**A Reference Document for the GLAD Education Working Group Meeting in Helsinki**

**Donor Coordination on Disability Inclusive Education**

**Summary of Global Advocacy & Technical Level Efforts in 2017**

*Please note that this is a reference document, prepared by US AID, aimed to get the Education working group started in reflecting the various coordination happening at the global and technical levels. the group can reflect on this paper during the "introduction and setting the scene" part of the meeting. Members should feel free to make edits to the document as necessary, before or during the meeting.*

In 2017 there were several efforts among donors to coordinate in order to advance disability inclusive education programming worldwide. Coordination took place at the global level focusing on joint-advocacy, and at the technical level focusing on better programming in country. Below is a summary of efforts among donors in 2017. This list is not exhaustive and is meant to serve as reference point for identifying areas for ongoing and future coordination. It does not represent the many individual efforts within single institutions to promote inclusive education.

**Global Level Advocacy**

Global Partnership on Education (GPE):

* UNICEF and GPE wrote a new chapter on Inclusive Education for the 3rd volume of the Education Sector Analysis Methodological Guidelines. The chapter was peer reviewed by the World Bank, UNESCO-IIEP, Handicap International, DFID and UNGEI.
* NORAD, DFID, UNICEF and SIDA conducted targeted advocacy requesting inclusion of disability as a topic in GPE’s Knowledge and Innovation Exchange.

Global Book Alliance (GBA):

* UNICEF is developing tools to create accessible books, build capacity of MOEs to specify accessible books in procurement processes, build capacity of publishers to provide accessible books.
* USAID drafted a mission statement for a proposed GBA Disability Working Group.

Global Action on Disability (GLAD):

* GLAD established an Education Working Group.

Other:

* DFID announced it will be will be holding a Global Disability Summit on July 24, 2018 in London. The Summit will feature inclusive education and DFID is looking to engage donor partners.

**Technical Level Collaboration**

Staff Capacity Building:

* UNICEF delivered two regional inclusive education training workshops for its staff in Africa. The workshops involved MOEs and drew upon experiences and expertise of UNESCO-IIEP and implementing partners.
* UNESCO IIEP is organizing a ~5-day ‘Summer School on Inclusive Education’ to take place in Paris in July 2018; and developing a distance education course on 'Planning for Inclusive Education' for MOEs that is to be available in 2018-2020. Both training efforts are being done with UNICEF.
* USAID delivered a regional inclusive education workshop for its staff in Latin America and the Caribbean. The workshop drew upon experiences and expertise of the Washington Group and DPOs. It was a follow-on from previous training for USAID staff in Africa and Asia.
* DFAT has developed an online learning module on Inclusive Education for its staff. The underpinning principle is to improve the performance of DFAT’s education investments in line with the Government’s policy priorities; improve accessibility for Education Practitioners and Specialists, together with a wider network of interested staff. The online Modules are currently being updated. In addition to this DFAT (and relevant agencies, DPOs) staff have access to Disability specific training, which is run a few times in year.

Development of Guidance, Tools & Reports:

* USAID developed operational guidance for its Education staff and partners on Collecting Data on Disability using the Washington Group (WG) methodology. The WG presented on the topic to USAID’s Education Sector Council.
* UNICEF and the Washington Group developed a MICS household survey module on children with disabilities, and are in process of finalizing a household survey module on school environment for children with disabilities.
* UNICEF is leading the development of a chapter on Education in UN Flagship report on disability and development in partnership with UNESCO, UIS, UNDP, GPE, DFID, NORAD, Open Society Foundation, Save the Children, Handicap International, Sightsavers, Light for the World, etc. The report is expected to be published in the second quarter of 2018.

Country Programming:

* The World Bank launched an Inclusive Education in Africa program in partnership with USAID.
* DFAT, World Vision and USAID launched two new global prize competitions under the All Children Reading: Grand Challenge for Development. The first prize is to promote sign language literacy; the second is to promote accessible textbooks.
* DFAT is partnering with UNICEF to support the second phase of the Rights, Education and Protection (REAP 2) project. This Partnership promotes quality inclusive services for children with disabilities.  The partnership focusses on Vietnam, PNG, Vanuatu and the Pacific Region

UNICEF-convened Technical Group/Community-of-Practice (CoP):

* UNICEF’s Education Office completed a mapping of program activities taking place in 150+ countries funded by World Bank, GPE, USAID, DFID, DFAT, NORAD and UNICEF. All of the information contained in the mapping is based on self-reporting from individual donors. The mapping includes UNESCO’s analysis of the inclusive education legal framework for each country. It also includes a summary of training, guidance, and other initiatives of donors. UNICEF coordinated a phone call with donors to share general updates and expand upon the information provided in the mapping with the intent of forming a technical group of donor education specialists.
* UNICEF, in partnership with DFID and GPE, is in process of forming a CoP that includes a coalition of experts on disability inclusive education. So far they have collected a list of demands from their 150 country offices (topics/areas staff need assistance with) and have begun to identify consultants who are able to meet the demands. UNICEF’s vision is to have a platform where COP members can share key resource documents.