

TEMPLATE FOR UNPRPD MULTI COUNTRY PROJECT PROPOSALS

| **Title of Project: Promoting inclusive education through accessible digital textbooks** |
| --- |
| **Duration (max. 36 months): 24 Months** |
| **Total Budget: USD 699,135 (including 7% indirect cost)**  |
| **Participating UN Organizations: UNESCO, UNICEF**  |
| **Global and Multi-Country: Kenya, Rwanda, Uganda**  |

# Executive Summary

Max 250 words.

*Please provide a short summary of the proposed intervention.*

In cognisance of the SDG 4 goal to leave no child behind in learning, and recognition that students learn differently, the “one-size-fits-all” approach to education fails to recognize the different learning styles that benefit different learners.

In keeping with Article 24 of the CRPD, and General Comment 4 of the CRPD Committee, UNICEF and partners are developing an innovative digital initiative: Accessible Digital Textbooks for Learners with Disabilities (ADT). The project aims to address one of the key barriers to inclusive education resulting from the inaccessibility of core learning materials by using assistive technology in the creation of accessible learning materials. The goal is to make textbooks in digital format available, affordable and accessible for children with disabilities and, thus, improve learning outcomes for *ALL* children. Accessible digital formats are versatile and allow users to customize and combine diverse features like narration, sign language, interactivity, audio-description of images, and other functions to suit different preferences, learning styles or access needs. Accessible digital textbooks allow children with different learning styles to access the same content, participate in the same textbook-based activities inside and outside the classroom, and have equal opportunities to achieve positive educational outcomes. Through those specialized features, printed books can be made accessible to learners who are blind/have low vision, those who are deaf/hard of hearing, those who have intellectual/developmental disabilities, learning disabilities, or those who prefer to access information in ways different from visual inputs.

This global initiative seeks to harness innovation and technology by engaging and stimulating local resources and capacity. UNESCO will also participate in this project and will support the strengthening of ICT policy architecture in the programme countries.

Kenya, Rwanda and Uganda have been strategically identified to advance current national efforts in inclusive education. This work will also build on existing activities and improve their outcomes. Hence, this project will continue the four-year UNPRPD pilot project aimed at increasing access to information and educational materials through accessible textbooks implemented jointly by UNICEF UGANDA CO and UNESCO**.** It will alsoallow the UNICEF Kenya CO to continue and strengthen the current pilot and enable Rwanda to activate the accessible publishing ecosystem and advocate for inclusive policies.

1. Background and Rationale

## 1.1 Challenges to be addressed by the project

Max 400 words.

*Please describe the challenge/s that the project aims to address both at country and global level. While drafting this section please make specific reference, as relevant, to the following information:*

* *Statistical data (disaggregated by sex) on persons with disabilities and information on the different situations of women and men with disabilities.*
* *Evidence (qualitative and quantitative) utilized as a basis for the development of the proposed programme.*

Available evidence from a few countries shows that children with disabilities are more likely to be excluded from school than their peers without disabilities. Even when they join school, they are less likely to complete their education, and inequality grows as the level of education advances. In 2016, a UNICEF analysis of 15 countries revealed that among several factors, the role of disability was the most dominant in contributing to whether children can attend school or not.

Article 24 of the CRPD states persons with disabilities should have the right “to inclusive education, at all levels, without discrimination and on the basis of equality of opportunity. Contracting states must ensure that children with disabilities are provided with reasonable accommodation of their needs” (United Nations, 2006).

The proposal brings together interventions at global, regional and local levels to reinforce the work to advance access to information and inclusive education.

**Global**: Since 2014, UNICEF has been conducting wide-ranging consultations on ADT as a key lever for advancing access to the learning process and inclusion in school, and has established solid partnerships to advocate, develop standards and guidelines, work on technology development to further build upon the open technical standards in accessible publishing, and is committed to maintaining a strong global advocacy and supporting national policy advancements on Inclusive Education. This project aims to strengthen technology development and application of ADTs in inclusive setting in developing country contexts in Africa and promote global coordination in achieving the same as well as in prompting replication in other countries.

**Regional:** The 3 countries are at distinct levels of implementation of Inclusive Education and ADTs and can mutually benefit from each other’s experience. The Regional Offices of UNICEF and UNESCO will facilitate opportunities for other countries in the region to enhance national inclusive education efforts through participation in regional activities and knowledge sharing. UNESCO will coordinate 3 regional meetings over the course of 24 months. Regional capacity development, C4D campaign, advocacy processes, and trainings between countries are also planned. UNESCO will provide trainings for young persons with disabilities on innovative technologies to produce ADT and document the process and results in order to facilitate inclusive education in a range of countries. UNICEF will jointly support the activities and organize a consultation on sign language.

**Local components:** In **Kenya**, it is estimated that only one in six children with disabilities attends school and those that attend school face problems of exclusion, stigmatization, inappropriate curricula, poorly equipped schools and insufficiently trained teachers. While many learners with disabilities do not attend school at all, those enrolled in school are far more likely than their peers without disabilities to drop out. This difference can largely be attributed to the fact that learners with disabilities do not receive the amount and type of attention that they need to successfully complete their education (Cheshire, 2016, p4).

**UNICEF CO Kenya** is presently piloting the ADT initiative with the Kenyan Institute of Curriculum Development (KICD) and other local partners. Phase 1 consists in training KICD members, authors, teachers, local DPOs and technology developers in producing one ADT. The second phase is designed through the findings and lessons learnt from the first phase. The current piloting process has the following findings. First, there is limited understanding of KICD and partners towards inclusive education for children with disabilities as well as Universal Design for Learning. This has been manifested by how KICD and partners have the tendency to perceive the textbooks as specialized materials for children with disabilities, instead of perceiving it as a tool for all children to learn from. Additionally, there is a tendency to produce separate iterations of content according to the group of children affected by disability which is not aligned with UDL principles instead of producing one accessible version which caters for children with different disabilities as well as for children without disabilities. Second, in Kenya, there is adequate expertise in terms of developing ADT. However, this expertise seems fragmented and works in silos. It is then critical that the phase 2 of this project will focus on increasing the understanding and capacity of KICD and partners on inclusive education for children with disabilities and Universal Design for Learning. This can be done through ongoing mentorship by experts, as well as providing capacity building and platforms and workshops. Furthermore, it is expected that through these capacity building workshops and platforms, KICD and partners will have the opportunity to strengthen the collaboration and eco-system of ADL for sustainability purposes.

In **Uganda**, children of age 2-17 years have 11% functional difficulty (Uganda Functionality Difficulty Survey (2017)). Despite the introduction of universal primary and secondary education, only 9% of children with disabilities are enrolled in primary school and only 6% of these will attend secondary school. Only 5% of children living with disabilities access education within an inclusive setting.Uganda faces non-availability of teaching and training resources in accessible formats. **UNICEF CO UGANDA** and **UNESCO** have jointly implemented a four-year UNPRPD pilot project aimed at increasing access to information and inclusive education through accessible textbooks and learning materials. Through this project, the focus will be to document the experiences of phase one and ongoing phase two, highlighting lessons learned from the pilot programme in readiness for scaling up in the country and to inform similar interventions in the region.

Kyambogo University Kampala, the only University in the Country with a fully-fledged Faculty on Special Needs and Rehabilitation, is very interested in the programme as it will generate lessons that are expected to be incorporated into the Teacher training curriculum. This will further strengthen sustainability of the initiative. Involving the Uganda National Association for the Deaf in the technical team that has now developed the final versions of the adapted materials has increased the understanding and consensus on use of appropriate sign language and teaching methodology. The lessons from the project have been very critical in informing the development of the National Inclusive Education.

In **Rwanda,** about 70% of children with disabilities are enrolled in primary schools (2012 census data and MINEDUC 2016), representing approximately 1% of the school age population (UNICEF, 2017). In accordance with the 2015 Study on Children with Disabilities and their Right to Education in the Republic of Rwanda, officials who were interviewed noted that there is limited implementation of the Inclusive Education policy, which calls for physical accessibility; appropriate teaching and learning materials; and supportive measures. In phase 1, UNESCO will support **Rwanda** in accession of the Marrakech Treaty, opening the space for engagement with publishers for digitalization and standard setting in production of accessible reading materials. In phase 2, one ADT using UDL principles will be produced and tested in schools.

## 1.2 Opportunities available to the project

Max 300 words.

*Please describe the opportunities that the project aims to seize both at country and regional level. Also, kindly describe how countries have been identified.*

**Global**: On July 24, 2018, the Department for International Development ([DFID](https://www.gov.uk/government/organisations/department-for-international-development)), along with the International Disability Alliance ([IDA](http://www.internationaldisabilityalliance.org/)) and the [Government of Kenya](http://www.mygov.go.ke/), hosted the first Global Disability Summit in London. UNICEF supported the organization and the agenda for the summit. Because one of the outcomes is the creation of a new partnership – Global Partnership for Assistive Technology – and UNICEF is a forming member, DFID committed to support actions and projects led by UNICEF, like the current work on ADT in the ESAR.

The project will provide accessible digital content for learners in primary grade one which will contribute towards enabling all learners, particularly those with disabilities/specific learning needs to have access to inclusive quality education as stated in the SDG 4, Target 4.1 and 4.5. Since 2014 and building on existing progress enabled by the [Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled](https://www.wipo.int/treaties/en/ip/marrakesh/), UNICEF has been conducting wide-ranging consultations on accessible digital textbooks. Due to UNICEF and partners’ influence and leadership under this initiative, the shift from disability-specific towards UDL is becoming “the” new approach being considered by technical partners, governments and donors involved with the use of technology for learning. This model is currently undergoing validation and testing by Ministries of Education in several piloting countries. UNICEF is investing in developing a framework that includes system’s capacity building, open-source technical support to the digital publishing community, and piloting programmes in selected countries to promote inclusive education through access to technology.

UNESCO enhances knowledge and promotes effective practices through advancing understanding and documenting of factors that allow inclusion in education through monitoring of the implementation of normative instruments such as [the UNESCO Convention against discrimination in education](http://portal.unesco.org/en/ev.php-URL_ID%3D12949%26URL_DO%3DDO_TOPIC%26URL_SECTION%3D201.html) and [the UN Convention on the Rights of Persons with Disabilities.](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html) In addition, UNESCO provides tools to support and guide Member States developing/revising policies and programmes to ensure inclusion. The UNESCO’s Guide for ensuring inclusion and equity in education helps Member States to review how well equity and inclusion figure in existing policies, to decide what actions are needed to improve policies, and to monitor progress as ensuring necessary actions are taken. In collaboration with key global partners for inclusion in Education such as The European Agency for Special needs and Inclusive Education, Leonard Cheshire Disability, Light for the World, United Nations Girls’ Education Initiative (UNGEI) and Enabling Education Network (EENET), UNESCO acts as a platform for collaboration for its member countries, working towards ensuring more inclusive education systems, focusing on improving all learners’ achievement at all levels of inclusive lifelong learning, advocacy and ensuring that persons with disabilities have equal opportunities to achieve their full potential by living independently, contributing economically, and participating fully and equitably in society.

**Regional**: This project will contribute to knowledge generation and experience sharing as well as developing critical capacities within Curriculum Directorates and Planning Departments in MoEs that can be utilised to incorporate realistic budgets in ESPs for progressive realisation of inclusive education with learning leading to more sustainable provision of accessible learning materials in countries across the region. This is an opportunity to fortify the ecosystem and book chain in the region and work jointly on common inclusive educational goals with the stakeholders. Building on the recent Africa Inclusive Education Learning Event convened by World Bank, USAID and UNICEF in Nairobi, this project will advocate with USAID to ensure accessibility of the programme’s early grade reading materials and thereby contribute to learning for ALL. This project provides opportunity to advocate for: i) the ratification of the Marrakesh Treaty which has been ratified by only 5 countries in ESAR; and ii) the operationalisation of the provisions of the treaty to facilitate access to published works for visually impaired persons.

UNESCO will exploit its regional position in policy advocacy efforts on various strategic priorities through enhancing focus on marginalized and excluded groups, encouraging critical thinking, innovation and conversations within and between countries, on issues of inclusion, equity and rights in education.

**Local: In Kenya,** the Kenya Institute of Curriculum Development (KICD) and UN Agencies are presently piloting and supporting the ADT initiative. Whilst undertaking curriculum reforms, a new Sector Policy for learners and trainees with disabilities has been adopted, providing opportunity to integrate digital content and implementation of inclusive education in Kenya. Furthermore, Kenya offers a comparative advantage through the Digital Literacy Programme (DLP) which already placed one million tablets in primary schools. Lessons learned from the initiative in Kenya, as mentioned briefly above, including drafted guidelines for textbook development, capacity development for curriculum department staff and other stakeholders, as well as policy advocacy strategies will be used to inform planning and implementation in Rwanda and in strengthening the results achieved in Uganda.

**In Rwanda,** the Rwanda National Council of People Living with Disabilities seeks to enhance the application of ICTs for learners with disabilities in the formal education system as well as the empowerment of people with disabilities. An opportunity exists to take advantage in the ICT in Education Master Plan that aims to design policies, provide leadership development, ICT Infrastructure, curriculum and content development, teacher preparation, resourcing and implementation. Synergies can be enhanced between the ongoing UNESCO/ Korea Funds in Trust (KFIT) programme to Transform Education in Africa and MINEDUC’s updating of national curriculum and support materials.

**In Uganda**, with the UNPRPD financing support, a Policy Board and Management Committee is in place and composed of representatives from UN Agencies and Programmes, Disabled Persons’ Organizations (DPOs), Government Agencies and other relevant implementing bodies and publishing companies. It is chaired by the Ministry of Education and Sports, and UNESCO serves as secretariat. This committee has been instrumental in fortifying the enabling environment for access to information and use of AT. Guidelines for ICT equipment procurement and guidelines for creating accessible publications were developed. Two books were adapted into accessible learning materials for visually and hearing-impaired learners, tested and validated, and teachers were trained on the use of these materials. Training was conducted to all stakeholders and partners on accessible publishing.

# 2. Project Approach

**2.1 Focus of the project – “What is the project about?”**

Max 100 words;

*Please describe the entry point used to define the scope of the proposed project, noting that such an entry point can be one of the following:*

* *The specific right (s) the intervention aims to advance;*
* *The specific group(s) the intervention expects to address;*
* *The lever(s) of change-or enabling factors the intervention intends to focus on.*

**Global**: UNESCO and UNICEF will address the rights of children with disabilities to learning opportunities through inclusive, quality and accessible education. Consequently, more primary school children will benefit from accessible digital textbooks, improve their learning outcomes, and the quality and diversity of teaching methods will improve. UNICEF components include technology development support and knowledge management on the UNICEF Global Portal on ADT.

**Regional**: UNESCO will provide overall project knowledge management, monitor the Marrakesh Treaty ratification, and engagement of Steering Committees, support policy development for Inclusive education; guidelines for development of teacher training resources, as well as ICT and coding talent development for adolescents with disabilities. UNICEF will organise 3 regional meetings over the course of 24 months. In addition, this project will leverage synergies with USAID and support early grade reading programmes.

**Local:** UNICEF will work with partners in the three countries to develop, pilot, iterate and scale up the use of accessible digital textbooks; facilitate advocacy with government as well as stakeholder engagement. C4D strategies will be designed and implemented to combat stigma and discrimination of CwD and promote inclusive learning environments through participation. It will influence procurement processes and standards and promote scalability through inclusive Education Sector Plans and budgets.

**Theory of change of the intervention – “How will the project produce positive change?”**

Max 650 words;

*Please describe how change will be triggered at country level and how this can support global level process to advance the rights of persons with disabilities.*

As a basic human right, education forms the foundation of individual, social and economic development. Some existing education systems, however, are failing too many children around the world, especially learners with disabilities. Although there is severe lack of data, available evidence from a few countries shows that, without exception, children with disabilities are more likely to be excluded from school than their peers without disabilities- in some countries, up to four times more likely. Even when they join school, children with disabilities are less likely to complete primary or secondary education, and inequality grows as the level of education advances. In 2016, a UNICEF analysis of 15 countries revealed that among a number of socio-economic characteristics, the role of disability was the most dominant in contributing to whether children attend school or not.

It is important to note that access to education does not equate inclusive education. For inclusion to be meaningfully recognized, students with disabilities must have access to the national curriculum and quality learning materials on an equitable basis as their peers without disabilities.[[1]](#footnote-2) This includes basic literacy and numeracy quality learning materials as well as materials that promote the other key elements of the national curriculum. For many students with disabilities, accessing information requires materials or textbooks to be placed in a specialized format (e.g. braille, large print, or digital text). Frequently, the content of these materials also needs adaptation to address the individual learning styles of different students with disabilities (National Center on the Accessible Educational Materials, 2018). Technology is often an effective intermediary to help make access to information possible.

This project’s theory of change proposes that ***if textbooks are developed according to Universal Design for Learning (UDL) principles combined with an enabling environment and sustainable ecosystem, then learners will have access to quality accessible learning materials*.** UNICEF and UNESCO will work with MOEs, publishers, DPOs and users to develop, produce and procure accessible digital textbooks to make this change. They will also collaborate with children with disabilities, families, teachers, Ministry of Education and representative organisations to design, implement, monitor, and document lessons for scaling up the innovation in support of inclusive education across the region.

To support access to inclusive and equitable quality education for children with disabilities, the initiative is focusing on the following implementing strategies:

Global:

1. Provide continuous technical support and technology development with implementing countries;
2. Assist member states to develop/align policies to global guidelines in inclusive and accessible education;
3. Develop a Global Portal to support all implementing parties providing open-source guidelines, standards and teaching aids.

Regional:

1. Coordinate 3 regional meetings to support the development of regional projects that leverage states’ efforts and facilitate knowledge sharing;
2. Promote strong knowledge management to capture lessons learned from programming across the three countries and reinforce regional capacity and resource sharing through a regional knowledge sharing platform.
3. Monitor or support the ratification of the Marrakesh Treaty and implementation of policies
4. Support policies development and implementation related to inclusive education;
5. Train young persons with disabilities on innovative technologies to produce ADT.

Local:

1. Provide technical capacity and tools to MOEs, publishers and teachers;
2. Increase capacity of the textbook ecosystem to produce accessible textbooks;
3. Develop the technology following Universal Design for Learning (UDL) principles for the reader and authoring tool;
4. Develop local guidance and standards to produce textbooks and reading materials in digital format;
5. Leverage advocacy and partnerships for results, including at community level, in order to obtain support from caregivers and promote school retention and extra support for learners at household level; and
6. Promote sustainable funding for producing and providing accessible digital textbooks.

These five key assumptions should ensure a sustainable change:

1. **Systems have the capacity to produce accessible digital textbooks**. MOEs are committed to administer the initiative, producing and procuring quality accessible digital textbooks and implementing policies and practices that are supportive of inclusive education. They also commit to defining, reviewing and approving content based on the curricula; initiating and approving the procurement process; incorporating ADT into education sector plans and budgets to financially sustain the new processes, and ensuring publishers develop the content of the textbooks according to the specifications by providing publishers adequate standards and trainings.
2. **Publishers and authors are committed to create and produce quality accessible digital textbooks.** By using the guidance and standards developed by UNICEF and partners, publishers will coordinate and produce born-accessible textbooks with adaptations in the compatible EPUB 3 format.
3. **Technology is available, affordable and accessible.** All the resources will be available on a global repository platform, and locally trained technologists will produce accessible textbooks and maintain quality control and usability, thus allowing widespread affordability. The initiative will focus on training young persons with disabilities to produce those textbooks using new technologies.
4. **Teachers and service providers are trained and supported to adapt the content of accessible textbooks.** When policies from the MOE are aligned to the CRC, CRPD, SDGs and Marrakesh Treaty, education plans will be more inclusive with budgets allocated to make textbooks accessible, and there is a greater chance the guidance will be followed. This ensures teachers and service providers can produce accessible digital textbooks and learning materials available for all children.
5. **Teachers, children and users, including families, are consulted, trained and prepared to use the accessible textbooks.** In an inclusive educational system,when children and teachers are aware of and are willing to use modern technologies, and are adequately trained and supported, learners have better opportunities to participate in learning with the use of accessible digital textbooks complementing quality teaching. Also, when at community level caregivers and community influencers are engaged to combat stigma and discrimination of children with disability, promote inclusive learning environments and promote reading for all through accessible materials, learners have higher chance to be retained in school and enhance their education attainments.

The CRPD states that persons with disabilities must receive the support required within the general education system to facilitate their effective education and states that individualized supports measures must provide maximized academic and social development. This project will contribute towards Ministries of Education having improved capacity and developing inclusive sector plans with realistic budgets considering the production of accessible learning materials which will contribute to system efficiency gains due to improved learning outcomes. This project will also contribute to the adoption of the Marrakesh Treaty for Rwanda and consequently influence national procurement policies for accessible digital textbooks.

The project will also advance Communication for Development (C4D) initiatives to combat stigma and discrimination, which hinders the full realization of the right to quality education but also the right to full participation for children with disabilities. Lessons learned in the three countries will be consolidated into a set of “guidance tools” to inform other countries in the region and will be available on the UNICEF Global open source Portal and shared throughout the 3 regional activities.

 ***Other programmatic considerations***

*Max 650 words.*

*Kindly elaborate separately on each of the following programmatic considerations.*

***Table 1.***

|  |
| --- |
| 1. ***Scalability***

*How will the project create the conditions for scalability of results and successful approaches tested through project activities?* |
| Coordinated at **global level**, guidelines, standards and teaching aids are being developed and will be available on the Global open-source Portal to support all implementing parties. MOEs will improve the ongoing evidence and research, policy enactment and implementation, as well as sector planning for quality inclusion in education of CwD. While the initial stages of the initiative will focus on the foundational years of education, the goal is for all learning materials throughout primary, secondary and post-secondary education levels to be made available in ADT.C4D campaigns, advocacy and social mobilization for inclusive education will be the primary strategy for engaging parents, communities, teachers and learners to combat stigma and discrimination and increase demand for quality inclusive education. The project proposes a strong knowledge management component to capture lessons learned and reinforce regional support to countries for capacity and resource sharing.The project will leverage and align itself to existing efforts in the three identified countries:**Kenya**: The project will reinforce the ongoing digital literacy programme of the Government of Kenya, ensuring scalability of the project reform from the start as almost one million digital devices for all standard one learners in public primary schools in the country have already been distributed. This implies that by aligning the project to develop ADT, guidelines and training programmes for curriculum developers, learners, teachers, government stakeholders and publishers, the project aims to reach all primary schools in Kenya. Additionally, the development of accessible content will be continuously monitored and assessed, specifically regarding the costs of development to provide evidence for further scalability. With the continuation of the ongoing piloting activities and the development of guidelines and policy frameworks on inclusive ICTs, this project aims to make interactive accessible digital content available to learners with disabilities across all levels of education in Kenya. **Rwanda**: The project will reinforce the ongoing work in transforming education in Rwanda through the UNESCO/ Korea Funds in Trust Project (KFIT), which foresees the training of teachers across Rwanda in the use of ICTs in teaching and learning. This implies that by aligning with the UNESCO/ KFIT, and UNICEF/ Humanity and Inclusion’s work to strengthen the national policy framework for Inclusive Education and to integrate Inclusive Education at the pre-service level, the project will focus on development of interactive accessible digital content for early primary level, in line with the new competency-based curriculum. In addition, leveraging Kenya and Uganda’s experiences, advocacy for signing the Marrakech Treaty will be undertaken. Capacity development, standard setting including for sign language as well as training guidelines for curriculum developers, teachers, government stakeholders and publishers will be developed and shared. **Uganda**UNICEF and UNESCO in close cooperation with the MoES, Kyambogo University, National Information Technology Authority, local and national organizations including DPOs have jointly implemented a two-year pilot project aimed at increasing access to information and educational materials through accessible technology to ensure inclusive education for children with disabilities and for access to information. In addition, capacity has been enhanced for reproduction, distribution and creation of educational material in accessible formats. UNICEF has adapted curriculum materials for primary schools, tested and deployed in 20 pilot schools along with the associated capacity building necessary for learners, teachers, teacher educators, parents and the local community on the use of accessible learning materials and assistive technology. Through this project, the focus will be to document the experiences of phase one and ongoing phase two, highlighting lessons learned from the pilot programme in readiness for scaling up UDL principles to advance meaningful inclusive education especially in the early grades. This would provide evidence to drive advocacy for government and key education partners for scaling up curriculum adaptation and its operationalization through digital learning materials. |
| 1. ***Sustainability***

*How does the project intend to create the conditions for the long-term sustainability of the project results?* |
| The Regional Offices of UNICEF and UNESCO will coordinate this project, facilitate opportunities for other countries to enhance national inclusive education efforts through participation, where feasible, in capacity development and advocacy processes and through public goods generated through project knowledge management efforts. UNICEF is positioned to act as a key convener, advocating for the use of innovative practices to improve the quality, equitability and inclusiveness of education around the world. UNICEF and UNESCO’s extensive field presence, capacity to engage in advocacy efforts at international, regional, national and local levels, and existing partnerships with DPOs provide a strong comparative advantage. UNICEF and partners intend to share knowledge and best practices as a global public good on the UNICEF Global Portal on Accessible Digital Textbooks. These open source tools, guidelines, tutorials and webinars will play a vital role in informing national, regional and global policy decisions, while also advise the publishing market in creating the base for a shift of paradigm in accessible publishing. The **Kenya**: Leveraging a supportive enabling environment and political commitment to inclusive education in Kenya along with the development of guidelines and policy frameworks on inclusive ICTs, will contribute to a wider availability of digital accessible content for children with disabilities across all levels of education in Kenya. The active engagement of stakeholders from the project onset, as mentioned in the section above, as well as a close cooperation with and technical capacity building of publishers will address the long-term sustainability of the project. UNICEF will collaborate with a range of partners to harness new innovations for both supporting teachers, particularly in terms of teaching children with a wide range of abilities, and monitoring the impact of accessible learning materials to contribute to the sustainability of the project and share skills and insights gained from the piloting in Kenya with the project teams in Uganda and Rwanda as well as other countries in the region. **Rwanda**: This project is grounded in the government agenda namely, Government-led ICT in Education Master Plan that aims to design policies, provide leadership development, ICT Infrastructure, curriculum and content development, teacher preparation and development, higher education, research and innovation and resourcing and implementation. The project is aligned to the 2013 (revised 2018), Ministry of Education Special Needs and Inclusive Education Policy, which guides the provision of education for children with special educational needs, including those with disabilities, of which a Special Needs and Inclusive Education Strategic Plan 2015/16-2019/20 was recently drafted to guide its implementation. The government and partners have demonstrated commitment to inclusive education for learning through support of expansion of model inclusive schools, teacher training for inclusion and school-community engagement in governance for promoting inclusive learning environments. A key advocacy agenda for Rwanda is the signing of the Marrakech Treaty, which has already been signed by Kenya and Uganda. An important result of this project would be the signing of the Treaty to open the space for engagement with publishers for digitalization and standard setting in production of accessible reading materials.**Uganda:** Since Uganda signed the Marrakesh Treaty in 2017, an opportunity exists to open up access to curriculum materials by publishers. The pilot project has focused on development of accessible English curriculum materials for grades 4 and 6 targeting 20 inclusive /integrated schools. Therefore, dissemination of the results of this initiative and lessons learned to key stakeholders including line Ministries; Ministry of Education and Sports, Ministry of Gender Labour and Social Development, Ministry of Information Communication Technology and National Guidance, Education development partners, Civil Society Organisations (CSOs), DPOs, and publishers will be paramount. In addition, sensitization on the provisions of the treaty and development of implementation guidelines for this treaty would be necessary as part of advocacy for UDL and the required capacity development to achieve learning for children with disabilities. Social mobilisation for inclusive education for learning will also be a main feature of the project including strengthened social accountability through U-report mechanisms.  |

# 3. Result chain of the Intervention

*Based on the information in the previous section, provide a concise formulation of the project objectives (expected impact, intended outcomes and outputs) utilizing the table format provided below.* **[[2]](#footnote-3)**

## Table 2. Expected impact

| **Impact** |
| --- |
| Learners with disabilities have access to inclusive quality education through accessible digital content. |

## Impact Indicators

| **Indicator\*** | **Start level** (Beginning of the project reporting period) | **Target** | **Means of Verification** |
| --- | --- | --- | --- |
| Policies on Inclusive education are implemented | Policies on Inclusive education are developed | Policies on Inclusive education are implemented in Uganda and Kenya;Policies on Inclusive education are developed in Rwanda; | Education sector reports;Endorsed policies;Amended policies; |
| Learners with disabilities have access to quality accessible learning materials in classrooms | Production of accessible digital textbooks in Kenya and Uganda | -Over 5,000 learners with disabilities across 100 schools in Kenya; -Over 5,000 school age learners with disabilities across Uganda; | Education sector annual reports |

## Table 2. Variations in outcome indicators

| **Outcome 1** |
| --- |
| An enabling environment for the use of quality accessible digital textbooks to ensure and strengthen inclusive education and access to information by key stakeholders. |

## Outcome 1 Indicators

| **Indicator\*** | **Start level** Baseline(Beginning of the project reporting period) | **Target**  | **Means of Verification** |
| --- | --- | --- | --- |
| Ratification, and accession of the Marrakesh VIP Treaty so that more learning materials can be adapted to accessible formats | -Marrakesh VIP Treaty Ratified in Kenya;-Marrakesh VIP Treaty Ratified in Uganda; | -Accession of the Marrakesh VIP Treaty in Rwanda;The Marrakesh VIP Treaty in force in Kenya;-The Marrakesh VIP Treaty in force in Uganda; -The Marrakesh VIP Treaty signed in Rwanda; | -Report of consultations;-Instrument of ratification/accession |
| Policies from the MoE are aligned to the CRC, CRPD, SDG’s and Marrakesh VIP Treaty and included in education procurement process, and increasingly ESPs and budgets reflect ADT development and procurement, eliminating discrimination against learners with disabilities and promoting wider social inclusion | -Policies aligned to the CRC, CRPD, SDG’s and Marrakesh Treaty and included in education procurement process in Kenya;-Policy aligned to the CRC, CRPD, SDG’s and Marrakesh Treaty and included in the national procurement process in Uganda;-Policies aligned to the CRC, CRPD, SDG’s and Marrakesh Treaty and included in the national procurement process in Rwanda; | -Policy document for Inclusive ICTs in Education is adopted, developed and aligned to the CRC, CRPD, SDG’s and Marrakesh Treaty and included in the education procurement process in Kenya;-Policy document adopted, developed and aligned to the CRC, CRPD, SDG’s and Marrakesh Treaty and included in the national procurement process in Uganda; | -Minutes of policy meetings in Kenya, Uganda, Rwanda-Amended Policies -Endorsed Policies |
| Partnerships between Government, Civil Society and UN agencies established and coordination mechanisms operational | -Policy Board and Management Committee constituted through the Project comprising United Nations Agencies and Programmes, Disabled Persons’ Organizations (DPOs), Government Agencies and other relevant implementing bodies and publishing companies in Uganda; -Policy Board and Management Committee constituted through the Project comprising United Nations Agencies and Programmes, Disabled Persons’ Organizations (DPOs), Government Agencies, Youth Organisations and other relevant implementing bodies and publishing companies in Kenya;-Policy Board and Management Committee constituted through the Project comprising United Nations Agencies and Programmes, Disabled Persons’ Organizations (DPOs), Government Agencies and other relevant implementing bodies and publishing companies in Rwanda; | -Providing advocacy and advise in the finalized policies and the use of the developed Interactive digital textbooks to ensure Inclusive Education and Access to Information for persons with disabilities in Kenya, Rwanda, and Uganda;-Regular advocacy meetings conducted, and partnerships developed in Kenya, Uganda, and Rwanda;-Guidance tools developed adaptable for use in other countries in ESA | Minutes of the Policy Board and Management Committee meetings;-Advocacy guidance tools; |
| Co-creation process for development of learning materials with the participation of learners and families established and tested | Learning materials not developed with the participation of learners and their families | -Consultation and participation of people with disability including children, ensured along the project in order to promote a sustainable co-creative process of the accessible learning materials.  | Testing reports |
| Standards for local sign language usage in accessible learning materials in place | TBD | -Standards approved and in use in development of accessible learning materials in Kenya, Uganda and Rwanda-Standards development in other ESA countries initiated | -Resolutions of meetings-Guidance document on standards for sign language in accessible learning materials-Country consultation reports |
| Global open-source Portal available for implementing parties  | Regional and country resources documented and shared  | All country and regional resources documented and available on the UNICEF Global open-source Portal for knowledge sharing. Regional and local resources available on the Global Portal | Global Open Source portal available online  |

## Outputs

| **Formulation** | **Tentative timeline**  |
| --- | --- |
| * 1. Policy for Inclusive ICTs in Education for Persons with Disabilities is approved
 | TBD |
| * 1. Marrakesh Treaty Consultations in Rwanda
 | Q4 2020 |
| 1.3 Partnerships for results and advocacy leveraged in Kenya, Rwanda and Uganda | TBD |
| 1.4 Awareness raised with teachers’ union leaders, selected mainstream and special school teachers and head teachers on implementation of policy in Kenya, Rwanda and Uganda (with C4D) | Q4 2019 |
| 1.5 A Policy Board and Management Committee composed of UN agencies, Disabled Persons Organizations (DPOs), key government stakeholders including teachers and information professionals and publishing companies in Rwanda. | Q4 2019 |
| 1.6 Resolution on local sign language usage in accessible learning materials (Regional/multi-country)  | Q4 2020 |
| 1.7 Guidance document on standards for local sign language usage in accessible learning materials for ECE and early primary levels in Kenya, Rwanda and Uganda  | Q3 2020 |

## Outcome 2

| **Outcome 2** |
| --- |
| Improved capacity of the Education system and the textbook ecosystem to produce and procure accessible digital textbooks. |

| **Indicator\*** | **Start level** Baseline(Beginning of the project reporting period) | **Target**  | **Means of Verification** |
| --- | --- | --- | --- |
| Guidelines and standards to produce textbooks and reading materials in digital formats are adapted and validated by stakeholders implementing the initiative. | Global initiative guidelines and standard measures for production of accessible digital textbooks are adapted to the context in Kenya; Uganda; and Rwanda. | Adapted guidelines and standard measures for the production of accessible digital textbooks are tested and validated through piloting by different stakeholders in Kenya; Uganda; and Rwanda. | -Top Management minutes- Methodology for the validation documented;-Validation reports;-Guidelines available for MOE, ICT developers, teachers and publishers. |
| Enhance technical capacity of MoE, ICT developers, publishers, DPOs and teachers. |  no baseline. | - Technical capacity of Moe, ICT, DPOs, developers, publishers and teachers is enhanced in Kenya; Rwanda; and Uganda | - 3 Regional Capacity building reports;-Pre- and post-evaluations of workshops and trainings;- Multiple stakeholders trained locally; MOE, developers, DPOs, and teachers have improved capacity on IT and accessible textbooks content and development;- Accessible tools available for and used by MOE, ICT developers, teachers and publishers (for example, webinars, tutorials, templates) |
| Open source technology is developed, made available and accessible in Kenya, Rwanda and Uganda.  | - Accessible technology developed in Kenya and Uganda;  | Open source technological solutions developed in Kenya, Rwanda and Uganda | - Workshop reports- Pre- and post-assessments - Open source technological solutions are available online for ICT developers and publishers. |
| Textbooks are pre-tested by learners with disabilities in schools and classrooms | TBD (baseline survey) | Based on results of baseline survey | Field reports/classroom assessments and testing;4 ADT tested in Kenya;2 ADT tested in Uganda;Children using ADT in multiple classroom;Country level pilots’ results;Documentation for knowledge sharing produced (reports, video, stories);M&E plan with qualitative data on usage and benefits |

## Outputs

| **Formulation** | **Tentative timeline**  |
| --- | --- |
| 2.1 Based on the piloting and testing of interactive accessible digital content, guidelines for the use of interactive accessible digital content are produced (training of mainstream and special teachers on implementation of policy and accessible content), distributed to schools and used by children. |  Q3 of 2020 |
| 2.2 Teachers are trained on the use of interactive digital textbooks in teaching and adapting content for improving learning outcomes. |  Continuous: start March 2019 until Q1 of 2021 |
| 2.3 Guidelines for ICT equipment procurement for Disabled Persons Organizations (DPOs), and key government stakeholders including MOE, teachers, publishers and information professionals and publishing companies developed. | Completed Q4 of 2021 |

# 4. Partnership-building potential at country and global level

*Max 200 words.*

*Please describe the ways in which the proposed project will establish connections and coordination among relevant stakeholders at country and global level and promote partnership-building within and outside the UN system, including with non-governmental organizations and particularly with organizations of persons with disabilities to advance the implementation of the CRPD.*

**Global**: At global level, UNICEF has been working with many partners (in alphabetical order): Canales Foundation (Argentina), Centro de Dessarollo de la Inteligencia (Paraguay), Daisy Consortium, Down Movement (Brazil), eKitabu, Gallaudet University, Inclusion International, Instituto Alana (Brazil), Inter-American Institute on Disability and Inclusive Development (Uruguay), Itau Social Foundation (Brazil), US Fund for UNICEF, WIPO/ABC, World Blind Union/ICEEVI, and World Federation for the Deaf.

**Regional:** At regional level, UNICEF engages with USAID on strategies for improving learning outcomes such as early grade reading, inclusive learning environments. UNICEF and UNESCO will explore and engage partnerships with Regional DPO alliances, particularly those representing hearing and vision impaired groups to inform standard setting for sign language in accessible learning materials and for monitoring the operationalisation of the Marrakesh Treaty at country level. UNICEF country offices partner with Organisations of Persons with Disabilities in policy development and operationalisation of inclusive education policies.

**Local**: The Government is a key partner in ensuring that all learners have access to inclusive quality education through inclusive education sector plans and provision of adequate resources. The adaptation of interactive accessible digital resources for learners with disabilities is a consultative process and involves carrying out a needs assessment and will actively involve learners with disabilities.

**Kenya**: The adaptation process also involves the Kenya Institute for Special Education (KISE), curriculum developers and technologists, specifically at the Kenya Institute of Curriculum Development (KICD) and publishers, as well as teachers who are experts in educating learners with disabilities. The involvement of Kenyan experts, curriculum developers, teachers and parents is critical to the ownership of the programme. Finally, Kenya being a hub of innovation in Eastern Africa, support will be mobilized from the innovation ecosystem based on the situation analysis, in particular innovation hubs and the private sector and publishers, to support swift scaling-up of solutions beyond formal education institutions and with the aim to reach out-of-school youth.

**Rwanda**: The involvement of Rwandan experts, curriculum developers, teachers and parents, NGOs, government stakeholders, and civil society is critical to the ownership of the programme. UNESCO, in collaboration with MINEDUC, has also recently organized and created an ICT in education sub-sector working group under the overarching framework of the Education Sector Working Group (ESWG). This would prove significant in terms of developing various synergies between various education stakeholders from development partners and the public and private sectors. Finally, the project will leverage the existing partnership between One UN and the Rwanda Governance Board (RGB) through the CSO strengthening Programme and through the mandate of RGB for the capacity building of CSOs. The UNDP Regional Service centre is expected to provide technical support as needed.

**Uganda**: The proposed programme will leverage the results of phase one including the ongoing phase two and enhance partnerships with key ministries: the Ministry of Education and Sport, the Ministry of Gender, Labour and Social Development and Ministry of ICT. National Disabled Persons Organizations (DPOs), such as the National Union of Disabled People of Uganda, the two relevant ministries are important stakeholders of the programme that will be involved in a Policy Board and Management Committee. The lessons learned in phase one will be documented and shared widely through relevant national and international education partners and DPO forums.

# 5. Knowledge management and dissemination

Max 200 words.

*Please describe the ways in which the proposed project, plans to document, disseminate and as needed institutionalize the knowledge, products, tools and networks generated through the Project, among countries and at global level*

A cornerstone of the joint project is the generation of knowledge, localized instruments that can be adapted to other contexts in the region, capacity building as well as social mobilization. In keeping with the project's aims, global, regional and national Strategic Steering Committees will be created, composed of major stakeholders and coordinated by UNICEF and UNESCO. All activities will be conducted with shared accountability and knowledge of the processes, objectives and anticipated results. This collaborative approach will enhance the knowledge of issue areas, effective systems for achieving solutions and strengthen capacity. Coordinated at **global level**, guidelines, standards and teaching aids are being developed and will be available on the Global open-source Portal to support all implementing parties and promote knowledge sharing.

Through capacity building and awareness raising of DPOs, curriculum developers, teachers, government entities, parents’ associations and publishers, and the subsequent formulation of a policy framework, inclusive education and access to information will be pursued. The awareness and capacity building for DPOs, parents’ associations will allow them to more effectively demand their rights in education and access to information. Knowledge will be captured in advocacy materials to highlight the experience of the project and the impact of the content, training and awareness raising and policy framework. The training materials will be used during the training activities foreseen in the joint project and will remain available for other interested users as Open Education Resources (OER). The activities will be systematically documented to contribute to regional and worldwide knowledge sharing among implementing countries.

# 6. Project management and monitoring arrangements

Max 350 words.

*Utilizing the table format provided below, indicate for each of the proposed project outcomes: the UNPRPD Focal Point at country and global level (i.e. the UNPRPD Participating Organization that will have primary responsibility for the achievement of that particular outcome); the implementing agency or agencies; and the main partners (within and beyond the UNPRPD) that will contribute to the realization of the outcome.*

*Briefly also describe, any other relevant management and monitoring arrangements, including:*

* *Overall coordination arrangements and the way in which the project will ensure a streamlined, efficient flow of communication among partners and among countries;*

The project will be managed at Global Level by the Disability section in NYHQ by a global coordinator and a technology developer, supervised by the Chief of Disability. A technical expert group will provide technical support and be deployed for workshops and trainings. Communications will be maintained through regular exchanges between HQ and the focal point in each UNICEF Country Offices. Knowledge sharing will be managed through the initiative website, UNICEF Global Portal on ADT, curated by UNICEF HQ Disability Section.

At the Global level, the Knowledge Societies Division of the Communication and Information Sector of the UNESCO Head Quarters who will oversee Knowledge management of the project will coordinate the project. Bi weekly communication will be conducted between UNESCO HQ and Regional Office Focal Point and Chief of Education via Skype.

At the Regional Level UNICEF and UNESCO Regional Education Specialists will provide coordination functions.  A Regional Task Force, composed of Regional UNESCO and UNICEF as well the UNICEF Chiefs of Education of Kenya, Rwanda and Uganda and similarly UNESCO as well as the UNICEF and UNESCO Education Specialists will provide oversight and guidance on project planning, implementation and M&E, as well as consolidating period project reports.  Jointly with the Global Committee, the Regional Task Force will facilitate the dissemination of knowledge products generated as part of this project, beyond the three project countries.  The Regional Task Force will hold monthly Meetings via Skype, biannual meetings at one of the programme countries; will organise annual reviews and learning events to be held at one of the programme countries.

At the country level, the project Steering Committee will agree on Project Action Plans, will monitor implementation progress and facilitate annual reviews.  Members of the Steering Committee will have varying levels of accountability for elements of the project and therefore members will represent relevant departments of MoE, ICT Ministry, representatives of DPOs, Publishers, Universities, Teachers and Development Partners (especially USAID and others involved in early grade reading and literacy initiatives).

* The overall governance structure of the project (e.g. role and composition of the project Steering Committee).
* Arrangements for the monitoring of proposed indicators and overall progress of the programme;

##

## Table 4. Implementation arrangements

| **Outcome number** | **UNPRPD Focal Point****(please indicate focal points at country and global level)** | **Implementing agencies** | **Other partners** |
| --- | --- | --- | --- |
| **1**, 2,  | **Julie de Barbeyrac and Rosangela Berman Bieler (Global)****Jaco du Toit (Global)****Gideon Mwaura (Regional)****Tizie Maphalala (Regional)****UNICEF Chief of education of 3 countries: Kenya, Rwanda and Uganda****UNESCO Regional Office for Eastern Africa Chief of Education for Kenya, Uganda and Rwanda** | UNICEF (Lead) and UNESCO (lead) | Kenya: Ministry of Education (several Directorates, specifically the Directorate for Special Needs Education)Kenya Institute of Curriculum Development (KICD)Kenya Institute of Special Education (KISE)United Disabled Peoples of Kenya (UDPK -Umbrella Association for People with Disabilities)Kenya Institute of the Blind (KIB)Kenya Association of the Deaf (KAD)Action for Children with Disabilities (ACD) KenyainAbleMinistry of Information, Communications and TechnologyKenya Publishers AssociationSpecial Schools Head Teachers Association of Kenya (SSHAK)Kenya Primary School Head Teachers Association of Kenya (KEPSHA)eKitabuRwanda: Ministry of Education; Rwanda Education Board; Humanity and Inclusion; Uganda: MoES, Kyambogo University, DPOs  |

# 7. Risk Management

The success of the initiative is based on the assumptions that: (1) MOEs are committed to implementing the CRPD, and policies, plans and practices that are supportive of inclusive education; (2) local publishing companies see the benefit in producing ADT, and copyright laws permit production; (3) teachers are trained and are committed to use new technologies and inclusive teaching methods; (4) children with disabilities and caregivers are consulted and engaged in the development process of accessible learning materials, in the spirit of co-creation and ensuring user-friendliness (5) the cost of mobile reading devices continues to decrease, allowing wide-spread affordability and availability; and (6) the cost of producing books in accessible formats is minimal in relation to the overall cost of producing and printing traditional textbooks.

*Using the table below please outline what the risks are and what the risk management strategy is?*

| ***Type of risk\*******(contextual, programmatic, institutional)*** | ***Risk*** | ***Likelihood*** ***(Low, Moderate, High)*** | ***Impact on result******(Low, Moderate, High)*** | ***Risk Mitigation strategies*** | ***Responsible entity for Risk treatment*** |
| --- | --- | --- | --- | --- | --- |
| *Contextual* | Possibility of transfer of government officials involved in the consultative meetings  | *moderate* | Delay in roll-out of activities and engagement with the variety of stakeholders | Start with preparatory work in identifying interactive accessible digital content, curriculum developers and teacher training material and draft policy documents; Initiate planning withUNICEF and UNESCO’s already established schools where work is ongoing including networks of trainers. | Government entities |
| ***Institutional*** | Bureaucratic processes within government institutions | high | Delays in delivering activities within specific time frames | Define expectations and responsibilities of involved government agencies in delivering the activities of the project within the given time frame Establish steering committee, including with government agencies and DPOs in order to hold each other accountable in delivering the activities of the project | Governmental entities |
|  ***Institutional***  | Delay in full implementation of the new curriculum  | high | Challenges in developing the contents which will be based on the new curriculum (depending on piloting processes already ongoing in some countries)  | Determine with stakeholders the specific time frames for the full implementation of the new curriculumAlign project processes and time frames with partners’ plans and time frames on new curriculum implementation  | Government entities |
| **Programmatic** | Limited capacity for the implementation of proposed intervention | low | Quality of the accessible digital textbooks could be affected | Capacity building of implementing partners and close follow up on activities | CSO implementing the project outputs |
| **Programmatic** | Disuse of interactive digital accessible content due to insufficient training among teachers and students | moderate | Consistent low accessibility to information among students as well as wastage of investment | Provide trainings regarding proper usage of the content for learners with disabilitiesConduct periodic monitoring and following up trained learners |  |

\* Please specify here the type of risk and refer to the following definitions:

Contextual: risk of state failure, return to conflict, development failure, humanitarian crisis; factors over which external actors have limited control.

Programmatic: risk of failure to achieve the aims and objectives; risk of causing harm through engagements.

Institutional: risk to the donor agency, security, fiduciary failure, reputational loss, domestic political damage etc.

8. Budget

*Please use the template below, based on the format approved by the UNDG Financial Policy Working Group, to provide overall budget information. Please also utilize the attached Excel spreadsheet to provide a budget breakdown by fund recipient (Sheet 1) and by outcome (Sheet 2).*

**Allocation to Countries/Levels for UNICEF and UNESCO in USD $**

|  |  |
| --- | --- |
| **Global HQ** | **48,150** |
| **Regional UNICEF** | **15,000** |
| **Regional UNESCO** | **201,428** |
| **Kenya UNICEF**  | **100,000**  |
| **Kenya UNESCO** | **34,026** |
| **Uganda UNESCO** | **37,450** |
| **Rwanda UNICEF**  | **190,000**  |
| **Rwanda UNESCO** | **73,081** |

CONSOLIDATED UNPRPD PROJECT BUDGET

|  |  |  |
| --- | --- | --- |
| **PROGRAMME BUDGET** |  |  |
|  | **CATEGORY** | **Total Amount (US$)** |
| **1** |  Staff and Personnel Costs  | **52,100**  |
| **2** |  Supplies, commodities, and materials  | **2,000**  |
| **3** |  Equipment, vehicles, furniture depreciation  | **17,500**  |
| **4** |  Contractual Services  | **471,569**  |
| **5** |  Travel  | **44,908**  |
| **6** |  Transfers and grants  | **45,000**  |
| **7** | General Operating Expenses | **20,320**  |
|  | **Total Programme Costs** | **653,397**  |
|  | Indirect Support Costs\*\* | **45,738**  |
|  | **TOTAL Pass-Through Amount Approved** | **699,135** |

# UNICEF

## Project budget: Global UNICEF

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Contractual Services** | Monthly Part-time Consultant | 5,000 | 10 | 50,000 | 35,000 | 15,000 UNICEF HQ |  |
| **Travel** | Workshop and ongoing technical support on technology | 4,000 | 3 | 12,000 | 10,000 | 2,000UNICEF HQ | […] |
| **Subtotal** |  |  |  | 62,000 | 45,000 | 17,000 |  |
| **Indirect costs (7%)** | […] | […] | […] | 4,340 | 3,150 | 1,190 | […] |
| Total | […] | […] | […] | 66,340 | 48,150 | 18,190 | […] |

## Project Budget: Regional UNICEF

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | Item | Unit Cost | No of Units | Total Costs | Request from UNPRPD Fund | UNPRPD Pos cost-sharing | Other partners cost sharing |
| **Staff and Personnel Costs (0%)** | UNICEF RO staff |  1 |  | 10000 | 0 | 10,000 |  |
| **Supplies, commodities and materials**  | Materials for workshop |  750.00 | 1 | 750.00 | 750.00 |  |  |
| **Contractual Services**  | Events | 4,569.00 | 1 | 4569.00 | 4,569.00 |  |  |
| **Travel**  | Attendance to event | 1,590.00 | 4 | 7950.00 | 7,950.00 |  |  |
| **General Operating expenses**  | Other costs to facilitate event |  750.00 | 1 | 750.00 |  750.00 |  |  |
| **Subtotal** |   |   |  | 24,019.00 | 14,019.00 | 10,000 |  |
| **Indirect costs (7%)** |   |  |  | 1681 | 981.00 | 700 |  |
| **Total** |   |   |  | 25,700 | 15,000.00 |  10,700 |  |

## Project Budget: Rwanda UNICEF

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff and Personnel Costs**  |  |  0 | 0 | 0 | - | **-** | - |
| **Supplies, commodities and materials** | Procurement of tablets | 250 | 10 | 2,500 | 1,250 | 1,250 | - |
| **Contractual Services** | Consultant to develop, test, and validate, ADT, and develop guidelines and standards | 161,750 | 1 | 161,750 | 161,750 | 0.00 | 0.00 |
| **General Operating expenses**  | UNICEF staff and operational costs | 40,000 | 1 | 40,000 | 14,570 | 25,430 | 0.00 |
| **Subtotal** |  |  |  | **204,250** | **177,570** | **26,680** | **0.00** |
| **Indirect costs (7%)** | UNICEF indirect costs | 12,430 | 1 | 14,297.5 | 12,430 | 1867.5 | 0 |
| **Total** |  |  |  | **218,547.5** | **190,000** | **28547.5****(UNICEF Rwanda contribution)** | **0** |

**Project budget: Kenya UNICEF**

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff and Personnel Costs** | Monthly staff cost contribution | 5,000 USD | 6 | 30,000 | 15,000 | 15,000 USD (UNICEF Kenya contribution) | […] |
| **Contractual Services** | Technical support for textbook production and evaluation | 26,364 USD | 1 | 26,364 | 23,000 | 3,364 USD (UNICEF Kenya Contribution) | […] |
| **Travel** | Facilitate travel within Kenya | 5,458 USD | 1 | 5,458  | 5,458 | […] | […] |
| **Transfers and grants** | Financial and technical support to stakeholders, including government agencies | 50,000 USD | 1 | 50,000 | 45,000 | 5,000 USD (UNICEF Kenya contribution) | […] |
| **General Operating expenses**  | Internal transfer for operation costs incurred by UNICEF Kenya  | 5,000 USD | 1 | 5,000 | 5,000  | 0 | […] |
| **Subtotal** |  |  |  | 116,822 | 93,458 | 23,364 | 0 |
| **Indirect costs (7%)** |  |  |  | 8,177.57 | 6,542 | 1,636 | 0 |
| **Total** |  |  |  | **125,000** | **100,000** | **25,000 (UNICEF Kenya contribution)** | **0** |

# UNESCO

## Project budget: Regional UNESCO

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff and Personnel Costs** | Monthly staff cost  |  1,700.00  | 6 |  10,200  |  10,200  |   | [] |
| **Equipment vehicles, furniture depreciation** | Training and Test equipment for accessible material development in Kenya and Uganda |  20,000  | 1 |  20,000  |  17,500  |  2,500.00  | […] |
| **Contractual Services** | Knowledge Management meetings (coordination, reporting, logistics and travel costs) in Kenya, Rwanda and UgandaTraining of teachers and young persons with disabilities on innovative technologies to produce accessible digital textbooks in Kenya, Rwanda and UgandaConsultant’s fees |  $ 160,550  | 1 |  $ 160,550 |  $ 160,550 |   | […] |
| **Subtotal** |  |  |  | $190,750 | $188,250 | $ 2,500 |  |
| **Indirect costs (7%)** | UNESCO indirect costs |  |  | $ 13,353 | $ 13,178 | $ 175 | […] |
| **Total** |  |  |  | **$ 204,103** | **$ 201,428** | **$ 2,675** | […] |

## Project Budget: Kenya UNESCO

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff and Personnel Costs** | Monthly staff cost  |  $ 1,700  |  4  |  $ 6,800  |  $ 6,800  |   | […] |
| **Contractual Services** | Meetings with Government agencies and stakeholders, knowledge management consultative meetings, policy intervention, development of accessible content, guidelines, training materials and trainingConsultant’s Fees |  $ 22,000  |  1  |  $ 22,000  |  $ 22,000  |   | […] |
| **Travel** | Travel to project sites within Kenya |  $ 3,000  |  1  |  $ 3,000  |  $ 3,000  |   | […] |
| **Subtotal** |  |  |  | $ 31,800 | $ 31,800 |  |  |
| **Indirect costs (7%)** | UNESCO indirect costs |  |  | $ 2,226 | $ 2,226 |  |  |
| **Total** |  |  |  | **$ 34,026** | **$ 34,026** |  |  |

## Project Budget: Rwanda UNESCO

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff and Personnel Costs** | Monthly staff cost  | $ 1,700 | 11 | $ 18,700 | $ 15,000 | $ 3,700 |  |
| **Contractual Services** | Meetings with Government agencies and stakeholders, knowledge management consultative meetings, policy intervention, development of accessible content, guidelines, training materials and trainingConsultant’s Fees | $ 43,300 | 1 | $ 43,300 | $ 43,300 |  |  |
| **Travel** | Travel for steering committee meetings, policy meetings and to beneficiary sites in Rwanda | $ 10,000 | 1 | $ 10,000 | $ 10,000 |  |  |
| **Subtotal** |  |  |  | $ 72,000 | $ 68,300 | $ 3,700 |  |
| **Indirect costs (7%)** | UNESCO indirect costs |  |  | $ 5,040 | $ 4,781 | $ 259 |  |
| **Total** |  |  |  | **$ 77,040** | **$ 73,081** | **$ 3,959** |  |

## Project Budget: Uganda UNESCO

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff and Personnel Costs** | Monthly staff cost | $ 1,700 | 3 | $ 5,100 | $ 5,100 |  |  |
| **Contractual Services** | Meetings with Government agencies and stakeholders, knowledge management consultative meetings, policy intervention, development of accessible content, guidelines, training materials and trainingConsultant’s Fees | $ 21,400 | 1 | $ 21,400 | $ 21,400 |  |  |
| **Travel** | Travel for steering committee meetings, policy meetings and to beneficiary sites in Uganda | $ 8,500 |  1 | $ 8,500 | $ 8,500 |   |  |
| **Subtotal** |  |  |  | $ 35,000 | $ 35,000 |  |  |
| **Indirect costs (7%)** | UNESCO indirect costs |  |  | $ 2,450 | $ 2,450 |  |  |
| Total |  |  |  | **$ 37,450** | **$ 37,450** |  |  |

1. While recognizing the importance of establishing an inclusive national curriculum that is accessible to persons with disabilities, the Accessible Digital Textbook Initiative focuses on the development of accessible textbooks. Accessible textbooks are one of many elements that build the national curriculum. This focus should not be perceived that UNICEF does not value the other elements of the curriculum, such as instructional content, assessments, and extra-curricular activities but wanted instead to have a focused document on the need for accessible leaning materials. [↑](#footnote-ref-2)
2. *In defining the above, please refer to the following definitions based on the UNDG Harmonized RBM Terminology.*

***Impact:*** *Positive and negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types.*

***Outcome:*** *The intended or achieved short-term and medium-term effects of an intervention’s outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions which occur between the completion of outputs and the achievement of impact.*

***Outputs:*** *The products and services which result from the completion of activities within a development intervention.* [↑](#footnote-ref-3)