

ACTIONABLE RECOMMENDATIONS FOR DISABILITY-INCLUSIVE EDUCATION BRIEF

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GLOBAL READING
NETWORK

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ACRONYMS

CRPD	Convention on the Rights of Persons with Disabilities
CSO	civil society organizations
ECE	early childhood education
EDC	Education Development Center
EP	education practitioners
IDP	Inclusive Development Partners
IE	inclusive education
IF Roadmap	Financing Disability-Inclusive Education USAID Roadmap
IF White Paper	Financing Disability-Inclusive Education White Paper
LTLGP	Learning Through Leading Global Platform
MTSS	multi-tiered systems of support
OPD	organization of persons with disabilities
P/Cs	parents and caregivers
PPE	pre-primary education
PPE White Paper	Disability-Inclusive Pre-primary Education White Paper
UDL	universal design for learning
UNESCO	United Nations Education, Scientific, and Cultural Organization
USAID	United States Agency for International Development

BACKGROUND

The Leading Through Learning Global Platform (LTLGP) is a United States Agency for International Development (USAID)-funded project implemented by the Education Development Center (EDC) with the aim of establishing and expanding global education learning systems for USAID and its partners. In its second year, LTLGP developed two white papers, the [*Disability-Inclusive Pre-Primary Education White Paper*](#) and [*Financing Disability-Inclusive Education*](#), to orient stakeholders on the global landscape of disability-inclusive education. LTLGP, in partnership with Inclusive Development Partners (IDP), held consultations with diverse experts in the field to share, provide evidence for, and contextualize the recommendations provided by the white papers so that donors, education practitioners, government entities, and other stakeholders have concrete steps to support the continual efforts of stakeholders to advance disability-inclusive education.

DISABILITY-INCLUSIVE EDUCATION STAKEHOLDERS

Advancing disability-inclusive education requires the participation of many stakeholders representing multisectoral perspectives. A top-down and bottom-up approach to working with stakeholder groups that reaches beyond the education sector is critical to strengthening education systems and programs' abilities to include and support learners with disabilities.

Stakeholders responsible for implementing the actionable recommendations will vary by country based on existing resources. Proposed stakeholders include government, parents and caregivers, civil society organizations, organizations of persons with disabilities, donors, implementing partners, and education practitioners. Definitions of stakeholder groups are available in [Annex A](#).

“Nothing about us without us.”

The disability-rights movement and disability-inclusive development calls on actors to ensure the inclusion of persons with disabilities in all aspects of activities intended to support them. Within the development context, organizations of persons with disabilities (OPDs) serve a critical role as the voice of persons with disabilities and must be included in the implementation of recommendations. For example, having OPDs develop and facilitate trainings for teachers can positively portray the skills and capabilities of persons with disabilities.

ACTIONABLE RECOMMENDATIONS FOR DISABILITY-INCLUSIVE EDUCATION

How to Use the Actionable Recommendations

Given the variation across countries, the actionable recommendations are not exhaustive but flexible enough to adjust to a stakeholder group's context and existing education system. Stakeholders will need to work collaboratively across sectors beyond education to achieve results. Actors within these sectors are not explicitly listed as stakeholders but play a vital role due to their knowledge, expertise, and support services for learners with disabilities and their families. Involving all actors in a holistic and systemic approach can yield transformative results.

Stakeholders listed as the lead or co-lead role are responsible for initiating and managing the implementation of recommendations and should include an identified focal person for coordination. Stakeholders listed in a support role are responsible for helping shape and implement recommendations

but are not responsible for leading or managing. Support roles may provide advocacy, technical, or operational assistance and ensure that people with diverse knowledge and skills help guide the implementation of recommendations. Alternatively, some support roles may participate in a strictly participatory manner for awareness-raising and knowledge-sharing.

The actionable recommendations provide stakeholders with a broad set of activities to help advance disability inclusion within their education system and context. To do this, stakeholders must assess, consider, prioritize, and implement.

Assess. Start by assessing the current status of disability-inclusive education within your context. This includes looking at current:

- Policies.
- Regulations.
- Laws.
- Practices.
- Human and financial resources.

Consider. Consider the following data and information:

- Available disability statistics and data.
- Number of in- and out-of-school learners with disabilities.
- Instructional sessions available to learners with disabilities.
- Accessibility of physical infrastructure.
- Accessibility and availability of assistive technology and devices.
- Human resources.
- Financial resources.

Prioritize. When choosing what recommendations are most relevant to your context and situation, ask yourself:

- What can I do immediately with the resources I have available?
- What additional information do I need to make a decision or implement a recommendation?
- What knowledge, skills, and expertise are needed to implement the recommendation?
- Am I connected to all the stakeholders needed to achieve my goal?
- What recommendations are linked together?
- What is my timeline to implement a recommendation?

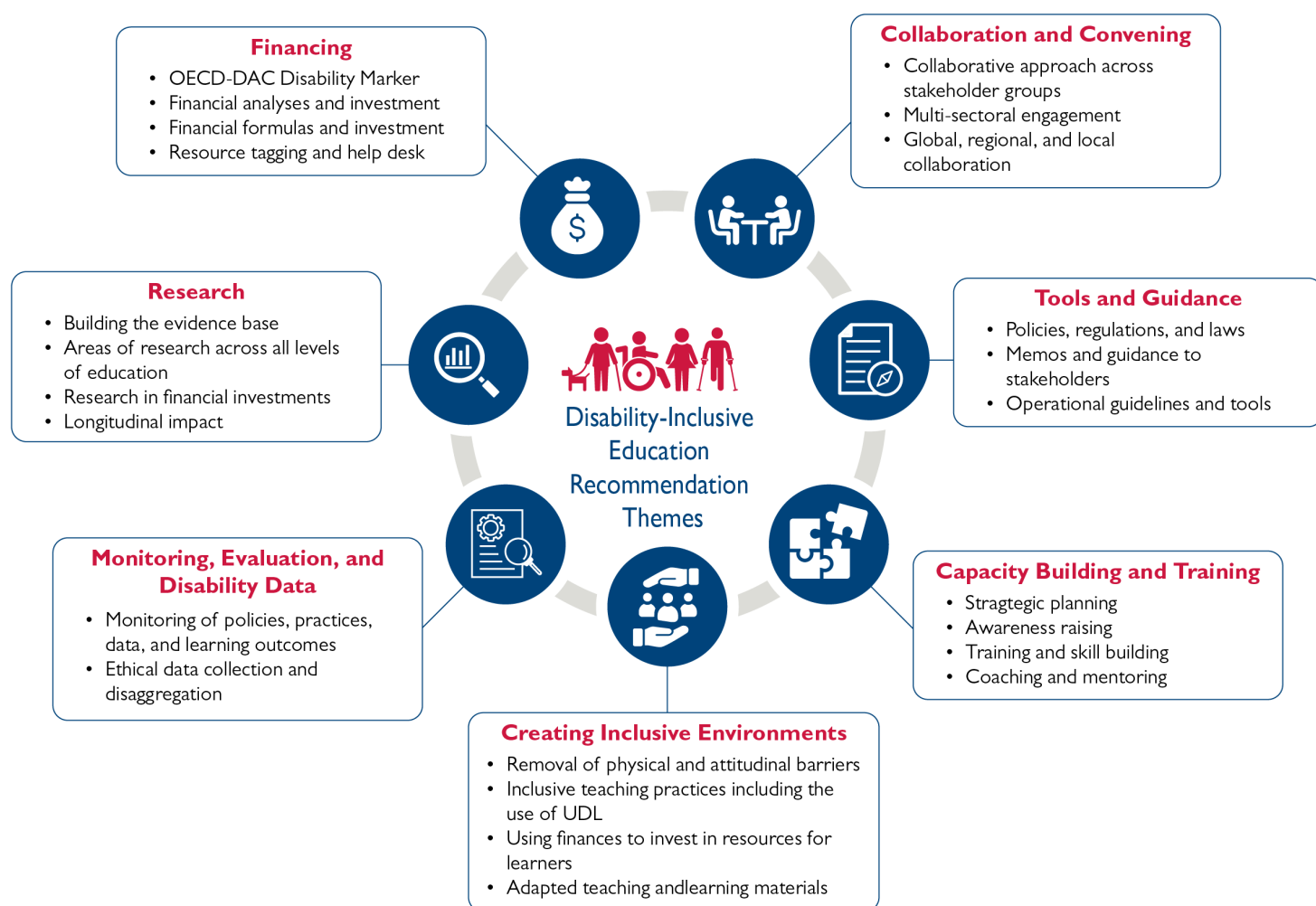
Implement. Once you have assessed the status of disability-inclusive education in your context, and identified and prioritized recommendations for your context, follow these steps:

- Convene stakeholders.
- Adjust recommendations for your context.
- Develop a plan.
- Assign roles and responsibilities.
- Begin implementation.
- Regularly monitor implementation.
- Adjust implementation as necessary.

Themes of the Actionable Recommendations

The actionable recommendations are grouped into seven themes: 1) collaboration and convening, 2) tools and guidance, 3) capacity building and training, 4) creating inclusive environments, 5) monitoring, evaluation, and disability data, 6) research, and 7) financing. Figure 1 displays the seven thematic areas with a high-level overview of each theme. The thematic categories are not prioritized and will vary depending on the context and needs of a stakeholder.

FIGURE 1. Actionable Recommendations for Disability-Inclusive Education Themes



List of Actionable Recommendations for Disability-Inclusive Education

Tables 1 through 7 list the actionable recommendations derived from the original white papers and the IF Roadmap. (Annotations indicate the source: “IF” refers to the IF White Paper and IF Roadmap; “PP” refers to the *Disability-Inclusive Pre-primary Education White Paper*.)



Collaboration and Convening

These recommendations require stakeholders to make intentional efforts to coordinate work across stakeholder groups and sectors to support the progressive realization of disability-inclusive education at all system levels.













How can you enhance collaboration and convening to foster greater understanding of, broader participation in, and strong buy-in for high-quality disability-inclusive education within your context and available resources?










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Table 1. Recommendations for Collaboration and Convening



#	COLLABORATION AND CONVENING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
I.1	Create and conduct global and regional cross-donor working groups dedicated to supporting the advancement of financing and implementing disability-inclusive education. (IF)	Donors (lead) Government (support) Implementing partners (IPs) (support) OPDs (support)			
I.2	Create an internal working group and conduct regular meetings to review solicitations for disability inclusion before posting solicitations. By mid-term, the cross-donor, in collaboration with cross-sector, working groups should produce a report on the advancement and status of financing disability-inclusive education, to be updated at least every five years. (IF/PP)	Donors (lead) Government (support) OPDs (support)			
I.3	Identify national and sub-national ministerial departments that support education financing, pre-primary education (PPE), childhood development, screening, identification, and support services, including early intervention for children with disabilities. (IF/PP)	Government (lead) Education partners (EPs) (support)			

#	COLLABORATION AND CONVENING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
1.4	Establish and conduct quarterly meetings with multisectoral working groups composed of government representatives from the sectors that support the financing of education, PPE, early childhood development, and disability screening, identification, and support services, including early intervention. These sectors include finance, education, community, social protection, and health. OPD representation is critical to help build the disability and disability inclusion capacity of working group members. Meetings should address emerging issues and needs related to disability-inclusive education. (IF/PP)	Government (lead) IPs (support) EPs (support) OPDs (support) Civil society organizations (CSOs) (support) Parents and caregivers (P/Cs) (support)			
1.5	Create a subgroup within the multisectoral working groups involving government, health providers, and public and private organizations to address screening, identification, and support services for persons with suspected or identified disabilities. The subgroup should identify available resources and gaps for early intervention, home, school, community, or assistive technology and devices to support persons with disabilities. After mapping available resources and gaps, the working group should establish and pilot a referral system to support access to screening, identification, and support services within their specific context. (IF/PP)	Government (lead) OPDs (support) CSOs (support) EPs (support) IPs (support) P/Cs (support)			
1.6	Identify and create a list of public-private organizations and resources for financial, material, or human resources available to support disability-inclusive education initiatives. (PP)	EPs (lead) Government (support) OPDs (support) CSOs (support) P/Cs (support)			
1.7	Engage in advocacy efforts for the right to education for learners with disabilities. Advocacy efforts should emphasize the importance of planning, budgeting, financial transparency, and accountability for disability inclusion in all settings and all levels, including those that support the twin-track (disability-specific and disability-inclusive programming) approach. Advocacy efforts may occur with national or subnational government officials and at the local level through community, parent-teacher association, and school management committee (SMC) meetings. (IF/PP)	OPDs (lead) CSOs (support) EPs (support) Donors (support) P/Cs (support)			

#	COLLABORATION AND CONVENING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
1.8	Within the global and regional cross-donor and cross-sector working groups, develop strategic plans to support the financing and implementation of disability-inclusive education. (IF)	Donors (lead) Government (support) IPs (support) OPDs (support)			
1.9	Collaborate to pilot, validate, and evaluate different costing tools for national and subnational government departments that will support the inclusion of harder-to-reach groups of children and learners with and without disabilities (rural, remote, or nomadic persons; ethnolinguistic minority groups, persons with multiple marginalization factors, etc.). Education practitioners should support piloting tools to ensure they are realistic and use evidence-based practices. Production and implementation of how-to guides to support the use of tools should occur after piloting and validation. (IF)	Governments (lead) EP (support) Donors (support)			
1.10	Establish informal and formal public-private partnerships with community organizations such as OPDs, CSOs, and caregiver/family groups who can support educational programming for learners with disabilities by providing time, materials, or financial support. Provide how-to guides or briefs on establishing, maintaining, and growing partnerships. (PP)	EPs (lead) Government (support) OPDs (support) CSOs (support) P/Cs (support)			
1.11	Invite potential public-private organizations and caregivers/families to attend school- or district-level meetings, such as school management committees and financial planning meetings, to raise awareness of disability-inclusive education needs. (PP)	EPs (lead) Government (support) OPDs (support) CSOs (support) P/Cs (support)			
1.12	Include and meet learners with disabilities and their caregivers/families regularly throughout early intervention supports, PPE, and all levels of education to identify the needs and supports of the child with a disability for school and home settings. (PP)	EPs (lead) OPDs (support) P/Cs (support) CSOs (support)			



Tools and Guidance

These are recommendations on resources, including policies, operational guidelines, planning guidance, and tools that will help support the progressive realization of disability-inclusive education at all system levels.









What new or existing tools and guidance can you use and disseminate to foster greater understanding, broader participation, and strong buy-in for high-quality disability-inclusive education within your context and available resources?






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Table 2. Recommendations for Tools and Guidance



 Begin Recommendation

 Maintain / Continue Recommendation

#	TOOLS AND GUIDANCE RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
2.1	Define the meaning and application of relevant terms for your country or agency: early childhood development, early intervention, pre-primary education, primary education, disability, screening, identification, referral, and disability-inclusive education. (PP)	Government (lead) Donors (support) OPDs (support) IPs (support)			
2.2	Produce and disseminate public service announcements (PSAs) and awareness-raising campaigns on PPE and disability-inclusive education. Terminology defined in recommendation 2.1 can support the development of PSAs. This can be a short- or mid-term recommendation. (PP)	Government (lead) IPs (co-lead) OPDs (support) P/Cs (support)			
2.3	Develop guidance for caregivers/families on disability rights, screening, identification, and referral to disability support services, including early intervention, school enrollment, engagement with teachers and school-level committees, and supporting learning at home. Guiding documents can be disseminated as standalone documents or accompany PSAs listed in recommendation 2.2. (PP)	Government (lead) IPs (co-lead) OPDs (support) EPs (support) P/Cs (support)			
2.4	Develop guidance such as a how-to document or proposed standards and practices for establishing, maintaining, and growing multisectoral working groups, public-private partnerships, and other collaborative efforts. Documents should be flexible enough to be adapted for country-specific and cultural contexts. (IF/PP).	Donors (lead) IPs (support) Government (support)			

#	TOOLS AND GUIDANCE RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
2.5	Develop a solicitation guiding document that outlines how to include disability-inclusive education, including PPE activities within general education projects. (IF/PP)	Donor (lead) OPDs (support) IPs (support)			
2.6	Draft report of global and regional case studies on financing disability-inclusive education initiatives to guide prioritization of school-level funding. (IF)	Donor (lead) IPs (support) OPDs (support)			
2.7	Develop guidance and tools to support national, sub-national, and school-level decision-making on funding allocations that assess the needs of learners with disabilities at all education settings and levels, including PPE. Research on costing resources and case studies can inform guidance and tools. Refer to the research section of the recommendations for additional guidance. (IF/PP)	Government (lead) Donors (support) OPDs (support)			
2.8	Establish annual targets for disability-inclusive education funding allocations that align with country-specific regulations. Stakeholders should consider identifying an annual percentage of total funds available for education programming or a ceiling amount dedicated to disability-inclusive education efforts. To distribute funds equitably, governments may establish national and subnational targets that vary based on factors such as the number of learners with disabilities in a geographic area, specific disability supports needed to improve access and participation, current availability or lack of adapted learning materials, assistive devices and technology, and infrastructure needs to create accessible environments.. Annual targets should gradually increase and align with the country's strategic goals for realizing disability-inclusive education. (IF)	Government (lead) EPs (support) Donors (support) OPDs (support)			
2.9	Develop guidance on policies, regulations, and monitoring of the implementation of disability-inclusive PPE programming. (PP)	Donors (lead) Government (support) OPDs (support) IPs (support)			

#	TOOLS AND GUIDANCE RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
2.10	Integrate principles of universal design for learning (UDL), social, emotional learning (SEL), and positive behavior supports (PBS) into the national curriculum using real-life examples and locally available resources and cultural norms. (PP)	Government (lead) EPs (support) IPs (support) OPDs (support) Donors (support)			
2.11	Produce national-level policy, regulations, and operational guidelines that standardize education financing that includes disability-inclusive education. (IF)	Government (lead) IPs (support) OPDs (support)			
2.12	Establish or revise national or subnational policies, regulations, and operational guidelines on providing education for children with disabilities, which encompasses the twin-track approach to disability inclusion and disability-inclusive education. (IF/PP) <i>The twin-track approach in education refers to the option of educating learners with disabilities in both general education and resource classrooms. For example, it is recommended that learners who are deaf be in a sign-language-rich environment in their early learning years to develop literacy and language skills and, therefore, may attend specialized resource classrooms or schools. Learners instructed in any resource classroom or specialized school should engage in break periods and meal times with learners without disabilities and have the opportunity to integrate into general education classrooms when appropriate.</i>	Government (lead) EPs (support) OPDS (Support) Donors (support) IPs (support) P/Cs (support)			
2.13	Establish or revise national or subnational policies, regulations, and operational guidelines for providing PPE and transitioning from PPE to primary education. (PP)	Government (lead) EPs (support) OPDS (Support) Donors (support) IPs (support) P/Cs (support)			

#	TOOLS AND GUIDANCE RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
2.14	Establish guidance on PPE operations during crises, conflicts, natural disasters, or health emergencies. (PP)	Government (lead) IPs (support) OPDs (support) EPs (support)			
2.15	Develop a strategic plan to increase the number of solicitations that address disability inclusion within education programming at all levels, including PPE, to help advance disability-inclusive education efforts. (PP)	Donors (lead) Government (support) OPDs (support)			



Capacity Building and Training

These recommendations cover support to develop operational and strategic planning skills of education stakeholders, training materials on disability inclusion and disability-inclusive education, implementation of training, and revision to existing technical capacity-building resources.

What capacity-building and training efforts would foster greater understanding of, broader participation in, and strong buy-in for high-quality disability-inclusive education within your context and available resources?

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Table 3. Recommendations for Capacity Building and Training



























Begin
Recommendation




Maintain / Continue
Recommendation

#	CAPACITY BUILDING AND TRAINING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
3.1	Conduct training for country offices on how to create disability-inclusive and responsive solicitations. (IF/PP)	Donors (lead) IPs (support) OPDs (support)			
3.2	Produce and conduct training on disability-responsive public expenditure tracking. (IF)	Donors (lead) Government (support) IPs (support)			
3.3	Develop and conduct training for government officials, education practitioners, and OPDs on inclusive budgeting within school-level planning. (IF)	IPs (lead) EPs (support) OPDs (support)			
3.4	Conduct school-level surveys on disability inclusion implementation, data collection, and financing to identify in-service training needs at all levels, including PPE. Collect new data at least every other year. (IF/PP)	Government (lead) EPs (support) IPs (support) OPDs (support)			

#	CAPACITY BUILDING AND TRAINING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
3.5	Set aside a percentage of annual education funds for in-service teacher training on disability-inclusive education topics outlined throughout the recommendations for all educators. Use a blended training model of in-person, virtual, and digital materials to expand reach and support stakeholder asynchronous access and accessibility. (IF)	Governments (lead) EPs (support)			
3.6	Develop and train all education stakeholders on equity-based and disability-inclusive financing mechanisms for learner and school-level needs to support disability inclusion. (IF)	Donors (lead) Governments (support)			
3.7	Develop and implement an in-service training plan on disability inclusion and disability data collection for school-level education practitioners. Training should highlight principles of ethical data collection practices and the concept of “do no harm.” Include OPDs in the development of training materials and facilitation. (PP)	EPs (lead) Government (co-lead) IPs (support) OPDs (support) P/Cs (support)			
3.8	Develop and implement training for health care and disability support providers on disability inclusion, screening and identification, and early intervention supports and services. OPDs and parents or caregivers can help facilitate training to provide perspectives of lived experience with the health care and support systems. (PP).	IPs (lead) OPDs (support) Government (support) P/Cs (support)			
3.9	Develop and implement a coaching model to support school-level education practitioners in building their knowledge, skills, and practices to support disability inclusion. Stakeholders can leverage education practitioners with knowledge on special education needs, inclusive education, and disability to serve as leaders within the coaching and mentoring model with support from OPD partners or parents and caregivers to highlight lived experience expertise. (PP)	EPs (lead) Government (co-lead) IPs (support) OPDs (support) P/Cs (support)			
3.10	Develop and conduct a training series reinforcing the value and impact of inclusion for government officials, CSOs, and education practitioners, including in PPE, on disability, disability rights, and disability-inclusive education. Training should also include an introduction to UDL, SEL, and PBS. Include OPDs in the development of training materials and facilitation. (PP)	IPs (lead) OPDs (support) Government (support) EPs (support)			

#	CAPACITY BUILDING AND TRAINING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
3.11	Develop training materials and videos or conduct trainings for education practitioners and caregivers and families on creating or using adapted teaching and learning materials (TLMs), assistive technology, and devices to support learners with disabilities. (PP)	IPs (lead) OPDs (support) EPs (support) P/Cs (support)			
3.12	Develop and implement training for caregivers and community members on the rights of persons with disabilities, including inclusion within the education system, identifying children's support needs, and accessing community and government resources for screening and identification, assistive technology, and education supports. (PP)	OPDs (lead) IPs (support) Government (support) P/Cs (support)			
3.13	Support OPDs in completing internal audits of their organizational technical practices, operational systems, and priorities to identify training and capacity-building needs to strengthen the organization. (IF)	IPs (lead) Donors (support)			
3.14	Support OPDs in developing strategic plans to strengthen the organization's technical work, operational systems, and mechanisms to provide ongoing capability-building support to governments, education practitioners, CSOs, implementing partners, and donors. (IF)	IPs (lead) Donors (support)			
3.15	Mentor local organizations, such as OPDs, that are leading the implementation of donor-funded disability-inclusive education programming to support financial management and implementation. (IF)	IPs (lead) Donors (support)			
3.16	Integrate principles of multitiered systems of support (MTSS) and disability-specific pedagogies such as Braille skills, sign language, accommodations and modifications, classroom setup, UDL, SEL, and PBS into pre-service and in-service teacher training curriculums to develop educator skill sets to address the needs for individual learners within general inclusive education practices. To consider the representation of lived experiences and realities, stakeholders can consult OPDs. Depending on the current practices and status of disability-inclusive education in a country, this may be a mid- or long-term goal. (PP)	Government (lead) EPs (support) IPs (support) OPDs (support) Donors (support)			

#	CAPACITY BUILDING AND TRAINING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
3.17	Develop and implement pre-service and in-service training on the revised teacher training curriculum that reflects recommendation 3.15 for all teachers at every level, including PPE. (PP)	Government (lead) EPs (support) Donors (support) IPs (support) OPDs (support)			



Creating Inclusive Environments Through Implementation

These recommendations address how education stakeholders can create inclusive environments when financing and implementing education activities to support disability inclusion.













How can you enhance environments for learners with disabilities to foster greater understanding of, access to, inclusion in, and broader participation in high-quality disability-inclusive education within your context and available resources?














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Table 4. Recommendations for Creating Inclusive Environments Through Implementation

 **Begin Recommendation**

 **Maintain / Continue Recommendation**

#	CREATING INCLUSIVE ENVIRONMENTS RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
4.1	Design donor-funded program interventions, materials, and monitoring and evaluation in general education programs that target learners with and without disabilities in settings aligned with the solicitation requirements. (PP)	IPs (lead) OPDs (support) CSOs (support) Donors (support)			
4.2	Establish an annual minimum percentage of program funding for disability-inclusive interventions; the percentage may vary yearly based on project length and objectives. Stakeholders should set aside a percentage of funds for disability-inclusive education interventions for OPDs. (IF)	IPs (lead) OPDs (support) Donors (support)			
4.3	Advocate for sign-language-rich environments starting in PPE for learners who are deaf. (PP)	OPDs (lead) EPs (support) IPs (support) Donors (support) P/Cs (support)			
4.4	Integrate SEL, PBS, self-advocacy, and UDL principles into classroom practices across all education settings and levels for all learners. Practices should encourage matching learners with diverse learning needs for activities through small groups and pair work to promote social collaboration amongst learners. (PP)	EPs (lead) IPs (support) OPDs (support) Government (support) P/Cs (support)			

#	CREATING INCLUSIVE ENVIRONMENTS RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
4.5	Ensure learners with and without disabilities attend school-wide events or meetings for learners, participate in extracurricular activities, and take daily breaks together to facilitate social interaction to support acceptance and inclusion. (PP)	EPs (lead) OPDs (support) P/Cs (support)			
4.6	Establish a process for the annual review, identification, and development of a list of school-level resource needs by type (infrastructure, accessibility aids, TLMs, human resources, etc.). (IF/PP)	EPs (lead) Government (support) OPDs (support) CSOs (support) IPs (support)			
4.7	Support government officials and education practitioners in assessing physical accessibility; water, sanitation, and hygiene (WASH) facilities; and child-friendly and safe school environments for learners with disabilities. (PP)	OPDs (lead) IPs (support) ERs (support) Government (support) P/Cs (support)			
4.8	Prioritize school-level resources (physical infrastructure or material) required to make learning environments more inclusive and child-friendly for learners with disabilities. (PP)	EPs (lead) Government (support) OPDs (support) CSOs (support) P/Cs (support)			
4.9	Create or build upon existing resources to strengthen the provision of early intervention, including pre-Braille, sign language instruction, and early childhood development for learners with identified disabilities. (PP)	Government (lead) EPs (support) OPDs (support) Donors (support)			

#	CREATING INCLUSIVE ENVIRONMENTS RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
4.10	Create or purchase TLMs in accessible formats (e.g., large print, Braille, signed languages, audio, digital formats, multiple sizes and colors, manipulatives) that promote equity amongst learners and use UDL in the classroom. (PP)	EPs (lead) Government (co-lead) IPs (co-lead) OPDs (support) CSOs (support) Donors (support) P/Cs (support)			
4.11	Using dedicated funds or through partnerships, provide assistive devices and technology to learners with disabilities who require accommodations. (IF/PP)	EPs (lead) Government (support) OPDs (support) CSOs (support) P/Cs (support)			
4.12	Integrate MTSS into classroom practices to support individual learner needs for inclusion within a classroom setting. Education practitioners should collaborate with the learner and their caregiver/family, support-service providers, and OPDs to identify and plan for the specific resources (adapted TLMs, assistive technology and devices), accommodations, and modifications that will allow for the learners' equitable participation in the learning environment. Depending on the current status of disability inclusion and resources, this may be a mid- or long-term recommendation. (PP)	EPs (lead) OPDs (support) IPs (support)			
4.13	Create and maintain a low-bandwidth digital platform that contains accessible lesson plans, activities, TLMs, and other resources for EPs and caregivers to implement disability-inclusive education in the classroom, at home, or through blended learning environments. (PP)	Government (lead) EPs (support) OPDs (support) Donors (support) P/Cs (support)			



Monitoring, Evaluation, and Disability Data

These recommendations address how to monitor and evaluate finance and program activities that support disability inclusion, as well as considerations for collecting, maintaining, and using data on children with disabilities.











How can you monitor, evaluate, and use disability data to foster greater understanding of, broader participation in, and system strengthening for high-quality disability-inclusive education within your context and available resources?






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Table 5. Recommendations for Monitoring, Evaluation, and Disability Data



#	MONITORING, EVALUATION, AND DISABILITY DATA RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
5.1	Identify national and sub-national ministerial departments that collect data on persons with disabilities. (IF/PP)	Government (lead) OPDs (support)	⏻		
5.2	Identify and develop a list of current indicators and tools used to collect disability data within the country. Review and revise as appropriate at least every 3-5 years to align with education sector plans. (IF/PP)	Government (lead) OPDs (support) EPs (support) IPs (support)	⏻	➡	➡
5.3	Review internal reporting guidelines to ensure they capture data on stakeholders and beneficiaries with disabilities and financing for disability-inclusive education interventions. Review and revise reporting guidelines every 3-5 years to align with country strategy plans. (IF/PP)	Donors (lead) Governments (support) IPs (support)	⏻		
5.4	Create memorandums of agreements among ministries for data sharing. (IF)	Government (lead)		⏻	➡

#	MONITORING, EVALUATION, AND DISABILITY DATA RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
5.5	Develop standard indicators for implementing partners to report on disability-inclusive education programmatic implementation. For inclusive intervention indicators, standards should indicate practices to use for data disaggregation. For beneficiary-centered standard indicators, disaggregate data by disability status, type, and gender. Standard indicators can guide disaggregation and analysis based on other beneficiary characteristics, such as age, geographic location (urban/rural), ethnolinguistic identity, socio-economic status, and displacement status, to help build the knowledge and evidence base for disability inclusion. Review and revise standard indicators every 3-5 years to align reporting guideline revisions. (IF/PP)	Donors (lead) OPDs (support) IPs (support) Government (support)			
5.6	Develop standard reporting procedures for implementing partners on reporting on financing disability-inclusive education. Review and revise every 3-5 years to align reporting guideline revisions. (IF)	Donors (lead) Government (support)			
5.7	Conduct school-level programmatic monitoring and evaluation of disability inclusion practices, accessibility of environments and TLMs, and the use of UDL, multitiered systems of support, SEL, and PBS within the classroom. (IF/PP)	Government (lead) EPs (co-lead) IPs (support) OPDs (support) P/Cs (support)			
5.8	Conduct school-level monitoring and evaluation of allocations and spending for disability inclusion related to in-service training, provision of assistive devices and accessible TLMs, and infrastructure. (IF/PP)	Government (lead) EPs (co-lead) IPs (support) OPDs (support) P/Cs (support)			
5.9	Conduct annual evaluations of national and subnational funding allocations and spending for efforts to support disability inclusion within all levels of the education system, including PPE and teacher training programs. (IF/PP)	Government (lead) EPs (support) Donors (support) OPDs (support)			

#	MONITORING, EVALUATION, AND DISABILITY DATA RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
5.10	Select, pilot, and then validate disability data collection tools used to screen for functional limitations or disabilities that are culturally and contextually relevant before large-scale rollout. Tools should not be used as a proxy for formal diagnostic screening and must meet ethical and confidentiality standards, require caregiver consent, and ensure safeguarding measures are in place. (IF/PP)	Government (lead) IPs (co-lead) OPDs (support) P/Cs (support)			
5.11	Support the integration of disability functional limitation tools, such as the Washington Group (WG) tools, including the WG/UNICEF Child Functioning Module, within national surveys for census-level data collection. (IF)	Government (lead) IPs (support) OPDs (support) P/Cs (support)			
5.12	Identify data infrastructure and tools needed to enhance the education management and information system (EMIS) records for learners with disabilities. (IF)	Government (lead) EPs (support) IPs (support) OPDs (support)			
5.13	Enhance EMIS to capture disability-related data and referral for learners using real-time data. (IF/PP)	Government (lead) EPs (support) Donors (support) P/Cs (support)			
5.14	Roll out national-level disability data collection activities that link to referral services for formal diagnosis. Identify and connect children with disabilities to community and government resources, including early intervention services. Activities and tools used must meet ethical and confidentiality standards, require caregiver consent, and ensure safeguarding measures are in place. (IF/PP)	Government (lead) EPs (support) Donors (support) OPDs (support) IPs (support) P/Cs (support)			



Research to Advance Disability-Inclusive Education

These are recommendations on research activities that will help build the evidence base related to disability-inclusive education within low- and middle-income countries to help with future decisions and efforts.






What research activities can you undertake that foster greater understanding of, broader participation in, and system strengthening for high-quality disability-inclusive education within your context and available resources?










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Table 6. Recommendations for Research to Advance Disability-Inclusive Education

 **Begin Recommendation**

 **Maintain / Continue Recommendation**

#	RESEARCH RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
6.1	Conduct an operational research study to determine the number of teachers required to implement a twin-track approach to education at all levels, including PPE at a national level. (IF/PP)	Government (lead) EPs (support) IPs (support) Donors (support)			
6.2	Before program design, in target implementation areas, complete preliminary research such as needs assessments and baseline evaluations of disability-related information on policies, disability prevalence, educational attendance, and community resources available to better design the program to fit the beneficiary needs. To ensure the community's wants, needs, and representation are present in program designs, stakeholders should conduct interviews or focus groups with members of the disability community and caregivers/families. (IF/PP)	Donors (lead) IPs (support) OPDs (support) P/Cs (support)			
6.3	At program start, conduct a needs assessment, baseline evaluation, gap analysis, or knowledge, attitude, and practices study on disability inclusion and resources available within target implementation areas. (IF)	IPs (lead) OPDs (support) Government (support) EPs (support) P/Cs (support)			

#	RESEARCH RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
6.4	If implementing the twin-track approach to disability inclusion within interventions, conduct an impact evaluation, baseline and endline evaluations, or case study research on the impact of interventions on the education system. (IF/PP)	IPs (lead) OPDs (support) EPs (support) P/Cs (support)			
6.5	If implementing the twin-track approach to disability inclusion within interventions, conduct an impact evaluation, baseline and endline evaluations, or case study research on the approach and impact on financing disability-inclusive education. (IF/PP)	IPs (lead) OPDs (support) Government (support)			
6.6	Conduct school-level action research that includes learners with disabilities of all ages as consenting research participants to assess the application of training on disability-inclusive education topics and revised curriculums to help teachers improve teaching practices, improve learner achievements, and revise training or curriculum materials. (IF/PP)	EPs (lead) Government (support) IPs (support) OPDs (support) P/Cs (support)			
6.7	Conduct action research that includes learners with disabilities of all ages as consenting research participants to explore their voices, experiences, and perspectives regarding disability-inclusive education. Stakeholders can conduct research within program implementation as part of monitoring and evaluation and will help build the evidence base for disability-inclusive education interventions. (IF/PP)	IPs (lead) EPs (support) OPDs (support) Governments (support) Donors (support) P/Cs (support)			
6.8	Every 3-5 years, conduct evaluations and analyses of the status of disability inclusion in education financing to inform new cycles in the education sector and budgeting planning. (IF)	Government (lead) Donors (support) EPs (support)			
6.9	Fund long-term impact and evaluation evaluations to assess the effect of different inputs or modalities used to support disability inclusion on the academic outcomes for learners with disabilities. (IF/PP)	Donors (lead) IPs (support) Government (support) EPs (support) P/Cs (support)			

#	RESEARCH RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
6.10	Fund a longitudinal study to assess the impact of disability-inclusive education, from PPE through higher education, on employment outcomes. (IF)	Donors (lead) IPs (support) Government (support) OPDs (support) P/Cs (support)			



Financing Disability Inclusive Education Recommendations

These recommendations are related to activities and practices unique to funding and investment in disability-inclusive education that will help advance stakeholders' efforts.










What financing efforts can you undertake to foster broader participation in, strong buy-in for, and system strengthening for high-quality disability-inclusive education within your context and available resources?

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Table 7. Recommendations for Financing Disability Education



#	FINANCING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
7.1	Report data against the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) disability marker. (IF)	Government (lead) Donors (support)	⏻		
7.2	Collect and tag resources on financing disability-inclusive education from governments, implementing partners, and donors for topic, country, region, and year, and indicate the materials' owner and contact information. (IF)	Donors (lead) Government (support) IPs (support)	⏻		
7.3	Conduct a review of financing disability-inclusive education financing documents to identify gaps and develop a systematic plan to finance and produce resources to fill the gaps. (IF)	Donors (lead) Government (support) IPs (support)		⏻	
7.4	Complete a trend analysis to assess historical practices of country-level education funding for general and disability-inclusive education. Donor agencies may consider providing support and financial or human resources to governments to complete a trend analysis. (IF)	Government (lead) Donors (co-lead)		⏻	
7.5	Complete a costing study (feasibility, effectiveness, benefit, or utility) for disability inclusion within the education system to help identify priorities. Donor agencies may consider providing support and financial or human resources to governments to complete a costing study. (IF)	Government (lead) Donors (co-lead)		⏻	

#	FINANCING RECOMMENDATIONS	PRIMARY STAKEHOLDER(S) INVOLVED	SHORT-TERM (0-1 YEAR)	MID-TERM (1-3 YEARS)	LONG-TERM (4+ YEARS)
7.6	Produce an annual accountability and transparency report covering national and subnational general education and disability-inclusive education funding allocations and flow. (IF)	Government (lead) Donors (support) EPs (support) IPs (support) OPDs (support) P/Cs (support)			
7.7	Complete an annual comparative analysis of project spending by general education, disability-specific, or disability-inclusive interventions. Implementing partners seeking to strengthen the disability-inclusive education portfolio may also consider completing a comparative analysis. (IF)	Government (lead) Donors (support) IPs (support)			
7.8	Establish financing formulas to help determine equity-based funding allocations to host governments and programs that support general and disability-inclusive education interventions. Formulas should allow tiered funding of disability-inclusive education to help support progressive realization and allocate funds to the highest priority needs. Formulas should consider medium- to long-term factors such as fluctuations in the learner population, rising costs due to inflation, available tax income within a country, increasing natural disasters, and fluctuations in donor funding commitments both specifically for education programming and generally. Stakeholders should periodically review financing formulas to ensure they reflect the current economic market. (IF)	Donors (lead) Governments (support) IPs (support)			
7.9	Establish national standards on the minimum percentage of funds allocated to pre-service teacher training programs. (IF)	Government (lead) EPs (support) OPDs (support)			
7.10	Develop a centralized, open-access repository of materials and resources on financing disability-inclusive education, bringing together resources across different organizations. (IF)	Donors (lead) IPs (support) Governments (support)			
7.11	Donors should develop or fund an implementer to establish a multiyear disability-inclusion help desk or virtual hub where those financing and implementing disability-inclusive education can request technical assistance and research.	Donors (lead) IPs (support) OPDs (support)			

ANNEX A: DEFINITIONS OF STAKEHOLDERS

Stakeholders responsible for implementing the proposed actionable recommendations will vary by country based on existing resources. Stakeholders, as defined for these recommendations, may include those listed in the table below.

Definitions of Stakeholders for Implementing Disability-Inclusive Education

STAKEHOLDER	DEFINITION
Civil Society Organizations (CSOs)	A nonprofit, voluntary citizen's group, or non-governmental organization composed of citizens that operates at the local, national, or international level. CSOs may have a broad or narrow focus within their scope of work. For this document, CSOs can include parent groups, faith-based organizations, women's groups, etc.
Donors	International organizations that provide financial development assistance to implementing partners or governments to undertake interventions in a host country, geographic region, or globally. Donors can include bi- and multilateral organizations and private foundations.
Education Practitioners (EPs)	Local and school-level education practitioners, including district or local education officers, school directors, head teachers, assistant head teachers, principals, teachers, and teaching assistants. Parent-teacher associations (PTAs) and school management committees (SMCs) fall under EPs in this document.
Government	National and subnational government officials working in the education sector. Additional sectors of government to engage include finance, disability, social welfare, and health ministries.
Implementing Partners (IPs)	Organizations responsible for implementing donor-funded activities within a country.
Organizations of Persons with Disabilities (OPDs)	Civil society organizations led by a majority of persons with disabilities or by parents of children with disabilities; these organizations may be international, national, or local and may have a broad or narrow focus within their scope of work.
Parents and Caregivers (P/Cs)	Parents and caregivers are persons responsible for the primary physical and social-emotional care of a child, with or without a disability, under 18.