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# How-To Note Disability Inclusive Education

How-To Notes provide additional design and implementation suggestions not covered in existing USAID Policy documents related to priorities of the USAID Education Policy.

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# Table of Contents

<b>Table of Contents</b> .....	<b>ii</b>
<b>Acronyms</b> .....	<b>iv</b>
<b>1. Introduction</b> .....	<b>1</b>
1.1 What Does Inclusive Education Look Like?.....	1
1.2 USAID’s Commitment to Disability Inclusion.....	2
<b>2. Purpose and Use</b> .....	<b>4</b>
2.1 Structure of this How-To Note .....	4
2.2 Using this How-To Note.....	4
<b>3. The Case for Disability Inclusive Education</b> .....	<b>6</b>
3.1 Making the Case .....	7
<b>4. Defining Disability</b> .....	<b>10</b>
4.1 Disabled Peoples’ Organizations .....	12
<b>5. Guiding Principles for Disability Inclusive Education</b> .....	<b>14</b>
5.1 Integrate Four Key Principles of Inclusive Education in All Programs.....	14
5.2. Promote the Implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD).....	15
5.3 Honor the Spirit of “Nothing About Us Without Us” .....	15
<b>6. Social and Rights-Based Models for Approaching Disability</b> .....	<b>17</b>
<b>7. Integrating Disability into the Program Cycle</b> .....	<b>20</b>
7.1 Challenges and Opportunities.....	30
<b>8. Resources</b> .....	<b>33</b>
8.1 Policy and Foundation Documents .....	33
8.2 Reports and Evidence.....	34
8.3 Resource Repositories and Guidance Documents .....	36
8.4 Region/Country/Program Examples or Tools.....	38
8.5 Contacts .....	40
<b>Annex A. History of International Support for Disability Inclusive Education</b> .....	<b>41</b>
<b>Annex B. Disability Inclusive Education Program Design Questions</b> .....	<b>42</b>

**Annex C. Glossary of Terms ..... 44**  
**Annex D. Illustrative Assistive Technologies to Accommodate Students with Disabilities 47**  
**Annex E. A Framework for Analysis ..... 49**

# Acronyms

AO	Agreement Officers
CDCS	Country Development Cooperation Strategy
CO	Contracting Officer
CRPD	United Nations Convention on the Rights of Persons with Disabilities
DFID	U.K. Department for International Development
DHH	Deaf and Hard-of-Hearing
DO	Development Objective
DPO	Disabled Person's Organization
E3/ED	USAID Bureau for Economic Growth, Environment and Education's Office of Education
EFA	Education for All
GMR	Global Monitoring Report
ICT4E	Information and Communication Technology for Education
IEP	Individualized Education Plan
IP	Implementing Partners
MDG	Millennium Development Goal
MOE	Ministry of Education
NGO	Non-Governmental Organization
OCR	Optical Character Recognition
UDL	Universal Design for Learning
USAID	U.S. Agency for International Development
USICD	United States International Council on Disabilities
WG	Washington Group

# I. Introduction

There is a global learning crisis, with 124 million children out of school and more than 50 percent of students in school unable to read a single word after several years of schooling.<sup>1</sup> At the same time, 150 million of the 1 billion persons with disabilities around the world are children, with 80 percent living in developing countries.<sup>2</sup> As many as half of the estimated 65 million primary and lower secondary-school age children with disabilities in developing countries are out of school;<sup>3</sup> they are less likely to enroll and complete a full cycle of basic education.<sup>4</sup> Children with disabilities are the single most marginalized group of children; they are the last to enter school and more likely to leave school before completing primary or secondary education.<sup>5</sup>

Millions of children and youth with disabilities around the world, especially girls with disabilities, are left out of education and workforce development plans due to stigma, poor data collection, and a lack of knowledge on how to make learning and work environments inclusive and accessible. Although many donors have attempted to address these issues, with extremely limited funding and disproportionate response to the need, the goal of inclusion has yet to be universally obtained.<sup>6</sup>

## I.1 What Does Inclusive Education Look Like?

Inclusive education means having one inclusive system of education for all students, at all levels, (early childhood, primary, secondary and post-secondary) with the provision of supports to meet the needs of students with disabilities.

Inclusion involves a profound cultural shift to ensure that all children, as well as staff, parents and other members of the school community, feel valued, welcomed and respected. It requires a process of systemic reform with changes and modifications in content and materials, teaching methods, approaches,

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<sup>1</sup> UNESCO. Data for the Sustainable Development Goals. <http://www.uis.unesco.org/Education/Pages/oosc-data-release-2015.aspx>; USAID. Solving the Global Learning Crisis: A Global Book Fund. 2015.

<https://www.usaid.gov/sites/default/files/documents/1865/North.pdf>

<sup>2</sup> UNESCO. Education for All Global Monitoring Report, “*Education for All 2000-2015: Achievements and Challenges.*” 2015. <http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>

<sup>3</sup> The International Commission on Financing Global Education Opportunity. “The Learning Generation: Investing in Education for a Changing World.” [http://report.educationcommission.org/wp-content/uploads/2016/09/Learning\\_Generation\\_Full\\_Report.pdf](http://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf)

<sup>4</sup> UNICEF. Global Initiative on Out-of-School Children. “South Asia Regional Study: Covering Bangladesh, India, Pakistan and Sri Lanka. January 2014. [http://www.unicef.org/education/files/SouthAsia\\_OOSCI\\_Study\\_Executive\\_Summary\\_26Jan\\_14Final.pdf](http://www.unicef.org/education/files/SouthAsia_OOSCI_Study_Executive_Summary_26Jan_14Final.pdf)

<sup>5</sup> UIS (2017) Education and Disability. Fact Sheet No.40, February 2017. UNICEF (2016) Towards Inclusive Education. Innocenti Research Paper. May 2016.

<sup>6</sup> A history of international support for disability inclusive education is included in Annex A.

structures and strategies. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies does not constitute inclusion.

Successful inclusion means that schools are:

- a. Accessible, including sign language environments with signing peers, materials and methods, in particular through national sign language(s), Braille, augmentative and alternative modes of communication, easy-to-read materials and access to information and communication technologies, etc.
- b. Based on the principles of universal design so that all children have access to the school building itself, including toilets, spaces for sports, recreation and leisure.
- c. Equipped with teachers trained in Universal Design for Learning who are prepared to teach children with diverse learning styles, including those with intellectual disabilities, and where supports and resources are available to the teachers and students for specific needs such as differentiated instruction, orientation skills, Braille, sign language training, hearing loops, speech-to-text, etc.

## 1.2 USAID's Commitment to Disability Inclusion

The U.S. Congress passed the [Reinforcing Education Accountability in Development \(READ\) Act](#) in 2017 to demonstrate the United States Government's (USG) commitment to helping ensure that individuals around the world have the education and skills needed to be productive members of society. The READ Act led to the creation and approval in 2018 of a comprehensive, integrated USG strategy to promote basic education: the [U.S. Government Strategy on International Basic Education \(Fiscal Years 2019 - 2023\)](#). The goal of this strategy is “to achieve a world where education systems in partner countries enable all individuals to acquire the education and skills needed to be productive members of society” (pg.21).

USAID's Education Policy, launched in November 2018, aligns with and supports the objectives of the U.S. Government strategy. It lays out six principles that drive USAID's decision-making and investments in education programming, and four priorities that define the areas for programming that are critical to supporting countries on their journey to self-reliance.

Disability inclusive education is embedded across the principles and priorities. It is emphasized in detail in the principle to Promote Equity and Inclusion, which highlights the need to support policy reforms to ensure equity and inclusion in all USAID education programs, and to support learning environments that are accessible and inclusive. Each of the USAID Education Policy's priorities integrates the concept of disability inclusion, recognizing that disability-inclusive education improves education outcomes for all learners.

In 1997, USAID became the first bilateral donor with a [Disability Policy](#), which has the following goals:

- Avoid discrimination against people with disabilities in programs USAID funds;
- Stimulate an engagement of host country counterparts, governments, implementing organizations and other donors in promoting a climate of nondiscrimination against and equal opportunity for people with disabilities; and
- Promote the inclusion of people with disabilities both within USAID programs and in host countries where USAID has programs.

USAID’s recently issued [Nondiscrimination Policy](#) reinforces the Disability Policy, recognizing that, “every person is instrumental in the transformation of their own societies, with the end result that each and every citizen is recognized and equally valued. **The inclusion, protection and empowerment of all persons are critical because drawing on the full contributions of the entire population leads to more effective, comprehensive and sustainable development results**”. The Nondiscrimination Policy emphasizes that everyone who works with USAID—staff and partners alike—is expected to uphold principles of inclusion and equitable access to USAID-funded programming.

## 2. Purpose and Use

This How-To Note is one in a series created by USAID’s Bureau for Economic Growth, Environment and Education’s Office of Education (E3/ED) to assist USAID education staff and partners with integrating four critical, cross-cutting areas into USAID education projects and activities: disability, gender, education finance, and information and communication technology for education (ICT4E). The How-To Notes offer guidance for addressing these cross-cutting areas across USAID education programming. This note is meant to be used by USAID education staff and partners of education projects and activities as a reference document and guide for putting into practice USAID’s commitment to disability inclusive education as well as for DPOs advocating for more inclusive programming.

### 2.1 Structure of this How-To Note

**Section 2** explains the purpose and use of this How-To Note. **Section 3** offers guidance and resources so that education staff and partners can understand and be able to clearly communicate the case for investing in disability inclusive education. Citations of studies and reports with evidence that can be used to “make the case” are provided. **Section 4** provides some key definitions of terminology frequently used in disability inclusive education. **Section 5** begins by offering a set of guiding principles that should be reflected in all of USAID’s efforts to support disability inclusive education. It moves on to discuss how education staff and partners can integrate disability at various stages of the USAID program cycle, beginning with country/regional strategic planning and moving into the project and activity planning, design and implementation phases. Examples of good practices and links to tools and reference documents are provided throughout this document to help illustrate and operationalize topics being discussed. Section 5 concludes with a discussion of how to ensure that disability inclusion is captured in monitoring, evaluation and learning of USAID-supported education projects and activities. Finally, **Section 6** contains a listing of supplementary resources that will be useful to education staff and partners at all stages of the program cycle.

### 2.2 Using this How-To Note

USAID missions and their partners should take proactive measures to ensure that girls and boys, women and men with disabilities of all intersectional identities<sup>7</sup> are included throughout all [stages of the USAID program cycle](#) in education projects and activities. Recognizing that there is no one-size-fits-all approach to addressing disability inclusive education, this How-To Note will offer recommendations, country examples and other resources that support education staff and partners at different phases of the program cycle. It is a resource for implementing the USAID Education Policy and supports and aligns with USAID’s Disability Policy, USAID’s Gender Policy, USAID’s LGBTI Vision for Action, and USAID’s

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<sup>7</sup> The intersecting, multi-faceted aspects of people’s identity such as age, class, disability, sex, gender, ethnicity, linguistic identity, race, etc.

Nondiscrimination Policy. It also incorporates global good practices, key policies and the research and reflection of a number of organizations currently working together to ensure disability inclusive education in developing countries.

Given that research and the evidence base are constantly evolving, education staff can supplement the resources identified in this How-To Note by calling upon E3/ED technical staff to provide expertise and guidance. E3/ED staff can assist in identifying relevant evidence and good practices as needed for a particular project or activity. They can support work at all stages of the program cycle, including planning, design, implementation, and monitoring and evaluation. Many of the resources referenced in this document—as well as other education-related guides, tools and templates—can be centrally accessed through [USAID's EducationLinks](#). Education staff and partners can also sign up for listservs that provide up-to-date information and a platform for sharing knowledge.<sup>8</sup>

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<sup>8</sup> Current examples of such listservs are [InclusiveEducation@usaid.gov](mailto:InclusiveEducation@usaid.gov) and [DisabilityChampions@usaid.gov](mailto:DisabilityChampions@usaid.gov).

# 3. The Case for Disability Inclusive Education

Along with one of USAID’s core values for inclusion, the Nondiscrimination Policy emphasizes that everyone who works with USAID—staff and partners alike—is expected to uphold principles of inclusion and equitable access to USAID-funded programming. USAID will not meet the vision of its Education Policy without concerted efforts to ensure that persons with disabilities are fully included in terms of both quality and equity in education. The first step toward upholding this goal is for education staff and partners to understand and be able to clearly communicate the case for investing in disability inclusive education.

USAID’s [Disability Communication Tips](#) reference sheet provides useful information about how to promote positive images of people with disabilities in communication materials.

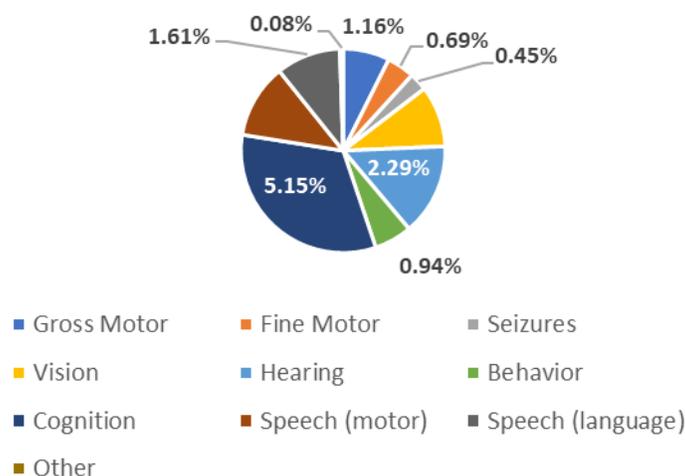
USAID education staff and partners are often called upon in their work to explain, advocate for or defend USAID’s education sector programmatic and funding priorities. They may have to communicate these priorities to host country officials, private sector partners, local communities or even United States government (USG) personnel in other agencies. Using evidence-based arguments to demonstrate the *economic costs of exclusion* and the *gains of inclusion* of people with disabilities in developing countries will provide both the social and economic rationale for education staff and partners to promote, design, implement, monitor and evaluate education activities that include persons with disabilities as full participants in USAID education projects and activities.

Disability in developing countries often does not track the prevalence rates of disability in more developed countries, and many developing countries do not have reliable data. Often the definitions used in collecting census data can vary widely among countries.

One study in Cambodia (Figure 1) shows the overall childhood disability prevalence rate at just over 10 percent. It is important to note that the Cambodian study does not include data on many hidden or learning disabilities, such as dyslexia; if included, these would increase the overall percentage of children with disabilities and increase the percentage of children whose disabilities are cognitive, emotional, developmental or learning.

**FIGURE I.** Global Partnership for Education’s Study in Cambodia Findings

Overall Childhood Disability Prevalence: 10.06%



### 3.1 Making the Case

There are a few key points that education staff and partners can use to make the case for disability inclusive education.

- The adoption of specific, concrete and measurable steps to build on the momentum and initiative of supporting disability inclusion will contribute to achieving the United Nations Sustainable Development Goals, especially Goals 1 (Poverty), 3 (Good Health and Well-Being), 4 (Quality Education), 5 (Gender Equality) and 8 (Decent Work and Economic Growth).<sup>9</sup>
- There is a strong economic argument to be made for disability inclusive education, as presented in [The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities](#). Similar to the ripple effect and the impact upward mobility education has on girls, people with disabilities who are educated receive between 19.3 to 25.6 percent higher wages than those who are not.<sup>10</sup> Each additional year of schooling completed by an adult with a disability reduced by 2-5 percent the probability that their household will belong to the poorest two quintiles.<sup>11</sup>
- The extensive exclusion of people with disabilities from society is indefensible from a human rights and social justice perspective. It is important to recognize that *all* children and youth,

<sup>9</sup> United Nations General Assembly. Transforming Our World: The 2030 Agenda for Sustainable Development, UNGA Resolution A/RES/70/1. September 25, 2015. [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)

<sup>10</sup> Lamichane, K. & Sawadea, Y. Disability and returns to education in a developing country (READ Discussion Paper). University of Tokyo. 2009. [http://www.un.org/disabilities/documents/events/1July2011\\_economics\\_panel\\_discussion\\_paper.pdf](http://www.un.org/disabilities/documents/events/1July2011_economics_panel_discussion_paper.pdf)

<sup>11</sup> International Labour Organisation. “Inclusion of people with disabilities in national employment policies.” 2015. [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_407646.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_407646.pdf)

including children and youth with disabilities, benefit from education, provided that systemic changes are made to the education system that fully incorporate solutions that have been traditionally viewed as only for people with disabilities. For example, evidence suggests that subtitles and sign languages intended only for deaf and hard-of-hearing populations can also improve the language and literacy abilities of hearing students, second language learners and students with autism;<sup>12</sup> differentiated learning intended for children and youth with learning disabilities also benefits students from different cultural and linguistic backgrounds as well as individuals who are gifted.

- There is a perception that inclusive interventions cannot be financially feasible, particularly in the resource-constrained settings of many low- and middle-income countries. Fortunately, the [Costing Equity](#) report presents a wealth of evidence to challenge this notion.<sup>13</sup> In truth, there are financial costs that come along with disability inclusive education but the return on investment and impact is much greater. With access to quality and equitable education, children and youth with disabilities can become productive, contributing members of society. In addition, family members who might otherwise have been caretakers can potentially be freed to pursue their own education or employment opportunities.
- Disability inclusive education fosters disability awareness among students and faculty, generates solutions for removal of barriers within schools, supports the development of skills needed for job sectors and better prepares students with disabilities for higher education (disability inclusive teaching strategies).<sup>14</sup>
- Disability inclusive education helps to foster a culture of respect and belonging in schools. In an environment where everyone is fair to one another and builds trusting relationships, far-reaching [implications](#) include accepting individual differences, resulting in reduced levels of gender-based violence, crime, bullying and discrimination.<sup>15</sup>
- Disability inclusive education encourages the development of disability expertise within the curricula and research agendas of higher education, prioritizing areas such as disability studies in the humanities, sign language teaching and accreditation, and inclusive education teacher training (e.g. inclusive education training for new teachers and promoting university-sponsored workshops for training teachers).<sup>16</sup>

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<sup>12</sup> Maribel Gárate. ASL/English Bilingual Education (Research Brief No. 8). Visual Language and Visual Learning Science of Learning Center. June 2012. <http://v12.gallaudet.edu/research/research-briefs/english/aslenglish-bilingual-education/>. See also Bolotnikova, Marina N., "A Language Out of Nothing: Searching for the nature of speech, sign, and universal grammar," *Harvard Magazine* May-June 2017. <http://harvardmagazine.com/2017/05/a-language-out-of-nothing>

<sup>13</sup> Banks, Lena Morgon and Polack, Sarah. "The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities." <http://disabilitycentre.lshtm.ac.uk/files/2014/07/Costs-of-Exclusion-and-Gains-of-Inclusion-Report.pdf>

<sup>14</sup> Instituto Alana. "A Summary of the Evidence on Inclusive Education." Abt Associates. August 2016. [http://alana.org.br/wp-content/uploads/2016/12/A\\_Summary\\_of\\_the\\_evidence\\_on\\_inclusive\\_education.pdf](http://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf)

<sup>15</sup> Ibid.

<sup>16</sup> No specific research was identified but this statement is a logical sequencing in events because if the need for disability inclusive education rises, there will also be a demand for experts in disability inclusive education and other related specializations.

- Disability inclusive education develops individual strengths and talents. Individualized education plans (IEPs) create opportunities for teachers, parents and others involved with the child or youth's education to help the learner reach his/her highest potential. IEPs are documents that define the goals specific to a student's development.<sup>17</sup> They focus on academics, social interaction and functional social skills. Having such documents in place allows students to be monitored and measured against their own goals versus those of their peers. In the United States, every child who receives special education services must have an IEP.
- Disability inclusive education helps to strengthen communities, economies and societies. Investing in education for girls can increase their future earnings by 10-20 percent. For children and youth with disabilities, the number is at least double. When children and youth with disabilities attend school, thereby freeing up their caretaker parents or siblings to also attend school or gain meaningful employment, a nation's GDP rises by at least 2 percent.<sup>18</sup> Furthermore, disability inclusive education exposes families and communities to new ideas and techniques, allowing them to appreciate diversity and inclusion at a broader level.
- The Convention on the Rights of Persons with Disabilities General comment No. 4, Article 24: Right to inclusive education: Persons with disabilities and, when appropriate, their families must be recognized as partners and not merely as recipients of education. The right to inclusive education encompasses a transformation in culture, policy and practice in all educational environments (including private) to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that impede that possibility. It requires an in-depth transformation of education systems in legislation, policy and the mechanisms for funding, administration, design, delivery and monitoring of education. Inclusive education is to be understood as, amongst other things, a fundamental human right of all learners—notably, education is the right of the individual learner, and parental responsibilities in regard to the education of a child are subordinate to the rights of the child (including the right to an inclusive education). It is also the result of a process of continuing and pro-active commitment to eliminate the barriers to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students.<sup>19</sup>

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<sup>17</sup> Bulat, J., Hayes, A. M., Macon, W., Tichá, R., and Abery, B. H. (2017). School and Classroom Disabilities Inclusion Guide for Low- and Middle-Income Countries. RTI Press Publication No. OP-0031-1701. <http://doi.org/10.3768/rtipress.2017.op.0031.1701>

<sup>18</sup> Banks, Lena Morgon and Polack, Sarah. "The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities." <http://disabilitycentre.lshtm.ac.uk/files/2014/07/Costs-of-Exclusion-and-Gains-of-Inclusion-Report.pdf>

<sup>19</sup> United Nations. Convention on the Rights of Persons with Disabilities. September 2016. <https://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>

## 4. Defining Disability

The United Nations Convention on the Rights of Persons with Disabilities (CRPD)<sup>20</sup> defines **persons with disabilities** as people “who have long-term physical, mental, intellectual, or sensory impairments, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.”

In all countries where there is USAID presence, USAID works with the host country to support them in their commitments to implement the CRPD. People with disabilities are part of every population spanning across every age, ethnicity, sex, gender, race, sexuality and socioeconomic level. Table I outlines a list of major barriers with select examples to help conceptualize the complexity and range in types of barriers.<sup>21</sup> See Annex C for a full glossary of terms.

Many of USAID’s education projects and activities target children and youth. At a very basic level, children and youth with disabilities fall into the following broad categories, which may or may not be found in a crisis and conflict setting:

1. Girls and boys with disabilities who have not received any early detection and intervention and are not enrolled in any school. Such children and youth are often kept at home, and are thus invisible to the system.
2. Children and youth who have developmental, learning, sensory, physical, intellectual and/or other disabilities and who attend schools that target one or many specific types of disabilities. These schools may be established and managed by ministries of education, or they may be established and managed by other ministries such as the ministry of social welfare, or by faith-based and other non-governmental organizations.
3. Children and youth with disabilities who are enrolled in a general education school. They may or may not have been identified with a disability, and they may or may not be receiving extra support during the regular school day.
4. Children and youth with disabilities who do not have opportunities to advance through the education system to secondary, higher or tertiary education, and therefore have reduced education and employment opportunities.

Given these major disability categories, the focus of disability inclusive education efforts should be largely on dismantling barriers that exist as a result of social constructs.

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<sup>20</sup> United Nations. Convention on the Rights of Persons with Disabilities (CRPD).

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

<sup>21</sup> These categories were taken from USAID’s internal online course, “Disability Inclusive Development: An Introductory Course for USAID Staff and Development Partners.”

**TABLE I. Barriers that Result from Social Constructs**

Barrier	Definition	Select Examples
Attitude	Negative attitudes, perceptions or ideas about people with disabilities that lead to stigma, prejudice and discrimination.	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Views on disability as something to be fixed, normalized, cured or prevented, as punishment for past wrongdoings, as incompetency, or a result of witchcraft.</li> <li>• Attitudes that children with disabilities cannot learn or obtain literacy skills.</li> </ul>
Information	Any barrier in accessing oral communication or print materials.	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• A book with no large-print, braille or simplified language versions.</li> <li>• A book without audio versions.</li> <li>• A learning environment where communication between the learner who is deaf / hard of hearing and everyone else is dependent on an audio device or a sign language interpreter.</li> <li>• Movies without closed captions / subtitles.</li> </ul>
Physical	Any structural obstacles in natural or human-made environments that prevent or block mobility.	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Steps leading into a school, without a ramp.</li> <li>• Inaccessible roads that prevent independent transportation with a wheelchair, crutches, etc.</li> <li>• Inaccessible latrines.</li> </ul>
Policy	Any lack of policy or regulation that promotes full and equal access to and inclusion of people with disabilities into education programs and activities.	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Denying children with disabilities access to the mainstream education system.</li> <li>• Teacher training does not include disability inclusive education and other necessary competencies.</li> <li>• Lack of country recognition of local sign language as an official language (the <a href="#">Marrakesh Treaty</a>).</li> <li>• Weak or existence of any early detection and intervention systems</li> </ul>

Within each category of barriers, education projects and activities should use tailored approaches depending on the targeted group and the context and conditions under which the work is to take

place.<sup>22</sup> Education projects should also, to the extent possible, collaborate with other sectors such as the Ministry of Health to strengthen early identification and screening systems along with appropriate referrals for services and establish early language benchmarks<sup>23</sup> so that children and youth can receive the support they need, unique to their disability, in order to be ready to learn upon entering school.

Reasonable accommodations means “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden,<sup>24</sup> where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedom.”<sup>25</sup> The following sections of this How-To Note will provide approaches and helpful references showing ways that reasonable accommodation is considered in USAID education projects and activities, moving toward systems that can be fully inclusive and sustainable.

Universal Design for Learning (UDL) supports the practice of reasonable accommodation in education.<sup>26</sup> UDL is a set of principles for curriculum development that gives all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone—not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs. This is very relevant for design and implementation of USAID education projects and activities.

## 4.1 Disabled Peoples’ Organizations

Engaging disabled peoples’ organizations (DPOs) in the design, implementation, monitoring and evaluation of USAID projects is a core component of the USAID 1997 Disability Policy. The definitions below clarify the difference between a DPO and a disability NGO:

- **Disabled Peoples’ Organization:** In a DPO, people with disabilities provide leadership and constitute a majority, i.e., over 51 percent, of the staff, board and volunteers. DPOs can include parent organizations (only ones representing children or individuals with intellectual disabilities) where the primary aim of the organization is empowerment and growth of self-advocacy of persons with disability. DPOs are organizations *of, by, and for* persons with disabilities.

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<sup>22</sup> Bulat, J., Hayes, A. M., Macon, W., Tichá, R., and Abery, B. H. (2017). *School and Classroom Disabilities Inclusion Guide for Low- and Middle-Income Countries*. RTI Press Publication No. OP-0031-1701. <http://doi.org/10.3768/rtipress.2017.op.0031.1701>

<sup>23</sup> Early language benchmarks refer to the age-appropriate language development levels a child or youth should have in the local spoken or signed language.

<sup>24</sup> The concept of “undue burden” is embedded in U.S. law and practice regarding investments by well-resourced public education systems in the education of a child with a disability. In the United States, the parents have access to legal remedies if they disagree with a funder’s (school system’s) interpretation or decision as to what constitutes an “undue burden.” In most countries where USAID works, public education is resource deficient and access to third party arbitration or adjudication simply does not exist. Therefore, the concept of “undue burden” could well be used as a shield from incurring expenses by school systems in nations where legal systems provide inadequate and unequal protection. USAID. “Procedures for Providing Reasonable Accommodation for Individuals with Disabilities.” April 2009.

<https://www.usaid.gov/sites/default/files/documents/1868/110maa.pdf>

<sup>25</sup> *Op.cit.* CRPD, 2006.

<sup>26</sup> National Center on Universal Design for Learning. “What is UDL?” <http://www.udlcenter.org/aboutudl/whatisudl>

- **Disability Non-Governmental Organization (NGO):** A disability NGO may focus on persons with disabilities, but persons with disabilities do not constitute the majority of the staff or leadership of the organization. Often these groups are service providers, segregated schools, or other types of NGOs. Disability NGOs are seen as organizations *for* persons with disabilities.

Partnering with DPOs ensures both a participatory approach and that lived disability experiences are integrated into USAID projects. The concept of “nothing about us without us” is the slogan of the international disability rights community. It is also important to note that there are multiple DPOs, usually focusing on a specific disability type, so strive to partner with a range of DPOs representing different disabilities.

# 5. Guiding Principles for Disability Inclusive Education

The following guiding principles should be reflected in all USAID efforts to address disability inclusive education. Equity, safety, and leadership and empowerment are also guiding principles for integrating gender into education.

## 5.1 Integrate Four Key Principles of Inclusive Education in All Programs

- 1. Equity:** Equitable access to and retention in quality learning from early grades to higher education is the major goal, as well as workforce development opportunities in order to address inequalities and to close gaps. Working toward equity in education programming requires removing barriers to enrollment, retention and completion of education, as well as ensuring quality of teaching and learning. Equity in learning implies supporting inclusive pedagogy and learning practices. To address equity, it is essential that education programming tackle the policy environment in which it is operating, support universal design for learning and teaching processes, and respond to economic or social barriers to education. Equity is measured by disaggregation (by sex) of data in enrollment, access and retention measures, and learning outcomes data by age bands, gender, disability types and lesbian, gay, bisexual, trans and/or intersex identities. Equity also means improving the public education system for learners with disabilities, and not creating or supporting parallel systems of education that segregate students with disabilities from their peers.
- 2. Safety:** Unsafe learning environments and travel to and from school are some of the main barriers affecting retention and learning outcomes. Safety in education programming requires addressing school-related, identity-based violence and marginalization. Safety in education programming refers to physical and emotional safety and psycho-social support in the learning environment, particularly in crisis and conflict contexts. The drivers of identity-based violence are largely based in harmful gender and social norms. These norms shape the inequalities and marginalization reflected in learning spaces. To address safety, education programming should mitigate and reduce identity-based violence and marginalization, provide socio-emotional learning and transform harmful social norms.
- 3. Leadership and Empowerment:** Contributions to, and agency in, society beyond the classroom is central to the sustainability of education programming. Inclusive education programming addresses how school-based activities can empower students to shape their own decision making and critical thinking, influencing their employment prospects and contribution to

society. To address leadership and empowerment, education programming should include soft skills training, mentoring, healthy behavior, civic engagement and accessing workforce opportunities and advancement opportunities.

4. **Do No Harm:** Many teachers have not yet acquired skills and knowledge of how to support children with disabilities' various needs. Appropriate steps should be taken to ensure that children with disabilities can successfully reach their optimum potential for learning in the general education classroom. For example, as countries move to make their education systems more inclusive, long term strategic planning and care are required to ensure children with disabilities do not lose access to the valuable knowledge and skills housed within special schools. To address 'Do No Harm', education programming should analyze whether an education system currently has the capacity to teach and support the diversity of learners in the classroom and look to strengthen the entire education system, including higher education.

## 5.2. Promote the Implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD)

Educate staff, host country counterparts and partners on Article 24 of the UN CRPD, which ensures learners with disabilities have access to quality education on an equal basis with all other students. Find out if your country has ratified the CRPD, and if so, refer to the state and civil society status report on the implementation of Article 24.<sup>27</sup>

## 5.3 Honor the Spirit of “Nothing About Us Without Us”

This adage of the disability community conveys the strong conviction that policies, programs and other activities addressing disability should be prepared and put into action with the full and direct participation of persons with disabilities and their organizations. This means:

- Locating people with disabilities in project areas and assessing their needs. In many places, people with disabilities are stigmatized and hidden away from society or overlooked due to the invisibility of their disability (e.g. intellectual disabilities, Deaf Blind). Local DPOs and community leaders can help locate persons with disabilities within their communities. Never assume a community is without disability.
- Recruiting people with disabilities to participate as decision-makers in all levels of strategy and programming efforts. Consult local and international DPOs in project design, implementation

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<sup>27</sup> Learn more about the CRPD and verify the commitments of host country governments in signing/ratifying it at <http://www.un.org/disabilities/> and <https://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>.

and evaluation. E3/ED technical staff and the DCHA/DRG Disability Team can assist staff and missions in locating local and international DPOs in project areas.

- Including family members of children with disabilities as contributing partners in efforts for disability inclusive education. Family members of children with disabilities have a role to play in the education of their children and should be supported with current practices and understanding of inclusive education that is informed by the disability community.

## 6. Social and Rights-Based Models for Approaching Disability

Disability is caused by social constructs<sup>28</sup> (i.e. beliefs) that create barriers (i.e., attitudinal, communication, physical) that exist in the environment. When these barriers are removed, people with disabilities can be more independent. Various models have been employed over time to address disability inclusion; the social and rights-based models are the preferred models.<sup>29</sup>

**Social Model:** Focuses on the barriers that exist in society and how to reduce those barriers to ensure full and equitable participation in society.

**Rights-Based Model:** The human rights model positions disability as an important dimension of human culture, and it affirms that all human beings, irrespective of their disabilities, have certain rights that are inalienable. This model builds upon the spirit of the Universal Declaration of Human Rights (1948), according to which “all human beings are born free and equal in rights and dignity.”

Models that **should not** be used for disability inclusive education are the **Charity Model** and the **Medical Model**.

**Charity Model:** The charity model sees people with disabilities as victims of their impairment. Depending on the disability, the disabled persons cannot walk, talk, see, learn or work. Disability is seen as a deficit.

**Medical Model:** The medical model focuses on what is wrong or needs to be fixed through medical treatments and/or interventions, even in cases without pain or illness. This focus creates low expectations and leads to people losing independence, choice and control in their own lives.

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<sup>28</sup> Social constructs are an invention or artifact of a particular culture or society and exist solely because people agree to behave as if they exist or agree to follow certain conventional rules.

<sup>29</sup> Handicap International. “The Four Models.” <http://www.making-prsp-inclusive.org/en/6-disability/61-what-is-disability/611-the-four-models.html>

**FIGURE 2.** Models of Disability and Education

Model	Description	Education Example
Charity	Depicts persons with disability as unfortunate or deserving pity or charity. This model reinforces negative stereotypes as it does not address the strengths of individuals or their ability to be active and participating members of society	Provides education or assistive devices as an act of charity rather than recognizing education is a human rights and assistive technologies are vital learning tools. The education of children with disabilities is often outside of the general education system and provided by religious groups or NGOs.
Medical	Focuses on a person’s limitations and the need to “fix” the person rather than looking at possible societal barriers. This model reinforces stereotypes as it emphasizes deficiencies and not strengths of an individual.	Requires a medical diagnosis to enroll in school. Assumes all individuals with the same diagnosis learn the same and thus teach to the disability label instead of the child. Provides limits on child’s potential based on disability label.
Social / Human Rights	Focuses on the barriers that exist in society and how to reduce those barriers to ensure full and equitable participation in society. This, along with the rights-based model, are the preferred models for disability inclusive education.	Recognizes that all children have unique learning strengths and learning needs. Provides individualized supports to build upon strengths while addressing challenges to promote learning.

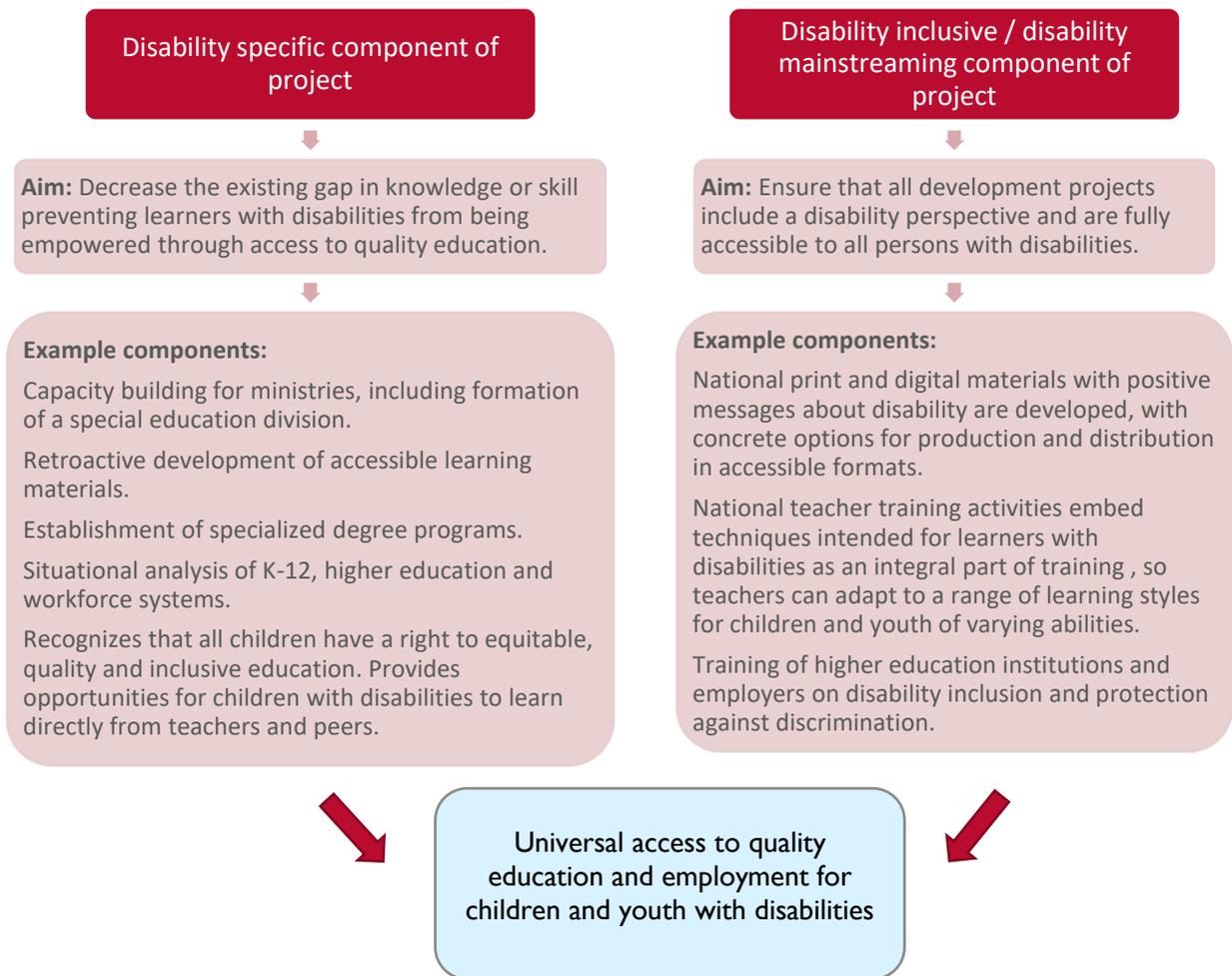
## 6.1 Twin-Track Approach

Disability inclusive education seeks to make changes to the existing education system to allow for children and youth with disabilities to access education on a full and equitable basis with others. This process includes a twin-track approach in embracing a holistic change in the education system that includes aspects of what might initially be designed for a specific disability type but can actually be used by other students as well.<sup>30</sup> The use of a twin-track approach consists of both mainstreaming disability throughout activities for development *and* providing disability-specific programming in cases where particular supports are required (Figure 2).<sup>31</sup>

<sup>30</sup> United Nations Development Group. “Including the Rights of Persons with Disabilities in United Nations Programming at Country Level. 2011. [http://www.un.org/disabilities/documents/iasg/undg\\_guidance\\_note\\_final.pdf](http://www.un.org/disabilities/documents/iasg/undg_guidance_note_final.pdf) (page 53).

<sup>31</sup> Adapted from Figure A3.1. “Example of mainstreaming and targeted action in the education sector,” United Nations Development Group. “Including the Rights of Persons with Disabilities in United Nations Programming at Country Level. 2011. [http://www.un.org/disabilities/documents/iasg/undg\\_guidance\\_note\\_final.pdf](http://www.un.org/disabilities/documents/iasg/undg_guidance_note_final.pdf) (page 54).

**FIGURE 3.** Twin-Track Approach



For disability inclusive education to happen effectively, the process should recognize members of the disability community as key stakeholders and not homogenous, with each disability type having its own unique needs. The process should be deliberate, purposeful, systematic and multi-layered, simultaneously integrating solutions that are designed for people with various disabilities (e.g. braille, differentiated learning, sign languages) into the education system while also working to close the gaps that exist in capacity, knowledge and skills in educating children and youth of various disability types, in particular students who least benefit from the current education system as is.

While the approaches discussed above are invaluable for conceptualizing and designing disability inclusive education projects and activities, it is still the case that there is no one-size-fits-all approach that can be employed in every situation. This challenge is further discussed in Section 7.1.

## 7. Integrating Disability into the Program Cycle

Disability Integration	Key Steps	Resources
<b>Country and Regional Strategic Planning</b>		
<b>National Education Policy Dialogue</b>	<ol style="list-style-type: none"> <li><b>1. Serve</b> as lead advocates for disability inclusion by making the case for disability inclusive education, using evidence-based arguments that link to the mission’s DOs. While more detailed planning will take place at the project and activity design phases, education staff can make clear that USAID education programming will address full inclusion of people with disabilities at the Country Development Cooperation Strategy (CDCS) stage.</li> </ol>	
<b>CDCS</b> (ADS 201.3.2.1)	<ol style="list-style-type: none"> <li><b>1. Describe</b> the most important development challenges and opportunities facing the partner country, based on the best available evidence, and identify those areas that the mission proposes to address. It is at this point that USAID education staff needs to consider challenges, opportunities and (if sufficient data and evidence is available) preliminary strategies for how disability inclusion will be addressed.</li> <li><b>2. Determine</b> the conceptual underpinnings that will be used to design projects and activities. The social and rights-based models and twin-track approach are important to understand before moving to project and activity design phases.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Annex B of this How-To Note</b> may be used to guide USAID staff and partners in identifying opportunities to promote education programs, projects and activities that are inclusive of students with disabilities beginning at the CDCS stage.</li> <li>• <b>Disability Inclusive Development 102: Mainstreaming Disability Across the Program Cycle and Beyond Course</b> (available to USAID staff) contains specific guidance on how to incorporate disability beginning at the CDCS stage, continuing into project and activity design and implementation, and including monitoring, evaluation and learning. It also provides good practice examples from current USAID mission programs.</li> <li>• <b>E3/ED technical staff</b> as well as those from the regional bureaus and other missions can assist with helping to ensure that disability is considered and integrated into analysis starting at the CDCS stage, either by identifying tools or providing technical expertise if more detailed analysis of the country context is needed.</li> </ul>

Disability Integration	Key Steps	Resources
<p><b>Good Practices at the Mission Level</b></p>	<p><b>Ethiopia</b> – USAID/Ethiopia developed a Mission Disability Inclusion Strategy, a Mission Order and a Mission Action Plan that identified specific actions that each development objective team could undertake to support disability inclusion.</p> <p><b>Ghana</b> – USAID/Ghana hired a full-time specialist for disability inclusive education.</p> <p><b>Morocco</b> – USAID/Morocco’s Education Office is raising the issue to the forefront of their discussions with the Ministry, creating awareness and change in the sector.</p> <p><b>Rwanda</b> – USAID/Rwanda’s Education Office is inspiring colleagues to infuse inclusion into their development approach, transforming an invisible issue into a mission priority.</p>	
<p><b>Conducting Analysis and Assessment</b> (also applies to project and activity stages)</p>	<ol style="list-style-type: none"> <li>1. <b>Determine</b> if there is sufficient contextual information about the state of disability inclusive education in the country and identify whether additional information or analyses is needed as well as how these will be obtained.</li> <li>2. <b>Measure</b> progress toward achieving inclusion for learners with disabilities.</li> </ol>	<ul style="list-style-type: none"> <li>• USAID has no standard approach to this analysis but the <a href="#">Early Grade Reading and Mathematics Initiative Assessment on Education of Students with Disabilities in Jordan Final Report</a> can be used as a guide. See Annex E. for a discussion of the framework presented.</li> </ul>
<p><b>Good Practices for Disability Analysis and Assessment</b></p>	<ul style="list-style-type: none"> <li>• <b>Egypt</b> – Mission conducted a needs assessment of persons with disabilities in Egyptian public universities and regional technical colleges.</li> <li>• <b>Egypt</b> – Primary Learning Program (PLP) had begun a national assessment on the situation of the education for children with disabilities prior to the program closing for political concerns.</li> <li>• <b>Ethiopia</b> – <a href="#">READ</a> Monitoring and Evaluation Project included research on the state of inclusive education, which was a key part of the evaluation.</li> <li>• <b>Ethiopia</b> – <a href="#">READ-TA</a> Project conducted an assistive technology assessment to support the government in prioritizing and providing assistive devices for learners with disabilities.</li> <li>• <b>Indonesia</b> – <a href="#">PRIORITAS</a> Project conducted an initial assessment of the implementation of inclusive education in Indonesia.</li> <li>• <b>Jordan</b> – Early Grade Reading and Math Project (RAMP) initial assessment was expanded upon the request of the Ministry of Education to provide the government with a more comprehensive understanding of the strengths and challenges related to disability inclusive education within the country.</li> <li>• <b>Morocco</b> – Conducted a comprehensive assessment on the status of disability education focusing on the education of children who are deaf and blind.</li> <li>• <b>Rwanda</b> – Soma Umenya Project’s initial disability assessment included a review of domestic policy; the current education system including both segregated and inclusive settings, initial prevalence rates; and teacher training practices.</li> </ul>	

Disability Integration	Key Steps	Resources
<b>Project and Activity Design</b>		
<p><b>Design (ADS 201)</b></p> <p>All USAID education projects and activities can be designed or modified to include children and persons with disabilities.</p>	<ol style="list-style-type: none"> <li><b>1. Engage</b> local actors. Consult DPOs beginning at the conceptual stages of project or activity design. Communicate inclusive opportunities; ensure that persons with disabilities are aware of opportunities in program activities.</li> <li><b>2. Conduct</b> analyses: Include disability in required analyses. Conduct non-mandatory disability-focused analyses as needed. See below for a section on conducting analyses and disability assessments.</li> <li><b>3. Budget</b> for inclusion. Ensure that budget planning makes provision for addressing disability inclusion.</li> <li><b>4. Write</b> activity descriptions. Be explicit about including children/youth with disabilities.</li> <li><b>5. Prepare</b> solicitation documents: Include mandatory reference to USAID Disability Policy <a href="#">AAPD 04-17: Supporting USAID's Disability Policy in Contracts, Grants, and Cooperative Agreements</a>. Use significant requirement to address needs of children with disabilities throughout the solicitation.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Incorporating Disability in Project Design and Management: LAC Inclusive Education Training</b> (available to USAID staff)</li> <li>• <b>Toolkit for International Education Stakeholders: Universal Design for Learning to Help all Children Read - Promoting Literacy for Learners with Disabilities</b></li> </ul>
<p><b>Solicitation Language</b></p>	<p>A <a href="#">recent report</a> by the <a href="#">Interaction Disability Working Group</a> found a strong correlation between having requirements to address the needs of children with disabilities in USAID solicitations and inclusiveness in resulting awards. This report found that, “inclusion of people with disabilities in USAID’s projects and activities begins with solicitation language that calls for inclusion in a significant way. Furthermore, only if the solicitation uses significant language around disability will the implemented work be inclusive of people with disabilities.” In cases where the donor only asks for a portion of the project to be inclusive or to include just one type of disability, only that portion is inclusive and only that one group is considered. USAID education staff are strongly encouraged to include disability in illustrative activities and indicators at the request for proposal (RFP) or notice of funding opportunity (NOFO) stage.</p>	<ul style="list-style-type: none"> <li>• Example of disability-inclusive language incorporated into a project’s objective and results. <ul style="list-style-type: none"> <li>○ Project Objective: Improved reading outcomes for all learners in early primary grades in an inclusive setting.</li> <li>○ Result 1: Accelerate the capacity of schools to become accessible and inclusive;</li> <li>○ Result 2: Increase the number of children with disabilities having access to quality education;</li> <li>○ Result 3: Increase the capacity of districts to provide support and training for schools and teachers on inclusive curriculum, pedagogy, and assessment practices; and</li> <li>○ Result 4: Support higher education institutions in establishing degree programs relevant to education for children and youth with</li> </ul> </li> </ul>

	<p>Many missions are requiring partners to develop disability inclusion work plans after contract start-up and to detail what will be accomplished related to the inclusion of individuals with disabilities. All such plans must include data collection on children with disabilities, to ensure that the proposed implementation approach is data-driven. The use of <a href="#">Washington Group protocols</a> and analysis approach is highly recommended, to improve consistency and comparability of data across USAID programming globally.</p> <p>USAID partners also have a role to play in preparing solicitations—a clear example is in the use of grants under contracts mechanisms in which the implementing partner is overseeing competitive processes to award funding to local organizations to support education work. Partners writing the solicitation for these grants have both the opportunity and the responsibility to ensure that disability inclusion is included.</p>	<p>disabilities.</p> <ul style="list-style-type: none"> <li>• Example of language partners could use for sub-grants or direct local grants: <ul style="list-style-type: none"> <li>○ Are organized and led by people with disabilities</li> <li>○ Strive to provide enabling environment in conjunction with people with disabilities</li> <li>○ Actively promote the rights of persons with disabilities</li> <li>○ Provide comprehensive services and make information accessible in collaboration with people with disabilities</li> <li>○ Represent a diversity of people with disabilities from particularly marginalized groups including, but not limited to, women/girls with disabilities, people with multiple disabilities, people with intellectual disabilities, people who are Deaf Blind and people with psycho-social disabilities.</li> </ul> </li> </ul>
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Disability Integration	Key Steps	Resources
<b>Project and Activity Implementation</b>		
<b>Management and Evaluation</b>	<ol style="list-style-type: none"> <li>1. <b>Review</b> agreement documents. Work with the contracts/agreement officer to ensure that disability makes it from solicitation to signed award. For example, require a disability inclusion implementation plan within 30 days of a signed award, or require disability-specific or disability-disaggregated performance indicators as part of the awardee’s monitoring, evaluation, and learning (MEL) plan.</li> <li>2. <b>Plan</b> for an award signing kick-off meeting. USAID and partners have the opportunity to jointly review disability inclusion requirements to ensure clarity and shared understanding by all parties.</li> <li>3. <b>Conduct</b> site visits and ask about disability inclusion. How are children and youth with disabilities benefitting from project activities? How could this project better support children and youth with disabilities? How are DPOs being involved in project implementation and monitoring?</li> <li>4. <b>Prepare</b> for external evaluations. Require disability-targeted questions. Refer to the USAID education knowledge management website for examples of evaluation statements of work that were successful in incorporating consideration of disability inclusion.</li> <li>5. <b>Recommend</b> that someone with disability expertise be on the evaluation team.</li> <li>6. <b>Celebrate</b> success. Highlight disability inclusion in public communications, research, and scale-up.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Incorporating Disability in Project Design and Management: LAC Inclusive Education Training</b> (available to USAID staff)</li> </ul>
<b>Budgeting</b>	<ol style="list-style-type: none"> <li>1. If applicable, <b>use</b> basic education or higher education (BE/HE) earmarked funds to fund disability-specific and disability-inclusive programming that is in line with USAID focus areas. The education activities and interventions should be selected based on their technical effectiveness and cost-effectiveness in achieving the principles and priorities of the USAID Education Policy. For reasonable accommodations that relate directly to the education project (e.g., making materials accessible), BE/HE funds can be used.</li> </ol>	<ul style="list-style-type: none"> <li>• For reasonable accommodation for in-person events or advertising an event, E3/ED encourages education staff to consult with the <b>mission</b> and use operating expenses to fund these requests.</li> <li>• Specific questions about the use of BE/HE funding in support of disability should be</li> </ul>

Disability Integration	Key Steps	Resources
	<p><b>2. Apply</b> the <a href="#">State Department’s Foreign Assistance Standardized Program Structure and Definitions</a> to all resources.</p> <p><b>3. Plan</b> for the costs of reasonable accommodations in program and organizational budgets. At least 3-5 percent of program costs and 1-3 percent of administrative costs should be budgeted for, though the numbers will likely be higher for scaled interventions for inclusive education to systematically satisfy programmatic needs.</p>	<p>directed to <b>E3/ED’s Policy and Planning Division</b>.</p> <ul style="list-style-type: none"> <li>• <b><a href="#">Making Inclusive Development a Reality</a></b></li> <li>• Education staff can consult with <b>E3/ED personnel</b> for guidance and assistance in calculating these budgets allotments.</li> <li>• See <b>Annex D</b> for illustrative assistive technologies to accommodate students with disabilities.</li> </ul>
<p><b>Communicating</b></p>	<p><b>1. Advertise</b> the availability of reasonable accommodation in program activities so that people with disabilities know they are welcome to participate. A twin-track approach for disability inclusion works toward policies and practices that have full inclusion as the ultimate goal; however, until that goal is reached, strategies for reasonable accommodation may also be necessary.</p> <p>When advertising in-person or virtual events, use the following language anywhere in the flyer or email and list your contact information for people with disabilities to reach out and inform you of their accommodation needs:</p> <p>"If you require reasonable accommodations, such as materials in Braille, sign language interpreters and wheelchair access, please contact xxxxx."</p> <p><b>2. Create</b> accessible materials that comply with Section 508 standards to ensure that people with disabilities can access the information you are producing.</p>	<ul style="list-style-type: none"> <li>• For assistance in creating Section 508 compliant materials, USAID has a centrally managed resource reachable at <a href="mailto:section508@usaid.gov">section508@usaid.gov</a>. Keep in mind that the centrally managed resource likely has limitations in their ability to create accessible materials such as difficulty in working with documents in other languages and inability to create local sign language translation.</li> <li>• <b><a href="#">USAID El Salvador Improving Access to Employment Program (2009 – 2013)</a></b> The program developed and implemented solutions to the challenge of finding jobs for persons with disabilities that included active outreach interventions. These interventions included job fairs specifically aimed at persons with disabilities (a fully inclusive strategy would have developed strategies for including persons with disabilities in a job fair for all participants); specific training for career counselors; and linkages with organizations such as the Telethon Foundation for Rehabilitation and the</li> </ul>

Disability Integration	Key Steps	Resources
		national Integrated Labor Service to identify candidates and prepare them for interviews.
<b>Good Practices for Disability Inclusion Work Plans</b>	<p>Disability work plans were developed as part of the following projects and activities. In some cases (marked with an *), disability inclusion work plans were required as part of the solicitation.</p> <p>Egypt – Primary Learning Program</p> <p>Georgia – Youth in Development Project</p> <p>Jordan* – Early Grade Reading and Mathematics Project (RAMP)</p> <p>Philippines* – <a href="#">Basa Pilipinas (Read Philippines)</a></p> <p>Philippines – <a href="#">Reading Beyond Sight</a></p> <p>Rwanda* – <a href="#">Soma Umenye (Read and Learn)</a></p> <p>Rwanda – <a href="#">Literacy, Language, and Learning (L3) Project</a></p> <p>Tanzania – <i>Tusome Pamoja</i> (Let's Read Together)</p>	

Disability Integration	Key Steps	Resources
<b>Monitoring and Evaluation</b>		
<b>Standard Foreign Assistance Indicators</b>	<p>Standard foreign assistance indicators, or “standard indicators,” measure the outputs and outcomes of the U.S. Government’s programs, projects and activities. The following standard indicators are relevant to disability inclusive education programs:</p> <ul style="list-style-type: none"> <li>• ES.1-3: Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance</li> <li>• ES.1-3g: Number of learners with disabilities</li> <li>• ES.1-4: Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance</li> <li>• ES.1-4g: Number of learners with disabilities</li> <li>• ES.1-8: Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance</li> <li>• ES.4-1: Number of vulnerable persons benefitting from USG-supported social services</li> <li>• ES.4-1e: Persons with disabilities</li> <li>• ES.4-2: Number of service providers trained who serve vulnerable persons</li> <li>• ES.4-3: Number of USG assisted organizations and/or service delivery systems that serve vulnerable persons strengthened</li> <li>• ES.4-3c: Disabled People’s Organization (DPO)</li> <li>• ES.4-3d: Non-governmental organization (non-DPO)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation Templates (available to USAID staff)</li> </ul>
<b>Custom Indicators</b>	<p>Not all of the standardized indicators require reporting disaggregated data by disability. USAID missions can choose to disaggregate any education-specific indicators that are not currently disaggregated by disability.</p> <p>USAID education staff can mandate that indicators be disaggregated by disability in solicitation documents for new activities, and when relevant, require that offerors propose custom indicators that capture efforts to</p>	<ul style="list-style-type: none"> <li>• <a href="#"><b>Washington Group on Disability Statistics (WG) website:</b></a> The WG was established under the United Nations Statistical Commission to address the urgent need for cross-nationally comparable population-based measures of disability. Since 2012, UNICEF and WG have been working on an <a href="#">extended set of questions on</a></li> </ul>

Disability Integration	Key Steps	Resources
	<p>address disability inclusive education as part of their proposals/bids. USAID recommends all missions and implementing partners (IPs) use the WG approach to collecting and analyzing data on disability. This enables USAID and partners to:</p> <ul style="list-style-type: none"> <li>• Discover gaps in current performance and results as it relates to inclusive education and learners with disabilities.</li> <li>• Improve and strengthen future programming for learners with disabilities.</li> <li>• Potentially influence future budget allocations.</li> </ul> <p>Using standardized data collection and data analysis approach will enable USAID missions and USAID Washington to compare data across activities and projects, and track progress of reaching and improving lives of children with disabilities across USAID’s entire education portfolio.</p>	<p><a href="#">child disability</a> that focus on environmental factors and participation in school. Reviewing the ongoing work of this group will help USAID education staff and partners gain an understanding of tools being developed to measure disability inclusion in schools, attitudes about disability inclusion in education, and the performance of education systems with regards to disability inclusion.</p>

Disability Integration	Key Steps	Resources
<b>Learning and Adapting</b>		
<b>Learning and Adapting</b>	<ol style="list-style-type: none"> <li>1. <b>Ensure</b> careful monitoring and evaluation of efforts to reach children with disabilities and improve their education outcomes through USAID programming, USAID education staff and partners can contribute to the evidence base for disability inclusive education.</li> <li>2. <b>Write</b> solicitations and scoring criteria to evaluate the extent to which activities have a concrete plan for how learning around disability will take place.</li> <li>3. <b>Facilitate</b> learning at the country level. This may entail plans for workshops, seminars or public fora that bring local stakeholders together to discuss an activity’s performance, results or the need for change and adaptation. Lead players in these types of interventions are usually Ministries of Education at national and/or more local levels, partners, local NGOs (and DPOs), local governments, schools, communities, interested private sector representatives and other donors.</li> <li>4. <b>Facilitate</b> learning within the activity. This may entail the creation of a plan for ongoing research or study of an approach about which more understanding is desired. Learning is enriched within USAID and the larger global community by ensuring that research, studies, learning materials and other tools that are being developed are shared and made widely available on websites such as <a href="#">USAID’s Development Experience Clearinghouse</a>.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">EducationLinks</a> posts new studies, evaluations, and project and activity documents on an ongoing basis that are learning tools for those in the field.</li> <li>• <b>Education Internal Newsletter</b> (available to USAID staff)</li> <li>• <b>Disability Inclusive Education Landscape Mapping Review</b> (available to USAID staff)</li> <li>• E3/ED has <b>technical staff</b> dedicated to promotion of knowledge management and learning that can assist USAID education staff and partners.</li> </ul>

## 7.1 Challenges and Opportunities

Challenge	Opportunity
<p><b>Not knowing where to start / build off existing resources for disability inclusive education</b></p> <p>Ensuring that children and youth with disabilities have access to education and providing them with an educational environment that has appropriate materials and teachers with necessary skills for success in learning can be challenging. Furthermore, parents and communities sometimes actively disagree with efforts to mainstream children and youth with disabilities into the education system. To add another layer of complexity to an already challenging area, disability inclusive education is context-specific. In addition, there is a lack of understanding of the diverse needs of children and youth with disabilities and what is considered the least restrictive environment for the child. An example is the Deaf and Hard-of-Hearing (DHH) community’s viewpoint on the meaning of inclusive education. Due to the DHH community also being a language minority, a school environment is only considered truly inclusive if the school employs individuals fluent in the use of the local sign language, including DHH adults as teachers, staff and role models, and encourages the learning of the local sign language to all within the school.</p>	<p><b>Leverage models and implementation examples</b></p> <p>Despite this challenge, there are models and examples of how it has been implemented in various countries that education staff and partners can draw on.</p> <ol style="list-style-type: none"> <li>1. UNICEF has an example of inclusive education from <a href="#">India</a>. The linked study assesses the state of special needs and inclusive education in the country in terms of policies, resources and practices, and identifies and documents the experiences of “good practice models” of special needs and inclusive education for children with disabilities.</li> <li>2. The Global Campaign for Education UK created a report on <a href="#">Equity and Inclusion for All in Education</a>, which includes several examples of successful IE programs.</li> <li>3. A <a href="#">USAID landscape mapping exercise for disability</a> captures which USAID education programs are currently addressing the intersection between education and disability. The report contains descriptions of USAID activities addressing disability inclusive education worldwide and in all USAID education focus areas.</li> <li>4. E3/ED technical staff and regional bureau education backstop staff often have wide knowledge of approaches that are being employed in a variety of countries, not limited to one country or region. They are often able to help education staff and partners network, putting them in touch with colleagues in other places, or finding additional sources of information that can be invaluable at all stages of the program cycle.</li> </ol>

Challenge	Opportunity
<p><b>Collecting Data on Disability</b>            When assessing the situation of disability in a country, it may be difficult to obtain or rely on the accuracy of quantitative data. While the World Health Organization (WHO) estimates that 15 percent of the global population has a disability, national data on disability prevalence is often not available or is significantly underestimated due to unreliable measurements. Children with disabilities often go unidentified at birth, which contributes to their invisibility and exclusion from education and other services. For programs to meet a country or community’s educational needs, quality data should be collected in order to effectively prioritize, plan for and ensure the best use of resources, and appropriately inform programming needs to provide the best service possible to host country governments and communities, especially marginalized communities. Many standard USAID indicators require disaggregation by disability status. However, one cannot ascertain that a person has a disability by simply looking at them. There are data collection instruments and methods that have been internationally tested and endorsed for use by statistical commissions. USAID recommends using instruments developed by the <a href="#">Washington Group on Disability Statistics (WG)</a>. The WG is a UN city group established under the UN Statistical Commission that was constituted to address the urgent need for cross-nationally comparable population based measures of disability.</p>	<p><b>Leverage data collected by the Demographic and Health Surveys (DHS) Program’s new optional <a href="#">Disability Module</a></b>            The module is based on the <a href="#">Washington Group (WG) Short Set of Questions on Disability</a> and is the result of ongoing collaboration between the DHS program, WG and USAID. The DHS Disability Module, when selected for inclusion in the survey by the host country, is inserted in the household questionnaire so that disability data are collected for all persons in the household, age 5 and older, across six core functional domains: seeing, hearing, communication, cognition, walking and self-care. The DHS program surveys that include the Disability Module will have the basic necessary information on disability, which is comparable to that being collected worldwide via the WG disability tools. This data will help USAID and partners, both local and global, make well-informed decisions about disability inclusive policies and programming.</p>
	<p><b>Conduct a disability needs assessment</b>            When data is in short supply during project and activity design, or if more nuanced data is needed, education staff may need to undertake a disability needs assessment in the country in which they are working. E3/ED technical staff can assist with designing disability needs assessments that can be done at the project or activity levels. Ideally, the assessment is done as part of the planning stage of the program cycle to inform the design of an intervention. However, an assessment can also be done mid-project if it is discovered that a current intervention is not addressing the needs of learners with disabilities and there is an opportunity to potentially do so. In addition to the Short Set of Questions on Disability, the WG has available an <a href="#">Extended Set of Questions</a> on Disability and two versions of caregiver questionnaires about children: Child Functioning for Children Under Age 5 or Child Functioning for Children Age 5 to 17.</p>
	<p><b>Identify opportunities for enriching information in current or planned assessments</b>            Consider adding indicators or including the WG Short Set of Questions on Disability in other current or planned assessments to allow for disability disaggregation. Find out whether there is existing regular administrative data from the country’s Ministry of Education’s Education Management Information System (EMIS), for example, or in household surveys or other types of significant sub-sample or census assessments undertaken by the country, donors, DPOs or NGOs and/or civil society organizations.</p>

Challenge	Opportunity
<p><b>Addressing issues of stigma with parents and communities</b> Stigma is often perpetuated when parents are exposed to the opinions of healthcare practitioners, who are usually the first to discover a child or youth’s disability. Many practitioners utilize the medical model of disability, which focuses on the individual’s limitations and attempts to reduce or fix those limitations so the person can normalize to society’s standards.</p>	<p><b>Use the social model</b> The disability community’s preferred method is to use the social model, which seeks to alter society by identifying and changing negative attitudes and systemic barriers that cause people to be stereotyped as “persons with disabilities.” That said, early detection and intervention in tandem with the disability community is critical in identifying the most appropriate education opportunities for a child or youth with disability.</p>
<p><b>Lack of parent and community engagement</b> Often, only minimal work is being done with parents and communities of children and youth with disabilities to change negative attitudes and stigma toward disability. In addition, little effort is being made toward encouraging parents to bring their child with disability to school and become more engaged with that child’s educational journey. When families and communities work together with the school system to support a child in their education, students have better grades, stay in school and acquire better social skills and behavior.</p>	<p><b>Give parents and communities the right tools and resources to make better decisions</b> This will result in children and youth with healthier identities, stronger sense of psychosocial well-being and stronger families and communities. Some of the most successful people come from families supportive of their children; this is especially true for children and youth with disabilities. A technical booklet created by UNICEF <a href="#">Parents, Family and Community Participation in Inclusive Education</a> guides people through the process of engaging families and communities. Another resource is the Community-Based Rehabilitation model as described in UNICEF’s 2013 <a href="#">State of the World’s Children with Disabilities</a>.</p>

## 8. Resources

### 8.1 Policy and Foundation Documents

Title	Use/Summary of Document
<a href="#">USAID Disability Policy Paper</a>	The USAID policy on disability promotes the inclusion of people with disabilities both within USAID programs and in host countries where USAID has programs.
<a href="#">ADS Chapter 201 Program Cycle Operational Policy</a>	The program cycle is USAID’s operational model for planning, delivering, assessing and adapting development programming in a given region or country to advance U.S. foreign policy.
<a href="#">Acquisition and Assistance Policy Directive (AAPD 04-17): Supporting USAID's Disability Policy in Contracts, Grants and Cooperative Agreements</a>	<p>The purpose of this AAPD is to require contracting officers (COs) and agreement officers (AOs) to include a provision supporting USAID’s Disability Policy in all solicitations and resulting awards for contracts, grants, and cooperative agreements.</p> <p>Note: this has been archived into <a href="#">ADS 302</a> and <a href="#">ADS 303</a>.</p>
<a href="#">AAPD 05-07: Supporting USAID's Standards for Accessibility for the Disabled in Contracts, Grants, and Cooperative Agreements</a>	<p>The purpose of this AAPD is to require COs and AOs to include a provision in all solicitations and resulting awards for contracts, grant, and cooperative agreements involving construction or renovation of structures, facilities or buildings.</p> <p>Note: this has been archived into <a href="#">ADS 302</a> and <a href="#">ADS 303</a>.</p>
<a href="#">Promoting Nondiscrimination and Inclusive Development in USAID Funded Programs</a>	A Mandatory Reference for ADS Chapter 200.
<a href="#">Procedures for Providing Reasonable Accommodation for Individuals with Disabilities</a>	A Mandatory Reference for ADS Chapter 110. This document prescribes the USAID policy directives and required procedures for processing requests for reasonable accommodation for employees and qualified job applicants with disabilities.
<a href="#">Foreign Assistance Standardized Program Structure and Definitions</a>	Basic education definitions.

Title	Use/Summary of Document
<a href="#">Convention on the Rights of Persons with Disabilities (CRPD)</a>	The Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106) was adopted on December 13, 2006 at the United Nations Headquarters in New York, and was opened for signature on March 30, 2007. The Convention entered into force on May 3, 2008. The Convention follows decades of work by the United Nations to change attitudes and approaches to persons with disabilities.
<a href="#">Article 24 of the CRPD</a>	Article 24 asserts the rights of persons with disabilities to inclusive education without discrimination and on an equal basis with others.
<a href="#">General Comment No.4 Article 24: Right to Inclusive Education</a>	Committee on the Rights of Persons with Disabilities. General comment No. 4 (2016).
<a href="#">Marrakesh Treaty</a>	Treaty summary, main provisions and contracting parties.
<a href="#">International Labour Organization: Inclusion of people with disabilities in national employment policies</a>	This guidance note is designed to provide step-by-step support in effectively including women and men with disabilities in the development of NEP throughout the policy process.
USAID Education Policy (November 2018)	The Policy provides a framework for USAID support to partner countries in strengthening their capacity to deliver quality learning opportunities for children and youth. The primary purpose of USAID programming in education is “to achieve sustained, measurable improvements in learning outcomes and skills development”.
<a href="#">U.S. Government Strategy on International Basic Education (Fiscal Years 2019 - 2023)</a>	USAID’s education work falls under this integrated USG strategy promoting basic education.
<a href="#">USAID Education Strategy 2011-2015</a>	The former USAID Education Strategy outlines the three global education goals: Goal One: Improved reading skills for 100 million children in primary grades by 2015; Goal Two: Improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country’s development goals; and Goal Three: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.

## 8.2 Reports and Evidence

Title	Use/Summary of Document
<a href="#">A Summary of the Evidence on Inclusive Education</a>	This report documents evidence on the effectiveness of inclusive education and provides insights into how educators and policymakers might improve the availability of inclusive options for children with disabilities and their families.

Title	Use/Summary of Document
<a href="#">Costing Equity Report (IDDC)</a>	The report looks at the benefits of financing disability inclusive education, the current state of education financing with regard to inclusion, and what needs to change in order for education financing to effectively support the realization of Sustainable Development Goal 4 and Article 24 of the CRPD.
<a href="#">Disability and Returns to Education in a Developing Country</a>	The purpose of this paper is to bridge this gap by focusing on the role of education in the labor market of a developing economy, namely, Nepal.
<a href="#">Education for All 2000-2015: Achievements and Challenges</a>	The EFA Global Monitoring Report (GMR) has monitored progress on an almost annual basis toward the EFA goals and the two education-related Millennium Development Goals (MDGs). The 2015 GMR provides a complete assessment of progress since 2000 toward the target date for reaching the Dakar Framework's goals.
<a href="#">Equity and Inclusion for All in Education</a>	This report advocates that DFID dedicate adequate resources to tackling the exclusion of all marginalized groups from education in a strategic manner, in line with MDG 2 to achieve universal primary education, the Education for All (EFA) goals, and international human rights instruments such as the Convention on the Rights of the Child.
<a href="#">Global Initiative on Out-of-School Children: South Asia Regional Study</a>	This South Asia study is primarily based on findings from four Out-of-School Children Initiative country studies on Bangladesh, India, Pakistan and Sri Lanka.
<a href="#">Inclusion of Disability in USAID Solicitations for Funding</a>	This White Paper provides the results of two studies about how solicitation language to address the needs of children with disabilities is currently being used in USAID's public solicitation for funding and its impact. The paper discusses the research methodology and provides the recommendations of the Disability Working Group on how USAID can better integrate disability into its future programs.
<a href="#">Research Brief 8: ASL/English Bilingual Education</a>	This research brief outlines models, methodologies and strategies of ASL/English Bilingual Education.
<a href="#">School and classroom disabilities inclusion guide for low- and middle-income countries</a>	This guide provides strategies and recommendations for developing inclusive classrooms and schools.
<a href="#">Summary Report: The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities</a>	This report seeks to explore the potential pathways through which exclusion of people with disabilities may generate economic costs to individuals, their families and societies at large. Additionally, it investigates potential economic gains that may be realized through inclusion.

Title	Use/Summary of Document
<a href="#">Technology for employability in Latin America: Research with at-risk youth and people with disabilities</a>	<p>This study examines programs that provide basic computer training for people with disabilities and at-risk youth. Based on primary research in five countries (Brazil, Ecuador, Guatemala, Mexico and Venezuela), it discusses the landscape of issues around technology and employability and investigates how ICT training affects the employability concerns of two populations with diverse needs and histories of social and economic exclusion.</p>
<a href="#">The State of the World's Children 2013: Children with Disabilities</a>	<p>The report examines the barriers—from inaccessible buildings and dismissive attitudes to invisibility in official statistics and vicious discrimination—that deprive children with disabilities of their rights and keep them from participating fully in society.</p>
<a href="#">Toward Inclusive Education: The Impact of Disability on School Attendance in Developing Countries</a>	<p>This paper reduces the global knowledge gap pertaining to the impact of disability on school attendance, using cross-nationally comparable and nationally representative data from 18 surveys in 15 countries that are selected among 2,500 surveys and censuses.</p>
<a href="#">UNESCO Education and Literacy Data</a>	<p>Data for: Sustainable Development Goal 4, Learning Outcomes, Out-of-School Children and Youth, Literacy, Gender Equality in Education, Equity in Education, Teachers, etc.</p>
<a href="#">UNICEF Inclusive Education booklets</a>	<p>These resources on education represent just a small selection of materials produced by UNICEF and its partners in the region. The list is regularly updated to include the latest information.</p>

## 8.3 Resource Repositories and Guidance Documents

Title	Use/Summary of Document
<a href="#">Development Experience Clearinghouse</a>	<p>USAID's largest online resource for Agency-funded technical and project materials, makes nearly 200,000 items available for review or download, and continuously grows with more than 1,000 items added each month.</p>
<a href="#">Disability Inclusive Development: An Introductory Course for USAID Staff and Development Partners</a>	<p>Online course available to USAID staff and development partners. Provides an overview of disability in development and USAID initiatives.</p>
<a href="#">Disability Questionnaire Module</a>	<p>This two-pager provides a summary of the DHS Program's optional Disability Module. When selected for inclusion in the survey by the host country, it is inserted in the household questionnaire so that disability data are collected for all persons in the household age 5 and older across six core functional domains: seeing, hearing, communication, cognition, walking and self-care.</p>

Title	Use/Summary of Document
<a href="#">The Disability Data Portal</a>	The Disability Data Portal provides a snapshot of the data globally available on people with disabilities in 40 countries. The portal also identifies where there are gaps in the current body of data.
Toolkit for International Education Stakeholders: Universal Design for Learning to Help all Children Read - Promoting Literacy for Learners with Disabilities	This toolkit includes information on how to teach literacy skills to students with different categories of disabilities. The toolkit highlights literacy instruction, and supports using the Universal Design for Learning (UDL) to show the different ways students with different disabilities learn. The suggested educational approaches can improve learning for all children, including those who may need additional learning supports due to exposure to trauma, war and/or natural disasters.
<a href="#">CAST</a>	CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning.
<a href="#">EducationLinks</a>	Provides resources, events, blogs about disability inclusive education at USAID.
<a href="#">Enabling Education Network</a>	An inclusive education information-sharing network, open to everyone.
<a href="#">Including the Rights of Persons with Disabilities in United Nations Programming at Country Level</a>	This guidance note outlines four main areas for mainstreaming the rights of persons with disabilities: UN cooperation at country level; Country Analysis (preceding UNDAF development); Strategic Planning (development of the UNDAF and its results matrix); and Monitoring and Evaluation (M&E).
<a href="#">International Disability Alliance</a>	A global umbrella group for international DPOs; its website provides links to specific disability organizations with information about each organization's international, regional, national and local affiliates.
<a href="#">International Disability and Development Consortium</a>	The International Disability and Development Consortium is a global consortium of disability and development NGOs, mainstream development NGOs, and DPOs supporting disability and development work in more than 100 countries around the world.
<a href="#">MIUSA</a>	Database managed by Mobility International USA and allows user to DPOs and non-DPOs around the world searching by region, country and/or type of disability.
<a href="#">Science of Learning Center at Gallaudet University on Visual Language and Visual Learning (VL2)</a>	Fundamentally advances the science of learning, specifically involving how aspects of human higher cognition are realized through vision.
<a href="#">Section 508 Guidance</a>	Access USAID guidance on how to make web content accessible according to federal Section 508 (available to USAID staff)
<a href="#">Source International Online Resource Centre</a>	Designed to strengthen the management, use and impact of information on disability and inclusion in development and humanitarian contexts. It is primarily intended for use by practitioners and academics.

Title	Use/Summary of Document
<a href="#">Standard Foreign Assistance Indicators</a>	Drawing on technical expertise within both the State Department and USAID, the standard foreign assistance indicators were developed to measure and illustrate what foreign assistance accomplishes.
<a href="#">Toolkit: Learning Directly from Disabled People</a>	This toolkit helps senior global business leaders understand why learning directly from disabled people is essential and is a business performance imperative. It gives practical advice on how an organization can create the framework to learn directly from disabled people as a matter of routine, and inspires colleagues with case studies from organizations that have benefited directly from the knowledge and experiences of disabled people.
<a href="#">United States International Council on Disabilities (USICD)</a>	A federation of U.S.-based non-governmental organizations, federal agencies and individuals committed to advocacy and action on behalf of the global disability rights agenda. Because of its unique structure, USICD's core strength is its membership.
<a href="#">USAID Disability Communication Tips</a>	Reference sheet provides useful information about how to promote positive images of people with disabilities in communication.
<a href="#">USAID/DCHA Disability Program Factsheet</a>	This two-page factsheet provides a background of USAID and disability inclusive development and the agency's response.
<a href="#">USAID/DCHA Empowerment and Inclusion Briefer</a>	This two-pager provides an overview of the Empowerment and Inclusive Division.
<a href="#">Washington Group on Disability Statistics</a>	The Washington Group is a United Nations commission formed of representatives of national statistical offices working on developing methods to better improve statistics on persons with disabilities globally, with input from various international agencies and experts. These include UN agencies, bilateral aid agencies, NGOs, DPOs and researchers.
<a href="#">ATscale: A Global Partnership for Assistive Technology</a>	In 2018, USAID and a group of organizational <a href="#">partners</a> launched this effort to set a unified strategy and agenda to help break down supply and demand barriers for assistive health devices—including eyeglasses, hearing aids, prosthetics and wheelchairs—for people with disabilities in developing countries.

## 8.4 Region/Country/Program Examples or Tools

Country/Region	Report Title	Publication Date	Description
Albania	<a href="#">Manual for Teachers: I am among you</a>	2014	The manual was prepared with the support of the organization World Vision Albania, in cooperation with the “Association for the Protection of Persons with Disabilities” (MEDPAK) and the Ministry of Education and Sports.

Country/ Region	Report Title	Publication Date	Description
Ethiopia	<a href="#">Reading for Ethiopia's Achievement Developed Monitoring and Evaluation Quarterly Report 2016 Q1</a>	2016	This quarterly report contains a section on inclusive education (pages 13-14).
Europe & Eurasia	<a href="#">Best Practices in Inclusive Education for Children with Disabilities</a>	2010	This study provides an overview of best practices in inclusive education, informs stakeholders of the current status of inclusive education in the region, describes the contextual factors that affect program implementation, and makes recommendations of practical start-up steps for inclusive education programs. The ultimate purpose of this report is to improve programming efforts in inclusive education in the Europe and Eurasia region.
Global	<a href="#">Parents, Family and Community Participation in Inclusive Education</a>	2014	This booklet and the accompanying webinar assists UNICEF staff and partners to understand the importance of engaging with parents, families and communities in the process of implementing inclusive education, with an emphasis on children with disabilities, and how it fits within UNICEF's mission.
India	<a href="#">Examples of Inclusive Education</a>	2003	This study analyzes the global policies in education of children with disabilities and how India's policies and program align with them.
Indonesia	<a href="#">Prioritas Project Website</a>	Various	Contains project reports and documents.
Morocco	<a href="#">EdDatall: Disability Inclusion Education Situation and Needs Analysis for Morocco</a>	2016	The report also provides a number of concrete recommendations on how the Ministry of Education (MOE) in Morocco can transition toward a more inclusive system aligned with the CRPD and other international best practices.
Rwanda	<a href="#">Soma Umenye Activity Disability and Inclusion Assessment</a>	2016	This report presents the variables and factors that affect the ability of students in Grades 1 to 3 to learn to read in the Kinyarwanda language in mainstream schools and identifies barriers that children with various disabilities (visual, auditory, physical, intellectual and behavioral) are confronted with in Rwanda's educational system that impede their ability to learn to read.

Country/ Region	Report Title	Publication Date	Description
Thailand	<a href="#">Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments</a>	2015	Booklet designed so that readers can identify and successfully remove barriers to learning, development and participation faced by many children with disabilities.

## 8.5 Contacts

Name	Contact Info
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Internal mailing list: Inclusive education	<a href="mailto:inclusiveeducation@usaid.gov">inclusiveeducation@usaid.gov</a>

# Annex A. History of International Support for Disability Inclusive Education

In 2006, the United Nations adopted the Convention on the Rights of Persons with Disabilities (CRPD) to promote and protect the human rights of persons with disabilities in all areas of life. Article 24 - Education and Article 27 - Work and Employment provide a legal framework for advocacy and participation of persons with disabilities. In addition, countries that have signed and ratified the CRPD are required to report on their implementation progress. Today, 166 countries have signed and ratified the convention.

Article 24 specifically addresses education, stating that governments should ensure that “persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability” (United Nations, 2006). In addition, the article states that governments should take appropriate measures to ensure that reasonable accommodations are provided; facilitate the learning of braille, alternative script, augmentative or alternative modes, means and formats of communication and orientation and mobility skills; and facilitate the learning of sign language. Likewise, Article 27 mandates that persons with disabilities have the right to work on an equal basis to others. As a result, many countries are currently attempting to develop new policy strategies and practices in order to better promote the education and the employment of persons with disabilities.

Committed to the inclusion of persons with disabilities, in 1997 USAID became the first bilateral donor with a disability policy. The policy promotes a climate of nondiscrimination against and equal opportunity for people with disabilities in all USAID-funded programs. In addition, the policy directs USAID to engage with other USG agencies, donors and host country entities to raise awareness of people with disabilities, support their advocacy efforts and enhance program goals by promoting the participation of persons with disabilities in USAID policy, country and sector strategies as well as activity designs and implementation.

In 2004, USAID established AAPD 04-17 requiring contracting and agreement officers to include a provision supporting USAID’s Disability Policy in all solicitations for funding and in the resulting awards for contracts, grants and cooperative agreements. In 2005, USAID introduced AAPD 05-07 mandating the use of accessible standards compliant with the Americans with Disabilities Act (ADA) in all USAID-financed construction or reconstruction efforts.

Recent global goals show that the world is beginning to recognize that “Education for All” will never be achieved unless more attention is paid to advancing inclusive education interventions and systems.

# Annex B. Disability Inclusive Education Program Design Questions

The questions below correspond to the priority areas in the USAID Education Policy and may be used to guide USAID staff and partners in identifying opportunities to promote education programs, projects and activities that are inclusive of students with disabilities. They may be useful to include in disability assessments, focus groups or activity site visits.

Priority Area	Questions to Consider
<p>Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being<sup>32</sup></p>	<p>Are young girls and boys with disabilities attending school? If not, why not?</p> <p>Are education venues and related facilities restored/built according to the accessibility standards outlined in USAID’s Disability Policy Directive AAPD-0507?</p> <p>How does disability and gender further exacerbate access to education and discrimination against individuals from certain religious, ethnic and geographic groups? Do school curriculums promote acceptance of people with disabilities?</p> <p>Can children with disabilities access humanitarian assistance and relief programs, including education programs and materials?</p> <p>Can students with disabilities safely commute between their homes and school? Or are dormitory provisions available?</p> <p>How are girls with disabilities protected from the increased risks they face, such as sexual violence, rape, forced prostitution and trafficking?</p> <p>Is psychosocial support available to people with a broad range of disabilities?</p> <p>Does the government have policies in place to address disability inclusive education as regards education in crisis and conflict zones?</p> <p>Are monitoring and evaluation systems in place to measure a) whether children and youth with disabilities have full access to education in crisis and conflict zones and b) how they are performing with the education they are receiving in these zones?</p>
<p>Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success</p>	<p>Are children with disabilities identified early and supported with individualized education plans?</p> <p>Do schools provide free and appropriate accommodations, including modified length of time for taking tests?</p> <p>Are children receiving instruction in the most appropriate languages and modes/means of communication for the individual to maximize his/her academic potential?</p> <p>Is disability inclusive education training available to prepare teachers for an inclusive classroom?</p>

<sup>32</sup> Children with disabilities, especially girls, are more likely to be abused and neglected during times of crisis and conflict than any other group. Children may be kept from school for fear that their safety will be compromised during travel on unfamiliar paths, or that schools themselves are inaccessible and unwelcoming. USAID staff and implementing partners are urged to work with families and teachers to identify such barriers/concerns and come up with feasible solutions so that children with disabilities benefit from education programs on an equal basis with all other children.

	<p>How does the community view disability? What kind of education do children with disabilities receive? What barriers prevent them from receiving quality education?</p> <p>Do media campaigns highlight the academic abilities of children with disabilities and/or use positive images of children with disabilities in their messaging?</p> <p>Does the government have policies in place to address disability inclusive education in primary schools?</p> <p>Are monitoring and evaluation systems in place to measure a) whether children with disabilities have full access to primary schools and b) how they are performing in schools?</p>
<p>Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society</p>	<p>Do mainstream vocational/technical and tertiary education training programs recruit young women and men with disabilities? If not, why not?</p> <p>Are training facilities physically accessible and do they provide accommodations as necessary to support individual needs?</p> <p>Are scholarships partners and other financial support available to students with disabilities to attend such programs? Is support equally available to both men and women?</p> <p>Do vocational/technical training programs maximize the potential of learners to integrate into the paid workforce? Are transitional services available to help facilitate the participation of people with internships partners/exchange programs and entering the paid workforce?</p> <p>Does the government have policies in place to address workforce development for youth with disabilities?</p> <p>Are monitoring and evaluation systems in place to measure a) whether youth with disabilities have full access to workforce training and b) how they are performing in such training?</p>
<p>Higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities</p>	<p>Do higher education systems provide reasonable accommodation, such as accessible buildings, sign language interpreters and Braille, that allows for equitable access for persons with disabilities?</p> <p>Do colleges and universities have disability resource centers and services?</p> <p>What relevant specialized degrees for teachers, such as special education and deaf education, are available to sustainably provide equitable education for future generations of learners with disabilities?</p> <p>Are students with disabilities permitted to pursue degrees in all areas of study?</p> <p>Does the government have policies in place to address disability inclusive education as regards higher education?</p> <p>Are monitoring and evaluation systems in place to measure a) whether people with disabilities have full access to higher education and b) how they are performing in higher education institutions and programs?</p>

# Annex C. Glossary of Terms

**Accessibility:** The degree to which the physical environment, transportation, information, and communications, including information and communications technologies and systems, and other facilities and services open or provided to the public, both in urban and in rural areas, are accessible to persons with disabilities.

**Accessibility Audit:** A monitoring method that assesses the degree to which the physical environment, transportation, information, and communications, including information and communications technologies and systems, and/or other facilities and services are accessible to persons with disabilities. Accessibility audits are context-specific and may assess one or more dimensions of access. For example, one assessment, a barrier removal accessibility audit was performed to assess physical access at universities and technical colleges, and a web content accessibility audit was undertaken to assess online accessibility of university websites and e-learning platforms.

**Accommodation:** See “Reasonable Accommodation”

**Adjustment:** See “Reasonable Accommodation”

**Assistive Technology Device:** Any item, piece of equipment or product system, whether acquired commercially, modified or customized, that is used to increase, maintain or improve functional capabilities of persons with disabilities (e.g., screen reading software that enables a blind individual to access text in an audible format through synthesized speech outputs).

**Assistive Technology Service:** Any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device (e.g., training an individual with visual impairment to use built-in computer accessibility tools, such as text enlargement).

**Auxiliary Aids and Services:** Devices and services to improve access to and participation in a given activity for an individual with a disability. They may include services and devices such as qualified interpreters on-site or through video remote interpreting (VRI) services; note takers; real-time computer-aided transcription services; written materials; exchange of written notes; and telephone handset amplifiers, among others.

**Barriers:** Those aspects of society that intentionally or unintentionally exclude people with disabilities from full participation and inclusion in society. Barriers can be physical, informational, legal, institutional, environmental, attitudinal, etc.

**Braille:** A system of writing for the blind consisting of raised dots that can be interpreted by touch. Each dot or group of dots represents a letter, numeral or punctuation mark.

**Built Environment:** That which is commissioned, designed, constructed and managed for use by people, and which includes external and internal environments and any component, facility or product that is a fixed part of them.

**Communication:** Includes languages, display of text, braille, tactile communication, large print and accessible multimedia as well as written, audio, plain-language, human-reader, and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology.

**Convention on the Rights of Persons with Disabilities (CRPD)** (adopted 2006; entered into force 2007): The first legally binding international human rights convention prohibiting discrimination against persons with disabilities, and obligating governments to take steps to advance the equality of persons with disabilities. It creates an obligation to provide reasonable accommodation to an individual with a disability where required to facilitate inclusion; covers all categories of rights; and imposes obligations in relation to accessibility, participation, autonomy and awareness-raising.

**Disability:** The result of the process of disablement. This occurs when people with impairments experience barriers to their full participation in society and their recognition, enjoyment, or exercise of human rights and fundamental freedoms in the civil, political, economic, social, cultural or any other field.

**Disabled People’s Organization (DPO):** A non-governmental organization managed and led by people with disabilities.

**Disability Symbol:** Icons denoting important accessibility information designed in consultation with persons with disabilities. Such icons are used in signage and other informational material.

**Gender:** The characteristic of being male or female, based on social and cultural norms, rather than biological. Contrast with “sex.”

**Impairment:** A concept that encompasses the full and diverse range of functional impairments, including physical, sensory, neurological, psychiatric and intellectual—all of which may be permanent, intermittent, temporary or perceived as impairment by society, but not necessarily by individuals.

**Inclusion:** Ongoing process of identifying and dismantling barriers that inhibit full participation, whether in the workplace, school, community or elsewhere in society, and undertaking measures to facilitate full participation of persons with disabilities.

**Inclusive Design:** A process whereby designers, manufacturers and service providers ensure that their products and environments address the widest possible audience, irrespective of age or ability.

**Information and Communication Technologies (ICTs):** Generic term for a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information. With regard to persons with disabilities, these technologies include, for instance, braille printers, screen reading software, scanning machines and voice recorders.

**ILO Code of Practice on Managing Disability in the Workplace, 2002:** Non-binding instrument intended to serve as a guide to employers (and others) in adopting a positive and inclusive approach to managing disability in the workplace.

**Marrakesh Treaty** – Entitled “Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled,” an international copyright treaty that aims to reduce the global shortage of print materials in special accessible formats for persons who are

blind, visually impaired or have other print disabilities, such as physical limitations that prevent them from holding a book.

**Physical Accessibility:** A characteristic of the built environment, the quality of which is dependent on usability. That is, the means of access to, in and within the environment, which can be determined by measurement or other agreed means.

**Print Disability:** The inaccessibility of printed material for an individual with a visual, physical, perceptual, developmental, cognitive or learning impairment.

**Reasonable Accommodation:** When needed in a particular case, necessary and appropriate modification and adjustments that do not impose a disproportionate or undue burden but ensure that persons with disabilities enjoy or exercise all human rights and fundamental freedoms on an equal basis with others.

**Screen Reader:** Generic term for a software application that rather than presenting web content visually, converts text into “synthesized speech” allowing the user to alternatively listen to content. Interpretations are then synthesized to the user with text-to-speech, sound icons or a braille output device.

**Universal Design:** The design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Universal design does not exclude assistive devices for particular groups of persons with disabilities where this is needed.

**Web Accessibility:** The inclusive practice of removing barriers that prevent interaction with, or access to websites, by people with disabilities. When sites are correctly designed, developed and edited, all users have equal access to information and functionality.

# Annex D. Illustrative Assistive Technologies to Accommodate Students with Disabilities

See [WHO AT list](#)

Requirements	Estimated Cost (USD)	Comments
<b>General Requirements</b>		
Operating System: Microsoft Windows 10		Windows 10 has a built-in screen reader called “Narrator,” as well as a built-in screen magnifier. However, many people with visual disabilities prefer specialized software as it is much more user-friendly. An Arabic language option is available for Narrator.
MAC Operating System		MAC OS comes equipped with a screen reader called “Voice Over,” as well as a zoom option to magnify information. An Arabic language option is available for Voice Over.
<b>Screen Readers</b>		
Jaws Pro	\$ 1,100.00	
Zoom Text Magnifier/Reader		
Info Vox Arabic TTS		
<b>Screen Magnifiers</b>		
Zoom Text Screen Magnifier		
<b>Note Takers</b>		
Braille Note Touch	\$ 5,495.00	
<b>Recorders</b>		
Olympus Digital Voice	\$ 199.00	
Victor Reader Stream	\$ 395.00	
<b>CCTV Magnifier</b>		
Desk Top CCTV		
Handheld CCTV		
<b>Computer Physical Aids</b>		
One-handed Keyboard		
Tracker Ball		
<b>Apple IOS/ Android Applications</b>		
KNFB Reader	\$ 99.99	“The KNFB Reader is a print-to-speech application that runs on your iOS or Android mobile device. The app enables the camera to take pictures of printed material, rapidly convert the images into text, and read the text aloud using high quality text-to-speech.”

Requirements	Estimated Cost (USD)	Comments
Dragon Dictation	Free	Allows users to dictate what they want to type. Available in Arabic.
Magic		
Big Magnify	Free	Allows users to magnify information on a Mac or Android device. There are many other magnification apps that are free or very inexpensive.
<b>Braille Printers</b>		
n/a		
<b>Scanners</b>		
n/a		
<b>Optical Character Recognition</b>		
Kurzweil Optical Character Recognition (OCR)		There are three essential elements to OCR technology: scanning, recognition and reading text. Initially, a printed document is scanned by a camera. OCR software then converts the images into recognized characters and words. The synthesizer in the OCR system then speaks the recognized text.
<b>FM Systems</b>		
Personal FM Systems		These devices can send a teacher's voice from a wireless microphone worn by the teacher through FM radio waves directly to a small receiver worn by a student with hearing loss.
<b>Translation Services</b>		
		The words of a speaker are transcribed, by an individual using a keyboard, into text displayed on a monitor, screen, or laptop computer, used by the students who are hard of hearing or deaf.
<b>Captioning Services for Video/Audio Productions</b>		
		Provide captioned audio and video production for students who are deaf/hard of hearing to support equal access to content. Students may prefer sign language as opposed to written captions.

# Annex E. A Framework for Analysis

The four pillars provide USAID education staff and partners with a structure for taking a system-wide view of key considerations when designing and implementing disability inclusive education programs, working as a model for identifying strategic entry points to affect change. This framework can be useful starting at the CDCS stage and continuing into project and activity design, as it indicates the types of contextual information that education staff and partners will need to have in order to design projects and activities responsive to disability inclusion in their country context.

**FIGURE 4.** A Framework for Analysis



Many missions are supporting disability assessments within their country to help inform future funding and activities for individuals with disabilities. Given the challenges related to the lack of information on the education of children and youth with disabilities, these assessments can not only serve as a valuable tool to inform USAID funding, they can also be an important resource for governments and ministries of education. The pillars of the framework in Figure 4 are particularly useful to consider when designing disability inclusive assessments, to ensure that USAID and partners have the information they will need about the context in the country or region in which they are working. In addition, Annex B contains a number of guiding questions for considering how to integrate disability inclusive education into projects and activities that can be used in disability assessments. The questions correspond to the USAID education focus areas and may be used to guide USAID staff and partners in identifying opportunities to promote education programs, projects and activities that are inclusive of students with disabilities.