education's
missing millions

including disabled children in education through EFA FTI processes and national sector plans

**appendices to the main
and summary reports**

These appendices accompany the main and summary reports *'Educations Missing Millions: including disabled children in education through EFA FTI processes and national sector plans'*

acronyms & abbreviations

ADEA: Association for the Development of Education in Africa

CBR: Community-Based Rehabilitation

CFS: Child Friendly School

CIDA: Canadian International Development Agency

CIS: Commonwealth of Independent States

CSO: Civil Society Organisation

DFID: Department for International Development (UK)

DPI: Disabled People's International

DPO: Disabled People's Organisation

ECCE: Early Childhood Care and Education

EFA: Education for All

EENET: Enabling Education Network

EPDF: Education Program Development Fund

EMIS: Education Management Information System

FTI: Fast Track Initiative

GCE: Global Campaign for Education

GER: Gross Enrolment Rate

GPDD: Global Partnership for Disability and Development

GPI: Gender Parity Index

IDCS: International Deaf Children's Society

ILO: International Labour Organisation

LCI: Leonard Cheshire International

MDG: Millennium Development Goal

MICS: Multiple Indicator Cluster Survey

NER: Net Enrolment Rate

NGO: Non-Governmental Organisation

OECD: Organisation for Economic Cooperation and Development

PRSP: Poverty Reduction Strategy Paper

PTR: Pupil-Teacher Ratio

SEN: Special Educational Needs

SNE: Special Needs Education

UN: United Nations

UNESCAP: United Nations Economic and Social Commission for Asia and the Pacific

UNESCO: United Nations Educational Scientific and Cultural Organisation

UNGEI: United Nations Girls' Education Initiative

UNICEF: United Nations Children's Fund

UPE: Universal Primary Education

UPC: Universal Primary Completion

USAID: United States Agency for International Development

WHO: World Health Organisation

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appendix 1
study terms of reference (revised)

1   Background and purpose

All low-income countries are eligible for Fast Track Initiative (FTI) support so long as they have full PRSPs and credible national education sector plans. In order to achieve universal primary education (UPE), it is essential to ensure that disabled children have access to quality primary education. Yet currently, there is a lack of inclusion of disabled children in the EFA-FTI 'Guiding Principles' and 'Guidelines for the Appraisal of the Primary Education Component of an Education Sector Plan'.

As a member of the Global Partnership for Disability and Development (GPDD), World Vision UK, in collaboration with the FTI Partnership, proposes to implement a study on integrating disability into the FTI process and national education plans. The purpose of the study is to:

- assess the 'disability responsiveness' of FTI processes and education sector plans thus far;

- formulate recommendations to strengthen current processes, tools, and partnership mechanisms; and

- identify new opportunities through which the FTI can better address the issue of disability and education.

Two case studies will be used to highlight the effects of current FTI 'disability responsiveness' on the education of disabled children and barriers to mainstreaming disability in national education plans at community, local and national level.

2   Scope of work – UK consultant

A consultant will work with the FTI Secretariat and partners, country-based research teams and an advisory group, drawn from the GPDD and others, over a period of 46 weeks to undertake the review. This will include an initial briefing by phone and e-mail with the FTI Secretariat, an interim discussion before the field research, a work in progress discussion following the field research and a debriefing session prior to finalising the review.

The consultant will:

2.1   Review the national education sector plans endorsed by the FTI partners and analyse their disability policies and strategies. The review will cover the 28 countries that have already had their education plans endorsed by the FTI and will include an analysis of the magnitude of the 'disability gap', and the robustness of the analysis utilised to identify the causes of the gap (including supply and demand side constraints) and the robustness of the strategies that the national education plans propose to address these constraints.

2.2   Assess if the country's disability policies and strategy, as it concerns the education sector (including social protection programmes outside the education sector), is adequately reflected in the education sector programmes of the FTI countries and whether these strategies are appropriate and adequate for the response required in that country.

2.3   Assess FTI processes and tools (e.g. Indicative Framework, Appraisal Guidelines) with respect to their adequacy to serve as (a) a catalyst for countries to develop disability sensitive national education plans, (b) as a means of assessing the disability responsiveness of national education plans (e.g. does the country have a policy, strategy, plan and budget), and (c) as a means of effective regular review of FTI-endorsed education sector plans for their disability responsiveness, and provide recommendations.

2.4   In consultation with World Vision UK's Child Rights Policy Adviser, develop a research framework and guidelines for case study research in 2 FTI-endorsed countries to determine:

- how education systems respond to disabled children in these countries;

- how existing institutional, partnership and informal sector arrangements at the country level support the development of national strategies to address disability issues within national education sector plans;

- barriers to mainstreaming disability in national education plans at community, local and national level (this should focus on the system and the environment rather than on the individual child and use a barrier analysis approach or equivalent approach as discussed with World Vision UK's Child Rights Policy Adviser);

- if and how involvement with the FTI process has changed the way that education systems respond to disabled children;

- how the FTI could better promote inclusive education in these countries given the barriers that have been identified at a number of levels.

2.5 Provide research support to case study research teams through a field visit and preparatory work.

2.6 Undertake further documentation and analysis of the FTI and inclusive education with reference to the EPDF and other initiatives to supplement findings from the case study examples.

2.7 Collect other documentation on policies, provisions and promising practice in selected countries.

2.8 Based on findings, in collaboration with the advisory group, develop recommendations on whether country strategies can be enhanced, and how, and what could be the potential role of the FTI Partnership in addressing the gaps or adding value to boost support where needed. The recommendations should not only focus on what can be implemented within the education sector, but also on any linkages with social protection, health, HIV and AIDS and other relevant areas. The recommendations should also identify new opportunities for the FTI to better promote inclusion of disabled children in education e.g. the potential role of the FTI in early childhood development (ECD).

2.9 Produce draft reports and a final full report of the research, findings and recommendations. This may involve travel to participate in a meeting of the advisory group in order to finalise the content of the report.

3 Methodology

This study will be a desk review of relevant documentation together with case studies on two selected countries. The FTI Secretariat will help provide the required documentation, and the consultant will have access to the public as well as the restricted-access website for FTI. The consultant will also contact (if required) key partners for consultation, clarification and feedback. Documentation to be reviewed will be collected by the consultant in consultation with the World Vision UK Child Rights Policy Adviser and will include but not be limited to:

- national education sector plans endorsed by the FTI partners;

- national policy and strategy documents related to disability;

- donor assessments reports;

- supporting documents related to institutional and partnership arrangements;

- FTI tools (e.g. Appraisal Guidelines, Indicative Framework).

Field research will be undertaken by local research teams who will be recruited by the World Vision UK Child Rights Policy Adviser and Research Coordinator in consultation with the consultant. The work of these teams will be facilitated and monitored by the World Vision UK Child Rights Policy Adviser and Research Coordinator, with the role of the consultant to be further negotiated.

4 Scope of work of local consultants

4.1 A research team in each of the case study countries (led by an education and disability specialist and including some World Vision national staff) will work with the World Vision UK Child Rights Policy Adviser, Research Coordinator and the designated UK-based researcher over a period of 15 weeks to undertake the research. This will include further development of the research methodology and attendance at an in-country training/briefing session with the designated UK-based researcher and a representative from World Vision UK

4.2 There will be four main components in the country case research:

(a) Analysis of policy processes on disability and education e.g. further national policy analysis, including how policy was developed including partnership/consultation with stakeholders, and how national policy is translating into local policies and actions (documentary analysis and interviews at national, local and community levels).

(b) Analysis of how existing institutional, partnership and informal sector arrangements at the country level support the development of national strategies to address disability issues within national education sector plans.

(c) Collation/evaluation of examples of education provision (including early years) and practice for disabled children – government and non-government, urban and rural, covering a range of impairments and groups, looking for success factors. Analysis of implementation problems and potential for scaling up (documentary analysis, visits, interviews).

(d) Participatory data collection e.g. interviews with small sample of disabled children, their families, teachers and educators, others (e.g. disabled people's organisations).

About 50% of the research effort should be given to (c), about 30% to (a) and (b) and 20% to (d). (However research activities may be combined, for example a visit to an example of practice in a rural region, which also looks at policy translation at the local level and interviews disabled children and their families).

4.3 Methodology will be further developed with the country teams but should include the preparation of a list of key informants and of examples of practice through a literature review, interviews and focus groups with communities and children.

Informants are likely to include:

- government officials (Education, plus Health, Social Welfare or other Ministries with responsibility for disability) (both national, and if there are major regions, at least one region);

- representatives of disabled people's organisations (DPOs);

- representatives of selected NGOs active in the area of disability and inclusion, particularly any which have developed inclusive education initiatives/provision;

- representatives of other organisations (e.g. teachers, donors etc).

Examples of practice will inevitably be selective but an attempt should be made to select those which are as representative as possible. Ideally there should be examples of:

- provision run by government;

- provision run by NGOs;

- provision in an urban area;

- provision in a rural area;

- provision which includes all impairments;

- more specialist provision.

5   Implementation modalities

The UK consultant will report to the World Vision UK Child Rights Policy Adviser and to a small advisory group, coordinated by the World Vision UK Child Rights Policy Adviser. Country consultants will be managed by the World Vision UK Child Rights Policy Adviser.

6   Outputs and utilisation of results

6.1 The UK consultant will produce a brief issues paper and methodology paper for circulation to the advisory group before the field research. These papers will point to issues identified in

the initial analysis and help frame the in-country research questions.

6.2 The UK consultant will produce a draft work in progress report for presentation to the advisory group. This will include:

- issues (including any revision of original issues paper);

- analysis of general FTI documentation/processes;

- analysis of all country reports;

- report back on field research to date;

- any other data/info (especially statistics plus examples of policy/practice from other sources);

- initial thoughts on recommendations.

6.3 The country reports will be no more than 5,000 words excluding appendices. They should include:

- brief overall country policy review (also drawing on international analysis of FTI documentation);

- description of key policy issues and stakeholders in the country;

- analysis of policy processes at national/regional/local levels, drawing particularly on interview data;

- presentation of key findings from research visits re: approaches to inclusive (and other) provision; key factors in success; problems encountered; potential for scaling up; costs;

- recommendations for future policy and practice.

Annexes should include: list of informants, documents consulted, visits made; research tools used (e.g. documentary analysis frameworks, observation prompts, interview questions); any statistics, funding or other quantitative data collected (in tabular form). Also the report should include abbreviations and acronyms etc.

6.4 A full report for consideration by the FTI Partnership will be drawn up by the whole research team and co-ordinated by the World Vision UK Child Rights Policy Adviser. It will include specific recommendations on:

- strategies to strengthen the disability responsiveness of national education plans and the potential roles of the FTI, donor governments, national education ministries, the GPDD and civil society in that process;

- strengthening the FTI processes and tools to more effectively catalyse reflection on the integration of disability issues in national education plans at the country level and improve the responsiveness of national education plans to disability issues;

- new opportunities for the FTI to better ensure that disabled children are included in education in FTI-endorsed countries.

The report will be a maximum of 25-30 pages of text, including executive summary, and excluding annexes. Annexes will include a list of references (original sources and technical literature), and, for example, analytical matrices, recommendations/guidelines for future assessments, and reference to other methodological tools. World Vision UK will take responsibility for the final editing of the report.

appendix 2
advisory group membership

Richard Arden
Former Acting Head of Profession – Education,
UK Department for International Development (DFID)

David Clarke
Independent Consultant/Researcher in Sociology
and Education

Judith Heumann
Former Lead Consultant, Global Partnership for Disability
and Development

Mari Koistinen
Project Co-ordinator, FIDIDA and UNESCO Flagship on
Education for All and the Rights of Persons with
Disabilities: Towards Inclusion

Kate Laburn-Peart
Policy and Research Manager, World Vision UK

Susie Miles
Adviser, Enabling Education Network (EENET)

Diane Richler
President, Inclusion International

Jill Van Den Brule
Assistant Programme Specialist, UNESCO

Raisa Venalainen
Senior Evaluation Officer, Human Development
Network – Education, World Bank

Deirdre Watson
Education Adviser, UK Department for International
Development (DFID)

FTI Secretariat (**Bob Prouty** and **Anna Triponel**)

appendix 3

analytical matrix for country plan analysis

Topic	Questions	Additional guidance/comment
Definitions and data *Whole education sector, but particularly primary education, focus on student data.*	Data on school population e.g. no. of disabled students (and any disaggregation, e.g. by gender, ethnicity, income, urban/rural location). Data on disabled student participation and flows (intake/completion if available, with GER/NER as back up, plus repetition/retention/attendance. Any pre-primary (early childhood) and post-primary education data if available, plus NFE provided by government. Any data on participation via non-government provision (standard schooling/NFE) and informal/community.	Definitions of disability/special educational needs if given. Check if any data available related to HIV and AIDS impact and other factors such as conflict (e.g. injury impairments). NB repetition, retention and completion relevant to quality. Refer to/put stats on disabled children in context of whole country child/school population profile, both flow in school and % out of school. Comment on range/robustness of data (cross-ref to plans to improve under Monitoring and Evaluation section).
Policies *Primary education within context of whole education sector.*	Statements of commitment to disability/inclusion? What nature/extent? Stated link(s) to international commitments/policies? Conceptualisation of disability? Provision models used/planned? Key implementation strategies? Stakeholder involvement in policy development and evaluation? PRSP, other sector policies/links mentioned and how? Responsiveness to particular challenges?	Add basic education entitlement for all children (mostly primary plus lower secondary where applicable). Is it clear where responsibilities are located? e.g. national/regional/local government; education and other ministries; non-government sector; communities.

Topic	Questions	Additional guidance/comment
Objectives/targets *Primary age/school children, with complementary and non-government provision where possible, and any targets re pre- and post- primary education.*	**Re (disabled) participation:** a) In school (flow) b) Out of school (enrolment). Any disaggregation by gender, income, ethnicity, location etc? **Re provision:** e.g. number of inclusive regular schools, special schools, resource centres, specialised teachers? Re impairments/needs not yet catered for in current system? **Re outcomes:** (e.g. relationship to targets, if any, for learning outcomes?) Any incentives linked to targets?	Focus on specific/numerical targets, capture broader objectives elsewhere. Indicate any cross reference to other matrix sections – quality, management, capacity development etc.
Service delivery 1. *Government primary education*	**Physical infrastructure:** current/planned improvements in school buildings and environments – e.g. physical access, modified/additional facilities. **Provision:** No. of inclusive and specialist schools/other settings. **Quality:** PTR in regular schools and other settings, number of specialist/support teachers per school/no of local centres etc. Strategies to support development of appropriate curricula, better teaching, learning evaluation, including differentiation where required, e.g. flexible curriculum, teacher training on disability/SEN; modified/additional instructional materials. Support for **parents**.	Questions should draw on FTI indicators/guidelines and general sector information for service delivery but also identify aspects relevant to disabled children e.g. inclusive capacity (or otherwise) of regular schools, plus range of specialist/support provision. Largely a description of current service delivery – see relevant sections for future targets, capacity development etc.

Topic	Questions	Additional guidance/comment
2. Other government provision • *NFE* • *pre-primary/early childhood* • *secondary* • *TVET/tertiary* • *Joint with other ministries/ sectors.*	Questions as above, if information provided.	Note trends/provision for all children.
3. Non-government provision *standard schooling, complementary/NFE education, informal education/support.*	Questions as above, if information provided.	Note % non-government provision (e.g. private, religious, by NGOs) for all children.
System management *Focus on primary school system but within context of whole system, including national/ regional/local government level, local levels (district/school/ community) and partnerships with non-government providers.*	Responsibilities for national planning (education and other ministries/sectors). Responsibilities under decentralisation (education and other ministries/sectors). Partnership with non-government/ community providers. School management e.g. development planning for inclusion, school grants. Community participation (e.g. training re disability, involvement/representation of parents of disabled children on SMCs etc).	To capture relevant system management information plus community participation provision etc.
Capacity development *Focus on primary education capacity, but within whole sector capacity development plans, including both enhancement of current capacity and scaling up.*	Training – teachers, head-teachers, others e.g. textbook writers, administrators, parents, communities etc. Plans re expansion of system including pilots, of existing promising practices etc.	Info on focus/types of training? e.g. advocacy? pedagogy? etc.

Topic	Questions	Additional guidance/comment
Finance *Data on primary education but within whole sector context.* *Include:* *Unit/other costs* *Modalities/incentives* *Distribution mechanisms* *Budget amounts/shares.*	Any information on inclusive/specialised provision student/other unit costs? Modalities (e.g. individual/institutional funding)? Incentives? Responsibilities for allocations, spending, monitoring. % share of overall budget allocated to disabled children/inclusive education?	Relate finance info to costs, modalities, responsibilities etc for whole system/ all children.
Monitoring and Evaluation *Focus on primary education but within context of whole sector and including school level Monitoring and Evaluation.*	**System** Policy implementation; Targets – data; Provision/capacity dev? **Schools** Targets, policies etc.	Add arrangements, if any, for monitoring and disseminating promising practice.
Summary/other notes *Make a few summary comments, and flag up any promising practices.*		

appendix 4

country plan matrices

4.1 Albania (National education strategy, 2004-15)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: none indicated	No data on actual incidence in school population, or children in or out of school.	94% primary NER in 2004, with gender equity, but 88% for children from very poor households.
Policies	Mention is made of access and equal chances to the offer of education but largely in relation to internal migration and small schools in rural areas.	No reference to international commitments/policies in relation to disability and inclusion, or to PRSP. Some reference to cross-sector dialogue in relation to working children, family subsidies and school food programmes but not disabled children.	Primary education cycle of 6 years and Lower secondary education cycle of 3 years. Aim is UPC and also expand secondary education uptake to 90%.
Objectives/ targets	No specific targets set.		
Service delivery	Very little information on specialist or regular provision.		Mention is made of flexibility and customisation for a more inclusive curriculum, and student-centred learning, but not specifically in relation to disabled children. Low PTRs and class sizes of about 30.
System management	No specific reference to systems or provision for disabled children.		Major emphasis on system decentralisation from a highly centralised management model, and enabling more private sector provision.
Capacity development	No mention of specialised teacher training.		Reform of teacher training being implemented including teacher competencies, more practical pre-service training, and more in-service training.

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Finance	No specific information in relation to provision and services for disabled children. (Donor assessment mentions some budget figures available, assume for existing specialised provision).		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans		
Other notes			Middle income country aspiring to OECD standard of education provision, plan focuses on general system improvement particularly decentralisation and the development of secondary and post-school provision.

4.2 Burkina Faso (Proposal to FTI, 2002)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	'Children with special educational needs' – 'enfants a besoins educatifs speciaux'.	No data on actual incidence in school population, or children in or out of school.	40% primary enrolment and 25% completion in 2001 with 20% repetition and gender and urban/rural disparities.
Policies	One mention under 'vulnerable children' with reference to specialist centres and support for integrated schools. No detail on how policy/ provision will be developed as part of drive to universal basic education and policies for vulnerable children.	General reference to international commitments/ policies on education but not in relation to disability and inclusion.	6 yrs primary education followed by secondary education.
Objectives/ targets	No specific targets.		
Service delivery	No details of existing provision. Plan to develop programmes and teaching materials for different 'handicaps', and for teacher training.		PTR 51:1 Plan includes general quality improvements in education, including teacher training and materials, and development of national language learning.
System management	No details of management of existing or new provision.		Decentralisation mentioned in plan.
Capacity development	No details of either teacher and other training or of scaling up current provision.		Making general investment in teacher training to improve quality.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Making slow progress on UPE from more than half of 2 million school age children out of school in 2001 and tackling some equity and other challenges. No real information in plan on development of SEN policy and provision or linkages to other reform.

4.3 Cambodia (Education sector support program, 2006-10)*

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'inclusive' and 'special' education, also 'remedial classes' (not defined further). But 2007 National Policy on Inclusive Education for Children with Disabilities (NPIECD) focuses on inclusive education.	No data on actual incidence in school population, or children in or out of school but NPIECD reports development of locally collected data using simple screening instrument and team of teachers and other professionals to map communities, with future link to school statistics and EMIS.	92% primary NER in 2004/5, but with 82.5% in remote rural areas, high repetition, and completion rate of 47%. 40% NER in secondary but 3.9% in remote rural areas, gender equity almost achieved.
Policies	Disability seen as cross-cutting issue together with gender, ethnic minorities. Plan identifies commitment to inclusive education, but no details except as part of 'child friendly schooling'. Also reference to development of remedial provision in primary schools for children not learning as well/fast as majority as part of more general equity approach aimed at communes with lower admission/higher repetition, and to reduce drop out. Also expansion of early childhood education for same purposes. NPIECD includes school building access, school support, teacher training and specialised teaching materials.	No reference to international commitments/policies. No reference to PRSP. No reference to other Ministries in plan but NPIECD emphasises multi-sector collaboration.	Primary education cycle of 6 years. Lower secondary education cycle of 3 years.

Analysis also refers to separate 2007 National Policy on Inclusive Education for Children with Disabilities.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Objectives/ targets	No targets set in plan but NPIECD indicates aims and a few more specific targets/ outputs such as earlier intervention for disabled children and more girls with disabilities in school.		
Service delivery	No data on specialist and/or inclusive provision. No mention in plan of curriculum modifications or specialist training in overall plans for new curriculum and improving teacher knowledge and pedagogy but these are addressed in NPIECD.		PTR is relatively low. Multigrade classrooms in remote rural areas. More ECCE to reduce repetition and drop out.
System management	No specific mention of disability/SEN provision in plan but NPIECD identifies some district, school, community and other responsibilities.	NGOs have played a role in provision and training. Increasing emphasis in NPIECD on government district responsibility but in coordination with NGOs.	Decentralised system, and intention to increase NGO/ community involvement in education.
Capacity development	No specific issues or strategies mentioned in plan except in relation to training teachers re child friendly schooling including remedial lessons but NPIECD emphasises teacher and other training in relation to disability and inclusion including community sensitisation.		

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	No data in plan and no budget identified in main NPIECD documentation.	Costs of education recognised as a factor in enrolment by poorer students in general but no special incentives/payments re individual disabled students or inclusive regular settings.	
Monitoring and Evaluation	No specific mentions of disability/inclusion/special needs in monitoring and evaluation in main plan but NPIECD makes some reference to evaluation.		
Other notes			Country making progress on EFA but with some poor rural areas and some disadvantaged ethnic minorities. Need to improve quality and efficiency. Now planning implementation of new policy on disability and inclusion.

4.4 Cameroon (Education sector strategy, 2006)

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Definitions and data	No mention of disability.	No data on actual incidence in school population, or children in or out of school.	78% primary NER in 2004 with up to 30% repetition rate in some parts of system, substantial drop out and gender, urban-rural and poverty-related disparities.
Policies	No detail on how policy/provision for disabled children will be developed as part of drive to universal basic education. Equity policies focus on poverty, urban/rural divide and girls' education.	General reference to international commitments/policies on education but not in relation to disability and inclusion.	6 yrs primary education followed by middle and secondary education. Also committed to development of early education.
Objectives/ targets	No specific targets.		
Service delivery	No details of any existing provision for disabled children.		PTR 52:1 Plan includes general quality improvements in education, including teacher training and materials, and development of national language learning.
System management	No details of management of existing or new provision for disabled children.		Problematic diversity of system e.g. 4 sub-sectors of education, each with a minister; Francophone and Anglophone systems; range of non-state private and religious provision at primary level. Plan includes more unified approach/state control overall.
Capacity development	No details of either teacher and other training or of scaling up any current provision.		Making general investment in teacher training to improve quality.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Country struggling with poor economic environment and stagnation of a very diverse education system with high repetition, low quality and a range of disparities in participation, but with no attention given to disability and inclusion.

4.5 Djibouti (Action plan, 2006-08)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'handicapped children' ('eleves handicapes') and 'children with special needs' ('enfants ayant des besoins speciaux'). Plan to collect data on number of children in regular classes, establishing baseline in 2005.	No data on actual incidence in school population, or children in or out of school, but national study and annual screening planned.	54% primary GER 2004/5. GPI of 0.81 2004/5.
Policies	Commitment to integration of children with special needs as part of drive to universal basic education. Plans include sensitisation of communities in favour of integration, teacher and other training and development of specialist personnel.	General reference to international commitments/ policies on education but not in relation to disability and inclusion. Some reference to inter-sectoral collaboration/ mechanisms.	Committed to basic education for ages 6-16 yrs: universal primary education and access to middle education for all primary school completers, and 70% transition of middle school completers to secondary education by 2015. Also development of early education (35% by 2015).
Objectives/ targets	Target of 20% increase in integration in regular classrooms between 2006-2008 from 2005 baseline, and 60% increase from 2008 progress by 2015.		
Service delivery	Plan suggests there is as yet very little specialist or regular provision, which will be addressed however with development of policy and a focus on integrated education. Plan for pilot projects, and development of specialist personnel.		PTR:33:1, but efficiency increase planned. Plan includes general quality improvements in education, including teacher training and materials. Languages taught/used – French, Arabic and English, also intended to develop national language learning.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	No details of existing special provision and its management. Plan to develop partnerships with NGOs and associations.		
Capacity development	Mention of more specialist training but no details.	No mention of in-service training.	Making general investment in teacher training to improve quality.
Finance	No specific information in relation to provision and services for disabled children. However, plan to ameliorate costs for children with special needs.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Small country engaged with continuing development of education, with attention to disability and inclusion. More information probably available in policy documentation planned to be developed.

4.6 Ethiopia (Education sector development program)*

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'special needs education' (not defined further). Drawing on international assumption of 10-20% SEN, projects 1.7 to 3.4 million of children of school age may present SEN.	No data on actual incidence in school population, or children in or out of school.	80% primary GER in 2005 (includes many overage children) (about 5.5 million primary age children out of school).
Policies	Defines SNE (special needs education) as a cross-cutting issue. Commits to affirmative action in education and training. Aims to make education inclusive. Mentions "barriers" to inclusion (but not defined). Developing SNE policy: national/ regional planning, guidelines and TA for regions and capacity development, especially teachers.	No reference to international commitments/policies. No reference to PRSP. No reference to other Ministries. No reference to other inequities e.g. gender, rural/urban divide, poverty, in relation to disability.	Primary education comprises 2 cycles of 4 grades each.
Objectives/ targets	No targets set.		
Service delivery	Plan identifies there are 285 special classes attached to regular government schools and 15 special schools run by NGOs. No curriculum modifications or specialist training yet for teachers (but see capacity development section).	No mention of implications of 22 languages of instruction at lower primary level.	Note high PTR/class size (60:1 or more) in many primary schools. Note low spend on instructional materials, and textbooks not yet 1:1 goal. Pre-primary education seen as responsibility of private sector as GoE has other priorities. ABE (alternative basic education) now being developed for remote areas.

* Endorsement process appears somewhat confused, with both ESDP II (2002-5) and ESDP III (2005-10) considered at various times. Analysis also refers to 2006 Special Needs Education Strategy.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	SNE noted as not currently part of planning and budgets for regions and districts.		Federal structure. 7 regions and over 400 districts. SMCs/PTAs established for schools.
Capacity development	Strategies mentioned in plan comprise: Developing planning for SNE at regional/district level. Support/TA for regions and districts. More in-service teacher training re SNE.	No further details.	Note commitment to make curriculum more flexible and expansion of small m/grade schools in remote areas.
Finance	Plan indicates spend of: 2 million birr ($230,000) for capital (not buildings, just furniture/ equipment) & 3 million birr ($345,000) for recurrent, non salary spend and gives figure for SNE spend of 0.01 % of total sector budget.	No incentives/ payments re individual students or inclusive regular settings	
Monitoring and Evaluation	SNE survey in 2005. Intention mentioned to share and disseminate good practice. Plan notes that school inspection does not address SNE.		
Other notes			Large poor country with substantial out of school children, particularly in rural areas, school population rising – some focus on SEN but UPC/expanding provision for all children a major challenge.

4.7 Gambia (Proposal to FTI based on master education plan, 1997-2006)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Student data	Terminology: 'special needs'. 1998 survey indicated that of children in mainstream schools, 25.7% 'partially sighted', 9.7% 'hard of hearing', 8.9% 'mobility problems', 12.5% 'speaking difficulties' and 7.4% other problems.	No data on total school population incidence or children out of school, or other/updated data on 'special needs' of children in school.	GER of 84% for basic/primary education in 2003.
Policies	Commits to "mainstreaming children with mild disabilities" and one multi-purpose centre for 'severe disabilities/physically challenged' in each of the 6 regions.	No reference to international commitments/policies. No reference to PRSP. No reference to other Ministries' policies/ provision. No cross-reference to other inequities e.g. girls, rural/urban divide, poverty.	Basic education defined as 6 yrs primary and 3 yrs lower secondary.
Objectives/ targets	No targets set.		
Service delivery	Identifies there are 3 special schools, for deaf, blind and children with learning difficulties, in Banjul region, not clear if government provision.	No mention of current curriculum modifications or specialist training for teachers (except see capacity development section).	Main issue is enrolment in rural/deprived areas. ECD enrolment 46% urban and 17% rural, being expanded to increase enrolment/give head start to children in deprived areas. PTR below 45:1 in primary schools. Textbook progress being made.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	No information re system management of inclusive or specialised provision.		6 regions. School SMCs.
Capacity development	Plans comprise 275 new special needs teachers annually (in addition to 900 new primary and secondary teachers annually).		
Finance	Training of SN teachers: 450,000 Dalasis ($18,210) per annum 2003-5. *plus* 300,000 Dalasis ($12,140) per annum for allowances for teachers in special schools.	No mention of special centre costs or incentives/payments re individual students or inclusive regular settings.	
Monitoring and Evaluation	1998 survey on 'physically challenged' through National Disability Survey, but no figures given.	No other information re monitoring and evaluation re disabled children/'special needs' provision.	
Other notes			Small country, making progress on MDGs, with some attention to disability/special needs, but growing poverty and limited domestic financial resources.

4.8 Ghana (Proposal to FTI and education strategic plan, 2003-15)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'special educational needs' (SENs) (not defined except in terms of 'non-severe SENs'). Development of an indicator for SEN mentioned.	No data on total school population incidence, or children in or out of school but screening is planned.	80% primary GER in 2002, with 65% completion.
Policies	Commitment to increased participation of children with special needs plus inclusive education system by 2015, with boys and girls with 'non-severe SENs' integrated into mainstream schools but specialised provision for 'severe' SEN. Plus redesign school infrastructure to accommodate SEN and provide training for all teachers in SENs.	No reference to international commitments/policies. No reference to PRSP. No reference to other Ministries. No direct reference to other inequities e.g. girls, rural/urban divide, poverty but SEN is located under policies on disadvantage.	Basic education defined as 6 yrs primary and 3 yrs lower secondary.
Objectives/ targets	In addition to inclusive system by 2015, increase enrolment of children with SEN to: 50% in 2008 80% in 2012 100% by 2015.		Within context of 100% completion for basic education.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Service delivery	No information on current SEN provision.	No curriculum or assessment modifications mentioned but plans for student identification and for teacher training (see capacity development section below).	Progress being made on MDGs. Focus is now poor, remote, disadvantaged children/ communities. ECCE for deprived areas as head start for primary school, could be extended for SEN. PTR under 40:1. Textbook provision reasonable. 16% non-government sector primary enrolment.
System management	No mention of management of current provision but community sensitisation planned.		Decentralisation to districts, school SMCs. Each school has improvement plan – useful future vehicle for developing inclusion.
Capacity development	Plans mention screening and identification, and special education assessment centres. Plans indicate training for all teachers in SENs (no detail). Commitment to redesign school infrastructure for SEN.		SEN redesign linked to general focus on school infrastructure- health, sanitation, safety.
Finance	Full 2003-15 plan identifies spend on SEN to rise from 15.4m cedis ($1,692) in 2003 to 43.6m cedis ($4,791) by 2015.	Not clear if this funding is mainstreamed and/or special provision. No incentives/payments re individual students or inclusive regular settings.	Capitation grants to schools have potential as vehicle for incentives.
Monitoring and Evaluation	No mention of SEN except planned indicator on participation.		

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Other notes			Very little mention of SEN in specific documentation for FTI but more detail in full 2003-15 plan. Now making good progress to MDGs, strong policy and planning environment including SEN as part of addressing remaining inequities.

4.9 Guinea (Proposal to FTI, 2001)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Mention of 'enfants handicapes' as one group of 'enfants de caracteristiques vulnerables'.	No data on actual incidence in school population, or children in or out of school.	67% primary enrolment and 43% completion in 2001, but with 0.75 GPI and high urban-rural disparities, especially for girls, and need to reduce repetition.
Policies	Mention of 'modele inclusif' and both specialist provision and mainstream school adaptation to facilitate integration. No detail on how policy/ provision will be developed. Equity policies focus on poverty, urban/rural divide and girls' education.	General reference to international commitments/ policies on education but not in relation to disability and inclusion.	6 yrs primary education, two cycles, followed by secondary education.
Objectives/ targets	No specific targets.		
Service delivery	No details of existing provision.		PTR 46:1 Plan includes general quality improvements in education, including teacher training and materials, and development of national language learning.
System management	No details of management of existing or new provision.		Plan to develop state community schools to decrease private sector provision.
Capacity development	No details of either teacher and other training or of scaling up current provision.		Making general investment in teacher training to improve quality.
Finance	No specific information in relation to provision and services for disabled children.		

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Making slow progress on UPE, but tackling equity challenges such as girls' education, and improvements in quality. No real information in plan on development of SEN policy and provision or linkages to other reform.

4.10 Guyana (Education strategic plan, 2003-07)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'children/students with special needs'. Also refers to 'physical or mental disability', and disabled people.	No data on actual incidence in school population, or children in or out of school, but national study and annual screening planned.	100% primary GER and 75% secondary GER in 2000, with gender equity. Almost universal early childhood education.
Policies	Commitment to equal access to quality education, without any barriers. Main equity focus is hinterland and deep riverain regions together with special needs – clear direction and better services. Plan refers to draft policy on disability and intersectoral task force for education components.	General reference to international commitments/ policies on education but not in relation to disability and inclusion. Some reference to inter-sectoral collaboration e.g. education and health.	Compulsory education 5-15 yrs – nursery, primary and minimum of 3 yrs secondary education.
Objectives/ targets	No specific targets set.		
Service delivery	Plan suggests there is very little specialist or regular provision. Mention of special schools but no detail on numbers or type. 10 special resource and support units to be established and commitment to ensure early childhood education to include children with special needs and other disadvantaged children.		PTR is not excessive, but plan recognises need for general improvement in quality of education.
System management	No details except mention of inter-sectoral collaboration.		

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Capacity development	Module on SEN in all pre-service training. Mention of more specialist training but no details.	No mention of in-service training.	Training on diversity for teachers, parents and communities planned, not clear if will include disability.
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Small country re-developing its education. Near to UPC, but with some outstanding access and equity, and quality, issues.

4.11 Honduras (Proposal to FTI based on education plan, 2003-15)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: disabled children/ children with 'special education needs' (not defined further).	No data on actual incidence in school population, or children in or out of school.	97% primary GER in 1999 but high repetition and low completion rate (67% PCR but only 32% complete in 6 yrs), gender equity achieved.
Policies	Identifies commitment to access for girls/boys with special education needs and "admittance and permanency in regular school by means of special attention". Links to other equity concerns e.g. girls, ethnic minorities, reducing poverty.	No reference to international commitments/policies.\n\nNo reference to PRSP.\n\nNo reference to other Ministries.	Primary education cycle of 6 years.\n\nPre-school education coverage to expand.
Objectives/ targets	No targets set.		
Service delivery	No data on specialist and/or inclusive provision.\nPlan identifies that poor quality of education may be a factor in drop out of children with special needs but no mention of curriculum modifications or specialist training in overall plans for new curriculum and improving teacher knowledge and pedagogy.\nHowever, new local pedagogical support centres could be utilised and the pedagogical network model for rural areas mentions teachers with additional special needs training.	Implications of bilingual education not considered.	Many small rural schools need full 6 grades provided, and better multigrade teaching.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	No specific mention of disability/SEN provision. (Other documentary sources indicate 28 centres run mostly by NGOs).		No detail of local community involvement, except plans in relation to ethnic minorities.
Capacity development	No specific issues or strategies mentioned except some additional specialised pedagogical support indicated for teachers in regular schools.		
Finance	No data	Costs of education recognised as a factor in enrolment by poorer students in general but no special incentives/payments re individual disabled students or inclusive regular settings.	
Monitoring and Evaluation	No specific mention of disability/inclusion/special needs in monitoring and evaluation plans.		
Other notes			Country with poor rural areas and disadvantaged ethnic minorities, and need to improve quality and efficiency. Government responsibility for provision appears to have been weakened with NGOs now taking the lead on management (though situation may have changed in 2007).

4.12 Kenya (Education sector support programme, 2005-10)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'special needs'/ 'special education', defined currently largely in terms of 'hearing, visual, mental or physical challenge' but policy now to include other special needs such as 'autism, specific learning difficulties, psychosocial differences, communication disorders, multiple handicaps'.	No data given on total school population incidence, or children in or out of school. Lack of reliable data mentioned, though enrolment target must be informed by some data? A national survey is planned.	82% primary NER in 2005, with 57% completion. 1.25 million children to be enrolled by 2010. ECD net enrolment of 35% to increase to 50% by 2010. Goal of 70% transition to secondary school by 2008, from 57% in 2005.
Policies	Commitment to access, equity and quality for education and training and to mainstreaming, a conducive learning environment and an all inclusive education policy, by 2010.	No reference to international commitments/policies or PRSP specifically in relation to disability. Some reference to non-state providers but no particular reference to other Ministries. No direct reference to other inequities – girls, rural/urban divide, poverty – but SEN identified as part of UPE achievement.	Basic education defined as 6 yrs primary and 3 yrs lower secondary. Progress being made on MDGs. Focus is now poor, remote, disadvantaged, children/communities.
Objectives/ targets	Gross enrolment target for children with special needs set from 1.4% in 2005 to 10% in 2010, 5% each boys and girls. Targets for primary school modifications, in-service teacher training numbers and special schools equipped and using flexible curriculum. At least one specially trained teacher in every regular school.		Within context of 100% primary completion by 2015.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Service delivery	Range of policies and strategies identified including development of flexible curriculum, assessment, instructional materials, teacher training, buildings adaptation and institutional capacity. Also, targeted funding and awareness campaigns. Main focus is regular schools but with support for special facilities including boarding schools.	Wide-ranging set of strategies.	PTR planned to return to 40:1 following increase to 50:1 after substantial enrolment due to introduction of fee-free primary education. Textbooks currently 2/3:1, target 1:1 by 2010. ECCE for deprived areas e.g. urban slums, through community grants.
System management	Dual system, regular schools and special facilities.	Development of partnerships with/grants for communities re ECCE/non-formal provision may be useful for provision for disabled children.	Decentralisation to districts, school SMCs. Each school will have improvement plan – useful vehicle for developing inclusion?
Capacity development	Plans include screening and identification, assessment centres, teacher training, facilities and equipment survey and provision. Plan to develop awareness and training of officials, parents and communities. Targeted plan for scaling up (see next column).	Specific targets set for improvements and scaling up e.g. 18,000 primary schools modified and 1,100 equipped with units/equipment/materials; 100 special schools equipped and using flexible curriculum; 25,500 teachers and 456 officials to be trained; 73 assessment and resource centres equipped.	

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	Special needs section of plan identifies spend of 1.5 billion Kshs ($22,683,967) 2005-10 for survey, equipment and materials, teacher training, resource centres, school grants and advocacy and awareness creation.	Incentives payments planned re individual students and inclusive settings.	Capitation grants to schools have potential as vehicle for incentives.
Monitoring and Evaluation	Survey mentioned – but no detail.		
Other notes			Inclusion now being addressed as part of reaching UPE following progress in enrolment and improving provision. Good planning coverage and use of targets within strong overall policy environment.

4.13 Kyrgyz Republic (Education development strategy, 2007-10)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'children with special needs', also 'mentally/ physically handicapped' (not defined further).	No data on actual prevalence in school population, or children in or out of school.	Over 90% primary completion rate in 2005/6 with gender equity but some indication of reducing post-primary attendance due to poverty, work and poor quality of education.
Policies	Identifies commitment to equal opportunity and access through improving the learning environment and involving the community in school management to improve learning environments. Legacy of institutional rather than family care is mentioned.	No reference to international commitments/policies related to disability/inclusion. No reference to other Ministries in relation to disability. No links to policy priority of re-development of pre-school education.	Basic education entitlement (primary and secondary education) will rise from 11 to 12 years. Pre-school education coverage has reduced substantially, especially in rural areas, aiming to improve. Need for policies to address non-completion, particularly by older working children.
Objectives/ targets	No targets set.		
Service delivery	19 special schools identified providing education and training for 3,000 children with various special needs of which 14 are boarding schools (previously 29). No detail re inclusive provision. Plan identifies declining school education quality, especially rural schools, due to learning conditions and irrelevance of education including for children with special needs.	No mention of impact of linguistic diversity.	Low PTR (below 30:1), with inefficient impact on costs. Need to remedy deterioration in school infrastructure such as lack of replacement of furniture and equipment.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	No specific mention of management arrangements for provision in either regular or special settings.	Mention of partnership with Save the Children UK to make schools more accessible and inclusive.	Weak system management capacity, since transition from CIS. Aim to make schools more autonomous and reduce centralised governance.
Capacity development	No specific issues or strategies mentioned in relation to disability.		Focus on modernisation and expansion of range of educational provision.
Finance	No information or comments.		
Monitoring and Evaluation	No specific mention of disability/inclusion/special needs in monitoring and evaluation plans.		
Other notes			Weak capacity and insufficient resources have constrained political, social, economic and educational transition. Partnership with NGOs suggests there may be more local initiatives on disability and inclusion than indicated in the overall sector plan.

4.14 Lesotho (Education sector strategic plan, 2005-15)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'children with special needs/disabilities', defined as including 'visual impairment, hard of hearing, physically disabled'. Plus 'mental retardation/disabilities/ intellectual impairment' and 'behavioural disorders' mentioned as future priority, but without further detail.	No data on total school population incidence, or children in or out of school but identification/prevalence study planned and enrolment targets set.	85% primary NER in 2003, with high GER due to overage enrolment and repetition, 34% GER for lower secondary education.
Policies	Commitment to inclusive education for disabled children plus OVCs, minorities etc. 'Special education' defined as a cross-cutting issue. Plan to have policy in place by 2006, including development of inclusion, additional specialised provision, teacher training. Gender and HIV and AIDS to be mainstreamed in special education programmes e.g. special education teacher training, Braille materials on HIV and AIDS.	No reference to international commitments/policies. No reference to PRSP. Some reference to other Ministries. Provision for disabled children in early education seen as part of drive on access of disadvantaged groups. Community EFA campaigns to include disabled children.	Basic education defined as 10 yrs, comprising 6 yrs primary and 3 yrs lower secondary, with aim to also provide 70% pre-school enrolment by 2015.
Objectives/ targets	Target of accelerating enrolment from current 4.8% to 20% in 2009 and 40% by 2015. Also 20% integration capacity of secondary schools, 700 teachers trained per year on SEN identification and assessment and 100 teachers per year on different SEN.		Within context of universal primary education.

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Service delivery	Limited info. on current inclusive or specialised provision. Plan for three resource centres, for visual, hearing, intellectual impairment, along with more integration in primary and selected/model secondary schools.	No curriculum or assessment modifications mentioned (but note teacher training plans, see capacity development section below).	PTR of 67:1 and 25% pupils without a seat in 2003. Textbook provision is reasonable.
System management	Special Education Unit (running since 1991) responsible for data, teacher training, policy options development and leading on implementation of Special Education programme.		General decentralisation planned to districts and schools.
Capacity development	Plan identifies more integration, improving physical accessibility of schools, three resource centres for visual, hearing and intellectual impairments, and building integrated secondary school capacity. Teacher training on SEN identification and assessment and on different disabilities/SEN. New school support and inspection posts.		

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	Subsidies for early years education for children with special needs, and bursaries for lower secondary education. Budget identified as part of a range of special programmes. Special education share to rise from 3.44% in 2005/6 to 5.69% in 2015 and also identified as about 10% of financing gap.	Not clear if this funding is mainstreamed and/or special provision. No incentives/payments re individual students or inclusive regular settings.	Capitation grants to schools have potential as vehicle for incentives.
Monitoring and Evaluation	No mention of disability/ inclusion except planned indicator on participation.		
Other notes			Small country (2.2 million people) making good progress on UPE with plan for disability/ inclusion covering most areas of policy and provision.

4.15 Madagascar (Education for all plan, 2005-07 based on strategic education sector plan, 2003)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	'Handicapped children' – 'enfants handicapes'.	No data on actual incidence in school population, or children in or out of school.	82% primary NER, 2003, with 40% completion rate and 30% repetition rate, within school population of about 3 million. Much lower middle and secondary enrolment. Approaching gender equity.
Policies	Mention of programme of integration of 'handicapped children' in public and private sector schools, in partnership with NGO Handicap International but no further details. Initiative linked to reduction of disparities of access and prioritisation of disadvantaged areas and schools.	Some reference to international commitments/policies on education but not in relation to disability and inclusion.	9 yrs basic education.
Objectives/ targets	No specific targets.		
Service delivery	No details of existing provision.		PTR 57:1 Plan includes general quality improvements in education, including curriculum reform, teacher training and more textbooks.
System management	No details of management of existing or new inclusive or specialised provision.		Education decentralisation planned plus stronger partnerships with non-state providers (NGOs and private sector).

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Capacity development	No details of specialised teacher or other training or of scaling up current provision.		Making general investment in teacher training to improve quality.
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Small country making good recent progress re UPE, but with challenges of repetition, quality and some spatial and other disparities in education. No information in plan on development of the one initiative mentioned in relation to disabled children.

4.16 Mali (Proposal to FTI – action plan for universal primary education, 2006-09)*

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Definitions and data	Children with 'special educational needs' – 'enfants a besoins educatifs speciaux' (EBES). Aim to establish screening programme for visual and hearing impairments.	No data on actual incidence in school population, or children in or out of school.	72% primary GER in 2004/5 but with much lower enrolment of girls, particularly in rural areas and with 18.6% repetition rate.
Policies	Special educational needs mentioned as part of strategies to combat gender, spatial and income-related inequalities of access and completion. Main focus of equity policies is girls in rural areas.	General reference to international commitments/policies on education but not in relation to disability and inclusion. Reference to PRSP in relation to education and poverty reduction and to inter-sectoral collaboration but only in relation to girls' education.	9 yrs basic education (6 yrs primary, 3 middle) followed by secondary education. Also committed to development of early education for 10% of young children.
Objectives/targets	No specific targets.		
Service delivery	No details of existing provision or development plans.		PTR 63:1 Plan includes general quality improvements in education, including competence-based curriculum, teacher training and materials, and development of national language learning.
System management	No details of management of existing or new provision.		Plan to decentralise management of schools and make community schools publicly financed and managed. Also to reduce non-state provision to 10%.

* *Second phase of ten-year education sector programme*

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Capacity development	No details of specialised teacher and other training or of scaling up current provision.		Making general investment in teacher training to improve quality.
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Making slow progress on UPE and tackling repetition and other challenges. No real information in plan on development of SEN policy and provision or linkages to other reform. However, strategies for girls' education, including community sensitisation and training for parents, have potential for use for disabled children and their families.

4.17 Mauritania (National programme for the development of the education sector, 2001-10)

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Definitions and data	No definition.	No data on actual incidence in school population, or children in or out of school.	86% primary enrolment in 1998 with 15% repetition and lower enrolment of girls, especially in rural/disadvantaged areas.
Policies	Focus on remaining inequities to achieve universal basic education but no specific detail in relation to disabled children.	General reference to international commitments/policies on education but not in relation to disability and inclusion. Some reference to inter-sectoral collaboration/mechanisms.	Basic education of 6 yrs primary and 50% transition currently to 4 years general secondary education. Also committed to community development of early education and appropriate level of non-state provision, including reformed madrasas with some state support.
Objectives/targets	No specific targets.		
Service delivery	No details of existing provision.		PTR 48:1 (from previous very low level). Plan includes general quality improvements in education, including teacher training and materials, and development of bilingual education (Arabic/French).
System management	No details of management of existing or new provision.		Plan to develop decentralisation and better partnerships with non-state providers (NGOs and private sector).

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Capacity development	No details of specialised teacher and other training or of scaling up current provision.		Making general investment in teacher training to improve quality.
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Making good progress towards UPE, and tackling remaining challenges. As noted in donor assessment, no information in plan on development of policy and provision re disability and inclusion or linkages to other reforms.

4.18 Moldova (Consolidated strategy and action plan for the education sector, 2006-08)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'children with special educational needs' (SEN) as part of children in 'particularly difficult situations' (PDS).	No data on actual prevalence in school population, or children in or out of school but intended to create database of children with SEN to support development of assistance /provision and some data available on children in special schools and institutional care.	95% primary NER with gender equity, but with more restricted access by disadvantaged groups. About 90% lower secondary NER and 64% pre-primary though higher in urban than rural areas.
Policies	Provide access and equal opportunities, equal rights and obligations to children in particularly difficult situations (PDS). Develop public awareness on inclusive education and rights of children. Develop standards of care, healthcare assistance, education, and 'rehabilitation' of children with SEN. Provide health and other services, and resources for educational institutions, a differentiated curriculum and teacher training, and training and support for parents.	No reference to international commitments/policies or to PRSP. Some reference to other Ministries, and awareness of need for holistic services.	Primary education cycle of 6 years and lower secondary education cycle of 3 years. Increasing policy orientation to children at risk/in difficult circumstances.
Objectives/ targets	No specific targets set.		

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Service delivery	Limited information on specialist and regular primary education provision. Creating pre-school groups and centres for diagnosis and educational development for children with SEN as part of overall development of pre-school provision for PDS. Also developing family services and support.		
System management	Some mention of specialised services but unclear how these are managed, or how 'de-institutionalisation' will continue be tackled.		
Capacity development	Focus on teacher training.		
Finance	Some information on costs of education and development for children in difficulties but not disaggregated in relation to SEN.	Costs of education recognised as a factor in enrolment by poorer students in general but no special incentives/payments re individual disabled students or inclusive regular settings.	
Monitoring and Evaluation	Intention to monitor SEN in monitoring and evaluation plans.		
Other notes			Middle income country aspiring to OECD standard of education provision, plan focuses on general system improvement together with children and families requiring additional services.

4.19 Mongolia (Education master plan, 2006-15)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'disabled children' (not defined further).	No data on actual incidence in school population, or children in or out of school.	Over 90% primary enrolment with gender equity in 2005 but enrolment is reducing from previous level particularly poorer students in more remote rural areas.
Policies	Commitment to equal rights and to expand educational services for disabled children and enrol them in education including legal environment, special schools providing professional and methodological assistance to teachers, students and parents in regular schools, develop training programmes and supply equipment. Expansion of early childhood education including disabled children. Linked to other equity policies e.g. help with learning difficulties in early primary grades, education of herders' children, drop outs, other vulnerable groups.	No reference to international commitments/policies related to disability/inclusion. Some reference to intersectoral working particularly in relation to early childhood education.	Education entitlement rising to 12 years, by earlier enrolment (age 6) but some questions re practicality in remote areas especially in winter.
Objectives/ targets	No targets set.		
Service delivery	Few details re specialised or inclusive provision.		Low PTR (below 30:1), and inefficiencies, deteriorating quality and other difficulties in provision in remote rural areas.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	No specific mention of provision in either regular or special settings.		Weak system management capacity since transition from CIS. Aim to make schools more autonomous and enhance community involvement.
Capacity development	No specific issues or strategies mentioned in relation to disability.		Focus on modernisation in light of increasing domestic migration to cities and difficulties of efficient provision in remote rural areas with nomadic communities.
Finance	No information given.		
Monitoring and Evaluation	No specific mention of disability/inclusion/special needs in monitoring and evaluation plans.		
Other notes			Country addressing new problems since political and social change with limited financial resources.

4.20 Mozambique (Education sector strategic plan, 2005-09)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'special needs education' (not defined further except some reference to 'learning difficulties' and 'physically challenged'). 31,000 SEN students being supported, mostly in regular schools, 418 requiring more specialised attention in 4 special schools (out of 3.5 million enrolments).	No data on total prevalence in school population or disabled children out of school but intend to develop screening.	GER for lower primary: 113% (over 20% repetition) and 44% upper primary in 2003. 1 million children out of primary school. Target NER: 95% lower primary and 75% upper primary by 2009.
Policies	Policy based on rights of all to basic education and principle of inclusion. Key strategies identified as: teacher training, strengthening of school management and solid linkages with communities. Specific policy and strategy document mentioned for Inclusive Education Component of ESSP for 2004-8.	No reference to international commitments/policies. No reference to PRSP. Reference to meetings with other Ministries (Health and Women and Social Action) plus NGOs. No direct reference to other inequities e.g. girls, rural/urban divide, poverty.	Primary education of 5 years comprises, as policy priority, 90% of all school enrolments, but secondary, TVET and NFE expansion now also seen as important.
Objectives/ targets	Targets to be set for number of children supported in inclusive education programmes and number of children in specialised institutions.		

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Service delivery	Inclusive Schools Program launched in 1998 (at same time as ESSP 1) – pilot primary school in each province, with intention to share learning and extend provision to all schools. Curriculum reform includes modifications and materials for students with special needs. Training course for 3,000 primary teachers, plus headteachers, admin and other staff, and some secondary teacher training.	Pilot approach is a promising practice.	Target PTR reduction from 70:1 in 2003 to 63:1 in 2009. 1:1 core subject textbooks intended by 2009.
System management	2 Ministries (Education with Women and Social Action). Plan to confirm respective responsibilities, especially for special schools.	Plan also mentions working with parents, communities and NGOs.	Provinces plus decentralised-districts, and SMCs for schools. School development planning being instituted.
Capacity development	Objectives mentioned in plan comprise: Further promotion of integration. Integrate inclusive education strategies in pre- and in-service training of all teachers. Establish 3 resource centres-north, centre and south of country. Continue development of materials. (continued overleaf)	Range of strategies and further provision indicated, more detail likely in other country documentation e.g. inclusion strategy.	

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Capacity development	Develop methodology for identifying school age children with SEN by organisations working in this field. Improve linkages/work with parents/communities to extend inclusive approach into communities.		
Finance	No figures on SEN costs in summary finance information. However plan indicates ongoing government funding of special education programmes at current funding levels, but donor support required for other strategic objectives.	No incentives/payments re individual students or inclusive regular settings.	School capitation grant now instituted – useful future vehicle?
Monitoring and Evaluation	Some data as above. Intention mentioned to disseminate and implement from inclusion pilot.		
Other notes			Now achieving progress on MDGs from difficulties of 1980s/90s, has range of plans re inclusion/SEN.

4.21 Nicaragua (Proposal to FTI based on national education plan, 2001-15)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: none indicated.	No data on actual incidence in school population, or children in or out of school.	83% primary NER in 2001 with almost gender equity. One third of extremely poor children still not attending school and under-attendance by ethnic minorities in some rural areas.
Policies	Mention is made of access by poor or otherwise excluded populations but no specific reference to disabled children.	No reference to international commitments/policies in relation to disability and inclusion.	Info on cycle of education?
Objectives/ targets	No specific targets set.		
Service delivery	No information on specialist or regular provision.		PTR: 36:1 Quality improvement is one of core components of EFA strategy but no mention of a more inclusive curriculum for disabled children. Expansion of early education.
System management	No specific reference to systems or provision for disabled children.		Decentralised system being implemented, with focus on individual school management by school council of parents and staff.
Capacity development	No mention of specialised teacher or other training.		Continued investment in teacher training including model schools as central hub for in-service training, which could be adapted to support inclusion.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Relatively small country (5 million people) with 50% below age 20 and 45% classified as poor, on track to UPE, with main policy focus on reaching poorer children and general quality improvements. Innovative decentralised school system.

4.22 Niger (Proposal to FTI based on ten-year education development programme, 2002-12)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	'Handicapped children'. 'Physically and mentally handicapped' and 'hearing impaired' also mentioned.	No data on actual incidence in school population, or children in or out of school.	37% GER (29% girls), with 13% repetition, in 2001.
Policies	Increased enrolment through mainstreaming in schools plus educational establishments for sensory impaired, as part of measures for vulnerable groups (girls, 'handicapped' children and children from remote/ nomadic settlements). No detail on how policy/ provision will be developed.	General reference to international commitments/ policies on education but not in relation to disability and inclusion.	6 yrs primary education.
Objectives/ targets	No specific targets.		
Service delivery	No details of existing provision but provision planned for visually and hearing impaired children.		PTR 41:1 Plan includes general quality improvements in education, including teacher training and improved instructional materials.
System management	No details of management of existing or new provision.		Plan for decentralisation and for limited amount of non-state/private provision.
Capacity development	No details of either teacher and other training or of scaling up current provision apart from that for visual and hearing impairments.		Making general investment in teacher training to improve quality.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Very poor country with low baseline of enrolment, making slow progress on UPE, and tackling repetition and other challenges, but no detailed information on planned development of inclusive/ specialised provision for disabled children or linkages to other reform.

4.23 Rwanda (Education strategic plan, 2006-10)

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Definitions and data	Terminology: disability, also special educational needs.	No data on total school population incidence, or children in or out of school but future plan will develop EMIS in relation to disabled children.	92% primary NER in 2006, with gender equity but only 50%completion and much lower access to post-primary education.
Policies	Education sector policy mentions disability as one of reasons for disparity to be addressed. Plan mentions developing SEN policy and long-term strategy which will develop awareness, a flexible curriculum, professional development and community-based support system.	Reference to international commitments/policies and PRSP but not specifically in relation to disability.	Basic education defined as 9 years, namely 6 yrs primary and 3 yrs lower secondary. Particular emphasis on science and technology as major means to economic growth. ECD to remain largely private but overseen by government.
Objectives/targets	None specified yet for SEN.		
Service delivery	Most provision run by NGOs, only five government centres for hearing, visual, physical and intellectual disabilities, of which only one is at secondary level.	New policy will include curriculum and assessment modifications.	Primary PTR of 63:1 but class size of 51 (due to double shifting), much lower PTR in post-primary education. Textbooks reasonable, quality being addressed through curriculum modernisation and teacher training.
System management	No mention of current or future SEN management.		General system decentralisation to districts, school SMCs.
Capacity management	Future plan will develop identification system, curriculum, teacher training and community support (no further detail as yet).		SEN redesign linked to general focus on school infrastructure-health, sanitation, safety.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	No details as yet on future financing needs, or on costs of current provision.	General education budget will follow policy within a strong financial planning framework including recognised need for rebalancing of costs/budgets for primary and post-primary education	Capitation grants to schools have potential as vehicle for incentives.
Monitoring and Evaluation	Future policy should address monitoring and evaluation, including EMIS.		
Other notes			Rwanda is still managing the legacy of the genocide, but has high primary enrolment and is focusing on modernisation, particularly science and technology for economic growth. Strong policy environment and SWAp, intends to address remaining inequities including disability.

4.24 Senegal (Action plan, 2005-07)*

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Use of both 'needs of handicapped children' – 'besoins des enfants handicapes' – and 'children with special educational needs' – 'enfants a besoins educatifs speciaux'.	No data on actual incidence in school population, or children in or out of school.	45% primary completion in 2004 but with 13% repetition rate, 23% GER at middle level and 12% secondary, with lower girls' enrolment.
Policies	Not much detail on how policy/ provision will be developed as part of drive to universal basic education. Equity policies focus on poverty, urban/rural divide and girls' education but integrated education identified as policy issue in relation to quality improvement with plans for awareness campaigns.	General reference to international commitments/ policies on education but not in relation to disability and inclusion. Some reference to inter-sectoral collaboration mechanisms.	6 yrs primary education followed by middle and secondary education. Also committed to development of early education.
Objectives/ targets	No specific targets except mention of support for 22 schools by 2008.		
Service delivery	No details of existing provision. Plan to develop programmes and teaching materials for different needs/handicaps, and for teacher training.		PTR 48:1 Plan includes general quality improvements in education, including teacher training and materials, and development of national language learning.
System management	No details of management of existing or new provision.		Plan to develop decentralisation and better partnerships with non-state providers (NGOs and private sector).

Second phase of ten-year education and training programme

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Capacity development	Indication that training of both 'integrated' and specialised teachers will be provided but no detailed information.		Making general investment in teacher training to improve quality.
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Making slow progress on UPE, and tackling repetition and other challenges. No real information in plan on development of SEN policy and provision or linkages to other reform.

4.25 Tajikistan (National strategy for education development, 2006-15)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'disabled children' (not defined further, some use also of 'special needs').	No data on actual incidence in school population, or children in or out of school. Lack of census of disabled children is mentioned.	99% primary GER in 2004, with gender equity but enrolment is reducing from previous level for secondary and in some instances, primary education, particularly girls and poorer students in more remote rural areas. Highest population growth in Central Asia with secondary enrolments anticipated to grow by 40%.
Policies	Identifies commitment to equal opportunity and access to children with special needs defined as children from rural areas, children with disabilities, talented children, poor children, and including gender parity at all levels of education. Thus disability linked to other equity concerns. Need to change legacy of institutional care is mentioned.	No reference to international commitments/policies related to disability/inclusion. Reference to PRSP in relation to equity. No reference to other Ministries.	General education defined as 4 years primary and 7 years secondary. Pre-school education coverage has deteriorated, especially in rural areas, aiming to improve.
Objectives/ targets	No targets set except for building of one boarding school for 150 children in one province.		
Service delivery	No detail re specialist and/or inclusive provision except mention of special schools. Mention made of orphanages and schools for disabled children now mostly near closure or weakly run due to lack of financial and human resources.	Plan identifies conservative methods of formalised textbook-based teaching as factor in quality but without reference to disabled children or their inclusion.	Low PTR (below 30:1), but increasing shortage of younger teachers due to low pay and leaving profession, plus continuing deterioration in school infrastructure.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	No specific mention of provision in either regular or special institutions except that there is a system of special institutions.		Weak system management capacity since transition from CIS and 1990s conflict identified as major constraint. Aim to make schools more autonomous and reduce centralised governance.
Capacity development	No specific issues or strategies mentioned in relation to disability.		Focus on rebuilding/reforming and ensuring equity in present system. Priorities include teacher supply and training, system management and data capacity development.
Finance	No data	Costs of education recognised as a factor in enrolment by disadvantaged students in general but no special incentives/payments re individual disabled students or inclusive regular settings.	
Monitoring and Evaluation	No specific mentions of disability/inclusion/special needs in monitoring and evaluation plans.		
Other notes			Country addressing decline in all education indicators due to political conflict and change, increasing poverty and paucity of financial resources. Focus on modernisation and system rebuilding, with some attention to outstanding and new equity problems but without much focus on disability.

4.26 Timor-Leste (Strategic plan, 2005, for universal primary completion by 2015)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	No mention of disability/SEN.	No data on prevalence in total school population, or children in or out of school.	80% primary NER in 2006, data are disaggregated by gender, ethnicity, location, grade and age but not disability. 50% of population under 15 with high fertility rate. HDI rank is lowest in Asia.
Policies	No specific mention of disability/inclusion.		Policy focused on access and equity including more schools, cost relief, improved quality and system and school management.
Objectives/ targets	No targets set.		
Service delivery	No data on specialist and/or inclusive provision. No mention of curriculum modifications or specialist training in overall plans for new curriculum and improving teacher knowledge and pedagogy.		PTR of 53:1 in lowest grade, improving to 20:1 for class 6. Multi-grade classrooms in small schools. Double shifting and other factors reduce hours of instruction. Only 50% speak main language of Tetum as mother tongue and most children need to make transfer in primary school to Portuguese as language of instruction. School health checks and more school feeding being implemented.
System management	No specific mention of management of disability/ SEN provision.		Intention to increase NGO/ community involvement in education.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Capacity development	No specific issues or strategies mentioned.		Teacher training seen as key to quality improvement and reforms taking place but no mention of inclusive teaching approaches.
Finance	No information on financing related to disabled children.		Cost relief being developed through school grants for most disadvantaged students but not clear if this might include disabled children.
Monitoring and Evaluation	No specific mentions of disability/inclusion/special needs in monitoring and evaluation plans		
Other notes			Country faced major challenges of reconstruction and reform following departure of 20% of primary teachers and destruction of 90% of schools and education facilities after 1999. UN assisted re-start of school system and policy now focused on policy and improving quality and management.

4.27 Vietnam (Education development strategic plan, 2002-10)*

Aspect	Existing data/policies/provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'inclusive education'/ 'disadvantaged children'. A focus primarily on ethnic minorities, and disability not mentioned in 2001-10 plan, despite some previous legislation, but disability and inclusion central to NIES-National Inclusive Education Strategy, 2006-15.	No data on actual prevalence in school population, or children in or out of school in original plan but fig of 3.9% impaired, with one quarter attending education, and c.15% with range of learning needs, mentioned in subsequent NIES. Commune-based child-development record, based on simple screening, now being developed and linked to EMIS.	Over 90% primary enrolment in 2001 but lower in remote rural areas. Gender equity largely achieved.
Policies	NIES emphasises inclusion, participation, and quality of teaching and learning. Also commits to school clusters, outreach services and developing community support networks as part of multi-sector approach.	No reference to international commitments/policies. No reference to PRSP. No reference to other Ministries in original plan, however NIES refers to multi sectoral working.	Primary education cycle of 6 years. Lower secondary education cycle of 3 years. Expansion of early childhood education.
Objectives/ targets	No specific targets set.		
Service delivery	No data on specialist and/or inclusive provision in original plan. NIES gives few details of provision but does mention existence of special schools and proposes 'full service schools' for the education of pre- and primary children experiencing complex barriers to development, school clusters and outreach services. Support will include additional instructional materials.	Strategy mentions curriculum modifications and specialist teacher training but phrased largely in terms of more general inclusive schooling. *Analysis also draws on 2006 National Inclusive Education Strategy developed as part of Primary Education for Disadvantaged Children project (PEDC).*	PTR of 26:1 mentioned in 2001 plan.

| Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
System management	NIES identifies that provincial /district responsibilities for addressing disability and inclusion will be drawn up and implemented. Emphasis on multi-sector collaboration and working with communities.		Decentralised system, and intention to strengthen PTAs and increase NGO/community involvement in education.
Capacity development	No specific issues or strategies mentioned in original plan but NIES emphasises teacher and other professional training.		
Finance	No information provided in plan or NIES.	Costs of education recognised as a factor in enrolment by poorer students in general but no special incentives/payments re individual disabled students or inclusive regular settings, though school funding system could do this.	
Monitoring and Evaluation	No specific mentions of disability/inclusion/special needs in original plan but NIES refers to improving EMIS.		
Other notes			Country which has nearly achieved UPC and with policy for disadvantaged children which now includes focus on disability and inclusion.

4.28 Yemen (Proposal to FTI based on basic education development strategy, 2003-05)

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Definitions and data	Terminology: 'children with special needs'.	No data on actual incidence in school population, or children in or out of school.	51% primary NER in 2001 but only 41% girls (and 61% boys). Also poorer children not attending school and only 45% rural primary age children attending school. School population continuing to increase.
Policies	Commitment under equity priority to increase enrolment of girls, marginalised groups and children with special needs through exemption from school fees and provision of school materials, and to develop policies and objectives for, and design schools suitable for, children with special needs.	No reference to international commitments/policies in relation to disability and inclusion. Reference to PRSP does not mention disability/ special needs.	Basic education of grades 1-9, of which primary is grades 1-6.
Objectives/ targets	No specific targets set.		
Service delivery	No information on specialist or regular provision. No mention of special needs in relation to revised curriculum.		Primary PTR of 25:1 Quality improvement is one of core components of plan, with revised curriculum and improved teacher training.
System management	No specific reference to systems or provision for disabled children.		Decentralised system being implemented.
Capacity development	No mention of specialised teacher training.		Investment in teacher training, and better qualified teachers and more local schools in rural areas.

Aspect	Existing data/policies/ provision/finance for disability/inclusion plus targets, plans for capacity development etc.	Evaluation e.g. omissions/ gaps, promising practice	Comments/other information
Finance	No specific information in relation to provision and services for disabled children.		
Monitoring and Evaluation	Disability/inclusion not mentioned in monitoring and evaluation plans.		
Other notes			Middle sized country (18 million people) formed in 1990, with both economic potential and risks. Making gradual progress to UPE, but major challenges of gender, and also rural, equity and not yet focused on disability and inclusion.

Inclusion in school, Sudan

photo: Dan Teng'o
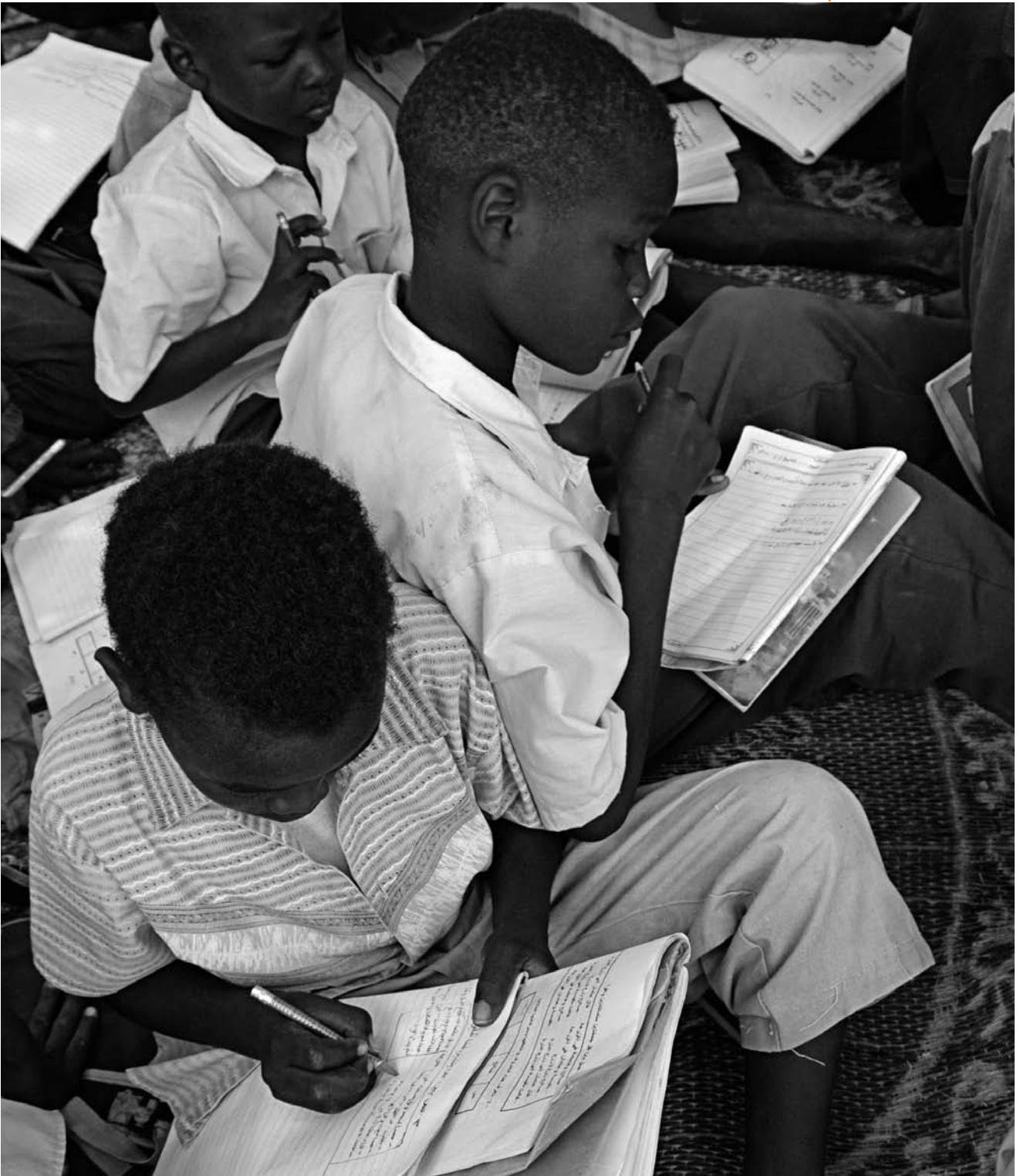
An 8 year old visually impaired girl at school, India

photo: CBM