



Distance Learning for those with disabilities during and after Covid-19



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Nisai Group – The context



- Nearly 25 years' experience of delivering online education to marginalized and vulnerable young people
- Thought leaders and global influencers
- Focus on inclusivity and pathways
- International representation
- Partnership with UNESCO IITE
- Approved by the UK Dept. of Education
- Growth focused on longevity, consistency and sustainability



**Believe that everyone
has equal value and should have
access to high quality education,
around the world.**



Educational Context during COVID-19 pandemic

- ❑ Globally at least 1.5 billion students and families have been significantly affected by school closures due to COVID-19
- ❑ 1.5 billion does not take in to account those who are marginalized, disadvantaged or “invisible”
- ❑ School closures occurred across 188 countries (as of April 2020)
- ❑ Up to 80-% of the worlds learners have been kept out of institutions
- ❑ 75% of students who cannot be reached by remote learning come from rural areas or belong to the poorest households

SDG 4 – Education - It aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Consequences for those with disabilities and SEN

- ❑ Increase in mental health / anxiety and personal wellbeing
- ❑ Loss of structure to their day
- ❑ Lack of consistency and stability
- ❑ Loss of socialisation due to lockdown and shielding
- ❑ Loss of knowledge
- ❑ Long-Term impact and potential loss of opportunities
- ❑ Relationships with peers are weakened
- ❑ Additional pressure on parents to be teachers and support



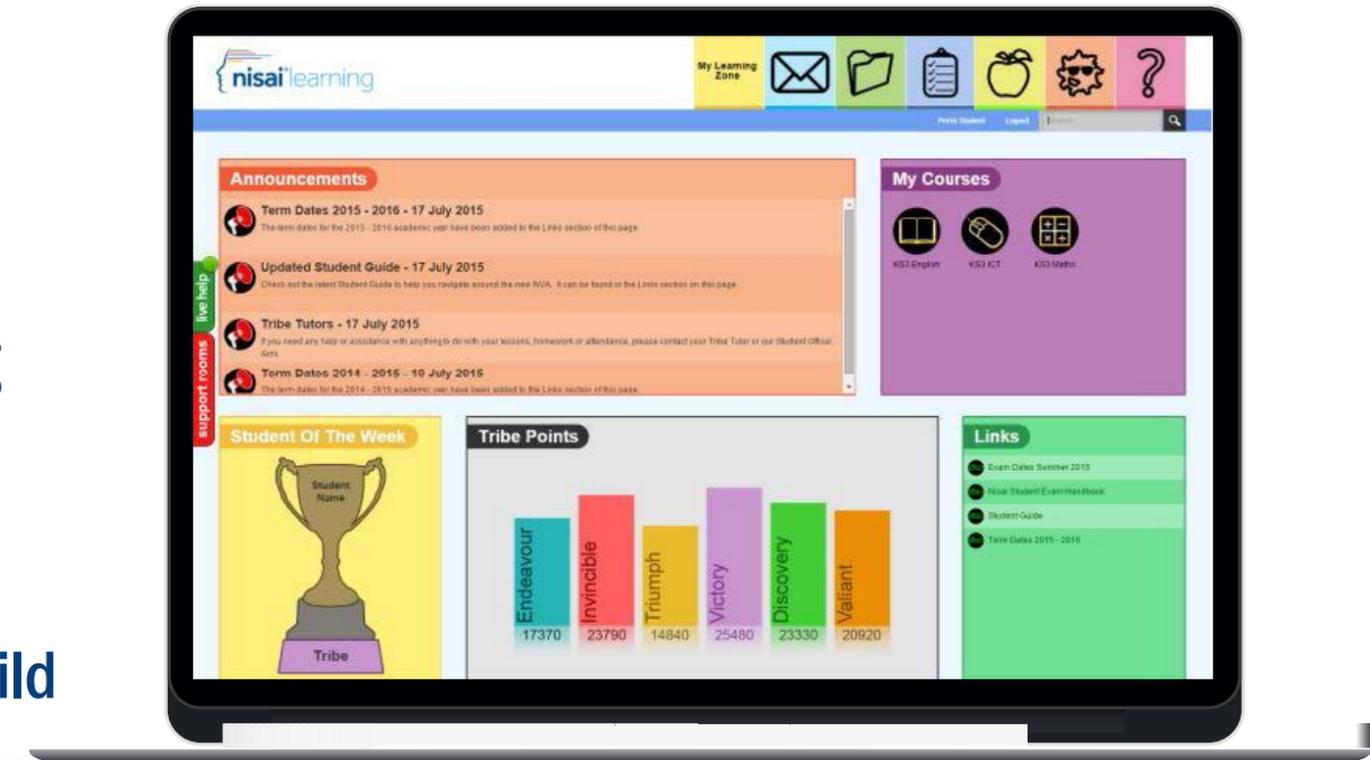


**We support learning through
innovative education that is accessible and
affordable.**



How technology can support in education

- It needs to be cross platform
- It needs to be accessible
- Great technology does not guarantee quality teaching
- Technology is there to support education – it's a bridge to learning
- There needs to be a robust assessment and monitoring element
- It needs to be user friendly
- It needs to be able to support teachers in developing the whole child
- It needs to be complementary not a replacement
- It needs to be part of a wider strategy





Case Study – The Nisai Virtual Academy



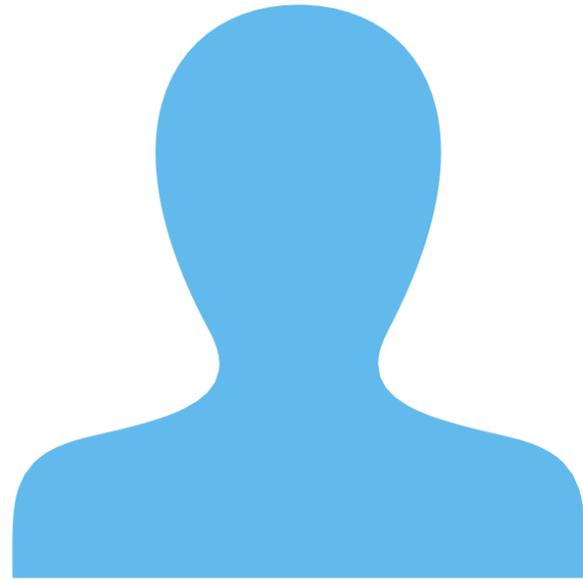
What we have learnt over 25 years



- Learners should be safeguarded in a secure environment
- Lessons need to be a blend of synchronous and asynchronous
- Teachers need to be trained to deliver this
- Learning needs to be inclusive
- Lessons and content need to be engaging
- Class sizes need to be small enough to allow support
- Its not just about tech, its about humans
- Robust processes for assessment and progress tracking
- There needs to be socialization for learners to support their wellbeing
- Marginalized & Vulnerable learners can all access

Our students

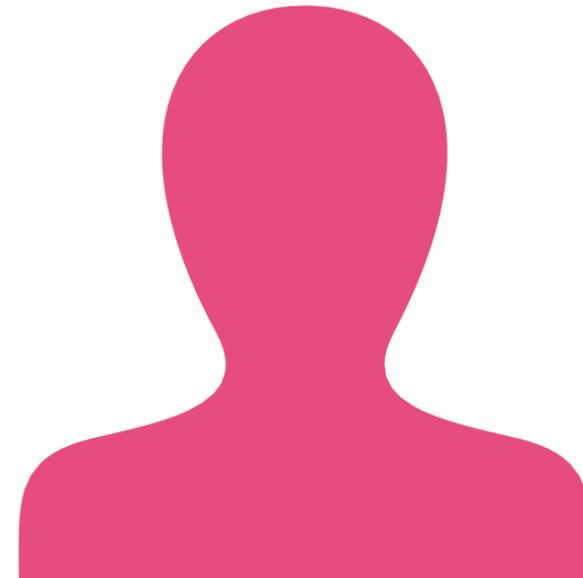
Specialist Cohorts



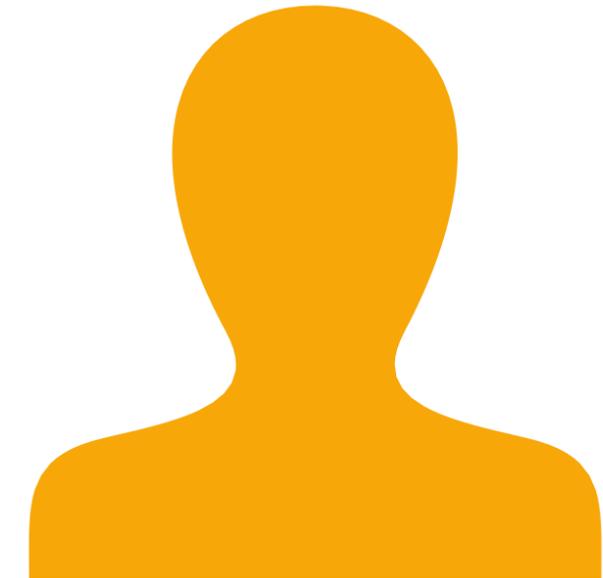
Displaced
Through conflicts
or wars



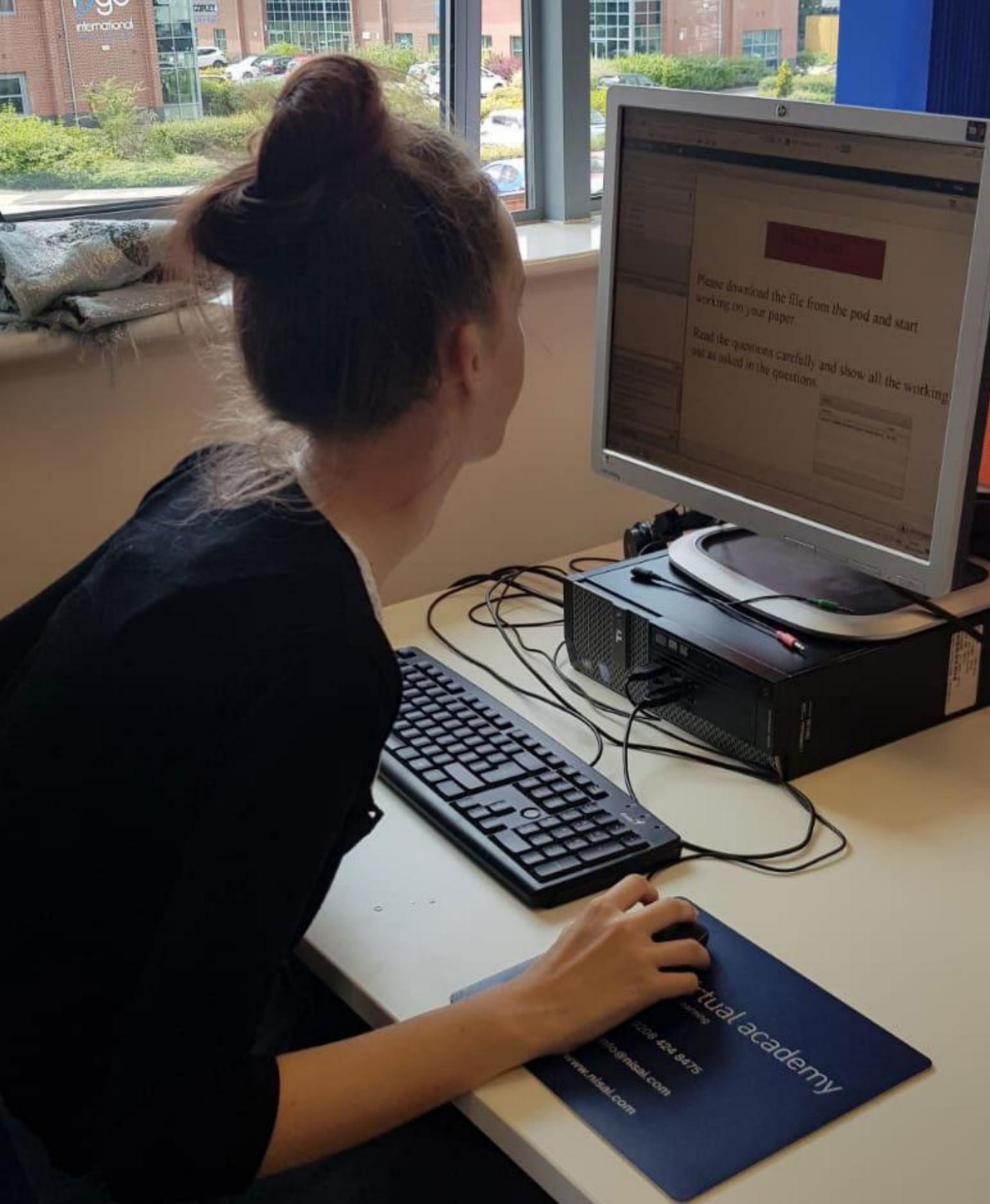
Disengaged
Challenging
circumstances



Disadvantaged
Barriers to learning
and SEN



Disabilities
Physical and Mental



Special Education Needs and Disability Learners

- Autistic
- Asperger's
- Attention Deficit Hyperactivity Disorder
- Global Delay
- ME / Chronic Fatigue Syndrome
- POTS
- Mental Health
- Social Anxiety
- Physical Disability

Create education facilities that are
inclusive and effective learning
environments

Content & Programmes to Engage

- ❑ Recovery programmes to re-engage learners
- ❑ Project based learning supporting the shift from knowledge based curriculum to competency based
- ❑ Accredited qualifications to support academic and TVET pathways
- ❑ Resources used that are not bandwidth heavy -
- ❑ Small class sizes, suited to meet the learner's needs
- ❑ Multiple communication channels to encourage student interaction





The Nisai Virtual Academy



Developing Each Learner

- ❑ Structured learning activities – timetables, homework, assignments, etc.
- ❑ Self-Paced Activities – to develop skills in independent learning
- ❑ Extra-curricular activities that encourage social engagement and interaction
- ❑ Ongoing assessment on long term programmes
- ❑ Sessional understanding measured on short term



Nisai Learning Hub / Zone – A blended approach

- ❑ A physical setting providing a blended approach
 - ❑ Academic & Vocational delivered online
 - ❑ Support of Nisai trained practitioners onsite
 - ❑ Project based learning
 - ❑ Support for social and wellbeing
 - ❑ Focus on developing the whole individual
 - ❑ Promoting the 4 C's – Creativity, Collaboration, Critical Thinking & Communication
-
- ❑ Nisai Learning Zone – a hub onsite at a school



Summary

Online Education needs to:

- Be secure when considering data governance
- Have a blended and personalized approach
- Be a proven pedagogy
- Contain appropriate and engaging content
- Be accessible by all – Hardware, Internet, Infrastructure
- Be cross-platform
- Trackable from initial assessment throughout their journey
- Be Learner Centric and meet their specific needs
- Be outcome based – online should not be a sub-standard offer
- Involve quality teacher training – investing in and upskilling members of staff



Thank you



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