![USAID - FROM THE AMERICAN PEOPLE]

Snapshot of 2020 USAID Activities

This brief summarizes USAID's investment in ensuring children and youth with disabilities gain access to quality, inclusive education programming across the education continuum, from pre-primary through higher education.

Click below to learn more.

- 📍 **Where We Work**
- 🔲 **What We Do**
- 📖 **Pre-primary, Primary and Secondary Education**
- ⚖️ **Youth Workforce Development**
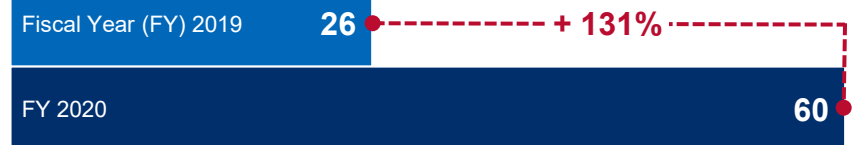- 🎓 **Higher Education**
- 🔍 **Strengthening Disability Data and Evidence**
- ℹ️ **Additional Resources**

Growth in USAID's Disability Inclusive Education Programs

Number of activities

Fiscal Year (FY) 2019	26
FY 2020	60

+ 131%

Number of countries collecting disability data

FY 2019	9
FY 2020	23

+ 156%

Number of children and youth with disabilities reached across the education continuum*

FY 2019	110,000
FY 2020	128,000

+ 16%

*As USAID recently revised its Education Reporting Guidance, the Agency anticipates more Missions will report on the number of children and youth with disabilities reached in future years.

WHERE WE WORK

This map reflects 38 countries where USAID advanced disability inclusive education in FY 2020, an increase from 18 countries in FY 2019. Read below for illustrative examples of this investment across the education continuum.

FY 2019	18	+ 111%
FY 2020		38

EGYPT | USAID's Local Scholarships for Public and Private Universities activities provided undergraduate scholarships for 49 students with disabilities and established five disability service centers at Egyptian public universities.

ARMENIA | USAID supported the Ministry of Education, Science, Culture and Sport to renovate nine schools and one pedagogical psychological center to be accessible for learners with disabilities.

LATIN AMERICA AND THE CARIBBEAN | USAID's Advance program improved the employability of youth from disadvantaged backgrounds, including youth with disabilities, in **Dominican Republic, Guatemala, Honduras** and **Jamaica**.

EL SALVADOR | USAID's Bridges to Employment activity facilitated the creation of inclusive work environments for youth with disabilities and increased employers' capacity to retain employees with disabilities.

RWANDA | USAID's Soma Umenye (Read and Know) activity piloted a Universal Design for Learning teacher training module for 25 grade 1 teachers and adapted children's storybooks to accessible formats.

CAMBODIA | USAID's All Children Reading—Cambodia program provided inclusive education to 16,500 children with disabilities and trained nearly 5,000 teachers to provide inclusive early grade reading instruction.

Countries with reported education activities in FY 2020
Countries with reported disability inclusive education activities in FY 2020

WHAT WE DO

USAID's disability inclusive education programming spans the education continuum, with interventions that (1) reach pre-primary, primary and secondary education learners, (2) support youth in preparing for work and continuing their studies in higher education, (3) improve access to higher education and train personnel who serve individuals with disabilities and (4) strengthen the collection and use of disability data and evidence. Read below to learn more about some aspects of our programming.

Higher Education

- Scholarships
- Accessible infrastructure and campus services
- Disability resource centers
- Training faculty
- New degree programs in professional fields of disability
- Research and evidence on disability rights
- Training workforce professionals on disability inclusion

Youth Workforce Development

- Technical, vocational and soft skills training
- Entrepreneurship
- Improving accessibility of career centers
- Public and private-sector engagement
- Labor market assessments
- Internships, job coaching and mentoring
- Job placement
- Provision of reasonable accommodation
- Employer training
- Awareness raising
- Positive youth development

Pre-primary, Primary and Secondary Education

- Screening and identification of children with disabilities
- Teacher training on inclusive education
- Individualized education plans
- Accessible teaching/learning materials
- Accessible distance learning
- Foundational skills development
- Adapted early grade reading and numeracy assessments
- Family and community engagement

Strengthening Disability Data and Evidence

- Guidance, tools and resources on collecting disability prevalence data in education programming
- Evaluations and course corrections of disability inclusive education programs
- Regional data on learners with disabilities
- Regional diagnostics and analyses
- Country support

PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION

USAID's basic education programming at the pre-primary, primary and secondary levels is rooted in the concept of Universal Design for Learning so that all learners benefit. Foundational skills programs in areas like reading and literacy, numeracy and social emotional learning prepare all learners to excel. The majority of these activities in FY 2020 addressed primary education in the formal sector, with a select few addressing pre-primary and secondary education, or working through charities or other groups not recognized as delivering formal instruction. Programming supported local efforts to improve inclusive education for learners with disabilities in line with the United Nations Convention on the Rights of Persons with Disabilities. Read below for more information about USAID's disability inclusive basic education investments around the world.

31 activities **28** countries

Cross-cutting Elements

✹ COVID-19 response

♿ Collaboration with and empowerment of Disabled Persons' Organizations

➕ Gender equality and women's empowerment

✺ Universal Design for Learning

Armenia

USAID supports the efforts of the Ministry of Education, Science, Culture and Sport (MOESCS) to ensure inclusiveness and equality for all children under the Government of Armenia's Child Welfare Reform. With USAID's direct assistance, the MOESCS is developing the physical environment necessary to provide inclusive education to children with disabilities in targeted communities. In FY 2020, the MOESCS completed small-scale renovation activities in nine schools and one pedagogical psychological center.

Bangladesh

USAID's Shobai Miley Shikhi (Everyone Learns Together) activity partnered with the Government of Bangladesh's Primary Education Development Program-Phase 4 to build the capacity of the Ministry of Primary and Mass Education to strengthen service delivery of disability inclusive education. This collaboration focused on creating inclusive school environments and instruction for learners with disabilities, especially girls who face the double stigma of being female and having a disability.

Cambodia

USAID's All Children Reading–Cambodia (ACR) benefitted 16,500 children with disabilities and trained nearly 5,000 preschool and grade 1 and 2 teachers on inclusive early grade literacy instruction. ACR developed accessible teaching and learning materials, piloted literacy assessment tools for children with disabilities and provided accessible distance learning for students with disabilities during COVID-19-related school closures. USAID's Integrated Early Childhood Development activity began work to increase referrals and strengthen local capacity to provide services to children with disabilities.

Dominican Republic

USAID's Read activity improved learners with disabilities' reading skills. Its Gender Equality, Inclusion and Safe School/School Violence Prevention (GISS) component received the highest award from the National Disability Council for its work promoting inclusion in public schools. GISS mentors coordinated with the Ministry of Education to ensure students with disabilities received the services they needed. Parents of students with disabilities were given strategies to support their children's learning at home during COVID-19-related school closures.

PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION (CONTINUED)

Cross-cutting Elements

✳ COVID-19 response

♿ Collaboration with and empowerment of Disabled Persons' Organizations

➕ Gender equality and women's empowerment

✳ Universal Design for Learning

El Salvador

USAID's Education for Children and Youth (ECY) activity worked closely with the Ministry of Education to improve classroom instruction and ensure that learning environments are safe, inclusive and conducive to learning for all learners, including children with disabilities. ECY trained teachers to identify and meet the learning needs of students with disabilities and provided teachers with inclusive education teaching methods. These efforts helped over 52,000 learners stay in school and receive a quality education.

Ethiopia

USAID's Reading for Ethiopia's Achievement Developed (READ II) supported the Government of Ethiopia to promote inclusive education and improve the learning experience and outcomes for students with disabilities. To increase accessibility of remote learning options during the COVID-19 pandemic, READ II included Ethiopian Sign Language in televised broadcasts of education content. READ II adapted learning materials to be accessible for learners with disabilities and integrated inclusive education content into teacher training that reached over 16,000 teachers.

Jamaica

USAID's Partnership for Literacy Enhancement for the Deaf (PLED) activity built the capacity of over 100 families, 80 teachers and 20 administrators to address critical gaps in the literacy development of deaf and hard of hearing students in Jamaica. PLED provided opportunities to over 200 deaf and hard of hearing students to improve their literacy and academic development through bilingual education in Jamaican Sign Language and English. PLED developed literacy intervention plans for students and supported students with multiple disabilities.

Jordan

USAID partnered with the Ministry of Education (MOE) and others to develop an action plan for implementation of Jordan's 10-year Strategy for Inclusive Education. USAID/Jordan activities trained over 18,000 early grade teachers on inclusive education pedagogy. USAID, the MOE and the Ministry of Public Works and Housing partnered to increase access to safe learning environments. USAID constructed and repaired 308 classrooms, benefiting over 8,000 students nationwide while integrating best practices for disability inclusion and accessibility.

Kyrgyz Republic

USAID's Learning Better Together (Learning) activity increased access to quality and inclusive reading instruction for more than 4,200 learners with disabilities in primary schools throughout the Kyrgyz Republic. Learning trained over 200 teachers to assess reading and language skills of students with disabilities and supported teachers to develop individualized learning plans for students in consultation with parents and caregivers. During school closures caused by COVID-19, Learning provided accessible distance learning through televised broadcasts that included local sign language interpretation.

Laos

USAID's Learn to Read activity improved reading skills of pre-primary and grade 1–2 students, including children with disabilities. The activity provided over 80,000 high quality and inclusive supplemental storybooks and teaching and learning materials to children and teachers in over 1,600 classrooms. Over 900 teachers and 500 school principals and district officials were trained on how to use materials alongside innovative teaching techniques to engage families and communities to support their children's education.

PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION (CONTINUED)
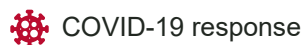
Cross-cutting Elements

✳ COVID-19 response   ♿ Collaboration with and empowerment of Disabled Persons' Organizations   ➕ Gender equality and women's empowerment   ✡ Universal Design for Learning

Liberia

USAID's Accelerated Quality Education (AQE) program responded to extended school disruptions and a large overage in student population as a legacy of war by providing accelerated education experiences for 48,000 out-of-school students, including learners with disabilities. AQE assisted the Ministry of Education to adopt national accelerated learning program policies, including policies that address accessibility for learners with disabilities. AQE also provided training on the ALP curriculum and assessment tools and distributed curriculum materials to schools.

Malawi

USAID's Malawi Early Grade Reading Improvement activity trained over 24,000 teachers in disability-inclusive pedagogy to improve reading among learners with disabilities. USAID's Reading for All Malawi activity assessed children with disabilities' reading skills and trained education providers on Universal Design for Learning. USAID's Assess the Learners activity helped provide training manuals in braille to support the training of education providers on continuous assessment and remediation. USAID/PEPFAR's Secondary Education Expansion for Development activity constructed accessible classrooms and latrines.

Mali

USAID programming increased enrollment and retention of girls and students with disabilities in school and improved students' reading. Activities trained 59 educators in inclusive education and delivered preparatory training for 44 students with disabilities. The COVID-19 pandemic, which led to the temporary closure of schools, redirected some planned activities such as monitoring of children who are deaf and blind at home, provision of handwashing kits to households and the provision of radios and tablets to ensure continuity of learning.

Morocco

As part of the COVID-19 response, USAID supported the Ministry of Education in adapting digital courses to include Moroccan Sign Language. USAID also designed a project to establish a national deaf education teacher preparation and professional development program, embedded in a university and teacher training institutes. USAID also conducted a series of research activities and consultations to understand the landscape of accessible and inclusive teaching and learning materials, inclusive content and instructional approaches.

Nepal

USAID's Reading for All (R4A) activity developed content for a Nepali Sign Language mobile application to support reading and learning outcomes for students who are deaf. R4A also supported updates to the Government of Nepal's Integrated Education Management Information System to enable it to track classroom support, individualized education programs and health referrals for students with disabilities. R4A pre-tested adapted Early Grade Reading Assessments for students with sensory and learning disabilities. USAID activities also supported the construction of accessible education and health facilities.

Nicaragua

USAID's Municipal Governance Program (MGP) provided families of children with disabilities from Bluefields with integrated development plans, created by a team of multidisciplinary experts, which support families to provide improved care for their children, as well as learn how to facilitate their independence. Additionally, MGP trained 25 early education teachers in the holistic care approach to support children with disabilities, and 43 nursing, psychology and medical students on the importance of early detection and intervention.

PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION (CONTINUED)

Cross-cutting Elements

✖ COVID-19 response ♿ Collaboration with and empowerment of Disabled Persons' Organizations ➕ Gender equality and women's empowerment ✳ Universal Design for Learning

Niger

USAID's Girma project (Girma means dignity, prestige and growth in Hausa) improved literacy and numeracy skills of youth and adults, including those with disabilities, as part of its efforts to improve nutrition security and resilience among poor households in Niger. Girma trained over 6,500 youth and adults; two-thirds of the participants were women, one-third were youths and two percent were people with disabilities.

Philippines

USAID's Gabay activity improved access to education for children with sensory disabilities by improving identification and enrollment, improving learning performance and increasing local government attention through improved policies for people with disabilities. Gabay also completed the first Early Grade Reading Assessment for Deaf Learners in the country and Asia-Pacific. Evidence from this assessment helped Gabay develop and pilot a Filipino Sign Language Curriculum with the Department of Education at project sites.

Rwanda

USAID's Mureke Dusome activity trained youth with disabilities to conduct monthly workshops and home visits to support literacy development for children with disabilities. The activity trained over 700 community education workers and librarians to engage learners with disabilities in community reading activities and distribute books. The Soma Umenye activity piloted a Universal Design for Learning-based training module with 25 grade 1 teachers. Soma Umenye also drafted adapted storybooks in braille and Kinyarwanda Sign Language.

Senegal

USAID's Lecture Pour Tous activity provided learners with disabilities with support and access to education through a partnership with the Association for the Social Progress of the Blind. Activities included production of textbooks in braille for learners with visual disabilities and the development of a training module on inclusive education for teachers, directors and inspectors. USAID's Passerelles activity trained over 200 teachers and volunteer educators to identify 355 children with disabilities and provide them with evidence-based practices for inclusive education.

Tajikistan

USAID's Read with Me project developed a teacher training module on inclusive education that was approved by the Ministry of Education. Read with Me and the National Union of the Blind developed children's literature in braille that had not been available in the country since 1991. Braille books were distributed to learners during the COVID-19-related school closures. Read with Me also developed two children's television series promoting reading that aired on national television and included captioning and the local sign language.

Tanzania

USAID's Arithmetic and Inclusive Education activity integrated Universal Design for Learning in its literacy and numeracy instruction package and trained nearly 7,000 teachers on grade 1 and 2 arithmetic modules. The activity also finalized guidelines for school-based hearing and vision screening and helped to establish the National Inclusive Education Reference Group to support the development and review of inclusive education resources with the Government of Tanzania and development partners.

PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION (CONTINUED)

Cross-cutting Elements

✳ COVID-19 response

♿ Collaboration with and empowerment of Disabled Persons' Organizations

➕ Gender equality and women's empowerment

❇ Universal Design for Learning

Zambia

USAID's Let's Read project developed a pilot program to identify learners who are deaf and hard of hearing and provide literacy instruction. The activity also collaborated with the Ministry of General Education, the Zambian Institute of Special Education, the University of Zambia and the Zambia National Association of the Deaf to develop a teacher manual on deaf education. The COVID-19-related school closures resulted in in-person instruction and planned assessment activities being put on hold.

Global Programming

USAID partnered with World Vision and the Australian Government to improve reading outcomes for children with disabilities through All Children Reading: A Grand Challenge for Development. The Begin with Books activity developed over 2,000 accessible books in 30 underserved spoken and signed languages in **Fiji**, **Indonesia**, **Laos**, **Malawi**, **Mali**, **Nepal**, **Papua New Guinea**, **Philippines**, **Samoa** and **Somalia**. The UnrestrICTed Challenge identified Universal Design for Learning-based technology to improve literacy for children with disabilities in **Nepal**, **Papua New Guinea** and **Rwanda**.

YOUTH WORKFORCE DEVELOPMENT

USAID's Youth Workforce Development (YWFD) programming equips youth with disabilities with market-relevant skills and opportunities to improve youths' economic outcomes. Activities partner with Disabled Persons' Organizations and private and public-sector entities to improve the enabling environment and promote gainful employment and entrepreneurship. Working with populations including out-of-school youth and youth in higher education, FY 2020 activities ensured that all youth were well prepared and had opportunities to successfully transition to employment and obtain much-needed skills to help them be productive citizens. Read below for more information about USAID's disability inclusive YWFD investments around the world.

12 activities   **11** countries

Cross-cutting Elements

⚙ COVID-19 response

♿ Collaboration with and empowerment of Disabled Persons' Organizations

✚ Gender equality and women's empowerment

✵ Universal Design for Learning

Dominican Republic

USAID's At-Risk Youth Initiative (ARYI) provided services to over 3,000 youth, including youth with disabilities, mostly in areas with high levels of crime and violence. ARYI reenrolled nearly 80 youth (mostly young women) into the formal school system and provided workforce development training to over 1,000 individuals of whom 186 obtained new or better employment. ARYI provided internet packages to youth networks to support their continued advocacy during COVID-19 and implementation of crime and violence prevention plans.

El Salvador

USAID's Bridges to Employment (Bridges) activity promoted disability inclusive work environments among private and public-sector employers and provided life skills training to youth with disabilities. The activity supported the development of disability inclusive national policy and employment practices. Bridges convened over 400 stakeholders from El Salvador's youth workforce development system to learn about disability inclusive employment and conducted national campaigns to improve perceptions of youth with disabilities among employers.

Egypt

USAID's University Centers for Career Development (UCCD) activity prepared over 300 students with disabilities (162 women) for the labor market with the skills needed to seek employment and succeed in the workplace. Each career center's certified career advisors guided students with disabilities on how to overcome barriers to employment by providing tailored mentorship, job placement services and private-sector linkages.

Indonesia

USAID's YouthWin through Economic Participation and Jadi Pengusaha Mandiri (Becoming an Entrepreneur) activities built the vocational skills of youth with disabilities, placed them in internships or permanent employment and increased disability awareness in the workplace. USAID's Mitra Kunci activity provided training, career counseling, mentoring and job placement to youth with disabilities and supported over 180 companies to recruit employees with disabilities. Mitra Kunci, the Indonesian Employer Association and the Ministry of Manpower published guidelines to promote employment of persons with disabilities.

YOUTH WORKFORCE DEVELOPMENT (CONTINUED)

Cross-cutting Elements
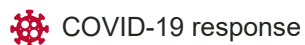
✸ COVID-19 response

♿ Collaboration with and empowerment of Disabled Persons' Organizations

✚ Gender equality and women's empowerment

✳ Universal Design for Learning

Morocco

USAID's Career Center program collaborated with disability organizations to develop a long-term vision to ensure participation of people with disabilities in its activities. This collaboration resulted in greater emphasis on promoting inclusive recruitment policies and enabling career center staff to deliver soft skills training and job preparation to individuals with disabilities through linkages to the private sector. The accessibility of career centers was improved by making online work-readiness training content accessible and equipping onsite computers with assistive technology.

Nicaragua

USAID's Technical Vocational Education Strengthening for At-Risk Youth (TVET SAY) and Education for Success (EFS) activities collaborated with Disabled Persons' Organizations and the private sector to prepare and secure employment for youth with disabilities and improve the enabling environment. TVET SAY provided life skills, job-readiness training and business development support to over 380 youth with disabilities. EFS enrolled over 20 youth with disabilities in its workforce development program and provided seed funding to establish new businesses.

Rwanda

USAID's Huguka Dukore Akazi Kanoze (Kinyarwanda for "Get Trained and Ready to Work") (HDAK) collaborated with a Disabled Persons' Organization to provide employment and self-employment training opportunities to over 130 youth with disabilities. Youth leaders with disabilities mentored other youth to gain employment skills. HDAK and Rwanda Polytechnic developed a disability inclusive skills training program. Umurimo Kuri Bose (Kinyarwanda for "Employment for All") was also awarded to increase employment and economic empowerment opportunities for youth with disabilities in 12 districts.

Timor-Leste

USAID's Tourism for All Project worked with over 270 youth, including youth with disabilities, to protect and promote Timorese culture and conserve the national environment. The activity supported youth entrepreneurship and expanded awareness of Timor Leste's tourism economy. Tourism for All used Positive Youth Development to provide youth with assets for future employment in marine tourism and stewardship of Timor-Leste's oceans.

Latin America and the Caribbean

USAID's Advance program improved the employability of youth from disadvantaged backgrounds, including youth with disabilities, in **Dominican Republic, Guatemala, Honduras** and **Jamaica**. Advance provided market-relevant, quality training to secondary school graduates who face barriers to accessing technical education, with a particular focus on women, indigenous youth and youth with disabilities. Nearly 500 students graduated from Advance-supported degree programs, and 660 youth received labor market bridging support to help them translate their degrees into employment.

HIGHER EDUCATION

USAID's Higher Education programming provides quality and relevant inclusive education to all students, including students with disabilities, through Universal Design for Learning and other inclusive practices. In FY 2020, higher education programming specifically benefited individuals with disabilities by training future teachers and other professionals to provide inclusive and accessible services to people with disabilities, advancing knowledge and research on disability rights issues and engaging and strengthening networks and communities as outlined in USAID's Higher Education Program Framework. Read below for more information about USAID's disability inclusive higher education investments around the world.

12 activities **9** countries

Cross-cutting Elements

✳ COVID-19 response

♿ Collaboration with and empowerment of Disabled Persons' Organizations

➕ Gender equality and women's empowerment

✳ Universal Design for Learning

Egypt

USAID's Local Scholarships for Public and Private Universities (LSP) activities provided scholarships for nearly 50 students with disabilities to attend university. The LSP/Public activity established disability service centers in five public universities to promote disability awareness, advocate for students, train professors in inclusive pedagogy and provide reasonable accommodations, including adapted education technology. The LSP/Private activity trained university coordinators to support students with disabilities and engaged students to promote an inclusive campus culture.

Kosovo

USAID's Commercial Justice activity provided internships and commercial law expertise for university students currently studying relevant fields such as law, economy, business and public administration. University students who received internships included individuals from ethnic minorities, youth with disabilities and LGBTQI+ youth.

Jordan

To strengthen the quality of education for all grade 4–10 students, USAID partnered with the Ministry of Education, Ministry of Higher Education and Scientific Research, Accreditation and Quality Assurance Commission for Higher Education Institutions, Queen Rania Teacher Academy and IREX to implement pre-service teacher education. This preparatory program allows aspiring teachers to gain relevant pedagogy, interactive learning methods, effective classroom management, gender equity, disability inclusion and environmental awareness knowledge and skills.

Libya

USAID's Wussool (Access) campaign advocated for inclusive policy responses to COVID-19. Wussool drafted recommended changes to the national policy to account for persons with disabilities in the pandemic response. The campaign lobbied for improved accessibility of public buildings and spaces, including education-related buildings. After meeting with a Ministry of Education adviser and presenting a formal letter directed to the Minister with recommendations, the Minister released an official decree requiring all higher education institutions to ensure their institutions are accessible.

HIGHER EDUCATION (CONTINUED)
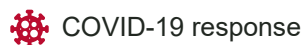
Cross-cutting Elements

✳ COVID-19 response

♿ Collaboration with and empowerment of Disabled Persons' Organizations

➕ Gender equality and women's empowerment

✺ Universal Design for Learning

Malawi

USAID's Strengthening Higher Education Access in Malawi Activity (SHEAMA) collaborated with five local public higher education institutions to improve youth access to higher education, including youth with disabilities. SHEAMA provided over 200 scholarships to students, including adolescent girls, young women and students with disabilities to continue their education through short courses and degree programs. SHEAMA worked with universities to provide reasonable accommodations to students with disabilities.

Morocco

USAID worked with the Ministry of Education, Lalla Asmaa Foundation and Mohammed V University to develop a teacher training program in deaf education. This program will be hosted within the premises of the Lalla Asmaa Foundation and focus on building the capacity of all stakeholders to develop and deliver an evidence-based teacher training program. After implementation with the regional teacher centers is completed, the program will be incorporated into the university in-service teacher training system.

Nicaragua

USAID's Technical Vocational Education Strengthening for At-Risk Youth (TVET SAY) developed a 40-hour course for 13 university and technical and vocational faculty on how to communicate with and educate students who are deaf and hard of hearing. The course covers regulations on educational access, a history of challenges faced by the deaf community, specific educational techniques for deaf students and hands-on sign language training in Nicaraguan Sign Language.

Senegal

USAID's Feed the Future Youth in Agriculture activity worked with the Virginia Polytechnic Institute and State University to increase youth engagement in agriculture and contribute to economic growth in the southern Ziguinchor region. Two 4-H Positive Youth Development clubs in the southern Ziguinchor region expanded to include youth with disabilities.

Vietnam

USAID activities with universities developed and strengthened Master's degree programs in speech and language therapy, physical therapy and rehabilitation. USAID's Advancing Medical Care and Rehabilitation Education activity supported the first cohort of 36 Bachelor's students in occupational therapies to graduate and to start practicing. The Disabilities Integration of Services and Therapies Network for Capacity and Treatment activity and the Disability Rights Enforcement, Coordination and Therapies activity strengthened degree and post-graduate certificate programs in speech and language therapy and occupational therapy.

Global Programming

USAID's American Schools and Hospitals Abroad Program supported new construction and renovations to institutions of higher education and health facilities that meet the accessibility standards of the Americans with Disabilities Act.

STRENGTHENING DISABILITY DATA AND EVIDENCE

Generating data on children and youth with disabilities helps ensure education programming is inclusive at all levels and leads to equitable outcomes for all. Disability data help to identify needs to be addressed, drives resource allocation and can influence policy change. In FY 2020, USAID collected actionable information in areas such as disability prevalence data, assessing learning outcomes, monitoring program progress and strategizing for future, high-quality services. Read below to learn more about USAID's investment in this area.

4 activities   **10** countries

Indicators Collecting Disability Data

USAID uses several Standard Foreign Assistance Indicators to collect data on its disability inclusive education programming. These include indicators that measure learning outcomes for children with disabilities, track the number of educators trained in inclusive education and collect disability-disaggregated data across all levels of education. Below are examples of these indicators. Note that, except for ES.1-47, the descriptions below refer to an indicator's disability disaggregate only. These indicators collect other data in addition to disability data.

Foundational Skills

ES.1-47 Percent of learners with a disability targeted for U.S. government (USG) assistance who attain a minimum grade-level proficiency in reading at the end of grade 2

ES.1-6 Number of educators trained in inclusive education content with USG assistance

Youth Workforce Development

EG.6-12 Percent of individuals with a disability with new employment following participation in USG-assisted workforce development programs

EG.6-13 Percent of individuals with a disability with improved soft skills following participation in USG-assisted workforce development programs

Higher Education

ES.2-2 Number of individuals with a disability attending higher education institutions with USG scholarship or financial assistance

Global Programming

USAID's Data and Evidence for Education Programs (DEEP) activity advanced the Agency's ability to measure and report education outcomes for learners with disabilities. DEEP produced a best practices brief and a guide to assist in disability data tool selection. USAID's Center for Education produced new guidance on collecting disability data in Education programming (see Additional Resources) and updated its indicators to address access and inclusion for persons with disabilities. The All Children Reading: Grand Challenge for Development program designed a pilot study to test a disability measurement tool in schools. USAID's Multi-Country Study on Inclusive Education contributed research and evidence to drive disability inclusive education programming in **Cambodia**, **Malawi** and **Nepal**.

Africa Regional Programming

USAID's Africa Regional program commissioned two reports under DEEP (see Additional Resources) that reviewed available data sources regarding disability status and inclusive education across Sub-Saharan Africa to improve programming in the region. USAID's Disability Inclusive Education in Africa Program, implemented through a partnership with the World Bank, provided a range of technical assistance and analytical activities to increase governments' and stakeholders' knowledge and capacity for disability inclusive primary education in seven countries: **Ethiopia**, **Ghana**, **Lesotho**, **Liberia**, **Senegal**, **The Gambia** and **Zambia**.

ADDITIONAL RESOURCES

Learn more about USAID's investment in strengthening disability data in education programs.

Resources on EducationLinks
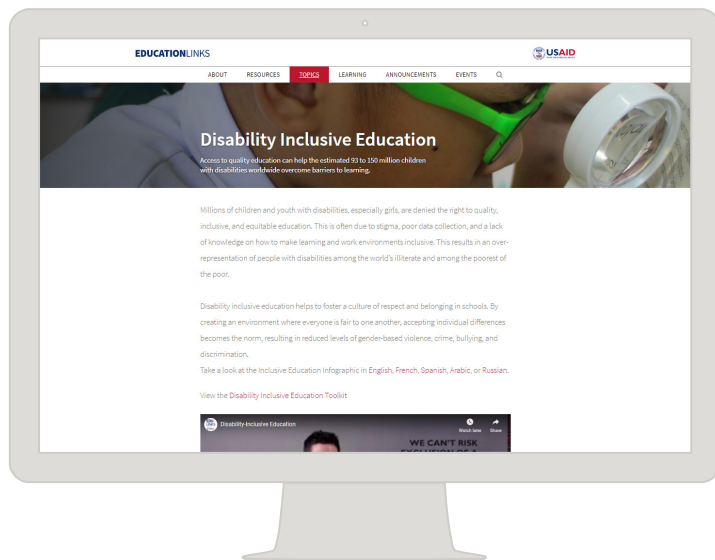
Global Programming Resources

- [Best Practices in Generating Data on Learners with Disabilities](#)
- [Disability Identification Tool Selection Guide](#)
- [How-To Note: Collecting Data on Disability Prevalence in Education Programs](#)
- [Multi-Country Study on Inclusive Education](#)

Africa Regional Resources

- [Are We Fulfilling Our Promises? Inclusive Education In Sub-Saharan Africa](#)
- [Tracking Inclusion: Data Sources On Inclusive Education In Sub-Saharan Africa](#)

For questions about this brief, please email:
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