



# Send All My Friends to School

A Global Campaign for Education UK evaluation of the UK's aid to education for children with disabilities



GLOBAL CAMPAIGN FOR  
**EDUCATION**

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**Cover photo:** Inclusive Education in Rwanda: Classes for deaf children at La Miséricorde Centre, Muhanga District, May 2008  
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## Abbreviations and acronyms

BEAM	Basic Education Assistance Module
BRAC	Bangladesh Rural Advancement Committee
CBR	Community Based Rehabilitation
UN CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organisation
DANIDA	Danish International Development Agency
DFAT	Department for Foreign Affairs and Trade (Australian Government)
DFID	Department for International Development
DPOs	Disabled Persons Organisations
DRC	Democratic Republic of Congo
DRF	Disability Rights Fund
EFA	Education for All
EMIS	Education Management Information Systems
ESPs	Education Sector Plans
GCE	Global Campaign for Education
GEQIP	General Education Quality Improvement Programme
GMR	Global Monitoring Report
GPAF	Global Policy Action Fund
GDP	Gross Domestic Product
GPE	Global Partnership for Education
GRAP	Global and Regional Activities Program
IDA	International Development Assistance
IDSC	International Development Select Committee
IE	Inclusive Education
ILO	International Labour Organisation
LMICs	Low and Middle-Income Countries
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
NORAD	Norwegian Agency for Development Cooperation
PESP	Punjab Education Support Programme
PISA	Programme for International Student Assessment
PPA	Programme Partnership Agreement
PUSS	Parliamentary Under-Secretary of State
SABER	Systems Approach for Better Education Results
SBS	Sector Budget Support
SNE	Special Needs Education
SSRP	Schools Sector Reform Programme
TTCs	Teacher Training Colleges
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VSO	Voluntary Service Overseas
WHO	World Health Organisation

# Foreword



## DR SUSIE MILES

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This report is a welcome contribution to the discussion about how to achieve inclusive education for all. It illustrates how the development programmes of the UK (and indeed other donors) can ensure that the most marginalised children, particularly children with disabilities, enjoy their right to a good quality education.

My research and experience of working in countries as diverse as Bangladesh, Samoa, Lesotho and Zambia have made it very clear to me that the education of children with disabilities remain a low priority, especially where resources are scarce. Although I have met many dedicated parents, teachers and disabled activists who have challenged negative attitudes and demonstrated that a more inclusive approach to education is better for everyone, children with disabilities are often seen as not ‘fully human’, and experience discrimination and abuse.

This year marks the 20th anniversary of the Salamanca Statement and Framework for Action on Special Needs Education, with its vision of inclusive schools, signed by 92 governments and 25 international organizations. Yet many children with disabilities remain excluded, and those who attend school face discrimination and low expectations, and are not always supported to participate, or to achieve. Building education systems that find ways to include all children requires attitude change at all levels of the system. It also requires innovative and flexible approaches to pedagogy and the resourcing of schools. Appropriately trained and well supported teachers and school leaders can provide a barrier-free environment in which children with disabilities achieve their potential, become equal participants in society, and enrich their communities.

The UK Government is well-placed to promote educational change, and exciting progress is already being made. The current Ministerial team have made important initial commitments, and DFID is already prioritising education for marginalised groups, as demonstrated by the impact of their focus on girls and women. I hope this report will help them to strengthen their commitment to supporting education systems to include children and young people with disabilities, by providing an analysis of DfID’s existing work, challenges to be overcome, and examples of innovative approaches to achieve inclusive learning.

Ambitious, sustained action by the UK, as a leading donor to education, could have a transformative impact on children with disabilities, their families, schools and societies – this was made clear earlier this year by the inquiry conducted by the UK Parliament’s Select Committee on International Development, to which I contributed. I welcome this report as it strengthens the evidence that exists on inclusive education, and I hope it will be read and used by DFID, NGOs, other development agencies and multilateral organisations, in the continuing mission to achieve education for all.

# 1. Executive summary

***“As long as children with disabilities are denied equal access to their local schools, governments cannot reach the MDG of achieving universal primary education (MDG2), and States parties to the Convention on the Rights of Persons with Disabilities (CRPD) cannot fulfil their responsibilities under Article 24”.<sup>1</sup>***

Children with disabilities have an equal right to an inclusive, quality and free primary and secondary education.<sup>2</sup> Yet, as the 2015 deadline for achieving MDG 2,<sup>3</sup> universal primary education, and the Education for All (EFA) goals fast approaches,<sup>4</sup> there are still 57 million primary-aged children out of school.<sup>5</sup> In most low- and middle-income countries, children with disabilities are more likely to be out of school than any other group of children.<sup>6</sup> It is estimated that at least one-third of children out of school have a disability.<sup>7</sup> That is at least 19 million children with a disability who currently do not get to go to school. They are also often more likely to drop out and leave school early. Therefore, it is clear that these goals cannot be met without a much greater focus on enabling children with disabilities to attend school and attain a good quality education. Without such an effort, children with disabilities will continue to be denied their right to education.

There have been some positive policy developments to promote inclusive education in recent years at the global level, such as the establishment of the UN Convention on the Rights of Persons with Disabilities (UNCRPD), which have been reflected in the education plans and policies of some national governments and key bilateral and multilateral education donors. However, there is an urgent need for a more systematic and comprehensive increase in policy attention and resources to address the significant structural and social barriers that children with disabilities currently face in accessing a quality education.<sup>8</sup> In particular, there appears to be a disconnect between policy and practice, with weak implementation as a result of a frequent lack of resources and capacity. Implementation is also

hampered by the lack of a strong evidence base on what works, and a corresponding lack of monitoring and evaluation to help address this weak evidence base. As such, development organisations and national governments struggle to assess the impact and effectiveness of their interventions. Due to a lack of clear monitoring in this issue area, there is a need for a much more detailed understanding of the extent to which key stakeholders are prioritising inclusive education within education strategies and programmes (both bilateral and multilateral), how much is being spent, on what, whether it is working, and how it can be improved.

This report aims to address this gap by reviewing how the UK Department for International Development (DFID) has addressed inclusive education for children with disabilities to date. DFID is the largest bilateral donor to basic education, providing over £400 million in 2011,<sup>9</sup> and is also the largest contributor to the Global Partnership for Education (GPE), contributing £357.3 million between 2010 and 2015.<sup>10</sup> This report reviews DFID’s policy and practice in relation to education for children with disabilities, in terms of its specific investments and its wider influence on policy and practice.

The findings of this report are based on desk-based research and primary interviews conducted with DFID staff (both in Whitehall and country offices), including: six members of the DFID Education Skills Team; 14 DFID Education Advisers<sup>11</sup>; and the DFID Social Inclusion and Civil Society lead. Interviews were also conducted with staff in key multilateral agencies and with donors (including GPE, the Australian government, UNESCO, and UNICEF).



© Sense International

Nairobi, Kenya, 2008: Dan, a deafblind boy at Kilimani Primary School, enjoying a bicycle ride with an older pupil. Dan had been locked away in his house for most of his early childhood because of his disability. On joining the deafblind unit the cataracts that were causing his blindness were operated on and Dan was immediately the darling of everyone.

Submissions from International Non Governmental Organisations (INGOs) and Disabled Persons Organisations (DPOs) were collected via a written questionnaire. And the team conducted short country visits to Ethiopia and Rwanda to explore the situation at country-level in greater depth through meetings with: Ministries of Education; district education officials; national GCE affiliated civil society education coalitions; multilateral's (GPE, UNICEF, World Bank ); DFID funded projects (GEC/PPA); NGOs and DPOs (both national and international) and head teachers, teachers, and school children.

Rwanda was selected because of the positive progress on education for children with disabilities that the country has reportedly made, and Ethiopia was selected because it is the second largest recipient of bilateral DFID education sector support.

In summary, this report finds that DFID has increased its focus on education for children with disabilities in recent months, particularly at the ministerial level and in some programmes. However, it finds that the issue needs much greater prioritisation within DFID, and that there is an urgent need for DFID to develop a systematic approach towards the issue, both directly within its education portfolio, and by mainstreaming the issue across other areas of DFID operations. It is critical that DFID works to embed disability throughout its development programmes to achieve long-term change, even as governments change and key individuals move on.



## Recommendations

GCE UK recommends that to strengthen its work in this area, DFID should now scale-up activities in four key areas:

What	How
<p><b>1. Embed and prioritise disability into DFID’s education strategy and policies</b></p>	<ul style="list-style-type: none"> <li>• Make education a priority sector of DFID’s disability strategy, as recommended by the International Development Select Committee (IDSC).</li> <li>• Expand DFID’S team of disability experts, including inclusive education specialists, with a senior sponsor and a strong reporting process to implement the strategy and ensure accountability.</li> <li>• Ensure this strategy recognises and makes provision for the different needs of children with varying impairments (including intellectual impairments).</li> <li>• Make disability a core requirement for approval of all DFID country operational plans and business cases, with all education programmes a priority.</li> <li>• To complement DFID’s recent announcement on accessible school construction, DFID must develop a policy that states that pre- and in-service teacher-training supported by DFID must incorporate inclusive teaching methodologies. They must also ensure that teachers have the on-going support and training they need to enable them to include children with complex needs.</li> <li>• DFID programmes must also work to improve accessibility to transport to enable children with disabilities to get to school safely (a particular concern for disabled girls and children with albinism at risk of violence on the way to school).</li> <li>• Ensure DFID advisers, particularly at country-level, are supported with additional training and guidance on scaling-up education for children with disabilities.</li> </ul>
<p><b>2. DFID should be a global champion of education for children with disabilities</b></p>	<ul style="list-style-type: none"> <li>• Ensure that education for children with disabilities is integrated as a core priority into DFID’s policy dialogue with developing country governments, supporting the development of strong, costed national plans for scaling-up access to inclusive learning.</li> <li>• Use DFID’s influence with multilateral and bilateral partners to put learning for children with disabilities at the heart of education and development agendas.</li> <li>• Champion education for children with disabilities as a key component of a Post-2015 development framework, building on the Prime Minister’s calls for an agenda that ‘leaves no-one behind’ and DFID’s leadership in the Post-2015 process so far:             <ul style="list-style-type: none"> <li>♦ Push for a Post-2015 goal of equitable, inclusive quality education for all, prioritising the most marginalised.</li> <li>♦ Champion the principle that no education target should be considered met unless met for all social groups, including children with disabilities.</li> <li>♦ Champion a ‘data revolution’ that delivers robust, globally-comparable disaggregated data on education for children with disabilities to ensure that Post-2015 progress delivers on the promise to leave no-one behind.</li> </ul> </li> </ul>





What	How
<p><b>3. Embed and prioritise disability into DFID's education programmes and funding</b></p> <p>a) Bilateral:</p>	<ul style="list-style-type: none"> <li>• Ensure that disability is included as a core indicator in national context analyses, and is a reporting requirement within monitoring and evaluation of all DFID education programmes, including the Bilateral and Multilateral Aid Reviews.</li> <li>• Increase targeted resources to enable children with disabilities to access quality education, including establishing a 'Disabled Children's Education Challenge Fund'.</li> <li>• Establish a network of trained leads/focal points in all DFID country offices and give them sufficient resources, time and authority. These leads could also be contact points for consultation with DPOs</li> <li>• Strengthen the capacity of government partners to deliver system-wide reforms in education, in order to address the multiple barriers – attitudinal, institutional, physical, transportation, information and communication – that inhibit access to quality education for children with disabilities. DFID has access to a wealth of knowledge about best practice in its various programmes and so could fund technical advice on aspects of education that will need reform, including: <ul style="list-style-type: none"> <li>◆ Policy and legal instruments</li> <li>◆ Governance and leadership</li> <li>◆ Financing</li> <li>◆ Education Management Information Systems (EMIS), particularly with regard to children with disabilities</li> <li>◆ Education workforce and teacher development (including itinerant teachers and teaching assistants who are providing on-going support to children with disabilities in schools)</li> <li>◆ Inclusive curricula</li> <li>◆ Examination and assessment systems (particularly important for children with disabilities, who are often forced to drop out of school if they fail the end-of-year exam)</li> <li>◆ Equal participation in extracurricular activities</li> <li>◆ Provision of learning materials</li> <li>◆ Equipment (including adapted furniture) and assistive devices</li> <li>◆ Complementary support services (e.g. social services, physiotherapy, speech and language therapy, occupational therapy, etc.)</li> <li>◆ Working with communities and civil society to tackle stigma and discrimination.</li> </ul> </li> <li>• Encourage government partners to include DPOs in national, regional and district-level policy development, implementation and monitoring processes.</li> <li>• Increase funding to DPOs in developing countries to enable them to conduct advocacy and actively participate in national policy development, implementation and monitoring.</li> </ul>

What	How
<p><b>3. Embed and prioritise disability into DFID’s education programmes and funding</b></p> <p>b) Multilateral:</p>	<ul style="list-style-type: none"> <li>• Support the data revolution in global education, particularly in providing funding and support to global and regional-level data platforms, such as UNESCO and UNESCO Institute of Statistics (UIS), to ensure that learning and education data is disaggregated by disability.</li> <li>• As the largest donor to the Global Partnership for Education (GPE), DFID must: <ul style="list-style-type: none"> <li>♦ Use the crucial opportunity of the GPE Replenishment Conference to announce a strong UK financial commitment to the GPE that provides the critical support needed to strengthen the focus of the GPE itself, and of all partners, on reaching children with disabilities.</li> <li>♦ Use the UK’s influence as a leading donor and member of GPE’s Board of Directors to embed disability-inclusion through GPE processes and outcomes in developing countries. Specifically: ensuring more developing country partners implement legislation on education for children with disabilities; that Education Sector Plans (ESPs) explicitly prioritise children with disabilities alongside other marginalised groups; and support developing country partners to strengthen the data on children with disabilities.</li> </ul> </li> </ul>
<p><b>4. Strengthen DFID’s research and evidence gathering capacity on education for children with disabilities</b></p>	<ul style="list-style-type: none"> <li>• Ensure that the forthcoming ‘Inclusive Learning Topic Guide’ synthesises the best existing evidence, and that it is disseminated effectively. The topic guide should be complemented by disability training that refers to the guide to ensure its use by programme and policy staff, both within and beyond DFID. Use of the guide and learning from the associated training by Education Advisers must be obligatory – not voluntary – and should be managed through DFID’s performance appraisal process.</li> <li>• Invest in new research to support the systematic production of evidence to enhance understanding of what works for disabled learners (including those with more complex needs) in low-income settings, and understanding of the types of investment that will deliver the best results.</li> <li>• Increase engagement with NGOs, Civil Society Organisations (CSOs) and DPOs to better capture the learning and experience from their programmes in a sufficiently robust manner.</li> <li>• Capitalise on the UK’s comparative advantage in cross-disciplinary research to evidence what inter-sectoral approaches work to deliver good learning outcomes for children with disabilities.</li> <li>• Provide funding and support for workshops to bring partners together, and collectively address core programme and implementation questions and share best practice, with a particular focus on supporting South-South learning.</li> </ul>

## 2. The state of education for children with disabilities

### 2.1 How many disabled children are losing out on education?

Children with disabilities have an equal right to an inclusive, quality and free primary and lower secondary education.<sup>12</sup> This is enshrined directly in the 1994 Salamanca Declaration and the 2006 UN Convention on the Rights of Persons with Disabilities (UNCRPD).<sup>13</sup> It is also reflected in the Millennium Development and Education for All goals, agreed in 2000, whereby the international community pledged to ensure that all children would be able to access and complete a full course of primary schooling by 2015.<sup>14</sup>

However, significant progress has yet to be made to ensure that children with disabilities are able access good quality, relevant and inclusive education. While the overall number of children out of school has been reduced from 102 million in 2000 to 57 million in 2011,<sup>15</sup> progress has recently stagnated.<sup>16</sup> Those children who remain out of school are those who are the most marginalised and hardest to reach. The majority of these children are those with disabilities, girls, children in fragile and conflict-affected states, those from ethnic minority backgrounds and children who live in disadvantaged areas like remote rural areas or slums.<sup>17</sup>

Although there are significant data challenges, of the remaining 57 million children out of school, it is estimated that at least one-third, or around 19 million, have a disability.<sup>18</sup> The Global Campaign for Education argues that in most low- and middle-income countries, children with disabilities are more likely to be out of school than any other group of children.<sup>19</sup> In Africa alone, some studies suggest that fewer than 10% of disabled children are in school.<sup>20</sup> In some developing countries, the proportion of disabled children receiving any form of education is as low as 13%.<sup>21</sup>

### 2.2 Causes of exclusion

Surveys by the World Health Organisation and World Bank show that disability has a significant impact on access to education, potentially even more so than gender, household economic status or the rural/urban divide.<sup>22,23</sup> Children with disabilities have a far greater chance of being out of school than their non-disabled peers. It is estimated that, in some countries, being disabled more than doubles the chance of never enrolling in school.<sup>24</sup> In Malawi and Tanzania, for example, a child with a disability is twice as likely to have never attended school as a child without a disability.<sup>25</sup>

Even if a child with a disability does manage to attend school, the statistics show that they are far less likely than their non-disabled peers to remain in school and transition to the next year group.<sup>26</sup> For example, one survey shows that 30% of people with disabilities had completed primary school in Bangladesh, compared with 48% of those with no disabilities. Similarly, the corresponding proportions were 43% and 57% in Zambia, and 56% and 72% in Paraguay.<sup>27</sup>

As part of the conclusions and recommendations section of this report, GCE UK has devised a illustration (see page 50) that explains what an inclusive learning environment, that responds to the barriers outlined above, would look like.

Cambodia, May 2012: Mut Samorn, who has a learning disability, gets help from her specialist teacher at her mainstream school.

© Nicolas Axelrod / Handicap International

## The data challenge

The lack of accurate data on educational access and quality for children with disabilities presents a major barrier to the provision of adequate support from donors and national governments.

There are multiple existing challenges related to frequent and accurate data collection on education for children with disabilities. Firstly, there is no universally accepted definition of disability commonly used across all countries. Definitions of disability may only cover children with moderate to severe disabilities that are easy to identify (such as physical or sensory impairments). Children with learning disabilities or those with mental health needs, which are harder to identify clearly and systematically, are frequently not included in systems of identification when collecting data on educational access and attainment in developing countries. Without consistent definitions and approaches to data collection, it is very challenging to conduct in-country and cross-country comparisons that might present the scale and nature of the challenge to be addressed.

A closer look at national data often reveals markedly different consequences for various impairments. In particular, children with impairments that affect their capacity to communicate and interact will face significantly higher barriers to participation in education than children with physical disabilities. A study in Burkina Faso showed that, in 2006, only 10% of non-verbal 7-12 year-old children with profound hearing impairments or other communication disabilities were in school; the attendance rate for children with a physical impairment was 40%, only slightly below those with no impairment.

Even when disability is explicitly included in surveys, children with disabilities may still not be identified. This may be due to the associated stigma and discrimination that means parents and communities hide the children out of sight; or to limited implementation capacity and resources, which means individuals conducting the surveys are unable to accurately identify disabilities.

Finally, there is a general weakness in data collection and reporting across the education sector, as reflected in calls for a data revolution in education. The lack of data on learning outcomes for children with disabilities is indicative of this broader systemic weakness.

## Barriers for disabled children accessing quality basic education

### Political and system-wide challenges:

- **Divided ministerial responsibility.** Responsibility is frequently either shared between multiple ministries or housed within niche separate ministries or departments.
- **Lack of (or poor) legislation, policies, targets and plans.** National and local policies and strategies are either absent entirely or are not accompanied by specific and detailed targets and action plans, leading to weak implementation.
- **Inadequate resources and implementation capacity.** National budgets for education are often limited, with insufficient focus on disabled children, combined with general shortages of resources (schools, teachers, learning materials).

### School-level challenges:

- **Curriculum and pedagogy.** Limited flexibility in the provision of education (as well as adapted learning materials) restricts the ability of children with disabilities to access information and learning or to fully participate in lessons.
- **Inadequate training and support for teachers.** Teachers may not have the time, resources, skills or experience to support disabled learners, especially in resource-poor and overcrowded classrooms.
- **Physical barriers.** Children with physical disabilities can find it difficult to get to school and to access classrooms and toilet facilities at school.

### Home/community-level challenges:

- **Attitudinal barriers.** Negative attitudes amongst teachers, parents and communities can have an impact on whether children with disabilities are able to access school, and can lower expectations of those children's educational attainment.
- **Labelling.** Categorising children by health condition can lead to stigmatisation, peer rejection, and poor self-esteem. This can lead to lower educational attainment. Fear of rejection and stigmatisation can also cause children to conceal their disabilities, making it harder for the school to respond to their needs.

Based on WHO 2011, op. cit, p.212-215.



© Johanna de Tessières / Handicap International

Democratic Republic of Congo, May 2013: Eight-year-old Grace attends the Carmen Salles primary school in Kinshasa. Grace had to have a leg amputated following an infection, and although she received a prosthesis she prefers to use her crutch. Her parents were ashamed of her disability and wanted to keep her at home, but were eventually persuaded to allow her to go to school, where she is now well included.

## 2.3 Consequences of exclusion

Failing to provide quality basic education for children with disabilities is a failure to deliver the right to education for all, and has significant negative long-term impacts, both for the individual and for society. Education is an enabling right, and exclusion of children with disabilities from education can prevent them from knowing and accessing other rights, entrenching disadvantage and leading to social exclusion throughout life.<sup>28</sup> Exclusion from education exacerbates poverty levels and limits life chances and choices, reducing a child's future earning potential and preventing their full participation in society.<sup>29</sup>

In turn, this can have a negative impact on an economy's productivity and workforce.<sup>30</sup> In Bangladesh, the cost of disability due to forgone income from a lack of schooling and employment, both of people with disabilities and their caregivers, is estimated at US\$1.2 billion per year, or 1.7 % of GDP.<sup>31</sup> An International Labour Organization (ILO) study of 10 low- and middle-income countries in Asia and Africa found that the loss to GDP from the exclusion of persons with disabilities from the labour market is significant, ranging from between 3 % and 7 % of GDP.<sup>32</sup> It is important that policy-makers strongly factor in the costs of exclusion, not just the costs of inclusion. As an interview with the ILO study author highlights, it is possible to generate data on the cost of exclusion, even for countries where reliable primary data is scarce.



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## 2.4 What does inclusive education mean? What is needed?

At the simplest of levels, inclusion of children with disabilities involves them being welcomed and supported within their local school. This requires system-wide and structural changes (e.g. accessible school facilities, teaching and learning resources), modifications in learning programmes, curricula and assessments, and promotion and recognition of the value of diversity in the classroom and of social inclusion. Inclusive education, therefore, is about ensuring schools and local education systems are responsive to the needs of all children, including children with disabilities. It is also different from investing in special schools or classes where children with disabilities are segregated from other pupils, although some inclusive education programmes work alongside existing special schools or units, allowing them to act as resource bases for the mainstream schools.

Inclusive education that addresses the needs of children with disabilities plays a positive role in helping address community stigma related to disability, demonstrating that children with disabilities can have a positive future and contribute to society. Education is also an ‘enabling right’, with a high-quality education unlocking access to improved health, gender equality, decent paid work, and political participation. For example, children whose mothers have completed basic education are twice as likely to survive past age five, and are half as likely to be malnourished. Ultimately, exclusive schools equal exclusive societies, and a continuous vicious cycle of stigma, neglect and poverty.

But inclusive education does not mean sending children into mainstream schools without providing sufficient support and training to schools, teachers, communities and to students themselves. It is critical that nationally owned and developed strategies respond to the specific systemic and resource realities of different contexts.<sup>33</sup> Disabled learners who enrol in school need to be adequately and appropriately supported in and out of the classroom with the right resources and assistive devices, and with leadership, teaching staff and school communities that are responsive to their needs. It is not enough to simply run training courses and install learning resources and equipment: children need on-going support, and their teachers need on-going advice on how to tailor that support, as the children progress through the school.

# 3. Overview of DFID policy and practice on education for children with disabilities

## Summary of key findings

- Disability, including education for children with disabilities, has gained political traction as a policy issue within DFID in recent months, especially at the Ministerial level.
  - DFID has legal obligations to ensure its development aid is inclusive under UNCRPD.
  - DFID has made policy announcements on ‘universal design’ for school construction and supporting improved data on disability.
  - In 2010, DFID published a Guidance Note outlining its approach to education for children with disabilities, but education for children with disabilities is not a core priority in DFID’s education work.
  - DFID is the largest bilateral donor to basic education and the biggest donor to GPE, but it lacks a systematic focus on education for children with disabilities and there have been minimal efforts to mainstream the issue across DFID’s wider portfolio.
  - DFID does not currently track and report on specific amounts spent on education for children with disabilities, nor on the impact of that funding.
  - The majority of DFID’s bilateral funding is directed via education budget sector support and/or broad initiatives, which, if at all, have a minimal focus on children with disabilities.
  - DFID’s funding of multilaterals needs to more clearly drive forward a focus on education for children with disabilities, particularly supporting improved data and ensuring GPE funding incentivises greater national efforts on education for children with disabilities.
  - The only specific initiatives which DFID funds on education for children with disabilities are directed to NGOs. Some of these initiatives are showing promise, but need to be scaled-up and fully integrated into national education systems.
-

### 3.1 DFID policy

Disability has gained political traction as a policy issue within DFID in recent months. The Parliamentary Under-Secretary of State (PUSS), Lynne Featherstone took over the disability portfolio in September 2012, and in September 2013 she attended the High Level Meeting on Disability and Development at the UN General Assembly and made a number of specific UK policy commitments. These included general commitments to disability, specifically to support national governments with implementation of UNCRPD and continued funding for the Disability Rights Fund (DRF).<sup>34</sup> In addition, a number of specific policy commitments were made directly relating to education for children with disabilities, which GCE UK warmly welcomed as important first steps forward:<sup>35</sup>

- All directly funded DFID school construction will follow principles of universal design to allow for disabled access;
- DFID will work with partners to improve data on children with disabilities and special educational needs in and out of education,<sup>36</sup> including advocating the use of the Washington Group questions in DFID-supported national censuses and household surveys.<sup>37</sup>

In January 2014, DFID published its 'Policy on Standards of Accessibility for Disabled People in DFID Financed Education Construction',<sup>38</sup> affirming the cost effectiveness of universal design. Indeed, the cost of accessibility is generally less than 1 % of construction costs,<sup>39</sup> compared to the high costs of making adaptations after a building is completed or building special schools. Universal design ensures products and buildings are accessible and usable by everyone, including people with disabilities, and by being more inclusive are less likely to lead to separate facilities for people with disabilities, which diminish cost-effectiveness gains. Under this new policy, all new and directly DFID-financed education building

construction and alteration activities will be affected. Where DFID jointly funds school construction with other partners, such as through pooled funds, DFID *"will encourage partners to adhere to this guidance, however, will not specify its application"*.<sup>40</sup>

Prior to these recent efforts, the UK was among the first to sign the UNCRPD on its opening day, 30 March 2007, ratifying its commitment on 8 June 2009. Under Article 32, the UK must ensure that its *"international cooperation, including international development programmes, is inclusive of and accessible to persons with disabilities"*.<sup>41</sup> However, as the recent report of the IDSC inquiry states, while DFID *"has some impressive programmes"* that include disabled people, *"these programmes are small, relative to DFID's total work"*, and much greater action is needed. The IDSC concluded that *"a more ambitious commitment to disabled people from a donor of DFID's size and influence could have a transformational impact"*.<sup>42</sup> The IDSC inquiry served as a useful mechanism for increasing political momentum and has put pressure on DFID to demonstrate what it is doing, and to respond to the conclusions of the inquiry report. This, in turn, serves as a useful prompt for DFID to significantly ramp up its work on disability and education.

DFID's existing policy framework in relation to education for children with disabilities is most clearly outlined in the Guidance Note, 'Educating children with disabilities – Improving access and quality' (2010).<sup>43</sup> The Note affirms DFID's responsibilities and commitments to disability, recognising the UK's obligations under the UNCRPD and that the MDGs are unachievable without a disability focus. However, as documented in recent evidence to the IDSC inquiry on disability and development, NGOs have highlighted that the Note was not being implemented effectively by DFID offices.<sup>44</sup> At the request of then PUSS at DFID, Stephen O'Brien, NGOs acted to improve the implementation by developing a simple one-page checklist for DFID offices.



© Nicolas Axelrod / Handicap International

Nine-year-old Chan Chi, a beneficiary of the inclusive education project, at his school in Battambang, Cambodia in 2008. Chan contracted polio shortly after birth and lost the use of his legs. His parents couldn't afford specialist care and he spent the first nine years of his life stuck at home while his brothers and sisters went to school. In 2008 a team from Handicap International met Chan and he received a wheelchair, enabling him to finally attend school.

The Guidance Note sets out two basic options for DFID country offices, depending on the local policy and legislative environment: to mainstream disability across programmes; and to implement targeted projects that specifically aim to increase the number of children with disabilities completing school. Strongly advocating the importance of context-specific approaches, the Note outlines three key areas for activities at country level:

- 1. Legal and policy environment.** Ensuring compliance with international conventions; providing technical assistance to support governments to conduct situation analyses and develop national policy requirements and frameworks; ensuring disability is sufficiently reflected in key national strategies (such as Poverty Reduction Strategy Papers); and advocating for the use of the DRF.
- 2. Information and data.** Encouraging the use of disability-disaggregated data to inform programme planning, and develop, monitor and report on disability indicators in programmes.
- 3. Planning and resourcing.** Supporting countries to take a partnership approach to programme and strategy development, including involving DPOs.

While recognising that the evidence base on the cost-effectiveness of interventions is limited, DFID outlines that programmes should aim to support: a) General advocacy and awareness raising and support to develop the evidence base, b) Mainstreaming inclusive practices within all education sector programmes; and c) Building links outside the education sector.

DFID specifically outlines the types of interventions it should be implementing and/or supporting governments to implement:

**1. Improving quality of education.**

Implementing staged system of identification; reviewing and adapting curricula and learning materials to facilitate the inclusion of and address the needs of children with disabilities; teacher training and development programmes, including supporting one teacher in every school to be a focal point for learning support for children with disabilities; and supporting global learning on inclusive pedagogy.

**2. Improving increased enrolment and access.**

Supporting a whole-school development approach to inclusive education; ensuring school buildings are accessible; providing learning assistants to schools to support children with disabilities; supporting engagement with community and parent groups.

**3. Getting value for money.** Supporting more research into cost-effectiveness of interventions; and covering costs of integrating children with disabilities into school (particularly ramps, assistive technologies and learning materials).

In spite of these recommendations, interview responses from DFID advisers for this review suggested that few were aware of the Note, and those that were felt it was impractical. This is also supported by the findings of a 2012 GCE UK survey of six countries, shared with Stephen O'Brien MP and DFID officials, which suggested that only half of these country offices were aware of the 'one-pager', and only one was implementing it.<sup>45</sup> In its report 'Equity and Inclusion for All in Education', GCE UK analysed 14 DFID country operational plans and found just two mentions of disability. The report raised concern that, although there were examples of good practice, there was little evidence of DFID engaging in strategic planning to ensure that all education initiatives prioritised marginalised groups – such as disabled children – comprehensively.

DFID's 2013 'Education position paper: Improving learning, expanding opportunities',<sup>46</sup> reinforced the UK's commitment to inclusion, and focused 'our education work increasingly on the most vulnerable and marginalised, including children with disabilities'.<sup>47</sup> DFID sets out three core priorities:

1. Improving learning.
2. Reaching all children, especially those in fragile states.
3. Keeping girls in school.

DFID does not specifically address disability as a core priority. However, it does commit to an evidence review on a number of key issues, including disability, which is to be welcomed. The resulting 'Inclusive Learning Topic Guide' is expected to be published in mid-2014.

## 3.2 DFID practice and funding

DFID's overall budget for education in the financial year 2014/15 is £776.1 million, representing 10.39% of DFID's overall budget.<sup>48</sup> This assistance is delivered across four primary channels: bilateral programmes; multilateral programmes; direct grants to CSOs and DPOs via Programme Partnership Agreements (PPAs) or specific challenge funds, such as the Girls Education Challenge Fund (GEC); and research and evidence funding.<sup>49</sup>

In addition to financial disbursements, DFID influences international and national policy and practice, principally within key countries and multilateral agencies and forums.

### 3.2.1 Bilateral funding

#### Summary of main feedback from DFID Education Advisers

- **The majority of DFID’s bilateral funding is given directly via education budget support, which is not earmarked and, therefore, it is difficult for DFID to track how much is spent on children with disabilities.**
- **Disability is frequently not a top priority for national governments and, while some countries make reference to children with disabilities in ESPs and occasionally have a specific national strategy, the policy dialogue is dominated by ‘bigger’ issues – such as teacher proficiency and retention, changes in the curriculum, etc.**
- **There are very few examples of specific DFID-funded programmes on education for children with disabilities. It is much more common for it to be part of broader programmes addressing exclusion and marginalisation.**
- **The major challenge at national level is not really the policy frameworks – it is more about addressing the very weak implementation capacity.**
- **Effective cross-ministry and cross-departmental working in national governments is a serious challenge.**
- **If DFID’s business plan and/or the national government’s education sector plan is already in place and being implemented, then it is very challenging to retrofit activity on children with disabilities if it is not already reflected in the original plans.**

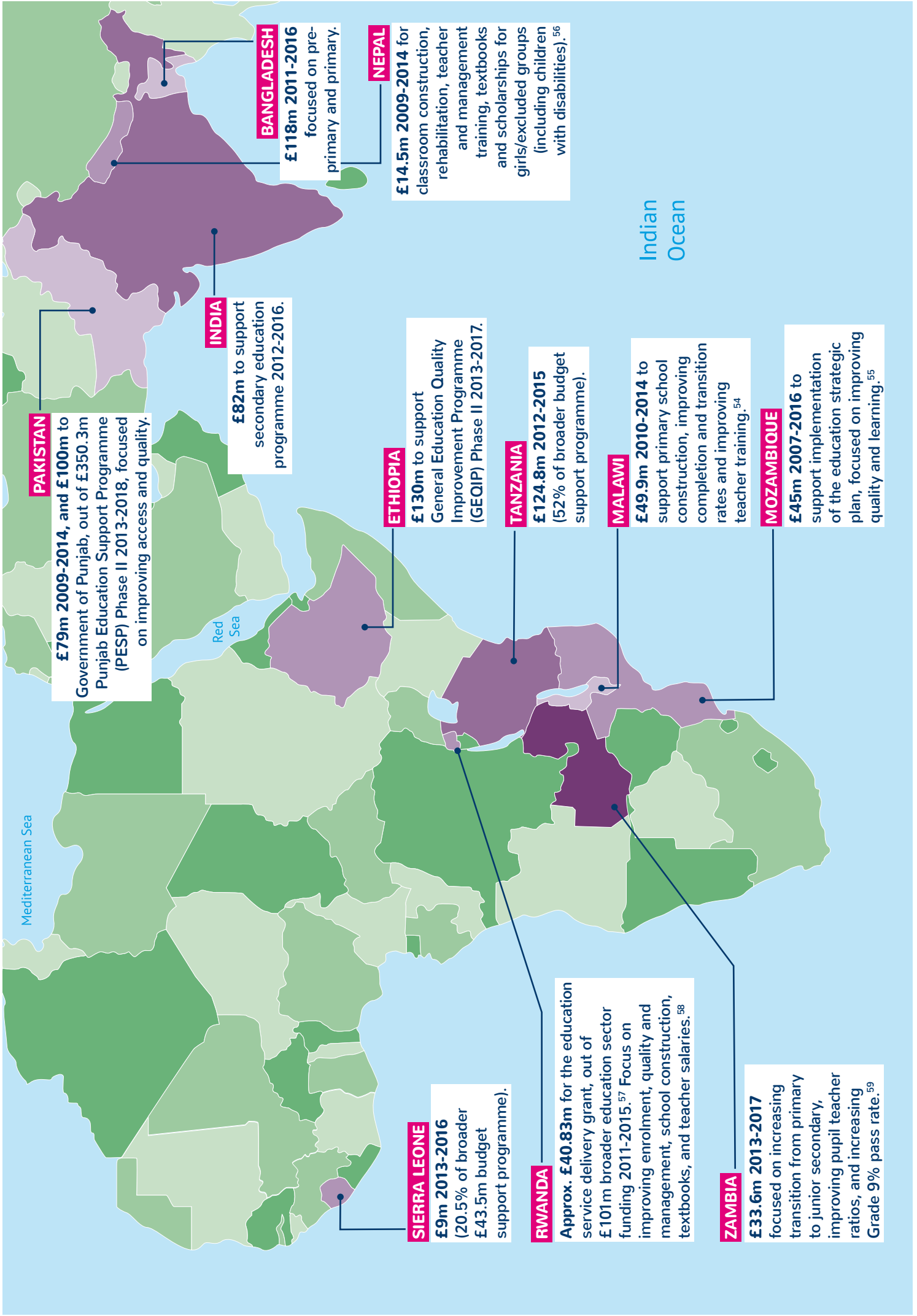
The majority of DFID’s education funding is provided through bilateral country programmes. However, poor transparency in DFID’s reporting within its education spend means that it has been very difficult to track exact allocations to bilateral, multilateral or non-government actors. This is in spite of being ranked third out of 67, and ‘Very Good’ by the 2013 Aid Transparency Index,<sup>50</sup> and despite the establishment of DFID’s Development Tracker website. Although it is possible to identify education spend by sub-sector (basic education; level unspecified; post-secondary; secondary),<sup>51</sup> DFID does not currently report on its specific support for children with disabilities, making it impossible to assess the full extent (or otherwise) of DFID’s spend.

DFID currently has bilateral education programmes in 21 of its 28 priority countries.<sup>52</sup> The top five recipients of UK aid for education during the financial year 2013/14 are, in descending order: Pakistan, Ethiopia, Afghanistan, Nigeria, and Tanzania, all countries with large out-of-school populations. Working in partnership with national governments, DFID provides financial and technical assistance through aid instruments such as general or sector budget support and specific targeted investments at country level, delivered by development partners including CSOs.<sup>53</sup>

#### Direct education sector budget support

DFID currently provides aid via the direct education sector budget support (SBS) modality in 11 countries. SBS is considered to be an efficient and effective way of strengthening government capacity to assist in the development of education systems. While there is variation in the size and proportion of DFID’s funding via SBS across countries, and there is no country where DFID gives 100% of its education funding via budget support, it is clear that this form of aid represents the most significant proportion of DFID’s spending on education.

The following graphic shows the amounts and known focus of this funding.



**PAKISTAN**  
**£79m 2009-2014, and £100m to Government of Punjab, out of £350.3m Punjab Education Support Programme (PESP) Phase II 2013-2018, focused on improving access and quality.**

**INDIA**  
**£82m to support secondary education programme 2012-2016.**

**BANGLADESH**  
**£118m 2011-2016**  
 focused on pre-primary and primary.

**NEPAL**  
**£14.5m 2009-2014** for classroom construction, rehabilitation, teacher training, and management and scholarships for girls/excluded children (including children with disabilities).<sup>56</sup>

**ETHIOPIA**  
**£130m to support General Education Quality Improvement Programme (GEQIP) Phase II 2013-2017.**

**TANZANIA**  
**£124.8m 2012-2015** (52% of broader budget support programme).

**MALAWI**  
**£49.9m 2010-2014** to support primary school construction, improving completion and transition rates and improving teacher training.<sup>54</sup>

**MOZAMBIQUE**  
**£45m 2007-2016** to support implementation of the education strategic plan, focused on improving quality and learning.<sup>55</sup>

**SIERRA LEONE**  
**£9m 2013-2016** (20.5% of broader £43.5m budget support programme).

**RWANDA**  
**Approx. £40.83m** for the education service delivery grant, out of £101m broader education sector funding 2011-2015.<sup>57</sup> Focus on improving enrolment, quality and management, school construction, textbooks, and teacher salaries.<sup>58</sup>

**ZAMBIA**  
**£33.6m 2013-2017** focused on increasing transition from primary to junior secondary, improving pupil teacher ratios, and increasing Grade 9% pass rate.<sup>59</sup>

Indian Ocean

Mediterranean Sea

Red Sea

DFID's programmes in Afghanistan, Burma, Democratic Republic of Congo (DRC), Ghana, Kenya, Occupied Palestine Territories, South Sudan, Uganda, and Zimbabwe – mostly fragile and conflict-affected states – do not involve direct education sector support. Ghana had an education sector support programme of £104m between 2006 and 2013,<sup>60</sup> but this has been superseded by a general budget support (GBS) programme of £60.5m between 2012 and 2015.<sup>61</sup> Uganda did have a general budget support programme where £7.2m (18%) was spent on education. Kenya has an 'Essential Education Programme' of £25.2m from 2012-2015, but none of this is provided via direct education budget support.<sup>62</sup>

DFID supports work on education for children with disabilities via education sector budget support, if this is a priority for the national government in question, as outlined in the education sector plan.

For example, DFID's funding in Malawi contributes to the training of teachers and specialised staff, and in Bangladesh to the adaptation of teacher guides and textbook materials into Braille, and in Ethiopia to the creation of resource centres and the adaptation of standard textbooks into Braille.<sup>63</sup>

The following table outlines how DFID's SBS is supporting children with disabilities. It is based on interviews with DFID Education Advisers in country offices and reviews of national education sector plans and strategies.

DFID does not currently require recipient governments to disaggregate spend by disability. DFID advisers interviewed for this review were able to identify how education for children with disabilities had been addressed by partner governments and in national policy dialogues, but could not provide specific figures for how much DFID funding can be attributed to education for children with disabilities.

### Examples of DFID SBS supporting children with disabilities

<b>DFID Bangladesh</b>	<ul style="list-style-type: none"> <li>• Primary level school improvement grants to approximately 60% of government primary schools (about 39,000) to financially assist them to support children with special needs (alongside supporting marginalised children more generally).</li> </ul>
<b>DFID Ethiopia</b>	<ul style="list-style-type: none"> <li>• Funding to GEQIP I (2009-2013) contributed to teacher development programmes, including training on special needs and Inclusive Education (IE).</li> <li>• Funding to GEQIP II (2013-2017) includes adapting teachers' guides and textbooks into Braille and higher allocation of school grants to support children with disabilities.</li> <li>• DFID's total contribution to the government education budget is estimated, by DFID advisers, to be between 10-12% of its overall spend; therefore, DFID claims attribution for 10% of the results.</li> <li>• DFID funded in-depth social assessment across the education sector to help the Ministry of Education understand who is excluded and why. This helped raise awareness and identify the needs, and informed the school grants delivery in GEQIP II.</li> </ul>



<p><b>DFID Malawi</b></p> <p>Based on Malawi Education Sector Implementation Plan 2009-2013</p>	<ul style="list-style-type: none"> <li>• Primary school construction with a commitment from the Government of Malawi that construction will be ‘disability-friendly’.</li> <li>• Increase enrolment of special needs education (SNE) learners at primary level via social protection measures, management support to schools, adapted and improved learning and teaching materials, and resource centres.</li> <li>• Support inclusive education in mainstream schools at primary level via survey of special needs status, and provide grants to learners, finalise Malawi sign language dictionary, disseminate guidelines for SNE implementation.</li> <li>• Integrate special needs into adult literacy curriculum.</li> <li>• Increase number of secondary schools taking into account SNE.</li> <li>• Increase number of units and programmes on SNE in teacher training institutes.</li> </ul>
<p><b>DFID Mozambique</b></p>	<ul style="list-style-type: none"> <li>• Special education resource centres have been built in the northern, central and southern regions to support the estimated 24,000 children with special needs in primary schools.</li> <li>• Supporting teacher training to recognise and respond to SNE (but few teachers have actually received the training).</li> </ul>
<p><b>DFID Nepal<sup>64</sup></b></p>	<ul style="list-style-type: none"> <li>• Technical support to Nepal’s National Schools Sector Reform Programme (SSRP), which includes objective to improve enrolment and attendance in school by children with disabilities.</li> <li>• SSRP initiatives include: a) Targeted scholarships are provided to disabled girls; b) Better tracking of enrolment and progress by disabled students; and c) Schools constructed with special needs considerations in mind.</li> </ul>
<p><b>DFID Tanzania</b></p>	<ul style="list-style-type: none"> <li>• Government produced ‘National Strategy on Inclusive Education 2009-2017’,<sup>65</sup> which DFID inputted into during the drafting stage.</li> <li>• National Strategy outlines commitments to:             <ol style="list-style-type: none"> <li>a) Strengthen legislation and cross-ministerial institutional arrangements, including merging funding streams and providing targeted resources to incentivise IE;</li> <li>b) Develop curricula, learning materials, and assessment systems that are adapted to the needs of learners with disabilities;</li> <li>c) Increase educational support needs assessments and targeted interventions to address needs of children with disabilities;</li> <li>d) Increase support structures in schools, with support from District Education Support Coordinators and resource centres;</li> <li>e) Awareness raising, identify and mobilise community resources, and adopt ‘whole-school’ development planning approach that includes communities and parents.</li> </ol> </li> </ul>



A teacher supports a disabled child in Bangladesh.

### Specific bilateral initiatives on education for children with disabilities

DFID provides some funding for specific country-level initiatives, but currently this funding is fairly limited in both size and scope. Only two projects listed on DFID's Development Tracker website explicitly and solely address education for children with disabilities. One is ongoing, providing £4.1m between 2013 and 2016 to VSO Rwanda, to improve the delivery of quality services for children in basic education and people living with disabilities (see box opposite).<sup>66</sup> The second provided £189,000 to Leonard Cheshire Disability (via the Civil Society Challenge Fund) in Bangladesh between 2008 and 2011, to improve access of children with disabilities to attend mainstream schools in 16 districts in Rajshahi Division.<sup>67</sup> This resulted in 2,430 children with disabilities attending mainstream education in 264 primary schools.<sup>68</sup>

The other two initiatives are: a) The specific component within Phase II of PESP in Pakistan, and b) Innovation for Education Fund in Rwanda, which is funding two projects explicitly addressing education for children with disabilities (see box on page 28).

In Pakistan, DFID's largest bilateral education programme, Phase II of PESP has a budget of up to £350.3m between 2013 and 2018.<sup>69</sup> PESP is set to become the largest disability focused programme in DFID's education portfolio. This programme has seven components, one of which is social exclusion and inequity, focused on providing financial support to civil society organisations operating in 11 under-performing districts where there are a high number of out-of-school children; efforts are focused on increasing enrolment for marginalised children, including those with disabilities. The total budget for this component is £10.8m over the six years.

## Improving service delivery for children in basic education and people with disabilities through VSO Rwanda

**Project overview:** VSO Rwanda's education programme contributes to improving the basic education service delivery for children and people with disabilities over three years (March 2013 to March 2016). VSO Rwanda does this through experienced professionals working as teacher training methodology and resource development advisers and education leadership advisers, who work with primary school teachers, head teachers, pre-service tutors and student teachers. Improving teaching methods and leadership skills is a mechanism of improving service delivery for all children accessing basic education. In the targeted schools, government policy promotes mainstreaming inclusion.

**DFID support:** DFID provides up to £4.1m (March 2013-March 2016) in addition to £645,976 (January 2013- March 2015). The scale of implementation is in 17 districts for education, plus support to 21 partner organisations in disability. IE is mainstreamed through education programmes – training of teachers and head teachers on gaining skills to support children with disabilities in the mainstream schools by using learner-centred approaches.

**Impact and progress:** The project started last year, so the impact has not yet been recorded. But a lot of work, in terms of revising teacher training curricula, is underway. The training for teachers and head teachers is working well. The sharing of skills between volunteers supporting disability programmes and education programmes adds value to the work. Recruitment of skilled professionals in special needs has been a challenge in the past, and using roving volunteers based at programme office level is becoming impossible because of immigration visa approvals.

### Challenges:

- Recruiting experienced professionals in the field.
- National strategy not yet finalised.
- Implementation capacity weak; majority of support to disabled children is currently via special centres, which are privately managed and not supported by the government.
- Relevant learning and teaching materials adapted for disabled learners are frequently not available in mainstream schools.

Recent review of VSO programme (February 2014) highlighted three main focus areas for DFID and VSO in Rwanda in future:

- Engage more in national policy dialogue to 'add value'; and support Ministry of Education with the knowledge acquired at school community level.
- Together with DFID, highlight at Education Sector Working Group level the poor levels of service delivery, and how IE is translating into any child being enrolled into school even where the methods of learning are not adapted at all to their needs.
- Need for a clear strategy on disability in DFID programmes. Well-defined percentage allocation of DFID funding to disability programmes; engagement of the private sector in DFID programmes and more investment in service delivery projects to complement governance projects.

## Innovation for education fund, Rwanda

**Overview:** A partnership between the UK Government and the Government of Rwanda providing funding to support civil society and the private sector to pilot projects that demonstrate effective and equitable ways of improving children's learning. Focus is on innovative projects that have the potential to be adopted by the government and implemented on a nationwide scale.

**DFID funding:** Portfolio of 26 projects (selected from 39 proposals). Projects between £50,000 and £800,000 and represent a total value of £11.9m. Projects intended to last approximately two years and commence December 2012. DFID also provides £2m in capacity-building to support Ministry of Education (MINEDUC) and Rwanda Education Board (REB).

**Inclusive education:** IE is one of the six thematic areas set in advance. Five of the 26 projects address IE, with two explicitly focusing on disability:

### 1. Handicap International – 'Inclusive futures in Rwanda: establishing and applying a set of national standards and norms in inclusive education' (£578,691):

- **Main aim:** Develop a set of standards (setting measurements/targets) and norms (regulate practices) for IE within the existing education framework, and work to ensure that inclusive practices, and especially those that support the education of children with disabilities, are embedded into the policy and practice given to all schools by the MoE.
- **Key activities:** a) Production of papers on roles, norms/standards, and a set of nine pedagogical tools; b) Training of national and local officials, schools, and communities to use the papers and tools; c) Dissemination of papers and tools at all levels; d) Testing the developed papers and tools; and e) Sharing lessons learnt and best practices between the two pilot districts.
- **Progress:** Standards and norms framework has been developed and is currently being trialled in the 24 schools in two pilot districts.

See: <http://www.mineduc.gov.rw/spip.php?article387>.

### 2. Adventist Development and Relief Agency (ADRA) – 'Inclusive Education Partnerships for Awareness-raising Consultation and Training (IE PACT)' (£621,411):

- **Project aim:** To increase enrolment, retention and participation of children with special educational needs in 40 schools in Rusizi, Nyamasheke, Karongi, and Rutsiro Districts via promoting effective teaching and learning in schools and strengthening capacity of teacher training colleges (TTCs), by providing the skills and tools needed to promote IE. Strong emphasis on building effective partnerships to enable community and national and local government ownership. The project is being implemented with the support of Handicap International.
- **Key activities:** a) Empowering local communities to identify vulnerable children and provide support to inclusion and integration processes at community and school levels; b) Increasing the role of former Kigali Institute of Education, now College of Education, to strengthen the capacity of TTCs to deliver IE principles and methodologies; c) Increase the involvement of local education officials in school-based monitoring of implementation of IE; d) Increase the capacity of TTCs to deliver IE training to pre-service teachers; e) Improve accessibility to school-based SNE training through the production and use of media technology.

See: <http://www.mineduc.gov.rw/spip.php?article398>.



Mushabati, Eastern Rwanda: Students, including some deaf children, watch a roleplay that promotes inclusive education.

Although the specific programme document for this component is awaiting approval, it is likely to include: a) Identification of children with disabilities to better understand scale and nature of challenge, including integrating this into EMIS; b) Teacher training; c) Assistive devices to children, such as hearing aids; d) School and community attitudes and support structures to promote full integration of children with disabilities.<sup>70</sup>

Other national level innovation funds that have potential to address the needs of education for children with disabilities include:

- DFID Pakistan is also providing £3m (2010-2015) for an innovation fund for education, managed by Development Alternatives Incorporated (DAI) Europe. This fund is called the 'Education Voice and Accountability Fund'. However, it is not clear that this fund includes projects that address children with disabilities like the Innovation for Education Fund in Rwanda.
- DFID Tanzania has recently launched a 'Human Development Innovation Fund', providing £30m (2013-2018). This fund has not taken shape yet, but focuses on education, health, and water and sanitation. Under the education component, the business case identifies three priority areas,

one of which includes improved access for girls and vulnerable groups. Therefore, there is the potential for projects addressing children with disabilities, but it is not clear that this will necessarily happen.

Our research indicates that there are some other aspects of bilateral programmes which address education for children with disabilities, but that generally these initiatives are usually limited in size or scope, and that there was minimal information about their implementation progress and Monitoring and Evaluation (M&E).

### Highlights:

- In Ghana, there is limited direct focus on disability, but it is included as part of a broader focus on disadvantaged and excluded groups. For example, as part of DFID's £23.8m (2012-2016) 'Girls – Participatory Approaches to Student Success' (G-PASS) programme, DFID is funding the Campaign for Female Education (CAMFED) to provide scholarships for 31,000 disadvantaged girls to complete junior and secondary high school. There is not a specific quota for girls with disabilities, but they are eligible to apply.



- DFID Ghana also provides £12.5m (2010-2015) for the multi-donor fund, 'Strengthening Transparency, Accountability and Responsiveness in Ghana (STAR)'.<sup>71</sup> This fund aims to increase CSO and parliamentary influence in the governance of public goods and service delivery.<sup>72</sup> One of the nine calls for proposals from this fund relates to the education sector, and although a broad potential range of project focuses were invited, they do include some specific focuses on education for children with disabilities and special needs. The DFID Ghana office estimated that around £30,000 of the £300,000 call-down focused on disability. However, it has not been possible to identify special examples of projects, what specific activities those projects undertook, and their impact.
- In Zimbabwe, DFID's Basic Education Assistance Module (BEAM) programme provides £27.6m for 2012-14, and supports orphans and vulnerable children by covering their core education costs. This includes children with disabilities, and in 2013/14, £400,000 supported children with disabilities to attend special schools. Note, the BEAM support to children with disabilities is for special schools, not attendance in mainstream schools. DFID's 'Education Transition Fund Phase II' (£24m from 2012-2015) also has a small disability focus with one component of the project supplying teaching materials to special schools.<sup>73</sup>
- In Kenya, DFID provided £300,000 for research on statistics into the number of children with disabilities, variation in disabilities/impairment, and conditions/barriers to access to education.
- In Malawi, DFID currently funds VSO to provide training and teacher manuals to support children with disabilities; see section on NGOs.

Therefore, there are currently some large-scale DFID bilateral programmes that do not, or only minimally, address education for children with

disabilities. These programmes present a significant opportunity for greater support and investment, an opportunity that is currently being missed by DFID. For example, in Bangladesh, DFID is contributing up to £223m between 2011 and 2015 to support the Bangladesh Rural Advancement Committee (BRAC) in helping to deliver progress toward achieving the MDGs in Bangladesh. This represents 36% of the overall BRAC programme spend. Thirty per cent of the total BRAC programme (approximately £625m) is focused on primary education. Disability is referenced in DFID's business case, stating that BRAC promotes disability and social inclusion across its programme, but no further details are provided.

Equally, in Nigeria, DFID has two main programmes. Firstly, the Education Sector Support Programme provides up to £134.6m between 2008 and 2017, delivered by a consortium headed by Cambridge Education.<sup>74</sup> The second is the Girls Education Programme (GEP) Phase III of up to £110m between 2011-2019, delivered by UNICEF and an international consortium of NGOs that includes Save the Children, ActionAid, and VSO.<sup>75</sup>

The 2012 GCE UK survey highlights that DFID Nigeria has undertaken some activities on inclusion of children with disabilities within its education work. For example, it had supported censuses of out-of-school children, with results disaggregated by gender and disability.<sup>76</sup> However, while the DFID Nigeria logframe contains three sub-indicators on inclusion, the business case makes minimal reference to disability. Given the scale of this funding, one would expect that education for children with disabilities to be a much more prominent component of the programmes.

This lack of focus on education for children with disabilities within these large-scale bilateral programmes is indicative of a broader weakness in DFID's existing commitment to – and lack of systematic focus on – education for children with disabilities.



Dapaong, Togo, 2010: Mainstream school where children with visual impairment are included.

### 3.2.2 Multilateral funding

DFID provides significant levels of financing to multilateral institutions through core funding and programme funding for specific initiatives. However, as is the case with SBS, it is difficult to attribute exact amounts of DFID funding to inclusive education for children with disabilities, as this depends on the multilateral interest and priorities. DFID's biggest contribution to multilaterals working on education are GPE, UNICEF, UNESCO, World Bank and European Commission. In particular, the large majority of DFID's multilateral funding goes to GPE and, subsequently, this funding is the main focus of this section.

#### Global Partnership for Education (GPE)

DFID is the largest donor to the GPE, giving £357m between 2010 and 2015. GPE is the only multilateral partnership focusing on primary and secondary education, and provides funding and/or technical and policy advice to 59 low-income countries. GPE's Strategic Plan 2012-2015 outlines

four strategic goals – access for all, learning for all, reaching every child, and building education systems. Goal 3, reaching every child, relates directly to disability, aiming to ensure resources are focused on improving access and learning outcomes for the most marginalised children, which includes children with disabilities, and those in fragile and conflict-affected states.<sup>77</sup> GPE states,

The Global Partnership is committed to inclusive education and is working to overcome barriers and marginalisation of children because of their gender, disability, ethnicity, culture, poverty, geography or conflict.<sup>78</sup>

The indicators for monitoring progress against this strategic goal include breaking down access and learning outcomes progress according to “disability indicators”. Specifically, disability goals are referenced within GPE's implementation plan for the strategic plan 2012-2015. These are found under Objective 3, which aims to increase the number of children learning and demonstrating mastery of basic literacy and numeracy by Grade 3.

Goal 3.4 states, “countries, donors, and ESPs show evidence of plans to improve access and learning outcomes of the most marginalised, in particular children with disabilities (inclusive education)”. It outlines that GPE will:<sup>79</sup>

- Ensure that quality standards on safe and supportive learning environments for children and youth include standards for children with disabilities;
- Disaggregate results by disability;
- Support the development of innovative approaches to support, assess and strengthen teacher effectiveness to improve learning outcomes for marginalised children, in particular children with disabilities;
- Communicate GPE’s approach to IE to countries and Local Education Groups (LEGs);<sup>80</sup>
- Conduct desk review of ESPs to assess how far IE/education for children with disabilities is prioritised and monitored (by Q1 of 2014);
- Develop guidelines on tracking accessibility and learning for children with disabilities (by Q2 of 2014).

GPE does not have a specific stand-alone strategy on disability. As discussed below, disability and inclusive education are specifically mentioned in GPE’s guidelines to countries for the development and appraisal of ESPs and grant applications. However, it is not a formal requirement for developing country partners to have a disability strategy or focus in their grant applications in order to access GPE funding. Therefore, developing country partners also do not have to specifically report on progress against disability. GPE’s strategic plan acknowledges that its primary focus in relation to this goal will be fragile and conflict-affected states, and gender inequity.<sup>81</sup> However, a May 2013 revision to GPE’s implementation plan increased the priority GPE placed on disability.<sup>82</sup> GPE also states that: “children with disabilities are more likely to drop out of school than any other vulnerable groups, even in countries with high primary school enrolment rates”.<sup>83</sup>

GPE’s primary function is to support countries to develop and implement strong education sector plans. Within this, disability and inclusive education are specifically mentioned in GPE’s guidelines to countries for the development and appraisal of ESPs and grant applications. The M&E team of the GPE Secretariat is also currently conducting a comprehensive evaluation of partner countries’ education sector plans. This evaluation includes an equity dimension that assesses, for example, whether sector plans address education for children with special needs. On the basis of this evaluation, the Secretariat then plans to engage in policy dialogue and evaluation to assess the strengths and weaknesses of those SNE frameworks and their implementation to date.

GPE’s approach to disability focuses on three key activities:

- Work with governments to promote inclusive education policies to ensure that all children, especially children with disabilities, can attend school, learn, and complete their schooling;
- Help developing country partners to design data collection instruments and programmes, to take stock of the number of disabled children and elaborate relevant education programmes to integrate them into school;
- Collect better-quality data on children with disabilities, especially disaggregated data that explains the different disabilities and impairments as well as the level of severity. This is imperative for effective planning and design of inclusion policies, programmes and interventions.<sup>84</sup>

In 2010, GPE – as part of the United Nations Girls’ Education Initiative (UNGEI) – developed an Equity and Inclusion Framework,<sup>85</sup> though it has not been possible to determine whether and, if so, how, this tool is being utilised.

A factsheet supplied directly by the GPE Secretariat outlines that 30 GPE grants have disability activities or components integrated into the programmes. The table opposite gives an overview.<sup>86</sup>



Activity	Countries implementing
Studies and development of policies and guidelines for children with special educational needs	Benin, Cambodia, Cameroon, Djibouti, Ghana, Laos, Moldova, Rwanda, Sao Tome and Principe, Tanzania, Timor Leste
Training of teachers to meet the educational needs of children with disabilities	Burundi, Cambodia, Comoros, The Gambia, Ghana, Kyrgyz Republic, Laos, Mongolia, Tanzania
Itinerant support or remedial courses for school children with disabilities	Eritrea, Ghana, Tanzania
Construction of school buildings and facilities accessible to children with disabilities	Burundi, Guinea Bissau, Liberia, Nepal, Niger, Senegal, Sierra Leone, Uganda, Yemen
Materials for inclusive education	Sierra Leone, Tajikistan, Uganda
Special education (including Braille, sign language, etc.)	Comoros, Eritrea, Malawi, Sierra Leone
Stipends or grants that benefit or target disabled school children	Burundi, Ethiopia, Nepal
School transportation for children with disabilities	Moldova
Medical support or screening for children with disabilities	Burundi, Cambodia, Comoros, Ghana
Advocacy or awareness raising to promote education for children with disabilities	Burundi, Comoros, Ghana, Guinea Bissau, Kyrgyz Republic, Malawi, Zambia

In addition to direct country grants, GPE has provided support for children with special needs through funding at the global and regional levels, through GPE's 'Global and Regional Activities (GRA) Program'. There is currently a US \$3 million grant (2014-2015), which aims to improve the management of moderate disabilities of school-age children through school-based health interventions, to help ensure children – especially girls – complete primary education.

Finally, GPE is working to address the data challenges in this area and has put in place a 'Data Strategy for Improved Education Sector Planning and Implementation'. This strategy aims to work towards addressing key data gaps in education, including data on children with disabilities, in GPE countries.

Interviews with GPE staff and key GPE donors reveal that GPE is making disability an increasing priority, especially since its specific inclusion in the May 2013 revision to the GPE Implementation Plan 2012-2015. GPE is also working with UNICEF, DFID, DFAT (Department for Foreign Affairs and Trade – formerly AusAid), and NORAD as part of an Inclusive Education Working Group, established in 2013. In particular, interviews for this research reveal that GPE and the Inclusive Education Working Group are currently exploring how to include disability more clearly within country grant application and implementation processes; how to support countries produce better data on children's exclusion from learning due to disability; and how to mainstream disability throughout GPE's policies and operations.

In addition to providing funding directly into the GPE Fund, DFID supervises or manages GPE grants in some countries, including pooling DFID bilateral funds into a combined national education support programme with GPE (often alongside other multilaterals such as the World Bank and UNICEF). For example:

- In **Mozambique**, sector funds are pooled through GPE. Although currently there are no

targeted projects focused on education and disability, several programmes do indirectly support work on inclusive education and children with disabilities – e.g. through the training of teachers to identify children with disabilities and, secondly, to be equipped with appropriate but basic skills to teach.

- In **Rwanda**, DFID is the supervising entity for GPE, and the education sector co-chair along with UNICEF. DFID Rwanda, therefore, supports implementation of the Education Sector Strategic Plan (ESSP), which has a focus on children with disabilities, as well as providing technical input/advice, and acting as an un-biased coordinator.
- In **Zambia**, DFID also acts as the supervising entity for GPE funding in Zambia (£22m over three years).

### World Bank

DFID also provides multilateral funding to the World Bank. This is done via two channels – via core funding to World Bank International Development Assistance (IDA); and funding to support specific World Bank Trust Funds and initiatives. DFID currently provides up to £2.6 billion in core funding to IDA (2011-2014).<sup>87</sup> The 17th IDA replenishment round (known as IDA 17) is also now complete, and the UK has pledged to contribute an average of £938 million per year for the next three years.<sup>88</sup> However, it is not clear what proportion of this is allocated to education, and it is vaguer still if we try to attribute funding for education for children with disabilities. Examples of specific initiatives and partnerships DFID has with the World Bank on education include:

- Partnership on education development, totalling £4.3 million between 2009 and 2014, to jointly strengthen the institutional and human capacity of the World Bank, DFID and their partners, to respond to key policy issues in education.<sup>89</sup> But it is unclear exactly what these funds are spent on and if they address disability.



A girl in Kara, Togo, uses sign language to answer a question in class. Her whole class is learning to use sign language, helped by an itinerant teacher who visits the school weekly, so that they can all interact together. Hearing children can help their peers with hearing impairment during class activities.

- DFID also supports the ‘Systems Approach for Better Education Results’ (SABER) programme.<sup>90</sup> This initiative aims to produce comparative data and knowledge on education policies and institutions to help countries systematically strengthen their education systems. To date, 104 countries are applying SABER instruments to inform policy and institutional reform.<sup>91</sup> SABER country reports provide an evaluation of how well that country’s education system policies are oriented toward promoting learning for all.<sup>92</sup>

## UNICEF

DFID currently provides £160m in voluntary core funding to UNICEF (2011-15), but it has not been possible to identify any direct DFID funding to specific UNICEF programmes with a focus on education and children with disabilities administered from UNICEF headquarters. However, at country level, there are examples of DFID providing bilateral funding to UNICEF for programmes related to education for

children with disabilities. For example, DFID Zambia funded UNICEF to support improvements in the design of school latrines. Meanwhile, DFID DRC funded UNICEF to carry out a nationwide baseline study identifying the prevalence and reasons why children are excluded from school.

UNICEF’s 2014-2017 strategy has IE indicators included for the first time and, although not published yet, UNICEF is developing a rating system (4 levels) to assess country progress in terms of IE.<sup>93</sup> In 2011, UNICEF launched the Disability Rights, Education and Protection (REAP) programme with AUS \$2.7 million funding from the Australian government.<sup>94</sup> This has focused on three main areas of activity: a) Strengthening data collection to support improved data on prevalence and more detailed assessments of disability; b) Developing 11 booklets to better understand children with disabilities’ needs, in order to access education; and c) Offering on-going training, support and mentoring for teachers.<sup>95</sup>

UNICEF has also launched two global initiatives in recent years:

- The Global Partnership on Children with Disabilities was launched in 2011,<sup>96</sup> with over 240 members (NGOs, governments, academia and private sector). It provides a platform for advocacy and collective action to advance the rights of children with disabilities. It has nine taskforces, including one on education.
- The Out of School Children Initiative (OOSCI) was launched in partnership with UIS in 2010,<sup>97</sup> and creates national teams led by Ministries of Education to review all data collected by EMIS, to review the barriers to accessing education, and then to engage in policy dialogue to implement proposals. The first phase involved 26 countries, and the second phase is about to launch soon with 30 more countries signed up.

## UNESCO

DFID's 'Better Education Statistics for Improved Learning' programme provides £4.7m between 2013 and 2016 to UIS; the Programme for International Student Assessment (PISA); and the Education for All Global Monitoring Report (GMR).<sup>98</sup> Of this funding, £2.1m funds UIS to continue to improve the quality, relevance and timeliness of existing enrolment and completion data in education. Interviews with DFID staff indicate that this programme includes a focus on improving the collection and disaggregation of data on children with disabilities. For example, trying to support regular publication of indicators on education participation, literacy and attainment disaggregated by disability. But it was also noted by DFID staff that key challenges exist due to national level data collection capacity and the lack of commonly agreed definitions.<sup>99</sup>

The business case also states that

DFID is also particularly interested in supporting UIS' work to improve disaggregation of existing data. This is needed to improve DFID's understanding of, and help address, the education experience of marginalised groups, such as girls, the poor, those in remote rural areas, and those with disabilities.<sup>100</sup>

## European Commission (EC)

DFID is also a major contributor to the European Commission (EC), giving £2.6 billion between 2010 and 2016 to the tenth round of the European Development Fund (EDF). However, like IDA, it is not clear what proportion goes to education, let alone education for children with disabilities.

### 3.2.3 Funding to NGOs via PPAs and challenge funds

DFID supports CSOs and DPOs working on education and children with disabilities through a range of project funding mechanisms, both centrally and at country level. DFID funding to NGOs via country office budgets has been covered in the previous section on bilateral funding. The focus of this section, and indeed the primary means by which DFID supports CSOs/ DPOs work on education, is funding to NGOs via centrally-managed PPAs, and challenge funds such as the Global Poverty Action Fund (GPAF),<sup>101</sup> the DRF,<sup>102</sup> and the GEC.<sup>103</sup>

The table on the following pages provides an overview of the data collected for this research project about DFID's funding to NGOs that addresses education for children with disabilities. It is based on publicly available documentation on DFID's website, the DFID Development Tracker site, NGO reports and submissions to the IDC inquiry, and direct written submissions to GCE UK for this report.

NGO	Funding and timeframe	Project overview
<b>AbleChildAfrica</b>	£248,316 between 2013 and 2016 via GPAF	Promoting IE for disabled children in Uganda using a participatory 'child-to-child' approach. <sup>104</sup> Aiming to reach 6,300 children.
<b>ADD International</b>	£3.4m per year via PPA 2011-2014 £1.2m grant (over three years)	Supports DPOs and disability movement to advocate for inclusive education.  Tanzania 'Modelling Inclusive Education in Tanzania', to conduct a pilot study focused on modelling inclusive education in primary schools in three districts.
<b>Cheshire Services Uganda</b>	£1.63m 2013-2016 via GEC <sup>105</sup>	Entirely focused on addressing disability-related barriers to girls' education. Activities will focus on: a) taking a holistic approach, b) sensitising communities, schools and parents, c) individual education plans, and d) practical support to overcome logistical and financial barriers to access.  Aims to support 900 slum and 100 homeless street girls with disabilities in Kampala to access quality primary education.
<b>Handicap International</b>	£578,691 2013-2016 in Rwanda from Innovation for Education Fund £641,431 2013-2016 to support Plan Int. project in Sierra Leone from GEC	See box above about HI project in Rwanda.  See info on co-project with Plan below in Sierra Leone.
<b>Leonard Cheshire Disability</b>	£1.98m 2013-2016 in Kenya via GEC <sup>106</sup> ; £835,097 2012-2015 in Zimbabwe	Entirely focused on addressing disability-related barriers to girls' education, being implemented in 50 primary schools in five districts in the Lake Region (former Nyanza Province) in Kenya. Aims to enrol and retain in school 2,300 girls with disabilities.  Activities: a) Increase awareness and capacity of duty bearers and service providers to respond to needs of disabled girls; b) Train 25 community resource/support workers and support local resource and assessment centres to manage data on girls with disabilities; c) Train 600 teachers, improve physical accessibility of the 50 schools, and train officials and parents in basic sign language; and d) Conduct studies to improve knowledge and evidence base on IE.  IE programme in four districts of Mashonaland West Province in Zimbabwe. Aims to enrol 1,200 children with disabilities in mainstream primary school. Utilises 'cluster-model' approach, working with 30 schools in total.

NGO	Funding and timeframe	Project overview
<b>Motivation Charitable Trust</b> <sup>107</sup>	£761,622 between 2013 and 2015 <sup>108</sup>	Supporting the survival and inclusion of 2,000 disabled children in Uganda.
<b>Plan International in consortium with Handicap International</b>	£6.42m 2013-2016 in Sierra Leone via GEC	<p>Aims to enrol and retain in school 2,052 children with disabilities. Particular focuses on Community Based Rehabilitation (CBR).</p> <p>Activities include:</p> <ul style="list-style-type: none"> <li>• Improving accessibility through development of materials and communication.</li> <li>• Teacher training in IE.</li> <li>• Supporting the inclusion of children on school management committees.</li> <li>• Establish children's clubs to raise social awareness on disability issues.</li> <li>• Community engagement and CBR.</li> <li>• Including disability modules in the learning assistants' training.</li> </ul>
<b>Power International</b>	£495,108 2011-2014 in Mozambique via DFID Civil Society Challenge Fund <sup>109</sup>	Build Forum of Mozambican Associations of Organisations of Disabled People's (FAMOD) capacity to promote, protect and monitor education for children with disabilities and to engage in policy dialogue.
<b>Sense International</b>	£684,191 between 2012 and 2015 via GPAF	Expand access to basic services (including education) for deafblind children and youth in India, by providing training, expertise and resources to build capacity of existing government and non-government infrastructure in health, education and livelihoods. 10,000 deafblind people and 40,000 family members in eight states of southern and western India will be reached through the services provided. Project particularly focuses on providing training to ensure that State Learning Centres and other partners have expertise in deafblindness, thereby supporting those partners to expand the range of services they can offer to deafblind people. This is complemented by advocacy work at national and regional levels.
<b>Sightsavers</b>	PPA of £3.7m per year. In 2012/13, allocated about 3% of the PPA to core education programme work Strategic funding through DFID UK Aid Match Grant 2011	<p>Sightsavers supports 21 education programmes in 14 countries in sub-Saharan Africa and South Asia. In 2012, it directly supported the education of 8,337 young people with disabilities, of whom 6,859 were educated in primary schools and 1,518 in secondary schools.</p> <p>Sightsavers supports the development of demonstration programmes and then seeks to persuade education authorities to take full responsibility for this provision and replicate/ scale-up this provision more widely. Combines service delivery with advocacy and lobbying.</p>

<b>Sightsavers</b>		<p>Particular focus on teacher training, and in 2012 supported short-course training for 4,690 education personnel.</p> <p>Primary focus on education of children with visual impairments but support other children with disabilities through advocacy and broader community approach.</p> <p>Strong emphasis on quality – ensuring programme students, teachers, etc. have access to necessary resources and support.</p> <p>Linking with health services is a critical aspect of Sightsavers’ programmes.</p> <p>Predominantly focused on supporting the inclusion of children with disabilities in mainstream schools, but is supporting a special school in Freetown, Sierra Leone, to integrate children with visual impairments into secondary schools.</p> <p>Through PPA funding, Sightsavers has implemented an Innovation Fund to support a number of initiatives.</p>
<b>VSO International</b>	<p>All VSO education programmes receive core funding from DFID through Strategic Grant Agreement – £78m 2011-2016<sup>110</sup></p> <p>VSO Rwanda – £4.1m 2013-2016 for INSPIRED programme</p> <p>VSO Jitolee – £290,000 for SCPGE (2012-2014) and £192,308 for SNE survey project (2013-2014) from DFID’s Drivers of Accountability Programme in Kenya (basket funds from DFID, DANIDA and CIDA)</p>	<p>VSO has IE programmes supporting access for children with disabilities to quality education in a number of countries; five examples are:</p> <ul style="list-style-type: none"> <li>• VSO Papua New Guinea (PNG), VSO Rwanda and VSO Malawi – where volunteers support teacher training.</li> <li>• VSO Ghana – Tackling Education Needs Inclusively (TENI) project in Northern Ghana works in four districts, supporting increased access for children with disabilities at primary and junior high school levels, via supporting community engagement and improving inclusive child-centred teaching practices and school-level policies/plans.</li> <li>• VSO Jitolee (Kenya):       <ol style="list-style-type: none"> <li>a) Strengthening Citizen Participation in Governance of Education (SCPGE) – presence in 13 countries, empowering 13 CBR groups to engage in advocacy at school and country levels, and supporting six DPOs in mainstreaming SNE at national level, and working with 110 schools across the countries.</li> <li>b) National SNE Survey project is a one-year project, 2013/14, to establish the prevalence of disabilities and special needs among children in Kenya – to inform advocacy by CSOs and build the capacity of country and national education stakeholders to improve evidence-based planning and resource allocation.</li> </ol> </li> </ul>

Fanta, a seven-year-old girl with cerebral palsy from Kono District, Sierra Leone, smiles because she has just received a wheelchair, as part of the DFID funded GEC girls' education project, that will allow her to access her local primary school for the first time.





## How sufficiently is GEC addressing disability?

DFID's Girls Education Challenge (GEC) will aim to ensure 1 million of the world's poorest girls improve their lives through education. DFID pledged £355 million, making this currently the largest global fund dedicated to girls' education. The GEC will focus on funding innovative projects by NGOs and the private sector that demonstrate new and effective ways to expand education opportunities to girls most likely to be marginalised and excluded from education.

The GEC funding has been dispersed through three windows: 1. Strategic Partnerships: investing in business innovation and partnership for girls' education; 2. Step change window; 3. Innovation window. In January 2013, 15 new GEC – Step Change projects led by CSOs were awarded funding of up to £30 million. This will focus on 670,000 girls at primary and secondary levels in nine focus countries.

Three of the 15 projects specifically target girls with disabilities. For example, in Sierra Leone, Plan International in partnership with Handicap International has received £641,341 for a four year programme, which will enable 2,000 disabled girls and boys to enrol and stay in school. In Sierra Leone, 67% of children living with disabilities are estimated to be out of school. The project scales up the Community Based Rehabilitation approach to identify and support children with disabilities to access school by counselling and supporting parents, liaising with head teachers and linking children to rehabilitation services such as physiotherapy. Other planned project activities include: 1. Improving accessibility for children with disabilities; 2. Teacher training in inclusive education; 3. Establishment of inclusive school clubs; 4. Community engagement; 5. Creation of an accessibility fund to support children with targeted teaching and learning aids. Handicap International is also mainstreaming its support throughout the other activities within the consortium – e.g. the female learning assistants that are part of Fawe's project will have a specific focus on working with children with disabilities in addition to developing their own skills, to go on to train as teachers.

A further three projects have some planned activities for girls with disabilities, whilst the remaining have limited/no specific focus but still attempt to reach children living with disabilities through a mainstreaming approach. For the latter programmes, which were designed to be inclusive, it is difficult to determine how many children with disabilities DFID is directly funding, as the disability element was never calculated as a separate additional cost.

The GEC presented a strategic opportunity for DFID to influence work on this agenda. While there are examples of certain projects focusing on children with disabilities who are excluded from schools, more must be done in the way of mainstreaming the issue of disability across all the programmes it funds.

### 3.3 Research and evidence division

One of the most significant existing challenges in this area is the weak evidence base regarding which interventions are the most cost-effective, and which deliver the best results.

Bakhshi *et al* found that few of the 89 reviews and articles identified addressed inclusive education approaches in LMICs, concluding that evidence of

'tangible results' in developing country contexts is rare. Of the 14 reviews identified, all were from the US and UK. Of the 75 studies, only 11 were based in low-income countries, including Brazil, China and South Africa. This means that:

Some of the questions about education for children with disabilities in middle- and low-income countries are still unanswered; the research in the HICs may not have immediate or direct relevance to them, as the approaches used, resources and outcomes, may well not be applicable or useful for them.<sup>111</sup>

The focus of the majority of studies identified was on learning disabilities (particularly autism, reflecting research trends in the US and UK), and there was a notable lack of attention to blindness, visual impairment or physical disabilities, which the authors claimed are “*very prevalent impairments in low-income countries*”.<sup>112</sup> Evidence is particularly weak on learning outcomes for children with disabilities. Much of the literature focuses on the principles of inclusion and the provision of generic toolkits, with negligible evidence available to support claims of impact in developing country contexts.

DFID has developed an ‘Inclusive Learning Topic Guide’ to systematically review existing evidence on approaches to IE (to be published in mid-2014). But there is also a need for investment in greater primary research to pilot initiatives, and to conduct robust M&E to evaluate what interventions are most effective.

Between 2006 and 2011, DFID had three main funded research programmes on education, each receiving £2.5m, as detailed in the table below.

While some of these programmes addressed disability, there is a need for a more comprehensive and explicit research programme to better understand education for children with disabilities.

Equally, DFID has two main research investments on education where it is unclear exactly how much is invested, and what focus they may have on education for children with disabilities:

- £15m between 2014 and 2022 to launch a joint initiative with Economic and Social Research Council to build evidence on what works in raising learning outcomes in developing countries.<sup>116</sup>
- £4.7m between 2013 and 2018 for ‘Better Education Statistics for Improved Learning (BEST)’, to support UIS, PISA, and GMR to develop systems to better monitor and use key education indicators and data on learning outcomes.<sup>117</sup>

Alongside greater investments in research to understand what works, DFID must better utilise existing practical knowledge and results from programmes run by NGOs. It is clear from this research that there are a number of NGOs implementing important projects in this area, but, to date, there have been limited efforts to utilise the experience from these non-academic sources to bear on key implementation issues. DFID can make a significant contribution by working more closely with NGOs to support NGOs to conduct sufficiently robust evaluations of their work that are focused around key fundamental implementation issues and questions in the sector. These evaluations, in turn, can help develop the currently weak evidence base.

Programme	Research focus
Research Consortium on Educational Outcomes and Poverty (RECOUP) <sup>113</sup>	<ul style="list-style-type: none"> <li>• Disability and poverty study (one of six projects) focused on examining education arrangements for poor people with disabilities, and what factors break the cycle of deprivation for people with disabilities.</li> </ul>
Consortium for Research on Educational Access, Transitions and Equity (CREATE) <sup>114</sup>	<ul style="list-style-type: none"> <li>• Identify new ways to increase and sustain access to basic education for children who are currently excluded, especially girls and other disadvantaged groups.</li> </ul>
Research Programme Consortium on Implementing Education Quality in Low-Income Countries (EdQual) <sup>115</sup>	<ul style="list-style-type: none"> <li>• Improving the quality of school and classroom processes in low-income countries. Included a working paper on IE.</li> </ul>

In addition, there is a need not just for greater research and evaluation, but for a systematic focus on research and evidence uptake and the sharing of best practice. DFID can also make a critical contribution to this area by funding workshops and seminars to review key implementation issues and engage in research dissemination activities, to develop a consensus on best practice in the sector.

### 3.4 International and national policy influence

As well as the funding DFID provides, it has the ability to influence the policy and practice of other development actors at both the international and national levels. DFID has substantial influence as a world leader on development, as the largest bilateral donor to basic education, and as the largest donor to GPE. At the international level, DFID sits on the Executive Board of Directors of UNICEF, GPE, the World Bank, and UNESCO. Depending on the size of the contribution DFID provides and the governance dynamics of the varying organisations, DFID could push a strong focus on disability and education in those decision-making forums.

In its 2013 education position paper, DFID states,

DFID works with the United Nations to support its leadership and delivery in priority areas where the UN has comparative advantage. In particular the UK supports UNESCO to achieve its global mandate of championing Education For All. The UK also takes part in and supports a range of international education initiatives ... [including] the UN Secretary General's Global Education First Initiative, the Global Monitoring Report, the Learning Metrics Taskforce and the Programme for International Student Assessment (PISA) for Development.<sup>118</sup>

However, it is not clear from interviews we conducted that this has happened in a systematic way to date. The two exceptions to this are GPE and UNESCO. Firstly, as outlined above, DFID is part of an IE

Working Group (alongside UNICEF, Norad, UNICEF and DFAT). Through this group, DFID has been pushing GPE to have a stronger focus on disability and to address some of the gaps in GPE strategy and plans. Secondly, DFID is having a big push on improving disability data, and its statistics cadre is working with UNESCO and with DFID country offices to get National Statistics Offices (NSOs) to utilise the Washington Group's six key questions on disability.

It is not just multilaterals that DFID could be influencing on this agenda. Private sector engagement has become a key aspect of DFID's strategic focus in recent years, and presents a great opportunity in this area. But there are currently no existing partnerships or initiatives to increase private sector engagement on disability and education.

Equally, DFID frequently plays a critical role in national education policy dialogue, and seeks to influence national policy frameworks and implementation, both in terms of providing direct technical assistance to government departments and funding NGOs and DPOs to improve their capacity for advocacy and engagement in policy dialogue and implementation. However, in these forums there are a number of competing issues and priorities. Our interviews with DFID education advisers showed that disability was often referred to in national dialogues but was not a key priority for DFID in their engagement with national governments; nor was it a top priority for governments themselves.

There are some exceptions to this. For example, in Ethiopia, DFID funded a national conference on IE and disability in April 2013. Similarly, in Pakistan, DFID advisers have held in-depth discussions with the government to draw their attention to the large number of out-of-school children in the Punjab region. But overall, there needs to be much greater prioritisation and integration of disability throughout DFID's policy dialogue with developing country partner governments. Failing to raise this issue sufficiently in such dialogue is a missed opportunity.

## COUNTRY CASE STUDY

# Ethiopia

In February 2014, the research team conducted fieldwork in Addis Ababa, Ethiopia. This included:

- A small roundtable discussion with Handicap International, the Ethiopian Centre for Disability and Development, and the Ethiopian Special Needs Professional Association.
- Interviews conducted with staff from NGOs receiving GEC funding (CHADET, Link Ethiopia, and Save the Children).
- Interviews conducted with staff from DFID, USAID, Finnish Development Agency, UNICEF Ethiopia, and Ethiopian Ministry of Education.
- Visit to a school that was implementing inclusive education practices in Addis Ababa.

### Government context and progress:

- Primary enrolment rates, good progress (now at 87%),<sup>119</sup> but still 3 million children out-of-school – third highest number in the world after Pakistan and Nigeria.<sup>120</sup>
- Government expenditure on education approximately 25% of total budget, which is around 4% of Ethiopia's GDP. The latest education sector plan (ESDP4) allocates around 1% toward SNE – with a major focus on establishing 500 new resource centres (one of which we visited) in 2014/15; an ambitious target from nine in 2011. But the Director of Special Needs and IE stated that they are currently only one-third of the way towards achieving that target.
- There is a thematic national working group on inclusive education co-chaired by the Ministry of Education and the Finnish Development Agency, but it's only recently established; it is not clear if it's active yet. The Finnish Development Agency is the main donor working on IE, but has very limited funds.

### DFID Ethiopia:

- Ethiopia is DFID's largest recipient of aid and has the second biggest bilateral education programme (£96.3m 2014/15). DFID Ethiopia works entirely through bilateral budget support. DFID total contribution to the government education budget is estimated to be between 10-12% of overall spend – therefore, DFID claims attribution for 10% of the results.
- DFID Ethiopia funded the national conference on inclusive education and disability in April 2013 via GEQIP.
- DFID funded an in-depth social assessment to help inform new Education Sector Plan (QEIQIP II).
- As part of the Girls Education Challenge programme, DFID is funding three organisations (CHADET, Link Ethiopia, Save the Children) that work in Ethiopia. Although none of these programmes specifically target children with disabilities, there are attempts to mainstream disability and reach out-of-school children with disabilities.

### Feedback from NGO roundtable:

- Negative attitudes and social norms towards children with disabilities are key barriers to access, and one of the reasons for poor provision of education services for children with disabilities. Parents often feel ashamed and hide their children if they have a disability.



Ethiopia May 2012: 14-year-old Tiyan Bushra practices Braille with teaching aid Abeachu Mestet. Tiyan lived a normal life until the age of seven when she was struck with a still undiagnosed nervous system disorder. Following a major seizure, Tiyan was left blind and with weak limbs and continues to suffer seizures occasionally. Kept at home for years after her initial seizure, she now attends Sabian 1 school where Handicap International has run an inclusive education program since 2012. She is learning to read and write in Braille and is gaining mobility because she is now physically active.

- Schools and teachers need to increase their capacity to cater for children with disabilities.
- However, the cost of specialised school materials (such as Braille textbooks) are a significant challenge. For example, in one school we visited in Addis Ababa, which had a well-equipped resource centre, the local teacher explained that there were only English language Braille textbooks available for English lessons, not other subjects, and that they cost US\$50 per book.
- A number of resources and assistive devices (such as wheelchairs, hearing aids, etc.) are not locally produced and importation adds to the cost. Donors and the government should consider incentivising and supporting the establishment of social enterprises specialising in the production of learning materials and assistive devices for children with disabilities.
- There is no funding from DFID for NGOs – Handicap International is implementing a project developing a model of disability-friendly schools in three regions with USAID funding (approximately £600,000 between 2011 and 2013), but it was unclear if funding would be continued.
- Local and district level implementation capacity is extremely weak; Ministry of Education focuses predominantly on delivering tangible products and interventions to improve accessibility; insufficient focus on developing skills and knowledge on how to address children with disabilities and special needs.
- There is also limited space for active participation of CSOs and DPOs in policy development and implementation.

## 4. Conclusions and recommendations

While DFID has increased its focus on education for children with disabilities in recent months, particularly at the Ministerial level and in some programmes, there is an urgent need for DFID to develop a more systematic approach to inclusion, both directly within its education portfolio and by mainstreaming disability across DFID operations. DFID must work to embed disability throughout its development programmes to achieve lasting, long-term change, even as governments change and key individuals move on.

DFID must now act swiftly and comprehensively to increase its focus on education for children with disabilities. The majority of children with disabilities do not get access to a quality education, and without a greater focus on realising this right, we simply will not meet the commitments made by the international community, reflected in the MDGs, EFA goals, the UNCRPD and current debates that will shape the global development agenda beyond 2015. DFID has played a key role to date in ensuring that the Post-2015 agenda “Leaves no one behind”, and must now build on that by stepping up to ensure that education for children with disabilities is no longer ignored. DFID is the largest bilateral donor to basic education, and the largest contributor to GPE. As the recent IDSC inquiry report highlights, “a more ambitious commitment to disabled people from a donor of DFID’s size and influence could have a transformational impact”.<sup>121</sup>

The main findings from this research are:

- DFID has increased its focus on education for children with disabilities in recent months, particularly at the Ministerial level.
- DFID has addressed the issue of education for children with disabilities to some degree in some of its programmes, but overall it is not currently a programmatic priority in the education portfolio, or more broadly across DFID.
- Critically, DFID does not currently disaggregate its spend and results data to specifically account for education for children with disabilities. This presents a significant transparency challenge.
- DFID provides a significant proportion of its bilateral funding via education budget support directly to Ministries of Education, but disability is not frequently highlighted as a national government education priority, and national implementation capacity is extremely limited.
- DFID is the largest donor to the Global Partnership for Education. But while GPE has disability in its implementation plan, there is a need for greater investment in incentivising and supporting developing country partners to prioritise education for children with disabilities in their education sector plans and invest in implementation capacity to deliver on these promises.
- DFID provides funding to CSOs and DPOs to work on this issue, both via PPAs and via specific challenge funds such as the Girls’ Education Challenge Fund. There are some positive examples of valuable work being done by these NGOs, but there needs to be greater investment in piloting programmes to find out what works in different contexts – and that learning must be used to develop nationally scalable models.
- DFID is a world leader in research and evidence on international development, but since 2011 DFID has not funded significant research programmes in this area. This is a major gap. It is currently developing an ‘Inclusive Learning Topic Guide’, but it needs to consider further research it could support to improve the evidence base.
- DFID staff are broadly supportive of a bigger push on education for children with disabilities, but investment in staff capacity is needed for DFID to strengthen its work in this area.

GCE UK hopes the following illustration and description of inclusive schools, communities and systems will be a useful addition to the discussion about how to achieve inclusive education for all.





© Julia McGeown / Handicap International

Dapaong, Northern Togo: A Community Based Rehabilitation volunteer specialising in Inclusive Education works with a father and his seven-year-old son, who has cerebral palsy, as part of a family support and school readiness programme. He is demonstrating techniques to develop communication and early learning skills that can be used in the home.

## Inclusive schools and communities

Inclusive education is about more than just setting up inclusive classrooms, training teachers in inclusive teaching methodologies and developing inclusive curricula. There needs to be widespread systemic change. As the illustration on page 50 shows, a few small changes can make a huge difference. Developing group learning, peer to peer support and buddy systems improves all students' interaction and social skills as well as giving specific support to disabled learners. The increased use of teaching and learning materials – including visual aids, such as visual timetables and teaching aids such as counters and letter tiles – creates additional learning opportunities for all children. Improved accessibility within the classroom can include: increasing space so wheelchairs can move

around more easily; building ramps into classrooms; arranging seating to allow group interaction and increasing light available by enlarging windows, which also improves ventilation.

Inclusive education cannot be truly implemented without day to day support for children who need additional help. Additional support, ranging from parent volunteers to teaching assistants and itinerant teachers (specialist teachers who give additional support to mainstream teachers in several schools in a district or region), is crucial, and they should be complemented by physical resources such as well-stocked resource rooms with locally sourced learning materials, assistive devices (communication boards/books or high tech devices, Braille slates and styluses, hearing aids) and adapted furniture as described in the illustration on page 50.





Inclusive education should not just be viewed as something that teachers should implement. It is something that the whole community and a range of professionals need to embrace, if it is to work effectively. Inclusive education is more likely to fit the local context if everyone works together to develop contextually appropriate approaches. Specialist services should be key resources for all inclusive schools, and strong referral linkages need to be maintained between schools and rehabilitation professionals (speech and language therapists, occupational therapists and physiotherapists), social workers, nutritionists, doctors (including audiologists and ophthalmologists) where these services exist. Parents, and other community members, should also be empowered to have a stronger voice and be more involved in inclusive education. Children start their education at home, and parents can be the strongest key to their academic success. Good quality community based early years education can help to manage children's transitions to mainstream school in a continuum of inclusive education, but such programmes need to be fully linked with schools, and supported by local education officials and included in the national education plans.

## Inclusive Systems

Inclusive schools need inclusive communities, but in turn, inclusive communities require effective inclusive systems enforced at national level. First and foremost, a clear policy and legislation on inclusive education can lead the way to widespread reform. Legislation against barriers to the engagement of children with disabilities can range from accessibility requirements of school buildings to ensuring examination papers are in accessible fonts or printed on Braille paper. Transparency across budgets and inclusive financing at both national and regional levels ensures that children with disabilities are not excluded in mainstream programmes.

To further overhaul the system, service integration and joint target settings between health, social work and education should be promoted, and this should include an increased focus on training for all stakeholders and not just teachers, and to support this there should be strengthened governance and leadership at regional levels. M&E systems should be robust, and Education Management Information Systems should collect pupil, teacher, school inventory and school performance data routinely.

The last word should be given to the children and young people themselves. This can be achieved by active engagement with DPOs who can listen to children's and parents' voices, and help to amplify those views through the media and unions.

An itinerant teacher for visually impaired children assists a young girl in a Togo classroom who is using a teaching aid to help develop braille skills. Small stones are used to create braille letters and numbers in the wooden board. The itinerant teacher also works with her class teacher to ensure that he understands and uses braille.



**Mother tongue instruction especially in the early years**

**Resource-making area**  
Space for teachers, children and parents to create resources and/or learn sign language



Use of locally available materials to create resources that are relevant to the children

**Blackboard at an accessible height for children who use wheelchairs**



Trained teaching assistant

**Small group area**  
Quiet space to do individual work or small group activities away from the main classroom

**Relaxing time-out area**

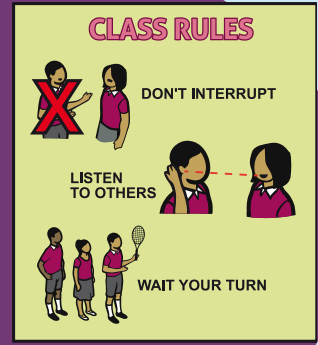
**Ramp to allow wheelchair access**

**Interactive teaching techniques**  
involving concrete learning materials, practical examples and problem solving activities

Group seating arrangements to promote group working, 'peer to peer support' and 'buddy systems'

Visual timetables and other supports

Visual supports help to explain the meaning of new topics being covered; visual timetables show the timetable in pictures, and reward charts encourage participation from children with attention difficulties as they can tick off completed tasks and work towards a goal.



Head-pointer for a non-verbal child with poor upper limb control.

Braille stylus and slate



Itinerant teacher using sign language  
Additional staff to assist children with specific learning needs

Large windows to let in natural light making the room more accessible for children with visual impairments



Nairobi, Kenya: Dan, a seven-year-old deafblind boy at Kilimani Primary School, with the Regional Director for Sense international (East Africa). After a cataract operation on his eyes, Dan regained enough sight to enable him to transfer from the deafblind unit to a school for the deaf outside Nairobi.

## Summary of main recommendations from DFID Education Advisers:

- Need to increase staff capacity and support if DFID wants to increase its programmatic focus on this issue.
  - Need to update and improve the guidance note to provide more information and guidance on 'what works' and to adopt a more holistic, multi-sector approach (e.g. links between health and education in Early Childhood Development).
  - Fully support the need for a range of responses that take account of a range of disabilities and impairments, including improving disaggregated data.
  - DFID can make a great contribution if it supports research to improve data and the evidence base on how to improve access and learning outcomes, and on the cost-effectiveness of different interventions. This will help support more targeted programme design and realistic budgeting.
  - Find ways to look across DFID's portfolio to mainstream disability.
  - Require and incentivise advisers to report on education and children with disabilities, and to coordinate better, both in terms of multi-sectoral collaboration and cross-country learning and sharing of best practice.
  - Having the PUSS champion this issue has made a big difference – but we need to establish disability champions across the different levels of DFID to drive forward this agenda.
  - Increase specific funding on this issue, including to CSOs and DPOs (both for programmes and advocacy).
  - Conduct a formal review into the issue to push it up DFID agenda.
-

GCE UK recommends that to strengthen its work in this area, DFID should now scale-up activities in four key areas:

What	How
<p><b>1. Embed and prioritise disability into DFID’s education strategy and policies</b></p>	<ul style="list-style-type: none"> <li>• Make education a priority sector of DFID’s disability strategy, as recommended by the International Development Select Committee (IDSC).</li> <li>• Expand DFID’S team of disability experts, including inclusive education specialists, with a senior sponsor and a strong reporting process to implement the strategy and ensure accountability.</li> <li>• Ensure this strategy recognises and makes provision for the different needs of children with varying impairments (including intellectual impairments).</li> <li>• Make disability a core requirement for approval of all DFID country operational plans and business cases, with all education programmes a priority.</li> <li>• To complement DFID’s recent announcement on accessible school construction, DFID must develop a policy that states that pre- and in-service teacher-training supported by DFID must incorporate inclusive teaching methodologies. They must also ensure that teachers have the on-going support and training they need to enable them to include children with complex needs.</li> <li>• DFID programmes must also work to improve accessibility to transport to enable children with disabilities to get to school safely (a particular concern for disabled girls and children with albinism at risk of violence on the way to school).</li> <li>• Ensure DFID advisers, particularly at country-level, are supported with additional training and guidance on scaling-up education for children with disabilities.</li> </ul>
<p><b>2. DFID should be a global champion of education for children with disabilities</b></p>	<ul style="list-style-type: none"> <li>• Ensure that education for children with disabilities is integrated as a core priority into DFID’s policy dialogue with developing country governments, supporting the development of strong, costed national plans for scaling-up access to inclusive learning.</li> <li>• Use DFID’s influence with multilateral and bilateral partners to put learning for children with disabilities at the heart of education and development agendas.</li> <li>• Champion education for children with disabilities as a key component of a Post-2015 development framework, building on the Prime Minister’s calls for an agenda that ‘leaves no-one behind’ and DFID’s leadership in the Post-2015 process so far: <ul style="list-style-type: none"> <li>♦ Push for a Post-2015 goal of equitable, inclusive quality education for all, prioritising the most marginalised.</li> <li>♦ Champion the principle that no education target should be considered met unless met for all social groups, including children with disabilities.</li> <li>♦ Champion a ‘data revolution’ that delivers robust, globally-comparable disaggregated data on education for children with disabilities to ensure that Post-2015 progress delivers on the promise to leave no-one behind.</li> </ul> </li> </ul>

What	How
<p><b>3. Embed and prioritise disability into DFID’s education programmes and funding</b></p> <p>a) Bilateral:</p>	<ul style="list-style-type: none"> <li>• Ensure that disability is included as a core indicator in national context analyses, and is a reporting requirement within monitoring and evaluation of all DFID education programmes, including the Bilateral and Multilateral Aid Reviews.</li> <li>• Increase targeted resources to enable children with disabilities to access quality education, including establishing a ‘Disabled Children’s Education Challenge Fund’.</li> <li>• Establish a network of trained leads/focal points in all DFID country offices and give them sufficient resources, time and authority. These leads could also be contact points for consultation with DPOs</li> <li>• Strengthen the capacity of government partners to deliver system-wide reforms in education, in order to address the multiple barriers – attitudinal, institutional, physical, transportation, information and communication – that inhibit access to quality education for children with disabilities. DFID has access to a wealth of knowledge about best practice in its various programmes and so could fund technical advice on aspects of education that will need reform, including: <ul style="list-style-type: none"> <li>♦ Policy and legal instruments</li> <li>♦ Governance and leadership</li> <li>♦ Financing</li> <li>♦ Education Management Information Systems (EMIS), particularly with regard to children with disabilities</li> <li>♦ Education workforce and teacher development (including itinerant teachers and teaching assistants who are providing on-going support to children with disabilities in schools)</li> <li>♦ Inclusive curricula</li> <li>♦ Examination and assessment systems (particularly important for children with disabilities, who are often forced to drop out of school if they fail the end-of-year exam)</li> <li>♦ Equal participation in extracurricular activities</li> <li>♦ Provision of learning materials</li> <li>♦ Equipment (including adapted furniture) and assistive devices</li> <li>♦ Complementary support services (e.g. social services, physiotherapy, speech and language therapy, occupational therapy, etc.)</li> <li>♦ Working with communities and civil society to tackle stigma and discrimination.</li> </ul> </li> <li>• Encourage government partners to include DPOs in national, regional and district-level policy development, implementation and monitoring processes.</li> <li>• Increase funding to DPOs in developing countries to enable them to conduct advocacy and actively participate in national policy development, implementation and monitoring.</li> </ul>

What	How
<p><b>3. Embed and prioritise disability into DFID’s education programmes and funding</b></p> <p>b) Multilateral:</p>	<ul style="list-style-type: none"> <li>• Support the data revolution in global education, particularly in providing funding and support to global and regional-level data platforms, such as UNESCO and UNESCO Institute of Statistics (UIS), to ensure that learning and education data is disaggregated by disability.</li> <li>• As the largest donor to the Global Partnership for Education (GPE), DFID must: <ul style="list-style-type: none"> <li>♦ Use the crucial opportunity of the GPE Replenishment Conference to announce a strong UK financial commitment to the GPE that provides the critical support needed to strengthen the focus of the GPE itself, and of all partners, on reaching children with disabilities.</li> <li>♦ Use the UK’s influence as a leading donor and member of GPE’s Board of Directors to embed disability-inclusion through GPE processes and outcomes in developing countries. Specifically: ensuring more developing country partners implement legislation on education for children with disabilities; that Education Sector Plans (ESPs) explicitly prioritise children with disabilities alongside other marginalised groups; and support developing country partners to strengthen the data on children with disabilities.</li> </ul> </li> </ul>
<p><b>4. Strengthen DFID’s research and evidence gathering capacity on education for children with disabilities</b></p>	<ul style="list-style-type: none"> <li>• Ensure that the forthcoming ‘Inclusive Learning Topic Guide’ synthesises the best existing evidence, and that it is disseminated effectively. The topic guide should be complemented by disability training that refers to the guide to ensure its use by programme and policy staff, both within and beyond DFID. Use of the guide and learning from the associated training by Education Advisers must be obligatory – not voluntary – and should be managed through DFID’s performance appraisal process.</li> <li>• Invest in new research to support the systematic production of evidence to enhance understanding of what works for disabled learners (including those with more complex needs) in low-income settings, and understanding of the types of investment that will deliver the best results.</li> <li>• Increase engagement with NGOs, Civil Society Organisations (CSOs) and DPOs to better capture the learning and experience from their programmes in a sufficiently robust manner.</li> <li>• Capitalise on the UK’s comparative advantage in cross-disciplinary research to evidence what inter-sectoral approaches work to deliver good learning outcomes for children with disabilities.</li> <li>• Provide funding and support for workshops to bring partners together, and collectively address core programme and implementation questions and share best practice, with a particular focus on supporting South-South learning.</li> </ul>

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89. See: <http://devtracker.dfid.gov.uk/projects/GB-1-200908>.
90. DFID (2013b), op. cit, p.11.
91. Ibid.
92. See: <http://saber.worldbank.org/index.cfm>.
93. Based on interview with UNICEF staff.
94. See: <http://aid.dfat.gov.au/aidissues/did/Pages/initiative-ausaid-unicef-partnership-disability-rights-education-protection.aspx>.
95. Based on interview with UNICEF staff.
96. See: [http://www.unicef.org/disabilities/index\\_65319.html](http://www.unicef.org/disabilities/index_65319.html).
97. See: <http://www.uis.unesco.org/Education/Pages/out-of-school-children.aspx>.
98. See: <http://devtracker.dfid.gov.uk/projects/GB-1-203295>.
99. Based on interview with DFID adviser.
100. DFID (2013b), 'Business case and intervention summary: Better education statistics for improved learning', p.10. Available at: <http://devtracker.dfid.gov.uk/projects/GB-1-203295/documents>.
101. DFID currently supports more than 100 projects through GPAF, 26% of which are focused on improving the quality of and access to education.
102. Launched in 2008, the pooled donor fund has disbursed \$10 million (grants usually between \$50,000-100,000) for rights advancement by organisations of people with disabilities (DPOs) across the developing world. DFID gave £2.25m from 2008-13 and has allocated a further £2m for 2013-16. This fund focuses on helping ensure that rights, not charity, set the frame for an approach for disability.
103. £355 million between 2011 and 2016 to help up to a million of the world's poorest girls to have an opportunity to improve their lives through education. Funding to NGOs and private sector to help find better ways of getting girls in school and ensuring they receive a quality education.
104. See: <http://ablechildafrica.org/our-partners/usdc/dfid-inclusive-education-project-2013-2016/>.
105. See: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/271336/GEC-innovation-window-projects-150114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271336/GEC-innovation-window-projects-150114.pdf).
106. See: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/271336/GEC-innovation-window-projects-150114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271336/GEC-innovation-window-projects-150114.pdf).
107. See: <http://www.motivation.org.uk>.
108. Based on information received directly from DFID, not been able to verify from other sources.
109. See: <http://www.powerinternational.org/Advancing-civil-societys-capacity.html>.
110. See: <http://devtracker.dfid.gov.uk/projects/GB-1-202414/>.
111. Bakhshi et al (2013) 'Systematic Review: What are the impacts of approaches to increase the accessibility to education for people with a disability across developed and developing countries and what is known about the cost-effectiveness of different approaches?' June 2013, p.28. Available at: <https://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=G4OmSWb9tic%3D&tabid=3419>
112. Bakhshi et al (2013), op. cit. p.29.
113. See: <http://recoup.educ.cam.ac.uk>.
114. See: <http://www.create-rpc.org>.
115. See: <http://www.edqual.org>.
116. See: <http://devtracker.dfid.gov.uk/projects/GB-1-204324/>.
117. See: <http://devtracker.dfid.gov.uk/projects/GB-1-203295/>.
118. DFID (2013b), op cit, p.12.
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121. House of Commons International Development Committee (2014), 'Disability and Development: Eleventh Report of Session 2013-2014', p.3. Available at: <http://www.publications.parliament.uk/pa/cm201314/cmselect/cmintdev/947/947.pdf>.



The Global Campaign for Education (GCE) is an international coalition of child rights' activists, teachers unions and development organisations united in their determination to make the right to education a reality. In the UK the campaign seeks to increase community awareness of the state of education internationally and generate the political will necessary to ensure the UK plays an active and effective part in efforts to secure education for all. For more information about the campaign in the UK visit [www.sendmyfriend.org](http://www.sendmyfriend.org)

**The Campaign's UK members are:**

ActionAid	Literacy Working Group
Action on Disability and Development	NASUWT
Association of Teachers and Lecturers	NUT
CAFOD	Oxfam GB
CAMFED	Plan UK
Christian Aid	RESULTS UK
Consortium for Street Children	Save the Children UK
Comic Relief	Sense International
Deaf Child Worldwide	Sightsavers
Handicap International UK	Steve Sinnott Foundation
Leonard Cheshire Disability	University College Union
	Voluntary Service Overseas

This report is available in other formats (e.g. Braille, large print) on request.

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