Disability and Inclusive Education

A Stocktake of Education Sector Plans and GPE-Funded Grants

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A painting on the wall at Kisiwandui primary school shows that the school welcomes students with disabilities. Zanzibar, Tanzania, April 2017. Credit: GPE/Chantal Rigaud.

Shakuntala Badi is 13 years old and studies in Class 5B at Adarsha Saula Yubak Higher Secondary School, Bhainsipati. She is the only blind student in her class. Credit: GPE/NayanTara Gurung Kakshapati.

In this classroom, some students with disabilities receive more personalized attention. Kisiwandui primary school. Tanzania, April 2017. Credit: GPE/Chantal Rigaud.

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Acronyms and Abbreviations

CRPD	Convention on the Rights of Persons with Disabilities
CWD	Children with disabilities
DCP	Developing country partner
DPO	Disabled people's organization
ECCE	Early childhood care and education
EMIS	Education management information system
EPDC	Education Policy and Data Center
ESA	Education sector analysis
ESP	Education sector plan
ESPIG	Education sector program implementation grant
GEM	Global Education Monitoring Report
GPE	Global Partnership for Education
ICT	Information and communications technology
IE	Inclusive education
IPR	Implementation progress report
MoE	Ministry of Education
NGO	Nongovernmental organization
OOSC	Out-of-school children
OVC	Orphans and vulnerable children
SEN	Special education needs
SDG	Sustainable Development Goals
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nationals Education, Scientific, and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

Executive Summary

The Global Partnership for Education, (GPE), is a multi-stakeholder partnership and funding platform that mobilizes global and national support for education in developing countries, focusing on the most vulnerable children and youth. GPE helps developing country governments to improve equity and learning by strengthening their education systems. The partnership brings together over 60 developing country governments; more than 20 donor governments; international, civil society and teacher organizations; philanthropists; and members of the private sector. GPE's core work at the country level is to strengthen education sector planning and policy implementation. Through strengthening education systems, GPE seeks to increase equity, gender equality, and inclusion in education, and improve learning, especially in early childhood and basic education.

The GPE fund supports partner developing countries through three types of grants. The education sector plan development grant supports the development of national education sector plans and is complementary to government and other development partner financing. The education sector plan development grant has two purposes: to fund an education sector analysis for qualitative and quantitative studies and system analysis to provide an evidence base for sector planning

GPE's five-year strategic plan, GPE 2020, highlights our commitment to achieving SDG 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," by delivering quality and equitable education for all children. GPE 2020 strategic goal 2 further reinforces this by committing to achieve increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility.

This report was commissioned by the Global Partnership for Education's Secretariat to take stock of how disability and inclusive education are in included in education sector plans (ESPs) in 51 countries, including GPE-funded programs, such as education sector program implementation grants (ESPIGs), program documents (PADs), implementation progress reports (IPRs) Education Sector Analysis (ESA), if applicable, and other relevant GPE program documents. Moreover, a plethora of key international reports and monitoring reports was reviewed.

This report documents progress and highlights the need to step up support to GPE partner countries on disability and inclusive education, to improve consideration of issues around disability and inclusion in education sector analysis and sector planning processes to better promote the achievement of GPE 2020 strategic goal 2, and to fulfill the transformative vision of Agenda 2030. This means ensuring that girls and boys with disabilities are not only able to access their right to a quality education in a nurturing environment, but also, through education, become empowered to participate fully in society, and enjoy full realization of their rights and capabilities.

N.B. This report was conducted in the fall of 2016, at the beginning of the GPE five-year strategic plan period.

Summary of Findings

COMMITMENT TO INTERNATIONAL FRAMEWORKS

Thirty-eight GPE developing country partners in this study have signed and ratified the Convention on the Rights of Persons with Disabilities (CRPD), while four of the 38 have signed but have not yet ratified it. Thirteen countries did not sign the CRPD but became members of the Convention by accession.

NATIONAL RIGHTS AND POLICY FRAMEWORK FOR CHILDREN WITH DISABILITIES

All countries in this study but three, i.e., 48 countries either state or guarantee within their constitutions the right to primary education for all children, including those with disabilities. Thirty-three developing country partners (DCPs) have a national disability law or policy. Some of these are broad, while others articulate the right of children with disabilities to access education based on equal participation and nondiscrimination. Nine DCPs in this study have an inclusive education (IE) policy specifically addressing the education of children with disabilities. Three countries have an established policy on inclusive education, and an additional six countries have drafted one.

DISABILITY DATA

Countries in this study identify the need for robust, reliable data regarding the education of children with disabilities, as a high priority. Twenty-nine countries include an estimated percentage or number of children with disabilities enrolled at any level in the school system, 22 countries report primary school enrollment data, while 13 countries report special school enrollment data. Data on children with disabilities are reported by 29 out of the 51 countries. Roughly one-quarter or 12 countries have data disaggregated by disability domain (such as mobility, cognition, sight, hearing, and communication). Data are cited from a range of sources, spread over many years.

KEY BARRIERS TO EDUCATION FOR CHILDREN WITH DISABILITIES

The lack of robust data on disability is most commonly cited as a key barrier, with 15 developing country partners identifying the lack of good, reliable data on children with disabilities as the greatest barrier to providing access to a quality education. The second-most cited barrier to the education of children with disabilities identified in the education sector plans (ESPs) is a widely held negative attitude toward people with disabilities, and discriminatory attitudes toward children with disabilities. Lack of infrastructure, learning material, and strategies on inclusive education, as well as the lack of financial resources, the lack of inter-ministerial coordination and economic barriers are also cited as barriers to education by countries. Within sector plans, the social, economic, geographical, and other determinants of exclusion are rarely explored, and the quality of the analysis can be patchy.

APPROACHES TO EDUCATING CHILDREN WITH DISABILITIES

Forty-one countries in this study are implementing a segregated or special education approach for children with disabilities, and are investing in developing specialized facilities to address student needs. Seventeen countries are planning to adopt both special education and integration, sometimes referred to as a twin-track approach, mainstreaming disability in education as well as investing in actions and services to specifically address the needs of children with disabilities.

QUALITY OF TEACHING

Recognizing that a lack of appropriately trained teachers is a barrier to the education of children with disabilities, 26 countries propose implementing teacher training activities, 19 plan to conduct in-service training, seven have plans to conduct preservice training, and five ESPs include the development of training modules on inclusive education or special needs education as strategies to improve the quality of teaching and learning. Cambodia, The Gambia, and Lao PDR plan to conduct both pre-service and in-service training for teachers. Other strategies include provision of more and better teaching material in the form of inclusive education toolkits and guidance material, instructional workbooks in braille, instructional aids like abacuses, books in braille, and audio visual dictionaries in sign language.

QUALITY OF LEARNING

Eleven DCPs plan to adapt and modify their curricula to make them appropriate for children with disabilities and for children with special educational needs. Four DCPs plan to start measuring learning achievement of children with disabilities who are enrolled in schools, while four ESPs include provision of toolkits for teachers that include modified lesson plans and classroom strategies to support inclusive environments.

Approximately ten DCPs plan to provide teacher training on how to screen and identify children with disabilities so they can be supported accordingly. Three countries plan to construct resource or special centers to strengthen support for teachers and offer specialized services to children with profound disabilities and one country plans to phase in mainstreaming (integrating students with mild to moderate disabilities). In three countries, resource centers are envisaged as centers for knowledge and capacity building as well offering specialized services for children with disabilities. Other types of support to teachers and students include providing children with rehabilitation aids and devices, and hiring support staff to assist teachers in supporting students with disabilities and/or those with special educational needs in the classroom.

INCREASING ENROLLMENT

Forty DCPs in this study recognize access to education as a strategic priority in their ESPs. Twenty-one DCPs include building new schools or renovating existing schools to make them accessible to children with disabilities as a strategic priority. Approaches to improve access include constructing accessible school buildings, classrooms, toilets and covered drains, and ensuring proper lighting in classrooms. Fifteen ESPs clearly articulate their intent to promote enrollment for children with disabilities by building schools that are infrastructurally accessible to all children. One DCP emphasized the importance of transport for children with disabilities to access school and plans to provide transportation for affected students. Fourteen countries identified widely held negative attitudes toward children with disabilities as a critical barrier reducing demand for education. In response, these 14 countries prioritize the need to sensitize community members and parents on the importance of educating children with disabilities by providing inclusive quality education.

IMPROVING EQUITY

Four DCPs plan to increase the enrollment of girls with disabilities, based on their assessment of the barriers students with disabilities face and the overlapping nature of marginalization and disadvantage. Eight countries offer incentives in the form of scholarships or stipends to support school participation and meet or contribute to costs such as medical and rehabilitation expenses, transport, mobility aids and appliances, books, and learning materials.

PROMOTING EFFECTIVE EDUCATION SYSTEMS

Across all countries in the study, there is very limited data on the total number of children with disabilities, the proportion enrolled in school and out-of-school children (OOSC), the type of school children with disabilities are enrolled in (special school, boarding schools, mainstream schools), and the range of provisions available. Additionally, GPE developing country partners use different definitions, classifications, categorizations, and methods of measuring disability, thus limiting the ability to compare data across countries or regions.

Ten DCPs plan to improve disability data collection by systematically collecting robust, reliable disability data. Coordination within ministries and work across sectors is mentioned by seven countries, with plans to strengthen coordination efforts by including strategies to respond to children with disabilities within early childhood care and education (ECCE) programs and health projects, collecting data, and establishing directorates of special education within ministries of education. Two countries, the Kyrgyz Republic and Vietnam, plan to scale up inclusive education pilot projects. Thirteen DCPs used education management and information system (EMIS) questions classified into three categories, ranging from a simple yes/no question to questions with various possible responses indicating type and severity of disability.

DISABILITY AND INCLUSIVE EDUCATION IN GPE-FUNDED GRANTS

As of September 2016, Comoros, the Kyrgyz Republic, Tajikistan, and Tanzania have ESPIGs with funding components to specifically implement inclusive education interventions supporting the education of children with disabilities. Cambodia, Eritrea, Ethiopia, Lao PDR, Liberia, Nepal, Uganda, and Zimbabwe have ESPIGs with activities within larger components to fund interventions for disadvantaged or marginalized populations, including children with disabilities.

Most of the activities outlined in the ESPIGs of the countries with full grants allocated to inclusive education (Comoros, the Kyrgyz Republic, Tajikistan, and Tanzania) are aimed at providing equipment and learning material for children with disabilities (five activities). Three activities aim to provide teacher support and training in special education, two activities include community sensitization, while there is one activity for pre-enrollment assessment, one activity to establish a resource center, one activity to mainstream students with disabilities, and one activity to improve physical access.

Four of the activities outlined in the ESPIGs of the countries with partial grants for inclusive education (Cambodia, Eritrea, Ethiopia, Lao PDR, Liberia, Nepal, Uganda, and Zimbabwe) support school or classroom construction or expansion, and another four aim to provide equipment and learning material. Three activities offer teacher training and two offer teacher material. One activity supports the creation of an inclusive education center, one activity provides financial aid to students with disabilities, one activity supports the implementation of an equity strategy, one activity supports early screening for students with disabilities, and one activity aims to raise community awareness.

Building Inclusion in Education Sector Plans and Systems

As the 2017/18 Global Education Monitoring Report (GEM) report states, "ensuring inclusive, equitable and good quality education is often a collective enterprise in which all actors make a concerted effort to meet their responsibilities."

In addition to the guidance, support mechanisms, and funding available within the GPE partnership model, GPE's Secretariat and our partners are working actively to promote and support disability and inclusion at global, regional, and national levels. Active technical work and collaboration, in support of GPE 2020 strategic plan goals and objectives, are driving the development of tools and guidelines for education sector analysis and planning: support for improved disability data collection and use; the development of accessible learning materials; and new research and analysis focused on children with disabilities. There is acknowledgment that the costing of equity and inclusion is in its infancy, that working effectively across sectors is crucial, and that active engagement and advocacy from civil society organizations are essential. Together, these collective efforts will lead to more robust education sector analysis and planning, strengthened capacity, improved teaching and learning, and more efficient and effective education systems capable of responding effectively to marginalization and exclusion, and successfully delivering a quality education for all.

SECTION 1: Introduction

1.1 Global Education Participation of Children with Disabilities

Between 93 million and 150 million children are estimated to live with disabilities.[1] Currently, there is no accurate or precise figure on children with disabilities, as there is a lack of country-level data on disability prevalence. Nevertheless, it is consistently estimated that 90 percent of children with disabilities in the developing world do not go to school.[2] Children with disabilities are one of the most marginalized and excluded groups of children and are often overlooked in humanitarian action, as there are limited resources available in the midst of an emergency.

In fact, in the majority of countries in sub-Saharan Africa and South Asia included in this study, fewer than five percent of children with disabilities are enrolled in primary school. Even when children with disabilities are enrolled in school, they are often excluded from learning as the curriculum has not been adapted to their needs or teachers do not have the time or capacity to provide individualized support and learning assistance.

UNICEF has noted the dearth of adequate and appropriate learning devices and infrastructure for children with disabilities. Most public primary schools lack accessible furniture and facilities, including transportation. Furthermore, millions of children with disabilities are left out of the education sector due to insufficient and/or outdated data systems and a lack of knowledge on how they *can* be effectively included in education sector planning and implementation.[3]

Concerns regarding scarcity of data with respect to children with disabilities have been stated time and again. This lack of data further reinforces exclusion and acts as a significant barrier to educational access, participation, and achievement. The Global Initiative on Out-of-School Children highlights the relationship between poor data, invisibility, and barriers to education for children with disabilities.

Review of country data reveals limited data on children with disabilities, resulting in a poor understanding of how many children are out of school, the reasons for their absence, and the barriers they face. Collection of data around disability is impeded by a myriad of factors, such as differences in definitions of disability and data collection methodology, as well as data collection instruments. Different countries use different instruments to collect data, and hence this results in varied prevalence reporting trends across countries.

Data collection issues are further compounded by factors like social attitudes and bias while reporting. This can lead to underreporting, with individuals perceiving their situation, or that of a member of their household, as not severe enough to be considered a disability and/or unwillingness of parents to provide information regarding their child and disability due to stigmatization. In addition to this, teachers need specialized training to recognize not only physical "visible" disabilities but also cognitive, "less visible" conditions.

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1 UNESCO GMR (2015). *Education for All 2000–2015: Achievements and Challenges.*
2 UNICEF (2014). *Global Initiative on Out-of-School Children: South Asia Regional Study.*
3 UNICEF (2013). *Children and Young People with Disabilities Fact Sheet.*

1.2 Inclusive Education—Delivering the Right to Education for All

Education as a fundamental right for all children is enshrined and emphasized in various international instruments. Since the 1948 Universal Declaration of Human Rights, international instruments have repeatedly emphasized the need to reach out to the most marginalized. Marginalized groups such as women, refugees, and children with disabilities have been continually mentioned such that a global response can be organized to mainstream and address the issues that result in marginalization of these populations.

The right to education without discrimination has been elaborated in the United Nation's Convention on Rights of the Child and Jomtien Declaration. The Salamanca Statement and Framework for Action Education (1994)[4] emphasized for the first time that 'education systems should be designed and educational programs implemented to take into account the wide diversity of characters and needs', and that children with disabilities have a right to regular schools which 'should accommodate them within a child centered pedagogy capable of meeting their needs'. It further noted that regular schools with orientation toward being inclusive are best placed to effectively combat discrimination and promote justice and tolerance, hence creating a conducive environment to achieve education for all.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) established inclusive education as a legal right.[5] The convention calls for inclusive, quality, and free primary and secondary education for children with disabilities, on an equal basis with others in their community.

BOX 1.1: UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD)

Article 24 of the UNCRPD emphasizes the need for the governments to ensure the equal access to education system at both primary and secondary levels and to ensure provision of reasonable accommodations and 'support required, within the general education system, to facilitate effective education' of children with disabilities. In realizing this right, governments must ensure that

a. Children with disabilities are not excluded from the general education and 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;

b. Governments must ensure that children with disabilities receive the support required, within the general education system, to facilitate their effective education;

c. Reasonable accommodation of the individual's requirements is provided;

d. Governments should facilitate learning of Braille and sign language, 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.

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4 UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education.*
5 UN (n.d.). *Convention on the Rights of Persons with Disabilities.*

It reaffirms inclusive education as the mechanism to deliver the right to quality education for all people with disabilities. UNCRPD has been instrumental in restating the rights (see Box 1.1), which have been underscored in previous international declarations, with a pro-disability perspective. Countries signing and ratifying the UNCRPD demonstrate a commitment to follow the principles and ideals of the convention and that the nation state will take legislative, administrative, and adjudicative measures to implement provisions enshrined in the convention. As of May 2016, 160 countries have signed the UNCRPD while 23 states are yet to ratify it.[6]

1.3 What Inclusive Education Is and Is Not

The term *inclusive education* historically referred mostly to children with disabilities, but its definition has evolved to encompass all sorts of special needs, including gender, orphans and vulnerable children (OVC), etc. Although there is no universally agreed upon definition of inclusive education, many definitions are consistently guided by the presence of certain key elements. Inclusive education is a transformational process of constant change and improvement within schools and the wider education ecosystem to make education welcoming and participatory achievement oriented for all students. Inclusive education is concerned with identification and removal of barriers that exclude learners within each unique situation/context. Inclusive education likewise calls for addressing the needs of all children, irrespective of range of abilities or disabilities.[7]

1.4 The Value of Inclusive Education

The inclusion of *all* children in education, especially children with disabilities, is imperative for several reasons, including:

First, education is both critical for human capital formation and crucial for personal well-being and welfare for all. Inclusive education provides an opportunity of increased quality education for all through systematic changes in the way learning experience is planned, implemented, and evaluated (Frakas, 2014).[8] Inclusive education settings have demonstrated improvement in quality of learning for all learners, as achievement of good learning outcomes for all is the primary objective for all. Students with disabilities have improved academic outcomes in mainstream schools as compared to their nonmainstreamed students.[9]

Second, excluding children with disabilities from educational and employment opportunities has a negative impact on economies and societies. The International Labour Organization (ILO) estimates that low- and middle-income countries that do not adequately promote participation of persons with disabilities in the open labor market with improved educational opportunities lose between 5–7 percent of their annual Gross Domestic Product.[10] Relatedly, exclusion from education, and the occupational opportunities that schooling provides for individuals, too often leads to poverty. Adults with disabilities are significantly more likely to be unemployed and dependent on families

6   UN (n.d.). *United Nations Treaty Collection.*
7   EENET (n.d.) *What Is Inclusive Education?* UNESCO (2016). *Reaching Out to All Learners—A Resource Pack for Supporting Inclusion.*
8   UNICEF (2014), Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission.
9   Wang, M. C. (2014). Mainstreaming Programs: Design Features and Effects. *The Journal of Special Education, 19 (4).*
10   Lewis, I. (2007). *Report to NORAD on Desk Review of Inclusive Education Policies and Plans in Nepal, Tanzania, Vietnam, and Zambia.*

BOX 1.2: WHAT INCLUSIVE EDUCATION IS AND IS NOT

Inclusive education IS . . .	Inclusive education is NOT . . .
An ongoing evolving process in all facets of an education system to make education accessible and equitable for *all* learners	A 'quick fix' or short-term project that can be delivered or completed immediately
About fostering an education system, culture, and practice that includes a diversity of learners, disabled or nondisabled	Only focused on children with disabilities in mainstream schools
About creating a conducive learning environment that can accommodate all learners	About fitting a learner with disabilities into a non-conducive learning environment
About identifying and removing barriers to learning for all learners, regardless of disability, gender, ethnicity, language, or cultural background	About one-off fixes to specific barriers to learning
A process that is *inclusive* of all stakeholders, including teachers, parents, learners, policymakers, and community members, etc.	A project implemented by only experts or teachers

and government welfare.[11] On the other hand, a study conducted in Nepal found that the estimated returns to education for individuals with disabilities ranged from 19.3 percent to 25.6 percent.[12] Not only does educating children with disabilities increase their potential productivity and economic opportunities, but it also reduces future welfare costs and dependence on families and government resources.

Third, in nearly every country around the world, access to at least a free basic education is a constitutional right. When children with disabilities are unable to get into school, to participate and learn, their human rights are violated. All states have the duty to ensure that children with disabilities have equitable access to a high quality education in an inclusive environment.

Seven newly set Sustainable Development Goals (SDGs) specifically mention persons with disabilities, and SDG4 explicitly states that all children are entitled to an education: *Inclusive and equitable quality education and lifelong learning opportunities for all.*

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11 Sæbønes, A. M. (2015). *Toward a Disability Inclusive Education: Background Paper for the Oslo Summit on Education for Development.* World Health Organization (2011). *World Report on Disability.*

12 Lamichhane, K., and Sawada, Y. (2013). Disability and Returns to Education in a Developing Country. *Economics of Education Review, 37c,* 85–94.

BOX 1.3: DISABILITY INDICATORS FOR THE SUSTAINABLE DEVELOPMENT GOALS

⊘ **Target 4.5 (Education):** by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, *including persons with disabilities,* indigenous peoples, and children in vulnerable situations

⊘ **Target 8.5 (Employment):** by 2030, achieve full and productive employment and decent work for all women and men, including for young people and *persons with disabilities,* and equal pay for work of equal value

⊘ **Target 4.A., 11.2, 11.7 (Accessibility):** 4.a build and upgrade education facilities, which are *disability sensitive* (. . .); 11.2 provide access to safe, affordable, accessible and sustainable transport

systems for all (. . .) with special attention to the *needs of persons with disabilities* (. . .); 11.7 provide universal access to safe, inclusive and accessible, green and public spaces, particularly for (. . .) *persons with disabilities*

⊘ **Target 10.2 (Inclusion):** by 2030, empower and promote the social, economic and political inclusion of all irrespective of age, sex, *disability,* race, ethnicity, origin, religion or economic or other status

⊘ **Target 17.18 (Data Disaggregation):** by 2030, enhance capacity building support to developing countries, including for LDCs and SIDS to increase significantly the availability of high-quality, timeline, and reliable data *disaggregated by disability* (. . .)

While access to school has significantly improved in the past 15 years, nearly 60 million school-age children remain out of school around the world. Approximately one-third of these out-of-school children have some form of disability. Even if they do attend school, children with disabilities are far more likely than their nondisabled peers to drop out.[13] Exclusion starts early for children with disabilities. While estimates vary, a significant portion have never gone to school as a result of stigmatization and attitudes toward disability, lack of physical access to or insufficient accommodations, and poorly trained teachers and school personnel. Faced with multiple barriers from an early age, children with disabilities are at high risk of suffering from low employment and income earning potential, multiple health-related issues, and a lifetime of poverty.

Literature on disability widely acknowledges the lack of global knowledge and limited data on the extent and nature of disabilities, and the degree of exclusion faced by children. Despite these limitations, the available data sufficiently demonstrate that children with disabilities have far fewer educational opportunities. An example of that is brought out in the 2004 World Health Survey,[14] which found that children with disabilities have lower primary school completion rates and subsequently lower mean years of education when compared to their nondisabled peers. For instance, only half of the males with disability completed primary school, in comparison to 61.3

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13 Sæbønes, A. M. (2015). *Toward a Disability Inclusive Education: Background Paper for the Oslo Summit on Education for Development.*
14 The World Health Survey was implemented by WHO in 2002–2004 in partnership with 70 countries to generate information on the health of adult populations and health systems. The total sample size in these cross-sectional studies includes over 300,000 individuals.

percent of nondisabled males.[15] In many countries, including Malawi, Tanzania, and Burkina Faso, having a disability more than doubles a child's chance of being out of school.[16]

The inability of children to access schools goes beyond the question of whether a school is physically inaccessible or negative attitudes and stigma around disability are hampering a child's enrollment and participation. Rather, the exclusion of children with disabilities in education systems begins when they are excluded from national and education censuses, surveys, and data collection instruments. Out-of-date or inadequate data make effective education planning a serious challenge and inhibit governments from making good decisions around resource allocations, limiting the ability of the system to adequately address the educational needs of children with disabilities.

UNESCO (2016) notes that a vast majority of services in education for children with disabilities are provided by nongovernmental organizations (NGOs), both local and international, and disabled people's organizations (DPOs). These investments are typically earmarked for segregated programs and special education institutions, which are few in number and inaccessible to the majority of citizens in low-income countries. Such programs that target marginalized groups, like children with disabilities, are neither aligned to national education policies and curricula, nor guarantee continued educational opportunities beyond primary education.[17] In addition to this, the sustainability and scalability of small initiatives is always a challenge. Without a plan to work with governments to strategize for scaling up pilot initiatives systematically, the efforts to provide for education for children with disabilities often function as isolated centers, providing quality education services, at high cost, on a small and unsustainable scale.

In contrast, inclusive education calls for diverse students of all backgrounds to learn together in the same classroom and seeks to "transform education systems in order to respond to the diversity of learners."[18] By promoting learner-centered pedagogies, creating and/or adapting learning materials and textbooks, and ensuring safe and accessible school facilities, schools can be safe and healthy learning environments where all children are treated equally. There is also increasing evidence that children with special educational needs learn better in mainstream inclusive schools.[19]

BOX 1.4: DEFINITION OF INCLUSION

Inclusion is:

❯ A process of addressing and responding to the diverse needs of all children, recognizing that all children can learn.

❯ Concerned with presence, participation, and achievement of all students.

❯ Focused on identification and removal of barriers.

Source: General Comment 4, Article 24—*Right to Inclusive Education: Convention on the Rights of Persons with Disabilities, United Nations (2016).*

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15 World Health Organization (2011). *World Report on Disability.*
16 Global Campaign for Education. *Equal Right, Equal Opportunity: Inclusive Education for Children with Disabilities.*
17 UNESCO (2016). *10 Questions on Inclusive Education.*
18 Ibid.
19 World Health Organization (2011). *World Report on Disability.*

1.5 Purpose and Scope of the Report

This study commenced in the middle of 2016, at the beginning of the GPE 2016–2020 five-year strategic plan period.

It provides information on the context of education for children with disabilities in GPE developing country partners and how they are addressing the needs of children with disabilities in their education sector plans (ESPs). The report provides a snapshot of developing country partners' commitments and plans, viewed through the lens of education sector plans and GPE funded grants, to address the needs of children with disabilities within their education systems

1.6 Methodology

Fifty-one of the 65 GPE developing country partners were selected to be part of this study, with slightly more than half (28) being classified as affected by fragility and conflict. (See Annex A for a list of countries.)

Countries for the study were selected based on the following two criteria:

1. Countries with an education sector plan endorsed by development partners.
2. Countries with an active GPE education sector plan implementation grant (ESPIG) over the 2015–2018 period.

A profile for each country was developed using a data collection matrix that included quantitative and qualitative information compiled from secondary data sources, in addition to data extracted from country documents (Annex B). Quantitative data collected included (1) demographic information (poverty headcount, income level, prevalence of disability), and (2) education data (gross enrollment ratio [GER], net enrollment ratio [NER], out-of-school children rate). Qualitative data collected included key findings regarding quality of learning, teacher capacity, equity indicators, legal provisions, and plans to improve education for children with disabilities.

The following criteria were used to assess the education sector plans and check whether they address these disability key aspects:

❯ Commitment to rights of education for children with disabilities. This can be in the form of international commitments like the UNCRPD (sign and ratification) but more importantly national laws or policy commitments toward education of children with disabilities.

❯ Statistics on number of children with disabilities and clear articulation of their needs and barriers.

❯ A clear and prioritized strategy/plan for increasing access and quality and monitoring of education for children with disabilities.

❯ Focus on training and capacity building key stakeholders with provision of in-classroom support.

❯ Acknowledge the role and importance of parental support and community awareness.

❯ Illustrate financing for the plan proposed.

❯ Propose monitoring and evaluation mechanisms, including improvements in data and other information.

Data were also collected from secondary sources to supplement missing information or cross-check the information contained in the ESPs. Profiles were analyzed individually and across countries, categories (countries affected by fragility and conflict), and regions.

1.7 Limitations of This Study

Some of the information in this report is drawn from secondary data, which can, in some cases, be incomplete or outdated.

The timing of the review and stocktaking means that the ESPs and ESPIGs reviewed were developed during the period of the Millennium Development Goals (MDG) from 2000 to 2015 and GPE's 2012–2015 Strategic Plan period, and therefore reflect the goals and indicators in force at that time.

Future stocktaking will reflect education sector plans and GPE funded grants dating from 2016 onward and include eligibility criteria focused on education and fragility, a needs-based allocation formula that takes into account needs associated with delivering basic education services to all children, and a results-based funding model comprised of performance requirements and performance incentives.

BOX 1.5: GPE RESULTS-BASED FUNDING MODEL

In order to receive the first 70 percent of its financing allocation, each DCP must meet performance requirements which include a credible, costed, evidence-based education sector plan, availability of a recent education sector analysis, and a commitment to raise domestic spending on the implementation of the education sector plan up to at least 20 percent of the national budget. The remaining 30 percent of its financing allocation is rewarded based on achieving specific results in equity, efficiency, and learning outcomes determined by the government and development partners. Disbursement of the 30 percent is linked to performance indicators which demonstrate that progress has been made. At least one indicator should be identified for each of the three dimensions (in line with the sector plan), and have some accompanying strategies and a disbursement and verification mechanism. Context and capacity impact choice of indicators and payment modalities, and thus the indicators can be process, output, or outcome related. Process and output level indicators should be accompanied by a robust theory of change to demonstrate how they can lead to development outcomes.

1.8 What This Study Contains

This report is organized to present findings in the following sections:

◉ *Section 1* outlines the need, purpose, and scope of the report. It details the methodology and framework of assessment on which basis the review was conducted.

◉ *Section 2* highlights this study's key findings by detailing how GPE developing country partners are responding to the educational needs of children with disabilities in their education sector plans with respect to GPE 2020.

◉ *Section 3* describes how GPE supports developing country partners to improve education for all children, including those with disabilities, by providing technical assistance and guidance as well as funding through various grants (ESPIGs).

◉ *Section 4* describes the work of GPE's Secretariat and Partners that will contribute to increased attention to disability and inclusion in education sector analysis and plans.

SECTION 2: Disability and Inclusive Education in Education Sector Plans

This section presents the extent to which GPE developing country partners included in this study consider the needs of children with disabilities in their education sector plans. This includes planning and implementing a range of evidence-based policies and programs, collecting relevant, reliable data, and identifying the key barriers hindering or preventing children with disabilities from accessing, participating, or learning in school.

Twenty four of the 51 sector plans include strategies to improve education access, 19 are starting to include disability and inclusive education strategies in sector planning, and eight do not mention children with disabilities at all.

In the countries with ESPs that include strategies on disability, a wide range of activities are planned. For example, to improve access to education for children with disabilities, Nepal, Cambodia, the Kyrgyz Republic, and Ghana plan to increase enrollments by improving school access with the construction of ramps, as well as by developing minimum standards of construction; addressing staffing requirements, teacher training, and data collection; increasing community awareness; and initiating cross-sectoral interventions in health and education.

Tajikistan plans to establish a system of early detection, including screening and identification of disabilities at the primary and the preschool levels, and to make provisions for accessible school construction, accessible toilets, and adapted furniture, as well as teaching and learning materials. Nepal's strategy is to strengthen the existing resource centers so that they not only support teachers but also help mainstream students.

There is also an intent to expand services for children with profound disabilities; Burkina Faso and Ghana plan to have separate services. Cambodia is also considering school reentry programs through nonformal education for children with disabilities, which gives older children opportunities to learn functional skills and literacy—expanding inclusive education to preschools and other community programs, as well as offering additional catch-up classes.

Comoros's ESP aims to respond to the needs of children with disabilities by investing in screening children for visual and hearing impairments, training teachers in braille and sign language, and providing equipment like hearing aids and braille books. Comoros further plans to adopt a unique approach to mainstreaming: children with disabilities are to be supported by special teachers and given special education in preschool, grade 1, and grade 2. Mainstreaming of children is planned after grade 3, although the ESP does not explain why mainstreaming begins at that point.

Countries can also mention disability in their ESPs without providing a comprehensive plan or strategy. For example, The Gambia's ESP lays a strong emphasis on improving quality of learning, including learning outcomes for children with disabilities. Additionally, it emphasizes the need for data collection to identify the numbers and needs of children with disabilities. However, the plan does not incorporate strategies for increasing access, equity, or efficiency.

Uganda's ESP demonstrates how education and prevention of HIV/AIDS, which has a high burden in the country, is being extended to people with disabilities. The plan highlights the modification of resource materials for HIV/AIDS prevention in accessible formats for all students. Uganda's sector plan lays strong emphasis on improving quality of learning, providing teaching and learning material, adapting the curriculum, and investing in teacher professional development in inclusive education principles, guidance, and counseling. However, the plan does not analyze or articulate strategies regarding data, access to education, or systems.

Mali's and Togo's ESPs highlight important actions for improving access, including accessible school construction, well-lit classrooms, teacher recruitment, and investment in teacher training. However, there are no further details on plans to improve quality, data, or policy for children with disabilities, or to strengthen systems. Burundi's ESP does not include plans for students with disabilities, but states that children and youth with special needs will receive funding support from NGOs and other operators.

2.1 Commitment to International Frameworks

Countries that signed and ratified the Convention on the Rights of Persons with Disabilities (CRPD) demonstrated their commitment to follow its principles and ideals and agreed to take legislative, administrative, and adjudicative measures to implement the provisions enshrined in it. As seen in Figure 2.1, 38 GPE developing country partners in this study have signed the CRPD, while four of the 38 have signed but not ratified it. Nine countries did not sign the CRPD but became members of the Convention by accession.[20]

20 United Nations, *Convention on the Rights of Persons with Disabilities,* March 2017.

FIGURE 2.1: GPE DEVELOPING COUNTRY PARTNERS THAT HAVE SIGNED AND RATIFIED THE CRPD

- Signed and ratified CRPD
- Signed but not ratified CRPD
- Have not signed CRPD

Source: UN (March 2017). *Convention on the Rights of Persons with Disabilities.*

	Signed and Ratified CRPD	Signed but Not Ratified CRPD	Have Not Signed CRPD
Afghanistan			• (a)
Bangladesh	•		
Benin	•		
Burkina Faso	•		
Burundi	•		
Cambodia	•		
Cameroon		•	
CAR	•		
Chad		•	
Comoros	•		
Congo DR			• (a)
Côte d'Ivoire	•		
Djibouti			• (a)
Eritrea			•
Ethiopia	•		
The Gambia			• (a)
Ghana	•		
Guinea	•		
Guinea-Bissau	•		
Guyana	•		
Haiti			• (a)
Kenya	•		
Kyrgyz Republic		•	

(continues)

FIGURE 2.1: CONTINUED

	Signed and Ratified CRPD	Signed but Not Ratified CRPD	Have Not Signed CRPD
Lao PDR	•		
Liberia	•		
Madagascar	•		
Mali	•		
Mauritania			• (a)
Mozambique	•		
Nepal	•		
Nicaragua	•		
Niger	•		
Nigeria	•		
Pakistan	•		
Papua New Guinea	•		
Rwanda			• (a)
São Tomé and Príncipe			• (a)
Senegal	•		
Sierra Leone	•		
Somalia			•
South Sudan			•
Sudan	•		
Tajikistan			•
Tanzania	•		
Togo	•		
Uganda	•		
Uzbekistan		•	
Vietnam	•		
Yemen	•		
Zambia	•		
Zimbabwe			• (a)
Total	**34**	**4**	**13**

Source: UN (March 2017). *Convention on the Rights of Persons with Disabilities.*
Note: (a) = The country did not sign the CRPD but became a member of the Convention by accession.

2.2 National Rights and Policy Framework

All countries in this study but three (Burundi, Djibouti, and Papua New Guinea) either state or guarantee within their constitutions the right to primary education for all children, including those with disabilities. Findings from the stocktaking report for policy provision for children with disabilities are shown in Figure 2.2. The figure highlights that more than half of the developing country partners in this study (33) have a national disability law or policy. Some of these are broad, while others articulate the right of children with disabilities (CWD) to access education based on equal participation and nondiscrimination.

FIGURE 2.2: LEGAL FRAMEWORKS IN GPE DEVELOPING PARTNER COUNTRIES
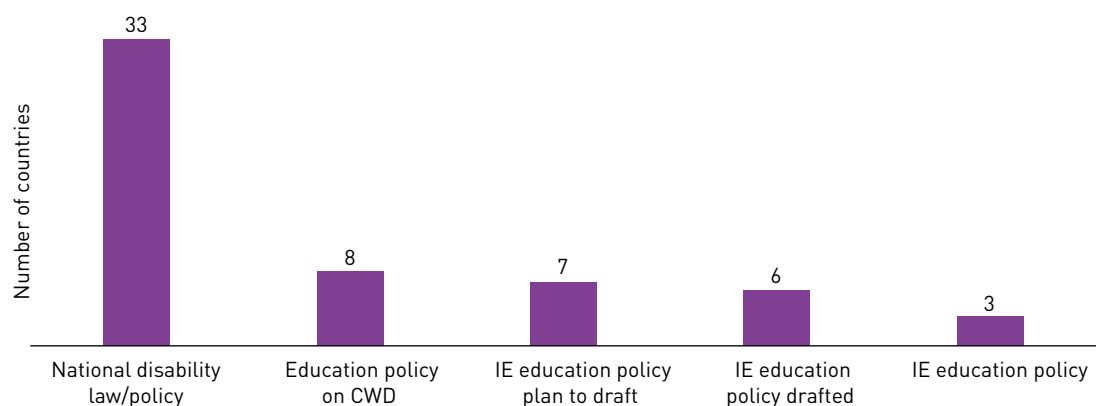
Source: Secretariat, Global Partnership for Education.

Country	National Disability Law/Policy	Education Policy on CWD	IE Policy Plan to Draft	IE Policy Drafted	IE Policy
Afghanistan	•				
Bangladesh	•	•	•		
Benin					
Burkina Faso	•		•		
Burundi					
Cambodia	•	•			
Cameroon				•	
CAR	•				
Chad					
Comoros					
Congo DR	•				
Côte d'Ivoire					
Djibouti					
Eritrea			•		
Ethiopia	•				
The Gambia	•				
Ghana	•	•			•
Guinea				•	
Guinea-Bissau					
Guyana	•			•	
Haiti					
Kenya	•	•	•		
Kyrgyz Republic	•	•		•	
Lao PDR	•				•
Liberia		•			
Madagascar					

(continues)

FIGURE 2.2: CONTINUED

Country	National Disability Law/Policy	Education Policy on CWD	IE Policy Plan to Draft	IE Policy Drafted	IE Policy
Mali	•				
Mauritania					
Mozambique	•	•			
Nepal	•	•		•	
Nicaragua	•				
Niger					
Nigeria	•				
Pakistan	•				
Papua New Guinea	•				
Rwanda	•				
São Tomé and Príncipe					
Senegal					
Sierra Leone	•			•	
Somalia	•				
South Sudan	•				
Sudan	•				
Tajikistan	•				
Tanzania	•				•
Togo			•		
Uganda	•				
Uzbekistan	•				
Vietnam	•				
Yemen	•				
Zambia	•		•		
Zimbabwe	•		•		
Total	**33**	**8**	**7**	**6**	**3**

Source: Secretariat, Global Partnership for Education.

Bangladesh, Burkina Faso, Cameroon, Eritrea, Guinea, Guyana, Kenya, the Kyrgyz Republic, Nepal, Sierra Leone, South Sudan, Tajikistan, Togo, and Zambia are in the process of moving away from primarily educating children with disabilities through special education systems toward providing a more inclusive education system for these children within the regular school system.

National education policies may also feature inclusive education (IE) policies. The most common strategy in strengthening education systems for children with disabilities is to ensure an IE policy is in place. Nine DCPs noted that having an IE policy will help them coordinate a more effective action plan and budget for adequate resources, thus improving their efficiency. Commitments to inclusive education within national policies and legal frameworks are made by six DCPs (Cameroon, Guinea, Guyana, the Kyrgyz Republic, Nepal, and Sierra Leone). These countries have a separate policy on children with disabilities. Three countries (Ghana, Lao PDR, and Tanzania) have a policy on inclusive

FIGURE 2.3: GPE DEVELOPING COUNTRY PARTNERS THAT DEFINE INCLUSIVE EDUCATION IN THEIR SECTOR PLANS

Have definition in their sector plan
Do not have definition in their sector plan
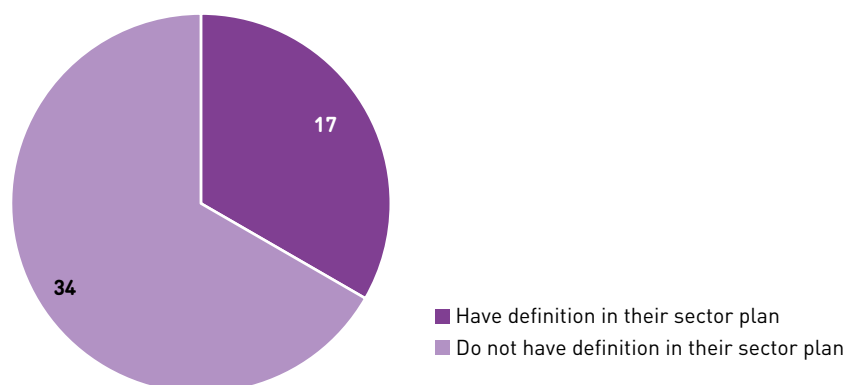
Source: Secretariat, Global Partnership for Education.

education; and seven countries plan to draft such a policy (Figure 2.2). Detailed legislation that promotes inclusion will help define inclusive education, outline obligations and accountability, and support the national and local governments' efforts to adopt a common approach.

Seventeen DCPs in this study (Afghanistan, Bangladesh, Burkina Faso, Eritrea, Ethiopia, Ghana, Kenya, the Kyrgyz Republic, Lao PDR, Madagascar, Nepal, Papua New Guinea, Sao Tome and Principe, Sierra Leone, South Sudan, Tajikistan, and Vietnam) define *inclusive education* in their ESPs (Figure 2.3).

These definitions are clearly influenced by, and adopt language from, the IE definition in the Salamanca Statement and Framework for Action Education on Special Needs Education (1994) and the CRPD (2006). These definitions are holistic, highlighting barriers that limit the presence and participation of children with disabilities as well as equity issues. Defining inclusive education is important as it helps shape policies and gives countries a vision of what the education sector can offer.

2.3 Disability Data on Children

Data are imperative at every level of an education system to inform robust sector analysis and planning; support equitable resource allocation; create and manage efficient budgets; implement and monitor inclusive policies and programs; and serve as an evaluative tool for policy dialogue and reform efforts to enhance the equity, efficiency, effectiveness, and quality of education services.

Figures 2.4, 2.5, and 2.6 show the prevalence of disability by country, prevalence of disability by income group, and prevalence of disability in countries affected by fragility and conflict. It is important to keep in mind that the source of prevalence figures vary, particularly in terms of methodology of data collection, year of collection, and the scope and coverage of population included in prevalence figures. Additionally, some figures are reported as numbers (in thousands and millions), whereas other figures are reported as proportions (percentages).

2.3.1 COUNTRY-WISE PREVALENCE OF DISABILITY

Before delving into the data on children with disabilities, and analyzing their educational opportunities, it is useful to consider the bigger picture and the prevalence of disability at the country level.

Current estimates suggest that approximately 15 percent of the global population lives with a disability.[21] However, there is a large variation in estimates, as the prevalence of disability ranges from 2 to 25 percent. Even though the prevalence figures are not strictly comparable as they have been reported at different time points, the graph below provides an estimation of the range within countries and offers some interesting insights. For example, almost all countries in West Africa have been affected by civil war. While Guinea Bissau, Guinea, and Gambia report no prevalence figures, Senegal reports 15.5 percent of disabled population, followed by Sierra Leone and Liberia reporting 4 percent and 16 percent, respectively.

Approximately nine countries have no current or previous data on prevalence of disability. These countries include: Djibouti, Nicaragua, Côte d'Ivoire, Gambia, Guinea, Guinea-Bissau, Mali, São Tomé and Príncipe, and Togo. Figure 2.4 highlights the prevalence of disability.

Disability Data, by Country Income Level

When comparing low-income and lower-middle-income countries, there is no correlation between prevalence of disability and income level, as illustrated in Figure 2.5.

Disability Data in Countries Affected by Fragility and Conflict

Prevalence of disability is slightly higher, on average, in countries affected by fragility and conflict. Among the countries affected by fragility and conflict in this study, the prevalence of disability ranges from 1.3 to 21 percent of the population. In reviewing each country's data, however, it was frequently mentioned that the prevalence of disability is a lot higher due to conflict, and particularly armed conflict. In addition, countries affected by fragility and conflict often do not collect census and other official data during a crisis.

FIGURE 2.4: ESTIMATED PREVALENCE OF DISABILITY
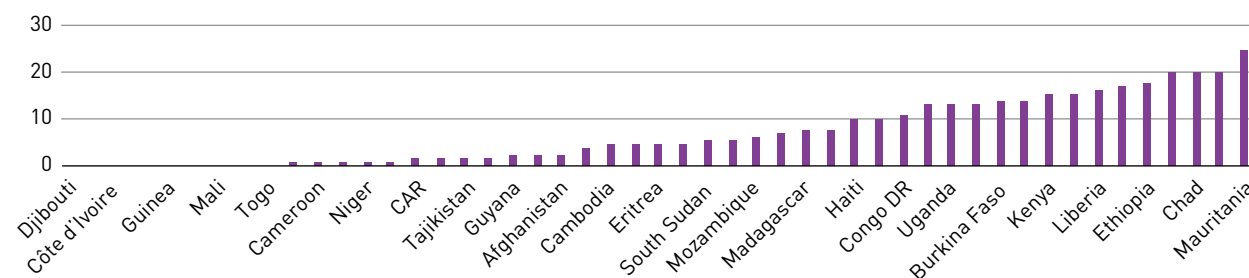
Source: WHO (2011) Report on Disability; Sida (2012–2014) Disability Rights Reports; African Disability Rights Yearbooks (2012–2015); individual country reports.

21 Ibid.

FIGURE 2.5: PREVALENCE OF DISABILITY, BY INCOME GROUP
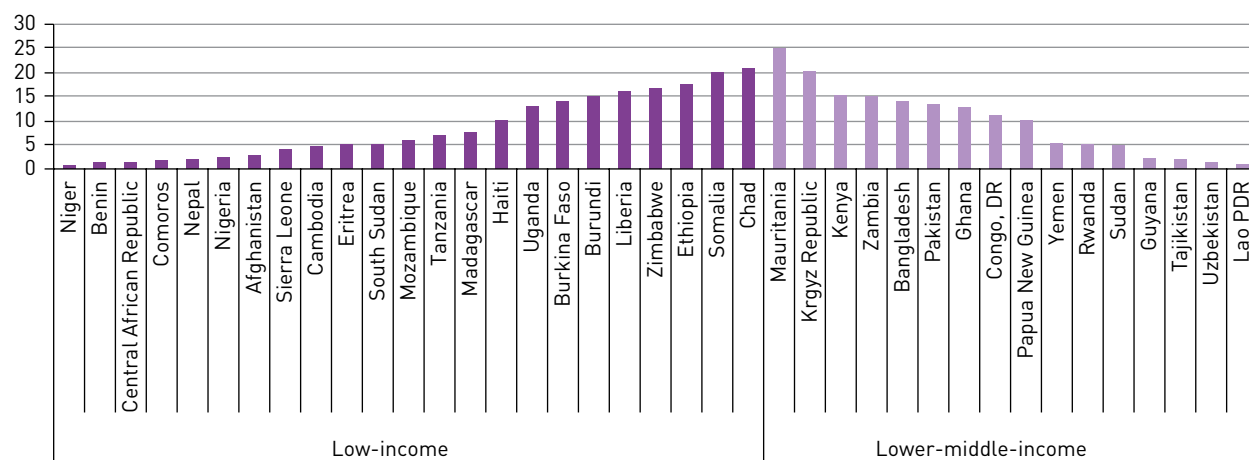
Source: WHO (2004) Report on Disability; Sida (2012–2014) Disability Rights Reports; African Disability Rights Yearbooks (2012–2015); individual country reports.

FIGURE 2.6: PREVALENCE OF DISABILITY IN COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT
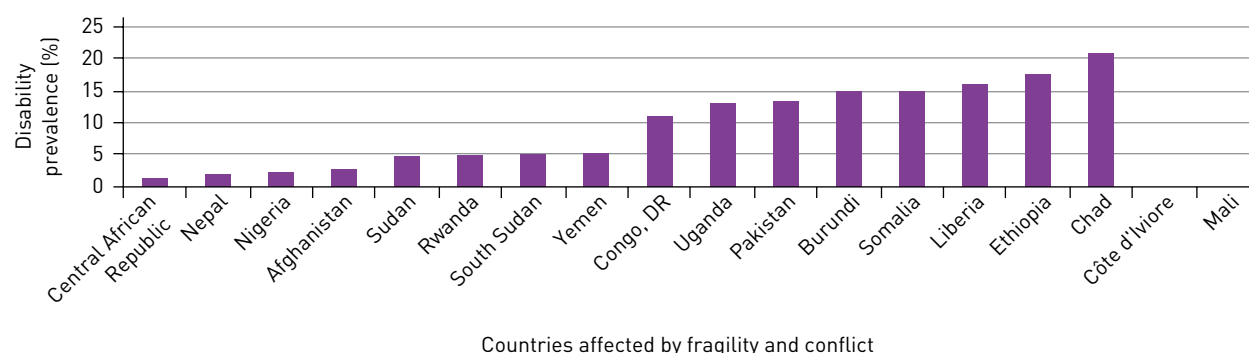
Source: WHO (2004) Report on Disability; Sida (2012–2014) Disability Rights Reports; African Disability Rights Yearbooks (2012–2015); individual country reports.

In Chad, nearly 21 percent of the population is living with some disability.[22] While the Chadian Civil War ended in 2010, ongoing tensions and conflict with neighboring countries have continued, and several reports predict that the prevalence of disability is much higher, especially because the reported figure is based on the 2004 *World Health Survey.* Approximately 65 percent of school-age children in Chad are out of school,[23] and only 18 percent of children with disabilities are currently enrolled in primary school.[24]

Several countries that have been impacted by major natural disasters in the last 10 years likewise estimate that the prevalence of disability is significantly higher than the last recorded statistic. For example, Haiti[25] expects that its prevalence of disability increased significantly after the 2010 earthquake, although no data has been collected in recent years. Approximately 250,000 people were

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22 World Health Organization (2011). *World Report on Disability.*
23 EPDC (2014). *National Education Profile: Chad.*
24 Global Campaign for Education (n.d.) *Inclusive Education for Children with Disabilities.*
25 UN Convention on the Rights of Persons with Disabilities (2015). *Haiti Report.*

injured during the earthquake, many of who may now have long-term disabilities.[26] Following the devastating earthquake in Nepal in April 2015, more than 23,000 people were seriously injured and now have some form of disability.[27]

As mentioned earlier, countries in this study identify as a high priority the need for robust, reliable data regarding the education of children with disabilities. This includes ensuring data on disability is disaggregated by domain, age group, gender and enrollment. Figure 2.7 presents a summary of the ESPs of GPE's developing country partners that include data on children with disabilities. More than half of the ESPs (29) include an estimated percentage or number of children with disabilities enrolled at any level in the school system, while just under half (21) report primary school enrollment data. Thirteen ESPs include special school enrollment data of children with disabilities, and 17 countries in this study have either incomplete or no primary school enrollment data regarding children with disabilities.

FIGURE 2.7: COUNTRIES COLLECTING DATA ON CHILDREN WITH DISABILITIES
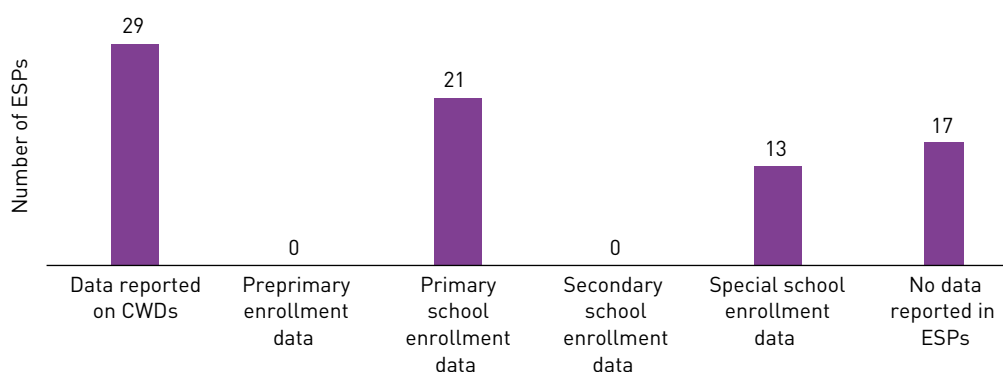
Source: Secretariat, Global Partnership for Education.

	Data Reported on CWDs	Preprimary Enrollment Data	Primary School Enrollment Data	Secondary School Enrollment Data	Special School Enrollment Data	No Data Reported in ESPs
Afghanistan						•
Bangladesh	•				•	
Benin						•
Burkina Faso	•		•		•	
Burundi						•
Cambodia	•		•			
Cameroon	•		•			
CAR	•		•		•	
Chad	•		•			
Comoros	•					
Congo DR	•					

(continues)

26 Women's Refugee Commission (n.d.). Persons with Disability and the Humanitarian Response in Haiti.
27 Handicap International (2016). *From Nepal Quake Injury to Acting Dreams: Nirmala Stands Tall.*

FIGURE 2.7: CONTINUED

Country						
Côte d'Ivoire						•
Djibouti	•					
Eritrea	•		•		•	
Ethiopia	•		•			
The Gambia	•		•		•	
Ghana	•		•		•	
Guinea						•
Guinea-Bissau						•
Guyana						•
Haiti	•		•			
Kenya	•		•		•	
Kyrgyz Republic	•		•		•	
Lao PDR	•		•			
Liberia	•		•			
Madagascar						•
Mali						•
Mauritania						•
Mozambique	•		•		•	
Nepal	•		•			
Nicaragua						•
Niger						•
Nigeria	•					
Pakistan						•
Papua New Guinea	•				•	
Rwanda						
São Tomé and Príncipe						•
Senegal	•					•
Sierra Leone						
Somalia	•					
South Sudan	•					
Sudan	•					
Tajikistan					•	
Tanzania	•		•			
Togo	•		•			
Uganda	•		•			
Uzbekistan	•		•		•	
Vietnam	•				•	
Yemen						
Zambia						•
Zimbabwe						•
Total	**29**	**0**	**21**	**0**	**13**	**17**

Source: Secretariat, Global Partnership for Education.

Note: Preprimary, primary, and secondary school definitions are not based on ages children attend school at different levels but rather on the terminology used by countries.

FIGURE 2.8: COUNTRIES PLANNING TO IMPROVE DATA COLLECTION ON DISABILITY (NUMBER OF ESPs)

- ■ EMIS
- ■ Census/survey
- ■ No data reported in ESPs
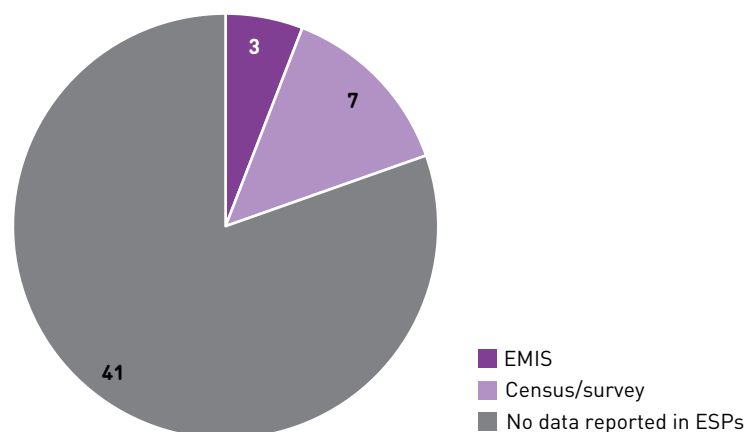
Source: Secretariat, Global Partnership for Education.

The lack of disability data is cited in education sector plans as a reason for weak responses toward education of children with disabilities. Ten DCPs in this study plan to invest in more robust data collection on children with disabilities. Out of the 10, three (Cameroon, Ghana, and Nepal) have articulated plans to strengthen their Education Management Information System (EMIS) while seven (Burkina Faso, Cambodia, Comoros, The Gambia, Guyana, Haiti, and Somalia) plan to include disability-related questions in their census or household surveys.

2.3.2 OUT-OF-SCHOOL CHILDREN WITH DISABILITIES

The rate of out-of-school children in GPE's partner countries ranges from 2–77 percent. Tajikistan (2 percent), Vietnam (2 percent) and Guyana (3 percent) have the lowest rates of out-of-school children, while the DCPs with the highest rates of out-of-school children include Liberia (65 percent), Eritrea (66 percent) and Somalia (77 percent). The average out-of-school children rate for the countries in this review is 27 percent. As illustrated in Figure 2.9, those countries with ongoing conflicts and crises have the highest proportion of out-of-school children.

FIGURE 2.9: PROPORTION OF OUT-OF-SCHOOL CHILDREN IN EACH COUNTRY
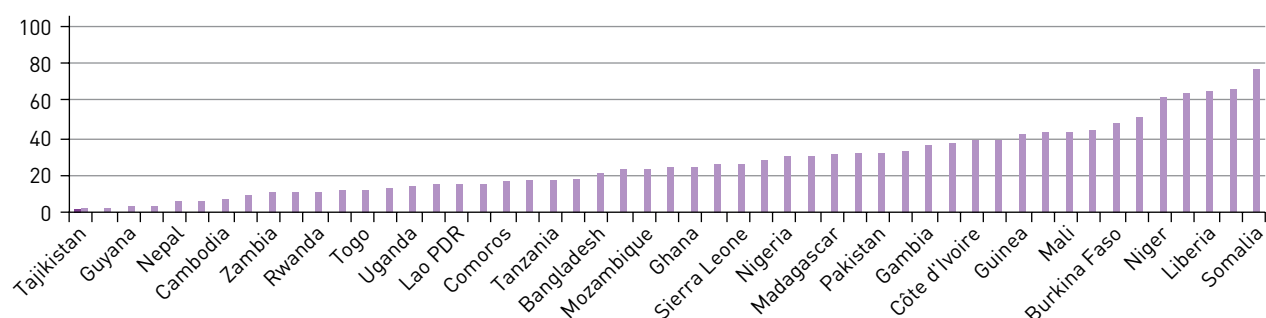
Source: EPDC (2014). National Education Profiles.

TABLE 2.1: COUNTRIES REPORTING PERCENTAGE OF OUT-OF-SCHOOL CHILDREN WITH DISABILITIES IN THEIR SECTOR PLANS

	Percentage of Children with Disabilities
Cambodia	21%
CAR	40%
Comoros	21%
Ethiopia	18%
Ghana	15%
Liberia	15%
Mozambique	14%
Nepal	6%
South Sudan	2%
Tanzania	11%
Uganda	30%
Vietnam	5%

Source: Secretariat, Global Partnership for Education.

Note: The percentage of children with disabilities is the overall percentage of children with disabilities, not for a specific level. Countries that do not appear on the table report no data on their ESPs.

Given the lack of robust data on children with disabilities, it is not possible to determine the number of out-of-school children with disabilities across all countries in this study. However, there is some data available for a few developing country partners. In Comoros, 16.4 percent of all children are out of school,[28] while 21 percent of children with disabilities are out of school.[29] In the Central African Republic, 40 percent of children with disabilities are out of school, while an estimated 67 percent of children ages 6–14 with disabilities have never attended any type of school.[30]

The review highlights the inconsistency in the ways data are reported in sector plans. Tables 2.2 and 2.3 show the countries that report primary school enrollment data for children with disabilities. Some figures are reported in numbers and some in percentages. Only a few countries report enrollment data for children with disabilities. Data-gathering parameters are not consistent, and the data reported does not always clarify the school level. Designing, implementing, and evaluating inclusive education policies requires timely, high-quality data on *all* children. If data on children with disabilities are not collected consistently using the same methodology, definitions, units and unit level (raw data), effective policies, and programs cannot be developed, nor can best strategies be discovered and documented.

2.3.3 CHILDREN WITH DISABILITIES—PRIMARY AND SPECIAL SCHOOL ENROLLMENT

When considering primary school enrollment across all countries included in this study, the data show that less than half of children with disabilities are enrolled in any form of primary schooling, including special schools. Special schools cater to a specific population based on one type of impairment, such as schools for the blind or schools for the deaf. Approximately one-quarter (13) of DCPs in

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28 Overall number of out-of-school children with disabilities not attending school, not for a specific level.
29 GPE, *Comoros: Transitional Education Sector Plan* (2014).
30 The African Child Policy Forum, *Educating Children with Disabilities: Central African Republic* (2011).

TABLE 2.2: CHILDREN WITH DISABILITIES ENROLLED BY SCHOOL TYPE (NUMBERS)

	Number of CWD Enrolled in Primary Schools	Number of CWD Enrolled in Special Schools
Bangladesh	—	2,000
Burkina Faso	5,518	767
Eritrea	14,036	252
Ghana	16,500	6,180
Kenya	81,649	21,050
Kyrgyz Republic	10,356	2,425
Lao PDR	3,000	—
Liberia	282,436	—
Mozambique	24,000	600
Nepal	51,766	—
Papua New Guinea	—	7,500
Tajikistan	—	2,227
Tanzania	33,435	—
Uzbekistan	28,890	21,800
Vietnam	390,000	10,600

TABLE 2.3: CHILDREN WITH DISABILITIES ENROLLED BY SCHOOL TYPE (PERCENTAGE)

	Percentage of CWD Enrolled in Primary Schools	Percentage of CWD Enrolled in Special Schools
Cambodia	3	—
Cameroon	5	—
CAR	13	33
Chad	18	—
Ethiopia	3	—
The Gambia	40	50
Haiti	0.14	—
Madagascar	11.3	—
Mali	—	—
South Sudan	21.9	—

Source: Secretariat, Global Partnership for Education.

Note: Countries that do not appear on the table report no data on their ESPs.

this study have data on children with disabilities enrolled in special schools. Special schools may be government run by the Ministry of Education (MoE) or, for example in Cambodia, special schools for children with disabilities are run by the Ministry of Health, requiring these ministries to coordinate data collection and reporting to ensure that enrollment of children with disabilities is captured accurately. Special schools can also be run by NGOs, DPOs, or church organizations, and enrollment data from these schools may not be collected or reported by the Ministry of Education.

The estimated percentage of children with disabilities enrolled at the primary level for 22 countries in this study ranges from 0.14 to 44 percent, based on the census and/or EMIS data. Seven countries in this study (Burkina Faso, Eritrea, Ghana, Kenya, the Kyrgyz Republic, Mozambique, and Uzbekistan) report enrollment data from government-run primary schools as well as NGO-run special schools for children with disabilities, thus capturing enrollment rates from government-run schools, as well as those run by NGOs (Tables 2.2 and 2.3).

2.4 Key Barriers to Education for Children with Disabilities

2.4.1 DEMAND-SIDE BARRIERS

Sociocultural Barriers

Research suggests that parents' attitude toward disability is the most important factor in determining whether a child attends school or not. The shame of having a child with a disability can result in keeping the child hidden at home. Similarly, parents might choose to keep their children at home because they believe they are not able to take care of themselves. Parents may feel protective and wish to prevent their children from having negative and harsh experiences, an attitude that most likely stems from a belief of diminished value in the aptitude of children with disabilities. Persons with disabilities are often not valued by society. They are considered objects of charity as their potential and abilities are not recognized. Children with disabilities are often seen as incapable and economically unproductive and needing to be cared for at all times. 'It is this attitude that marginalizes persons with disabilities more than their impairments'.[31] Children with disabilities are particularly discriminated against as they are seen as a source of shame and are often hidden away. The attitude of teachers and school authorities toward disability is also pivotal to school attendance. Children can be discouraged to attend school and eventually drop out because of the treatment they receive from school staff.

Some ESPs identify the social and cultural forces that undermine children's ability to attend school as a major barrier. Negative attitudes, including shame and stigma, are the second-most important barriers identified in education sector plans, to children accessing and participating in education. Burkina Faso, CAR, Chad, Congo DR, Côte d'Ivoire, Eritrea, Ethiopia, Ghana, The Gambia, Cambodia, the Kyrgyz Republic, Lao PDR, Vietnam, and Yemen acknowledge this as an issue. Although negative attitudes are identified as a barrier, there are no specifics available with respect to how society and culture have affected the understanding of disability. There is no information regarding the concerns of parents, teachers, parents of children without disabilities, or the wider society.

Transport (economic barrier)

Ghana is the only country that identifies an economic barrier—transport of students with disabilities to and from school—along with negative attitudes as a barrier in its ESP.

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31 Choruma, T. (2007). *The Forgotten Tribe: People with Disabilities in Zimbabwe.*

FIGURE 2.10: DEMAND-SIDE BARRIERS (NUMBER OF ESPs)

Sociocultural barriers (stigma/attitudes toward disability): 13
Economic barriers (transport to/from school): 1
No data reported in ESPs: 38
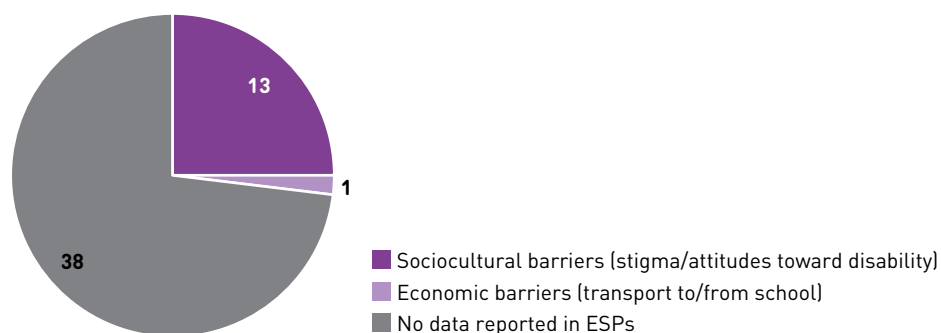
Source: Secretariat, Global Partnership for Education.

2.4.2 SUPPLY-SIDE BARRIERS

Lack of Robust Data

Overall, comparing the barriers to education identified by DCPs, the lack of robust data on disability (Afghanistan, Benin, Burkina Faso, Cameroon, Comoros, The Gambia, Guyana, Haiti, Mozambique, Pakistan, Sierra Leone, Somalia, Tajikistan, Uzbekistan, and Vietnam) is most commonly cited as a critical issue regarding the education of children with disabilities.

Insufficient data collection and reporting not only prevents accurate estimation of the number of children with disabilities, their needs, and barriers to participation, but also precludes estimating the type and kind of support they need to ensure full participation and learning. Planning for children with disabilities can be extremely challenging when information is so limited. Hence, it is important that countries be supported with knowledge and resources, as well as technical expertise, so that they may collect disaggregated data on disability.

Apart from the countries that receive financing from GPE (13 ESPs) to promote inclusive education, indicators and targets are difficult to track. Even in GPE-supported countries, the indicators are basic and do not systematically detail the targets within the components.

Inaccessible Schools

Inadequate school infrastructure is acknowledged as a barrier in seven sector plans (Bangladesh, Burundi, Burkina Faso, Cambodia, Congo DR, Côte d'Ivoire and Sierra Leone). If the school building and facilities are not accessible to children with disabilities, they cannot attend school. Children with physical disabilities who use wheelchairs need ramps. They also require step-free access into classrooms and the school surroundings, wide doors, and moveable furniture. Students with low vision need classrooms with large windows to allow more sunlight. One of the major barriers to school retention is inaccessible water and sanitation facilities.

Even though only seven countries identify inaccessibility as a barrier to school attendance, it is one of the most common interventions cited in sector plans. Twenty-two ESPs have activities related to improving school infrastructure by investing in accessible school construction.

TABLE 2.4: SUPPLY-SIDE BARRIERS

	Lack of Robust Data	Lack of Accessible Infrastructure	Lack of Learning Material	Lack of Trained Teachers	Lack of Technical Support/ Expertise	Lack of Strategy on IE	Limited Financial Resources	Lack of Inter-Ministerial Coordination	No Data Reported in ESPs
Afghanistan	•			•	•				
Bangladesh		•				•			
Benin	•								•
Burkina Faso	•	•	•	•		•			
Burundi		•		•	•	•			
Cambodia		•			•	•			
Cameroon	•								•
CAR						•			
Chad						•			
Comoros	•								•
Congo DR		•				•			
Côte d'Ivoire		•				•			
Djibouti						•			
Eritrea									•
Ethiopia				•					
The Gambia	•								•
Ghana									•
Guinea									•
Guinea-Bissau									•
Guyana	•								•
Haiti	•								•
Kenya									•
Kyrgyz Republic								•	
Lao PDR				•	•			•	
Liberia									•
Madagascar									•
Mali									•
Mauritania									•
Mozambique	•								•
Nepal			•				•		
Nicaragua									•
Niger									•
Nigeria									•
Pakistan	•								•
Papua New Guinea									•

(continues)

TABLE 2.4: CONTINUED

	Lack of Robust Data	Lack of Accessible Infrastructure	Lack of Learning Material	Lack of Trained Teachers	Lack of Technical Support/ Expertise	Lack of Strategy on IE	Limited Financial Resources	Lack of Inter-Ministerial Coordination	No Data Reported in ESPs
Rwanda									•
São Tomé and Príncipe									•
Senegal									•
Sierra Leone	•	•	•				•		
Somalia	•								•
South Sudan									•
Sudan									•
Tajikistan	•							•	
Tanzania									•
Togo									•
Uganda									•
Uzbekistan	•							•	
Vietnam	•		•	•	•		•		
Yemen									•
Zambia									•
Zimbabwe			•				•		
Total	**15**	**7**	**5**	**6**	**5**	**9**	**4**	**4**	**32**

Source: Secretariat, Global Partnership for Education.

Lack of Materials

Lack of materials that promote learning is another barrier preventing children from participating in school. This can lead to decreased motivation to learn and, eventually, to dropping out of school. Nepal, Burkina Faso, Sierra Leone, Vietnam, and Zimbabwe highlight inadequately resourced schools as an obstacle to improving education access for children with disabilities in their ESPs.

Teachers and Teacher Capacity

Teacher preparation to respond to diversity in the classroom is at the heart of ensuring that all children have a positive learning experience at school. Since inclusive education is an evolving concept in developing countries, most teachers have not had the opportunity to experience inclusive education or see it in practice at schools. Therefore, teacher training, preservice and in-service training are extremely important. The lack of teacher capacity to address the learning needs of all students can lead to demotivation, and eventually to dropping out of school. The lack of sufficient professional expertise at the country level to respond efficiently to the needs of children with disabilities is also noted as a barrier to providing inclusive education.

Afghanistan identifies the shortage of teachers as a barrier to inclusive education. Afghanistan, Burkina Faso, Burundi, Ethiopia, Lao PDR, and Vietnam identify the above mentioned as supply-related barriers that prevent education access for children with disabilities.

Flexible Curriculum

Curriculum flexibility allows teachers to use their professional judgement and make the necessary adjustments to the curriculum so the content, modes of delivery, and measurement of achievement caters to the needs of all students in the classroom. Many countries rely on the rote method of curriculum delivery, which is inflexible and cannot be adapted to students' individual learning needs. The lack of flexible curricula is not specifically identified as a barrier in the ESPs; however, several countries articulate the need to modify the curriculum to make it adaptable in their intervention/action plans.[32]

Lack of Strategy on Inclusive Education

Development of a robust policy framework ensuring the right of children to go to school is an important first step toward inclusive education. Many countries have policies but lack a robust implementation framework. Bangladesh, Burundi, Burkina Faso, CAR, and Cambodia identify poor strategy and implementation of national policies and laws as the main barriers.

Chad, Congo DR, Côte d'Ivoire, and Djibouti clearly outline the need to strengthen country framework implementation policies alongside the commitment to address the right to education for children with disabilities. The ESPs also highlight the lack of administrative capacity and insufficient clarity of roles and responsibilities between the various units of different ministries as a barrier to improving school attendance.

Lack of Interministerial Coordination

A lack of coordination between ministries in countries where more than one ministry is responsible for addressing the educational needs of children with disabilities is cited by four countries, The Kyrgyz Republic, Lao PDR, Tajikistan, and Uzbekistan. Lack of interministerial coordination negatively affects planning and implementation of effective programs.

2.5 Approaches to Educating Children with Disabilities

Different approaches to teaching children with disabilities have implications for data collection and reporting. Countries use a variety of methods to address this. One method is an integrated approach to teaching children with disabilities, where children learn in a separate, special classroom within a primary school. Another method is to mainstream children with disabilities after a certain grade level; Comoros intends to start mainstreaming after grade 3. Ghana uses the severity of disability to assess whether a child will go to a special or an inclusive school. Data collection is needed to capture whether children are learning in separate special schools, separate classes within regular schools, or in the same classrooms, and whether they are government or private schools, regular, day-boarding, or residential schools.

Data from the analysis does not give detailed enough evidence to accurately assess the type of approach every country follows; however, the information provided allows us to understand the kind of learning systems adopted.

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32 The Kyrgyz Republic highlights the development of curriculum for inclusive and special schools, including subject curriculum for grades 1–4 and 5–9. Nepal plans to align curriculum development of gender equality, inclusive education, and digital learning. Rwanda plans to revise its curriculum to address specific needs of children with disabilities.

BOX 2.1: APPROACHES TO EDUCATION OF CHILDREN WITH DISABILITIES
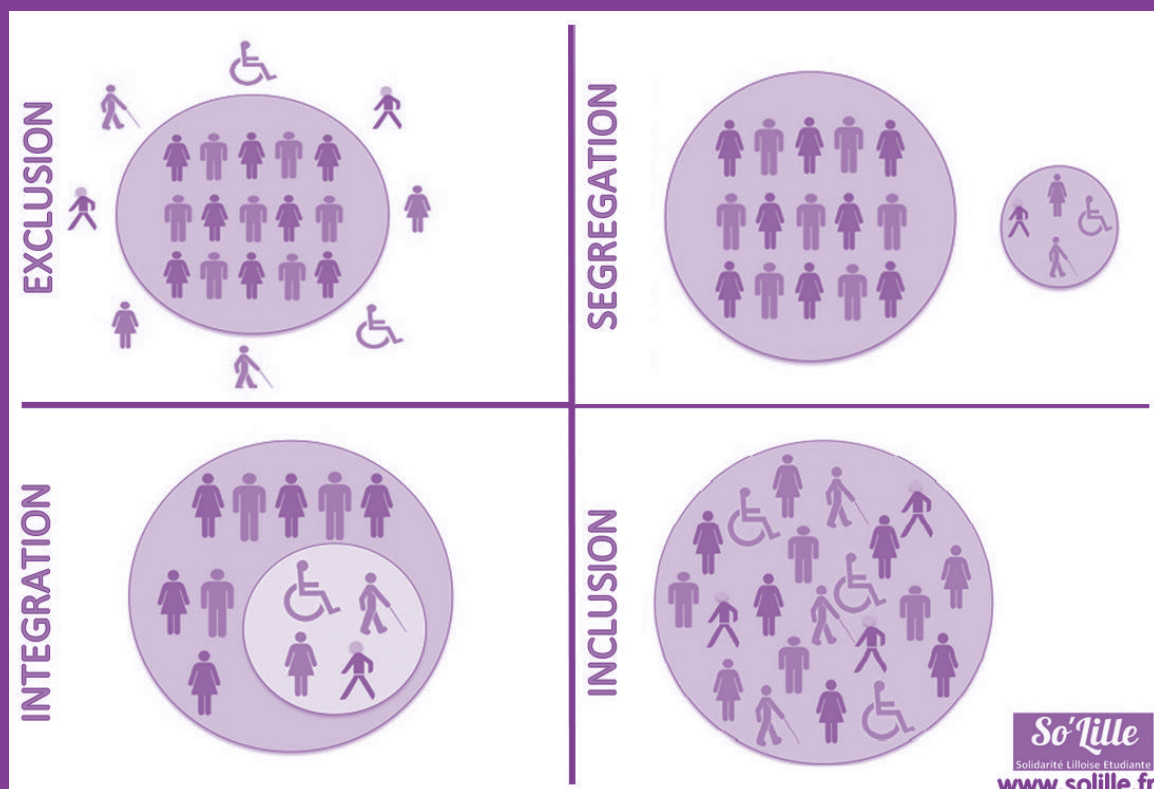
Source: So'Lille Student Association (disability solidarity).[33]

Based on the information collected for this stocktaking report, 41 countries are focusing on seg-regated approaches to education, and are investing in developing specialized facilities to address the needs of children with disabilities (Figure 2.11). Uganda has infrastructural investments, constructing special centers and classrooms for children with disabilities, including 13 residential schools. There are also plans to construct 150 special units within mainstream primary schools to integrate children with disabilities. Mozambique and Madagascar have mostly special schools to educate children with disabilities. In Mozambique, education of children with disabilities has primarily been provided by specialized private centers and institutions, while inclusion has been piloted in small projects.

Another approach to developing inclusive education systems is the twin-track approach, which includes mainstreaming disability in education, as well as investing in actions and services to specif-ically address the needs of children with disabilities.

Uzbekistan's long-term strategy focuses on scaling back special educational institutions as chil-dren with disabilities are transferred to general schools, in addition to special kindergartens, special education needs (SEN) boarding schools, and home-based education. In Lao PDR, the Ministry of

33 So'Lille's (Solidarité Lilloise Etudiante) initial objective is to encourage the integration of students with disabilities at the Lille 3 University.

FIGURE 2.11: COUNTRY APPROACHES TO EDUCATION FOR CHILDREN WITH DISABILITIES
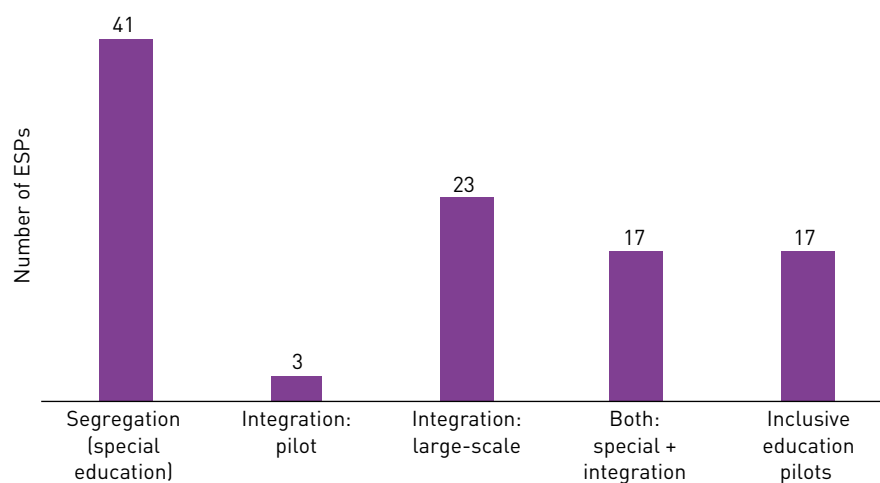
Source: Secretariat, Global Partnership for Education.

Country	Segregation (Special Education)	Integration: Pilot	Integration: Large-Scale	Both: Special + Integration	Inclusive Education Pilots
Afghanistan	•				•
Bangladesh	•		•	•	•
Benin					
Burkina Faso	•		•	•	•
Burundi	•				•
Cambodia	•		•	•	•
Cameroon	•				
CAR					
Chad					
Comoros	•		•		•
Congo DR					
Côte d'Ivoire	•				
Djibouti		•			
Eritrea			•		•
Ethiopia	•		•	•	
The Gambia	•		•	•	
Ghana	•		•	•	
Guinea	•	•			
Guinea-Bissau					
Guyana	•		•		
Haiti	•		•		
Kenya	•		•	•	•
Kyrgyz Republic	•		•	•	•
Lao PDR	•		•	•	•

(continues)

FIGURE 2.11: CONTINUED

Country	Segregation (Special Education)	Integration: Pilot	Integration: Large-Scale	Both: Special + Integration	Inclusive Education Pilots
Liberia	•				
Madagascar	•				
Mali	•				
Mauritania					
Mozambique	•				•
Nepal	•		•	•	
Nicaragua	•	•			
Niger					
Nigeria	•		•		
Pakistan	•				•
Papua New Guinea	•				
Rwanda	•		•		
São Tomé and Príncipe	•				
Senegal	•		•		
Sierra Leone	•		•		•
Somalia	•				
South Sudan	•		•		
Sudan					
Tajikistan	•			•	•
Tanzania	•			•	•
Togo	•			•	•
Uganda	•				
Uzbekistan	•		•	•	•
Vietnam	•		•	•	
Yemen	•				
Zambia	•		•	•	
Zimbabwe	•		•	•	

Source: Secretariat, Global Partnership for Education.

Education is promoting inclusive education by continuing large-scale inclusive education projects, in addition to training teachers on special education and providing resource centers for assessment and support. Ghana, Tanzania, Lao PDR, and Kenya have robust policy, planning, and implementation frameworks.

As countries review their progress and plan new education sector strategies and plans, there is an opportunity through various in-country mechanisms, such as joint sector reviews, local education groups' processes, and the quality assurance process, to support informed design and implementation of inclusive sector plans and education policies. Boxes 2.2 and 2.3 highlight Lao PDR and Ghana's progress in adopting education sector strategies and plans which take into consideration inclusion.

BOX 2.2: CASE OF LAO PEOPLE'S DEMOCRATIC REPUBLIC

The Lao People's Democratic Republic (Lao PDR) Inclusive Education Project is among the longest running inclusive education projects internationally. Before 1992, there were no special schools for children with any type of disability in Lao PDR. In 1993, Save the Children UK, with the support of UNESCO and the Lao PDR Ministry of Education and Sports, began implementing the Inclusive Education Project by establishing special schools for children with disabilities[1]. By 1996, there were three preprimary and nine primary schools, and by 2009, there were 539 schools in all provinces and districts of the country, reaching more than 3,000 children with disabilities.

The Inclusive Education Project focused on children with disabilities, including those with mild and moderate disabilities and children failing in school due to learning difficulties or other factors. It sought to provide a flexible approach to the curriculum and assessment, change teaching methodology to cater to diversity, and employ group work and peer-tutoring support techniques to overcome the insufficient supply of extra help.

The project began in one mainstream primary school in the capital city, Vientiane, in 1993. After the pilot phase, a National Implementation Team, comprising Ministry of Education and Sports and Ministry of Health officials, assumed responsibility for the implementation of the project until its end in 2009. After the midterm project review in 2002, the Inclusive Education Project developed an assessment tool for use in schools to improve the quality of educational provision. The *Developing Quality Schools for All* tool, based on a self-evaluation process, was one of the most important developments in the life of the project[2].

In 2011, the Ministry of Education and Sports developed the *National Strategy and Plan of Action on Inclusive Education 2011–2015,* in alignment with the *Education Development Plan, National Plan of Action on Education for All,* and other national education frameworks. This strategy and plan of action articulates the government's aim to equitably provide "quality education in order to reduce and eventually eliminate disparities in access to education of disadvantaged groups, especially girls and women, ethnic groups, people with disabilities, and people in socioeconomic difficulty."[3] It aims to address the root causes of exclusion and increase school enrollment and completion of children with disabilities by providing them with the necessary resources for quality education. (Specific targets were set for 2015 and a progress implementation report is forthcoming.)

[1] In 2004, Save the Children Norway took over management of the project.
[2] Peter Grimes, *A Quality Education for All. A History of the Lao PDR Inclusive Education Project 1993–2009* (Oslo: Save the Children Norway, 2011).
[3] Ministry of Education and Sports, Lao PDR, *National Strategy and Plan of Action on Inclusive Education 2011–2015* (2011).
Source: Inclusive Education Policy (2010–2015).

BOX 2.3: CASE OF GHANA

Ghana's national *Education Sector Plan 2010–2020*[1] identifies inclusive and special education as one of its focal areas, calling for education of excluded children. Within the legal framework, "excluded children" are children who are physically or intellectually disabled; children with hearing impairments, visual impairments, speech and communication disorders, ADHD, autism, or specific learning disabilities; children living with HIV/AIDS; children with multiple disabilities; slow/ fast learners; and orphans, young mothers, street children, slum children, and poverty victims. Education mechanisms for the excluded children include mainstreaming the formal system of education and special schools (only when considered necessary).

The ESP specifies that all children with non-severe physical and mental disabilities should be educated in mainstream institutions; special schools are only for children with severe disabilities. Otherwise, special schools are to function as focal points or resource centers for providing support to mainstream schools.

Ghana's *Inclusive Education Policy* (2015) has a strategic focus to "redefine the delivery and management of education services to respond to the diverse needs of all pupils/students within the framework of universal design for learning."[2] To achieve its strategic goals, the Inclusive Education Policy seeks to mainstream inclusive education into preservice and in-service teacher training; deploy special educational needs coordinators to all schools; ensure that schools, materials, curricula, and assessment procedures are accessible and equitable for all; and allocate adequate

funding for targeted excluded groups. The policy outlines four objectives:

❯ Improve and adapt education and related systems and structures to ensure the inclusion of all learners, particularly learners with special educational needs.

❯ Promote a UDL/learner friendly school environment for enhancing the quality of education for all learners.

❯ Promote the development of a well-informed and trained human resource cadre for the quality delivery of IE.

❯ Ensure sustainability of Inclusive Education Implementation

The *Inclusive Education Policy Implementation Plan (2015–2019)*[3] provides an overview of the actions Ghana's Ministry of Education will take to operationalize the vision of the *Inclusive Education Policy.* There is a strong influence in the IE policy on the following:

❯ Capacity building programs for various stakeholders to increase knowledge on inclusivity issues.

❯ Screening of all children.

❯ Development of minimum standards for school infrastructure to be disabled-friendly.[4] The guidelines, developed in partnership with UNICEF, give clear guidance on accessible school construction as well as ensuring health, safety, and learning for all in schools.

❯ Review and modification of curriculum and syllabus to be inclusive.

BOX 2.3: CONTINUED

- ❯ Interministerial coordination committee including the ministries of Education and Health, as well as the Ministry of Gender, Children and Social Protection and the Ministry of Local Government and Rural Development.

- ❯ Monitoring progress of inclusive-education-related indicators through the national school census.

- ❯ Teaching and learning material to assist children with special education needs.

- ❯ Construction of regional assessment centers.

- ❯ Screening and assessment of all new-born children in collaboration with the Ministry of Health.

[1] Inclusive Education Policy (2015).
[2] Ibid.
[3] *Inclusive Education Policy Implementation Plan (2015–2019)*.
[4] For more details on minimum standards, see *Standards and Guidelines for Practice of Inclusive Education in Ghana* (June 2015).

Analysis of the findings across all ESPs included in this study shows that access and quality are the key dimensions of education most commonly prioritized in relation to how developing country partners respond to educating children with disabilities. More than three-quarters (40) of all ESPs analyzed in this study include activities to improve school access, while 30 include activities to improve quality of learning. More than half of the ESPs (29) include activities to improve efficiency by strengthening systems in regard to educating children with disabilities, while just over one-quarter (14) include activities related to equity as a strategic priority for children with disabilities. Most strategic planning is focused on increasing access to education for children with disabilities.

FINDINGS FROM ESPs

Approximately 30 (60 percent) of GPE developing country partners included in this study identify improving quality of learning as a strategic priority in their ESPs, with specific activities[34] to meet this objective (Figures 2.12 and 2.13).

2.6 Quality of Teaching

DCPs identify the lack of trained teachers as a barrier to the education of children with disabilities. To address this barrier, 26 countries propose implementing teacher training activities. Nineteen ESPs outline plans to conduct in-service training to train teachers on inclusive education, while seven describe plans to conduct such training with preservice teachers. Cambodia, The Gambia, and Lao PDR plan to conduct both preservice and in-service training for teachers. Pakistan's ESP highlights

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34 Activities include conducting in-service teacher trainings, developing inclusive education modules for teacher training, investing in teaching and learning materials to address diverse learning needs, and modifying or developing curriculum.

FIGURE 2.12: IMPROVING QUALITY OF TEACHING

	Number of ESPs
Providing teaching and learning materials	20
Conducting in-service teacher training	19
Conducting preservice teacher training	7
Development of IE training modules	5
Providing support for teachers	5
Recruitment of additional staff	4
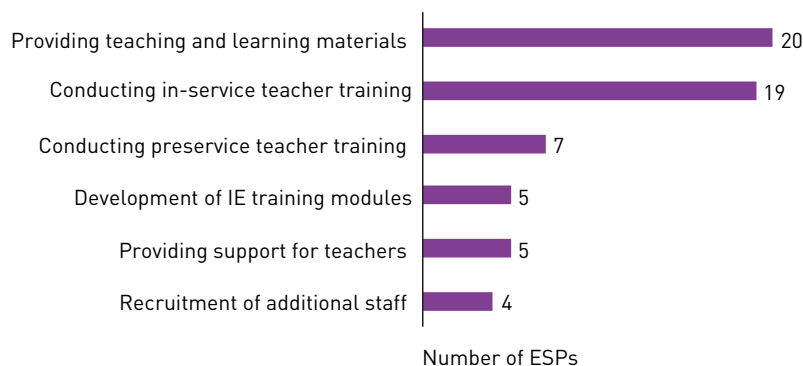
Source: Secretariat, Global Partnership for Education.

	Conducting In-Service Teacher Training	Conducting Preservice Teacher Training	Providing Support for Teachers	Providing Teaching & Learning Materials	Development of IE Training Modules	Recruitment of Additional Staff	No Data Reported in ESPs
Afghanistan	•			•			
Bangladesh	•						
Benin							•
Burkina Faso				•		•	
Burundi							•
Cambodia	•	•					
Cameroon					•		
CAR							•
Chad							•
Comoros	•						
Congo DR							•
Côte d'Ivoire							•
Djibouti	•		•				
Eritrea	•			•			
Ethiopia		•					
The Gambia	•	•					
Ghana	•		•	•			
Guinea	•			•			
Guinea-Bissau							•
Guyana						•	
Haiti	•			•	•		
Kenya				•			
Kyrgyz Republic	•		•	•	•		
Lao PDR	•	•			•		
Liberia							•
Madagascar							•

(continues)

FIGURE 2.12: CONTINUED

	Conducting In-Service Teacher Training	Conducting Preservice Teacher Training	Providing Support for Teachers	Providing Teaching & Learning Materials	Development of IE Training Modules	Recruitment of Additional Staff	No Data Reported in ESPs
Mali	•					•	
Mauritania							•
Mozambique				•			
Nepal			•				
Nicaragua				•			
Niger							•
Nigeria				•			
Pakistan		•			•		
Papua New Guinea	•						
Rwanda	•			•			
São Tomé and Príncipe							•
Senegal							•
Sierra Leone	•						
Somalia			•				
South Sudan		•		•			
Sudan							•
Tajikistan				•			
Tanzania	•			•			
Togo							•
Uganda		•		•			
Uzbekistan	•						
Vietnam				•		•	
Yemen				•			
Zambia	•			•			
Zimbabwe				•			
Total	**19**	**7**	**5**	**20**	**5**	**4**	**15**

Source: Secretariat, Global Partnership for Education.

compulsory training in inclusive education for all preservice teachers. Haiti, the Kyrgyz Republic and Lao PDR's sector plans focus on developing modules on special education and inclusion to be included in teacher training programs.

Strategies to improve the quality of teaching to respond to diversity, also include equipping teachers with better teaching material in the form of inclusive education toolkits and guidance material (Bangladesh, Tanzania, Tajikistan, Afghanistan), instructional workbooks in braille (Kenya, the Kyrgyz Republic), instructional aids like abacuses (Kenya, the Kyrgyz Republic), books in braille (Mozambique, Afghanistan), and audio visual dictionaries in sign language (Afghanistan). Bangladesh plans to make the process of developing toolkits participatory by compiling and reviewing all the educational material developed by NGOs for appropriateness of use in government schools.

2.7 Quality of Learning

The education sector plans address learning in terms of strategies to improve quality of teaching and learning. Improving learning outcomes is not directly addressed. Four countries have, however, plans to start measuring learning achievement of children with disabilities who are enrolled in schools. The Gambia plans to organize systems for "conducting regular assessments for children with special needs to determine targeted learning interventions." Guyana, Nepal, Nicaragua, and Kenya plan to align assessment methodologies and improve the responsiveness of the assessments to students' learning style. Nigeria plans to introduce individualized education plans (IEPs)[35] for children with disabilities who are in mainstream schools. In Kenya, the Department of Education is reviewing its assessment and examination processes to better plan for children with special needs who enroll in mainstream schools. The Kenyan government is piloting this new curriculum in 470 schools across all regions of Kenya, during which period many schools will start introducing *Kenyan Sign Language* lessons to deaf and hearing students.[36]

The ESPs also highlight the importance of curriculum development and adaptation to respond to the diverse learning needs of students and allow teachers to adapt lesson plans for all students to participate, learn, and succeed. Roughly one-fifth (11) of DCPs in this study plan to adapt and modify their curricula to make them appropriate for children with disabilities and for children with special educational needs. Although adaptation of curriculum is one of the highlighted interventions, few

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BOX 2.4: CASE OF NEPAL

In **Nepal,** teachers are supported to make relevant changes to the curriculum by providing them with resources and strategies to include out-of-school children in classrooms, including children with disabilities.

Source: Secretariat, Global Partnership for Education.

FIGURE 2.13: IMPROVING QUALITY OF LEARNING
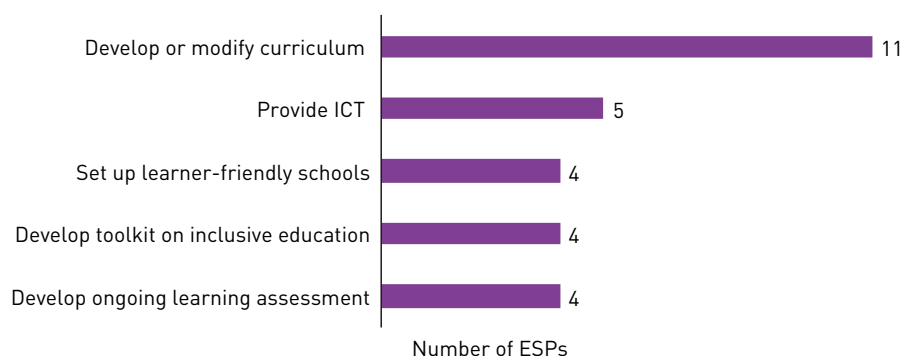
Source: Secretariat, Global Partnership for Education.

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35 The individualized educational plan (IEP) is a plan or program developed to ensure that a child who has a disability is identified (under the law), and is attending an elementary or secondary educational institution and receives specialized instruction and related services.
36 Ministry of Education, Science and Technology, *National Education Sector Plan,* Government of Kenya (2014).

	Develop or Modify Curriculum	Develop Ongoing Learning Assessment	Develop Toolkit[37] on Inclusive Education	Set Up Learner-Friendly Schools[38]	Provide ICT	No Information Available on ESPs
Afghanistan	•					
Bangladesh			•			
Benin						•
Burkina Faso						
Burundi						•
Cambodia						•
Cameroon						•
CAR						•
Chad						•
Comoros						
Congo DR						•
Côte d'Ivoire						•
Djibouti						•
Eritrea						•
Ethiopia					•	
The Gambia		•				
Ghana	•				•	
Guinea	•			•		
Guinea-Bissau						•
Guyana		•				
Haiti						•
Kenya		•				
Kyrgyz Republic	•		•			
Lao PDR			•			
Liberia			•			
Madagascar						•
Mali						•
Mauritania						•
Mozambique						•
Nepal	•					
Nicaragua						•
Niger						•
Nigeria		•				
Pakistan						•
Papua New Guinea						•
Rwanda	•					
São Tomé and Príncipe						•
Senegal						•
Sierra Leone						•
Somalia						•
South Sudan	•					
Sudan						•
Tajikistan	•					

(continues)

37 Bangladesh will develop a toolkit that will provide guidance for inclusion and strategies for identifying and supporting students with disabilities and students with learning difficulties. In the Kyrgyz Republic, the toolkit will provide classroom teachers with reference material, such as training in specialized pedagogical techniques, inclusion techniques and extracurricular activities, to help create a welcoming atmosphere for students with disabilities.
38 UNICEF developed a framework for rights-based, child-friendly educational systems and schools characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities—and children" (Shaeffer, 1999).

FIGURE 2.13: CONTINUED

	Develop or Modify Curriculum	Develop Ongoing Learning Assessment	Develop Toolkit on Inclusive Education	Set Up Learner-Friendly Schools	Provide ICT	No Information Available on ESPs
Tanzania				•	•	
Togo	•					
Uganda	•				•	
Uzbekistan					•	
Vietnam				•		
Yemen						•
Zambia	•			•		
Zimbabwe						
Total	**11**	**4**	**4**	**4**	**5**	**26**

Source: Secretariat, Global Partnership for Education.

countries have a detailed plan on how this can be achieved. Kenya plans to allow changes in subject curriculum, giving strategies for accommodations in lesson plans.

Countries are also exploring the value of information and communications technology (ICT) in education to reach children with content that adheres to universal design. Tanzania, Uganda, Ghana, Ethiopia, and Uzbekistan plan to help children with disabilities learn more effectively by providing ICT in schools, specifically adapted for use by children with disabilities. Ghana is promoting the "development of ICT-based solutions to enhance educational opportunities of learning in young disabled people."[39]

2.8 Supporting Teachers and Students

Roughly one-fifth (10) of DCPs in this study plan to provide teacher training on how to screen (identify) children with disabilities so they can be supported accordingly. Cambodia, Comoros, Djibouti, Sierra Leone, and Uganda emphasize the need for training teachers or community workers to screen for disabilities, especially visual and hearing impairments.

Other types of support to teachers and students include providing children with rehabilitation aids and devices, hiring support staff to assist teachers in supporting students with disabilities and/or those with special educational needs in the classroom, and providing resource centers for teachers. The Kyrgyz Republic, Nepal, Sierra Leone, Tanzania, and Burkina Faso plan to have suitable, adapted classroom furniture for all children with disabilities to improve the learning experience. Resource centers will not only serve as assessment centers that identify disabilities and provide specialist support (if and when needed), but will also serve as teacher training centers.

Figure 2.15 shows how DCPs plan to improve equity for children with disabilities. Eight DCPs (Burkina Faso, Cambodia, Ethiopia, the Kyrgyz Republic, Nepal, Sierra Leone, Tanzania, and Zimbabwe) plan to offer incentives to encourage education in the form of scholarships, which will cover medical and rehabilitation expenses, cost of transportation, mobility aids, and appliances, and in some cases stipends for individuals to cover the costs of books and learning materials, thus reducing or eliminating barriers caused by school fees and other school-related costs.

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39 Ministry of Education, *Education Sector Plan 2010–2020: Volumes I and II,* Republic of Ghana (2010).

FIGURE 2.14: SUPPORTING TEACHERS AND STUDENTS
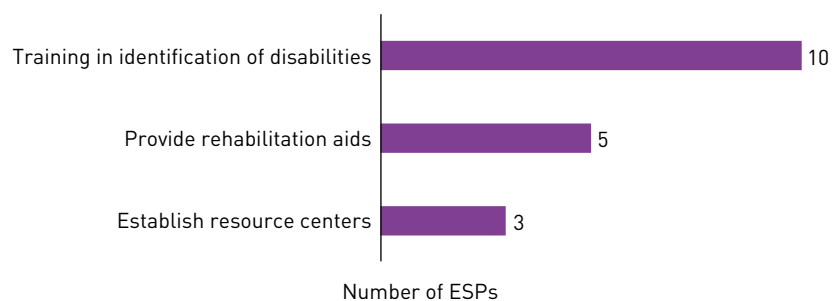
Source: Secretariat, Global Partnership for Education.

	Training in Identification of Disabilities	Provide Rehabilitation Aids	Establish Resource Centers
Afghanistan			
Bangladesh	•		
Benin			
Burkina Faso		•	
Burundi			
Cambodia	•		
Cameroon			
CAR			
Chad			
Comoros	•	•	
Congo DR			
Côte d'Ivoire			
Djibouti			
Eritrea			
Ethiopia			•
The Gambia			
Ghana	•		•
Guinea			
Guinea-Bissau			
Guyana	•		
Haiti			
Kenya			
Kyrgyz Republic			
Lao PDR			
Liberia			
Madagascar			
Mali			
Mauritania			
Mozambique	•		

(continues)

FIGURE 2.14: CONTINUED

|	Training in Identification of Disabilities	Provide Rehabilitation Aids	Establish Resource Centers
Nepal			
Nicaragua	•		
Niger			
Nigeria			
Pakistan			
Papua New Guinea			
Rwanda			
São Tomé and Príncipe			
Senegal			
Sierra Leone	•		
Somalia			
South Sudan			
Sudan			
Tajikistan			•
Tanzania	•	•	
Togo			
Uganda		•	
Uzbekistan			
Vietnam			
Yemen			
Zambia			
Zimbabwe	•	•	
Total	**10**	**5**	**3**

BOX 2.5: CASE OF GHANA AND COMOROS

In **Ghana,** the twin-track approach is facilitating mainstreaming of all children with non-severe disabilities. To improve quality of learning, there is a provision of one trained special education teacher per district and one special needs coordinator to address classroom diversity.

In **Comoros,** all children until grade 2 are to be enrolled in mainstream schools. The sector plan further proposes that all children enrolled in preschool, grade 1, and grade 2 are supported by special teachers.

Source: Secretariat, Global Partnership for Education.

FIGURE 2.15: IMPROVING EQUITY: ACTIVITIES PLANNED BY COUNTRY PARTNERS (NUMBER OF ESPs)
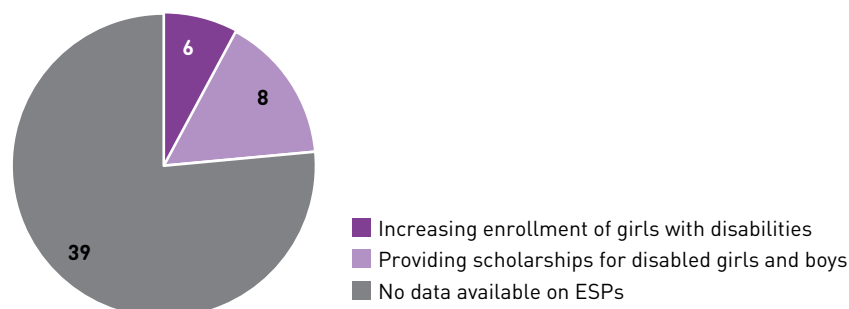
Source: Secretariat, Global Partnership for Education.

These eight countries provide financial incentives to promote school participation. Ethiopia uses the provision of school grants to promote learning of children with disabilities.

The Kyrgyz Republic aims to "integrate inclusive education at all levels, while retaining specialized schools for children with special needs." The country supports children with disabilities by ensuring free access to medical and rehabilitation services. Mobility aids are provided at no charge, in addition to public transportation and a discount on electricity, cooking gas, and heating.

Guinea, Guyana, and Somalia plan to increase enrollment of girls with disabilities, although they provide no details on how they plan to achieve that outcome. Afghanistan, Bangladesh and Benin also plan to increase enrollment of girls with disabilities to improve equity, recognizing and addressing the double disadvantage girls with disabilities face.

## 2.9 Improving School Access: Promoting Enrollment

Forty DCPs in this study recognize access as a strategic priority in their ESPs. Nearly all identify inaccessible school buildings and facilities, such as toilets, as one of the main reasons children with disabilities are not enrolled in primary schools. Twenty-one DCPs plan to construct new schools or renovate existing schools (building ramps) to make them accessible to children with disabilities, demonstrating that physical accessibility is perhaps seen as a starting point to address diversity and promote school access.

The previous section of this report explored some of the challenges children with disabilities face. The sector plans detail strategies to address the barriers and promote school enrollment. Fifteen ESPs clearly articulate their intent to promote enrollment for children with disabilities. One of the ways to support enrollment is to build schools that are infrastructurally accessible to all children. Burundi, Comoros, Guinea, and Senegal want to promote express access by constructing ramps, while Nepal, Sierra Leone, and the Kyrgyz Republic articulate more comprehensive school accessibility plans.[40] Other aspects of access identified in the ESPs include those shown in Box 2.6.

40 Sierra Leone plans to provide ramps, covered drains, and step-free access throughout schools, including toilets, as well as accessibility of classroom furniture and learning material. The Kyrgyz Republic plans to adapt furniture in classrooms, and to provide computers and step-free access in addition to learning materials. Nepal plans to improve the school environment building, creating learner-friendly school environments.

BOX 2.6: ACCESS RELATED STRATEGIES

Access-related Improvements Identified in Country ESPs	Details of Suggested Strategies
Increase enrollment	Ensure that a proportion of children with disabilities and children with special needs, especially girls, are enrolling in schools
Construct new schools	Build new facilities and schools that are accessible to children with different disabilities (ramps, latrines, desks, etc.)
Adapt existing schools	Upgrade mainstream primary schools to be disability friendly, by building ramps, wheelchair accessible latrines, desks, etc.
Assess students' needs	Evaluate students early on to ensure that disabilities and needs are identified and can be addressed accordingly
Distribute equipment and resources	Provide students with hearing aids, visual aids, learning resources; provide teachers with teaching materials for children with special educational needs
Offer transport	Provide transportation, particularly for children with physical disabilities
Provide scholarships and grants	Offer grants, subsidies, aids, and scholarships to those children with special educational needs and those who require additional resources
Sensitive parents	Engage parents in the importance of enrolling children with disabilities and special needs in school and share resources and opportunities for their children

FIGURE 2.16: ACTIVITIES TO IMPROVE EDUCATION ACCESS PLANNED BY DCPs
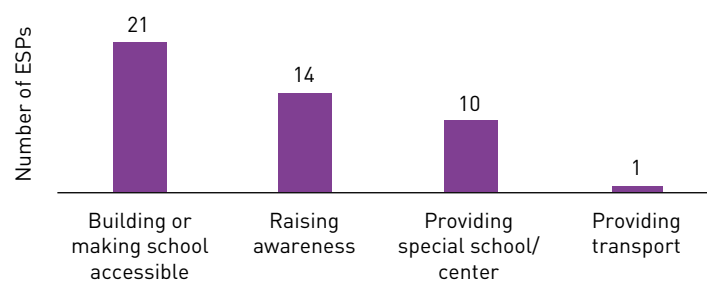
Source: Secretariat, Global Partnership for Education.

	Building or Making School Accessible	Providing Special School/Center	Providing Transport	Raising Awareness	No Data Reported on ESPs
Afghanistan		•			
Bangladesh	•				
Benin					•
Burkina Faso	•	•		•	
Burundi	•				
Cambodia	•				
Cameroon					•
CAR					•
Chad					•
Comoros	•			•	
Congo DR					•
Côte d' Ivoire	•				
Djibouti					•
Eritrea		•			
Ethiopia		•		•	
The Gambia		•			
Ghana	•		•	•	
Guinea		•			
Guinea-Bissau					•
Guyana					
Haiti		•		•	
Kenya					
Kyrgyz Republic	•			•	
Lao PDR					
Liberia		•			
Madagascar					•
Mali	•				
Mauritania					•
Mozambique	•			•	
Nepal	•				
Nicaragua					•
Niger					•
Nigeria		•			
Pakistan				•	
Papua New Guinea					•
Rwanda					•
São Tomé and Príncipe					•
Senegal	•	•			
Sierra Leone	•			•	
Somalia	•			•	
South Sudan	•				
Sudan					•
Tajikistan	•				
Tanzania	•			•	

(continues)

FIGURE 2.16: CONTINUED

	Building or Making School Accessible	Providing Special School/Center	Providing Transport	Raising Awareness	No Data Reported on ESPs
Togo	•			•	
Uganda				•	
Uzbekistan				•	
Vietnam					•
Yemen	•				
Zambia	•				
Zimbabwe	•				
Total	**21**	**10**	**1**	**14**	**16**

Source: Secretariat, Global Partnership for Education.

The analysis also shows that countries are planning disability-specific initiatives to support the empowerment of students with disabilities. To increase access, support, and resources to teachers, countries outline strategies such as building resource centers and special schools. In addition to having one model inclusive school per district, Afghanistan also plans to have 16 "special/competence" centers. Burkina Faso promotes the enrollment of children with disabilities by building two pre-schools for children with profound disabilities. Guinea promotes access by "integrating children with mild to moderate learning disabilities in mainstream schools and offering special education for those who cannot be integrated." Guinea also plans to construct schools with special needs facilities. Haiti plans to build two special institutions to provide support in screening, care, basic intervention, and technical training. Senegal plans to construct five special schools.

As mentioned earlier, one of the major barriers children with disabilities face is the low perceived value of education from families and communities. Parents often think education is not important for children with disabilities; 14 ESPs address these attitudinal barriers by planning communication strategies focusing on awareness raising and sensitization of parents, education stakeholders, and communities.

2.10 Promoting Effective Education Systems

For this study, strengthening the education system is a key approach to improving efficiency. Table 2.5 provides a summary of DCPs' efforts, articulated in their ESPs, to strengthen their education systems by addressing the educational needs of children with disabilities. The most commonly planned activity is the collection of robust, reliable disability data.

Ten DCPs in this study (Burkina Faso, Cambodia, Cameroon, Comoros, The Gambia, Ghana, Guyana, Haiti, Nepal, and Somalia) plan to improve disability data collection. Cameroon, Ethiopia, Haiti, Rwanda, and Tajikistan also plan to conduct research studies to understand the nature, scope, and needs of children with disabilities (Table 2.6). Cameroon plans to conduct a study to explore the dimensions of screening, support, and treatment of disability and to explore the response strategies in terms of inclusive education as well as special education.

Ethiopia plans to conduct a similar research study to explore the cost-effectiveness of inclusive education. The study will further analyze inequalities in education and gather evidence to develop a comprehensive, cost-effective strategy to address learning and teaching resources for special needs education. Similarly, Rwanda plans to conduct a study on evidence-based policies and strategies

TABLE 2.5: ACTIVITIES PROMOTING EFFECTIVE EDUCATION SYSTEMS

	Improve Disability Data Collection	Scaling Inclusive Education Pilot Projects	Cross-Ministerial Work	EMIS Data Collected on Children with Disabilities
Bangladesh				•
Burkina Faso	•			•
Cambodia	•		•	
Cameroon	•			
Comoros	•			
Côte d'Ivoire				•
Ethiopia				•
The Gambia	•			•
Ghana	•			•
Guyana	•		•	
Haiti	•		•	
Kyrgyz Republic		•		
Lao PDR			•	
Liberia				•
Nepal	•			•
Nigeria				•
Senegal				•
Sierra Leone				•
Somalia	•		•	
Tajikistan			•	
Tanzania				•
Uganda				•
Uzbekistan			•	
Vietnam		•		
Total	**10**	**2**	**7**	**13**

Source: Secretariat, Global Partnership for Education.

Note: Countries that do not appear on the table report no data on their ESPs.

FIGURE 2.17: ACTIVITIES PROMOTING EFFECTIVE EDUCATION SYSTEMS
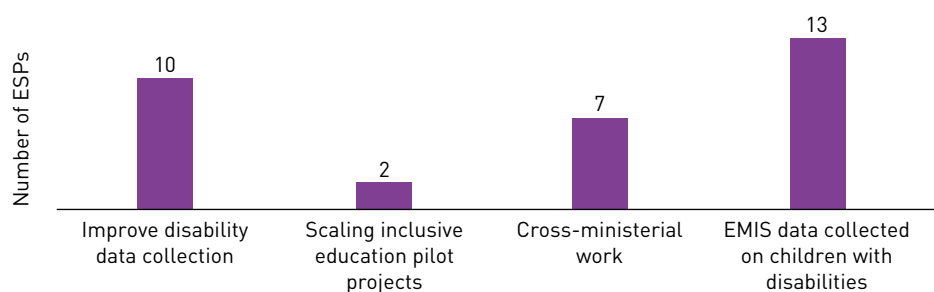
Source: Secretariat, Global Partnership for Education.

TABLE 2.6: COUNTRIES PLANNING TO CONDUCT RESEARCH TO EXPLORE BARRIERS TOWARD EDUCATION FOR CHILDREN WITH DISABILITIES

Cameroon	A study to explore all dimensions in the screening, support, and treatment of disability, and to explore the response of schools toward IE and adaptation for an inclusive approach or special education.
Ethiopia	Research on IE addressing special needs issues—like cost-effectiveness of IE, analyzing inequalities in educational needs—in order to produce a comprehensive, cost-effective strategy for addressing learning and teaching resources for special needs education.
Haiti	Research to understand needs of children with disabilities, with a survey to determine the number of children with disabilities. Survey will lead to development of a database that will capture information on numbers, types of disability, severity, and needs.
Rwanda	A study on evidence-based policies and strategies addressing barriers to participation and learning for children with disabilities.
Tajikistan	A needs assessment to map children with disabilities. Mapping will also help in targeting intervention; for example, schools with the largest number of children with disabilities in the data capture area will be targeted for accessible school construction work.

Source: Secretariat, Global Partnership for Education.

addressing the barriers to participation and learning of children with disabilities. Papua New Guinea plans to conduct a study on the needs of children with disabilities and explore the costs associated with special education.

Effective coordination strategies are also proposed in sector plans. Supporting children with disabilities can be the mandate of both the ministry of health and the ministry of education (and, on many occasions, other ministries as well). Ensuring that these ministries coordinate their activities (data collection, planning, and implementing programs) is another important way for countries to strengthen their systems. The ESPs of Tajikistan, Uzbekistan, and Lao PDR emphasize the need to improve the coordination of the work done by these ministries and between several other sectors, such as health, education, and gender. Tajikistan plans to actively involve resources of local and state authorities and businesses, nongovernmental organizations, and parents to improve coverage by supplemental education and restoration of material. Uzbekistan plans to strengthen and intensify a unified approach and is developing and integrating a monitoring and evaluation (M&E) strategy for special needs education into its general M&E strategy. In addition, Lao PDR highlights the possibility of developing disability indicators to include in the sector analysis.

Three sector plans (Guyana, Somalia, and Cambodia) recognize disability as a crosscutting issue. In Guyana, the School Health Unit is supporting the work of the Special Educational Needs Unit through its screening program, aimed at identifying students with hearing and visual disabilities.[41] In Somalia, the Ministry of Health is planning to work more closely with the Department of Education to ensure effective early intervention support for children with disabilities. The Ministry of

41 Ministry of Education, *Education Strategic Plan 2014–2018,* Government of Guyana.

Education in Cambodia plans to work more directly with health officials to establish efficient systems of health checkups and screening.

A 2014 review of EMIS data from 40 countries, conducted by UNICEF, revealed that slightly more than half (21) collected data on children with disabilities, with 18 collecting data on various types of disability. Thirteen DCPs (Bangladesh, Burkina Faso, Côte d'Ivoire, Ethiopia, Ghana, The Gambia, Liberia, Nepal, Nigeria, Tanzania, Senegal, Sierra Leone, and Uganda) used EMIS questions classified into three categories, ranging from a simple yes/no question to questions with various possible responses indicating type and severity of disability.

SECTION 3: Disability and Inclusive Education in GPE-Funded Grants

Overall, GPE has provided US$439 million to support the implementation of plans that include activities to support enrollment of children with disabilities. Since 2012, GPE has provided US$5.07 million to developing country partners to fund activities specifically for educating children with disabilities. To calculate this figure, funds from the start year of each active implementation cycle allocated to activities with components on inclusive education, as well as components on disability within each grant, were added. Some grants had a specific activity on IE, while others had an activity on disability with IE being a subcomponent of a larger activity.

The decision of developing country partners to spend GPE funds to respond to the needs of children with disabilities is a means of improving efficiency, thereby strengthening systems. Thirteen DCPs in this study received implementation grants from GPE to support the education of children with disabilities, including those with low vision and hearing and those with developmental or physical disabilities. Seven of these 13 are countries affected by fragility and conflict. Comoros, Eritrea, Ethiopia, and Nepal, categorized as countries affected by fragility and conflict, have included in their sector plans strategies and activities to address disabilities. The planned activities include developing inclusive education strategies, conducting mapping exercises to understand the distribution of children's diverse needs, training teachers in inclusive education, conducting enrollment campaigns, establishing screening programs, and providing learning aids and support.

As of September 2016, five ESPIGs (Comoros, the Kyrgyz Republic, Tajikistan, Tanzania Mainland, and Zanzibar) have funding components to specifically implement inclusive education interventions, particularly those supporting the education of children with disabilities.

The remaining eight countries with ESPIGs (Cambodia, Eritrea, Ethiopia, Lao PDR, Liberia, Nepal, Uganda, and Zimbabwe) have activities within larger components to fund interventions for disadvantaged or marginalized populations, including children with disabilities (Figures 3.1 and 3.2, Annex C).

3.1 Main Activities in ESPIGs (Full Grants)

Most of the activities outlined in the ESPIGs of the countries with full grants allocated to inclusive education (Comoros, the Kyrgyz Republic, Tajikistan, and Tanzania) are aimed at providing equipment and learning material for children with disabilities (five activities). Three activities aim to

FIGURE 3.1: ACTIVITIES IN FULL GRANTS

Number of ESPIGs
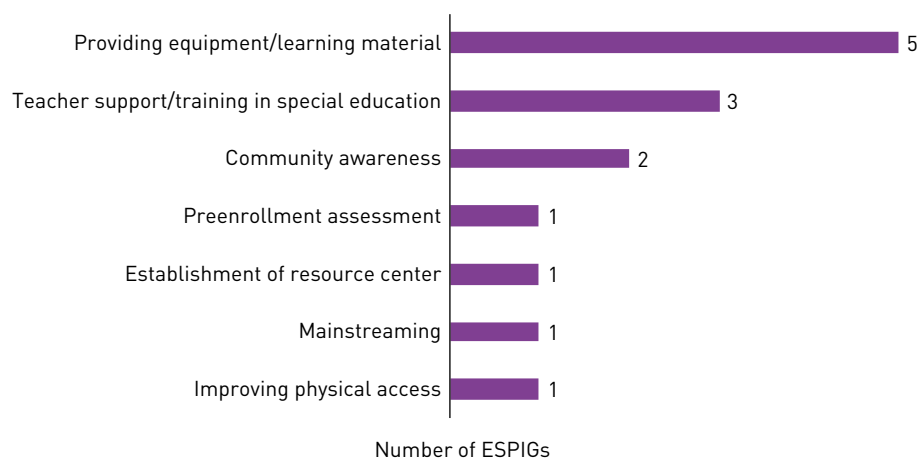
Source: Secretariat, Global Partnership for Education.

provide teacher support and training in special education, two activities include community sensitization, while there is one activity for preenrollment assessment, one activity to establish a resource center, one activity to mainstream students with disabilities, and one activity to improve physical access (Annex C).

OVERALL FUNDING TO ESPIGs AND PROPORTION ALLOCATED TO DISABILITY AND INCLUSION

Comoros has a full grant, totaling US$775,000, allocated to inclusive education activities to increase access and improve retention. The objective of the subcomponent is to expand access of primary education to children with disabilities and create a special education system. Comoros's specific activities for improved and more equitable learning outcomes include training teachers in special education, as well as providing special equipment to students for vision and hearing impairment. The lack of robust data on disability is the main barrier in Comoros regarding the implementation of the grant.

The project development objective in the **Kyrgyz Republic** is to increase equitable access to preschool education and establish conditions to improve quality education. Subcomponent 1.3, totaling US$250,000, aims to support inclusive education. The specific activities for this subcomponent include a pilot initiative to integrate children ages 3–6 with special education needs into mainstream kindergartens and preparatory classrooms. The project also finances in-service refresher training as well as public campaigns to increase awareness and inclusion. The main barrier identified in the Kyrgyz Republic's ESP is negative attitudes toward disability, including shame and stigma of having a child with a disability. Lack of coordination between the ministries responsible for addressing the educational needs of children with disabilities is also a barrier, as is the lack of aids and assistive devices, which can negatively affect school attendance.

Component 2 of **Tajikistan's** program implementation grant aims to enhance quality of education, thus improving learning outcomes. From the US$3.25 million, US$750,000 has been allocated
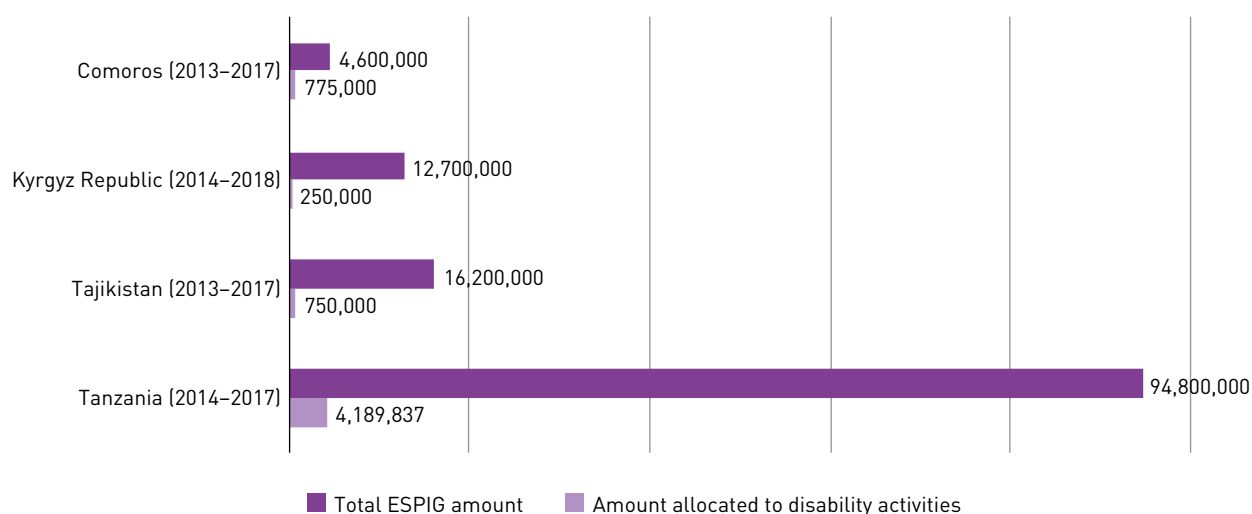
to promote inclusive education. Ensuring that all children have access to education is a priority for Tajikistan, especially for marginalized groups, including girls, ethnic minorities, rural children, and children with disabilities. Tajikistan plans to ensure that children with disabilities have access to quality education by improving physical access—building ramps, accessible latrines, and pathways.

Lack of robust data on disability is one of the main barriers to education in Tajikistan. To address this issue, there are plans to conduct needs assessments to map children with disabilities and help with targeted interventions, such as accessible school construction work.

In mainland **Tanzania,** the objective of component 1 is to improve literacy and numeracy skills of children ages 5–11 in formal basic education. A total of US$3.3 million has been assigned to ensure that education is inclusive of all school-age children. Specific activities include ensuring community sensitization to participate in improvement of the learning environment; community sensitization for participation in ensuring provision of school meals in primary schools; conducting preenrollment assessment of children to determine their learning needs at the beginning of the year; launching the Literacy and Numeracy Education Support (LANES) program to ensure community involvement; and procuring and distributing learning friendly environment toolkits.

In **Zanzibar,** US$889,837 is allocated to create a safe learning environment that supports all learners according to their needs, including students with special needs. Safe play areas will be established in preprimary schools, and teachers will be given special training in how to alter their teaching in response to the special needs of children. Students with special needs will also be provided with learning material, such as glasses and white canes, to support them through education.

FIGURE 3.2: DISABILITY SPENDING COMPARED TO TOTAL ESPIG GRANT AMOUNT (FULL GRANTS ALLOCATED TO DISABILITY AND INCLUSION ACTIVITIES)

	Total ESPIG amount	Amount allocated to disability activities
Comoros (2013–2017)	4,600,000	775,000
Kyrgyz Republic (2014–2018)	12,700,000	250,000
Tajikistan (2013–2017)	16,200,000	750,000
Tanzania (2014–2017)	94,800,000	4,189,837

Source: Secretariat, Global Partnership for Education.

3.2 Main Activities for Partial Grants

Four of the activities outlined in the ESPIGs of the countries with partial grants for inclusive education support school or classroom construction or expansion, and another four aim to provide equipment and learning material. Three activities offer teacher training and two offer teacher material. One activity supports the creation of an inclusive education center, one activity provides financial aid to students with disabilities, one activity supports the implementation of an equity strategy, one activity supports early screening for students with disabilities, and one activity aims to raise community awareness (Annex C).

OVERALL FUNDING TO ESPIGs AND PROPORTION ALLOCATED TO DISABILITY AND INCLUSION

Cambodia

Since joining GPE in 2006, Cambodia has had a sustained commitment to expand its inclusive education program at preprimary as well as primary school levels. A GPE grant of US$38.5 million has supported the development of the plan for children with disabilities, with a focus on training teachers on disability screening (identifying children with vision and hearing impairments); deploying teachers to gather data on disabilities; training teachers and principals on inclusive education; training teachers in sign language; and providing textbooks in braille.

At the preschool level, the program has enabled children with disabilities to have equitable access to education across seven districts covering 176 state preschools, which are accessed by 165 children, including 49 girls with disabilities. At the primary school level, the Ministry of Education, Youth and Sports' inclusive education program has been expanded to 12 districts across six provinces. Children with visual, hearing, and intellectual disabilities have access to quality education in 165 schools, including five special schools. To equip teachers to respond to diversity, the project has invested in capacity development of 1,999 teachers on inclusive education for children with disabilities.

FIGURE 3.3: ACTIVITIES IN PARTIAL GRANTS

Number of ESPIGs
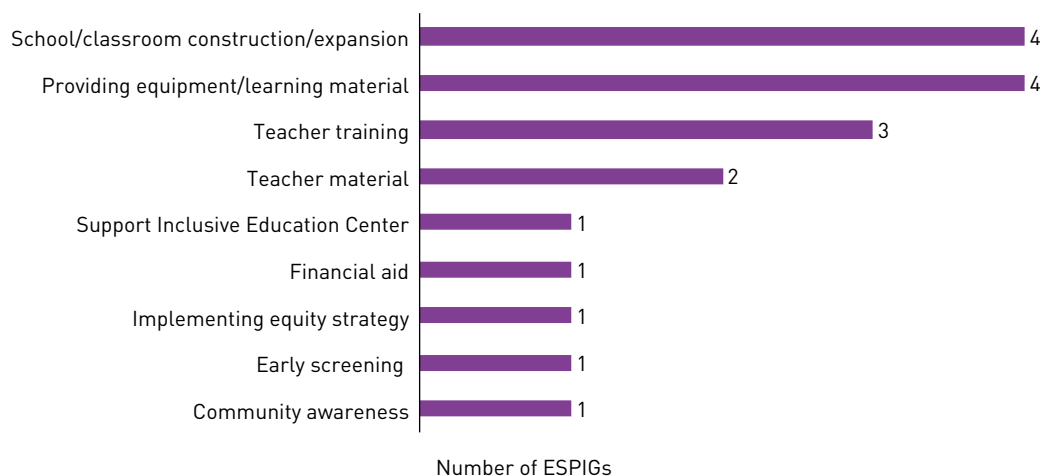
Source: Secretariat, Global Partnership for Education.

Eritrea

Eritrea plans to improve quality of education in terms of teaching and learning. The total amount for the specific activities in component 2 is US$385,000, and its focus is on equipping teachers with additional skills, particularly for children with special needs; constructing special needs classrooms; expanding the deaf school; procuring materials for three special schools; and creating eight new special needs education classrooms.

Ethiopia

Ethiopia joined GPE in 2004 and has since made significant progress at all levels of the education system. Before the Education Sector Development Program (ESDP) III, there was limited attention to education for children with disabilities. While ESDP IV acknowledged the educational needs of children with disabilities, there was no strategy to address them.

Between ESDP IV and ESDP V, GPE and other development partners supported the General Education Quality Improvement Project (GEQIP 2), a US$550 million support project (GPE provided US$100 million in funding). During the planning of GEQIP 2, donors and other key stakeholders discussed with the government of Ethiopia the need for greater commitment to children with disabilities. This led to the development of equity indicators focused on increasing the allocation of resources for children with disabilities under the school grants, as well as curriculum reform and implementation. This demonstrates how GPE's funding model can create opportunities for governments to address issues that require an accelerated response.

Lao PDR

The objective of the project in Lao PDR is to support the government in improving preprimary and primary education quality. Lao has received a grant in the amount of US$16.8 million. A portion of the US$12.7 million allocated for component 1 (to strengthen school-based management) will use school-based management systems to support inclusive education centers and their current focus on disability and development.

Liberia

The focus of Liberia's grant is on increasing access to primary education (particularly in poor areas), improving teaching and learning conditions, and improving school management and accountability. Construction of schools is the main activity under component 1, with plans to increase access and equity in rural areas by allocating US$18.9 million for designing and constructing schools so they are accessible to children with disabilities.

For its 2015–2018 funding cycle, GPE has adopted a new funding model that creates incentives and encourages governments to improve their policy frameworks around basic education and invest in weak areas that require attention. Under the new funding model, 30 percent of the grant is contingent upon identification of strategies for accelerated progress in the areas of learning outcomes, equity, and efficiency. Disbursement of 30 percent of the variable part of the grant is linked to performance indicators that demonstrate progress has effectively been made in these areas.

Nepal

As of August 2016, Nepal has a grant approved under the new funding model (results-based financing). A portion of Nepal's GPE grant of US$59.3 million is supporting the Ministry of Education's

implementation of the equity strategy to develop an "equity index" of districts for targeted support and enhance equity in access, participation, and learning outcomes. The equity index "will identify all out-of-school children, allocate funds for braille textbooks, and make investments in accessible school construction."[42]

Uganda

Uganda has received a grant in the amount of US$100 million to improve education service delivery at the school and classroom levels in order to achieve meaningful gains in student achievement in primary grades. From that amount, US$900,000 is used to improve teacher resources by providing equipment and instructional materials, as well as to procure learning materials for children with disabilities to improve their right to quality education.

Zimbabwe

Zimbabwe has allocated US$450,000 of the grant amount to activities for inclusive education, with plans to promote equity and access to learning for all children, including those with specific learning needs. The activities include early screening and identification of children with special needs as early as possible in schools and in communities, and providing in-service training to equip teachers with the necessary skills to address the specific needs of children in the classroom. Teachers will also be provided with teaching and learning material.

Decisions regarding how a country spends GPE funds are based on that country's education sector plan, as well as the availability of financing from other donors. Overall spending on disability is low in all countries that have received a grant (Figures 3.2 and 3.4). A country may have no components

FIGURE 3.4: DISABILITY SPENDING COMPARED TO TOTAL ESPIG GRANT AMOUNT (PARTIAL GRANTS ALLOCATED TO DISABILITY AND INCLUSION ACTIVITIES)
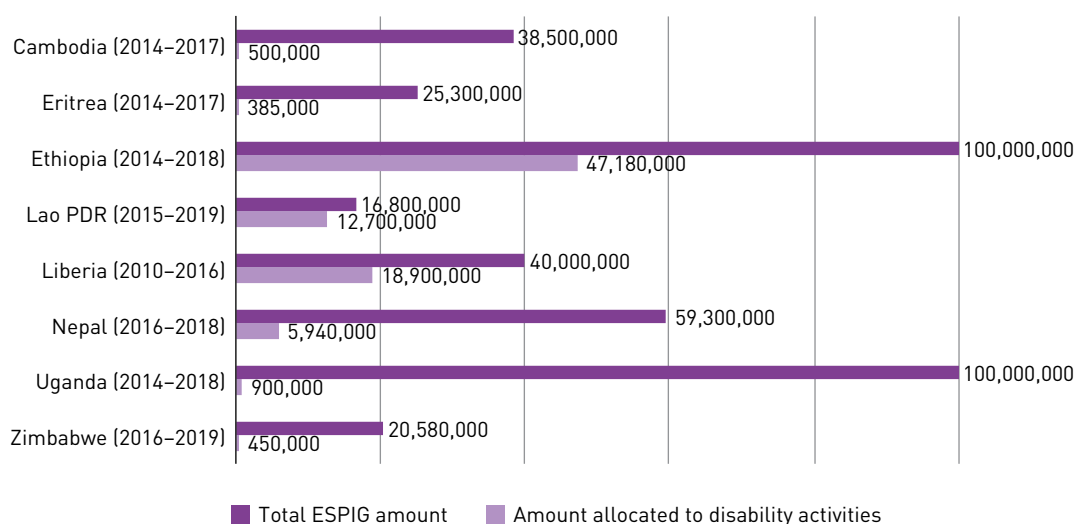
Source: Secretariat, Global Partnership for Education.

42 GPE, Nepal Education Sector Program Implementation Grant, 2016.

in its ESPIG that focus on inclusive education or any kind of program support, but a component on inclusive education may be financed by another donor.

Togo

Togo's education sector plan outlines its aim to reduce education disparities and promote equity in education. The ESP includes a plan to draft and implement a policy on education for children with disabilities, as well as to adapt the curriculum, infrastructure, and awareness raising to increase enrollment of children with disabilities. Togo's ESP was supported by GPE's education sector plan development grant (ESPDG); however, the implementation of the activities on inclusive education are funded by UNICEF.

SECTION 4: Building Inclusion—The Way Forward and Next Steps

4.1 GPE Secretariat and Partners Activities

In addition to the guidance, support mechanisms, and funding available within the GPE partnership model, GPE's Secretariat and our Partners are working to actively promote and support disability and inclusion at global, regional, and national levels. This section of the stocktaking report describes GPE Secretariat and Partners technical work and collaboration, in support of GPE 2020 strategic plan goals and objectives. Together, the effective dissemination and application of these new knowledge products, tools, and guidelines will lead to more robust sector analysis and planning, strengthened capacity, improved teaching and learning, and more efficient and effective education systems, capable of responding effectively to marginalization and exclusion, and successfully delivering a quality education for all.

WORKING EFFECTIVELY ACROSS SECTORS

Through its Global and Regional Activities Grants and partnering with World Bank, GPE has provided funding of US$3 million to support collaboration and joint planning between ministry of education and ministry of health teams from GPE countries, to jointly plan for integrated school health and nutrition investments within education sector plans. Regional capacity building workshops have been held in Asia and in Africa and a series of technical knowledge products developed, including manuals for designing and implementing integrated school health and nutrition programs, guidance on school-based vision screening and deworming; a situational analysis of vision screening in 42 GPE countries; and research on eyeglass compliance.

Four countries, Cambodia, Ethiopia, Ghana, and Senegal, have benefitted from sustained capacity building and support to plan and implement two elements of an integrated school health and nutrition program, deworming and vision screening, using the school as an effective delivery platform. Over 40,000 children and their teachers have been screened and all those requiring eyeglasses have received them.

This body of evidence and experience, together with the guidelines, operational, and technical manuals developed, can help other GPE countries to implement effective cross-sectoral interventions to support children's health and education outcomes.

EFFECTIVE CIVIL SOCIETY ENGAGEMENT AND ADVOCACY

Through its Civil Society Education Fund (CSEF), GPE funds 62 national civil society coalitions to support advocacy activities and strengthen planning, implementation, and impact. In 2016, 53 coalitions promoted inclusive and equitable access to education, influencing plans and policies to support marginalised populations. At least 22 of these coalitions focused on education for girls and children with disabilities.

The coalition in Gambia has advocated for the right of persons with disabilities to quality education in terms of access to disabled-friendly school infrastructure and trained teachers in special needs education. The coalition in Nepal has lobbied for the provision of a minimum 20 percent budget allocation for education, and free and compulsory special education for learners with disabilities, in the draft constitution on the Right to Education.

As civil society coalitions gain more experience of advocacy around equity and inclusion issues, the lessons learned become a valuable resource for others to learn from, adapt, and engage successfully with.

TOOLS FOR INCLUDING DISABILITY IN EDUCATION SECTOR ANALYSIS AND SECTOR PLANNING

Education Sector Analysis Methodological Guidelines on Inclusive Education

Together with UNICEF, UNESCO-IIEP, and the World Bank, the GPE's Secretariat is supporting the development and testing of technical methodological guidelines for conducting detailed education sector analysis with a focus on inclusive education for children with disabilities. The draft guidelines were piloted in Ghana in 2017, simultaneously contributing to sector policy dialogue and sector plan development.

The guidance includes analysis of the legal and policy environment; systems and management capacity; cross-ministerial structures to support inclusive education; data availability, integrity and gaps; disparities in access, participation, and learning achievement; supply and demand issues; and the situation of out-of-school children with disabilities. This work will form an important chapter in the forthcoming third volume in the series of Education Sector Analysis Methodological Guidelines (ESA-MG) supporting sector-wide and subsector specific analyses, and will support the development of more inclusive education sector plans, based on robust evidence and analysis.

Guide for Ensuring Inclusion and Equity in Education

UNESCO's recently published "Guide for ensuring inclusion and equity in education" is intended to support countries in embedding inclusion and equity in educational policy; to create system-wide change for overcoming barriers to quality educational access, participation, learning processes, and outcomes; and to ensure that all learners are valued and engaged equally. The guide describes four essential areas where understanding and action are needed to achieve educational quality and inclusion.

The guide is built around a policy review framework with four dimensions—concepts, policy statements, structures and systems, and practices, each dimension having four defining features. The self-assessment framework is intended to review how well equity and inclusion currently figure

in existing policies; decide which actions are needed to improve policies and their implementation toward equitable and inclusive education systems; and monitor progress as actions are taken. GPE's Secretariat is exploring the potential for use of the guide in partner countries.

SUPPORT TO DISABILITY DATA COLLECTION AND USE

The partnership is promoting technical collaboration and capacity building work to improve disability data collection within country education management information systems. This will support enhanced capability to design the timely collection and analysis of disaggregated data for improved sector planning and implementation.

Education Management Information Systems and Data Disaggregation

The GPE's Secretariat and UNESCO UIS are assessing the feasibility of disability data disaggregation in national Education Management Information Systems (EMISs), with a focus on GPE countries, and applicable more widely. Alongside the feasibility study, technical collaboration and capacity building will improve disability data collection and promote alignment of disaggregated data and appropriate mechanisms to facilitate inclusion of questions on disability in EMIS systems.

This work complements the technical guidance developed by UNICEF on including information in Educational Management Information Systems (EMISs) on children with disabilities. This includes aspects of the environment, both physical and material barriers to learning that prevent children from attending and succeeding in school. Application of the guidance helps ministries of education to document and systematically collect information for monitoring, review, evaluation, and rational decision making.

Data in Census and Surveys

The Washington Group on Disability Statistics (WG) Short Set is a set of questions used in censuses and surveys to identify people with disabilities. The WG Short Set (WGSS) measures aspects of functioning difficulties that place people at risk of participation restrictions; it addresses limitations in undertaking basic activities. The WGSS of questions have been included in 18 surveys, including Papua New Guinea, Vietnam, Albania, Saint Lucia, Bangladesh, Ethiopia, Malawi, Maldives, Nigeria, Tanzania, and Uganda. When more information on disability is needed, the WG Extended Set of Questions on Functioning can be used, as the set includes more information pertaining to psychological difficulties, upper body functioning, pain and fatigue, and the use of aids, such as hearing aids and wheelchairs.

UNICEF and the Washington Group (WG) have been working since 2011 to develop a child functioning module to include in surveys to identify the number of children with functional disabilities. The module collects data on children between the ages of 2 to 17 years reflecting the different developmental stages. The module assesses speech and language, hearing, vision, learning, mobility, and motor skills and emotional challenges. The child functioning module has been used in questionnaires in seven countries including Laos and Vietnam, but results have not been released yet.

As the use of these questions in census and surveys expands to more countries, a body of knowledge is established, which supports better education sector planning processes and evidence-based investments.

SUPPORTING UNIVERSAL DESIGN

Accessible Learning Materials

GPE is collaborating with partners, including UNICEF and the Global Book Alliance (GBA), to explore the principles of universal design to create effective and accessible learning materials for all, including children with disabilities. Universal design refers to the design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. The Global Book Alliance project seeks to bring learning to all children and harnesses available technologies to ensure all children can access books and get assistance with learning. Accessible materials formats will be guided by universal design principles, and will include quality content to allow all children to follow the same lessons together, whilst at the same time supporting and building class teacher capacity to fully utilise the materials.

As the design and production of accessible learning materials evolves, there is tremendous scope for GPE and our partners to promote and support their development, dissemination, and use.

GLOBAL EDUCATION MONITORING

The Global Education Monitoring Report is an editorially independent, evidence-based report published annually by UNESCO, and it monitors the progress made to achieve the education targets set by the Sustainable Development Goals (SDGs) framework.

The UNESCO Global Education Monitoring Report 2017–2018 "Accountability in education: meeting our commitments" concludes that a focus on accountability in isolation can have negative impacts on progress toward inclusion, and that ignoring equity issues can help to maintain inertia in education system reforms. The GEM report states that "accountability needs to emphasize building more inclusive, equitable, good-quality education systems and practices."

The report explores issues around standardized testing, which points to the need for a closer look at testing and assessment systems, to ensure that out-of-school children and children with disabilities are included, and to recognize and take into account different learning styles, in assessment and testing system design. Key recommendations of interest going forward include the need to create space for meaningful and representative engagement; the development of credible education sector plans and transparent budgets; the development of credible and efficient regulations and monitoring mechanisms; and supportive and formative school and teacher accountability mechanisms. Each year the report covers a different theme and the GEM 2020 report will be focused on Inclusion and Education.

As this body of work develops, GPE partners can engage, sharing key evidence and experience to inform the report itself, and offering suggestions and recommendations for best practice going forward.

UNDERSTANDING DISABILITY GAPS IN EDUCATIONAL ATTAINMENT AND LITERACY

GPE commissioned the World Bank to conduct an analysis of gaps in educational opportunities for children with disabilities, including measurement of the impact at the margin of exclusion, related to various types of disabilities, on education outcomes for children. Four main outcomes are considered: whether children ever enroll in school, whether they complete their primary education, whether they complete their secondary education, and whether they are literate. The analysis is

implemented using the most recent census data available for a total of 19 countries, including several GPE partner countries.

This report represents the beginning of a new wave of research focused on children with disabilities that seeks to unpack and better understand the current situation of children with disabilities and supports more meaningful and evidence-based dialogue and decision making around equity, inclusion, and quality in education

COSTING EQUITY

The International Disability and Development Consortium (IDDC) and Light for the World published the "Costing Equity—the case for disability-responsive education financing" report which surveyed nine leading bilateral and multilateral donors on their efforts toward disability-inclusive education. The review found emerging commitment to disability inclusion across most agencies, with some reporting significantly stronger priority for disability and inclusive education. The report also found that most donor aid doesn't include amounts earmarked for disability or inclusive approaches and recommended greater investment in tracking funding for inclusion and reporting against equity indicators to meet SDG commitments.

The recommendations set out in the report include evidence and data; domestic financing; external financing; accessibility/reasonable accommodation; capacity building; crisis contexts; philanthropic foundations and the private sector; and accountability. They provide a focused set of proposals for consideration, which, if implemented, have the potential to significantly uplift disability-responsive education financing.

4.2 Next Steps and the Way Forward

TRACKING PROGRESS

The GPE Secretariat will regularly update the findings from this stocktaking and monitor the progress GPE developing country partners are making in supporting improved access, participation, and learning of children with disabilities.

BUILDING CAPACITY ON PLANNING FOR INCLUSIVE EDUCATION

GPE's Secretariat will be exploring with UNESCO-IIEP how GPE's developing country partners and local education group teams can benefit from new in-person and distance education training programs on 'Planning for Inclusive Education', targeting Ministry of Education staff, and education planners.

PURSUING KNOWLEDGE AND INFORMATION EXCHANGE AND SUPPORTING POLICY INNOVATION

GPE's Secretariat will publish and disseminate additional knowledge products on disability and inclusive education, to include a policy brief, factsheet, and selected country analyses.

In addition, GPE's Knowledge and Information Exchange (KIX) platform will ensure that knowledge and evidence are effectively aggregated, curated, and exchanged across the partnership, and accelerate the availability and utilization of global and regional public goods knowledge and innovation. The learning exchange component of KIX will do this through ensuring the DCPs have channels

to share experiences and expertise and access to resources from across the partnership. The knowledge and innovation funding component of KIX will do this through support to the generation of evidence in the form of analysis, planning, and programming to inform national planning cycles.

STEPPING UP OUR SUPPORT

This report documents the progress and highlights the need for GPE partners to step up our support to GPE partner countries around disability and inclusive education, to fulfill the transformative vision of Agenda 2030. This means ensuring that girls and boys with disabilities are not only able to access their right to a quality education in a nurturing environment, but also, through education, to become empowered to participate fully in society and enjoy full realization of their rights and capabilities.

This vision calls for ministries of education to commit to reviewing and adapting their approach to disability and inclusion. Supportive interventions include the collection of more and better data; the preparation of all teachers to be able to teach all students through revision of pre- and in-service teacher training curricula; supporting programs that reach out to and engage with children, their parents, communities and disabled people's organizations in decision making and support for children with disabilities; ending the construction of new special schools; and transfer of the funding and resources currently invested in special schools to support efforts toward greater inclusion.

These and other decisions are best informed by adequate country-level research and evidence, allowing for an objective review of the relative costs and benefits of different approaches, including the physical, psychological, economic, and social impacts on individuals, communities, and society.

KNOWLEDGE SHARING AND CAPACITY BUILDING

There is a pressing need to commission national-level research, share knowledge, and support capacity building that will enable ministries of education and key stakeholders to better understand and analyze the context within which marginalized and excluded children find themselves. This in turn will support the development of better policies, plans, and strategies based on the evidence of what works and why.

BUILDING INCLUSIVE SYSTEMS AND SOCIETIES

Key global rights conventions and goals set out states' obligations to provide an inclusive quality education for all and leave no child behind and underpin Agenda 2030 and the sustainable development goals. For example, SDG 4 requires that all governments "ensure inclusive and quality education for all and promote lifelong learning"; the Convention on the Rights of Persons with Disabilities (CRPD), ratified by 175 countries, calls for "an inclusive system at all levels"; and CRPD General Comment 4 clearly articulates the distinction between exclusion, segregation, integration, and inclusion.

We know that education systems that include students with disabilities, either by design or through reform efforts, can also improve education access, participation, and learning for all students, and that inclusive education systems are the key to building more inclusive, cohesive societies, which will reap a range of benefits for all. The involvement of Disabled People's Organizations in policy dialogue and the development of sector plans through local education group processes will be critical to ensure that both the process as well as the content are fully inclusive and reflective of the concerns of people with disabilities themselves.

TACKLING NEGATIVE ATTITUDES, STIGMA, AND VIOLENCE

Crucially, hand in hand with supply-side interventions, it is essential to tackle negative attitudes and stigma which form the greatest barrier on the demand side, preventing girls and boys with disabilities from engaging in, enjoying, and benefitting from a quality education.

A recent report[43] notes that girls with disabilities are among the most marginalized groups of society, often facing a double discrimination resulting from social norms and cultural bias around gender and disability. The report highlights that studies and interventions have tended typically to focus on one or the other, rather than the intersection of both these dimensions of exclusion. It unpacks the additional barriers girls with disabilities face beyond those faced by girls without disabilities.

This analysis emphasizes the critical need to review policies on inclusive education with a gender lens, to ensure that policies on inclusive education align with policies and strategies on girls' education, and vice versa, noting that the intersection between gender and disability and the gendered nature of marginalization for children with disabilities needs further analysis. Coupled with this is the recognition that 'the community of girls with disabilities is not a homogenous group. Different types of impairments carry different levels of stigma and diverse needs, which require a variety of accommodations and modifications'.[44] The study highlights that without explicit action to deliberately include them, children may be excluded by omission, if not intention. The principle of "do no harm" is paramount.

Critically, therefore, to build an education system and schools that are fully inclusive of all children requires strong leadership, driven by a vision of what an inclusive school and society will look like, and that inspires the engagement of all stakeholders. Resources might usefully be directed toward building this level of political commitment as a key to sustainable and high impact results.

Studies also indicate that children with disabilities are at significantly increased risk of violence compared to children without disabilities. A 2016 study in Uganda and Malawi,[45] for example, found that 84 percent of children with disabilities surveyed reported having experienced some form of violence at school in the previous week. Girls with disabilities were more likely to report emotional and sexual violence than girls without disabilities. Girls in residential settings may be particularly at risk.[46]

More research is needed to build further evidence on these risks at the global level. Documentation of effective policies and practice for protecting all boys and girls in and outside school, with and without disabilities, including strengthening reporting mechanisms, codes of conduct, and teacher training, would also provide useful guidance to inform planning.

These knowledge gaps point to an important area for future GPE Secretariat enquiries, which could help inform more inclusive, gender-responsive education sector plans.

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43 Still left behind: Pathways to inclusive education for girls with disabilities (2017) UNGEI, Leonard Cheshire Disability.
44 Ibid.
45 Protect Us! Inclusion of children with disabilities in child protection (2016).
46 Still left behind: Pathways to inclusive education for girls with disabilities (2017) UNGEI, Leonard Cheshire Disability.

TOWARD RIGHTS-BASED, SOCIAL INCLUSION APPROACHES

The stocktaking findings show that ministries of education tend to focus primarily on the basic education needs of children with disabilities, a crucial first step toward inclusive education. To become fully inclusive, it will be important to look critically at how education systems can move beyond 'medical' or 'charity' models of disability toward more rights-based, social inclusion approaches which recognize children with disabilities as key actors in their own development, rather than as passive recipients of benefits.[47]

BEYOND BASIC EDUCATION

Other key areas for further enquiry include: consideration of multi-sectoral approaches for strengthening impact; development of tools for measuring the effectiveness of interventions; and inclusive approaches to education for children with disabilities within early childhood programs and in humanitarian and conflict-affected contexts.

WORKING WITH OUR PARTNERS

Inclusive education systems have the power to amplify the voices of girls and boys with disabilities, to be heard in decisions which affect their lives. Inclusive education systems will build on their capabilities and develop their capacities to participate meaningfully in decision making, and in social, cultural, and economic life, and to enjoy their full spectrum of rights.

As the 2017/18 GEM report states, "ensuring inclusive, equitable and good quality education is often a collective enterprise in which all actors make a concerted effort to meet their responsibilities," and GPE's Secretariat looks forward to working with all our partners to advance Agenda 2030 and GPE 2020.

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47 Take us seriously! Engaging Children with Disabilities in Decisions Affecting Their Lives (2013) UNICEF.

ANNEX A: GPE Developing Country Partners Selected for This Study and ESP Dates

Country	Countries Affected by Fragility and Conflict[48]	Period of ESP	Period of ESPIG
Afghanistan	•	2011–2013	2012–2016
Bangladesh		2011–2016	2015–2018
Benin		2013–2015	2014–2017
Burkina Faso		2012–2021	2013–2017
Burundi	•	2012–2020	2013–2016
Cambodia		2014–2018	2014–2017
Cameroon		2013–2020	2014–2018
Central African Republic	•	2012–2021	2014–2017
Chad	•	2013–2015	2013–2017
Comoros	•	2013–2015	2013–2017
Congo, Democratic Republic	•	2016–2025	2013–2017
Côte d'Ivoire	•	2012–2015	2012–2017
Djibouti		2010–2019	2014–2017
Eritrea	•	2014–2016	2014–2017
Ethiopia	•	2010–2015	2014–2018
The Gambia	•	2014–2022	2014–2018
Ghana		2010–2020	2012–2016
Guinea		2015–2017	2015–2018
Guinea-Bissau	•	2011–2013	2012–2017
Guyana		2014–2018	2015–2018
Haiti	•	2013–2016	2014–2017

48 As of 2016, World Bank classified 22 GPE developing country partners as affected by fragility, and UNESCO classified 18 as affected by conflict, with 12 countries affected by both fragility and conflict.

Country	Countries Affected by Fragility and Conflict	Period of ESP	Period of ESPIG
Kenya		2013–2018	2015–2019
Kyrgyz Republic		2012–2020	2014–2018
Lao, PDR		2011–2015	2015–2019
Liberia	•	2010–2020	2010–2016
Madagascar	•	2013–2015	2013–2017
Mali	•	2015–2016	2013–2017
Mauritania		2012–2014	2014–2017
Mozambique		2012–2016	2015–2018
Nepal	•	2009–2015	2016–2018
Nicaragua		2011–2015	2013–2016
Niger		2014–2024	2014–2018
Nigeria	•	2011–2020	2015–2019
Pakistan	•	2013–2018	2015–2018
Papua New Guinea		2010–2019	2011–2015
Rwanda	•	2013–2018	2015–2018
São Tomé and Príncipe		2012–2022	2014–2017
Senegal		2013–2025	2013–2017
Sierra Leone	•	2014–2018	2014–2017
Somalia	•	2012–2016	2013–2017
South Sudan	•	2012–2017	2013–2017
Sudan	•	2012–2017	2013–2018
Tajikistan		2012–2020	2013–2017
Tanzania		2008–2017	2014–2017
Togo	•	2014–2025	2015–2018
Uganda	•	2010–2015	2014–2018

Country	Countries Affected by Fragility and Conflict	Period of ESP	Period of ESPIG
Uzbekistan		2013–2017	2014–2018
Vietnam		2003–2015	2013–2016
Yemen	•	2013–2015	2014–2019
Zambia		2011–2015	2013–2018
Zimbabwe	•	2011–2015	2016–2019

ANNEX B: Data Collection Matrix for the Country Profiles

Country Name

Joined GPE in year:

Grant period:

Total grant value ($):

Period of implementation operational plan:

Documents analyzed:

Data sources:

Demographics—Country Specific

Overall Status of Education

Indicators	Net (%)	Disaggregated by sex (%)	
		Girls	Boys
Literacy rate (15 to 24 year olds):			
Preprimary gross enrollment ratio:			
Net enrollment ratio in education (primary):			
Survival rate to last primary level:			
Repetition rate:			

Income level:

Total population:

Population under 18:

Population under 6:

Gross enrollment ratio (GER):

Net enrollment ratio:

Poverty headcount ratio:

Life expectancy at birth:

Provision of education:

Primary education cycle:

OOS children rate:

Disability Specific Information

% of disabled population:

% of children with disabilities:

Is disaggregated data based on domain of disability available?

Prevalence of disability by domain (% of the total disabled)—6–17 years of age[49]

Is disaggregated data % disabled boys and girls available?

Domain	% of the total disabled	Males	Females
Seeing			
Hearing			
Mobility			
Cognition			
Communication			

Access Related Indicators—Children with Disabilities

School access-related information:

Number or % of children with disabilities enrolled in primary schools:

Number or % of children with disabilities enrolled in special schools:

Number or % of children with disabilities enrolled in Non-Formal Education (NFE):

49 There was no information available on disability prevalence by domain in the ESPs of the countries included in this study.

School completion rate (Boys/Girls):

Type of schools:	Government	Private	NGOs
Number of inclusive schools:			
Number of mainstream schools:			
Number of special schools:			
Number of special boarding/residential schools:			
Number of schools with accessible infrastructure:			

Quality Learning Related Indicators

Preservice training:

Are there teacher training institutes to address training on children with disabilities?

Number of trained teachers to address special education needs:

In-service training:

Is there an in-service training program which targets children with disabilities?	Modules covered: Duration of training:

How many teachers have received disability specific in-service training?

Do the teachers feel a need for ongoing training in this area?

% of teachers who feel the need for disability specific professional development:	% of teachers who do not feel the need for disability specific professional development:

Teaching, Learning Material (TLM)

Are there programs for distribution of special equipment like wheelchairs, assistive aids, braille books, etc. (Yes/No)

Legal Provisions

Has the country signed and ratified the international Convention on the Rights of Persons with Disabilities?	Year of signing: Year of ratification:
Is there a country specific law/policy protecting the right to education for all children?	Name & year:

Education of children with disabilities is under the jurisdiction of which ministry?

Is there an act/law protecting the rights of people with disabilities?	Name & year:
Is early childhood education/development included in the National Education Policy?	

Equity Indicators

Is there a reservation for children with disabilities or OOS children in the National Education Framework?

Is there any framework of assessing learning outcomes for children with disabilities?

Any special provisions (scholarships/stipends):

Does the country define inclusive education?

Key DPO's (if any):

Key barriers to inclusion of children with disabilities in schools/classrooms *(based on analysis from the ESPs)*—The approach to disability is medical.

Other Key Observations:

ANNEX C: Countries with GPE ESPIG Funding Earmarked for Inclusive Education (as of September 2016)[50]

Country	Period of ESPIG	Component for Inclusive Education	Activity/ies within the Component	ESPIG Amount	Amount Allocated (US$) for Components	Amount Allocated (US$) for Activities within Components
Cambodia (partial grant for activities in component)	(2014–2017)	Component 1.2: Improve the access and educational experience of vulnerable and disadvantaged students	Eyeglasses and hearing aid support for low vision and hearing impairment	38,500,000	23,800,000	500,000
		Component 3: Improve Cambodia's teaching force	Training teachers for disability screening		2,500,000	
Comoros (full grant for component)	(2013–2017)	Subcomponent 2.1: Expanding access to children with disabilities (vision/hearing)	Teacher training in special education	4,600,000	1,559,000	775,000
			Equipment for vision and hearing impairment			
Eritrea (partial grant for activities in component)	(2014–2017)	Component 2: Improved quality of education (teaching and learning)	Training of special education teachers	25,300,000	1,450,000	15,000
			Construction of special needs classrooms			240,000
			Expansion of deaf school			15,000
			Procurement of material for 3 special schools			99,000
			Procurement of material for 8 new SEN classrooms			16,000
Ethiopia (partial grant for activities in component. Pooled grant)	(2014–2018)	Subcomponent1.2: Teaching and learning materials	Teaching aids	100,000,000	106,200,000	19,300,000[51]
			Learning material			
		Component 3.2: School grants	Information campaigns		248,000,000	45,250,000[52]
			Financial aid to children with disabilities			

50 Information gathered from the program documents within the ESPIG Grant Application (September, 2016).

51 Figure calculated as a % of 100M. For example, components 1.1 and 1.2 have disability subcomponents, therefore the totals for the subcomponents are added: (2M + 104.2M)/550M*100M = $19.3M.

52 (248.9M/550M)*100 = $45.25M.

Country	Period of ESPIG	Component for Inclusive Education	Activity/ies within the Component	ESPIG Amount	Amount Allocated (US$) for Components	Amount Allocated (US$) for Activities within Components
Kyrgyz Republic (full grant for component)	(2014–2018)	Subcomponent 1.3: Support for inclusive education	Pilot project to integrate 3–6 years with special education needs into mainstream kindergartens	12,700,000		250,000
			In-service teacher training			
			Awareness raising campaigns			
Lao PDR (partial grant for activities in component)	(2015–2019)	Strengthening school-based management	Use school-based management system to support Inclusive Education Center (IEC) in their current focus on disability and development	16,800,000	12,700,000	Small portion of the sub-component amount
Liberia (partial grant for activities in component)	(2010–2016)	Component 1: Increasing access and equity in rural areas	School construction designs inclusive of increased access for children with disabilities	40,000,000	18,900,000	18,900,000
Nepal (partial grant for activities in component)	(2016–2018)	Results-based financing's stretch indicator	Development of an 'Equity Index' for implementing the equity strategy that can be used to identify districts for targeted support and enhance equity in access, participation, and learning outcomes	59,300,000	5,940,000	5,940,000
Tajikistan (full grant for component)	(2013–2017)	Subcomponent 2.3: Promoting inclusive education	Improved physical access for children with disabilities	16,200,000	1,750,000	750,000
Tanzania (full grant for component)	(2014–2017)	Mainland: Subcomponent 1.3: Ensure that education is inclusive to all school-aged children	Inclusive learning friendly environment toolkits	94,800,000		3,300,000
			Preenrollment assessment (through 125 special needs assessment kits)			
			Adapted curriculum workbooks, procurement of braille machines			
			Community sensitization			
			Establishment of education support resource and assessment centers			

Country	Period of ESPIG	Component for Inclusive Education	Activity/ies within the Component	ESPIG Amount	Amount Allocated (US$) for Components	Amount Allocated (US$) for Activities within Components
		Zanzibar: Component 3: Create a safe learning environment	Teacher support toward children with special needs and learning material	5,200,000		889,837
			Equipping classrooms, providing textbooks			
Uganda (partial grant for activities in component)	(2014–2018)	Subcomponent 1.3: Improving teacher resources/ Providing equipment and instructional material	Procurement of material for children with disabilities	100,000,000	14,800,000	900,000
Zimbabwe (partial grant for activities in component)	(2016–2019)	Component 3: Equity and access to learning	Early screening and identification	20,580,000		450,000
			In-service teacher training			
			Teaching and learning material			

ANNEX D: Glossary of Terms

Braille	A form of written language for blind people, in which letters, words, numbers, punctuation marks, and mathematical symbols are represented by patterns of raised dots that are felt with the pads of fingers.
Child-friendly schools	An important concept developed by UNICEF, which has become the basis of UNICEF's work in education. Child-friendly schools provide safe, supportive, and stimulating learning environments for students. In short, child-friendly schools are inclusive.
Education Management Information Systems (EMIS)	EMIS are systems for the collection, storage, processing, and analysis of educational and education-related data—for instance, data on student enrollment, transition, and retention rates. EMIS should be used to inform policymaking and implementation at all levels of education systems.

Education sector plans (ESPs)	These are developed by ministries of education, in association with their development partners, and identify MoEs' aims and objectives in the field of education, the measures which will be adopted to achieve these aims and objectives, and the financial implications of these measures. ESPs are based on Education Sector Analyses (ESAs)
Exclusion	Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form. *Source:* General Comment 4—Article 24—Right to Inclusive Education: Convention on the Rights of Persons with Disabilities, United Nations (2016).
Gender parity/equity	In terms of schooling, gender parity means the same proportion of girls and boys enter and complete school. Gender equity is a broader and more significant aspiration, as it is concerned with the provision of educational and post-educational opportunities of good quality for both sexes.
Impairment/disability	According to the World Health Organization, "An impairment is a problem in body function or structure." In contrast, "Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. . . . Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers."
Inclusion	Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures, and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum, and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion. *Source:* General Comment 4—Article 24—Right to Inclusive Education: Convention on the Rights of Persons with Disabilities, United Nations (2016).

Inclusive Education (IE)	For UNESCO, inclusive education involves the presence, participation, and achievement of all students in regular community schools. In other words, students must not only be present in schools, but participate in a full range of school activities to achieve their potential. UNESCO also sees IE as a process involving continual school improvement.
Integration	Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions. *Source:* General Comment 4—Article 24—Right to Inclusive Education: Convention on the Rights of Persons with Disabilities, United Nations (2016).
Integrated Education	Integrated education occurs when children with special educational needs (SEN) attend mainstream schools, but do not participate fully in the life of these schools. For instance, they might be withdrawn from certain subjects in order to receive specialist tuition. It has been argued that integrated education is opposed to inclusive education. But it has also been counterargued that integrated education of good quality can develop the skills and self-confidence of students with disabilities and thus contribute to their future inclusion in mainstream schools and society.
Mainstreaming	The enrollment of students in mainstream schools. It is important to note that mainstreaming does not necessarily lead to educational inclusion for children with disabilities, as these children may not be fully included in the lives of the schools they attend.
Segregation	Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities. *Source:* General Comment 4—Article 24—Right to Inclusive Education: Convention on the Rights of Persons with Disabilities, United Nations (2016).
Special education	A particular approach to the education of certain groups of children. It says these children (blind children, deaf children, etc.) learn differently from other children in certain ways (e.g., the visual pathway is obscured for blind children), and that they therefore require an adapted program of instruction (e.g., blind children need to learn to read and write braille).

Special/specific educational needs (SEN)	Children with SEN are regarded as having particularly complex or distinctive learning requirements. They may therefore require additional assistance, special equipment, adapted pedagogies and curricula, and individual education plans (IEPs), etc. For many people, the term "specific needs" is preferable to the term "special needs" as it is less stigmatizing.
Special schools	Schools reserved for students with special educational needs. Traditionally special schools have been residential and have tended to cater for students with particular types of impairment.
Twin-track approach	This is a combined approach which recognizes: • The need for societies to recognize and respect the rights of all persons with disabilities • The need to ensure the specific needs of people with disabilities are also met.
United Nations Convention on the Rights of Persons with Disabilities (UNCRPD 2006)	UNCRPD says that children with disabilities should have access to "an inclusive, quality and free" primary and secondary education. "Reasonable accommodation" and "effective individualized support measures" should be provided for students with disabilities. People with disabilities should also have access to tertiary, vocational, and adult education and lifelong learning "without discrimination" (Article 24). Schools and school facilities also need to be accessible (Article 9).

Source: Sightsavers' Education Strategy 2013–2018.