

GREAT  
talks

# Digital Access to Curricula in Arab Countries The Reality and Expectations

Aisha Al Sinani

25<sup>th</sup> August 2020



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa

mada  
مدى  
digital access for all  
نفاذ رقمي للجميع

# Introduction

Inclusive education, accessibility of information and digital access to school curricula is one of the rights of people with functional limitations, especially in the rapid changes that the world is witnessing in the education sector that are directed towards the full or partial activation of the distance education system. Article 24 of the Convention on the Rights of Persons with Disabilities stipulates the obligation of states parties to the right of persons with disabilities to education. In order to realize this right without discrimination and on the basis of equal opportunity, State Parties shall guarantee an inclusive education system at all levels and lifelong learning, and the article stipulates that persons with disabilities should not be excluded from the general educational system on the basis of disability and that free education be provided to them, taking into account individual differences and ensuring Provide enhanced support measures for the educational process.

Given that the educational process is an integrated one, it was necessary for all systems to ensure the application of digital access standards for all elements of the educational process, including the curriculum. And that is through procedural steps that guarantee digital access to curricula and include both: analyzing segments of society to reach accurate and comprehensive statistics for people with functional limitations, including their numbers and types of job restrictions they have, enumerating the individual needs of people with functional limitations, adapting curricula Settling modern technological innovations to support the process of accessing school curricula, and ensuring that all channels and platforms supporting accessible curricula are qualified, including teachers.



# Objectives

**This session aims to:**

1. Defining the inclusive digital education system.
2. The importance of inclusive education and digital access to educational systems and curricula.
3. Accessible Digital Curriculum - Reality and Hope
4. Apply executive procedures to ensure the provision of inclusive digital curricula.
5. A look at best practices in an accessible digital curriculum.



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa

# Digital Accessibility

Refers to how well any type of electronic or online media can be used by people with visual, hearing, motor or learning disabilities, as well as by the elderly.

## Universal design

Is design criteria aimed at ensuring that everyone can participate in the information society.

<http://madaportal.org/glossary/digital-accessibility/>

[https://www.motc.gov.qa/sites/default/files/qatar\\_eaccessibility\\_policy\\_en\\_v4.pdf](https://www.motc.gov.qa/sites/default/files/qatar_eaccessibility_policy_en_v4.pdf)



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa

# Inclusive Digital Education

Education that achieves instant communication between students and providers electronically through a network, as the educational institution becomes a networked institution

Considering the criteria of inclusiveness in the applied system, which aims to ensure the participation of every student in the educational process and the possibility of their access to an equal opportunity, including students with functional limitations.



الشمول الرقمي  
Digital Inclusion

<https://sites.google.com/site/learningandteachingstrategies1/h>

#greattalks2020  
great.mada.org.qa

# The Importance of Inclusive Digital Education



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)

# The importance of digital access to school curricula

```
graph TD; A[The importance of digital access to school curricula] --> B[Statistics]; A --> C[Obligations];
```

Statistics

Obligations



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)



# Statistics



CBM/A. Einberger

## Fact 1: Over a billion people live with some form of disability

This corresponds to about 15% of the world's population. Between 110-190 million adults have very significant difficulties in functioning. Rates of disability are increasing, due to population ageing and the global increase in chronic health conditions.

<https://www.who.int/features/factfiles/disability/en/>



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa



# Statistics



UN/A. González Farran

## **Fact 4: Children with disabilities are less likely to attend school than non-disabled children**

Education completion gaps are found across all age groups in all settings, with the pattern more pronounced in poorer countries. For example, the difference between the percentage of disabled children and the percentage of non-disabled children attending primary school ranges from 10% in India to 60% in Indonesia.

<https://www.who.int/features/factfiles/disability/en/>



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa

Children

100

مليون طفل  
مصابون بالإعاقة

15%

من سكان العالم  
يعانون من أحد  
أشكال الإعاقة

In The World

Developing  
countries

80%

من ذوي الإعاقة  
في الدول النامية

40

ما يقرب من  
مليون  
مصاب بالإعاقة  
في الوطن  
العربي

In The Arabic World



الشمول الرقمي  
Digital Inclusion

<https://www.noonpost.com/index.php/content/25738>

#greattalks2020  
great.mada.org.qa

# Obligations

## Article 24

### Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning<sup>2</sup>. In realizing this right, States Parties shall ensure that:
  - (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
  - (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
  - (c) Reasonable accommodation of the individual's requirements is provided;
  - (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
  - (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>



# Obligations

## Article 24

### Education

2. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
  - (a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
  - (b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
  - (c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development. the goal of full inclusion

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa

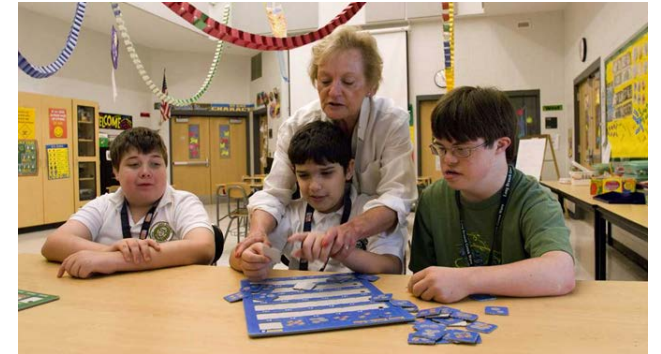
# Obligations

## Article 24

### Education

3. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
4. 5. States Parties shall ensure that persons with disabilities are able to access general
5. tertiary education, vocational training, adult education and lifelong learning without
6. discrimination and on an equal basis with others. To this end, States Parties shall
7. ensure that reasonable accommodation is provided to persons with disabilities.

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa



# Accessible digital Curriculum in the Arab World



What are the most important challenges facing the implementation of accessible digital curricula in the Arab world?



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)

# Accessible digital Curriculum in the Arab World



Resources  
/ human  
potential

Resources /  
Materials /  
Technology in  
Arabic

Data /  
Statistics

Equal  
opportunities  
for students

Training

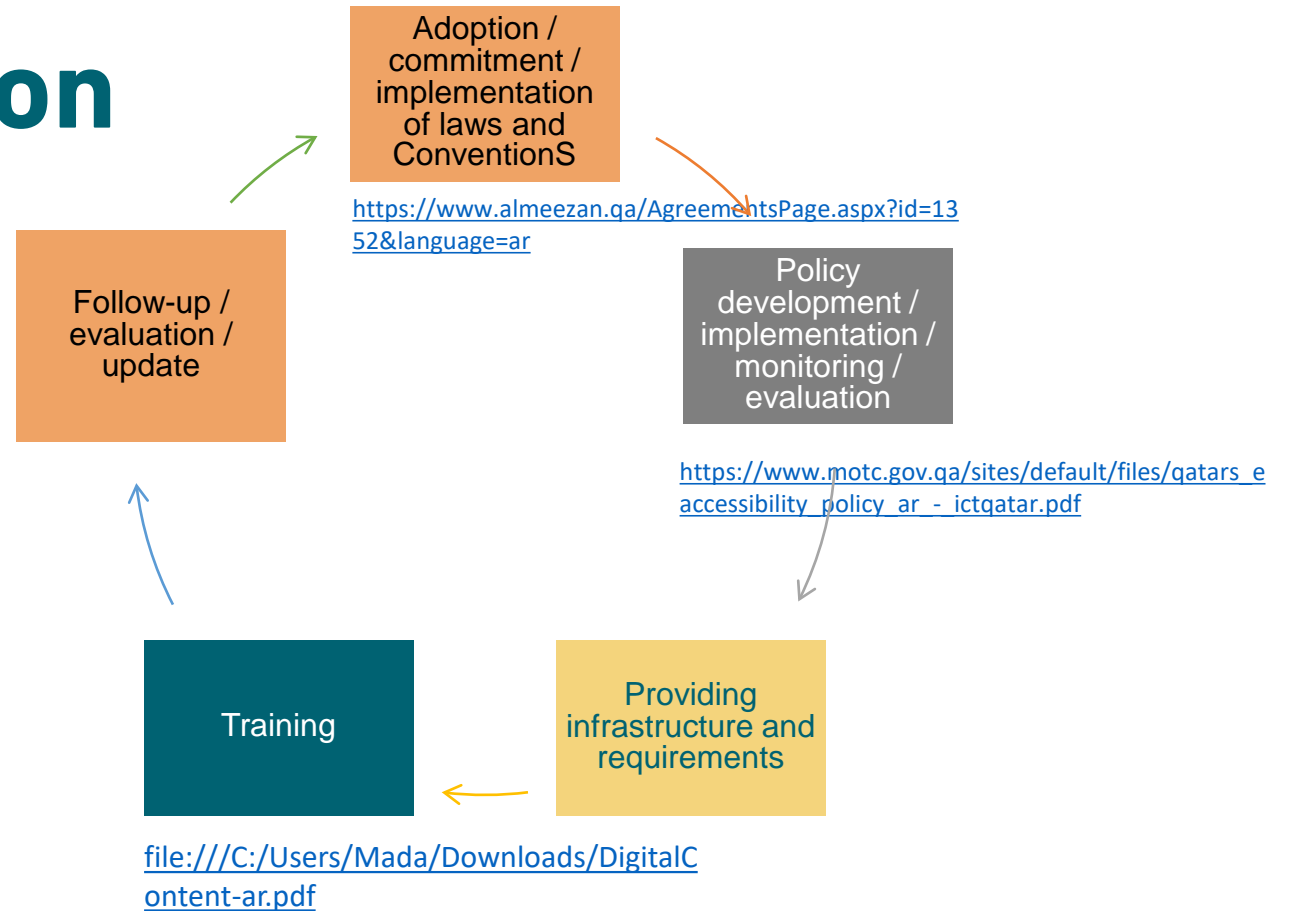
The absence of  
an Arab  
electronic  
platform that  
brings together  
Arab countries



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)

# Implementation procedures for ensuring the provision of inclusive digital curricula



# Implementation procedures for ensuring the provision of inclusive digital curricula

**Ensure the right  
of access**



<file:///C:/Users/Mada/Downloads/DigitalContent-ar.pdf>



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)

# Implementation procedures for ensuring the provision of inclusive digital curricula

## Equity of Access

Access to the devices and consistent high-speed broadband access is essential for digital instructional materials implementation.

## Accessibility for All Students

Providing accessibility for all students must be a consideration when acquiring, developing and implementing digital instructional materials.



<file:///C:/Users/Mada/Downloads/DigitalContent-ar.pdf>



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)



# Accessible Materials and Technologies

## Accessible Technologies

Hardware or software that delivers the material usable by people with a wide range of abilities and disabilities  
Directly usable without assistive technology (AT) or usable with it  
Accessibletech.org

## Accessible Materials

Information or content  
Designed or enhanced in a way that makes them usable by the widest possible range of learner variability regardless of format  
Print, digital, graphical, audio, video

<file:///C:/Users/Mada/Downloads/DigitalContent-ar.pdf>



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
great.mada.org.qa



Students read accessible ebooks on accessible tablets with built-in options for access:

- Screen reader
- Text to speech
- Display customization
- Bluetooth-enabled
- Closed captions
- Video description



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)

# Thank You



الشمول الرقمي  
Digital Inclusion

#greattalks2020  
[great.mada.org.qa](http://great.mada.org.qa)

**mada**  
مدى  
digital access for all  
نفاذ رقمي للجميع