education's

missing millions

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

summary report and proposals

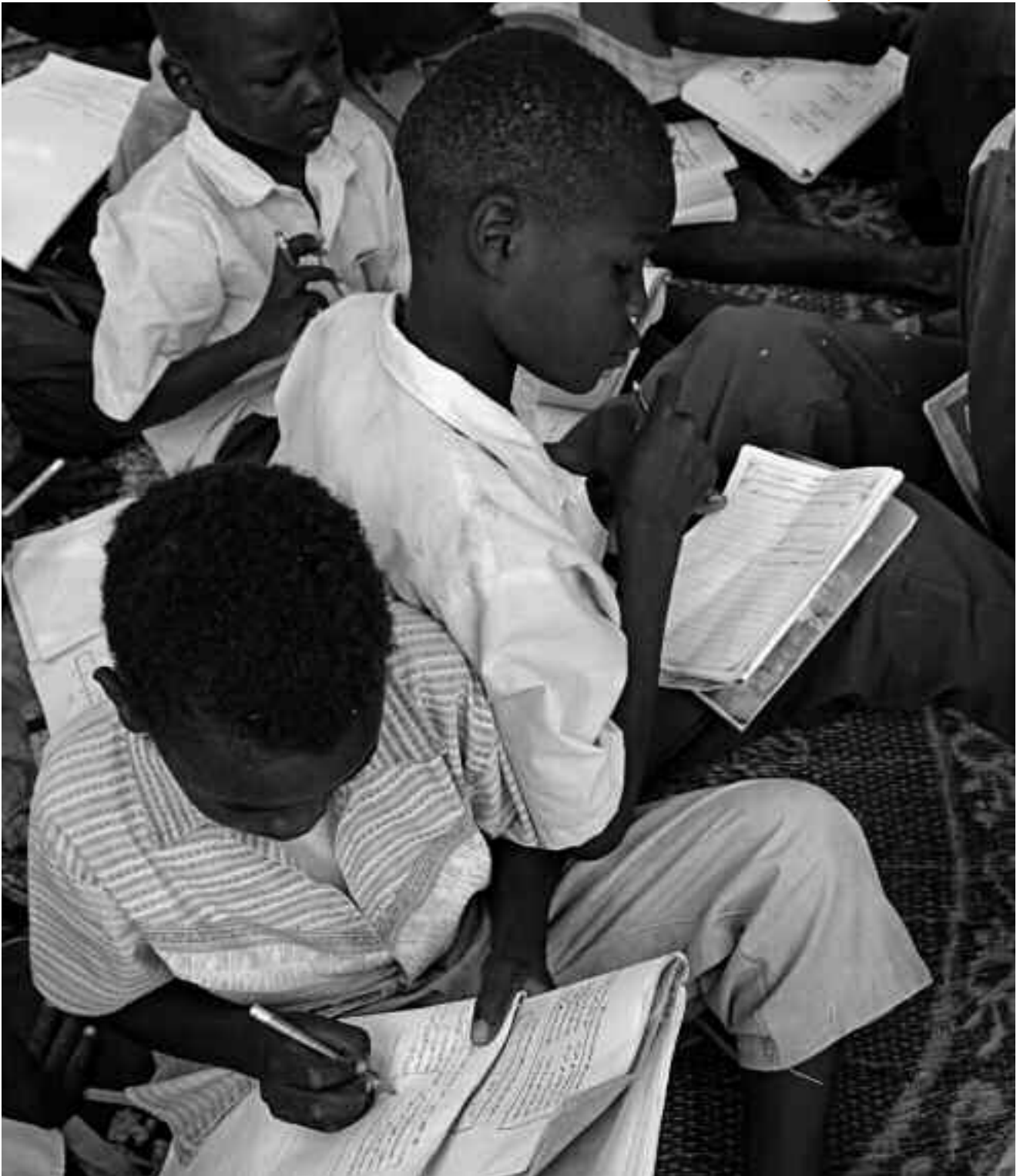This summary document accompanies a more in-depth report of findings

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

contents

Inclusion in school, Sudan

photo: Dan Teng'o

1 background
study remit and findings

1.1   It has been estimated that one third of the 77 million children still out of school are disabled children (UNESCO, 2006). The same report has also estimated that fewer than 10% of disabled children in Africa attend school. Globally, ensuring the inclusion of disabled children is critical to achieving the goal of universal primary completion (UPC) by 2015. Access to quality basic education is also a fundamental human right, as reflected in a number of international conventions and commitments including the 2006 UN Convention on the Rights of Persons with Disabilities which reiterates the right to inclusive education. Given the relationship between disability and poverty, disabled children's participation in education is also essential to poverty alleviation.

1.2   The purpose of the overall study was 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.

It comprised:

- analysis of the FTI Framework and Appraisal Guidelines;
- desk analysis of the education sector plans of 28 countries endorsed between 2002 and the end of 2006 and of FTI Secretariat and country donor partner assessments of those plans;
- two detailed case studies of FTI-endorsed countries (Ethiopia and Cambodia);
- collation and analysis of information on policies and practice in selected countries other than the above;
- a desk review of Education Program Development Fund (EPDF) reports to identify any specific support for developing policies and capacity in relation to disability and inclusion and/or information exchange;
- a desk review of selected donor policies on disability, inclusion and education.

1.3   In relation to **FTI processes and support**, the study considers that although the FTI is concerned with the participation of disabled children as part of its focus on UPC, and endorsement process guidelines refer to disability as one of the areas which education plans should address, having an explicit policy on disability is not identified as a critical aspect of endorsement of education sector plans. Some donor partner assessments evaluate whether countries' education plans address disability but others do not and the guidelines on endorsement need to be strengthened to ensure more consistency and attention to disability and inclusion. The study also found that the EPDF, which has supported a number of countries to develop plans and capacity, does not seem to have included disability as a priority or to have been used to foster information exchange on policies and strategies in relation to disability and inclusion in education.

1.4   In relation to **country plans**, the study took as its starting point whether such plans:

- reflect international commitments to the rights of disabled children to be educated;
- identify the number of disabled children and assess their needs;
- have strategies on key aspects of provision to meet a diversity of needs, with appropriate management arrangements;
- aim to develop capacity, through scaling up of provision, and training programmes;
- acknowledge the importance of parental support and community involvement;
- include appropriate and sufficient financing;
- address monitoring and evaluation, including improvements in student data and other information.

1.5   A number of FTI-endorsed countries, particularly those which are approaching universal primary education, do now have education sector plans which address the inclusion of disabled children. Most of these plans focus on making regular schools more inclusive, through improvements in teacher training and provision of

additional learning materials and support, though some also retain some special provision. A few countries are also setting targets for enrolment and instituting financial and other incentives to encourage schools to become more inclusive. Some link disability to other initiatives to increase equity and reach excluded children, including early childhood care and education. However, in a number of countries, policies and provision for disabled children remain cursory or have not been implemented. Key gaps include:

- lack of data on the number of disabled children in total and the proportion enrolled in or out of school, and on the range of specialist and inclusive provision;

- insufficient planning across the range of measures to improve provision, respond to the diversity of learning needs and increase capacity;

- few financial projections of costs, or use of funding mechanisms and incentives to encourage and support inclusion;

- limited approaches to partnership with parents, communities, civil society organisations (CSOs) and non-state providers;

- weak inter-ministry/sectoral/services links;

- lack of mainstreaming with other issues such as gender and HIV and AIDS.

1.6 There is also insufficient clarity on policy approaches, particularly the differences between 'integration' (location of individual children in current provision) and 'inclusion' (systematic change to accommodate diversity). However, there are examples of promising practice in both FTI-endorsed and other selected countries which have been initiated by both governments and international and national NGOs, and which both demonstrate the benefits and the practicalities of inclusion and have the potential to be scaled up.

1.7 Analysis of these plans was complemented by two country case studies, of Ethiopia and Cambodia, and a

Table 1: Disability and Inclusion in Country Plans

Strong/sound plans	Some mention	No mention
Cambodia*	Burkina Faso	Albania
Djibouti	Guinea	Cameroon
Ethiopia*	Honduras	Mauritania
Gambia	Kyrgyz Republic	Nicaragua
Ghana	Madagascar	Timor-Leste
Guyana	Mali	
Kenya	Mongolia	
Lesotho	Niger	
Moldova	Rwanda	
Mozambique	Senegal	
Vietnam*	Tajikistan	
* drawing on other documentation as well as main sector plan	Yemen	

review of policy and practice in other selected countries, including South Asia where country plans have not yet been endorsed but where the high population countries of India, Bangladesh and Pakistan are critical to achieving the MDGs. The two country case studies, which both focused on countries currently developing their inclusive policies, highlighted the impact of poverty, disease and insufficient health care on disability prevalence, supply-side issues such as the need for more teacher training, and factors affecting demand, particularly the constraints on parents' willingness to send disabled children to school, such as lack of transport, inappropriate provision and cost. The review of policy and practice in other selected countries found a range of responses to disability similar to those in FTI-endorsed countries and also stresses the importance of information exchange on local initiatives which illustrate community involvement, changing attitudes and the potential and practicalities of inclusion in school.

1.8　In relation to overall trends, plans are most comprehensive in relation to disability and inclusion where good progress is being made towards realising the Millennium Development (and EFA) Goals, though there are a few countries, such as Ethiopia, which still have a number of challenges in relation to access and quality but which are now also developing a policy on disability and inclusion. No clear pattern is evident in relation to endorsement over time; later plans tend to mention disability more, though some countries endorsed early in the cycle have plans as detailed as those endorsed later. The size of countries does not seem to be a factor and there are no significant regional dimensions except that West African Francophone countries tend to have the weakest plans in relation to disability and inclusion, former CIS countries have some common legacies such as institutionalisation of disabled children, and countries emerging from conflict, which may have both higher levels of disability incidence and more challenging capacity constraints, have not paid much attention to disability and inclusion in country plans to date.

1.9　In respect to **donor policies and harmonisation**, a brief desk review of some donor/international agency policies on disability, inclusion and education was undertaken in the study in order to consider how donor harmonisation might be enhanced. The review also looked at in-country donor assessments of country plans in relation to focus and level of commentary in relation to disability and inclusion. A number of donors have developed initiatives on disability, such as the UNESCO Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion, which has been supported by Norway and Finland, and World Bank support for the Global Partnership for Disability and Development (GPDD) as well as for disability initiatives in a number of countries, some of which include education. DFID has produced an issues document on disability and USAID has an explicit policy on disability in relation to its staffing and programmes, including education, which it reviews each year. However, appraisal of selected donor approaches carried out by the Disability, Knowledge and Research (DisabilityKar) project (funded by DFID) suggests that although donors are now paying more attention to disability, it is regarded primarily as a social development issue and is not mainstreamed throughout policy dialogue and programme support for all sectors, including education. And although the social model of disability is generally espoused, policy issues are perceived differently in different organisations (Albert et al., 2005).

1.10　The study also found that disability and inclusion in relation to education was only referred to in seven of the assessments of country plans made by donors in-country. Other assessments did not comment, irrespective of whether policies and plans for disability were sound, indicative, weak or non-existent. This has implications for alignment and harmonisation. It is therefore recommended that donors should comment on this aspect of policy in country plans as part of their assessment of progress towards EFA. It is also important that donors take a collective view and that, as has happened to some extent in Ethiopia, policy dialogue and programme development is not based on the intervention of just one donor.

Rather, although lead advocacy and responsibility by one or more donors may be agreed, support should be based on a common agreement on the legislative and policy framework, planning, capacity development, financing and monitoring and evaluation appropriate to the country concerned. Harmonisation at country level also requires close co-operation between multi-lateral and bi-lateral donors and both international and national NGOs since the latter have been particularly active in relation to advocacy on disability issues in education, the development of provision, and current initiation of innovative, more inclusive programmes. At the global level, donors need to agree how to take forward inclusive policies and provision for disabled children as a priority issue in relation to achieving UPC, and then, as with girls' education and the growing consensus on the need to expand support for conflict-affected and fragile states, agree the policy expectations, identify the most effective strategies and develop support and advocacy mechanisms which will make inclusion more of a reality.

1.11   The study **concludes** that taking together both FTI endorsement processes and EPDF support, and country plans and donor assessments, the FTI Partnership could be considered as not yet being responsive enough to disability. Current developments in policies and strategies on disability and inclusion cannot be attributed to its influence. However, the Partnership has the capacity to catalyse increasing concern with the inclusion of disabled children into effective policies, planning, implementation and monitoring at country level. The

Partnership could also facilitate information and practice exchange and help to fill knowledge gaps. It could also advance global commitment to inclusive policies and provision as a priority issue in relation to achieving UPC and secure agreement on the policy expectations, most effective strategies and support and advocacy mechanisms which will make inclusion more of a reality.

1.12   Despite the patchy development of policies and practice to date, the Partnership can draw on a number of common policy principles and a range of strategies and practice to further dialogue and reform. These include:

- a proactive policy framework, with both mandatory and enabling components, which stresses both rights and accommodation of diversity and makes links with other equity policies;

- a trajectory of immediate, transitional planning and long-term planning, including: establishing data collection systems; undertaking awareness raising; providing training; identifying key units of service delivery; allocating resources;

- implementation of mechanisms to encourage and sustain change at service delivery level, including: school development plans which address inclusion; selected practical, low cost but effective changes in teaching methods; additional instructional materials; additional funding through school capitation grants; specialist support for clusters of schools; and stronger partnerships with families and communities.

2 disability and the FTI Partnership
overall recommendations

2.1 In the main report, the study recommends that the FTI Partnership play a greater role in catalysing increased responsiveness to disability by:

- promoting policy dialogue and promising practice within the Partnership, with both partner countries and donors;

- acting as a policy 'champion' for inclusion, advocating the critical importance of the participation of disabled children to the achievement of UPC, in order to increase both political and funding commitments to ensuring their inclusion.

2.2 In addition, the FTI Partnership could help to close gaps in data, policy, capacity and financing, for example by:

Data:

- supporting, through the EPDF, country-based and international studies on the number of disabled children enrolled in or out of school;

- providing guidance to countries on strategies to identify and monitor the progress of disabled children, including the use of EMIS;

- using the EPDF to fill other critical knowledge gaps.

Inclusion in school, Bangladesh

photo: L. Duvillier, Handicap International

Policy:

- ensuring the FTI endorsement and review process pays attention to disability and inclusion;

- disseminating examples of effective inclusive policies, strategies and practice.

Capacity:

- identifying critical capacity needs within partner countries and using the EPDF to identify, develop and disseminate effective responses, for example in relation to teacher training;

- identifying innovative approaches and good practice, and how these can be scaled up through effective service delivery structures and improved partnerships with non-state providers and communities.

Financing:

- supporting, through the EPDF, country-based and international studies on the costs of inclusion of disabled children;

- advocating for, and contributing to, the additional financing required for inclusion.

2.3   It is also recommended that the FTI Partnership set up a Task Team or Working Group to consider this report and develop the response. This Task Team could focus on disability and inclusion or be a sub-group in a wider Task Team or Working Group on all aspects of inclusion in education, to facilitate policy links and lesson learning.

2.4   The agenda for such a Task Team or Working/Sub-Group could include the following:

a) developing a Partnership policy statement on disability and inclusion, including links to other equity and inclusion initiatives;

b) taking forward proposals for amendments to the appraisal process to reflect the importance of policies and strategies for disabled children, including requiring that all country donor assessments for endorsement should evaluate such policies and strategies;

c) taking forward proposals for revisiting endorsed plans, including sector Annual Review processes, to strengthen their support for disabled children as part of the Partnership's current review of quality assurance procedures and in support of the ratification by countries of the UN Convention on the Rights of Persons with Disabilities;

d) identifying how the EPDF can help to fill critical data and other knowledge gaps;

e) taking forward proposals to develop the EPDF as a mechanism for policy and capacity development, and information and practice exchange, particularly at regional levels, in relation to the inclusion of disabled children in education;

f) advising how the Partnership can assist with the development of a database of technical expertise and other resources on disability and inclusion to support country planning, implementation and evaluation;

g) dialogue with donor members of the Partnership on their policies on disability, inclusion and education, to enhance alignment and harmonisation.

3 disability and FTI policy, processes, mechanisms and partners

specific recommendations

Task Team

3.1 It is recommended that a Task Team be established, either as a specific team or as part of a wider Task Team on inclusion. If the latter, which would have the advantage of making policy links and sharing strategies and lessons from experience, there should be a working group within this wider Task Team which focuses particularly on disability and inclusion. Such a group could include representation from:

* the World Bank;

* bilateral donors with interest/experience in disability and inclusion (e.g. Norway, Finland, DFID, USAID);

* the UNESCO Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion;

* countries with developing/established policies on disability and inclusion (e.g. Ghana, Kenya or Mozambique from Africa; Cambodia or Vietnam from Asia; Djibouti from North Africa/Middle East region; Guyana from South America region);

* the GCE and GPDD, representing civil society organisations;

* the OECD (unit/department concerned with disability/inclusion and education).

3.2 The terms of reference for this group or team would be drawn from the recommendations above, in particular:

* *Policy:* developing a policy statement on disability and inclusion, including links to other equity initiatives; dialogue with donor and country partners on their policies on equity and inclusion.

* *Endorsement and review:* considering whether the Indicative Framework should include a benchmark related to inclusion; making amendments to the Appraisal Guidelines to reflect the importance of policies and strategies for disabled children; ensuring through these Guidelines that all donor assessments for endorsement attend to disability and inclusion; developing criteria for revisiting endorsed plans,

including sector Annual Review processes, to strengthen their support for disabled children as part of the FTI's intention to strengthen review as part of its improvement of quality assurance and in support of the ratification by countries of the 2006 UN Convention on the Rights of Persons with Disabilities.

* *EPDF:* developing the EPDF as a mechanism for policy and capacity development, information and practice exchange, and for filling data and other knowledge gaps in relation to the inclusion of disabled children in education.

* *Information and resources:* supporting the development of a database of technical expertise on disability and inclusion to support country planning, implementation and evaluation; developing a resource base of documentation; developing information on disability and inclusion on the FTI website, with links to other organisations and knowledge sources.

3.3 Such a group or team should also foster, and link with, other organisational remits, networks and resources related to disability and inclusion. For example, it could be

Bright, a physically impaired child, does his school homework, Ghana

photo: Faustina Boakye, World Vision

agreed that the Partnership would work with the UNESCO Flagship as lead in relation to developing further documentary guidance on country policies, teacher training and other capacity development and on holding a database of expertise; with the GCE and GPDD on advocacy to secure more funding to support inclusion; with the OECD on data/information; and with websites such as that of EENET in relation to documentation of initiatives and practice.

FTI policy

3.4 A Partnership policy would help to both demonstrate and crystallise support for the development of disability and inclusion. Such a policy could also be the

basis for advocacy and for endorsement of country plans. An indicative statement is suggested in Box 1 below.

Endorsement and review

3.5 Endorsement depends on a credible plan to achieve UPC, including:

- benchmarking against the Indicative Framework;
- policy actions to improve equity, quality and efficiency;
- implementation issues and capacity constraints and strategies to address them;
- financial framework and costs;
- monitoring and evaluation indicators and processes.

Box 1: FTI Policy – Indicative Statement

The EFA FTI is committed to:

- the right of disabled children to education and to provision in non-discriminatory ways;

- the responsibility of schools to educate all children in ways which address and respond to the diversity of needs of all learners;

- identification and removal of attitudinal, environmental and institutional barriers to participation and learning;

- provision of appropriately differentiated responses to the broad spectrum of learning needs in formal and other education settings, through changes and modifications in content, approaches, structures and strategies;

- securing additional resources to achieve improved participation and learning by disabled children;

- development of partnership with parents, communities, CSOs and non-state providers;

- enabling policy makers, teachers, learners and their families, and other stakeholders, to see diversity as a challenge rather than a problem and inclusion as a way of benefiting all children.

It will:

- ensure endorsement and review processes reflect disability and inclusion;

- foster policy and capacity development through the EPDF;

- facilitate dialogue on policy and practice, and information dissemination and exchange, through the EPDF and other mechanisms;

- advocate the need for additional donor funding to secure inclusion.

3.6 Appraisal should include strengths and gaps in relation to policy, data, capacity and financing. Currently, the Appraisal Guidelines (2006) do refer to disability as part of comments on information and strategies in relation to disadvantaged and under-served groups. It is recommended that the endorsement process be strengthened in two ways, namely:

- more reference to disability and inclusion in the Appraisal Guidelines;

- an expectation that donor assessments report on key issues in relation to policy, data, capacity and financing.

3.7 For example, the Appraisal Guidelines could mention disability more frequently as an exemplar in relation to issues such as unit and additional costs and consultations with civil society. Strengthening of the Guidelines could also include an Indicative Framework benchmark related to inclusion, of which disability would be a component, since the benchmarks are the element of appraisal documentation referred to most explicitly and regularly in country plans. However, the value of such a benchmark depends on having sufficiently robust data, such as the number of disabled children in the population and in and out of school, and may be best developed once better data are available in more countries.

3.8 Donor assessment in-country is now the most important aspect of FTI endorsement. However, as noted in a recent review of quality assurance by the FTI Secretariat (2007), the Appraisal Guidelines and benchmarks are applied incompletely or inconsistently and assessments may not sufficiently challenge difficult policy issues and/or may lack commentary on certain technical aspects. In addition, country education sector annual review processes vary in relation to foci and quality. It has therefore been proposed that Review Guidelines are developed to complement the Appraisal Guidelines. This offers a particular opportunity to strengthen policies and their implementation in relation to disability and inclusion in countries which currently have weak or non-existent plans in this area, and to collect and disseminate information on effective strategies for inclusion.

3.9 Ratification by countries of the UN Convention on the Rights of Persons with Disabilities, which commits

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Box 2: Suggestions for Development of the Appraisal and Review Guidelines

- Evaluation of strategy for UPC should refer explicitly to disabled children.

- List of main documents to be analysed should include inclusive education/special educational needs policies and their links to international commitments.

- Appraisal of targets and planning trajectories should include comments on any specific targets related to disability and inclusion.

- Evaluation of capacity development should address training, particularly of teachers, in relation to disability and inclusion.

- Comments on school infrastructure development should include disabled access.

- Analysis of unit and other costs and of budget projections should include key current funding categories and levels for special and inclusive provision, a projection of costs related to enrolling more disabled children and any current/planned funding mechanisms and incentives to encourage enrolment and make schools more inclusive.

- Any existing statistics on enrolment and student flow related to disabled children should be summarised and comments made on plans to improve data and integration with EMIS.

- Issues and processes for monitoring and evaluation should include reference to disabled children and making schools more inclusive.

countries to developing inclusive education, could also be used as a further entry point for developing and reviewing policies.

3.10   A number of country plans also locate their policies and strategies on disability/special educational needs within the wider context of increasing access, equity and inclusion for a range of disadvantaged and marginalised groups. Some also see particular value in developing early childhood education for such groups, including disabled children, as a way to increasing enrolment, preparing children for school and providing family and other support. As countries move to 8-9 years basic education (the trend in most developing countries) it is also important to look at transition to lower secondary schooling and beyond. Both early childhood and post-primary provision are particularly relevant to disabled children, the former for enabling early intervention to support particular learning needs and the latter to strengthen future employment opportunities and thus encourage families to invest in the education of

> **Box 3: Additional Issues for Appraisal Guidelines**
>
> • How plans for disability/special educational needs relate to wider policies on disadvantage and inclusion.
>
> • If/how early childhood education is being used to encourage and support enrolment by disabled children and if there are any links to health and other early care.
>
> • Support for transition to, and continued participation in, secondary schooling by disabled students.

disabled children. Although the main remit of FTI is UPC, the Appraisal Guidelines could be developed to include advice and commentary on these issues.

3.11   It may also be useful when developing both Appraisal and Review Guidelines to offer examples of

Visually impaired children learning in a mainstream school, Papua New Guinea

photo: CBM

Box 4: Critical Components of a Policy on Inclusion

- *Political:* international/national rights commitments; links to other equity policies; political will; ongoing advocacy.

- *Participatory:* policy development process; awareness raising; partnerships with parents and communities and with non-state providers and CSOs, especially DPOs.

- *Mandatory/enabling frameworks:* e.g. curriculum and assessment flexibility; accessibility standards for schools; specified component in pre-service teacher training; encouragement of local adaptation within decentralised but unified system.

- *Data:* identification, assessment and monitoring system, including EMIS.

- *Planning:* range of actions and resources for policy implementation and capacity development.

- *Service delivery:* identification and development of key service delivery units e.g. cluster of schools; development of instructional materials and assistive devices; modifications of learning environments; piloting/supporting innovative approaches.

- *Capacity development*: training of teachers, administrators, families and communities; scaling up successful pilots; projections and plans for human resource needs.

- *Management:* national and local systems for managing provision; mechanisms for inter-sectoral coordination; partnerships with non-state providers; strategies to strengthen parental/community involvement.

- *Finance:* unit cost analysis, budget projections, mechanisms for funding to schools and student/family incentives/support.

- *Monitoring and Evaluation:* inclusion as part of sector review, additional studies.

promising approaches to policy development. This study suggests that the following are critical components of a country plan (see Box 4):

3.12   Given the range of issues which need to be addressed in country plans and in appraisal and review, it is also important to focus on the most critical aspects of disability and inclusion. These are:

- *equity:* to reflect commitments to disabled children's rights and to achieving UPC;

- *quality:* to ensure effective participation in schooling and improved learning and other outcomes.

Disability and inclusion can then be integrated in appraisal and review rather than being seen as yet another item to be considered. As key equity issues, they can be analysed alongside, and in relation to, gender, income, spatial and other inequities while provision and capacity can be analysed in relation to quality improvements in general, recognising that making schools and teachers more responsive to disability will have an impact on the quality of education for all children. The focus on these two key aspects of policy can then be related to critical strengths and gaps in policy, data, capacity and finance, with reference to both the specific country plan and lessons from international practice and experience and with a particular emphasis on strategies which are realisable in the immediate and medium term in the country concerned (see Table 2 overleaf).

EPDF

3.13   This study recommends strongly that the EPDF be developed as a mechanism for policy and capacity

Table 2: A Model for Appraisal and Review

Equity and Quality			
Policy strengths and gaps	**Capacity strengths and gaps**	**Data strengths and gaps**	**Funding strengths and gap**
Links to UPC strategy. Links to other equity policies. Links to international commitments on disability and inclusion. Inter-ministry/sector coordination. Approach to family/civil society participation and partnership. Frameworks for diversity and flexibility (e.g. curriculum and assessment) and for basic standards (e.g. buildings access).	Identification of key service delivery structures (e.g. support for cluster of schools). Effective approaches to teacher training. Accessibility of, and low cost changes in, school environments. Provision of low tech assistive devices and of more specialised instructional resources with encouragement to develop additional local materials.	Estimate(s) of prevalence. Development of screening approach to record individual children and incidence at local and system levels. Plan for development of data collection and analysis on enrolment and student flows. Use of EMIS. Pilots and key national initiatives monitored and evaluated.	Analysis of unit costs and provision and training budgets. Projection of financing required to enrol disabled children and make schools more inclusive. Incentives/mechanisms for making schools more inclusive and for families/students to encourage enrolment.

development, information and practice exchange, and for filling knowledge gaps in relation to the inclusion of disabled children in education. The focus should be facilitation of the links between, and development from, advocacy, policy and strategies towards ensuring effective capacity, implementation and practice.

3.14 In respect to policy and capacity development, funding could be offered to support the improvement of plans which are weak or non-existent in relation to disability and inclusion and for developing capacity, particularly for planning at different levels of the education system and in relation to teacher training.

3.15 The EPDF could also be used for studies to fill knowledge gaps, for evaluating critical aspects of policy and practice, and for information exchange. Key knowledge gaps and evaluation topics include:

- reliable but practical approaches to screening and identification, and linking data and monitoring to EMIS;

- pre-service and in-service teacher training;

- effectiveness of particular service delivery structures such as support centres for school clusters;

- finance, particularly: costs associated with special and inclusive provision; effective financing mechanisms to

encourage and support schools to be more inclusive; incentives and support for disabled students and their families;

- the impact of early years provision on subsequent participation and learning in school.

3.16   EPDF funding could also be used to:

- support the development of a database of technical expertise on disability and inclusion to support country planning, implementation and evaluation (e.g. expertise in screening, policy, planning, curriculum, teacher training, parental/community support and partnerships);

- develop resource bases of documentation (e.g. country inclusive policies; teacher training courses) in conjunction with other organisations (e.g. UNESCO Flagship);

- develop the FTI website and its links (e.g. posting of documentation related to inclusion, links to UNESCO Flagship and EENET websites).

Donor alignment and harmonisation

3.17   The majority of recommendations above refer to changes in Partnership processes and in country plans. However, it is also recommended that dialogue and review is developed with and between donor members of the Partnership in relation to their policies on disability, inclusion and education. The main purpose would be to enhance alignment and harmonisation, and thus the effectiveness of in-country and global support. Such review would also ensure the principles of the Paris Declaration on Aid Effectiveness are applied in relation to work on disability and inclusion.
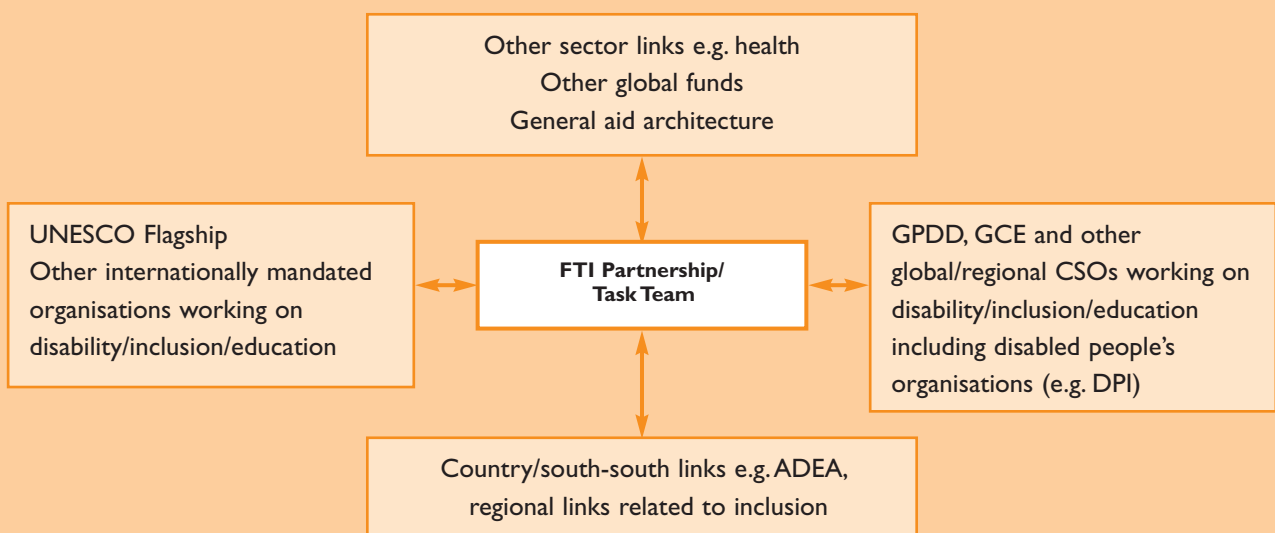
3.18 It is therefore recommended that as part of contributing to improved FTI processes, and better support for country education sector development, donors should consider:

- whether their current institutional policies on disability, inclusion and education are sufficiently explicit and appropriate, particularly in the light of the UN Convention on the Rights of Persons with Disabilities;

- which donors might take lead advocacy, policy, programme and review roles, both globally and in particular countries, bearing in mind both current interests and expertise and the need for an appropriate division of labour;

- how funding can be increased, both in-country and internationally, to meet the additional costs likely to be involved in enrolling all disabled children and making education systems more inclusive.

Links with other Task Teams and networks

3.19 The FTI's potential catalytic role in securing better policies and practice in relation to disability and inclusion will be both strengthened and enhanced through development of links between and with other networks. The most important links with other Task Teams and their networks would seem to be the Task Teams on capacity development and on fragile states. In particular, it is important to consider how countries emerging from conflict should be expected to tackle issues of disability and inclusion in education. Other useful networks for lesson learning across equity issues include UNGEI. A particularly critical link is with the UNESCO Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion. Others include civil society networks concerned with advocacy on disability issues, with other sectors and global funds, particularly for health, and with south-south networks such as ADEA. These potential networks are illustrated in Box 5 below.

Box 5: Networks

Other sector links e.g. health
Other global funds
General aid architecture

UNESCO Flagship
Other internationally mandated organisations working on disability/inclusion/education

FTI Partnership/ Task Team

GPDD, GCE and other global/regional CSOs working on disability/inclusion/education including disabled people's organisations (e.g. DPI)

Country/south-south links e.g. ADEA, regional links related to inclusion

4 conclusion
towards greater disability responsiveness

3.20 The recommendations above may be adopted or developed in different ways. The critical issue is policy commitment, with related actions, by the Partnership, informed by practice in partner countries and international experience more generally. Having demonstrated its growing responsiveness, the FTI will be able to fulfil a critical role in increasing donor commitments and funding, catalysing and accelerating country responses to disability and inclusion, filling knowledge gaps and disseminating promising practice. Finally, given more funding will be needed to enrol disabled children and develop inclusive provision, helping to meet financing gaps will assist the release of resources to both support the implementation of inclusive policies and extend countries' range of priorities and responses.

An 8 year old visually impaired girl at school, India

photo: CBM

Inclusion in school, Bhutan

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