychomotricity, occupational therapy, physiotherapy and speech therapy from the Resource Center for Inclusion, as well as the professionals' contact information, for any questions that may arise. Parents and caregivers can count on their support, even from a distance.

WHY IS IT USEFUL? This resource is a compilation of activities, suggested by the professionals of the institution, that can be done at home, with caregiver support.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: COVID-19; Resource Center for Inclusion; families; children with disabilities



FOR: Parents and caregivers



SCOPE: Portugal and global



LANGUAGE: Portuguese



Brites, Adriana, et al., 'O CRI vai a casa... Guia de Estratégias e Atividade para Crianças, Jovens e Família' (Resource Center for Inclusion Goes Home... Strategy and activity guide for children, youth and families)', CerciPeniche, vol. 1, April 2020, <www.cercipeniche.pt/images/docs/Cri_vai_a_casa.pdf>, accessed 11 April 2021.

Parenting resources: A hub for parenting tips in the midst of COVID-19

By: UNICEF Malaysia

SUMMARY FROM THE AUTHORS:

Parenting during COVID-19 has brought new challenges and opportunities to the fore. To navigate the changing environment, these parenting resources have been created in collaboration with the World Health Organization, UNICEF, the Global Partnership to End Violence Against Children, the Internet of Good Things, USAID and the Centers for Disease Control and Prevention, and are available for free.

WHY IS IT USEFUL? In this resource hub, parents and caregivers can find curated resources sorted by age.

RESOURCE DISABILITY-SPECIFIC? No, but some of these resources can be used with or adapted for children with disabilities, depending on their strengths, needs and interests.



KEYWORDS: parents; COVID-19; toddler; young child; teenagers; high-tech



FOR: Parents and caregivers



SCOPE: Malaysia and global



LANGUAGE: English, Malay



United Nations Children's Fund Malaysia, 'Parenting Resources: A hub for parenting tips in the midst of COVID-19', UNICEF Malaysia, <www.unicef.org/malaysia/parenting-resources?fbclid=IwAR1SpeamJdgOT858PJ5NOBN0vPCiVU6k8JkZWSHUYTU0Ir8N__docx2PNHw>, accessed 8 July 2020.

Promoting physical activity for children with autism spectrum disorders during coronavirus outbreak: Benefits, strategies and examples

By: Erkan Yarimkaya and Oğuz Kaan Esentürk

SUMMARY FROM JOURNAL ABSTRACT (EDITED):

A series of measures are taken by governments worldwide to prevent the spread of the COVID-19 outbreak. As new cases increase, people are asked to stay at home. In this process, staying at home for a long time makes it difficult for individuals with special needs such as autism spectrum disorders (ASD) to stay physically active, as well as for typically developing individuals. The education process of children with ASD is disrupted, especially due to closed special education schools and rehabilitation centres. Online learning environments are often not suitable for children with ASD. This article outlines the benefits of physical activity for children with ASD and provides strategies and examples of physical activity for children with ASD during the COVID-19 outbreak.

WHY IS IT USEFUL? This article presents parents of children with autism spectrum disorders with suggestions to promote physical activity for their child inside the home environment.

RESOURCE DISABILITY-SPECIFIC? Yes.



KEYWORDS: COVID-19; autism spectrum disorders; home; physical activity; low-tech



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



Yarimkaya, Erkan, and Oğuz Kaan Esentürk, 'Promoting Physical Activity for Children with Autism Spectrum Disorders during Coronavirus Outbreak: Benefits, strategies, and examples', *International Journal of Developmental Disabilities*, 22 April 2020, <<https://doi.org/10.1080/20473869.2020.1756115>>.

Reading IQ: Unlimited reading for kids 12 and under

By: Age of Learning

SUMMARY FROM THE PROJECT TEAM:

This resource includes thousands of books for kids of all reading levels up to the age of 12 years.

WHY IS IT USEFUL? This resource provides books and texts to improve the literacy of children aged 12 years and under, divided by reading age. UNICEF Jamaica mentions code AOFLUNICEF for free access during COVID-19, and the platform offers a one-month free trial.

RESOURCE DISABILITY-SPECIFIC? No, but it may be useful for children with disabilities who enjoy reading or those training their reading skills. Parental support is needed to decide whether this resource is appropriate for a child's strengths, needs and interests.



KEYWORDS: Ce-books; ages 12 years and under; high-tech



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English, Spanish



Age of Learning, 'ReadingIQ: Unlimited reading for kids 12 and under!', ReadingIQ, 2020, <www.readingiq.com>, accessed 25 July 2020.

Recursos para crianças e jovens, pais e famílias

(Resources for children and youth, and parents and families)


By: Fundação Nossa Senhora do Bom Sucesso


SUMMARY FROM AUTHORS TRANSLATED BY THE PROJECT TEAM:

The foundation selects and recommends information, verifies sources and selects resources related to the impact of COVID-19 on families' lives, for children and youth, and their families. The foundation accompanies and updates recommended resources regularly.

WHY IS IT USEFUL? This document presents parents with carefully curated information on multiple areas related to the current COVID-19 pandemic, creating a one-stop information hub with verified information.


RESOURCE DISABILITY-SPECIFIC? No, but this information is useful for parents of children with and without disabilities.

 **KEYWORDS:** resources; COVID-19; parents; families; children and youth

 **FOR:** Parents and caregivers

 **SCOPE:** Portugal

 **LANGUAGE:** Portuguese

 Fundação Nossa Senhora do Bom Sucesso, 'Recursos para Crianças e Jovens, Pais e Famílias (Resources for Children and Youth, and Parents and Families)', v.10, 20 August 2020, <<https://fnsbs.pt/images/Fundacao-Recomenda-pwp-final.pdf>>, accessed 11 April 2021.

Supporting children with disabilities at home during COVID-19: A resource pack for parents and caregivers


By: Leonard Cheshire Working Group on Inclusive Education


SUMMARY FROM THE AUTHORS:


This resource pack provides advice and guidance for parents and caregivers on how best to protect and support their children with disabilities during the COVID-19 outbreak. It contains sections on general guidance for parents and caregivers of children with disabilities; supporting children with disabilities to learn at home during the COVID-19 outbreak; safeguarding during COVID-19; communication and access to information for persons with disabilities during COVID-19; and a list of other useful resources.


WHY IS IT USEFUL? This resource presents caregivers with information on how to help children with disabilities to cope with the COVID-19 pandemic, including on how to support learning, preventing violence and abuse, communication tips and health-related information.


RESOURCE DISABILITY-SPECIFIC? Yes.

 **KEYWORDS:** parents; caregivers; children with disabilities; COVID-19; learning at home; communication; access to information

 **FOR:** Parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 Leonard Cheshire Working Group on Inclusive Education, 'Supporting Children with Disabilities at Home during COVID-19: A resource pack for parents and caregivers', Leonard Cheshire, April 2020, <<https://www.leonardcheshire.org/sites/default/files/2020-05/supporting-children-disabilities-home-covid-19.pdf>>, accessed 11 April 2021>.

Supporting individuals with autism through uncertain times

By: Kara Hume and University of North Carolina Frank Porter Graham Child Development Institute Autism Team

SUMMARY FROM THE AUTHORS:

All children and young adults need support from caregivers during times of stress and uncertainty, such as those we are facing now with the spread of COVID-19. Coping with the unknown and navigating school closures, abrupt changes in routines, loss of connections with teachers and friends, and fear around contracting the virus are burdens for all, and caregivers play an important role in helping children and young adults to understand the changes and to process their related feelings. Individuals with autism may need additional support to process the news and adapt to the many changes. Seven support strategies were designed to meet the unique needs of individuals with autism during this period of uncertainty. In addition, examples and ready-made resources are included to help caregivers implement these strategies quickly and easily. These materials purposely represent a variety of styles/designs/complexity to model the range of what may be most meaningful across ages and skills and to demonstrate what can be generated with few materials by busy caregivers.



KEYWORDS: autism spectrum disorders; COVID-19; uncertain times; support strategies; caregivers



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English, Polish, Swedish, Chinese, Italian, Japanese, Arabic, Mandarin, Spanish, Czech



Hume, Kara, et al., 'Supporting Individuals with Autism through Uncertain Times', School of Education and Frank Porter Graham Child Development Institute, Chapel Hill, NC, 2020, <<https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>>, accessed 27 July 2020.

WHY IS IT USEFUL? People with autism spectrum disorders may be particularly sensitive to changes in routines. Knowing how to support a family member with an autism spectrum disorder during uncertain times may be difficult, so this guide is a welcome tool.

RESOURCE DISABILITY-SPECIFIC? Yes.

Teach strategy: Ask for attention

By: Vanderbilt University

SUMMARY FROM THE PROJECT TEAM:

This resource describes five steps on how parents can teach children to ask for attention in a positive way.

WHY IS IT USEFUL? This document presents parents with simple strategies to teach children how to ask for attention in a non-disruptive way.

RESOURCE DISABILITY-SPECIFIC? No, but the steps described can also be used to teach children with disabilities how to ask for attention in a non-disruptive way.



KEYWORDS: parents; attention



FOR: Parents and caregivers



SCOPE: Global



LANGUAGE: English



Vanderbilt University, 'Teach Strategy: Ask for attention', <<https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/02/08193224/Ask-for-Attention.pdf>>, accessed 27 July 2020.

RESOURCES FOR BOTH GROUPS

Access, build and manage learning resources






By: *The Rumie Initiative*

SUMMARY FROM THE PROJECT TEAM:

Rumie makes learning resources available to learners for free, wherever they are. This page provides access to Rumie-Learn, LearnCloud and COVID-19 Learning Resources.

WHY IS IT USEFUL? This resource allows teachers and school staff to create, curate or share content for their students to use online or offline. Parents can use these same resources (most of them uploaded by teachers all over the world) to find educational moments for their children.

RESOURCE DISABILITY-SPECIFIC? No, but videos can be added or selected according to every child's strengths, needs and interests. The flexibility of the platform makes it useful for children with and without disabilities.

-  **KEYWORDS:** accessible learning; offline use; high-tech
-  **FOR:** Teachers and school directors/parents and caregivers
-  **SCOPE:** Global
-  **LANGUAGE:** English (website), resources in multiple languages
-  The Rumie Initiative, 'Access, Build and Manage Learning Resources', 2020, <<https://about.rumie.org/rumie-solutions>>, accessed 27 July 2020



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Benvindu mai iha Timor-Leste nia passaporte ba aprendizajen


(Welcome to Timor-Leste's passport for learning)


By: UNICEF & Microsoft


SUMMARY FROM THE AUTHORS:


The platform is a collaboration between UNICEF and Microsoft to ensure children and young people around the world have access to quality learning. It was launched quickly to give children remote access to their national school curriculum via a child-friendly platform with textbooks, storybooks, songs, videos and supplementary learning materials. The Learning Passport has a built-in assessment feature to track a learner's level of completion or consumption. It has a special online course to support parents of children with disabilities. Further, a mobile app was developed to extend the online platform to smartphone users, so that families can download materials. This allows learners the opportunity to study without regular access to internet.

WHY IS IT USEFUL? This website and related smartphone app allow teachers to share educative material that is aligned with their students' curricula. For families, the use of the passport allows them to download educative materials so that learners can study without a constant connection to the internet.

 **KEYWORDS:** learning passport; students; teachers; special needs; preschool; classes 1–12; multilingual education; high-tech

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Timor-Leste

 **LANGUAGE:** Tetum, Portuguese, Baikenu, Fataluku, Galolen

 United Nations Children's Fund and Microsoft, 'Benvindu mai iha Timor-Leste nia Passaporte ba Aprendizajen (Welcome to Timor-Leste's Passport for Learning)'. UNICEF's Learning Passport, <<https://timorleste.learningpassport.unicef.org>>, accessed 11 April 2021.

RESOURCE DISABILITY-SPECIFIC? Partially. It contains an online course to support parents of children with disabilities.

Child to Child stories for health education


By: Child to Child


SUMMARY FROM THE AUTHORS:


Each of these storybooks deals with a different health topic. They are intended to support science, social studies, environmental science, home economics or health science curricula, and English literacy. Each book has been written by an experienced educationalist in conjunction with a team of health and language specialists.


WHY IS IT USEFUL? These stories focus on a multitude of health education subjects, allowing teachers or parents to select relevant stories and educate their children in an age-appropriate, accurate and ludic manner.


RESOURCE DISABILITY-SPECIFIC? No, but these stories can be used in the education of children with disabilities, with parental or teacher mediation.

 **KEYWORDS:** storybooks; health education

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 Child to Child, 'Child to Child Stories for Health Education', 2014, <www.childtochild.org.uk/news/child-child-stories-health-education>, accessed 3 July 2020.

Create more “aha!” moments together


By: BrainPOP


SUMMARY FROM THE AUTHORS:


From school to home, discover the content and tools you need to make learning pop. See how learning can still be effective and meaningful, no matter where it is taking place.


WHY IS IT USEFUL? This tool contains small lessons on a multitude of concepts, presented and assessed in multiple ways. Teachers can use the resources to diversify the way they teach, and parents have access to educational videos, games and tools that children can use at home to learn new concepts. This website has both paid (institutional) and free (individual) access and includes a lesson on the COVID-19 pandemic.


RESOURCE DISABILITY-SPECIFIC? No, but the variety of ways in which information is provided accommodates a wide range of children’s strengths and needs, and

 **KEYWORDS:** e-learning; children; K-3; upper elementary and middle school; English as a second language; high-tech

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English, Spanish, French

 BrainPOP, ‘Create More “Aha!” Moments Together’, 2020, <www.brainpop.com>, accessed 14 July 2020.

the variety of content allows parents or teachers to find learning that aligns with their children’s interests.

Ghid pentru învățământ la distanță: Pentru părinți, profesori și elevi

(Guide for distance learning: For parents, teachers and students).

By: The Council of Students of the Matei Basarab National College of Informatics


SUMMARY FROM THE AUTHORS


TRANSLATED BY THE PROJECT TEAM:


For people who need guidance in the process of transitioning to online education, the Council of Students of the Matei Basarab National College of Informatics has developed guidelines that explain how to use the most popular online platforms. It is aimed at teachers, parents and students who wish to learn more about how to start a digital class. Reflecting the recommendations of the council of students members, the document is applicable not only in times of pandemic, but whenever one wishes to use online teaching.

WHY IS IT USEFUL? It is useful for people who are planning to provide online education, helping them to anticipate and avoid potential obstacles.


RESOURCE DISABILITY-SPECIFIC? No.

 **KEYWORDS:** teachers; resources; online educational platforms; distance learning; toolkit

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Romania

 **LANGUAGE:** Romanian

 The Council of Students of the Matei Basarab National College of Informatics, ‘Ghid pentru învățământ la distanță. Pentru părinți, profesori și elevi (Guide for distance learning. For parents, teachers and students)’, 2020, <<https://bit.ly/Ghidînvățământdistanță>>, accessed 11 April 2021.

Inclusive education: Before, during and after COVID19


By: *Inclusion International*


SUMMARY FROM THE AUTHORS:

In this webinar, the panellists explore the impact of the COVID-19 crisis on children with intellectual disabilities, the challenges faced by families, the strategies they can use to support their children during the pandemic and how parents, caregivers, teachers and school directors can take advantage of the current crisis to promote future inclusion.


WHY IS IT USEFUL? Children with intellectual disabilities are often the last ones to be included. This webinar sheds light on the similarity of issues faced by children with intellectual disabilities and their families, and children without disabilities, and advocates inclusion 'with one voice'.


RESOURCE DISABILITY-SPECIFIC? Yes.

 **KEYWORDS:** inclusive education; COVID-19; parents; children with disabilities; intellectual disabilities; inclusive systems

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English

 Inclusion International, 'Inclusive Education: Before, during and after COVID19', 21 May 2021, <<https://inclusion-international.org/covid19-webinar-series>>, accessed 30 July 2020.

Învățământul general în mod online: Eficacitate și eficiență (*Online general education: Effectiveness and efficiency*)

By: *Pavel Cerbușcă*


SUMMARY FROM THE AUTHORS


TRANSLATED BY THE PROJECT TEAM:


The policy brief presents an overview of the efficiency of distance and online learning in mainstream schools. The study identifies issues and solutions for distance and online learning. Based on the analysis, the study proposes recommendations for policymakers, representatives of civil society, teachers, parents and children for online and distance learning.

WHY IS IT USEFUL? It is useful for people who are planning to provide online education, helping them to anticipate and avoid potential obstacles.


RESOURCE DISABILITY-SPECIFIC? No.

 **KEYWORDS:** distance learning; e-learning; online educational platforms; high-tech

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Republic of Moldova

 **LANGUAGE:** Romanian

 Cerbușcă, Pavel, 'Învățământul General în Mod Online: Eficacitate și eficiență (Online General Education: Effectiveness and efficiency)', Institute for Public Policy, 2020, <http://ipp.md/wp-content/uploads/2020/05/Studiu_Invatamantul_Online_202-04-29.pdf>, accessed 11 April 2021.

LearnCloud

By: The Rumie Initiative

SUMMARY FROM THE PROJECT TEAM:

Learners have access to collections of curated resources such as instructional PDFs, MP3s and videos, available for offline use. Teachers can create specific playlists for their students to access online or to download for offline access.

WHY IS IT USEFUL? This tool allows teachers and parents to access curated resources for online or offline use. The resources cover a wide range of information and languages.

RESOURCE DISABILITY-SPECIFIC? No, but the resources can be used with, or adapted for, children with disabilities, depending on their strengths, needs and interests, and provided educational or parental mediation is available.



KEYWORDS: e-learning; offline use; teachers; high-tech



FOR: Teachers and school directors/parents and caregivers



SCOPE: Global



LANGUAGE: Algonkian; Anishinaabemowin; Arabic, Cree, English, Farsi, French, German, Hindi, Inuktitut, Italian, Khmer, Maasai, Mandarin, Michif, Mohawk, Nepali, Oji-Cree, Pashto, Portuguese, Romanian, Russian, Spanish, Swahili, Turkish



The Rumie Initiative, 'LearnCloud', LearnCloud, 2020, <<https://learncloud.rumie.org>>, accessed 28 July 2020.

My hero is you: How kids can fight COVID-19

By: Inter-Agency Standing Committee

SUMMARY FROM THE AUTHORS, EDITED:

My Hero Is You is a book written for children around the world affected by the COVID-19 pandemic. It should be read by a parent, caregiver or teacher alongside a child or a small group of children.

WHY IS IT USEFUL? This resource allows parents, caregivers or teachers to present COVID-19 to children in a light but adequate manner, teaching them about prevention and on how to help both themselves and those around them to face the current crisis.

RESOURCE DISABILITY-SPECIFIC? No, but this resource presents a mediated and engaging way for all children to learn about what to do during the COVID-19 crisis. The mediation of teacher, parents or caregivers allows for children with disabilities to focus on hearing, reading or following the pictures, according to their preferred method of learning.



KEYWORDS: OVID-19; children; parents; caregivers; teachers



FOR: Teachers and school directors/parents and caregivers



SCOPE: Global



LANGUAGE: English, Arabic, Chinese, French, Portuguese, Russian, Swahili and Spanish



Inter-Agency Standing Committee, My Hero Is You: How kids can fight COVID-19, IASC, 2020, <<https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf>>, accessed 11 April 2021.

Portales educativos en America Latina

(Educational websites in Latin America)

By: Cienytec

SUMMARY FROM THE PROJECT TEAM:

This portal lists the governmental educational websites in Latin America.

WHY IS IT USEFUL? Parents and teachers can use this list to access their government's educational portal in Latin America.

RESOURCE DISABILITY-SPECIFIC? No, but each of the portals listed may have information specific to children with disabilities.

KEYWORDS: online educational platforms; high-tech

FOR: Teachers and school directors/parents and caregivers

SCOPE: Latin America

LANGUAGE: Spanish

Cienytec, 'Portales Educativos en America Latina (Educational websites in Latin America)', <www.cienytec.com/Portales_educativos_america_latina.htm>, accessed 2 September 2020.

Stories help

By: Audible

SUMMARY FROM THE AUTHORS:

For as long as schools are closed, children everywhere can instantly stream a collection of stories, including titles across eight different languages, that will help them to continue dreaming, learning and just being kids. All stories are free to stream on a desktop, laptop, phone or tablet.

WHY IS IT USEFUL? This collection of audio stories allows teachers to add variety to their lessons and parents to provide ludic and educational moments for their children.

RESOURCE DISABILITY-SPECIFIC? No, but these audio stories may be useful for parents and teachers of children with disabilities, so long as the chosen stories are aligned with the child's strengths, needs and interests.

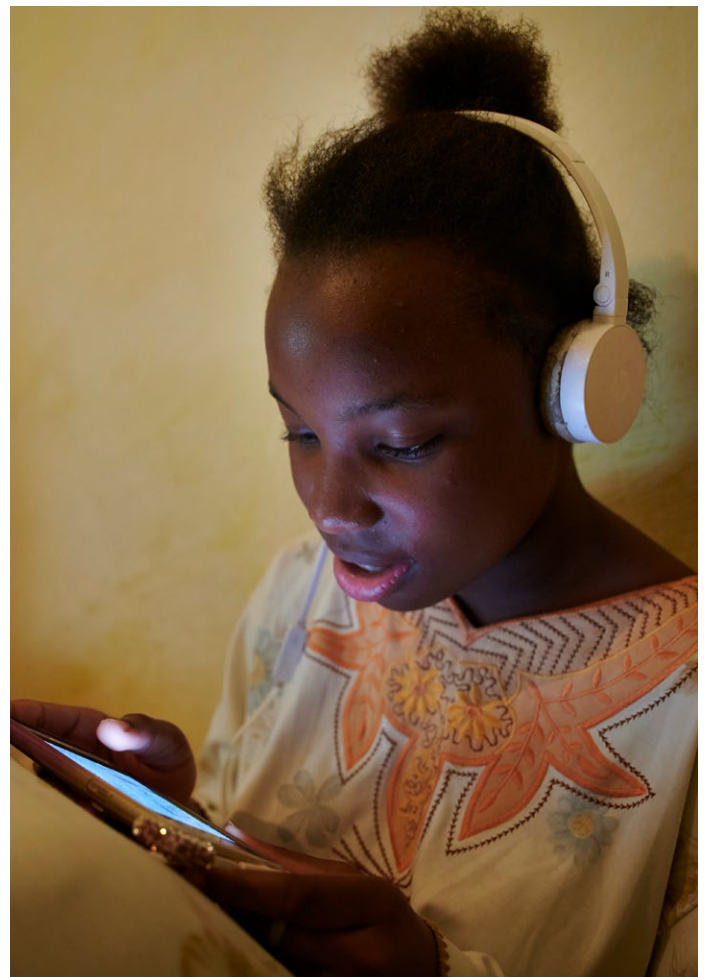
KEYWORDS: stories; children; audiobooks; high-tech

FOR: Teachers and school directors/parents and caregivers

SCOPE: Global

LANGUAGE: English, Spanish, French, Dutch, German, Portuguese, Italian, Japanese

Audible, 'Stories Help', Amazon, <https://stories.audible.com/start-listen?ref=adbl_ent_anon_ds_hm_hb>, accessed 28 July 2020.



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Teach and learn practical digital skills


By: *Grow with Google*


SUMMARY FROM THE PROJECT TEAM:


This website proposes tools to teach and learn the practical digital skills needed for the jobs of today and tomorrow with free video lessons. These resources include tools for teachers, parents and students (divided between students and adult learners), ready-made playlists and tools for teacher-made playlists.


WHY IS IT USEFUL? This tool allows teachers, parents and students to develop the practical digital skills that are particularly important to remote education and work.


RESOURCE DISABILITY-SPECIFIC? No, but they can be useful for parents and teachers of children with disabilities, as it allows them to create and share information in new ways. In addition, some children may find the courses useful for interacting with their teachers and classmates or to express their learning in new ways. Parental or teacher mediation is advised.

 **KEYWORDS:** teachers; students; adult learners; parents; caregivers; digital competences; high-tech

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** English, Spanish, French

 Grow with Google, 'Teach and Learn Practical Digital Skills', Applied digital skills, Google for Education: <<https://applieddigitalskills.withgoogle.com/s/en/home>>, accessed 24 August 2020.

ТЕЛЕ ХИЧЭЭЛҮҮД (Tele-lessons)


By: *Ministry of Education, Culture, Science and Sport of Mongolia*


SUMMARY FROM THE PROJECT TEAM:


A joint team of experts has prepared a total of 4,485 tele-lessons for students at preschool, primary and secondary education levels. These tele-lessons are published on portal sites (e-content, e-book, e-surgalt) and a YouTube page. During the period between 3 February and 27 May 2020, 3,324 tele-lessons were aired on different TV channels. The tele-lessons include Mongolian literacy, mathematics and social studies lessons designed for special-needs students from grades 1–9.

WHY IS IT USEFUL? This is a good example of education provided on television, from a country with a wealth of experience in remote teaching.


RESOURCE DISABILITY-SPECIFIC? Partially. Some lessons were designed for special needs students.

 **KEYWORDS:** COVID-19; tele-lessons; special needs; high-tech

 **FOR:** Teachers and school directors/parents and caregivers

 **SCOPE:** Global

 **LANGUAGE:** Mongolian

 Ministry of Education, Culture, Science and Sport of Mongolia, ТЕЛЕ ХИЧЭЭЛҮҮД (Tele-lessons), 2020, <<http://econtent.edu.mn>>, accessed 11 April 2021. com/s/en/home>, accessed 24 August 2020.

Ten ideas for keeping students with diverse learning needs engaged at home

By: Sarah Sandelius

SUMMARY FROM THE AUTHORS:

Transitioning to remote instruction with little training and no time to plan is hard work, both for seasoned educators and for parents turned first-time homeschoolers. However, it is critical to provide consistency and structure for young people amidst other challenges. To help educators support students with different learning needs, including those with disabilities, via remote instruction and at-home learning, 10 top recommendations that can guide planning are presented.

WHY IS IT USEFUL? This resource enables teachers and parents to collaboratively create routines that engage students in the learning process, while maintaining a manageable workload for teachers and parents.

RESOURCE DISABILITY-SPECIFIC? No. Although the resource mentions students with diverse learning needs, these can be students with or without disabilities. These



KEYWORDS: remote learning; parents; teachers; diverse learners



FOR: Teachers and school directors/parents and caregivers



SCOPE: Global



LANGUAGE: English



Sandelius, Sarah, 'Ten Ideas for Keeping Students with Diverse Learning Needs Engaged at Home', The Ability Challenge, 26 March 2020, <www.theabilitychallenge.org/ten-ideas-for-keeping-students-with-diverse-learning-needs-engaged-at-home>, accessed 7 July 2020.

planning strategies may, however, prove useful for the parents and teachers of all children.

The adolescent kit for expression and innovation: Adapted resource package for COVID-19

By: UNICEF

SUMMARY FROM THE PROJECT TEAM:

This package contains activities that use expression and innovation through arts to promote positive outcomes for adolescents' mental health well-being and to build their skills within the competency domains of communication and expression; coping with stress and managing emotions; creativity and innovation; hope for the future and goal setting; problem solving and managing conflict; and empathy and respect. This version can be used directly by young people or be facilitated by teachers, parents or others; it contains guides for facilitators and caregivers.

WHY IS IT USEFUL? This resource allows both teachers and caregivers to work with adolescents in promoting their mental health and well-being.

RESOURCE DISABILITY-SPECIFIC? No, but the activities can be adapted for adolescents with disabilities, and the



KEYWORDS: rCOVID-19; adolescents; psychosocial well-being; low-tech



FOR: Teachers and school directors/parents and caregivers



SCOPE: Global



LANGUAGE: English



United Nations Children's Fund, 'The Adolescent Kit for Expression and Innovation: Adapted resource package for COVID-19', UNICEF, <www.corecommitments.unicef.org/covid-19adaptedadolescentkit>, accessed 11 April 2021.

skills developed by this kit are not only important, but also frequently overlooked, in the education of children and adolescents with disabilities.

The Child to Child resource book

By: Child to Child

SUMMARY FROM THE AUTHORS:

The Child to Child resource book is one of the most widely used Child to Child publications. Its popularity led it to be translated and adapted into 31 languages. It targets practitioners, trainers, advocates of children's participation, and others. It contains activity sheets, which are designed to serve as a model for them to adapt and create materials that suit the context and realities specific to the countries in which they work. The process of adapting, improving and creating materials is an important vehicle through which we can deliver quality health education that encourages meaningful children's participation in health and development. This resource book is a valuable step in making the goal of delivering quality health education a reality for the world's children.

The book is divided in nine parts: 1. Child growth and development; 2. Nutrition; 3. Personal and community hygiene; 4. Safety; 5. Recognizing and helping children with disabilities; 6. Prevention and cure of disease; 7. Safe lifestyles; 8. Children in difficult circumstances; and 9. Living and coping with HIV and AIDS.

WHY IS IT USEFUL? This resource book provides simple and useful information about a wide range of topics relating to children's lives. Chapters have sections dedicated to parents, caregivers, teachers and other practitioners. These can be used as they are or adapted for a specific child or class.

KEYWORDS: resource book; health education; practitioners; trainers; advocates; child participation; babies; preschool; puberty; ages 6 months–2 years; children with disabilities; visual or hearing difficulties; learning difficulties

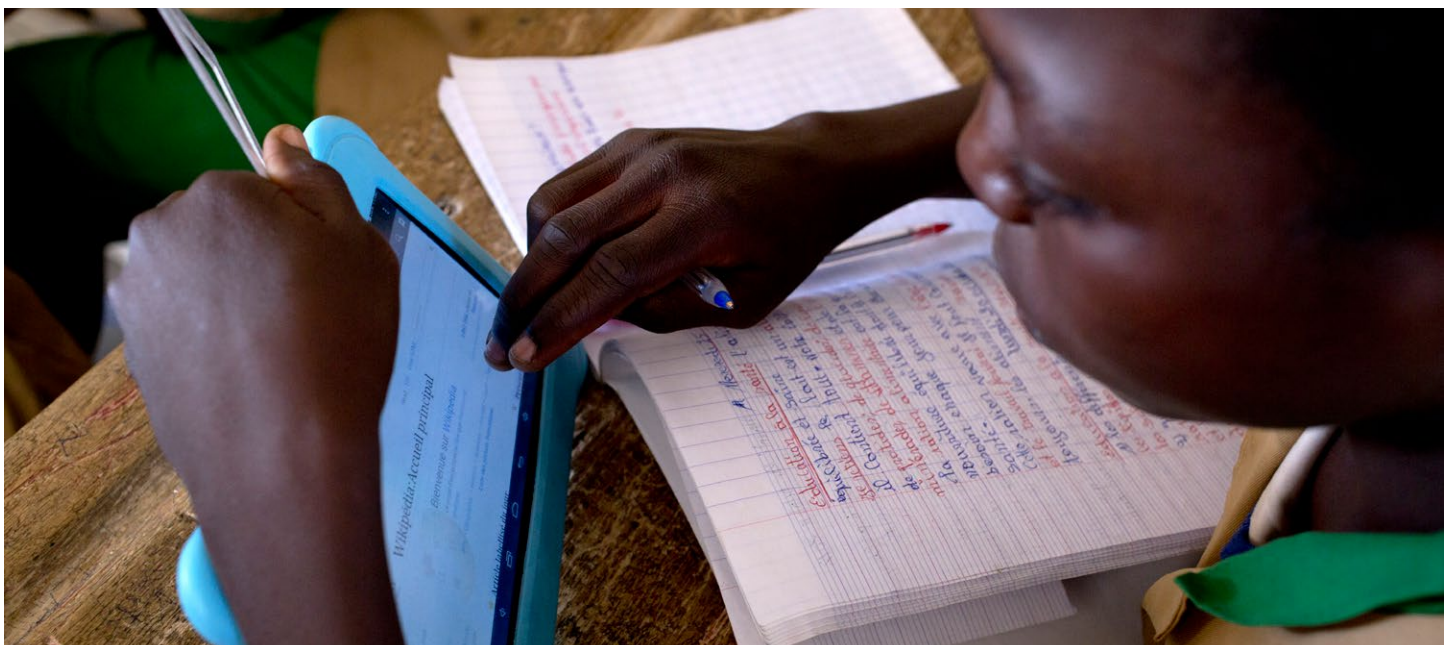
FOR: Teachers and school directors/parents and caregivers

SCOPE: Global

LANGUAGE: English, Spanish, French

Child to Child, 'The Child to Child Resource Book', <www.childtochild.org.uk/news/the-child-to-child-resource-book-activity-sheets>, accessed 3 July 2020.

RESOURCE DISABILITY-SPECIFIC? Yes. One of the chapters of this resource book is exclusively about children with disabilities. All the chapters may be useful for parents or teachers of children with or without disabilities, depending on age and context.



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