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Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	**Poland, West Pomeranian voivodeship, Koszalin**
Nominating institution dealing with the good practice	Special School and Educational Center in Koszalin
Consent for publication (YES / NO)	YES
Contact data for further possible cooperation (mail / phone)	+48 94 34 20 616
Webpage (optional)	www.soswkoszalin.pl

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:
- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

Level/type of education		Level of implementation	
Early childhood education	☐	Institutional	☒
School education	☒	Local	☐
Higher education	☐	Regional	☐
Vocational education and training	☐	National	☐
Adult education	☐		

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Description of the good practice

Title of the good practice

Hard situations

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The recipients are people with moderate to severe intellectual disabilities and conjugated disabilities, students and graduates of the Special School and Educational Center in Koszalin. Own resources were used.

Measures taken / resolution found / output of the practice (ca. 150 words)

Emergency calls were made to a psychologist and educator in order to support students, parents and graduates in raising their awareness of the difficult epidemic situation and coping with social isolation.

Interventions were supported by films and therapeutic fairy tales supporting this process. The teachers received additional educational materials from the psychologist and the teacher to be used during the remote teaching classes and to promote compliance with the rules of sanitary regime and correct behavior in quarantine conditions.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The biggest challenge was the lack of students' hardware resources to fully realize remote learning and the increasing behavior of difficult students in a situation previously unknown to them.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

The described practice is applicable to special education institutions in other regions. Expanding the activities to a larger community of people with intellectual disabilities by subsidizing emergency calls and involving more specialists.

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