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Evaluation of IIEP/UNICEF Online Course: 'Foundations of Disability-Inclusive Education Sector Planning' South Asia

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Executive Summary

Background and Purpose

The jointly developed UNESCO IIEP and UNICEF online course “Foundations of Disability-Inclusive Education Sector Planning”¹ was held from September 28 - November 27, 2020 on IIEP’s virtual campus platform, with 64 registered participants from 8 South Asian countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. The overall goal of the course was to provide participants with foundational knowledge and skills on disability-inclusive education sector planning, in order to prepare them to take an active role in mainstreaming inclusive education into education sector plans.

The course participants included professionals from various departments within Ministries of Education, teacher training institutions and UNICEF country offices. Participants worked together in country groups of 4-8 people, completing both group exercises and individual assignments. Out of the 64 registered, 56 participants successfully completed the course. This course version was the second of a series of four that are being rolled out to different regions in 2020 - 2021.

An evaluation of the IED course was conducted a year after course completion, from November 2021-February 2022. The purpose of the evaluation was to:

- Learn about the long-term effects of the course
- Learn about the strengths and weaknesses of the course design
- Provide accountability to member states, donors, IIEP board and the general public
- Learn about whether outcome harvesting is a useful method for evaluating IIEP courses

Evaluation Methodology

The evaluation was designed around the Kirkpatrick model—the main framework used by IIEP for evaluation of its training activities—focusing on levels 3 and 4—*behaviour*, meaning how the participants have actually applied what they learned in the course, and *results*, to what degree targeted outcomes have occurred as a result of the training. In order to evaluate levels 3 and 4, a 10-month follow-up survey was distributed and an Outcome Harvest was conducted. Outcome Harvesting is an evaluation approach where evaluators collect and analyse outcomes—defined as observable and significant changes in a social actor’s behaviour that have been influenced by an intervention.

The evaluation sought to answer three questions:

Evaluation question 1:

To what extent did the training help participants improve their professional practice and develop positive attitudes towards disability-inclusive education sector planning?

Evaluation question 2:

To what extent did the course contribute to changes in the participant’s Department/ Unit/Organization?

Evaluation question(s) 3:

How did the course resources/activities contribute to outcomes? How could the design of the course be further improved?

¹ Referred to in this report as “IED course.”

The evaluation survey focused on the longer term influences of the course including its relevancy, application in professional contexts and potential effects on inclusive education systems and was distributed to course completers in September 2021.

The Outcome Harvest was then conducted from November 2021- February 2022 with three target countries: Maldives, Bhutan and Nepal, selected based on the country's level of progress in the area of disability-inclusive education policy, legislation and practice and its level of socio-economic development, in order to provide a variation of country contexts.

Focus group sessions were held over video conferencing with participants from each of the three target countries. During the group sessions, participants worked together to draft **outcome statements**, containing: 1) a description of the change influenced by the IED course, 2) the change's significance and 3) how the IED course contributed to the change. Participants were then asked to rate to what *extent* the course contributed to the change (little contribution, moderate contribution, great contribution or very great contribution) and how *significant* the change was (low significance, medium significance, high significance). Individual sessions were also held with participants who were not available to attend the focus group sessions as well as with the UNICEF course participants, who were asked to validate the group's outcomes and add any additional outcomes.

A selected portion of outcomes were then substantiated by knowledgeable independent sources. A sample of 7 outcomes (50% of the collected outcomes) were selected to be substantiated. All 7 outcomes were substantiated; five outcomes were fully substantiated by all substantiators, meaning substantiators fully agreed with all five elements of the outcome. For two of the outcomes, one substantiator only partially agreed with one of the elements but their comments indicated that only minor details needed to be adapted. Supporting documentation was also requested from the participants and substantiators, to provide further validation of the outcomes.

All of the collected outcome statements for this evaluation can be found in Annex 4.

Main Findings and Conclusions

Overall, the IED course was found to have successfully contributed to improvements in participant's inclusive education systems, influencing both individuals' professional practices in disability-inclusive education as well as contributing to changes in participant's institutions including in areas of policy, teacher training, resource advocacy, programming and the establishment of inclusive schools.

Evaluation question 1:

To what extent did the training help participants improve their professional practice and develop positive attitudes towards disability-inclusive education sector planning?

The course has a positive effect on the majority of participants' professional practice —88% of survey respondents felt that the course helped them improve their professional practice in the area of disability-inclusive sector planning. Participants most often applied what they learned in the course during the **development of plans and policies on disability-inclusive education** and in **teaching practices and trainings**

The course increased the motivation to work on disability-inclusive issues of 75% of respondents who

were not already very motivated. The vast majority of respondents whose motivation increased were not working specifically on disability-inclusive issues (83%).

Approximately **80% of survey respondents** found that the course **helped change their understanding of their role and contribution to making the education system more inclusive** and **92%** indicated that it **contributed to increasing the focus on children with disabilities in their work.** This included participants now advocating for inclusive education issues in their work; approaching everything with a disability-inclusive lens; increasing the focus on disability-inclusion issues; being more confident to carry out their duties in inclusive education and understanding disability-inclusion from a new perspective.

Evaluation question 2:

To what extent did the course contribute to changes in the participant's Department/ Unit/Organization?

In the Maldives, the main contribution of the course was supporting inclusive education initiatives underway within the Department of Inclusive Education, which included revision of an IE policy, development of a model IE school concept, revision of IE teacher training modules and a proposal for donor funding. All of these outcomes were considered to be a great contribution of the course and the first three highly significant, while the latter was considered medium significance.

Bhutan's most significant outcomes involved improvements to inclusive education teacher training modules and in-house training for faculty in one of the national teacher training institutes. Both of these outcomes were rated a great contribution of the course and medium significance. Other outcomes reported in Bhutan were related to slight improvements in programming already implemented within the ECCD/SEN Division and were considered little contribution and low significance.

The course's major impact in Nepal was influencing ongoing education sector planning processes—the drafting of an Inclusive Education Approach Paper and 10-year Education Sector Plan. The Conceptual Framework from the course was used as a reference point during the Approach Paper drafting while the shared experience of the course allowed the course colleagues in the Technical Working Group work more cohesively as a team when drafting the 10-year Education Sector plan. These two outcomes were respectively rated little and moderate contribution and both high significance.

The types of outcomes and the level of the course's impact greatly varied between the countries, affected by factors such as the team's cohesion; leadership within the course team; timing of policy planning processes; participant profile; country socio-political context; and the motivation of individual participants. While it is an interplay of all of these factors that determines how and to what extent the course will lead to institutional-level changes **the cohesiveness of the team and the ability of participants to continue to collaborate together after the course** does emerge as a particularly strong enabling component.

In comparing this evaluation to the evaluation of the first version of the course in Eastern/Southern Africa, another apparent **consequential consideration is the profile of the participants** and particularly, **whether their work already focuses on inclusive education.** It was found that new individuals being exposed to disability-inclusive education concepts has the potential to spur more diverse and impactful outcomes.

Evaluation question(s) 3:

How did the course resources/activities contribute to outcomes? How could the design of the course be further improved?

The **Conceptual Framework contributed the most to the outcomes**, often used as a key reference document, in the revision and development of IE policies, the design of module schools and revision of teacher training modules. **The “course overall” was also often attributed to the outcomes**, indicating that it was the cumulative experience of the course and all its resources that led to the changes.

The use of the course materials, application of specific knowledge and use of key concepts, were all frequently cited in the outcomes, with the use of course materials most frequently mentioned. The **experience of working in the course team** was another significant way that the course influenced outcomes.

Participants generally appreciated the overall course design, finding it comprehensive, relevant, high-quality and supportive. To improve future versions participants expressed an interest in **increased discussion and interaction, including more face-to-face interactions, more field experiences and sharing best practices.** There was also strong interest in an **advanced follow-up course** in areas such as data and resource allocation and **in-country technical assistance** to integrate disability inclusion into education system planning.

Recommendations

- ❖ Participant and Country Team Selection
 - Consider team cohesion when selecting participants when potentially favoring teams from the same department or departments that can easily coordinate.
 - Take into account the country’s specific context, reflecting on the areas that need increased capacity in disability-inclusive education.
 - Consider individuals who have little exposure to disability-inclusive concepts, but are in positions where they could impact inclusive-education processes (teacher training/development; EMIS; curriculum).
 - Utilize UNICEF field offices as a focal point to provide guidance on the most appropriate candidates.

- ❖ Champion Profiles
 - Consider creating a ‘Champion’ level option, with extra advanced activities, for participants who already have inclusive education expertise.

- ❖ Course Resources/Activities
 - Keep access to all course resources open on the platform
 - Conduct a warm-up team building exercise
 - Allocate more time for questions during webinars and group discussion opportunities
 - Set a more realistic time expectation for course assignments
 - Provide examples of how the course has been applied by former participants

- ❖ Formalized Goal-Setting
 - Include a formal planning exercise as one of the final activities in which participants can plan how they want to apply what they have learned in the course in their professional practice.

❖ Post-Course Follow-Up

Consider developing an advanced level course that would go in-depth in specialized areas such as inclusive education data collection and analysis. Offer follow-up technical assistance or consultations with disability-inclusive experts for further targeted support.

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Background and Purpose

The course

The jointly developed UNESCO IIEP and UNICEF online course “Foundations of Disability-Inclusive Education Sector Planning”² was held from September 28 - November 27, 2020 on IIEP’s virtual campus platform. The course responds to the findings from a Global Partnership for Education (GPE) consultation on disability-inclusive education in 2015. It is a key activity of the partnership between UNESCO- IIEP and UNICEF formed in 2018 on capacity development of technical staff within ministries of education in UNESCO member states. The course content is based on input gathered during [two technical roundtables](#) in 2018 and 2019 at IIEP-Paris and course updates based on the end-of-course evaluation of the first iteration of the course. This course version was the second of a series of four that are being rolled out to different regions in 2020 - 2021.

The overall goal of the course was to provide participants with foundational knowledge and skills on disability-inclusive education sector planning, in order to prepare them to take an active role in mainstreaming inclusive education into education sector plans. The primary target audience was Ministry of Education staff in South Asia and development partners whose work areas cover issues of equity and inclusion in regards to children with disabilities including participants from departments of special needs and inclusive education as well as departments of planning, teacher training and curriculum.

Teams of professionals from various departments within Ministries of Education, teacher training institutions and UNICEF country offices worked together in country groups of 4-8 people, completing both group exercises and individual assignments. The course was held in three thematic modules³ offering a variety of resources including an introductory video, animated presentations, selected readings, live webinars and discussion forums and group work activities.

The course objectives were:

- *define* principles, key concepts, and benefits related to inclusion in education systems;
- *examine* strengths and weaknesses of the education system using an inclusive lens;
- *formulate* strategies to improve inclusion in the education sector in their country with a focus on children with disabilities;
- *assess* their own role and contribution to making the education system more inclusive.

There were 64 total registered participants from 8 South Asian countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka—this included 51 participants from Ministries of Education and 13 participants from UNICEF country offices. Additionally, there were 12 observers from various bilateral and international organizations. Out of the 64 registered, 56 participants successfully completed the course.

² Referred to in this report as “IED course.”

³ Module 1: exploring key concepts, principles and benefits related to inclusion in education systems. Module 2: Recognizing disability-inclusive education sector analysis as a key starting point in planning. Module 3: Identifying steps and formulating strategies to include the issue of disability in analysis and planning,

Evaluation purpose

- Learn about the long-term effects of the course
- Learn about the strengths and weaknesses of the course design
- Provide accountability to member states, donors, IIEP board and the general public
- Learn about whether outcome harvesting is a useful method for evaluating IIEP courses

The purpose of this evaluation is to foremost learn about the longer-term results of the IED course, both in changing individual's professional practice around disability-inclusive education and in affecting larger scale institutional change within countries' education ministries and related organizations. Ultimately the aim is to understand what type of contribution the IED course was able to make on building more inclusive education systems. The evaluation also serves to learn about the strengths and weaknesses of the course design in relation to achieving these longer-term outcomes, in order to provide adjustments and improve the future offerings of this course and other related IIEP and UNICEF trainings. It is hoped that sharing these findings will serve as an accountability mechanism to partners and member states, demonstrating the usefulness of an online IE foundational course and what type of changes can result from this type of capacity development activity. Lastly, the evaluation is a type of pilot exercise—continuing from the evaluation of the first course— to determine whether the outcome harvesting approach used in this evaluation is an appropriate method to evaluate IIEP courses and whether it should be utilized to evaluate future trainings.

Evaluation Methodology

Survey, focus groups and interviews

The evaluation was designed around the Kirkpatrick model—the main framework used by IIEP for evaluation of its training activities. The Kirkpatrick model includes four levels of evaluation: reaction (level 1), learning (level 2), behaviour (level 3), and results (level 4). Levels 1 and 2 were already assessed by an end of program questionnaire and participant's assessments. This evaluation therefore focused on levels 3 and 4—*behaviour*, meaning how the participants have actually applied what they learned in the course, and *results*, to what degree targeted outcomes have occurred as a result of the training. In order to evaluate levels 3 and 4, a follow-up survey⁴ was distributed to the course completers in September 2021, and an Outcome Harvest (described in the section below) was conducted with three of the country teams from November 2021-February 2022.

The evaluation survey was distributed to 50⁵ of the course completers in September 2021, approximately 10 months after the course completion. Of the 50 course completers, 25 responded, a 50% participation rate.⁶ The Outcome Harvesting was then conducted with three⁷ target countries: the Maldives, Bhutan

⁴ The 10 month follow-up survey focused on the longer term influences of the course including its relevancy, application in professional contexts and potential effects on inclusive education systems. See Annex 3 for the full results of this survey.

⁵ This figure excludes the Afghanistan participants, who were not sent the survey due to the geopolitical instability at the time the survey was issued.

⁶ Compared to a 61% response rate, and 40 responses in the evaluation of the first version of the IED course held in Southern and Eastern Africa.

⁷ While it was initially planned to include four countries as was done in the last evaluation, it was decided to limit the harvest to three target countries so that more time could be devoted to understanding the country and outcome contexts, including a more involved substantiation process.

and Nepal. The selection of the countries was based on the country's level of progress in the area of disability-inclusive education policy, legislation and practice and its level of socio-economic development, in order to provide a variation of country contexts for a richer dataset. The profiles of the participants in each country team were also considered, to include a diverse range of team composition: there was one country team where participants all came from the same department (the Maldives), one team that included lecturers from a teacher training college (Bhutan) and a one team with participants involved in their country's inclusive education technical working group (Nepal).

After reviewing the survey results and participant's learning journals for initial outcomes, a focus group session was held with each country, over video conferencing. In Bhutan and the Maldives, three participants took part in the focus groups, while in Nepal only two participants were available. During the focus group session, participants worked together to draft outcome statements, containing a description of the change, its significance and how the IED course contributed. They were then asked to rate to what extent the course contributed to the change and how significant the change was.

In addition to the focus group sessions, individual interviews⁸ were also held with several participants who were not able to attend their country's focus group session, but were interested in taking part in the evaluation, as well as the UNICEF participants from the course country teams. The individual sessions followed the same structure as the focus groups. In addition, the participant was also asked to review the outcomes produced by the group to provide any clarifications or additions and provide any general feedback on the course.

Overview of Outcome Harvesting method

Outcome harvesting is an evaluation approach where evaluators "identify, formulate, verify, analyse and interpret 'outcomes' in programming contexts where relations of cause and effect are not fully understood" (Wilson-Grau, 2015). Outcomes are defined as observable and significant changes in a social actor's behaviour that have been influenced by an intervention. Social actors can be an individual, group, organization or institution and the changed behaviour can include an action, activity, practice, relationship or policy. Evaluators works "backward" by first collecting evidence about what changes have occurred, and then determining whether and in what ways the intervention contributed. It is thus a particularly useful evaluation method for more complex scenarios where the relationships of cause and effect are not clearly evident and where there may be many different interventions that contribute to a single outcome.

Outcome harvesting generally consists of six steps:

1. Design the harvest
2. Review documentation and draft outcomes
3. Engage with informants
4. Substantiate
5. Analyse, interpret
6. Support use of findings

As part of the data collection phase, informants are asked to formulate outcome statements, which consist of three parts: the **outcome description**, which is a short narrative describing the significant

⁸ In the Maldives and Bhutan, just one individual session was held with the UNICEF representative, as all the other team members available for the evaluation were in the focus group session. In Nepal, two individual sessions were held with government participants and two with UNICEF representatives.

change in the social actor; the **significance**, describing why the outcome is important and adding context information; and the **contribution**, which details how the intervention contributed to the outcome.

Additionally, informants were asked to attribute *contribution ratings* to each outcome, in order to designate to what extent the IED course contributed to the change as well as *significance ratings*, indicating the importance of the change. The ratings were as follows:

Contribution Rating

- *Little contribution*—The course was one of many other contributions to the outcome;
- *Moderate contribution*—The course was amongst the most important contributions to the outcome;
- *Great contribution*—The course was one contribution combined with one other contribution;
- *Very great contribution*—The outcome would not have occurred without the course.

Significance Rating

- *Low significance* — The outcome represents minor progress towards one of the objectives of the intervention;
- *Medium significance* — The outcome is a necessary step towards one or more of the objectives of the intervention;
- *High significance* — The outcome represents the achievement of part of the objectives of the intervention.

A selected portion of outcomes are then substantiated by knowledgeable independent sources (further detailed below). All of the collected outcome statements for this evaluation can be found in Annex 4.

Substantiation

After the outcomes were harvested, there was a substantiation process, where external substantiators, independent from the course but knowledgeable about the outcome statements, were asked to validate all five elements of the outcome statement and provide any additional comments.

Process and Selection:

A sample of 7 outcomes (50% of the outcomes) were selected by the evaluator and several members of the user committee to be substantiated: three outcomes from the Maldives, two outcomes from Bhutan and two outcomes from Nepal. The selection criteria were outcomes with the highest significance and the highest contribution ratings. Individual level outcomes were excluded, because only the social actors themselves would be able to testify if the change occurred due to a contribution of the course.

Individual interviews were conducted with all substantiators, during which they were asked to indicate whether they agreed with each part of the outcome statement (outcome description, significance, contribution) as well as the contribution and significance ratings. Distinct efforts were made to identify the most appropriate substantiators, who were directly involved with the outcomes. In the case of the Maldives, there was only one individual who fit this criteria, as she was the only member of the Department of Inclusive Education who had not taken the course. In Bhutan there were two substantiators who had worked with the course participants and in Nepal, three substantiators who were part of the IE Thematic Working Group substantiated the outcomes.

Supporting documentation was also requested from the participants and substantiators, to provide further validation of the outcomes. The relevant documents that were received and analysed can be found listed in Annex 3, in the substantiation column. In order to provide further background context on disability-inclusive education in the target countries, several interviews were also conducted with individuals who were not officially substantiators, including a Ministry of Education official in Bhutan, a GPE partner in the Maldives and a UNICEF specialist in Nepal.

The review of the outcomes could lead to one of the following results:

- The outcome statement was fully substantiated if the substantiator agreed to all elements of the outcome statement.
- The outcome statement was also considered substantiated if the substantiator indicated that they only 'partially agreed' with the outcome, significance or contribution, but their comments indicate that only minor details need to be adapted, which do not change the core of the outcome or the contribution.
- The outcome was considered substantiated if the substantiator agreed to two of the three elements of the outcome statement, but did not have knowledge on the third one.
- The outcome was **not** substantiated if core elements of either the outcome itself and/or of the contribution are not confirmed and/or required adaptation. (This outcome was still included in the analysis, but with a disclaimer.)
- If the substantiator does not agree with the significance of an outcome, the consultant decides if their response questioned the facts of the outcome itself or reflected a different point of view.

Results:

All of the 7 outcomes selected for substantiation were substantiated. Five outcomes were fully substantiated by all substantiators, meaning they fully agreed with all five elements of the outcome.

In the case of Outcome 6 in Bhutan, one of the two substantiators indicated that she "partially agreed" with the Contribution of the Outcome, because she was not aware of data related issues being included in the teacher training modules. However, she specified that this could be referring to the Masters level modules, which she was not a part of.

{Outcome 6 Contribution: Although the lecturers were aware of inclusive education issues, they were not aware of the data collection methods such as the use of EMIS discussed in Module 2. The course taught them the importance of data collection and different sources of data. This was then included in the module for pre-service teachers. Other content material from Module 1 and 2 were also used for the review.}

Similarly, for Outcome 13 in Nepal, one of the three substantiators only partially agreed with the outcome's Significance, stating that inclusion policy guidelines such as the Approach Paper featured in the outcome tend to be ahead of practice and does not necessarily directly lead to changes on the ground.

{Outcome 13 Significance: The Inclusive Education Approach Paper provided a common understanding and concept of disability-inclusive education in Nepal, approaching inclusive education holistically, rather than through institutionalized settings. The Paper fed into the sector analysis, which informed the drafting of the national 10-year Education Sector Plan.}

As these comments were considered minor and the other substantiators agreed with the outcomes' Contribution and Significance, these two outcomes are therefore still substantiated. The substantiator's comments are included in Annex 4.

Evaluation questions

The following evaluation questions were agreed upon by the user committee, and were also used in the first course evaluation:

Evaluation question 1:

To what extent did the training help participants improve their professional practice and develop positive attitudes towards disability-inclusive education sector planning?

Evaluation question 2:

To what extent did the course contribute to changes in the participant's Department/ Unit/Organization?

Evaluation question(s) 3:

How did the course resources/activities contribute to outcomes? How could the design of the course be further improved?

Limitations

- ❖ The collected outcomes should not be considered exhaustive. It was beyond the scope of the evaluation to interview every course participant and as mentioned, only 3 of the 8 countries were included in the harvest. It is also important to bear in mind that the number of outcomes collected in each country was impacted by the number of individuals available for the focus groups and interview sessions and the respective amount of time they were able to dedicate to the exercise. Notably during this evaluation, participants were able to devote less time to the outcome harvest than the participants in the evaluation of the first course. Nevertheless, the time devoted to the evaluation was sufficient to capture significant outcomes.
- ❖ The global Covid-19 pandemic likely impacted potential results of the course, as many governments' priorities were still focused around Covid-19 response during this period.
- ❖ There was a language barrier with some of the Nepal course participants, who were not completely comfortable in English and had trouble completing the outcome harvesting exercise. However, Director of the Inclusive Education section within the Centre for Education and Human Resources Department (CEHRD) who was very proficient in English helped facilitate the evaluation process for the collection of major outcomes.

Inclusive Education Context in Target Countries

The following descriptions provide basic background information on the major inclusive education policies and practices in the three countries included the outcome harvest.

Maldives

The Maldives is a small archipelagic island nation with a population of approximately 540,000 people. The country has experienced robust economic growth and development in recent years, largely driven by high-end tourism. The Maldives graduated from 'least developed' country status in 2011 and in 2020 had a Human Development Index ranking of 95 (out of 189), an increase over 33% from 1995 (UNDP, 2020). GDP per capita in 2020 was \$6,924 a sharp decline from \$10,561 in the previous year, due to the Covid-19 pandemic and its effects on tourism. Of the country's nearly 1,200 islands, approximately 185 are inhabited, but more than 30% of the population lives in the capital Malé, creating large disparities in education and health services between Malé, and the other islands. A new constitution was ratified in 2008 and the first multi-party presidential elections were held that year, marking the end of a thirty-year reign of President Maumoon Abdul Gayoom.

Over the last decade, the Maldives has made significant strides in establishing disability-inclusive education. In 2010 the Maldives ratified the Convention on the Rights of Persons with Disabilities (CRPD), and also passed the law on the Protection of Persons with Disabilities, guaranteeing the rights of people with disabilities, including the right to education. An extensive Inclusive Education Policy was adopted in 2013, specifically focusing on providing access to general education for children with special needs, children who needs additional learning support and children under special circumstances. While the 2013 IE policy represented an important achievement towards inclusive education in the country, the policy's language still implied a medical model of disability, designating children with special needs into distinct categories rather than adopting inclusive education practices for all children. In 2020/21 the Inclusive Education Policy underwent a revision process⁹ to be in line with the new Education Act, CRPD and 2030 Sustainable Development Goals, shifting from a perspective of special needs education to inclusive education.

The 2019-2023 Education Sector Plan specifically addresses children with special needs; one of the main programmes under the ESP is "Equitable access to quality education for students with Exceptionalities and Special Educational Needs" (Maldives, 2019b). This programme includes activities of developing a learning framework, specialized teacher training, establishing an early identification and intervention system, providing school-based therapy services for children with SEN; strengthening the EMIS to track the progress of student with SEN; establishing a mechanism to provide assistive technologies for children with SEN; and strengthening human resource capacity at the Department of Inclusive Education. Inclusive Education was also mentioned in two of the President's Policy Pledges for Education, including Pledge 7: "Extra-support systems to schools' all-inclusive education, TVET and training exposure in schools" (Maldives, 2019b, p.218).

In 2018, under the new government, the Special Education Unit in the Ministry of Education was transformed into The Department of Inclusive Education, again reflecting a shift to a more holistic inclusive-education focus in the country. The Department now focuses on "all schools and every child" rather than just selected schools (Maldives, 2019a). The Vision of the DoIE is "every child excels in life through an inclusive culture" and its mission is "to create an inclusive school culture to empower every

⁹ The IED course's contribution to this revision process will be discussed in Section 2.

child with diverse learning needs” (Maldives, 2020, p.2). In addition to aspects specific to students with special needs such as early identification, curriculum adaptation, assessment modifications, specialized teaching and learning materials and awareness and advocacy, the department is also mandated to “assist schools in establishing inclusive education program at school level” (Maldives IED Course Country Team, Group Assignment N1).

While no separate special schools exist in the Maldives, certain schools have Special Education Needs (SEN) units to support children with disabilities to attend mainstream classrooms. SEN Units typically have a specialized SEN teacher and separate classroom space and approximately 30% of schools in the country have SEN units (UNICEF ROSA, 2021b). When a child is assessed and found to need extra support, they are entered into a registry overseen by the SEN coordinator and are provided with special provisions, such as the development of an individual education plan. This specialized support could also include placement in a SEN Unit or pilot SEN school, according to the severity of their disability (UNICEF ROSA, 2021b). There are currently three ‘pilot SEN schools’ one specifically for children with autism, one for children with hearing and visual impairments and another for all types of disabilities, but all three of these schools are located in the capital Malé, meaning that they are not easily accessible for children from other islands. The number of schools providing education for children with special needs has greatly increased in recent years, from 52 out of 219 schools in 2014 to 185 out of 212 schools in 2017 (Maldives, 2019a). However, while all government schools are required to cater to children with disabilities, it is found that in actual practice only some schools are able to support special need students (UNICEF Rosa, 2021b).

Remaining challenges in disability-inclusive education in the Maldives, as identified in the 2019 Education Sector Analysis include: limited capacity of teachers to teach children with special education needs in mainstream settings; limited capacity to diagnose and assess children with special needs; lack of coordination with the health sector; and limited resources.

Bhutan

Bhutan is a small land-locked Buddhist country, with a population of approximately 770,000 people, dispersed around the kingdom’s mountains and valleys. Bhutan was largely cut-off from the rest of the world until the 1970s, when it gradually opened up to foreigners and started to shift away from an absolute monarchical system, eventually establishing a democratic constitutional monarchy in 2008. The economy is largely based on agriculture, forest, and hydropower, the latter of which has driven economic growth and allowed the government to make significant investments in human capital development (World Bank, 2021). Bhutan’s current development strategy is focused around “Gross National Happiness”—taking into account holistic quality-of-life aspects, not only economic factors. Poverty levels have dramatically declined over the last decade, from 36% in 2007 to 12% in 2017 (World Bank, 2021). In 2020, Bhutan had a GDP per capita of \$3,122 and a Human Development Index rating of 129 (out of 189). Bhutan became eligible to graduate from least developed country status in 2018 and is expected to graduate in 2023.

Until the introduction of formal education in 1961, education in Bhutan was almost exclusively delivered through Buddhist monasteries. The 2008 Constitution, adopted after the transition to a constitutional monarchy, requires the state to provide “education for the purpose of improving and increasing, knowledge, values and skills of the entire population” and guarantees free education up to grade ten (Bhutan, 2008). Inclusive and special education has increasingly become a recognized priority area in the country (Bhutan, 2019b). While Bhutan has not yet ratified the UN Convention on the Rights of Persons with Disabilities after signing it in 2010, numerous recent policy reforms have sought to address

the equitable inclusion of children with disabilities in education. However Special Education Needs (SEN) programmes, in which students with mild-to moderate disabilities are provided support in mainstream schools, currently exist only in selected schools and are only partially inclusive. The country is therefore still in the incremental process of transition to a truly inclusive model for all students.

Standards for Inclusive Education was developed in 2017 by the Bhutan ECCD/SEN division, with support from UNICEF, as “a tool to support schools in being more inclusive to all children” (Bhutan, 2017, p. 3). Its development represented an important “step in operationalizing the inclusion agenda, especially at the school level” (UNICEF ROSA, 2021a, p. 8). The standards are divided into three dimensions: inclusive culture, policy and practice. While specifically intended for schools with the SEN programme, the standards are made available as a guideline for all schools in the country. Policy measures for inclusive education practices are also interwoven throughout the 2019 Draft National Education Policy, including measures for an inclusive curriculum framework, inclusive ECCD centres, arrangements for students with disabilities in assessment and examinations, accreditation systems recognizing the learning of children with disabilities and “specialized and appropriate education services and facilities including training personnel” (Bhutan, 2019a, p. 5). Inclusive education is explicitly defined in the policy as “the process of valuing, accepting and supporting diversity in schools and ensuring that every child has equal opportunity to learn” (p. 25).

Although the national policy for inclusive education has remained in draft-form for over five years, in 2019 the Ministry of Education implemented a comprehensive Ten-Year Roadmap for Inclusive and Special Education. The Roadmap’s main objectives include improving access to and quality of inclusive education for children with disabilities; improving the systems in place for supporting students with disabilities at all levels; improving coordination of all sectors providing services to students with disabilities; and ensuring sustainability of programs and activities. Additionally, the 2019 National Policy for Persons with Disabilities emphasizes the right to education for children with disabilities and addresses reducing barriers and making reasonable accommodations for students with special needs.

Inclusive education in Bhutan is currently administered through the Special Education Needs Programme (SEN Programme), a partially inclusive model in which selected mainstream schools enroll students with mild to severe disabilities and provide them with specialized support. This support includes a SEN coordinator, SEN trained teachers and materials, provided both inside, and external to the regular classroom. There are currently 26 schools with SEN programmes throughout the country, and two additional SEN programmes are expected to be established in two new schools that do not currently have them by 2023. In addition to SEN programme schools, there are also two special institutes in Bhutan for children with blindness and deafness. The decision of where to establish SEN programmes is determined by the prevalence of children with disabilities in the school/district, the proximity of the school from health centers and whether or not the schools have boarding facilities.

Quality has become a new focus for the Bhutan ECCD/SEN division, and it is envisioned to hold off on increasing the number of schools with SEN programmes in 2023, in order to focus on quality aspects of inclusive education, such as teacher capacity. In this vein, the Ministry of Education established the Bhutan Professional Standards for Teachers (BPST) in 2019, with support from UNICEF. One of the expected teacher competencies under the BPST is supporting the education of children with disabilities. Another recent achievement is the establishment of a two-year Inclusive Education Masters programme in the Paro College of Education.

Major remaining challenges to disability-inclusive education include limited human capacity, limited resource allocation, and the lack of accessibility of learning materials, infrastructure and learning support (Bhutan IED Course Country Team, Group Assignment N2).

Nepal

Nepal is a greatly diverse country, both in terms of its geography and its population of 29 million, who make up 126 different ethnic groups and speak 123 different languages (Nepal, 2014). In 2006, Nepal signed a Comprehensive Peace Agreement, ending the violent 10-year civil war and ushering in a new government. The new Constitution was ratified in 2015, introducing a three-tier decentralized federal system of national, 7 provincial and 753 local governments and devolving operation of primary and secondary education to local levels. In 2020 Nepal was ranked 142 (out of 189) on the Human Development Index and had a GDP per capita of \$4,008. The country is in the final phase of recovery from a catastrophic earthquake in 2015, which killed over 9,000 people and caused far-flung destruction, including significant damage to schools. Although Nepal met the criteria to graduate from least developed country status in 2015, the earthquake's impact on the economy delayed its graduation, which recently took place in November 2021. Nepal is therefore still in a state of transformation as it transitions to its new federal structure, which brings hope for greater stability, growth and development, but also many current challenges as new institutions and procedures are being formed and capacity at local levels is largely lacking.

Education for children with disabilities in Nepal was first provided in separate special schools starting in the 1960s, based on the particular type of disability, such as schools for students with hearing impairments and for students with physical and intellectual disabilities, (UNESCO, 2021). The 1996 Special Education Policy called for the provision of education for students with disabilities in both special schools and integrated schools— regular schools with separate resource classrooms, where students with disabilities are provided specialized instruction. Both of these models still currently exist in Nepal; there are reportedly 33 special schools and 380 integrated schools, as well as 300 schools “in hard-to-reach areas practicing disability-inclusive education contextualized to the community's needs” (UNICEF ROSA, 2021c). It is expected that students in resource classes will eventually transition into general classrooms, but this is not always the reality, due to lack of accessibility and accommodations—some students remain in resource classes for all of their schooling (UNICEF ROSA, 2021c). While mainstream schools are encouraged to practice inclusion and accept students with mild to moderate disabilities, most lack the resources to do so (HRW, 2018).

In recent years, Nepal has strengthened its policy and legislative frameworks around the rights of persons with disabilities and access to education for marginalized groups. In 2010 Nepal ratified the Convention for the Rights of Persons with Disabilities and in 2014 launched the Consolidated Equity Strategy, which focused on increased access, participation and learning outcomes for the most marginalized groups, identifying eight dimensions of equity: gender; socioeconomic status; geographical location; health and nutrition status; disabilities; caste and ethnicity; language; and children of vulnerable groups. An Equity Index measuring inequities in education for vulnerable children was developed as a key tool of the strategy and its data was integrated into the Integrated Educational Management Information System (IEMIS). In 2017 the country adopted the Disability Rights Act to further operationalize the CRPD and also passed an Inclusive Education Policy for Persons with Disabilities, which was the first time the term inclusive education was utilized in national policy documents. The 2019 National Education Policy replaced the 2017 Inclusive Education Policy and “mandates the provision of inclusive and special education based on the degree of disability” (UNICEF ROSA, 2021c).

However, there is still a lack of consensus around provision of special versus integrated and inclusive education and policy documents are not always clear on the use of the respective terms and strategies. While the 2016/17- 2022/23 School Sector Development Plan calls for “strengthening the institutional capacity to provide inclusive education for children with disabilities and special needs” it also still promotes separate education provision, with a planned 7-year target of 365 integrated schools with resource classes for children with disabilities and a target of 34 basic education special schools and 40 secondary residential special schools (Nepal, 2016). In order to clarify the county’s approach to inclusive education, the Inclusive Education Technical Working group recently developed an Approach Paper, providing a conceptual framework for the implementation of disability-inclusive education in Nepal.¹⁰ A specific disability-inclusive Education Sector Analysis was also conducted, in preparation for the new ten-year Education Sector Plan, developed in 2020-2021.

While there are increasing national policies and frameworks around inclusive education in the country, there are still many challenges in the actual implementation of disability-inclusive education, including in limited teacher capacity, lack of learning resources, infrastructure accessibility and reasonable accommodation. The transition to a federalist government structure has also caused many challenges, such as the downsizing of the inclusive education section at the Center for Education and Human Resources Department (CEHRD) and lack of technical knowledge at local levels.

¹⁰ The IED course’s contribution to the Approach Paper will be discussed in Section 2.

Evaluation Findings

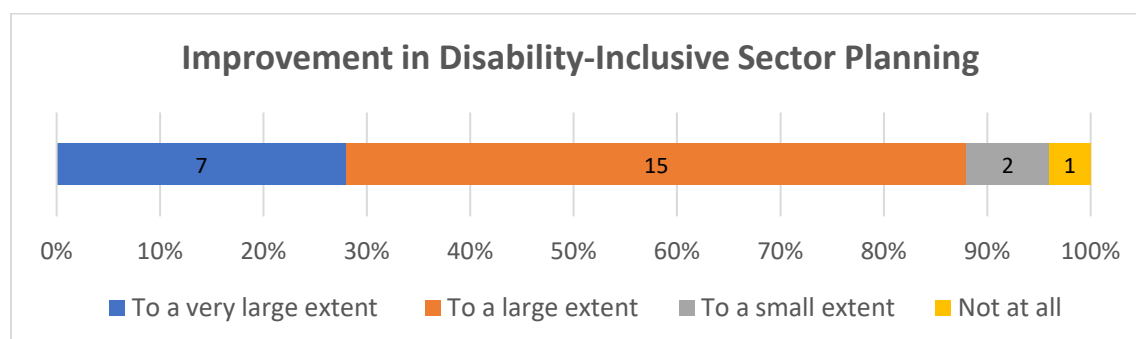
Question(s) 1: To what extent did the training help participants improve their professional practice and develop positive attitudes towards disability-inclusive education sector planning?

The first evaluation question focuses on the individual-level impact of the course: to what extent the participants applied what they learned in the course into their professional practice and how it impacted their understanding of their own role in, and motivation towards, disability-inclusive issues. The results of the post-course survey comprise the bulk of this section, but individual-level outcomes collected from the Outcome Harvest will also be discussed, providing more comprehensive examples of the survey findings.

Course relevance and application

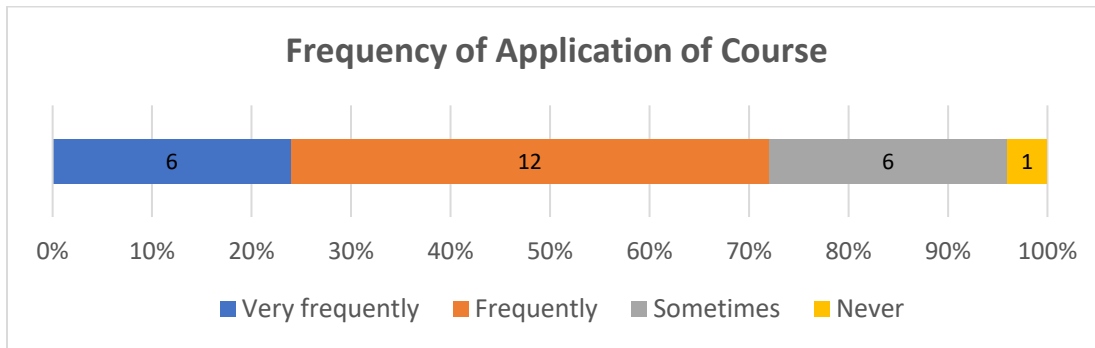
According to the survey results, **88% of respondents found that the course helped them improve their professional practice in the area of disability-inclusive sector planning to a large extent (60%) or a very large extent (28%)**. There were two participants who responded that the course only helped them improve their professional practice to a small extent. One participant responded not at all, with the explanation that priorities had changed due to the Covid-19 pandemic, and they therefore have not been able to intentionally work on inclusion.

Figure 1: Improvement in Disability-Inclusive Sector Planning



There were somewhat mixed responses in how often course participants were able to apply what they learned in the course in their work: around 25% of respondents reported *very frequently*, 50% *frequently* and 25% *sometimes*. The one participant who had said that they did not have the opportunity to work on inclusion due to the Covid-19 pandemic responded *not at all*.

Figure 2: Frequency of Application of Course



Examples of how the participants applied what they learned in the course included:

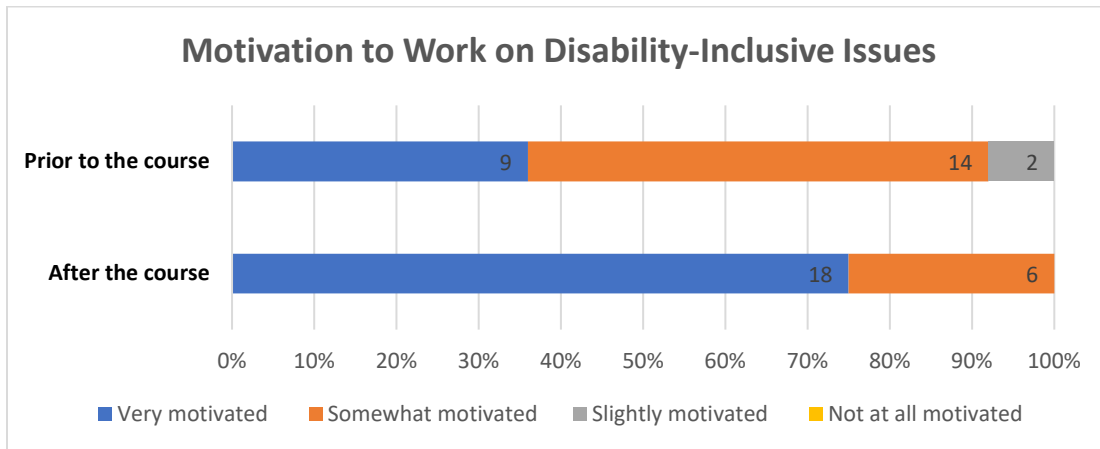
- Developed plans/policies on disability inclusive education (8)
- Applied course concepts/resources in teaching practices/trainings (5)
- Applied course resources during internal planning/policy processes (2)
- Advocated for inclusive education dialogue/reform (2)
- Disability inclusive data collection (2)
- Reviewing/revising guidelines or plans (2)
- Inclusive education budgeting/fund mobilization (2)

Many of these types of applications will be examined in Section 2, in the discussion of the institutional-level outcomes.

Motivation to work on disability-inclusive issues

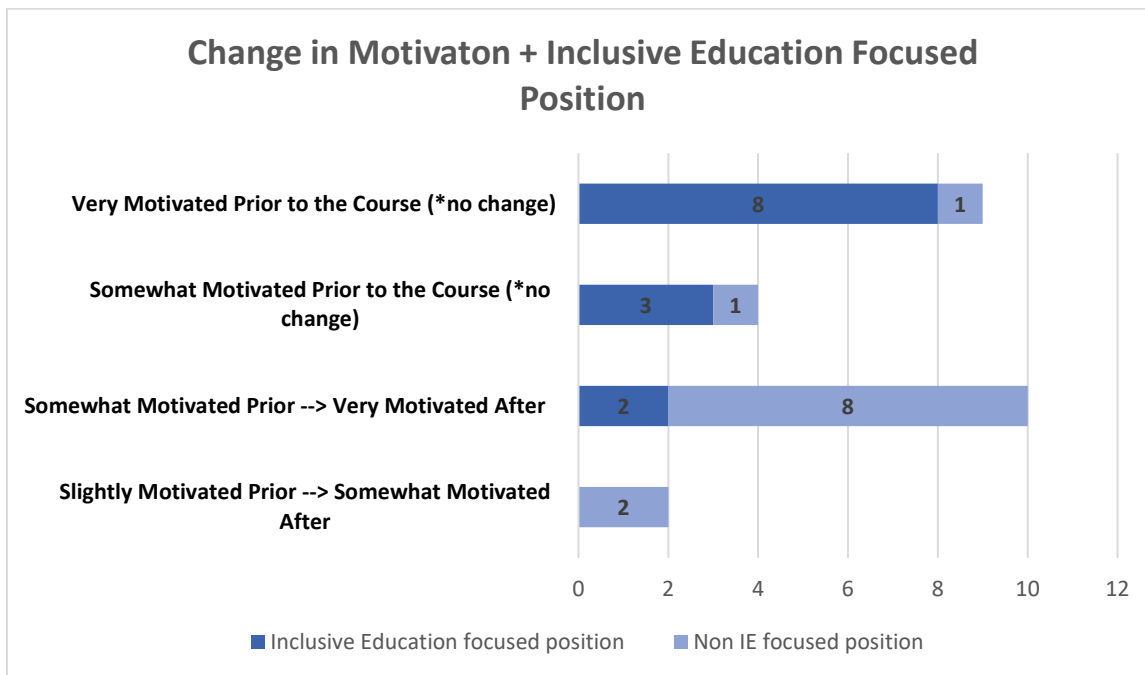
About fifty percent of survey respondents indicated that their motivation to work on disability-inclusive issues increased after taking the IED course. The motivation of 10 respondents (40%) increased from 'somewhat motivated' to 'very motivated' after taking the course, while two respondents indicated that their motivation increased from 'slightly motivated,' to 'somewhat motivated.' Nine respondents (36%) were already very motivated to work on disability issues prior to the course and remained very motivated after the course. There were 4 respondents (16%) who were 'somewhat motivated' to work on disability-inclusive issues and remained only 'somewhat motivated' after taking the course.

Figure 3: Motivation to Work on Disability-Inclusive Issues



The majority of participants whose motivation changed after taking the IED course were in professional positions that are not disability-inclusive education focused. As shown in Figure 4, of those participants whose motivation increased from somewhat to very motivated, 80% were in positions that did not work specifically on disability -inclusive education issues as was the case for both of the respondents whose motivation increased from slightly to somewhat motivated. While 8 out of 9 of the participants who were very motivated prior to taking in the course were in disability-inclusive focused positions. It is expected that those working specifically on these issues are the most likely to already be very motivated, however it is interesting to observe that the other group of participants whose motivation did not change, remaining at somewhat motivated, was also primarily individuals working already on inclusive education issues (three out of four respondents).

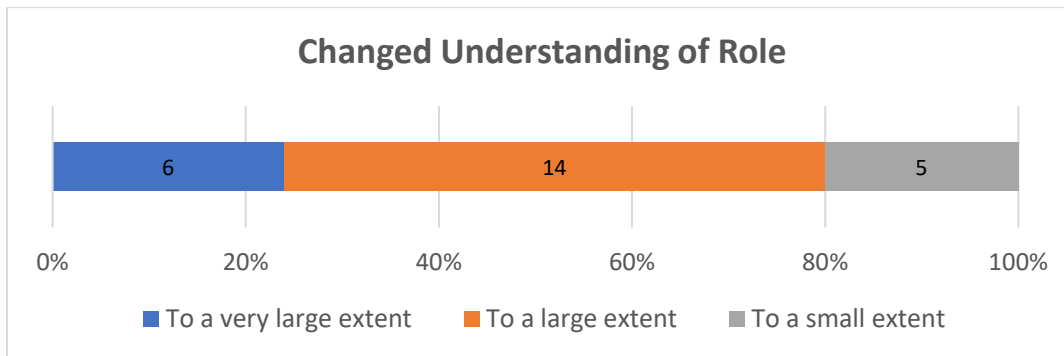
Figure 4: Relationship Between Change in Motivation and Having an IE Focused Position



Changed understanding of role + increased focus on children with disabilities

For most of the survey respondents, the **course changed their understanding of their own role and contribution to making the education system more inclusive to a significant degree—56% indicated to a large extent and 24% to a very large extent**. For 20% of respondents, the course was only slightly effective in changing their understanding of their role. The most frequently cited ways in which the IED course changed participant’s understanding of their role was that they were better equipped for planning; they had a broader understanding of their own responsibilities in making the education system more inclusive; they had a better understanding of the systematic approach of inclusive education; and they now prioritize inclusive education.

Figure 5: Change in Understanding of Role and Contribution

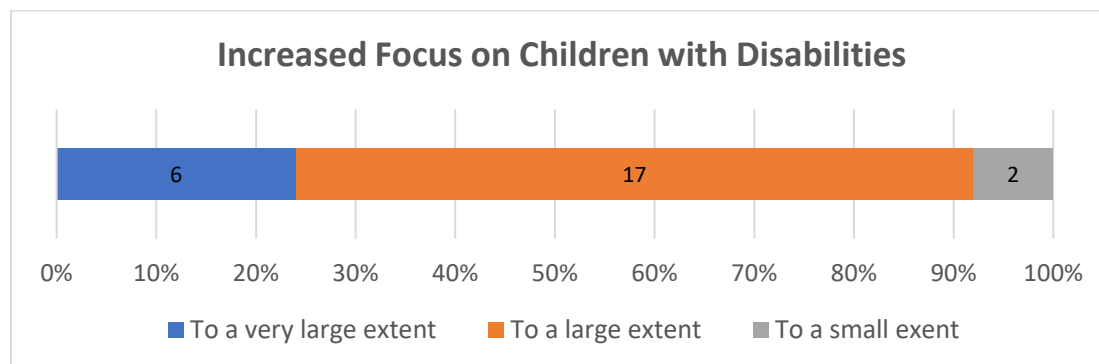


This change in understanding occurred both for participants who had limited exposure to inclusive education concepts as well as those already working in the sector such as an inclusive education teacher trainer who stated: *“My role and contribution already was teaching the D.El.Ed. trainees in the institute. But I also gained an understanding as to what else can be done on my part to make the education system more inclusive. As a DIET mentor in schools, I can educate the teachers on some parts of Inclusive Education. I can in a way also bring some awareness to the guardians of the students and their community members through a School Management Committee (SMC) formed in schools.”*

Another participant cited the course’s contribution in providing a systematic approach to inclusive education: *“My sensitivity was full and complete and my work orientation in the sector was good, but it wasn't 360 degree. The course gave me systematic approach to plan and implement as an Administrator.”*

Related to a change in their understanding of their role, **the majority of respondents also indicated that the course contributed to increasing the focus on children with disabilities in their work—68% reported that the course contributed to a large extent and 24% to a very large extent**.

Figure 6: Increased Focus on Children with Disabilities



Individual-Level Outcome Examples

The individual-level outcomes collected during the Outcome Harvest provide more extensive examples of how the course changed participants' understanding of their role in making their education system more inclusive and increased their focus on children with disabilities in their work.

For the Maldives UNICEF Programme Specialist in Education (Outcome 5), who was not specifically focused on disability issues prior to the course, the overall concepts learned in the course have made her both consciously and sub-consciously aware of disability inclusion, **inspiring her to advocate for these issues in her work and approach everything with a disability-inclusive lens**. For example, while leading a focus group discussion on skills and employability, she invited two individuals with disabilities to be part of the discussion, which is not something she would have thought to do prior to the course.

Box 1: Individual-Level Outcomes

Outcome 5: Since early 2021, the Maldives UNICEF Programme Specialist in Education has increased the focus on disability-inclusion in her work and is now approaching everything with a disability-inclusive lens. – **Great contribution + High Significance**

Outcome 11: Following the end of the IIEP/UNICEF IED course in December 2020, the Chief Programme Officer of the ECCD and SEN division of the Bhutan MoE is more confident and comfortable in directing and planning SEN initiatives within the department and now puts more emphasis on these issues. – **Great contribution + High Significance**

Outcome 12: Following the end of the IIEP/UNICEF Course in December 2020, the Bhutan UNICEF Education Officer is more confident to technically undertake his ongoing work in inclusive education. For example, he was able to actively participate in a two-day National Disability summit held from December 2nd-3rd 2020, providing new insights to the participants (including on the rights-based to disability inclusion and on UNCRPDs), and was invited to make a keynote speech on December 15th, 2021 at the Inclusive Education Summit on Education, Employment and Social Participation of Adolescents with Disabilities. He also shared the Inclusive Education Framework in a MoE workshop for teachers, encouraging participants to undertake actions under the eight framework lenses. – **Moderate contribution + Medium Significance**

While the Bhutan Chief Programme Officer of the ECCD and SEN division was already working in these issues (Outcome 11), the IED course was his first formal program on inclusive education. The course provided him with **new ideas and increased his confidence in directing the division**, which he believes will allow him to **make a bigger impact in his role**. While previously he would refer to the officers serving

under him, as they were the experts in special education, he now feels confident in his own knowledge in disability-inclusive education issues.

The IED course provided the Bhutan UNICEF Education Officer with **technical knowledge that made him more confident in undertaking his ongoing work in inclusive education** (Outcome 12). He had also never taken a structured course on disability-inclusive education and the IED course was “an eye-opener” for him **enabling him to understand disability-inclusion in a different way**; while he had previously thought inclusive education was only about disability inclusion, he now understands that it includes all children. The course enabled him to actively participate in a National Disability summit, providing new insights to other participants and provided inputs for a keynote speech.

Question 2: To what extent did the course contribute to changes in the participant’s Department/Unit/Organization?

Beyond the individual-level influence on the course participants, the course was designed to encourage the application of knowledge and skills into the workplace, to effect broader institutional-level changes at department, unit and ministry levels. This section will first discuss the institutional-level outcomes by country, analysing the potential influences of each country context and the participant/country team profiles. The outcomes are then presented based on the areas of change and respective contribution and significance ratings.

Outcomes in the Maldives

In the Maldives, the IED course’s major contribution was **providing resources and support to disability-inclusive education initiatives already underway within the Department of Inclusive Education (DoIE)**. The Maldives course team consisted of four participants from the DoIE as well as the UNICEF Programme Specialist in Education. The team’s cohesion facilitated the participants’ collective application of the course within their department.

Box 2: Institutional-level Outcomes in the Maldives¹¹

Outcome 1: In November 2021, the Maldives Department of Inclusive Education revised their IE Policy according to the UNESCO/UNICEF Inclusive Education Framework. The department is currently developing a roadmap to implement the IE Policy in schools. – **Great contribution + High Significance**

Outcome 2: In January 2021, the Maldives Department of Inclusive Education developed a concept for designing IE model schools and regional resource schools ‘Shaamilu Veshi’ in which more accessible components and a disability-inclusive learning environment are to be established. – **Great contribution + High Significance**

¹¹ Please note that while these were the original ratings designated by the group during the focus group session one of the group members later expressed that she felt Outcome 2 as a more direct outcome of the course as she was a project leader and Outcomes 1 and 2 as more indirect. When asked if she would like to adjust the ratings to reflect this she changed the ratings of Outcomes 1 and 3 to low contribution and low significance. However, the UNICEF course participant then confirmed the ratings of Outcome 1 as great contribution and high significance and the substantiator also affirmed that she believed all of the original ratings of great contribution high significance were correct. The evaluator therefore decided to keep the original ratings.

Outcome 3: In October 2021, the Maldives Department of Inclusive Education commenced a project, with the help of UNICEF, to revise the IE teacher training modules conducted at colleges and universities in the Maldives. – **Great contribution + High Significance**

Outcome 4: In December 2021, UNICEF Programme Specialist in Education submitted a proposal for donor funding, for addressing the bottlenecks of disability-inclusion in the Maldives, covering all aspects of disability inclusion. – **Great contribution + High Significance**

The revision of the national Inclusive Education Policy (Outcome 1) was already in progress while the IED course was being held, but the team was then able to **further incorporate all of the dimensions of the Conceptual Framework into the policy**. The UNICEF Programme Specialist stated that using the framework upheld the credibility of the process, giving it objectivity, and allowing everyone on the team to be on the same page, working harmoniously together. She specified that originally the policy did not include all of the key disability-inclusive education dimensions and using the framework allowed them to make sure that they did not leave any bottlenecks behind. The revised policy will “apply universal learning teaching practices, mainstreaming inclusive education” replacing the 2013 IE policy, which was based on a medical model of special education.

The ‘Shaamilu Veshi’ disability-inclusive model school concept (Outcome 2) had been envisioned as part of the Ministry of Education’s policy pledges, however the overall course resources and the Conceptual Framework in particular, were instrumental in the concept design, providing the participants with **“increased capacity to conceptualize the concept and advocate for disability inclusion.”** The Development Officer was the coordinator of this project and considered it to be a direct outcome of the course. The concept will first be piloted in two regional schools and then scaled up with UNICEF support. The project consists of four phases: a situation analysis on the human resource and infrastructure capacity within the school; human resource development to build capacity of teachers and school management on inclusive pedagogy; development of accessible infrastructure and learning resources; and classroom implementation of Universal Design for Learning and a Co-Teaching Model. The participants considered this outcome highly significant because it would be a radical departure from the current model of schools, where classes are often segregated and there is no collaboration between general and special education teachers, and where students in mainstream classes are not provided with special support.

Again, in Outcome 3, while it had already been planned to revise the teacher training modules prior to the course, the **“resources from the course gave the participants practical examples and ideas of how to implement it.”** This likewise included a key role of the Conceptual Framework with the participants specifically focused on the supply dimensions of the framework and also taking inspiration from the case studies given during the course.

Outcome 4 differs from the rest of the Maldives outcomes; it is a new proposal by the UNICEF Programme Specialist in Education, rather than an outcome involving the whole department. In this case, it was not only the course knowledge and resources, but also her experience of working more closely with the colleagues from the Department during the course that provided her with a much deeper understanding of the gaps in the system. This gave her the **confidence to advocate and pitch for disability-inclusive resources**. The proposal is a request for a \$4 million grant to address all the disability-inclusive bottlenecks in the country at the same time, including infrastructure, teaching and learning resources, and teacher training.

Contributing + Constraining Factors in the Maldives

The Maldives team cohesiveness facilitated their success in utilizing the course to actualize significant outcomes. The small size of the island nation, with a population of 544,000 is also likely a considerable contributing factor in enabling the government colleagues to implement changes at an institutional level. The Maldives also has a strong enabling environment for disability-inclusive education, which has received increased government and donor support in recent years.¹² The timing of the course was additionally particularly favourable for the Maldives team; as they had just started to revise their Inclusive Education policy when the course began, they were then able to contribute to the policy revisions with the new learned content from the course. It can also be noted that the Maldives team had a strong team leader in the Coordinator of the DoIE and an active UNICEF officer, who had a good relationship with the colleagues and had already worked with the department team prior to the course.

A potential drawback in having the four course participants from the same Inclusive Education department was that there was less opportunity for IE initiatives to be applied in new areas within the Ministry. Most of the course's influence was on initiatives already underway because most of the participants were specialists already working specifically on these issues. This was also mentioned by the substantiator from the Department who had not taken the course—that it could be beneficial to include other departments such as the curriculum and policy team in the course. The exception to this was the UNICEF officer, who was a general Education Programme specialist; she was influenced to focus further on disability-inclusive issues in her work and advocate for resources in this domain.

Outcomes in Bhutan

In Bhutan, the most significant outcomes involved **improvements to inclusive education teacher training modules and practices** within the Paro College of Education national teacher training institute. The Bhutan course team was comprised of two lecturers from the Paro College of Education, the Chief Programme Officer of the Earlychildhood Care and Special Education Needs Division, the Curriculum Developer within the ECCD and SEN unit and the UNICEF Education Officer. Unfortunately, the Curriculum Developer left his position following the course, so the collected outcomes come from the four other participants.

Box 3: Institutional-level Outcomes Bhutan (selected)

Outcome 6: Around July/August 2021, the two lecturers from Paro College of Education who attended the IED course made recommendations and brought significant changes to the inclusive education modules as they reviewed and updated them with relevant and important information. – **Great contribution + Medium Significance**

Outcome 7: In August 2021, the two lecturers from Paro College of Education conducted in-house professional development for the inclusive education faculty. – **Great contribution + Medium Significance**

Outcome 9: The ECCD and SEN Division within the Bhutan MoE coordinated exchange programmes between schools with SEN programmes and special institutes in two venues from 28th October 2021 to 30th October 2021 to learn the best practices in the respective schools. – **Little contribution + Low Significance**

¹² The Department of Inclusive Education is currently receiving a portion of the GPE LAMP (Learning Advancement and Measurement Project) grant, which has funded activities in 9 pilot schools. This includes providing specialized training to SEN teachers and principals, providing teaching and learning assistive devices and other resources to SEN students, conducting school reviews to provide recommendations of inclusive education practices, and developing a universal screening tool for early development.

The two lecturers from the course **utilized course content and material to revise the pre-service and Master’s level inclusive education teacher trainings modules** (Outcome 6), updating them with relevant and current information such as the models of disability, inclusive language and data-related issues. The participants also **carried out an in-house professional development training** with the two other inclusive education lecturers in the college (Outcome 7), covering a range of topics including international frameworks, the Conceptual Framework, toolkits and the Story of Srei.¹³

The two other lecturers within the college faculty who did not take the course confirmed the impact of the shared knowledge and module revisions. Both stated that they had incorporated the new information into their pre-service teaching practices. For example, one of the lecturers who was not a participant in the course shared the Story of Srei with her class, which she said really allowed her students to understand inclusion better and she observed that her students performed better on the end of the year examination. It was also mentioned by the other non-course participant that this new shared knowledge will reach an even larger audience, with other opportunities for training outside of the college such as with ECCD coordinators and parents of children with disabilities.

The other outcomes within the ECCD and SEN Division, Outcomes 8, 9 and 10, were rated little contribution and low significance because they involved slight improvements to programming already carried out in the division, prior to the course. The course’s contribution to the exchange programmes conducted between SEN programmes and special institutes (Outcome 9) according to the Chief Programme Officer in the ECD/SEN Division was that it “gave the division ideas of how to better organize and implement the programme, focusing on the actual outcomes of the visits and what schools could take away from the exchange.” In this instance the Chief Programme Officer was inspired by the course to improve the overall impact of the programme and utilized some of the course resources. However, as the programme was already established, the overall influence of the course was more limited. Likewise, the other outcomes involved monitoring the implementation of an inclusive school policy already in place (Outcome 8) and slightly revising SEN programme guidelines (Outcome 10).¹⁴

Contributing + Constraining Factors in Bhutan

The most significant outcomes came from the Paro College of Education, where two of the course participants were able to collaborate together. These participants were well-situated to effect change; as inclusive-education lecturers, they had direct access to the teacher training curriculum and could easily add content, adjust their own teaching practices and share the course knowledge and resources with their colleagues. The inclusive education faculty within the college is also small, consisting of just themselves, the two other lecturers and their supervisor, simplifying this coordination. The open accessibility of the course resources also made it straightforward to share the information with their colleagues. For instance, the PowerPoint that the participants created for the in-house training included slides that they took directly from the course’s animated presentations.

Although Bhutan is also quite a small country, unlike in the Maldives, the participants were not all from the same institution and had not all worked together prior to the course, potentially hindering wider

¹³ An introductory animated video demonstrating the educational challenges and barriers of a young girl with undiagnosed medical issues.

¹⁴ Please note that Outcomes 8 and 10 were not included in the official substantiation process due their low contribution and significance ratings, however several sources indicated in discussions that they were not aware of these particular changes taking place. These outcomes are thus only briefly mentioned in the report.

collaboration and more significant outcomes within the Ministry. While the Bhutan UNICEF coordinator, who was a very active participant in the course, was motivated to continue working with the team on joint initiatives, the other participants did not respond to his offers. The UNICEF officer also mentioned that he had a difficult time coordinating the team during the course. The Curriculum developer within the Ministry left his position after the course, leaving the Chief Programme Officer as the only participant directly in the Bhutan Ministry of Education.

Outcomes in Nepal

The harvested outcomes in Nepal are exclusively related to **education sector planning processes**, specifically the **drafting of an Inclusive Education Approach paper and the 10-year education sector plan**, which were already underway during the course and continued after course completion. Two of the course participants working in government institutions and one of the UNICEF participants were the co-leads of the Inclusive Education Thematic Working Group under Nepal's School Sector Development Structure and several other participants also took part in the working group.

Nepal had twice the amount of course participants as the Maldives and Bhutan, comprising two separate teams. There were three participants from the inclusive education section of the Center for Education and Human Resource Development (CEHRD); an Undersecretary and a Section Officer within the Ministry of Education; a Section Officer from the Food for Education Program; a Section Officer from the Curriculum Development Center; and an Officer from the Nepal National Commission for UNESCO.¹⁵ There were also two UNICEF course participants and two UNICEF course observers.

Box 4: Institutional-level Outcomes in Nepal

Outcome 13: The Nepal Inclusive Education Working Group drafted an Inclusive Education Approach paper in 2020, which was further updated utilizing concepts from the UNICEF/UNESCO Framework for Disability-Inclusive Education in 2021. – **Moderate contribution + High Significance**

Outcome 14: Throughout July 2020 to December 2021, government colleagues in the Nepal Inclusive Education Working Group worked together cohesively as a team, to include major areas of inclusion in the draft of the Nepal 10-year Education Sector Plan. – **Little contribution + High Significance**

Three of the government course participants and three of the UNICEF colleagues contributed to the development of the Inclusive Education Approach paper (Outcome 13) utilizing course resources, particularly **the Conceptual Framework, as a reference point during drafting**. Beyond the use of resources, the course also provided the participants with **increased validity and confidence in their work**, allowing them to see that colleagues and experts from other countries were approaching the issues in the same way, thus **strengthening the participatory planning process**. The Approach Paper is significant because it provided a common understanding and concept of disability-inclusive education in Nepal, approaching inclusive education holistically, which had been lacking in previous policy documents. This paper then fed into the sector analysis, which informed the drafting of the 10-year plan.

The course's concrete contribution to the drafting of the ten 10-year plan (Outcome 14) was mostly related to **allowing the Inclusive Education Thematic Working group to work more cohesively as a team**

¹⁵ Please note that these were the positions at the time of the course. Several of these participants have since changed position, including the Undersecretary of the MoE who is now the Director of the Inclusive Education section of the CEHRD and the Nepal National Commission for UNESCO, who is now in the Education Review Office.

and be on the same page during the drafting process. While the Director of the CEHRD was already an expert on inclusion issues, the shared knowledge and experience of the course allowed the other government participants to confidently participate in the education sector draft development. The TWG was then able to reach a consensus on the major key inclusion topics that should be included in the plan draft.

Additionally, in an individual interview, one participant who works in the inclusive education section within the CEHRD did discuss improvements in their budgeting and programming for children with disabilities, mentioning that the Conceptual Framework was very useful for the officers in the section and allowed them to reflect on the barriers that still exist in Nepal. While this contribution was not included as an official outcome, because a link between the course and a concrete change could not be established, it still does point to some application of the course beyond the education sector planning processes.

Contributing + Constraining Factors in Nepal

The timing of the course was particularly favourable for the Nepal course team. The Thematic Working Group (TWG) was working on the education sector analysis and the development of ten-year education sector plan while the course was being held. Additionally, one of the main UNICEF course instructors was coincidentally working as an advisor the Nepal TWG and was able to already provide the group with relevant course resources before the course had even begun. Other members of the TWG confirmed that the timing of the course was very helpful, stating that it helped keep the participants on track and she believed that it made them more engaged and motivated. A drawback to this concurrence was that sometimes participation in the course took preference over contributions to the TWG, but ultimately it was not found to have negatively impacted the outputs.

Although both of the Nepal outcomes are considered highly significant, the course's contribution to the outcomes are lower than in the other countries. This should not be seen as a failing of the course, but should rather be put into context: there are numerous other organizations and development partners¹⁶ working with the Nepal participants on the Inclusive Education, both in the Thematic Working Group and directly in the CEHRD. It is therefore normal that the foundational-level IED course is not the only initiative having an impact on these high-level policy processes and that it cannot be credited as the only source of influence on the course participants. Nevertheless, substantiators confirmed that the course did help participants validate what they understood and that they considered it to be useful during the planning processes.

Additionally, one of the Nepal course participants, who was a leader of the Thematic Working group and currently Director of the Inclusive Education Section of the CEHRD, has a doctorate degree in inclusive education. As she already had such a high-level of expertise, this participant did not personally feel that the foundational level IED course provided her with much new information. She expressed that the content the group included in the ten-year ESP, are issues she would have included regardless of the course. This specialized profile is quite rare within the ministry—the majority of the other government colleagues working in inclusive education had practical field experience, but lacked formal academic training. The impact of the IED course in this outcome is therefore related to the team's cohesion and the capacity development of the other government officials within the TWG, rather than crediting the course with the inclusion of these issues in the plan. However, as pointed out by one of the substantiators,

¹⁶ The IE Technical Working Group included individuals from the FCDO, Royal Norwegian Embassy, World Bank, and the World Education and Humanity & Inclusion non-profit organizations.

considering the frequent turnover in Nepal (discussed below) it is crucial that the other government officials also have sufficient capacity in these issues.

Another huge hurdle in Nepal is the current transition to a decentralized structure. According to one of the substantiators “with decentralization, the inclusive education section has gone from being a prime player with a large number of staff to a very small part of the government.” The central-level inclusive education staff at the CEHRD has been reduced to three individuals and provincial and local levels are also very understaffed, largely lacking the technical expertise to implement inclusive education practices. The central-level actors in the Nepal course team are therefore not in the position to make the same type of direct changes as was seen in the much smaller countries included in the harvest.

A related challenge is the frequent turnover of staff in Nepal. In the period since the end of the course, three of the government course participants changed positions and one of UNICEF participants is no longer working in the country. The UNICEF participant had mentioned that the course helped her build a stronger relationship with the government colleagues, but she was not able to stay long enough to foster it. The transfers included the Under Secretary for the CEHRD who was one of the co-leads of the TWG and was also the leader of one of the Nepal course teams. It was mentioned that there was hope for potential to further develop this individual’s capacity and his departure may have prevented more outcomes linked to the course.

Another difference between the outcome harvest teams is that Bhutan and the Maldives only had one country team in the course, while Nepal had two. The composition of the two course teams was cited as less conducive to a harmonized and joint approach among the Nepal colleagues. Originally the Nepalese government had appointed participants to the course based on political considerations, but as this did not include the members of the Thematic Working Group, it was requested for additional participants to be added. It was suggested that this potentially caused some tension between the participants.

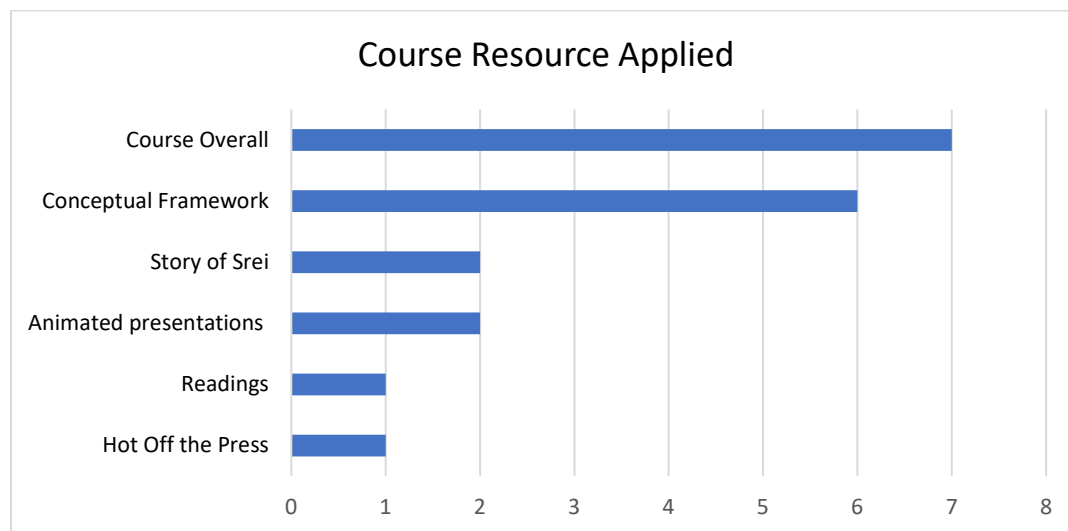
Lastly, it should be mentioned that only four of the government Nepal participants out of the eight participated in interview sessions for the evaluation, so it is possible that other outcomes resulted from the course that were not able to be captured in this evaluation.

Question(s) 3: How did the course resources/activities contribute to outcomes? How could the design of the course be further improved?

The last evaluation question focuses on the course design; including specifically which resources from the course contributed to the outcomes, how the course was applied, and what could be improved in future versions of the course.

Course resources and modules applied

Figure 7: Course Resource Applied



“The Course Overall” was the most often cited by participants as the main contribution to outcomes, meaning that it was the combination of all of the aspects of the course that influenced the change, rather than a particular resource or activity. The cumulative experience of the course provided the participants with a better understanding of gaps in their countries’ system (Outcome 4); increased their capacity to advocate for disability-inclusion (Outcomes 2, 4, 5); made them more aware of disability-inclusive issues (Outcomes 5, 11); informed a new understanding of inclusive-education (12) and increased their team cohesion (Outcomes 1, 12).

In terms of specific resources cited, **the Conceptual Framework was particularly impactful**, contributing to six outcomes and centering as the main course contribution in several outcomes in both the Maldives and Nepal. For example, in Outcomes 1,2,3 from the Maldives the Conceptual Framework was used as a key reference document, guiding the revision of the Inclusive Education policy, the design of the model school concept and the revision of the teaching training modules. It was mentioned that the Framework “was eye-opening for the Maldives Department of Education.” Likewise, the Conceptual Framework was an important “reference point” for the Nepalese participants in the Technical Working Group during the drafting of the Inclusive Education Approach Paper.

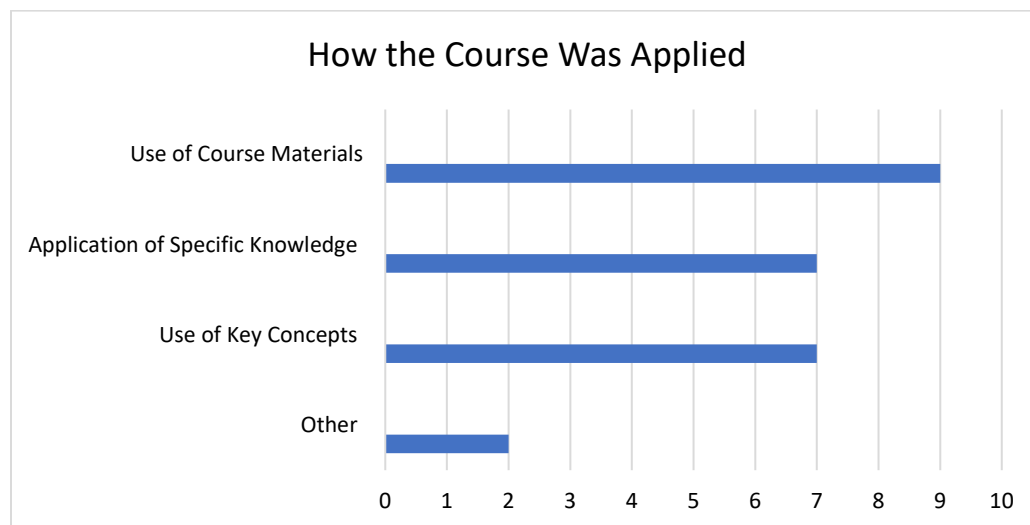
Other pinpointed resources included the Story of Srei video, the animated PowerPoint presentations, the Hot Off the Press case studies and the course readings. It should also be mentioned that as the evaluation took place over a year after the course, the participants were not always able to remember specific resources utilized, so it is possible that there were additional course resources and activities that impacted these outcomes.

As for the course modules, **Module 2**, which covered disability-inclusive education sector analysis, was most often explicitly mentioned in the outcome statements, referenced three times (Outcomes 6,7,8). The Conceptual Framework was presented in Module 2, so although not specifically cited, Module 2 resources were also utilized in five other outcomes (1,2,3,12,14). Modules 1 and 3 were both specifically cited twice: Module 1 content was applied during the Bhutan teacher training modules revision and in-house capacity development, along with content from Module 2 (Outcomes 6 and 7) as these modules covered the topics that were most relevant for teachers. While Module 3, which was focused around

strategic planning, was most useful for the Chief Programme Officer in making adjustments to programming in his division (Outcomes 9 and 10).

How was the course applied?

Figure 8: How the Course Was Applied



All of the main dimensions of the course—the specific knowledge, overarching concepts and course resources— were frequently applied in the outcomes. The use of course materials, defined as the direct use of course materials in participants’ professional practice, was the most common way that the course was applied, mentioned in nine outcomes. This included the utilization of the Conceptual Framework, as well as the PowerPoints, Story of Srei and reading materials. The wide use of course materials was also reflected the survey, where 80% of respondents indicated that they had *shared* the course materials and resources since the end of the course, often with colleagues and education officials at department level, as well as with teacher trainees and other teachers.

Application of specific knowledge, meaning application of course knowledge, examples and practices, was particularly frequent amongst the teacher training related outcomes. While the **use of key concepts**, defined as applying overarching key ideas, principles and definitions learned from the course, was the common application in the individual-level outcomes.

In addition to the expected ways that the course was applied, **the experience of working in the course team** was another dimension that impacted several of the outcomes. Working closely with the colleagues from the Department of Inclusive Education allowed the Maldives UNICEF Programme Specialist to have a deeper understanding of the internal disability-inclusive issues (Outcome 4). While the shared experience of taking the course together allowed the Nepal course participants to be on the same page and work more cohesively during the development of the 10-year Education Sector plan (Outcome 14).

Suggestions for Course Improvement

Suggestions from Interviews

Participants in the interviews and focus groups generally expressed their overall appreciation of the course, including how comprehensive it was, the quality of the resources, the support of the course team and instructors and the usefulness of the coaching sessions. One UNICEF participant described the course as a “crash course on conducting an ESA”—the course was considered to be very practical and relevant, particularly for policy planning processes.

There were requests for **more face-to-face interactions**, more **realistic expectation of the time** it took to complete the course assignments and **more time for questions to be answered during the webinars**.

Almost every participant in the interviews expressed **interest in a more advanced follow-up course**, with a higher level of knowledge and specialization. For example, on how to develop a disability-inclusive database, how to analyze data, and how to have more investment funds.

It was also recommended to have focal point engagement on the decision of who is best suited to participate in the course. Several of the Nepal colleagues also discussed their issues with the language barrier and preference for having the training in their local language.

Suggestions from the Survey

Respondents to the post-course survey also provided suggestions for how the course and support activities could be improved, both during and after the course. The major suggestions for improvements during the course were to include **more field experiences, more discussion and interaction, and sharing best practices**. For after the course, it was recommended that course resources should be kept available and additional support provided such as consultations with IIEP experts, a refresher training and as mentioned by the participants during interviews, follow-up courses that go beyond introductory content. It was also suggested that examples of how participants are currently implementing what they learned in the course could be shared on the learning platform.

Suggestions for during the course:

- Include field experiences;
- More discussion and interaction;
- Sharing best practices

Suggestions following the end of the course:

- More learning resources should be made available on the IIEP platform;
- Course graduates should be able to access IIEP resource persons for expert consultations on disability-inclusive program planning and implementation;
- Provide refresher training, preferably face to face;
- More follow-up courses should be developed in a phased manner, as just an introduction to the topic is not adequate;
- “Share examples of how the course participants are implementing this online course in their respective areas (like policy making, planning, curriculum developers, teacher trainers) on the common course platform with the help of case studies, videos/ppts” etc.;
- Provide a hard copy of the course certificate;
- Allow participants the opportunity to visit IIEP in person

Other key actors the course/support activities should target

Additional actors in the field of disability/inclusive education in participants' countries that they thought the course and follow-up activities should target included:

- Teachers (including pre-school and primary levels and special educators) (4)
- Parents (2)
- School principals (2)
- UNICEF staff (2)
- Education Ministry officials at all levels (national, state, local) (2)
- Health sector (2)
- Local government/ personnel working at local level (2)
- Other governing bodies (2)
- Universities/technical institutions (2)
- Teacher training institute faculties (1)
- Every educational body/institute/school (1)
- Minister and Secretary of Special Education (1)
- District Education officers (1)
- Policy makers (health sector and education) (1)
- Key functionaries at planning and management level (1)
- Ministry of Social Justice and Empowerment (1)
- Government personnel (1)
- Stakeholders/departments related to education (1)
- NGO sector (1)
- Community workers (police, front line helpers etc.) (1)
- Persons with disabilities (1)

*The numbers above refer to the amount of participants who indicated the response in their survey.

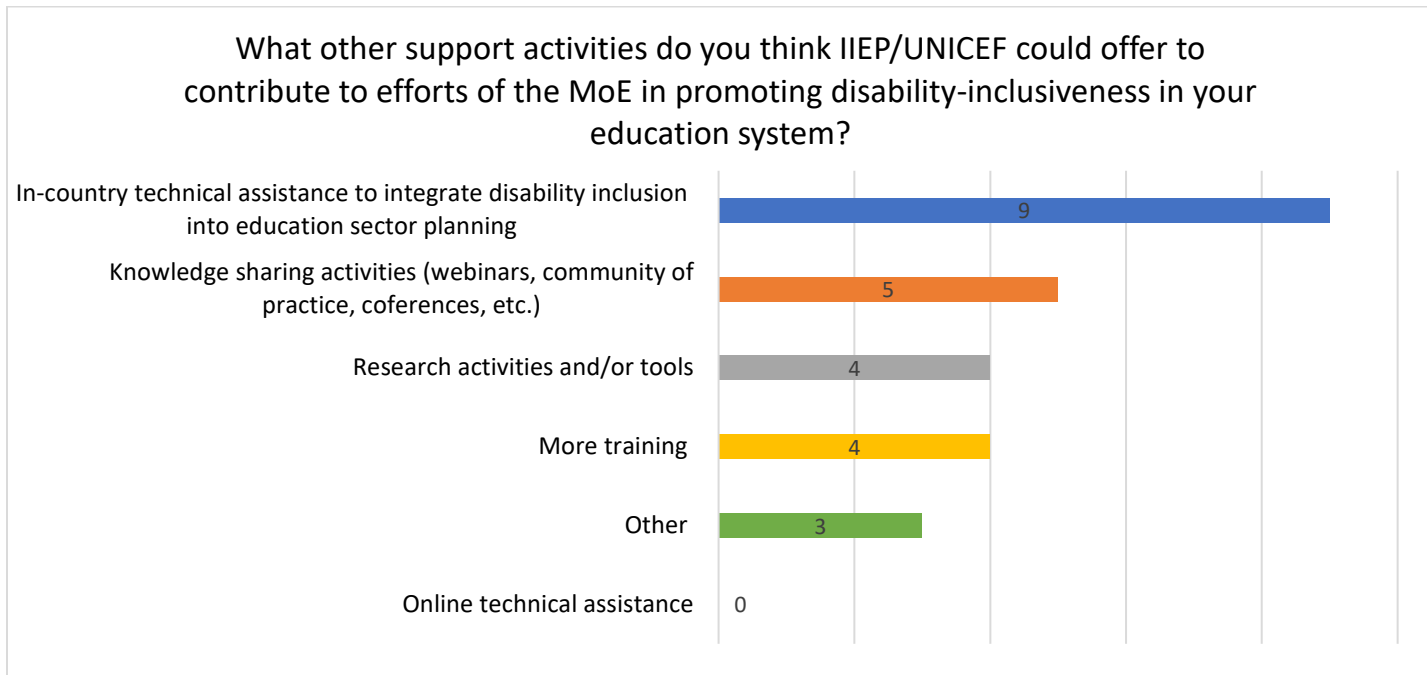
Additional support activities

According to the survey, the **most desired type of support activity** that IIEP/UNICEF could offer to contribute to efforts of the Ministry of Education in promoting disability-inclusiveness in participants' education systems **was 'in-country technical assistance to integrate disability inclusion into education system planning,'** which was selected by 36% of respondents. Twenty percent of respondents indicated they want '*knowledge sharing activities*' and 16% would like '*research activities and tools*,' and *more training*. In line for the strong preference for face-to face interactions, no respondent selected '*online technical assistance*.'

Three individuals selected 'Other':

- "Above all a physical experience"
- "Build capacity of partners on curriculum, teaching-learning materials and methods, assessment approaches adaptations with reasonable accommodations for children with disability"
- "Basically, in all segments, IIEP-UNICEF should support."

Figure 9: Additional Support Activities



Comparison to the Previous Course Evaluation

An Outcome Harvest was conducted as part of the evaluation of the first iteration of the IED course, held in Eastern and Southern Africa, September-December 2019. The results of the evaluations are in many ways strikingly different; there were considerably more outcomes collected during the first harvest, 47 across four countries, an average of 12 per country. While in this present Outcome Harvest, just 14 outcomes were collected in 3 countries, for an average of 5 outcomes per country. The outcomes in the first Harvest were much more diverse, spanning 12 areas of change, including curriculum, data, learning support/materials and infrastructure—areas in which no outcomes were collected during this harvest. The contribution ratings in the first harvest were also higher overall, 13 outcomes were attributed “very great” contribution ratings, while not a single outcome received this rating in the present evaluation. At first glance, the IED course appears to have been much more impactful in Eastern and Southern Africa than it was in South Asia.

Some of these differences can be attributed to methodological aspects, including the number of participants that partook in the evaluation, as well as the time they were able to devote to the focus groups and interviews. The Maldives and Bhutan teams had only four participants (in addition to the UNICEF member) that took part in the course, and three of these four participants were able to partake in the focus groups. While the Nepal course team had eight government participants, only two took part in the focus group and two in individual interviews. In comparison, seven Eswatini participants took part in focus groups/interviews; six Malawi participants; five Namibia participants and four Kenya participants. Naturally, the more people that take part in the evaluation, the more potential outcomes there are to be collected.

Additionally, all of the participants in the first evaluation were willing to partake in two separate focus group sessions, while the participants in the current evaluation could only commit to one. While this did not appear to have a large impact in Bhutan or Nepal, who expressed that they had no more outcomes to share, the Maldives participants did say that they potentially had additional outcomes to include. While they agreed to do so remotely, they unfortunately did not follow through after multiple attempts. If two focus group sessions had been held in the Maldives, there would therefore likely have been at least several more outcomes collected.

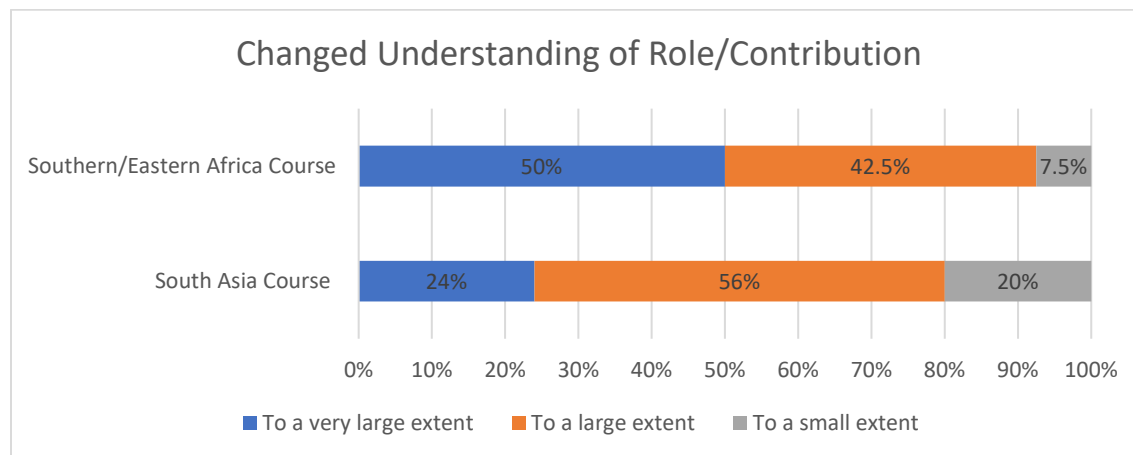
However, the differences in number of participants and time devoted to the evaluation does not account for all of the differences in results. The profile of the participants was also likely a major contributor to the courses’ respective impact: many of the participants in the first course Outcome Harvest, were not directly working on Inclusive Education. This was particularly the case of the Eswatini and Malawi teams. The Eswatini course team was made up of inspectors for ECE, primary and tertiary levels and two individuals working in EMIS; most had little exposure to disability-inclusive education concepts prior to the course. Malawi’s course team likewise had participants from the Directorate of Teacher Education and Development, again a department not specifically related to disability-inclusive education. This left more opportunities for new IE initiatives to be implemented in diverse departments, and a possibility for a higher relative impact of the course.

The general reactions of the participants during the first outcome harvest implied a higher level of enthusiasm about the course and a newfound motivation to work on disability-inclusive issues that was not present to the same level in the current evaluation. Again, it is understandable that participants who were being exposed to new ideas would feel more excited and inspired compared to those who had

already been working in disability-inclusive education for years. The survey results reflect this, as shown in Figure 10, with 50% of survey respondents from the first course indicating that the course had changed their understanding of their own role and contribution to making the education system more exclusive to a very large extent, compared to 24% in the South Asia course.

To a certain extent, how the course influenced an individual also depends on the individual themselves—some will be inspired in ways that cannot necessarily be predicted. This was mentioned by a course participant who is the father of a child with disability, reflecting that this work requires passion.

Figure 10: Comparison to Previous Evaluation- Changed Understanding of Role/Contribution



The relative timings of the courses, in relation to the Covid-19 pandemic, also likely influenced the course’s impact. A hypothesis presented in the first evaluation was that the course finishing in March 2020, just as the global Covid-19 pandemic was starting, actually provided more opportunities for course application because there were many fast-moving emergency programs being put in place. As governments scrambled to institute distance-learning, provide students with support materials and establish school-reopening procedures, the course participants had the chance to advocate for students with additional learning needs and implement new inclusive initiatives. Indeed, there were twelve Covid-19 related outcomes in the first evaluation, many of which involved learning and support materials. By the time the South Asia course was held in September 2020, there were not nearly the same level of new Covid-19 responses being implemented. A follow-up survey and/or interviews with participants from the first course iteration on the types of inclusive education interventions that they have implemented since the evaluation and their viewpoint on Covid-19’s influence, could be a possible way to validate this hypothesis.

The differences between the results of the two evaluations are therefore both related to methodological aspects of Outcome Harvesting and an actual difference of course impact, which can be attributed to a variety of factors including participant/course team profiles, individual motivation, global circumstances and country-level contexts.

Conclusions and Recommendations

Key takeaways

Overall, the IED course was found to have successfully contributed to improvements in participant's inclusive education systems, influencing both individuals' professional practices in disability-inclusive education as well as contributing to changes in participant's institutions including in areas of policy, teacher training, resource advocacy, programming and the establishment of inclusive schools.

In terms of the individual-level impacts, the course has a positive effect on the majority of participants' professional practice —88% of survey respondents felt that the course helped them improve their professional practice in the area of disability-inclusive sector planning. According to the survey, participants most often applied what they learned in the course during the **development of plans and policies on disability-inclusive education** and in **teaching practices and trainings**, which was also consistent with the findings of the outcome harvest. Most of the participants were already motivated to work on disability-inclusive issues prior to the course, but the course did succeed in increasing the motivation of 75% of respondents who were not already very motivated. The vast majority of respondents whose motivation increased were not working specifically on disability-inclusive issues (83%).

Around 80% of survey respondents found that the course helped change their understanding of their role and contribution to making the education system more inclusive and 92% indicated that it contributed to increasing the focus on children with disabilities in their work. The individual level outcomes show evidence of these changes, with participants now advocating for these issues in their work; approaching everything with a disability-inclusive lens; increasing the focus on disability-inclusion issues; being more confident to carry out their duties in inclusive education and understanding disability-inclusion from a new perspective. While these impacts appeared greater on individuals who had less exposure to working in disability-inclusive education, it was nevertheless still successful in changing the perspective of some participants who had years of practical experience on these issues, such as the head of the Bhutan SEN/ECCD division.

The types of outcomes and the level of the course's impact greatly varied between the countries, affected by factors such as the team's cohesion; leadership within the course team; timing of policy planning processes; participant profile; country socio-political context; and the motivation of individual participants. This evaluation demonstrates that there is no single element that can be pinpointed in isolation as leading to higher level outcomes, but it is rather the **interplay of all of these factors that determines how and to what extent the course will lead to institutional-level changes**. However, the cohesiveness of the team and the ability of participants to continue to collaborate together after the course does emerge as a particularly strong enabling component.

In the Maldives, the main contribution of the course was supporting inclusive education initiatives underway within the Department of Inclusive Education, which included revision of an IE policy, development of a model IE school concept, revision of IE teacher training modules and a proposal for donor funding. All of these outcomes were considered to be a great contribution of the course and the first three highly significant, while the latter was considered medium significance. Factors that enabled the success of the Maldives team was the team's cohesiveness, as they were a tight unit from the same department; strong leadership in both the team coordinator and UNICEF Officer; a strong enabling environment for inclusive education and the small size of the country.

Bhutan’s most significant outcomes involved improvements to inclusive education teacher training modules and in-house training for faculty in one of the national teacher training institutes. Both of these outcomes were rated a great contribution of the course and medium significance. Other outcomes reported in Bhutan were related to slight improvements in programming already implemented within the ECCD/SEN Division and were considered little contribution and low significance. Again, the ability of the two participants from the college of education to work together following the end of the course and their direct access to the teacher training curriculum and faculty in a small department within the college, enabled these outcomes. Factors that potentially prohibited more widespread change in Bhutan were the lack of coordination and unity among the larger course team and that one of the four participants working within the Ministry left his position after the course.

The course’s major impact in Nepal was influencing ongoing education sector planning processes— the drafting of an Inclusive Education Approach Paper and 10-year Education Sector Plan. These outcomes were respectively rated little and moderate contribution and both high significance. The timing of the course, occurring as the TWG was already working on the ESA was particularly favourable, allowing the Nepal participants to directly apply what they learned as the course was being given and continue to use course resources to inform the planning process. Main constraining factors in Nepal were the socio-political context, including the transition to a decentralized structure and the high turnover of staff. Additionally, one of the team leaders was already an expert, with a doctorate in Inclusive Education, which limited the amount of impact the course had on her and some of the joint products.

In comparing this evaluation to the evaluation of the first version of the course in Eastern/Southern Africa, another apparent **consequential consideration is the profile of the participants** and particularly, **whether their work already focuses on inclusive education**. While it is of course important to include individuals working directly on IE with the course, new individuals being exposed to disability-inclusive education concepts has the potential to spur more diverse and impactful outcomes, introducing new IE initiatives in the participant’s particular department and field—such as curriculum, EMIS, and teacher development, which was particularly the case with the first iteration of the course.

Of the course resources, the **Conceptual Framework contributed the most to the outcomes**, often used as a key reference document, in the revision and development of IE policies, the design of module schools and revision of teacher training modules. It was also mentioned in several countries that using the CF as a guiding document allowed the course participants to be on the same page and work better together as a team. The “course overall” was also attributed to seven of the outcomes, signifying that it was the cumulative experience of the course and all its resources that led to the changes.

As far as *how* the course was applied—**the use of the course materials, application of specific knowledge and use of key concepts, were all frequently cited in the outcomes**, with the use of course materials most frequently mentioned, in nine outcomes total. The **experience of working in the course team** was another way that the course influenced outcomes, in strengthening policy planning processes and the understanding between colleagues, including between development partners and government colleagues.

Participants generally appreciated the overall course design, finding it comprehensive, relevant, high-quality and supportive. To improve future versions of the course, participants expressed an interest in increased discussion and interaction, including more face-to-face interactions, more field experiences and sharing best practices. There was strong interest in an advanced follow-up course in areas such as data

and resource allocation. The most requested type of additional support activity from IIEP/UNICEF was “in-country technical assistance to integrate disability inclusion into education system planning.”

Recommendations

❖ Participant and Country Team Selection

The results of the evaluation showed that team cohesiveness and cooperation remained a major influencing factor in the outcomes. This should therefore be considered when selecting participants, potentially favoring teams from the same department or departments that can easily coordinate. Moreover, as much as possible, the country’s specific context should be taken into account when forming the course teams, considering the areas that need increased capacity in disability-inclusive education, which may go beyond the inclusive-education and planning departments. As was seen in Nepal, central-level actors may not be the only fitting targets. Individuals who have little exposure to disability-inclusive concepts, but are in positions where they could impact inclusive-education processes (teacher training/development; EMIS; curriculum etc.) have the potential to be greatly impacted by the course. UNICEF field offices could serve as a focal point to provide guidance on the most appropriate candidates, also taking into consideration any sector-planning processes that will be taking place around the time of the course.

❖ Champion Profiles

While this is a foundational-level course, individuals who do have more expertise, such as the participant from Nepal with a doctorate in IE, have the potential to provide rich inputs and be a strong leading force in their teams. In order to not lose these profiles and still allow them to gain something from the course, a “Champion” level option could be included, with extra advanced activities. These Champion participants could also be directed to serve as a team ‘motivator,’ encouraging the other participants throughout the course and spearheading the implementation of joint-initiatives after course completion.

❖ Course Resources/Activities

Access to resources on the platform: The course resources were found to be major contributors to many of the outcomes. Access to all course resources should be kept indefinitely open, so that participants can continue to utilize the materials in their professional practices long after course completion.

Pre-phase team building exercise: Considering the importance of the team cohesion, a warm-up teambuilding exercise could be introduced during the pre-phase of the course. This could allow the country team participants who are not already working with one another to start building a relationship, and set their joint expectations and goals for the course.

Increased interaction: Participants particularly appreciated moments of direct interaction with the instructors. The course team could consider allocating more time for direct questions during the webinars, as well as opportunities for group discussions.

Realistic time expectation: While participants appreciated the high expectations for quality assignment submissions, a more realistic estimation of the time it takes to complete assignments would allow them to better balance the course and their other professional responsibilities.

Examples of course application: As was requested in the survey, examples of how former course participants are implementing the course could be featured on the course platform. The results of these

two evaluations could be utilized to showcase the diverse outcomes and former participants could even be interviewed on a webinar or pre-recorded video, discussing their initiatives. This would potentially be very motivating for the course teams, giving them ideas and inspiration for implementing changes in their own departments.

❖ **Formalized Goal-Setting**

In order to capitalize on the participants' motivation to work on inclusive education issues at the end of the course and encourage continued cooperation among the course team, one of final course activities could include a formal planning exercise. The participants could work together in their country teams to map out how they want to apply what they learned in the course and in what ways they could continue to collaborate. This could include pinpointing major initiatives that they want to prioritize and objectives they hope to achieve. The UNICEF team participant and/or Country Team leader could be designated as a point person, to follow-up with the team and provide accountability. This would also be a very useful input for an eventual post-course evaluation or outcome harvest.

❖ **Post-Course Follow-Up**

In view of the strong interest for a more advanced inclusive-education course, it is recommended to consider an advanced level course that would go in-depth into specialized areas, such as inclusive education data collection and analysis or lobbying for funds.

IIEP, UNICEF or other partners could also offer follow-up technical assistance in the course countries, or offer consultations with disability-inclusive experts, to continue to build upon the relationships already established during the course and provide participants with further targeted support.

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Annex 1: Users and Uses of Evaluation

Data collection method	USES	PRIMARY USERS			SECONDARY USERS				
		TEP Course Team (including UNICEF, HQ, TEP, instructional design team)	TEP Head	Training M&E Committee	IIEP board	IIEP Mngt team	UNICEF HQ + regional offices	National commissions	FCDO (DFID)
Outcome harvesting Survey	1. Learn about the effects of the disability course, both in changing professional practice and attitude, and in effecting organizational and institutional change.	X	X	X	X	X	X	X	X
Interview questions Survey	2. Learn about the strengths and weaknesses of the course design, in relation to achieving longer term outcomes. This will be used to adjust and improve further offerings of the course.	X	X						
Outcome harvesting	3. Learn about whether the outcome harvesting method is useful for TEP, and how it could be applied for future courses.	X	X	X	X	X			
Outcome harvesting Survey	4. Accountability to Member States and donors, IIEP board, general public.		X		X	X	X		
Outcome harvesting Survey	5. Share findings with others (donors, Member States, IIEP board, general public) to convince them about the value of this course and other training offers.	X	X		X	X		X	

Annex 2: Overview of the Evaluation Design and Process

Following the outcome harvesting methodology, this evaluation included six major phases:

1. **Harvest design** (October - November 2020—*conducted during first course evaluation*): A small user committee of six members¹⁷ was formed, in order to coordinate the evaluation and ensure that it was utilization focused. As the first step of the harvest design, the user committee determined the main uses of the evaluation as well as the primary and secondary users (Annex 1). The committee then validated the evaluation questions, and drafted data categories for each evaluation question, which would be used to classify the outcomes once they were harvested (phase 5) to help detect trends and patterns and answer the defined evaluation questions. The user committee also decided on the criteria for countries to be included in the evaluation.

2. **Review documentation** (October 2021): This short phase consisted of extracting possible outcomes from the participants' surveys and learning journals (an activity from the course). These possible outcomes were then verified during the informant engagement stage (phase 3).

3. **Engage with informants** (November 2021-January 2022): This crucial step involved the consultant directly engaging with human sources to formulate outcomes. For this evaluation, both focus groups and individual sessions were conducted over video-conferencing, with participants from the three target countries who had completed the IED course. Participants in the focus groups worked in country teams to draft outcome statements containing: a description of the change that had occurred; the significance of the change; and how the IED course contributed. During the individual sessions, participants reviewed the outcomes from the group sessions, provided any additions and then drafted their own outcome statements.

4. **Substantiation of outcomes** (January-February 2022): In order to improve the validity of the evaluation, several members of the user committee selected a sample of outcomes (7 of the 14) to be verified by external substantiators, who are independent from the course but knowledgeable about the changes that occurred. Substantiators were asked to verify the outcome statements from their country of expertise, by designating to what point they agree with each part of the statement (fully agree, partially agree, disagree, do not know) and to provide any additional comments. All 7 outcomes were substantiated. The full results of the substantiation can be found in Annex 4. Participants and substantiators were also requested to provide any supporting documents for the outcomes, which further informed the substantiation process.

5. **Analysis and interpretation** (January-February 2022): This step included organizing the harvested outcomes in an excel database according to the categories defined in the harvest design, so that the evaluation questions could be answered and harvesters could interpret and draw conclusions about the results. Initial results and a first draft evaluation report were shared and discussed with the user committee.

6. **Support the use of findings** (February-March 2022): This last step included discussions among members of the user committee on how best to present the outcome harvest results considering its uses and users. This led to revisions of this final evaluation report so that it was accessible and useful to a wider external audience as well as for IIEP's internal purposes.

¹⁷ The user committee included: Mioko Saito (IIEP Training and Education Programme -TEP- unit Head), Jennifer Pye (TEP), Jimena Pereyra (TEP) Stephanie Leite (TEP), Anna Haas (Technical Cooperation unit) and Hannah Maddrey (consultant).

Please note that all informants—in the focus groups and individual sessions—were individuals who had completed the IED course. Substantiators on the other hand were independent from the IED course, but knowledgeable about the sector.

Outcome Harvest Focus Group and Individual Session Participants

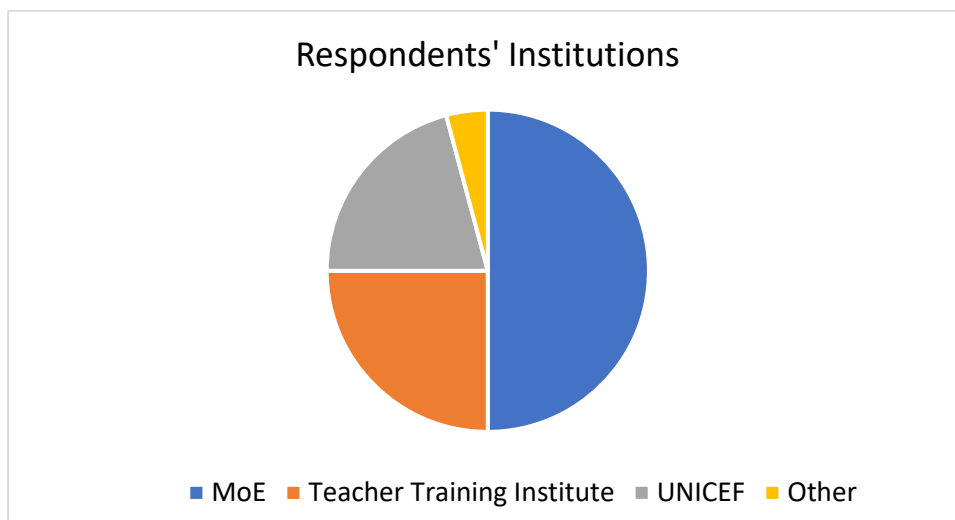
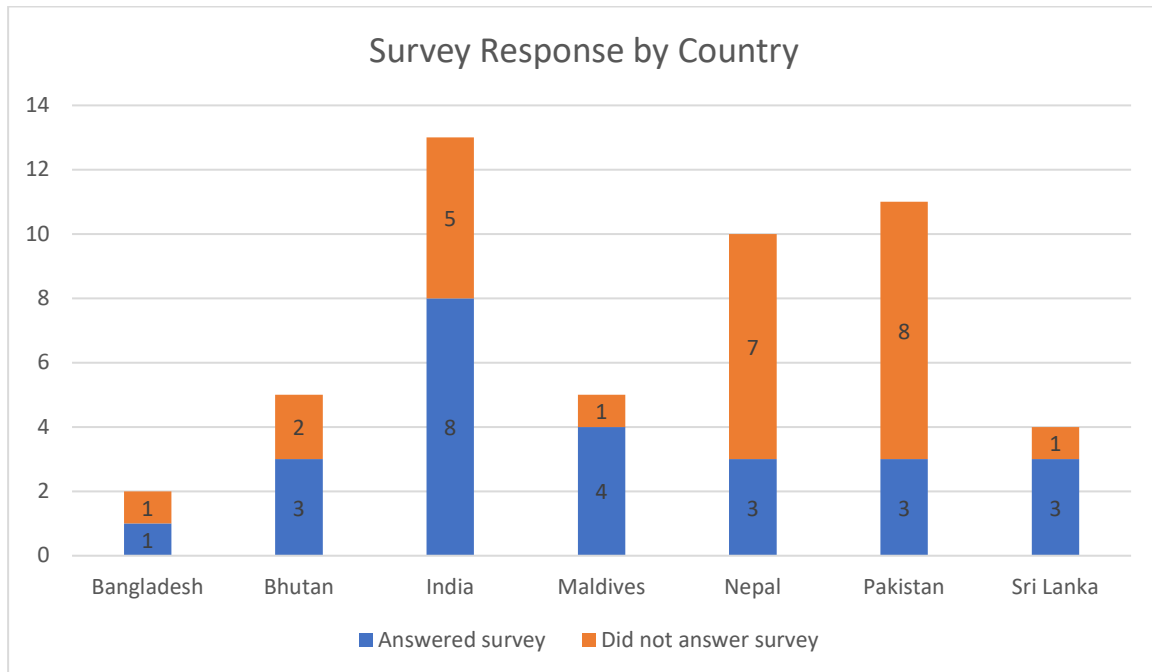
Country	Name	Position
Maldives	Adhila RUSHDHEE	Education Development officer - Department of inclusive education (DoIE)
	Fathimath AZNA	Education Development officer - Department of inclusive education (DoIE)
	Anula SALEEM	Education Development officer - Department of inclusive education (DoIE)
	Mazeena JAMEEL	UNICEF Program Specialist, Education and WASH
Bhutan	Sherab PHUNTSOK	Chief Programme Officer, Early Childhood Care and Special Education Need Division
	Khandu DORJI	Lecturer, College of Education, Paro
	Tenzin Choden LEKPHELL	Assistant Lecturer, College of Education, Paro
	Bishnu Bhakta MISHRA	UNICEF Education Officer
Nepal	Divya DAWADI	Director of Inclusive Education- Center for Education and Human Resource Development (CEHRD)
	Narad DHAMALA	Section Officer- Center for Education and Human Resource Development (CEHRD)
	Kumar BASNET	Education Review Office, MOEST
	Manuja BARAL	Section Officer Center for Education and Human Resource Development (CEHRD)
	Lyndsay Rae MCLAURIN	UNICEF Nepal Education Specialist* (*at time of course- currently at UNICEF EMOPS)
	Jimmy OOSTRUM	UNICEF Nepal Education Specialist

Substantiators

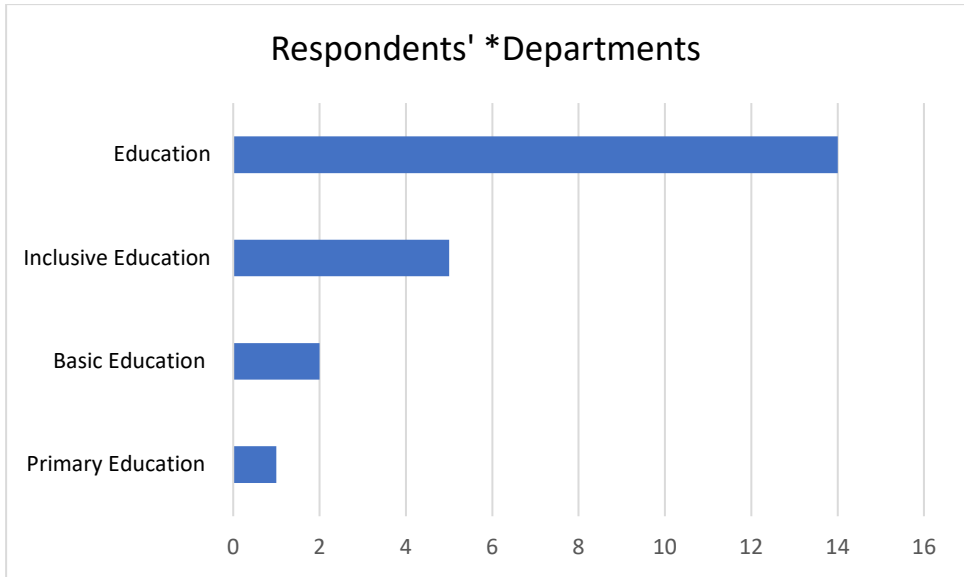
Country	Organization
Maldives	Ministry of Education- Department of inclusive education (DoIE)
Bhutan	Paro College of Education
Bhutan	Paro College of Education
Nepal	World Education Nepal
Nepal	Humanity & Inclusion Nepal
Nepal	FCDO

Annex 3: 10-Month Follow-up Survey

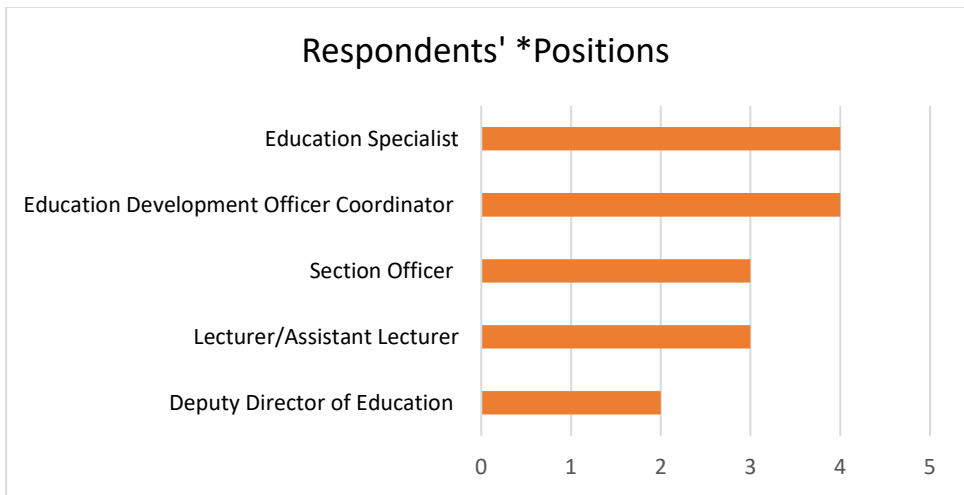
The following graphs display the responses from the post course evaluation survey, conducted in September 2021, ten months after course completion. The survey was sent to 50¹⁸ participants who completed the course, of which 25 responded, thus a 50% participation rate.



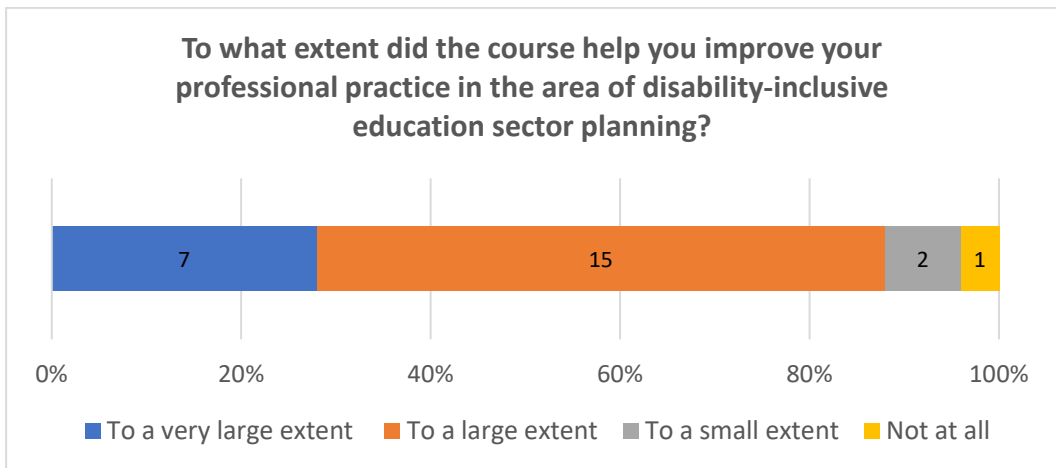
¹⁸ Please note that the survey was not sent to the Afghanistan course participants due to the geopolitical instability at the time the survey was issued.



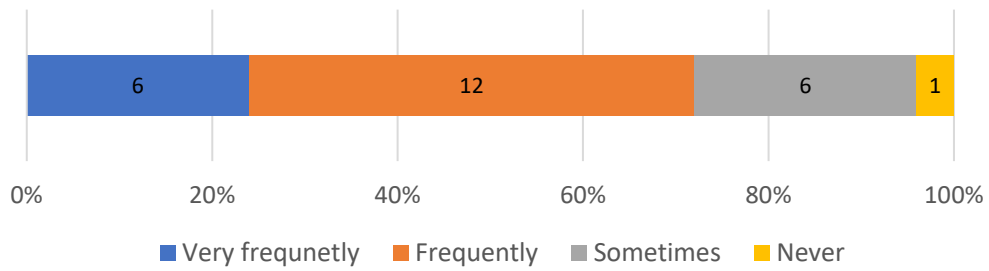
*Most frequently cited



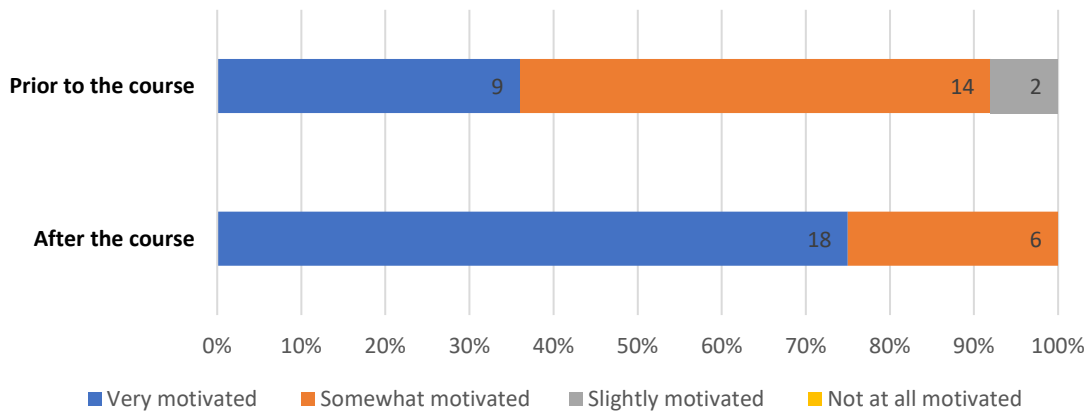
*Most frequently cited



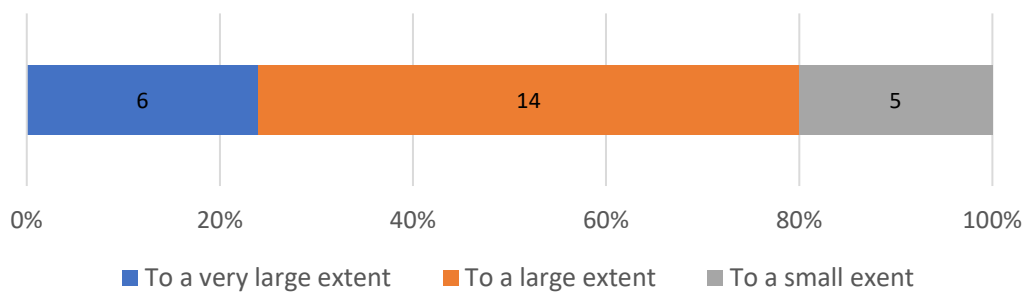
Since the end of the online course, how often have you applied what you learnt in the course in your work?

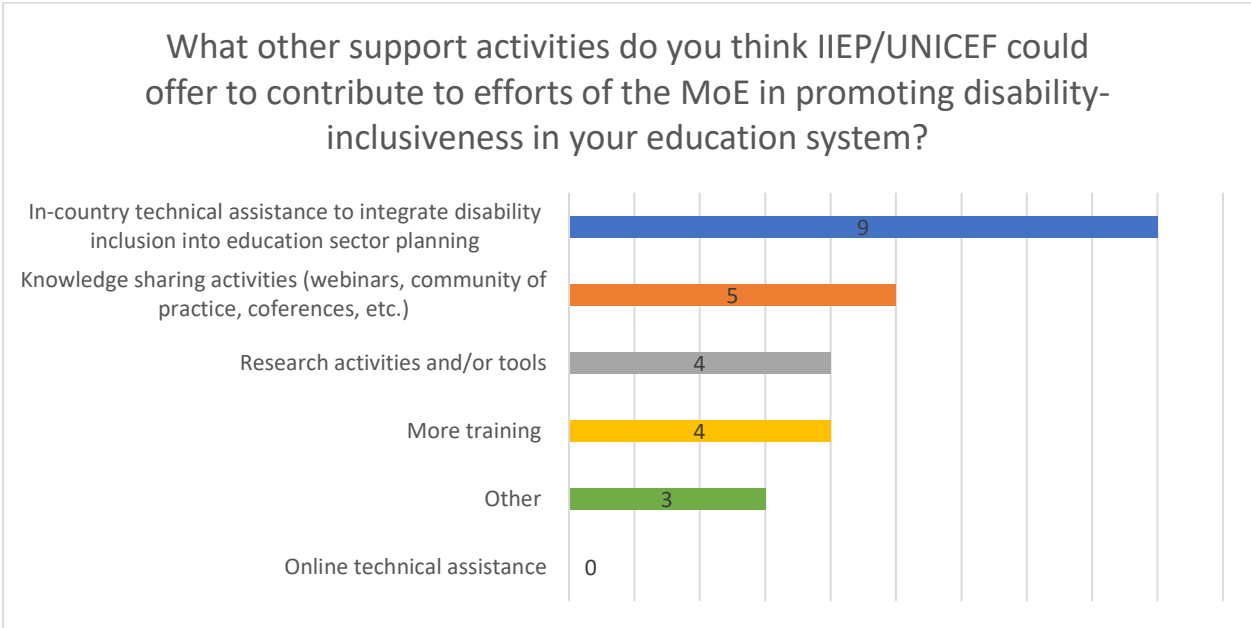
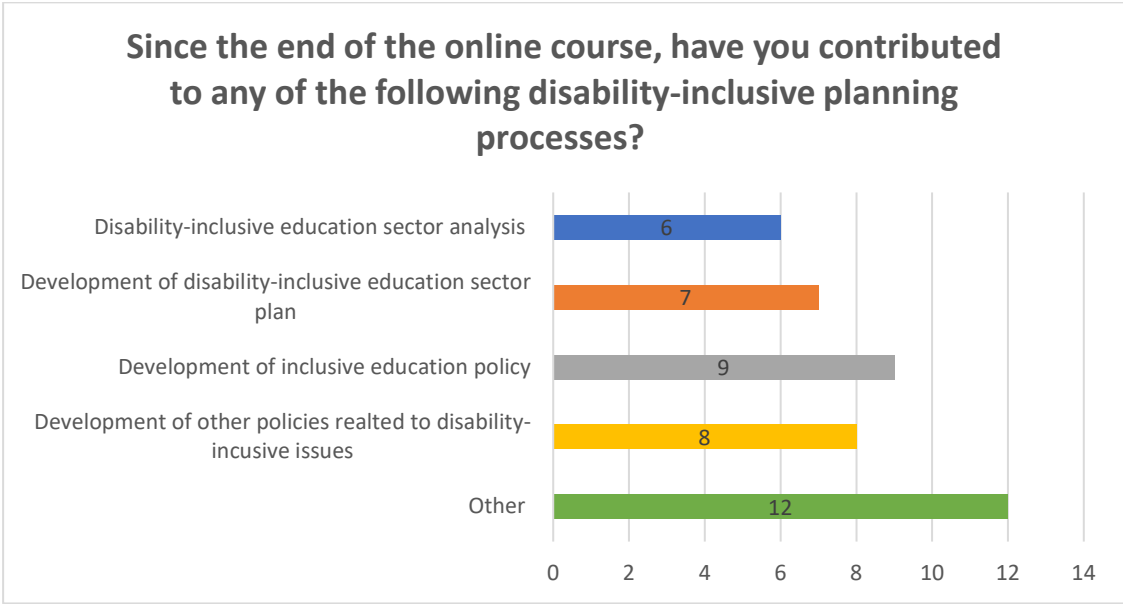
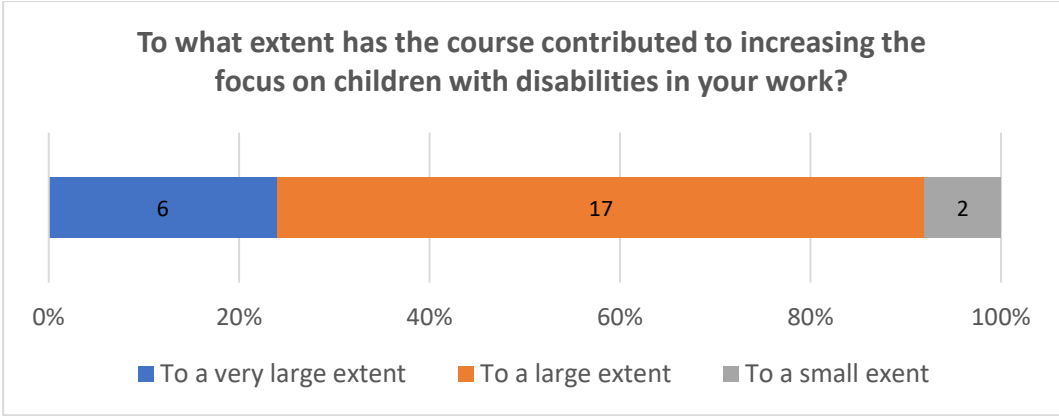


Please rate your motivation to work on disability inclusive issues, both prior to and after the course:



To what extent has the course changed your understanding of your own role and contribution to making the education system more inclusive?





Annex 4: Harvested Outcomes

		Outcome Description	Significance of the Outcome	Contribution of IIEP	Ratings	Substantiation Results
1.	Maldives	In November 2021, the Maldives Department of Inclusive Education revised their IE Policy according to the UNESCO/UNICEF Inclusive Education Framework. The department is currently developing a roadmap to implement the IE Policy in schools.	The IE was revised to be in line with the new Education Act (which was implemented in August 2021). The new IE policy, when implemented, is envisaged to help overcome accessibility barriers currently faced in schools including infrastructure, learning resources and human resource capacity. The previous IE policy was based on a medical model of special education, while the new policy will apply universal learning and teaching practices, mainstreaming inclusive education. Assessment will now be learning focused and differentiated.	The UNESCO/UNICEF Inclusive education framework was eye-opening for all the course participants from the Maldives Department of Inclusive Education and the team used the dimensions of the framework to guide the overall revisions of the IE policy and to design further actions more efficiently. Utilizing the Conceptual Framework allowed the process to be more objective and increased the cohesion of the team during the revision process.	Great Contribution High Significance	Outcome fully substantiated
2.	Maldives	In January 2021, the Maldives Department of Inclusive Education developed a concept for designing IE model schools and regional resource schools 'Shaamilu Veshi' in which more accessible components and a disability-inclusive learning environment are to be established.	These schools will be accessible to all learners by developing school infrastructure, assistive technology and support teachers. All learners will have the opportunity to attend mainstream classes that apply Universal Design for Learning as the main teaching strategy and both Special Education and Mainstream teachers will work collaboratively to support all students. Alternative learning pathways have also been developed, to help students cope with the main curriculum, and allow them to develop specialized skills. Previously classes were segregated and there was no collaboration between general and special education teachers. Students in mainstream classes were also not provided any special support. This project was part of the government MoE policy pledges; the concept will first be piloted in two regional schools and then will be scaled up, with UNICEF support.	The overall resources of the IED course helped guide the course participants from the Maldives Department of Inclusive Education in the design of the model school concept. In particular, the DIEF dimensions were incorporated in the Shaamilu Veshi concept. The Education Development Officer Coordinator was the coordinator of the project, and all of the other course participants within the Department contributed. The course provided the participants with increased capacity to conceptualize the concept and advocate for disability-inclusion.	Great Contribution High Significance	Outcome fully substantiated <u>Supporting documentation:</u> <i>Universal Design School Project Proposal</i>

3.	Maldives	In October 2021, the Maldives Department of Inclusive Education commenced a project, with the help of UNICEF, to revise the IE teacher training modules conducted at colleges and universities in the Maldives.	Previously the teacher training modules were very subject-matter focused, and inclusive education was only covered in specialized courses. It is currently being recommended that inclusive education concepts and practical knowledge be included in all pre-service teaching courses, across all universities and training institutions. This will allow all of the pre-service teachers in the country to be trained on a genuine inclusion model with the proper knowledge and skills required to move from segregation to a more inclusive model of education.	<i>While revising the teacher training modules, the course participants from the Maldives Department of Inclusive Education gave a huge focus to the dimensions of the DIEF supply dimension, which emphasized developing human capacity. The case studies that were delivered during the course were also eye-opening to the participants, demonstrating the importance of pre-service training when moving from a system of segregation to mainstream inclusive education and providing examples of what other countries were doing. While it had already been planned to revise the IE modules prior the course, these resources from the course gave the participants practical examples and ideas of how to implement it.</i>	Great Contribution High Significance	Outcome fully substantiated
4.	Maldives	In December 2021, UNICEF Programme Specialist in Education submitted a proposal for donor funding, for addressing the bottlenecks of disability-inclusion in the Maldives, covering all aspects of disability inclusion.	The bottlenecks mainly refer to deficiencies in resources and capacities, such as disability-inclusive infrastructure, teaching and learning resources, teacher training, materials etc. The proposal is a request for a \$4 million grant to address all of these areas at the same time, in order to provide a holistic response to disability inclusive education in the Maldives.	The course overall and working closely with the colleagues from the Department of Inclusive Education during the course, provided her with a deeper understanding of the gaps in the system, the internal issues, and how they can be addressed. The knowledge she learned from the course gave her the confidence to advocate for disability-inclusion and pitch for resources.	Great Contribution Medium Significance	N/A
5.	Maldives	Since early 2021, the UNICEF Programme Specialist in Education has increased the focus on disability-inclusion in her work and is now approaching everything with a disability-inclusive lens.	She is bringing this disability-inclusion focus to many aspects of her work, including in skills and employability and technology for disability-inclusion. In doing so, she is moving UNICEF's disability- inclusive agenda forward. For example, when leading a focus group discussion on skills and employability, she invited two individuals with disabilities to be part of the discussion, which is not something that she would have done prior to the course.	The overall course resources and the concepts learned in the course have allowed the UNICEF Programme Specialist to be both consciously and subconsciously aware of disability-inclusion. The course made her mindful of the human rights angle of disabilities and inspired her to advocate for these issues in her work.	Great Contribution Medium Significance	N/A

6.	Bhutan	Around July/August 2021, the two lecturers from Paro College of Education who attended the IED course made recommendations and brought significant changes to the inclusive education modules as they reviewed and updated them with relevant and important information.	The inclusive education modules are for pre-service teachers as well as for postgraduate students taking Masters in Inclusive Education. Due to this revision, there was a significant improvement in the quality of the modules. The lecturers were able to add relevant and latest information to them.	Although the lecturers were aware of inclusive education issues, they were not aware of the data collection methods such as the use of EMIS discussed in Module 2. The course taught them the importance of data collection and different sources of data. This was then included in the module for pre-service teachers. Other content material from Module 1 and 2 were also used for the review.	Great Contribution Medium Significance	Outcome substantiated* <u>Supporting documentation:</u> "Teaching Children with Special Needs" Module Work Plan *One substantiator indicated partially agree on the Contribution, because she was not aware of the inclusion of data topics.
7.	Bhutan	In August 2021, the two lecturers from Paro College of Education conducted in-house professional development for the inclusive education faculty.	This sharing of knowledge and information provided during the in-house training from the course then cascades down from the faculty to the students including undergraduates and postgraduates, hence taking it to a larger audience. Topics such as EMIS, Framework for Disability Inclusive Education, the toolkits and the Story of Srei were covered.	While all modules contributed to this change, Module 1 and 2 specifically helped in this outcome as it covered topics more relevant for teachers. Topics such as disability-inclusive education, models of disability, disability and language, international frameworks, EMIS, Framework for Disability Inclusive Education, the toolkits and even The Story of Srei were very helpful to the lecturers.	Great Contribution Medium Significance	Outcome fully substantiated <u>Supporting documentation:</u> Workshop PowerPoint
8.	Bhutan	Around April 2021, the ECCD and SEN Division within the Bhutan MoE started monitoring the implementation of the inclusive school policy, in schools with the SEN programme.	Previously there was not much focus on monitoring school's implementation of the inclusive education policy. A strict monitoring mechanism is now put in place, and schools now have to submit reports on the policies' implementation. These school policies are very important as schools with SEN programmes have accepted children with disabilities to participate in the cocurricular activities such as games and sports. Under the inclusive school policies, all teachers will be required to support students with disabilities in these activities, not just special teachers.	Module 2, including the framework for disability inclusive education and the group activity put emphasis on monitoring the implementation of inclusive education initiatives and the importance of policy frameworks. While the implementation of the inclusive school policies in SEN programmes schools was carried out prior to the course, the department now puts an emphasis on monitoring and following up with schools on the policies' implementation.	Little Contribution Low Significance	N/A

9.	Bhutan	The ECCD and SEN Division within the Bhutan MoE coordinated exchange programmes between schools with SEN programmes and special institutes in two venues from 28th October 2021 to 30th October 2021 to learn the best practices in the respective schools.	The six schools involved in the exchange programme described the experience as eye-opening. They were able to learn inclusive education best practices from other institutions that they can now implement in their own schools.	While these exchange programmes were already in place prior to the online course, the course gave the division ideas of how to better organize and implement the programme, focusing on the actual outcomes of the visits and what schools could take back from the exchange. The animated presentations in Module 3 and the IIEP UNESCO Strategic Planning Techniques and Methods resource provided The Chief Programme Officer of the ECCD and SEN Division guidance and inputs on how to better organize the programme.	Little Contribution Low Significance	N/A
10.	Bhutan	From September-mid October 2021 the ECCD and SEN Division within the Bhutan MoE updated the guidelines and criteria for the establishment of the SEN programme within schools.	The criteria for designating which schools should have a SEN programme was revised to include consideration of the school's accessibility (infrastructure and service availability); the school's topography; and the prevalence of students with disabilities in the school. This revised criteria helps ensure that schools with SEN programmes are able to properly cater to students with disabilities.	The Chief Programme Officer of the ECCD and SEN division utilized the course resources to develop the new SEN programme guidelines, particularly the resources from Module 3.	Little Contribution Low Significance	N/A
11.	Bhutan	Following the end of the IIEP/UNICEF IED course in December 2020, the Chief Programme Officer of the ECCD and SEN division of the MoE is more confident and comfortable in directing and planning SEN initiatives within the department and now puts more emphasis on these issues.	The Chief Programme Officer can now make a bigger impact under his role. He serves as the focal point of special education in the country. Prior the officers serving under him were the experts in special education that he would refer to, now he feels confident in his own knowledge of the issues.	This course was the first formal program on inclusive education that the Chief Programme Officer had ever participated in. It provided him with a lot of new ideas and illustrated the complexity of inclusive education and the spectrum of children's needs. Both his experience of working in the division and the IIEP course have contributed to his greater confidence and knowledge.	Great Contribution High Significance	N/A
12.	Bhutan	Following the end of the IIEP/UNICEF Course in December 2020, the UNICEF Education Officer is more confident to technically undertake his ongoing work in inclusive education. For	Prior to the IIEP/UNICEF course, the UNICEF Education Officer had never undertaken any structured course on disability-inclusive education. The course was an eye-opener for him, enabling him to understand inclusive	Generally, the overall content from the IIEP/UNICEF course informed his new understanding of inclusive-education and provided him with technical knowledge.	Moderate Contribution	N/A

		example, he was able to actively participate in a two-day National Disability summit held from December 2nd-3rd 2020, providing new insights to the participants (including on the rights-based to disability inclusion and on UNCRPDs), and was invited to make a keynote speech on December 15th, 2021 at the Inclusive Education Summit on Education, Employment and Social Participation of Adolescents with Disabilities. He also shared the Inclusive Education Framework in a MoE workshop for teachers, encouraging participants to undertake actions under the eight framework lenses.	education in a different way. While he had previously thought inclusive education was only about disability inclusion, he now understands that inclusion includes all children, such as children affected by HIV/AIDs, with different gender orientations, children from nomadic communities and any child marginalized and stigmatized by society. He now has sounder technical credibility for mainstreaming inclusive education.	The Disability Inclusive Framework that he shared with partners was presented during the course, and most of the key messages he provided during the disability summit came from the course. The content for the keynote address was also derived from the IIEP/UNICEF learning experiences.	Medium Significance	
13.	Nepal	The Nepal Inclusive Education Working Group drafted an Inclusive Education Approach paper in 2020, which was further updated utilizing concepts from the UNICEF/UNESCO <i>Framework for Disability-Inclusive Education</i> in 2021.	The Inclusive Education Approach Paper provided a common understanding and concept of disability-inclusive education in Nepal, approaching inclusive education holistically, rather than through institutionalized settings. The Paper fed into the sector analysis, which informed the drafting of the national 10-year Education Sector Plan.	Three of the Nepal course participants, one UNICEF course participant and two of the UNICEF course observers were members of the Inclusive Education Working Group and contributed to the development of the paper. The material from the course, and particularly the <i>Framework for Disability-Inclusive Education</i> , was used as a reference point during the drafting. The course also provided the participants with increased validity and confidence in their work, affirming that colleagues and experts from other countries were approaching these issues in the same way.	Moderate Contribution High Significance	Outcome substantiated* <u>Supporting documentation:</u> Approach Paper Draft *One substantiator indicated partially agree on the significance, because he believes these policy documents do not necessarily lead to changes on the ground.
14.	Nepal	Throughout July 2020 to December 2021, government colleagues in the Nepal Inclusive Education Working Group worked together cohesively as a team, to include major areas of inclusion in the draft of the Nepal 10-year Education Sector Plan.	Participation in this workshop allowed identification of major key points and consensus that these key topics needed to be addressed in the sector plan. Major areas of inclusion, such as screening and assessment, teacher professional development, and the development of accessible infrastructure and learning materials were included in the sector plan draft.	Three of the Nepal course participants, one of the UNICEF course participants, and one of the UNICEF course observers were members of the Inclusive Education Working Group and contributed to the drafting of the 10-year education sector plan. While the Director of the CEHRD was already an expert on these issues, the course provided the other two government participants with the up-to date knowledge on inclusive education planning and practices to confidently participate in the development of the draft. The shared	Little Contribution High Significance	Outcome fully substantiated <u>Supporting documentation:</u> ESP DRAFT

				knowledge and experience of the course allowed the participants to work more cohesively as a team and be on the same page during the drafting process.		
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