DONOR SUPPORT TO INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES:

WHO DOES WHAT IN GPE PARTNER COUNTRIES?

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Summary

Children with disabilities remain among the most excluded from education in GPE partner countries and other lower-income countries. Despite considerable activity funded both through GPE and by other donors, as well as by partner countries themselves, the level of international support to inclusive education remains too low and patchy for countries to transform their education systems so they are fully inclusive of children with disabilities. Development partners need to coordinate; help to build a stronger evidence base at global, regional and national levels; and go beyond isolated interventions to support reforms that have the potential to make the whole system more inclusive. To do this, development partners need to share knowledge on their activities globally and at the country level.

This paper, and the underlying mapping exercise, aims to facilitate knowledge sharing in the sector by analyzing thematic and geographic focus areas of major development partners supporting inclusive education. For example, the information on geographical focus can help partners understand current complementarities in coverage and whether there remain gaps in financial or technical support for particular countries or regions. On the flip side, in countries where several partners are funding disability-inclusive education, particular effort should be made to coordinate efforts around a coherent approach. The analysis can also help the sector understand thematic areas of convergence and gaps in support.

For a select set of organizations known to be active in basic education for children with disabilities—the World Bank, UNICEF and the development agencies of the United Kingdom, United States, Norway and Finland—the paper maps each partner's approach and describes the initiatives they have developed. Drawing on publicly available resources from the organizations' websites, analysis of project data submitted to the International Aid Transparency Initiative (IATI) database and a survey completed by staff of each organization, the paper describes their overall approach, major global or cross-country initiatives and areas of strength and specialization. It focuses on interventions active at some point between 2019 and 2023.

Key findings include that partners are covering a wide range of interventions to support the inclusion of children with disabilities in basic education. Most promote a "twin-track" approach to guarantee accessibility and inclusion at the system level while providing specialized support where needed. However, their funded interventions tend to focus on the latter track, suggesting there is a need to enhance

support for mainstreaming inclusion across the whole education system. A high number of respondents recognize the relevance of strengthening data collection systems. Physical and learning accessibility, teacher capacities and attitudinal change are also aspects promoted in projects or programs. Many emphasize multi-stakeholder collaboration and working with national education systems.

Some areas of specialization emerge: UNICEF stresses the importance of inclusive early childhood education; Finland seeks to ensure that opportunities for quality, inclusive and equitable basic and secondary education and lifelong learning are realized for all. Although their respective approaches are distinct, UNICEF and the United States Agency for International Development (USAID) are both working on strengthening disability data efforts through various instruments and guidance tools. UNICEF takes a lead on early detection and intervention, with an emphasis on family counseling and support services for children with disabilities as well as cross-sector collaboration with water, sanitation and hygiene (WASH) and nutrition. The World Bank supports improving accessibility through removal of physical barriers, enhancing disability-inclusive teaching and providing inclusive teaching and learning materials. The Foreign, Commonwealth and Development Office of the United Kingdom (FCDO) is committed to helping children with disabilities transition into mainstream education and to supporting cost-effective interventions and increase the number of teachers and support staff with the required skills. USAID is uniquely committed to the universal design for learning (UDL) framework—a set of principles for how to deliver inclusive education, one that has an emphasis on early grade literacy and technology-based interventions and is expanding to focus on pre-primary, workforce development and higher education.

The analysis here suggests some **nascent areas of intervention** on which currently, across GPE partner countries as a whole, there is relatively little focus by development partners. These include disability-inclusive early childhood education and investments in the use of technology, assistive devices and other innovative methods for disability inclusion. These areas have started to gain traction, especially in the context of the COVID-19 pandemic. Likewise, some development partners are starting to address more the topic of disability-inclusive financing and developing evidence on how to cost, budget and plan for disability-inclusive education.

There remains a need for better **data and evidence** for planning inclusive education. The availability of comparable, good-quality national-level data is still highly uneven

within and across countries. During 2010–20, at least 98 nationally representative surveys or censuses in GPE partner countries collected data on disability in some form. However, 28 partner countries out of 76 did not have nationally representative, reliable and comparable survey or census data on disability that could be used for disaggregating education statistics (GPE 2022). Most GPE partner countries have access to a system capacity grant and can choose to use it to support studies, assessments and diagnoses, as well as for strengthening national education management information systems in relation to disability inclusion. Global knowledge on what works to make education systems more disability inclusive in low-resource settings remains scarce, notwithstanding the efforts of initiatives such as the Inclusive Education Initiative (IEI), and in general, lessons from existing programs are not rapidly shared at the global and regional levels. GPE Knowledge and Innovation Exchange (KIX) can facilitate this sharing of lessons, but it will also be important to draw on global knowledge through networks such as the Global Action on Disability (GLAD) Network and its Inclusive Education Working Group (IEWG).

This paper supports the work of the IEWG, and one potential way forward is for the IEWG to expand, maintain and share an up-to-date database of inclusion activities in partner countries as well as to work on repositories of evidence and good practice.

1. Introduction

Girls and boys with disabilities remain among the most excluded from education in GPE partner countries and other lower-income countries. They are disproportionately likely not to have access to school, to be unable to complete primary education and to have lower learning outcomes (World Bank 2019b). The number of children with disabilities globally is estimated at almost 240 million, and compared with children without disabilities, children with disabilities are 49 percent more likely to have never attended school (UNICEF 2021). Overall, getting accurate data on children with disabilities is challenging because stigma and social norms keep some children with disabilities not just out of school, but also out of reach of household surveys, and even for those children with disabilities who are in school, their functional difficulties are not always identified and counted.

The United Nations Convention on the Rights of Persons with Disabilities,[1] ratified by nearly all GPE partner countries, safeguards the right of children with disabilities to equitable quality education. This right is far from being fully realized. The Convention on the Rights of Persons with Disabilities, the Incheon Declaration and Framework for Action for the Education 2030 Agenda, and the Sustainable Development Goals (SDGs) specifically promote the right to *inclusive* education. Inclusive education is a process of addressing and responding to the diverse needs of all children, recognizing that all can learn; it is focused on identifying and removing barriers to guarantee the presence, participation and achievement of all students (CRPD 2016). Inclusive education is about inclusion of *all* children in a single education system, with support provided to those who need it. Inclusive quality education is fundamental for achieving human, social and economic development and holds a relevant role in reducing poverty, improving health, incomes and livelihoods (UNESCO 2008). The Convention on the Rights of Persons with Disabilities highlights the relevance of inclusive education as a substantive right that allows the realization of all other rights. Inclusive education systems allow diverse groups to grow side by side in common environments and provide learning opportunities for groups systematically excluded (Sarton and Smith 2020).

Inclusive education implies system-wide change, and it is not just about getting children with disabilities into some form of schooling. In particular, systems that segregate children with disabilities from other children are not inclusive, nor are systems that place children with disabilities in mainstream schools without ensuring that they have the support they need to participate and learn (World Bank 2019a).

Learners with disabilities have diverse physical, cognitive or psychosocial needs, and disability often intersects with other characteristics, such as gender, poverty or household location, ultimately creating compounding challenges for some children and youth. Importantly, the mapping consolidates evidence of programming that supports children and youth with disabilities broadly and does not always indicate whether the support is aimed at learners with specific types of disabilities or functional difficulties. Recognizing the heterogeneity of disability, however, is of paramount importance in order to design tailored interventions that remove barriers to access,

[1] United Nations General Assembly, "Convention on the Rights of Persons with Disabilities," A/RES/61/106, December 12, 2006. https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities.

participation and learning, to ensure no child is left behind. Further, as this paper shows, various development partners are already using an intersectional approach to disability, supporting—for example—girls with disabilities or refugees and other displaced communities with disabilities living in contexts affected by fragility and conflict.

There is a lack of research on disability inclusion in crisis contexts. Although various development partners are working to support learners with disabilities in contexts affected by fragility and conflict, this paper does not specify variations required for programming in these contexts. Further, the Inter-Agency Network for Education in Emergencies (INEE) recently conducted a similar mapping, synthesizing evidence from projects and programs implemented by a more expansive set of development partners, which revealed the limited evidence on the effectiveness of ongoing efforts (INEE 2023). Nonetheless, it is important to note that children with disabilities are at a higher risk of facing experiences that can lead to poor psychological well-being in these contexts (Trani, Biggeri, and Mauro 2013), being more vulnerable to different types of violence, abduction or displacement, among others (Wessells and Kostelny 2013). These and additional considerations related to the barriers they face to access and learn at school should be considered when programming for disability inclusion in contexts affected by fragility and conflict.

Many GPE partner countries will need both technical and financial support from development partners in order to move toward inclusive education. As noted in UNESCO's (2020) *Global Education Monitoring Report*, collaboration across sectors and departments, local governments and nongovernment partners as well as articulation among education levels is essential to promote inclusion. The role of development partners in bringing together countries' entities to coordinate service delivery, guide coordination efforts and strengthen capacity and financing could lead to a better implementation and accountability of interventions. For GPE to provide this support, it is important to understand what types of assistance are currently being provided. The level and nature of GPE's own grants, as well as country's plans, are analyzed in GPE (2018).[2]

This paper focuses on several key partner organizations known to be active in basic education for children with disabilities: the UK Foreign, Commonwealth and

[2] Latest data on GPE grant portfolio: https://www.globalpartnership.org/funding/grant-data.

Development Office (FCDO), the US Agency for International Development (USAID), the Norwegian Agency for Development Cooperation (NORAD), the Ministry for Foreign Affairs of Finland, the World Bank and UNICEF. The paper maps each partner's approach and describes the initiatives they have developed to improve basic education for children with disabilities, focusing on interventions that were active at some point between 2019 and 2023.

The initiatives described include explicit components around basic education for children with disabilities, whether in mainstream, segregated or inclusive environments. The selection corresponds to projects and programs that were being implemented as of 2019 in GPE partner countries, including multicountry projects and programs that included at least one GPE partner country.

The information was gathered through an online search of organizations' websites; a searching the International Aid Transparency Initiative (IATI) Datastore, the database maintained by the International Aid Transparency Initiative;[3] a survey administered to key informants at each organization; data gathered through the IEWG of the Global Action on Disability (GLAD) Network; and verification with focal points in each organization. Although this paper attempts to be comprehensive, there are likely to be gaps where project information was not found. Nevertheless, the mapping provides useful information about which organizations are funding which approaches to disability-inclusive education across GPE partner countries. More information on the methodology can be found in appendix A, and the mapping of projects, programs and resources can be found in an associated spreadsheet (see box 1).

Box 1. Mapping of projects, programs and resources

The mapping of projects, programs and resources on which this report is based comes from an unpublished spreadsheet that includes key resources on disability-inclusive education from each organization and a list of disability-inclusive education projects in GPE partner countries from the IATI database, the organizations themselves and other sources (see appendix A). The mapping is intended to be a continual work in progress, updated periodically with additional resources to provide a better basis for cooperation in this area. The mapping is available on request.

[3] IATI Datastore: https://iatidatastore.iatistandard.org/.

The next sections provide information on the overall approach, strengths and specializations, and projects and programs of FCDO (section 2), USAID (section 3), NORAD (section 4), the Finland Ministry for Foreign Affairs (section 5), the World Bank (section 6) and UNICEF (section 7). Section 8 summarizes the thematic and geographical coverage of the different partners, while the final section (section 9) considers next steps to improve global cooperation for inclusive education.

2. Foreign, Commonwealth and Development Office, United Kingdom

There has been a substantial increase in FCDO's work on disability since 2018.[4] In 2022, FCDO launched the Disability Inclusion and Rights Strategy 2022–2030, with equitable, quality and inclusive education among the seven key intervention areas. FCDO's ambition is for "all children with disabilities to realize their right to education, equipped with the foundational skills and knowledge to lead fulfilling lives, and learn in an environment that is inclusive, accessible, safe from all forms of violence, and free from discrimination" (FCDO 2022, 21). The strategy commits FCDO to contributing to the global evidence base on children with disabilities, including through disaggregated data; ensuring children with disabilities in crises have an equal opportunity to learn in safe, inclusive and protective environments; and tackling the barriers faced by children with disabilities, and especially girls with disabilities.

In December 2023, FCDO endorsed the Call to Action on Disability Inclusive Education. Through this call to action, FCDO has committed to the following actions (by 2030):

- Progressively increasing budgetary allocations for disability-inclusive education toward at least 5 percent of total education budgets.
- Setting a medium- to long-term target to ensure education programs reach all learners with disabilities, recognizing that at least 10 percent of learners in any country will be learners with disabilities.
- Ensuring all education programs and grants mainstream disability and include disability inclusion criteria and targets.

The United Kingdom co-hosted the first Global Disability Summit (GDS) in 2018 in collaboration with the government of Kenya and the International Disability Alliance.

[4] FCDO was formed in September 2020 when the Department for International Development (DFID) and the Foreign and Commonwealth Office (FCO) merged. For consistency, FCDO is used here to refer both to the work of the former DFID and the international development work of the current FCDO.

At the summit, it committed its support to the new Inclusive Education Initiative, which it continues to do so together with Norway and the World Bank. It also signed up to the Inclusive Data Charter to support the availability of inclusive and disaggregated data. It promotes the use of either the Washington Group/UNICEF Child Functioning Module (CFM) or the Washington Group question sets to identify possible impairments in project data collection. The United Kingdom's commitments at the 2022 GDS include strengthening education systems so that they are inclusive of all, especially as a donor to GPE and Education Cannot Wait; promoting disaggregation of results tracking girls' education targets by disability; and involving youth disability activists in education engagement. FCDO is part of the GLAD Network.

The FCDO strategy strongly emphasizes collaboration with other donors. FCDO remains committed to a twin-track approach, through which disability inclusion and human rights are mainstreamed across all its work.

Areas of Strength and Specialization

FCDO's focus and strength in the area of disability inclusion can be summarized as a combination of multi-stakeholder collaboration, supporting disability-inclusive interventions in the areas of humanitarian support, disability-inclusive teacher training, as well as educational assessment and resource centers for assessment and placement of children with disabilities.

Several FCDO programs have pioneered disability disaggregated data, including the Girls' Education Challenge (GEC) and the Syria Education Programme, a humanitarian program that systematically collects disaggregated data on disability and learning. FCDO emphasizes monitoring existing approaches before scaling up, the development of knowledge products and collaboration with grassroots actors such as organizations of persons with disabilities (OPDs). FCDO's Strategic Vision for Gender Equality stresses initiatives for marginalized girls with disabilities, including under GEC projects.

FCDO's education policy since 2018, "Get Children Learning," commits to helping children with disabilities transition into mainstream education and to supporting cost-effective interventions, increasing the number of teachers and support staff with the skills needed. In addition, new FCDO research programs will have small, but specific research calls for inclusive education and disability in order to fill knowledge gaps around this topic.

Projects and Programs

FCDO supports inclusive education across at least 21 countries (see appendix B). Most of the programs provide support to ministries of education to reform education systems, sometimes as part of a multidonor-funded program; for example, the General Education Quality Improvement Program for Equity (GEQIP-E) in Ethiopia, incorporates disability inclusion components. Some programs focus on data and evidence; one example is the Data and Research in Education Programme in Pakistan. Some programs channel support through national non-state actors, such as the Sindh Education Non-State Actors (SENSA) Programme in Pakistan, and a strategic partnership arrangement with BRAC in Bangladesh (now ended). While most are squarely within the education sector, at least one program—the Excluded People's Rights in Bangladesh Programme (now ended)—focused on the rights of people with disabilities and other marginalized groups to access different services.

Under its strategy for disability-inclusive development, FCDO dedicated specific funding for the following programs:

- The **Girls' Education Challenge (GEC)**,[5] launched in 2012 to reach the most marginalized girls in the world, is the largest global fund dedicated to girls' education. In the latter phases of the program, projects are required to collect disability prevalence data from school and household surveys using Washington Group Short Set questions at baseline, midline and end line, which are disaggregated by domain of functioning and levels of difficulty during each data collection point. GEC projects aim to increase focus on the education of marginalized girls, including those with disabilities. The most recent phase of the program, GEC 2b, is set to run until 2025. GEC projects operate in 17 countries.
- The **Disability Capacity Building Programme**,[6] a global partnership for action on disability-inclusive development, led by people with disabilities, supports the Disability Rights Fund (DRF), the International Disability Alliance (IDA) and the United Nations Partnership to Promote the Rights of Persons with Disabilities (UNPRPD) to strengthen OPDs around the world to advocate for their rights in areas such as education, employment and access to justice. It builds on the former Disability Catalyst Programme.[7]

[5] Girls' Education Challenge: https://girlseducationchallenge.org/.

[6] Disability Capacity Building Programme: https://devtracker.fcdo.gov.uk/projects/GB-GOV-1-300778.

[7] Disability Catalyst Programme: https://devtracker.fcdo.gov.uk/projects/GB-GOV-1-300311/summary.

- The six-year **Disability Inclusive Development (DID)** program is being implemented in six countries and regions: Bangladesh, the Hashemite Kingdom of Jordan as well as Lebanon, Kenya, Nepal, Nigeria and Tanzania. It aims to find out what works, for whom, when and why, and to deliver concrete outcomes to improve the lives of people with disabilities at scale. The program has specific funding streams for innovation and scaling up with a focus on improving education and health outcomes, access to jobs and livelihoods, and reducing stigma and discrimination. Its aims included enabling up to 10,000 children with disabilities to go to school and access education by 2024. Inclusive education projects funded through the program include education assessment and resource centers (EARCs) in Kenya; early childhood development and education in Kenya; and inclusive education in Nigeria including through teacher training.
- The **Programme for Evidence to Inform Disability Action (PENDA)** complements the Disability Inclusive Development program, evaluating which interventions have the greatest impact.
- **Monitoring, Evaluations and Learning:** Sightsavers' strategic evaluations and learning function support the commission and delivery of robust and meaningful project evaluations to inform FCDO's work, improve project design and generate wider learnings.
- Central funding to **civil society organizations** (CSOs) includes 16 projects focusing on disability inclusion (12 in Aid Match, which provides grants to UK-based CSOs for poverty reduction projects in lower-income countries, and four in Aid Direct, which supports small and medium CSOs based in the United Kingdom and overseas to achieve poverty reduction and SDGs) equivalent to £6.3 million.

Among the different projects or programs, FCDO aims to tackle barriers that impede access, participation and learning for children with disabilities. These barriers include social norms, social and cultural practices and beliefs, stigma and discrimination; limited capacity for collection of data and evidence and monitoring and evaluating policy implementation; teacher capacity; availability and capacity of other staff; capacity for assessment of impairments or learning needs; problems with curriculum, assessment or content of teaching training; lacking, unsuitable or inaccessible learning materials; and financial access.

The type of response provided throughout the projects or programs include advocacy and information campaigns; policy or legal framework actions; institutional management and coordination; design and provision of accessible or inclusive learning materials; training and recruitment of teachers with specialist skills; training and recruitment of interpreters or other specialist support staff; and stipends, cash transfers or other forms of financial support to children with disabilities and their families.

3. United States Agency for International Development

The USAID Education Policy (USAID 2018) defines inclusive education as having one system of education for all students, at all levels (early childhood, primary, secondary and postsecondary), with the provision of supports to meet the individual needs of students. USAID recognizes inclusive education as a means to provide full and effective participation, accessibility, attendance and achievement of all students, especially those who are excluded or at risk of being marginalized.

The USAID Disability Policy reflects two commitments toward nondiscrimination against persons with disabilities in their programming, and the inclusion of the population with disabilities as partners in the design, implementation and evaluation of projects that impact their lives. The document is currently undergoing an extensive process of revision and updating. Additional strategic documents serve as a basis for USAID work and reinforce inclusive education for people with disabilities. The US Government Strategy on International Basic Education prioritizes improved learning outcomes and expanded access to quality basic education for all, including learners with disabilities, and the USAID Education Policy calls for a deliberate focus on providing equitable access to quality education and the inclusion of children and youth with disabilities at all levels of education.

Under this approach, USAID aims to bring education opportunities to children, youth and women with disabilities and address the barriers that prevent equity and inclusion for these populations. Universal design for learning (UDL)[8] principles form the basis for USAID's holistic approach to educating all students, including students with disabilities, and improving learning outcomes by supporting flexible and accessible learning environments that accommodate all learners. The UDL principles also inform many

[8] Universal design for learning: https://www.edu-links.org/resources/universal-design-learning-help-all-children-read.

aspects of USAID's education programs, such as policy formulation, resource allocation, teacher training content, learning materials for students, support services, infrastructure, transportation and assistive technologies.

USAID works with its partners to ensure inclusive, equitable and quality education for all children and youth, by supporting reforms in education policies, frameworks and financing; designing accessible and inclusive education programs; as well as ensuring learning environments are safe and inclusive with the highest accessibility standards, particularly for learners with disabilities.

Areas of Strength and Specialization

USAID experience in the topic is reflected in the mainstreaming of disability inclusion throughout USAID's sector policies and strategies. USAID makes efforts to promote disability-inclusive programming by developing guidance and tools for staff and partners and by training headquarters and field staff. USAID's partnerships with IDA and OPD members at the country level allow them to explore ways of implementing inclusive education.

USAID emphasizes applying UDL principles to educating all students, including students with disabilities. They have issued implementation guidance on this topic and piloted UDL approaches in various countries. In addition, they have extensive reading efforts for early grade literacy for children with disabilities and have partnered with World Vision and the Australian government to support competitions and challenges such as Sign On For Literacy and Book Boost through All Children Reading: A Grand Challenge for Development. They also advance technology-based innovations to increase literacy (including through UDL) through some of these programs and provide practical tools to assist implementers, such as the *Guidance on Promoting Diversity, Equity, Inclusion, and Accessibility in Educational Materials*. USAID invests in areas such as braille literacy and bilingual deaf education, and it is committed to joining the Global Partnership on Assistive Technology at the Global Disability Summit.

Raising awareness on disability inclusion and developing guidance for data collection are also areas of focus for USAID and the organization has developed recent guidance documents such as the how-to note *Collecting Data on Disability Prevalence in Education Programs*, a complementary *Disability Identification Tool Selection Guide* and the brief "Best Practices in Generating Data on Learners with Disabilities."

USAID also recently launched the *Financing Disability-Inclusive Education White Paper*, which provides an overview of the state of finance for disability-inclusive education, with a focus on basic education in low- and middle-income countries (LMICs). Finally, USAID has committed to promoting disability inclusion throughout all levels of the education continuum, from early childhood through youth workforce development and higher education. To this end, it has published the *Disability-Inclusive Pre-Primary Education Landscape Review* as well as an evidence and good-practices paper on approaches to increasing employment and quality of employment among youth with disabilities. These resources and others can be found in our accompanying repository of resources and disability-inclusive education projects (see box 1).

Projects and Programs

USAID programs take a twin-track approach so some interventions focus only on learners with disabilities and others include learners with disabilities among the total beneficiary group. Major global or cross-country initiatives include the following:

- **All Children Reading: A Grand Challenge for Development** identifies and scales the most promising technology for education (Tech4Ed) solutions to address barriers that prevent children with disabilities from learning to read. These efforts have increased the number of books and teaching materials available to children with disabilities, particularly in low-resource contexts. Since 2011, the initiative has provided more than 1.3 million early grade reading materials in 89 languages, including sign languages. These materials have reached more than 600,000 children, including those with print disabilities. The initiative has also funded more than 80 innovative Tech4Ed solutions and contributed more than 20 research and evaluation reports on the positive impact of Tech4Ed on child literacy in low-resource contexts.
- The **Global Book Alliance (GBA)** is a partnership of donor agencies, multilateral institutions and CSOs that are committed to bringing books to every child by 2030. It is managed through a secretariat hosted by USAID, which is a steering committee member. The 'All Children Reading' initiative is collaborating with the Global Book Alliance to launch the 'Begin with Books Prize,' a competition aimed at developing cost-effective, high-quality and accessible titles in neglected spoken and signed languages.
- The **Putting Education to Work** initiative supports programs that increase access to vocational/technical/higher education and training for the

underserved and the disadvantaged, including women, persons with disabilities and the most marginalized and vulnerable, through provision of merit and need-based scholarships, internships and exchange programs that blend with host country's goals.

- The **Sign On For Literacy** prize competition sought technology-based innovations to increase literacy for deaf children by providing greater access to sign languages, early grade reading materials and reading instruction. One of the prize winners, the National Technical Institute for the Deaf at Rochester Institute of Technology, will develop open-source software in the Philippines to enable communities to create literacy content in their country's local and national sign languages to be shared via an open-content digital library of folktales.
- The **Multi-Country Study on Inclusive Education (MCSIE)** aims to investigate what works in supporting children with disabilities to learn to read. USAID and its partners will use the information to inform adaptation to their activities in Cambodia, Malawi and Nepal as needed. The areas covered in this evaluation include screening and identification of disability, teacher training and professional development, the development of inclusive materials and instructional models for inclusion.
- **Deaf Education Language of Instruction Transitions in Education Systems (DELITES) - A Multi-Country Study on Language and Literacy Development for Deaf Learners**: Deaf learners in LMICs are often marginalized in their education systems and face challenges owing to inadequate exposure to signed languages in their homes and communities, resulting in language deprivation and later learning challenges. These constraints pose barriers to the development of reading skills in non-signed languages for students who are deaf—reading skills that are vital for their long-term educational success. More research on multilingual language and literacy acquisition for deaf learners in LMICs is vital to inform policy and practice to improve these conditions and outcomes. Building on the related study *Language of Instruction Transition in Education Systems (LITES)* which focused on hearing students, USAID's Supporting Holistic & Actionable Research in Education (SHARE) mechanism is conducting a multicountry study that aims to inform policy and practice to better support the language and literacy development of learners who are deaf. Led by a team of deaf education scholars and experts in foundational skill

development for children who are deaf, DELITES researchers will work intimately with the deaf community in local contexts in a first-of-its-kind study.
- The **UnrestrICTed Challenge** identified UDL-based technology to improve literacy for children with disabilities in Nepal, Papua New Guinea and Rwanda.

Among the different programs, USAID aims to tackle barriers that impede access, participation and learning for children with disabilities. These barriers include social norms, social and cultural practices and beliefs, stigma and discrimination; an insufficient or absent legal framework; limited capacity for the collection of data and evidence as well as monitoring and evaluating policy implementation; teacher capacity; availability and capacity of other staff; capacity for assessment of disabilities or learning needs; issues with curriculum, assessment or content of teaching training; lacking, unsuitable or inaccessible learning materials; physical access to school buildings; and access to assistive devices and technology.

The type of response provided throughout the programs include advocacy and information campaigns; policy or legal framework actions; design and provision of accessible or inclusive learning materials; training and recruitment of teachers with specialist skills; data collection and analysis; evidence generation; and family counseling and community engagement.

4. Norwegian Agency for Development Cooperation

NORAD provides expert advice on development and aid to foreign services and works with a number of other actors in development assistance. NORAD draws on expert groups in Norway and has knowledge on topics ranging from health and education to climate, environment, energy and human rights in recipient countries. NORAD's main tasks include aid advisory services, quality assurance and monitoring, grant programs, communications and evaluation. It is part of the GLAD Network.

The Norwegian Ministry of Foreign Affairs (MFA) released a strategy for disability-inclusive development in 2018. The strategy promotes compliance with the UN Convention on the Rights of Persons with Disabilities and aims to support the core principle of the 2030 Agenda to "leave no one behind," using a twin-track approach in which mainstreaming the rights of persons with disabilities is combined with targeted measures. The strategy outlines three action areas for driving change—changing attitudes, increasing accountability and promoting meaningful engagement—and it emphasizes the central role of CSOs and OPDs. Education is listed as one of six

thematic priority areas for disability-inclusive development, and the government commits to promoting inclusive education in cooperation with civil society partners and through board membership, donor dialogues and program cooperation with multilateral partners such as UNICEF and UNESCO; supporting inclusive education in situations of crisis and conflict through Education Cannot Wait and other actors; and promoting development of accessible instructional materials (MFA 2018).

At the Global Disability Summit 2022, Norway committed to ensuring that Norwegian funding for education is used to promote more inclusive education, to requiring its development partners to increase reporting on and tracking of disability inclusion, and to disaggregating data using markers for persons with disabilities.

As of 2018, NORAD had signed agreements with eight different CSOs working in the field of education in Burkina Faso, Mali and Niger, totaling over NKr 390 million (around US$45.6 million). NORAD delivers much of its disability inclusion assistance through Atlas Alliance, a civil society consortium and a major partner of NORAD.

Areas of Strength and Specialization

In 2021–22, NORAD published a mapping and an evaluation of its efforts to include persons with disabilities in development cooperation projects. The mapping (Larsen and Nilsson 2021) finds that disbursements to targeted disability efforts were constant at around NKr 100 million from 2010 to 2018, but they increased to NKr 238 million in 2019 due to a number of large disbursements, including to Atlas Alliance, UNICEF, the World Bank, and Humanity and Inclusion. Disbursements to inclusive education represent 85 percent of all funding that goes to initiatives with a significant disability focus. Malawi, Mozambique, Nepal, Niger, Somalia and Uganda received the largest disability-targeted disbursements in 2019. The evaluation (Watkins et al. 2022) focuses on inclusive education in Malawi, Nepal, South Sudan and Uganda. It notes that Norway has engaged extensively on inclusive education in global forums, yielding visible results at the global policy level with increased commitments toward disability inclusion. NORAD's support to CSOs has resulted in models of good practice being developed and taken up by other CSOs, such as the holistic 'Inclusive Learning Approach' developed by the Norwegian Association of Disabled. Policy-level reforms have also often been achieved in partner countries. However, the evaluation suggests that implementation may be lagging. The new strategy did not yet have an operational or monitoring framework and budget or systems to ensure compliance with disability inclusion objectives internally and across Norway's partners. It has been

difficult for NORAD and the MFA to determine if the supported programs are contributing toward global commitments, especially in global contributions to multilaterals.

Projects and Programs

NORAD has several major cross-country initiatives:

- NORAD manages the **Global Digital Library**, a flagship initiative of the Global Book Alliance. The Global Digital Library aims to facilitate better and easier access to openly licensed, free, high-quality reading resources in languages children use and understand through provision of accessible, appropriate and free/affordable reading resources.
- NORAD supports the **Inclusive Education Initiative (IEI)**, a multidonor trust fund managed by the World Bank that invests in technical expertise and knowledge resources that support countries in making education inclusive for children across a range of disabilities.
- There are currently **89 agreements** with the principal objective of promoting education for children with disabilities which are divided between six partners and total NKr 86 million (around US$10.3 million). In addition, 58 agreements do not have education for learners with disabilities as the main objective, but it is among the project's significant objectives. The latter agreements are divided between 12 partners and total NKr 300 million (around $36.1 million).

Among some of their projects or programs, NORAD aims to tackle barriers that impede the access, participation and learning of children with disabilities. These barriers include social norms, social and cultural practices and beliefs, stigma and discrimination; limited capacity for collection of data and evidence, and monitoring and evaluating policy implementation; teacher capacity; capacity for assessment of impairments or learning needs; problems with curriculum, assessment or content of teaching training; lacking, unsuitable or inaccessible learning materials; access to water, sanitation and hygiene (WASH) facilities; access to assistive devices and technology.

The type of response provided throughout the projects or programs include advocacy and information campaigns; policy or legal framework actions; institutional management and coordination; provision of assistive devices and technology; training and recruitment of teachers with specialist skills; training and recruitment of

interpreters or other specialist support staff; data collection and analysis; evidence generation; and family counseling and community engagement.

5. Ministry for Foreign Affairs, Finland

The right to education, especially for persons with disabilities and girls, is one of the priorities of Finland's development policy. Finland seeks to ensure that opportunities for quality, inclusive and equitable pre-primary, primary and secondary education and lifelong learning are realized for all. Nondiscrimination with a focus on persons with disabilities is also a cross-cutting objective in Finland's development policy in all sectors, and the policy requires that the rights of persons with disabilities are considered across sectors and funding instruments. Finland's *Foreign Policy Approach* on the rights and inclusion of persons with disabilities, published in October 2023, highlights the Finnish approach to disability inclusion in education, disaster risk education, humanitarian assistance and peace-building processes.

Finnish development cooperation in education includes strengthening the capacities of teachers, schools and education providers to improve learning outcomes; supporting the right to quality inclusive education for girls, children and young people with disabilities and those in the most vulnerable positions; and improving youth skills for jobs and life. Finland also promotes the holistic well-being of young people—for example, by supporting the provision of school meals and the improvement of WASH in schools—also taking into consideration the needs of persons with disabilities.

Finnish development cooperation in education consists of bilateral support, support through multilateral organizations and projects implemented by CSOs. Finland advocates for the use of a twin-track strategy of mainstreaming disability issues with targeted support and services, complemented by policy dialogue. A number of Finnish CSOs, with their national counterparts, implement education projects using a disability-inclusive approach. Finland has also systematically supported OPDs. For instance, the Disability Partnership Finland and the Abilis Foundation are important national partners for Finland in advancing disability rights.

Finland is a member of the GLAD Network steering group and an active member of its IEWG. Further, in its policy dialogue with multilateral partners such as the World Bank, GPE, Education Cannot Wait and UNICEF, Finland promotes the disability-inclusive agenda. Finland has also seconded disability inclusion experts to work at the World

Bank and GPE. Since 2020, Finland has been represented in the network and other international forums by the ministry's ambassador for disability inclusion.

Finland committed at the Global Disability Summit 2022 to strengthen education systems so that they are inclusive of all through policy dialogue on the right to education for persons with disabilities, support, advice and advocacy, and by strengthening its own quality assurance, tools, monitoring, evaluation and learning on inclusive education by 2024. These commitments are in addition to those made in 2018 including to promote the use of the Washington Group questions and the OECD Development Assistance Committee (DAC) disability inclusion marker, to require funding recipients to disaggregate data by disability, and to train the ministry's staff and other stakeholders on this.

Since 2014, Finland has contributed a considerable share of its official development assistance to disability-inclusive aid projects, and it continued increasing it up until at least 2018. The bulk of Finland's disability-inclusive aid over this time comprised multiyear programs with several projects targeted bilaterally for inclusive education support (particularly in Ethiopia and Nepal).

Areas of Strength and Specialization

In its education sector development cooperation, Finland focuses on enhancing capacities of teachers, schools and education providers. Efforts are made to reduce barriers to learning for children with disabilities to basic and secondary education through support to policy development, advocacy and information campaigns; policy or legal framework actions; budgeting for inclusive education; institutional management and coordination; design and provision of accessible or inclusive learning materials; construction of accessible classrooms and school buildings; construction of WASH facilities; provision of assistive devices and technology; training and recruitment of teachers with specialist skills; training of interpreters or other specialist support staff; and family counseling, community engagement and empowerment of persons with disabilities through their own associations.

Projects and Programs

Finnish development cooperation in education aims to integrate disability-inclusive education as a key aspect in education sector programming. Among Finland's partner countries, inclusive education is a key policy dialogue objective in Ethiopia and Nepal. In addition, some programs supported education ministries in strengthening inclusive

education systems to a degree in Mozambique, Myanmar and Somalia. Some country-specific efforts include the following:

- In Ethiopia, Finland has supported efforts to improve learning outcomes with a specific focus on developing pre-primary education and inclusive education, most recently through supporting, with other donors, the **General Education Quality Improvement Programme (GEQIP-E)** from 2017 to 2023. By 2022, the government of Ethiopia had expanded 625 schools through sector support into **Inclusive Education Resource Centres**, and the number of children with disabilities in schools within the school cluster had increased. In parallel to the sector support, Finland provided technical assistance for inclusive education to GEQIP-E in 2018–2022. Finnish CSOs are also active in disability inclusion in Ethiopia—for instance, in training teachers in sign language.
- In Nepal, Finland supports the **School Education Sector Plan (SESP)** which is funded jointly by the government of Nepal and donors and the education component of UNICEF's Country Programme Action Plan (CPAP) 2023–2027, targeting to improve the quality, equity, inclusiveness and resilience of education. Technical Assistance has complemented the sector support. In addition, Finnish CSOs are active in disability inclusion in Nepal.
- In Mozambique, Finnish support is channeled through the **Education Sector Common Fund (FASE)** and through supporting in-service teacher professional development through the World Bank's **COACH initiative**.

Finland has reaffirmed its commitments to promote the rights of persons with disabilities and made international commitments to this end, for instance at Global Disability Summits. These commitments include policy advocacy in the European Union and, with bilateral and multilateral partners, support to the UN Partnership on the Rights of Persons with Disabilities. For instance, Finland chaired the Conference of States Parties to the Convention on the Rights of Persons with Disabilities in 2021 and 2022.

6. World Bank

The World Bank's overall approach is driven by a commitment to support the process of disability-inclusive development through multisectoral collaboration and working with governments and civil society in a wide range of areas. The approach aims to provide a range of financial instruments and analytical work to inform inclusive

education sector planning and implementation of targeted educational programs. The main disability inclusion themes, components (result areas) and disbursement-linked indicators covered within education projects can be summarized as (1) regulations and policies on inclusive education; (2) infrastructure or construction related indicators, such as ramps; (3) training/professional development; (4) curriculum development/reform and assessment; (5) teaching and learning materials; (6) education management information systems (EMIS); (7) institution building; and (8) advocacy or awareness raising.

Inclusion is addressed in one of the five key pillars of the World Bank's education policy approach. In 2020, the World Bank launched its vision for policy advisory and operational support to countries in the report *Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere*. The report discusses the policy actions needed to accelerate learning and that characterize the way many successful systems operate. These are presented within five interrelated pillars of a well-functioning education system that underpin the World Bank's strategic education policy approach: (1) learners are engaged; (2) teachers facilitate learning; (3) learning resources are adequate and diverse; (4) schools are safe and inclusive; and (5) systems are well managed.

The World Bank committed at the Global Disability Summit (GDS) 2018 to making all World Bank–financed education programs and projects, particularly Investment Project Financing (IPFs) in education, disability inclusive by 2025 and reinforced this commitment at GDS 2022. To monitor this commitment, a guidance note on disability in education was launched in April 2021 that outlines four criteria for disability inclusion (stakeholder engagement, analysis, inclusive project design and monitoring/reporting) and supports awareness for broader inclusion. The World Bank also committed at GDS to promoting the use of the Washington Group questions, including through joining the Inclusive Data Charter.

The World Bank uses principles of the UDL framework and a twin-track approach for disability inclusion. The UDL approach aims to provide all students an equal opportunity to succeed by offering flexibility in the ways they can access information, show their learning and stay motivated. The twin-track approach promotes mainstreaming and focused interventions for students with disabilities in the programs supported.

The World Bank offers several frameworks and guiding resources that describe these approaches and help support country teams in designing, implementing, monitoring and evaluating disability-inclusive education projects. The Disability Inclusion and Accountability Framework lays out a roadmap for operationalizing disability-inclusive development using the twin-track approach across sectors and it has a specific section on education.

More recently, with financial support from the Inclusive Education Initiative, the Education Global Practice's Inclusive Education Thematic Group joined together with the EdTech and Finance Teams to develop a costing tool for tech-enabled disability-inclusive education (TEDDIE) interventions. Using an Excel interface, the tool is designed to be user-friendly and to support governments and other decision makers in planning and budgeting for a TEDDIE intervention. The tool was built with contextualization and sustainability in mind, drawing on local market prices and available data, and considering not just the costs of inclusive technologies, but also those of accompanying training for teachers, school leaders or other stakeholders as well as the invisible costs needed to repair and maintain technology (World Bank 2023). The TEDDIE tool has been piloted in The Gambia and Mongolia.

Areas of Strength and Specialization

The World Bank's focus and strength in the area of disability inclusion can be summarized as a combination of multi-stakeholder collaboration—including close collaboration with civil society and especially OPDs—supporting disability-inclusive interventions in analytical work through trust funds and other education projects (through supporting disability-inclusive teaching, improving accessibility through removal of physical barriers, providing inclusive teaching and learning materials, and providing technical assistance to strengthen systems and the capacity of policy makers, among others) as well as through the development of disability-disaggregated data and better EMIS, knowledge products and guidance to support inclusive education at scale.

Programs

The World Bank finances and/or supports various programs that focus both on disability inclusion and broader inclusion within its Education Global Practice (Education GP) and Social Sustainability and Inclusion Global Practice (SSI GP).

- The **Inclusive Education Initiative (IEI)** is a multidonor trust fund managed by the World Bank's SSI GP. It was launched in 2019 with support from NORAD and FCDO. IEI partners with education stakeholders including multilateral and bilateral organizations, governments, civil society groups and others working to make education inclusive for all children, including children with disabilities. The purpose of IEI is to expedite action by countries and support their efforts toward inclusive education. IEI achieves this by working both at the global level (through enabling inclusive education planning and developing public goods) and at the country level (through coordinated development partners efforts, financial resources, technical assistance and disaggregated data collection) to help stakeholders and governments rally financing and develop programs to facilitate inclusive education. In its initial stage, IEI has focused on Ethiopia, Nepal and Rwanda. It also developed a community of practice for different stakeholders working in disability inclusion, which, as of October 2023, had reached over 27,000 members.
- The **Disability-Inclusive Education in Africa Program** is a $3 million trust fund to improve primary school access for children and to design and implement inclusive education programs across Africa. It was established in 2017 by the World Bank and USAID and aims to benefit students with disabilities in Africa by financing World Bank–implemented activities that leverage USAID programs and World Bank projects and analytical work. This program provides advisory and analytical support across several areas: strengthening evidence on educational participation of children with disabilities, enabling social inclusion of children with disabilities through small grants to World Bank teams working across Africa and disseminating knowledge created from funded analytical work through knowledge products.

  The program has provided $1.5 million in grants for activities in Ethiopia, The Gambia, Ghana, Lesotho, Liberia, Senegal and Zambia. A mixed-methods diagnostics exercise is also being conducted in Ghana, Tanzania, Zambia, and Malawi to create new data and knowledge on the educational system's ability to facilitate the participation of children with disabilities. A quantitative study using data from over 20 countries in Africa is being carried out that focuses on measuring gaps in educational outcomes and how children are affected by various disabilities, makes the business case for investing in children with disabilities, and highlights successful interventions through knowledge

products and events such as the Disability-Inclusive Education in Africa technical learning series.

- The **Inclusive Education Policy Academy (IEPA)** offers World Bank staff and country counterparts practical evidence-based guidance on how to operationalize disability inclusion in education. Launched in 2021, it has now completed two cohorts: the first was in Rwanda (2021–22) and the second included cross-country collaboration with participants from Ethiopia, The Gambia and Zambia (2022–23). In 2024, with support from the Scottish government, IEPA will be expanded to include a cohort in Malawi (phase I), followed by a multicounty cohort with participants from Malawi, Rwanda and Zambia (phase II), and ultimately the facilitation of IEPA events at a global level (phase III) (Alasuutari, Niaz, and Watanabe 2024). The IEPA course curriculum is tailored to country needs and addresses diverse topics from disability-disaggregated data and EMIS to assistive technologies, accessible curriculum, inclusive teacher education and training, and school leadership. Reaching 61 participants across the two first cohorts alone, IEPA fosters multisectoral collaboration with participants joining from the education and health sectors of government as well as civil societies, academia and the private sector. It is designed as a flexible, hybrid course in which IEPA participants meet online through the World Bank's Open Learning Campus (OLC) platform, engage in a combination of synchronous and asynchronous learning activities, and then complete a final group project in which they apply their new knowledge to design and present a policy, project or research study on a topic of their choice.

Additionally, the World Bank's country offices support a diverse portfolio of projects, removing barriers for learners with disabilities in relation to physical infrastructure, disability-inclusive teaching, teaching and learning materials, and awareness-raising to develop safe and inclusive schools and communities.

7. UNICEF

UNICEF's Education Strategy 2019–2030 centers on the vision that "every child learns." The strategy supports the goals of equitable access to learning opportunities and improved learning and skills for all as well as promoting new ways to accelerate learning for vulnerable and marginalized children so they can reach their full potential. The understanding of inclusive education has evolved over time in UNICEF. In the 2000s, it was strongly associated with the inclusion of children with disabilities, their

desegregation from special schools and special classes, related to specialist provision in regular schools and strongly linked to the process of deinstitutionalization. This has evolved into an understanding that highlights inclusion of all children and a focus on teacher and school competencies for inclusive education and strengthening different aspects of the system for inclusive education.

At the GDS 2022, UNICEF committed to strengthening evidence and knowledge on barriers to educational access and participation, including on learning outcomes, for learners with disabilities; advancing capacity and knowledge in UDL-based pedagogy, including in digital learning, for teachers and other education stakeholders; and strengthening multiple, flexible pathways to learning, accreditation and training, that are inclusive of children and adolescents with disabilities who are out of school, in line with its strategic plan for education and 2022 Disability Inclusion Policy and Strategy (DIPAS).

UNICEF's equity-based approach is the foundation of its disability agenda and its work is aligned with the UN Disability Inclusion Strategy (UNDIS). As such, UNICEF has four disability inclusion goals: (1) embody the UN vision on disability inclusion; (2) commit leadership at the highest level of the organization; (3) aim to achieve the SDGs; and (4) commit to implementing the UN Convention on the Rights of Persons with Disabilities. Focus areas within disability-inclusive interventions in education adopt a systems-strengthening approach and are aimed at (a) advocacy and policy formation at the government level; (b) promoting accessible and inclusive learning spaces and materials; (c) investing in teacher training for inclusive education; (d) taking a multisectoral approach; (e) involving the community and family; (f) collecting and analyzing data for evidence building and progress monitoring; and (g) capacity development of ministries of education in disability-inclusive education sector analysis and planning.

Areas of Strength and Specialization

UNICEF has a number of projects and intersections on disability inclusion in all regions of the world. Some unique areas of specialization include the intersection of early childhood development and disability in early detection and intervention, emphasis on family counseling and support services for children with disabilities, formulation of national policies, programs and orders on disability inclusion, and cross-sector collaboration with WASH and nutrition. Disability inclusion is embedded in the sectoral reforms that UNICEF supports across sectors which allows disability to be integrated

within education, childcare, child protection and social protection reforms in development and humanitarian settings. Advocacy efforts and strengthening the capacity of local governments to collect disability data are other areas of specialization.

Across UNICEF's global footprint, regional and country offices have adopted several approaches to disability inclusion. Interventions are at all levels, from policy to project-level initiatives. A list of disability-inclusive education projects or programs supported by UNICEF can be found in the accompanying mapping spreadsheet (see box 1). The type of response provided throughout the projects or programs include advocacy and campaigns; policy or legal framework; budgeting for inclusive education; institutional management or coordination; design and provision of accessible or inclusive learning materials; construction of accessible WASH facilities; provision of assistive devices and technology; training and recruitment of teachers with specialist skills; training and recruitment of interpreters or other specialist support staff; stipends, cash transfers or other forms of financial support to children with disabilities and their families; data collection and analysis; evidence generation; and family counseling, parental support and community engagement, including addressing social norms, social and cultural practices and beliefs, stigma and discrimination.

UNICEF committed at GDS 2022 to continue strengthening knowledge and capacity on disability-inclusive education sector analysis and planning from early childhood education on through the development and provision of courses, guidance and technical support to countries. This includes capacity building on inclusive education sector analysis and planning to education ministries and support for operationalization of inclusive education sector analysis methodological guidelines. Since 2020, UNICEF, together with UNESCO-IIEP, has delivered the course "Foundations of Disability-Inclusive Education Sector Planning" to key ministry of education staff in 46 countries. UNICEF also committed to continue strengthening evidence and knowledge on barriers to access and participation; UDL-based pedagogy; and multiple, flexible pathways to learning and accreditation. These commitments build on UNICEF's earlier commitments at GDS 2018 to enable children with disabilities to get a quality education by 2030 through programs in its partner countries, collect disaggregated data, assist governments to develop and implement inclusive education sector plans, and provide practical assistance with making school buildings accessible, supplying accessible learning materials and assistive devices, building the capacity of administrators and teachers, and campaigning to end

discrimination and stigma. UNICEF also committed its support to the Inclusive Education Initiative.

Programs

UNICEF supports a wide range of programs benefiting students with disabilities and other vulnerable children or adolescents. Some of these efforts are described below:

- The **Centre of Excellence on Data for Children with Disabilities** was launched by UNICEF in 2021 to foster data partnerships on children with disabilities. The center helps to fill data gaps and meet the growing need for coordination, quality oversight and technical expertise in the field of inclusive education. It supports a broad range of activities to build the capacity of key stakeholders and enhance their ability to make timely and data-driven decisions affecting children with disabilities.
- The Data and Analytics Section of UNICEF and the Washington Group have developed the **Child Functioning Module (CFM)** to support the identification of children with functional difficulties and to promote the collection of cross-country comparative data. The module has been validated in a number of countries and incorporated into the recent MICS6 and forthcoming MICS7. Current testing is evaluating how questions from the CFM can be answered by teachers and used in EMIS. They are also developing a new module with specific focus on inclusive education. The module covers several topics, including attitudes toward children with disabilities and inclusive education; questions to parents of school-going children on several aspects of the school environment, such as premises and curricula; and reasons that prevent children from attending school regularly. The CFM has also been used in several non-MICS surveys for which UNICEF has provided financial and technical assistance. UNICEF also provides capacity building on various aspects of the data generation and analysis processes.
- The Data and Analytics Section of UNICEF has published a **disability-inclusive database** with 54 countries to date. In 2018, UNICEF launched the MICS Education Analysis for Global Learning and Equity (MICS-EAGLE), which aims to build capacity for education sector analysis based on disaggregated data from MICS6 and to provide additional analysis of this data. MICS-EAGLE was rolled out to a wider range of GPE partner countries through a GPE KIX grant awarded

in 2019. Most include inclusive education data. Currently, factsheets or reports are available for 23 GPE partner countries.

- The **Out-of-School Children Initiative (OOSCI)** was a partnership between UNICEF, the UNESCO Institute for Statistics (UIS) and GPE, developed and launched in 2010. It aimed to work closely with national and local governments as well as civil society partners to focus on developing detailed profiles of children who are out of school as well as in school and at risk of dropping out, analyzing the underlying barriers that prevent those children from completing basic education, and supporting governments by recommending innovative policies and strategies that can bring these children into school and retain them. It provided important baselines, identified barriers and missing data on children with disabilities and proposed strategies to ensure children with disabilities, in addition to other groups, are reached. OOSCI has continued to be implemented in countries. In late 2023, UNICEF updated the OOSCI methodology.
- UNICEF leads the **Accessible Digital Textbooks for All (ADT)** initiative to make textbooks available and accessible for children with disabilities in all contexts and, as a result, improve learning outcomes; with funding from GPE, it developed an Accessible Digital Learning Portal.
- In recent years, UNICEF has developed various **tools to support disability-inclusive education in emergencies (EiE)**. In 2023, UNICEF published the *Disability-Inclusive Humanitarian Action Toolkit* which includes a checklist of essential actions for disability-inclusive EiE. Together with the Global Education Cluster and support from the IEWG working group on EiE, UNICEF carried out a global mapping of capacities and gaps in inclusive EiE. The purpose of the mapping was to inform the development of relevant resources, tools and guidance to support capacity strengthening in inclusive EiE. In 2024, to continue this work, UNICEF and the Global Education Cluster intend to collaborate with the Inter-Agency Network for Education in Emergencies (INEE) and other partners.

UNICEF regional offices also support a range of inclusive education activities:

- The East Asia and the Pacific Regional Office (EAPRO) is applying a whole system approach and a disability-inclusive lens to planning, implementation and monitoring of disability-inclusive education as these are their current pillars and focus for working on inclusive education. The region is supporting capacity

development of ministries of education, investing in disability data literacy of countries in the region, improving teacher capacity for disability-inclusive pedagogy and ensuring that a disability-inclusive lens is applied to UNICEF-supported programming across the region. UNICEF has also provided technical assistance to design inclusive curricula in Indonesia, Malaysia and the Philippines, and facilitated the provision of communication tools, assistive devices and inclusive learning materials for children with disabilities in five countries in the region. UNICEF has also supported early intervention services and early education programs for children with disabilities through systems strengthening in the Philippines, and are currently working with the Cambodian Ministry of Education Youth and Sport on conducting a disability-inclusive education sector analysis which will inform the development of the National Action Plan for Inclusive Education (NAP-IE) and feed into the development of a new education sector plan. With technical support from UNICEF Myanmar, Malaysia and Vanuatu have engaged and trained local communities in hard-to-reach areas to bring early intervention services to more children with disabilities.

- In the Eastern and Southern Africa Reginal Office (EASRO), relevant activities include building the capacity of local and national government authorities to develop or implement inclusive education policies (for example, in Angola); strengthening data and EMIS, including through the Washington Group questions (for example, in Lesotho, Malawi and Rwanda) and through screening, identification and referral mechanisms (for example, in Mozambique, Rwanda and Zimbabwe); supporting inclusive financing or scholarships for students with disabilities (for example, in Namibia and Somalia); developing inclusive curriculum (for example, in Rwanda) or teaching and learning materials, including ADT (for example, in Kenya, Rwanda and Uganda), the use of LEGO Braille Bricks (for example, in Burundi, Madagascar and Uganda) or developing the capacity of teachers (for example, in Madagascar); assisting governments in their COVID-19 pandemic response, including through the application of a UDL framework (for example, in Kenya); as well as supporting students with disabilities in access to school through the provision of assistive technologies (for example, prosthetics in Eritrea) and transportation (for example, in Kenya). Lastly, UNICEF's work with governments on WASH is leading to accessible and safe latrines for children with disabilities

in Angola, Burundi, Eswatini, Lesotho, Madagascar, Mozambique, Somalia, South Sudan, Tanzania, Uganda and Zimbabwe.

- In the Europe and Central Asia Regional Office (ECARO), countries report significant engagement at the country level in disability-inclusive education. Recent projects in GPE partner countries include the following: in Albania, technical assistance and evidence-based advocacy on financing for inclusive education resulted in a national budgeted policy for financially supporting schools to cover the needs of children at risk of dropping out and who are out of school, and UNICEF has developed a curriculum to train 200 teachers on inclusive education. In the Republic of Moldova, a National Inclusive Education Conference provided recommendations on the way ahead, and innovative methods for children with severe intellectual disabilities were piloted. In the Kyrgyz Republic, with the support of other partners, UNICEF has enhanced the country's EMIS which will track enrollment and participation of children with disabilities and help respond to other special educational needs of the most vulnerable children. In Tajikistan, building on policy dialogue and the 2019 International Disability Forum, the Ministry of Education and Science committed to review its pedagogical approach across in-service teacher training institutions and to develop a national inclusive education roadmap with costed interventions for 2020. UNICEF also supported building of pre-service and in-service teacher trainers on inclusive education as well as nongovernmental organizations promoting issues of children with disabilities.
- In the Latin America and the Caribbean Regional Office (LACRO), the strategy is to include a disability perspective in all programs and plans. There is also a focus on promoting specific components to address the needs of children and adolescents with disabilities such as designing and implementing advocacy activities focused on the rights of children and adolescents with disabilities; designing and implementing dedicated studies and supporting routine data collection; promoting early detection of sensory, functional or developmental limitations as well as access to community-based habilitation and rehabilitation interventions; facilitating support to families of children and adolescents with disabilities to minimize the impact of the difficulties faced and promote access to local support and care services; and mobilizing financial and technical support in areas such as housing, transportation, early inclusion, rehabilitation, inclusive education, care systems and social protection. Three initiatives to highlight are the ADT Initiative (for example, in Colombia, the

Dominican Republic, Jamaica, Nicaragua, Paraguay and Uruguay), the Early Childhood Development project (Care for Child Development Initiative) and the Teachers' Training on Inclusive Education.

- In UNICEF's Regional Office for South Asia (ROSA), the focus has been on capacity development on disability-inclusive education sector planning in collaboration with UNESCO-IIEP (for government officials and UNICEF focal points from each country in the region) and on mapping of disability-inclusive education practices with a regional report and country profiles. A formative assessment tool/guidance is being developed to address learning loss among children with disabilities in the context of the COVID-19 pandemic (and beyond), and guidance for parents and teachers for home-based support for young children with disabilities is already available. At the country level, support is being provided in various areas including policy reform and dialogue, the integration of disability issues in education sector plans, capacity development, teacher education/curricular reform, inclusive assessment and improving disability data and indicators in EMIS. ROSA is also supporting overall cross-sectoral coordination and implementation of UNDIS.
- In the West and Central Africa region, country offices are working on laws, policies and plans to support children with disabilities, school infrastructure accessibility, inclusive education materials and communication, and human resources in relation to children with disabilities.

UNICEF country offices organize their work under outcomes and outputs. The outputs are reported as activities to the IATI database. The following outputs are those where the publicly available information suggested a component of inclusive education.

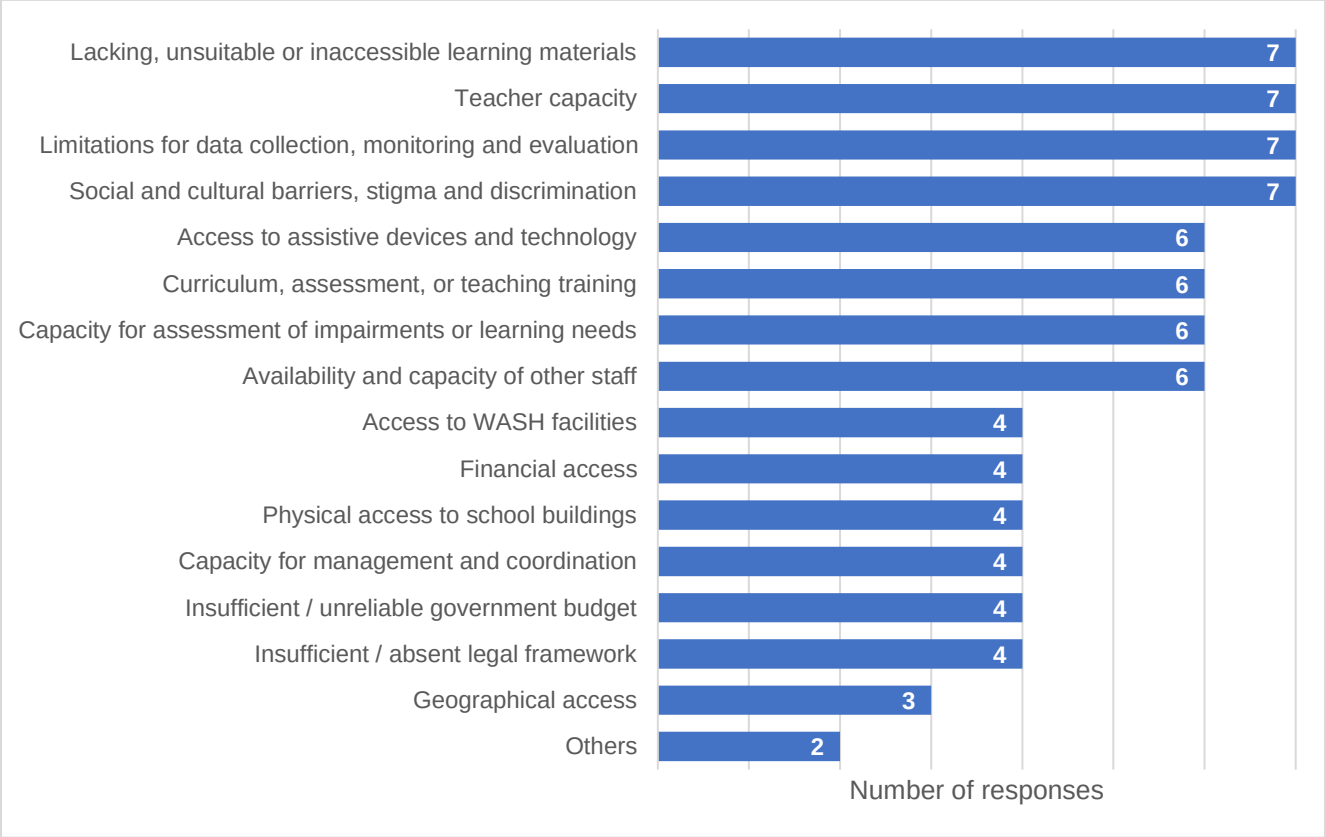
Many UNICEF outputs use the term *inclusive education* but without clear reference to disability inclusion in the reported project title and description. These have not been included, but at least some presumably include a disability inclusion component. A total of 168 outputs were identified with a clear disability inclusion and basic education component across 54 countries: Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cabo Verde, Cambodia, Cameroon, Central African Republic, Chad, the Comoros, the Democratic Republic of Congo, the Republic of Congo, Côte d'Ivoire, Djibouti, Eritrea, Fiji, Georgia, Ghana, Guinea, Guinea-Bissau, Guyana, Honduras, Kenya, the Kyrgyz Republic, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Malawi, the Maldives, Mali, the Republic of Moldova, Mongolia, Mozambique, Myanmar, Nepal, Nicaragua, Papua New Guinea, the Philippines, Rwanda, São Tomé and Príncipe,

Senegal, Somalia, South Sudan, Tajikistan, Tanzania, Timor-Leste, Togo, Tunisia, Uganda, Uzbekistan, Viet Nam and Zimbabwe (see box 1 for full project mapping).

2. Thematic and Geographic Specialization

Development partners seek to address **barriers to disability-inclusive education** through their global- and country-level work. This includes addressing the lack of accessible and suitable learning materials; teacher capacity; the limited capacity for data collection, monitoring and evaluation; and social and cultural norms, practices and beliefs toward inclusion (see figure 1). The partners are deploying several efforts to overcome these barriers and promote inclusive education for learners with disabilities, focused on reforming school infrastructure, harnessing technology and innovation, building the capacity of local actors, advocating for policy reforms, designing accessible learning materials, developing curriculum and assessment tools, training teachers, strengthening data collection processes, and providing technical assistance to transform structures and systems, among others.

Figure 1. Barriers that projects/programs aim to tackle



Source: Survey of partner respondents (7 responses).
Note: WASH = water, sanitation and hygiene.

The **geographical coverage** among GPE partner countries of basic education projects and programs for children with disabilities undertaken by the six partner organizations analyzed in this report is primarily focused on anglophone countries in sub-Saharan Africa (see appendix B): all six organizations provide support in Somalia; five organizations provide support in Bangladesh, Ethiopia, Malawi, Mozambique, Nepal, Rwanda and Tanzania; and four organizations have activities on disability-inclusive education in Cambodia, the Democratic Republic of Congo, Kenya, Lao PDR, Mali, Myanmar, Uganda and Zambia.

Other groups of countries, such as francophone African countries and Pacific Island states, receive less support from the six organizations, although NORAD, the World Bank and UNICEF have a significant set of programs across francophone Africa. These countries may receive additional support by other donors, such as the *Agence Française de Développement* (AFD), the Australian Department of Foreign Affairs and Trade (DFAT) or GPE.

The information on geographical focus can help partners understand current complementarities in coverage and whether there remain gaps in financial or technical support for particular countries or regions. On the flip side, countries where several partners are funding disability-inclusive education are ones where particular effort will need to be made to coordinate efforts around a coherent approach.

Based on the information collected from the survey, the IATI database and the additional resources consulted, there is some similarity in **overall approach** across partners. For example, the World Bank, UNICEF and FCDO all emphasize multi-stakeholder collaboration and working with national education systems. Some partners work across a wide range of focus areas, while others deliberately specialize (see table 1); for example, NORAD specializes in data disaggregation and cross-sectoral collaboration, in particular.

Table 1. Summary of specialization areas by partner

Partner	Early childhood education	Data disaggregation	Inclusive teacher training / curriculum / reading material	Harnessing technology and innovation	Improving access (through infrastructure, assistive devices, etc.)	Advocacy/community involvement	Cross-sector / multi-stakeholder collaboration
FCDO		x	x		x	x	x
USAID	x	x	x	x	x	x	x
NORAD		x					x
MFA, Finland	x	x	x			x	x
World Bank	x	x	x	x	x	x	x
UNICEF	x	x	x		x	x	x

Although the nature of their respective work is different, UNICEF and USAID both work on strengthening disability data efforts through various instruments and guidance tools. UNICEF leads on early detection and intervention, with an emphasis on family counseling and support services for children with disabilities as well as cross-sector collaboration with WASH and nutrition services. The World Bank supports disability-inclusive teaching, improving accessibility through removal of physical barriers, and providing inclusive teaching and learning materials. FCDO is also committed to helping children with disabilities transition into mainstream education and to support cost-effective interventions and increasing the number of teachers and support staff with the required skills.

USAID has a unique twin-track approach with an emphasis on applying UDL principles to educating all students, including students with disabilities on the one hand, and a focus on working with OPDs to fill in gaps that exist in the education system or disability-focused interventions on the other hand. USAID also has extensive reading efforts for early grade literacy for children with disabilities and has competitions and challenges, such as the 'All Children Reading: A Grand Challenge for Development' to achieve some of these results. USAID also advances technology-based innovations and evidence to increase literacy through some of these programs. UNICEF also

emphasizes advocacy efforts for disability inclusion in education. In terms of the target groups, FCDO's Strategic Vision for Gender Equality stresses on initiatives for marginalized girls with disabilities under GEC projects, whereas students who are blind or with low vision or are deaf or hard of hearing are prominent in most USAID interventions. Hence, each of the partners has certain areas of specialization and as such, there are many opportunities to join hands and achieve better results on a large scale rather than investing in duplication of efforts.

In addition, it is relevant to note that most of the organizations describe a twin-track approach: advocating for the inclusion of children with disabilities in mainstream environments while developing disability-focused interventions. However, most of the interventions focus on the second track and there is a need for more focus on integrating disability inclusion across education systems. An approach on system transformation toward inclusive education with tailored initiatives based on contextual needs would increase program impact.

3. What Next? Coordination for Inclusion

Inclusive education requires more than a sum of good interventions. Developing education systems that welcome all learners requires a system transformation supported by collaboration and coordination between different actors based on each country's priorities and needs. Through the GPE 2025 Strategic Plan, the partnership aims to transform education systems to achieve education outcomes at scale, address systemic inequities and focus financing on the most marginalized children, including children with disabilities, with gender equality at the heart of planning and implementation.

GPE promotes a country-led process to achieve sustained improvements in educational outcomes whereby national governments choose priorities for funding and support while working with development partners in local education groups (GPE, Compact Guidelines). The process is about not only identifying priorities, but also aligning actors and elements of the education system to pull in one direction to deliver on those priorities. Under the current strategy, analysis of gender barriers has been a particular priority and going forward, it will provide an entry point to analyze intersecting inequalities to strengthen understanding of the barriers to inclusion. Analyzing equity of domestic financing is another entry point for better identifying how systems support financing of inclusive systems.

There is global consensus regarding the right to inclusion of children with disabilities in safe learning environments on an equal basis with others in their communities (CRPD 2016)—a commitment made by almost all GPE partner countries by ratifying or acceding to the UN Convention on the Rights of Persons with Disabilities. In the process of making inclusive education a reality, the conceptualization of disability has been shifting from a medical to a social approach which has led to actions being taken to identify and remove barriers that impede schools from being ready for all learners.

This paper shows that **partners are covering a wide range of interventions** to support the inclusion of children with disabilities in basic education. Most of them, as described, promote a twin-track approach to guarantee accessibility and inclusion in the system while providing specialized support where needed. Many also recognize the relevance of understanding where children with disabilities are and what they need by strengthening data collection systems. Physical and learning accessibility, teacher capacities and attitudinal change are also aspects promoted in projects or programs.

The analysis here suggests some **nascent areas of intervention** where currently, across GPE partner countries, there is relatively little focus by development partners though slightly more focus in recent years: disability-inclusive early childhood education and investments in the use of technology, assistive devices and other innovative methods for disability inclusion. These areas have started to gain traction, especially in the context of the COVID-19 pandemic. Likewise, some development partners are starting to address more the topic of disability-inclusive financing and developing evidence on how to cost, budget and plan for disability-inclusive education. The analysis suggests that there can be better coordination in where the work of partners overlaps geographically, where they can benefit from potential technical guidance and support, and where they can divide and conquer in terms of a regional presence and prior relationships with various ministries of education.

There remains a need for better **data and evidence** for planning inclusive education. The availability of comparable, good-quality, national-level data is still highly uneven within and across countries. During 2010–20, at least 98 nationally representative surveys or censuses in GPE partner countries collected data on disability in some form. However, 28 partner countries out of 76 did not have nationally representative, reliable and comparable survey or census data on disability that could be used for disaggregating education statistics (GPE 2022). Most GPE partner countries have

access to a system capacity grant. Partner countries can choose to use this grant to support studies, assessments and diagnoses as well as to strengthen national EMIS in relation to disability inclusion.

Global knowledge on what works to make education systems more inclusive in low-resource settings remains scarce, notwithstanding the efforts of initiatives such as the Inclusive Education Initiative (IEI), and in general lessons from existing programs are not rapidly shared at the global and regional levels. GPE KIX can facilitate this sharing of lessons. It will also be important to draw on global knowledge through the GLAD Network and its IEWG. All six of the partner organizations described here, as well as GPE, are part of the IEWG.

This paper, and the underlying mapping exercise, aims to facilitate knowledge sharing in the sector by analyzing thematic and geographic focus areas of major development partners supporting inclusive education. For example, the information on geographical focus can help partners understand current complementarities in coverage and whether there remain gaps in financial or technical support for certain countries or regions. On the flip side, countries where several partners are funding disability-inclusive education are ones where particular effort will need to be made to coordinate efforts around a coherent approach. The analysis can also help the sector understand thematic areas of convergence and gaps in support. The paper supports the work of the IEWG, and one potential way forward is for the IEWG to expand, maintain and share an up-to-date database of inclusion activities in partner countries as well as to work on repositories of evidence and good practice.

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Appendix A. Methodology

The mapping exercise combined International Aid Transparency Initiative (IATI) project data with survey responses provided by GPE partners. The donors and multilateral organizations included in the exercise were selected for their involvement and activity in the inclusive education area, and the projects and programs included are those active at some point between 2019 and 2023 in GPE partner countries, including multicountry initiatives.

As mentioned, the purpose of the exercise is to understand the approach of specific GPE partners for the education of children with disabilities in basic education as well as the similarities and gaps to support colleagues working directly with partner countries. Therefore, the following questions guided the overall design of the methodology for the interventions' mapping and analysis:

- What is the approach of GPE partners to the education of children with disabilities?
- What is the overall approach of the partners toward disability inclusion?
- What are the major global or cross-country initiatives regarding disability inclusion?
- Which could be considered areas of strength or specialization for each partner?
- What are the main similarities between partners' approaches and major gaps?
- What are the main barriers that interventions address?
- What actions are promoted through the interventions to tackle these barriers?

Under this approach, information gathered from each organization's website allowed us to understand their overall approach regarding inclusive education and to identify their main initiatives and specialization areas in the topic.

We identified country-level projects or programs supported by each organization with a disability-inclusive education component. Specifically, we identified programs that *include one or more activities aimed at improving the access to education, participation or learning of children with disabilities in early childhood, primary or secondary education*. We used the IATI database and a list of disability-related

keywords to retrieve initiatives active at some point between 2019 and 2023.[9] These were then reviewed manually to ascertain from the title, project descriptions, results indicators, sectors and policy markers whether they included one or more activities aimed to improve the access to education, participation or learning of children with disabilities in early childhood, primary or secondary education.

Acknowledging the relevance of including partners in the mapping process, we designed a survey to collect information that complemented the information retrieved from the organizations' websites and the IATI database. The instrument had four sections collecting (a) basic information about the organization and the survey respondent; (b) the concept of inclusive education; (c) the work of the organization on disability inclusion; and (d) details about the projects or programs promoting the education of children with disabilities.

The survey was issued in May 2020 and had an 86 percent response rate. The respondents are as follows:

- United States Agency for International Development (USAID): Joshua Josa, Leah Maxson
- Foreign, Commonwealth and Development Office of the United Kingdom (FCDO): Freya Perry
- Department for Development Policy, Ministry for Foreign Affairs (MFA), Finland: Paula Malan
- Norwegian Agency for Development Cooperation (NORAD): Grant Dansie, Lena Olsen Sømme
- UNICEF: Mita Gupta, Helene Cron, Wongani Grace Taulo
- World Bank: Hanna Alasuutari

Data from the stakeholder mapping conducted in 2019 by the GLAD Network was used to identify the countries where organizations were implementing inclusive education projects or programs. Finally, the report was shared with our contacts in each of the

[9] First, all projects coded as being in the education sector or had the word *education* in the title, description or transaction description were downloaded. These projects were then filtered according to whether they contained a disability keyword. Keywords for disability support were taken from table A1 in Development Initiatives (2020). Title, description, policy markers, results descriptions and indicators were searched for any of the keywords listed under "All disability support: Principal."

organizations to verify the accuracy of the information and to add additional initiatives, resources and projects.

One limitation of this study, which could be addressed with further research, is that it does not consider project size in terms of funding, duration or scale. It would be valuable to consider how organizations vary in terms of funding small and larger projects, and also whether projects aim to create system-wide reform or provide interventions within a limited number of districts or schools. It is our intent that the database and methodology developed for this work provide a basis for future extensions to analyze inclusive education for children with disabilities in more depth.

The inclusive education mapping exercise was initiated in 2019 and finalized in 2023. The initiatives described in this report include explicit components around **basic education for children with disabilities** whether in **mainstream, segregated or inclusive environments**. The selection corresponds to projects and programs that were **being implemented as of 2019** in GPE partner countries, including multicountry projects and programs that include at least one GPE partner country.

The process conducted included the following steps:

- **Online search of organizations' websites:** Information about their overall approach regarding inclusive education, projects or programs and areas of specialization was collected from publications and information available online.
- **Search of IATI database:** The projects and programs being developed by key partner organizations as of 2019 were retrieved from https://iatidatastore.iatistandard.org.
- **Design and application of survey:** The instrument was organized into four sections collecting (a) basic information about the organization and the survey respondent; (b) the concept of inclusive education; (c) the work of the organization on disability inclusion; and (d) details about the projects or programs promoting the education of children with disabilities.
- **Triangulation with additional resources:** Data shared by the IEWG of the GLAD Network was used to support the process. Specifically, the stakeholder mapping conducted in 2019 was consulted to verify the countries where the organizations were implementing inclusive education projects or programs.

- **Verification of points with organizations:** The final draft was shared with focal points in the organizations to guarantee an accurate understanding and description of the initiatives.

Appendix B. Donor-Funded Inclusive Education Activities in GPE Partner Countries 2019-2023

The information in the tables is based on data from the IATI database combined with partners' survey responses and email exchanges with partner organizations. Countries are listed in descending order based on prevalence of donor partners included in analysis.

East Asia and the Pacific	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Myanmar						
Lao PDR						
Cambodia						
Viet Nam						
Timor-Leste						
Philippines						
Tuvalu						
Papua New Guinea						
Mongolia						
Marshall Islands						
Indonesia						
Fiji						

Note: No projects were found for Kiribati, the Federated States of Micronesia, Samoa, the Solomon Islands, Tonga or Vanuatu.

Europe and Central Asia	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Tajikistan						
Kyrgyz Republic						

Europe and Central Asia	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Georgia						
Uzbekistan						
Moldova, Rep.						
Albania						

Note: Ukraine is not listed as it was not a partner country when this exercise was begun.

Latin America and the Caribbean	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Nicaragua						
Honduras						
Haiti						
Guyana						
El Salvador						
St. Lucia						
Guatemala						

Note: No projects were found for Belize, Dominica, Grenada, or St. Vincent and the Grenadines; Bolivia is not included because it was not a GPE partner country when this exercise was begun.

The Middle East and North Africa	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Djibouti						
Yemen, Rep.						

The Middle East and North Africa	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Tunisia						
Egypt, Arab Rep.						

Note: Algeria, Morocco, the Syrian Arab Republic, and West Bank and Gaza are not included because they were not GPE partner countries or territories when this exercise was begun.

South Asia	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Nepal						
Bangladesh						
Sri Lanka						
Pakistan						
Maldives						
Bhutan						
Afghanistan						

Note: India is not included because it was not a GPE partner country when this exercise was begun.

Sub-Saharan Africa 1	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Somalia						
Tanzania						
Rwanda						
Mozambique						
Malawi						
Ethiopia						

Sub-Saharan Africa 1	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Zambia						
Uganda						
Kenya						
Zimbabwe						
South Sudan						
Nigeria						
Lesotho						
Ghana						
Angola						
Sierra Leone						
São Tomé and Príncipe						
Liberia						
Eswatini						
Sudan						
Gambia, The						
Eritrea						

Sub-Saharan Africa 2	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Mali						
Congo, Dem. Rep.						
Senegal						
Niger						

Sub-Saharan Africa 2	FCDO	USAID	NORAD	Finland	World Bank	UNICEF
Togo						
Madagascar						
Côte d'Ivoire						
Chad						
Central African Republic						
Cameroon						
Burundi						
Burkina Faso						
Benin						
Guinea-Bissau						
Guinea						
Congo, Rep.						
Comoros						
Cabo Verde						

Note: No projects were found for Mauritania.