

## CURRICULUM VITAE

### Expertise:

**Senior Researcher in international development, experienced in mixed-methods research and disability inclusion. Over 30 years of experience in inclusive education and child rights.**

1. **Name:** Paula Frederica de Lemos Martins Hunt
2. **Date of birth:** 07/11/1964
3. **Passport holder:** Portugal
4. **E-mail:** paulafrederica@gmail.com
5. **Education:**

Institution (Date from – Date to)	Degree(s) or Diploma(s) obtained
Michigan State University - East Lansing, Michigan – USA, January 2005 - November 2011	<b>Ph. D. – in Special Education</b> with combined Graduate Specialization in <b>International Development</b>
University of Nevada – Reno, Nevada USA September 1993- June 1995	<b>M. Ed.</b> with a combined <b>Special Education</b> - K-12 General Endorsement - Mild to Moderate Disabilities
Instituto Politécnico de Leiria, September 1986- June 1990	<b>Licensure in Education</b> - Basic Education K-7 Teacher Certification Program

### 6. Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

Language	Reading	Speaking	Writing
Portuguese		Mother tongue	
English	1	1	1
Spanish	1	2	3

### 7. Present position: Owner and principal consultant at DED Lda.

### 8. Key qualifications:

- Ph. D. in special education (graduate specialization in international development) with dissertation work on pre-service teacher preparation for Inclusive Education; Master's Degree in Special Education,
- Over 20 years of practical experience in Inclusive Education - 15 years as a special education teacher at all grade levels and with all types of impairments, and 4 years as special needs education director;
- Senior consultant in international development (education, including disability and gender mainstreaming) since 2011 with UNICEF (since 2011), UNDP (since 2019), and Inclusion International (since 2017);
- Familiar with the UN global and regional priorities, rights-based approach to programming and a results-based oriented M&E framework.
- Experienced in quantitative, qualitative and mixed-methods, has successfully led evaluations (disability inclusion, education, inclusive education, and special education), baseline and rapid assessments, Situation Analysis of children with disabilities, and various studies and projects in the area of inclusive education.

### 9. High quality writing skills - well documented in the high quality of the individually published work

### 10. Membership of professional bodies: Comparative and International Education Society, since 2006; CIES SIG representative to the CIES Board of Directors in 2010; Member of the 2010 CIES World Conference Organizing Committee; Founder of the CIES "Inclusive Education" Special Interest Group.

### 11. Specific experience (by region):

Country	Date from – Date to
Various in Europe and Central Asia Region	2011-2022
Various in South East Asia	2015-2019
Various in the Middle East	2016-2023
Various in Latin America	2017-2019
Various in Africa	2018-2023

### 12. In-country experience in: Armenia – various since 2009; Belarus – 2014, Bosnia & Herzegovina – 2016 & 2017, Ghana – 2018, Kenya – 2019, Kosovo – 2016 & 2019, Madagascar – 2019 & 2022, Mongolia - 2017/8 & 2022, Moldova – 2014, Myanmar - 2015, Nepal – 2017& 2019, North Macedonia – various since 2011, Papua New Guiné – 2016, Paraguay – 2017, Peru – 2017, Romania – 2013 & 2019, Rwanda – 2019, Serbia – various since 2011, Syria – 2018, Tajikistan – 2014, Turkmenistan – 2014, Ukraine, 2015, Viet Nam – 2016

### 13. Professional experience:

Date from-to	Location	Company & reference person	Position	Description
April 2015 - present	Leiria, Portugal	<a href="#">DED - Disability, Education and Development</a>  Paula F. Hunt +351 917319975	CEO & Senior Expert on Inclusive Education & Disability	Owner and principal senior consultant at DED - Disability, Education and Development, Lda., a consulting firm committed to upholding the rights of EACH and EVERY child. DED's work strives to promote and support the realization of children's rights as enshrined in the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities. DED, Lda. works in all development areas and provides technical capacity to disability-mainstreaming efforts, with a particular focus on inclusive education and child protection.
April 2017 - ongoing	Leiria, Portugal - with travel globally	Catalyst for Inclusive Education  Mrs. Diane Richler Director dianer@cacl.ca	Senior Expert on Inclusive Education & Disability	Senior Advisor on Inclusive Education, supporting organizations of parents of children with intellectual impairments, members of Inclusion International, to advocate for their child's rights to inclusive education. Provide support to Regional Teams (Europe, Americas, Africa, Asia and Pacific) and support their efforts to provide technical capacity to governments and other stakeholders with the aim of supporting the continued development of inclusive education systems, in harmony with international treaties such as the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities.
May 2024 – Sept 2024	Leiria, Portugal (remote)	UNICEF MENARO Disability Focal Point  Ms. Aferdita Spahiu aspahiu@unicef.org	Senior Expert on Disability Inclusion	Responsible for the technical review and finalization of the narrative of the MENA DIPAS Action Plan on Disability Inclusion. Based on the existing draft, supporting documents and drafted activity plan for 2024-2025, complete the narrative document supporting the action plan. Ensure adequate evidence is available and reliable and that baselines for activities are accurate. Complete the assignment by providing copy-editing and ensuring accessibility of the final document.
February 2023 – March 2024	Leiria, Portugal (remote)	UNICEF Head Quarters – Evaluation Section  Mr. Adrian Shikwe Evaluation Manager ashikwe@unicef.org	Senior Expert on Disability Inclusion	Co-Lead a team of experts in completing a <b>Global Evaluation of UNICEF work on Disability Inclusion</b> . Responsible for a <b>retrospective and formative evaluation</b> that seeks to better position UNICEF in delivering results for children with disabilities, by identifying and filling knowledge gaps by: (1) Identifying the existing barriers and enablers that hinder or enable UNICEF disability inclusive programming to address the needs of children with disabilities; (2) Identifying existing UNICEF disability inclusive programming approaches and models to reach out (with information and services), to create enabling environments, and to empower children with all types of disabilities. More specifically, identifying what lessons can be learned, what are the innovative approaches that can be scaled up or transferred to other contexts, including humanitarian and peacebuilding contexts. A secondary purpose from the accountability side, is to identify what results have been achieved so far, what are the key barriers and enablers UNICEF is facing to deliver and reach out to children with disabilities, and what more can be done to mainstream disability- inclusive approaches to programming. Evaluation included cases studies in: Armenia, Bangladesh, Bhutan, Cabo Verde, Ghana, Jamaica, Lebanon, Malaysia, Montenegro, Mozambique, State of Palestine, Paraguay, Timor-Leste and Zimbabwe.
September – November 2023	Leiria, Portugal - with travel in Madagascar	Norwegian Mission Society  Mr. Tahina Rabeson Project Manager Tahina.rabesonmn@gmail.com	Senior Expert on Inclusive Education	<u>Team Leader</u> , designed and implemented a 10-day Trainer-of-Trainers (ToT) course on Inclusive Education for the Malagasy Lutheran Church (Madagascar). Complementing work initiated in 2019, all materials were developed attending to the specific Malagasy context and informed by previously conducted capacity development and program evaluation (see below). The on-site intensive training covered: Introduction and principles of adult learning; Creating an inclusive ethos; Working to create inclusive schools; Identification and referral pathway; Individual Educational Plan (IEP) process; Introduction to learning styles; Universal Design for Learning (UDL); Parents, family and community participation in inclusive education.
February -	Leiria,	FAKT	International	Team member of the <b>Central Project Evaluation</b> of the GIZ-funded project "Promoting Quality in

August 2023	Portugal (remote)	<b>Mr. Steffen Horn</b> Manager steffenhorn313@gmail.com	<b>Backstopper for Inclusive Education</b>	Inclusive Education in Jordan (PROMISE)". Responsible for supporting the Team Leader with backstopping in the field of inclusive education, including knowledge of related policies, strategies, and practices, during the inception phase (design of the project) and the evaluation phase (data analysis).
December 2019 – February 2023	Leiria, Portugal (remote)	UNICEF Head Quarters – Disability Section  <b>Ms. Rosangela Berman-Bieler</b> rbermanbieler@unicef.org	<b>Senior Expert on Inclusive Education &amp; Disability</b>	<p>Support the Disability Section and area-specific disability staff to develop the upcoming <b>Disability Inclusion Policy and Strategy (DIPAS) Guidance</b> (website and supporting documents) to be disseminated across the organization.</p> <p>Within the broad scope of the <b>Norway-UNICEF Disability Partnership Framework</b>, responsible for <b>drafting the Inception and Progress Reports for the Partnership</b> and provide support, as needed to HQ, the Eastern and Southern Africa Regional Office (ESARO) and the 8 country offices (Kenya, Lesotho, Madagascar, Mozambique, Rwanda, Uganda, Zimbabwe and Zambia) involved in the Partnership as relevant. Responsible for reviewing all HQ Sectors and Divisions documentation relevant to the activities proposed to be undertaken, and draft the Inception Report, including its Theory of Change.</p> <p>Responsible for providing support to Country Offices as needed when engaged in data collection and engage with the Regional Office PME and the Office of Research Innocenti and provide support in drafting institutional and regional research agendas on disability. Responsible for <b>writing the most recent Norway-UNICEF Disability Partnership Framework extension proposal</b>.</p> <p>Supported the Disability Team in NYHQ to prepare the 2021 global multi-year proposal for Norway. Engaged with relevant HQ divisions and PG sections, relevant regions (including WCARO, ROSA, and others) to review documentation and proposals, synthesizing in draft proposal to align with Norway Framework, highlighting the cross-sectoral work. <b>Responsible for writing the 2021 Norway-UNICEF Disability Partnership Framework extension proposal (including developing the Theory of Change). Supported the ESARO Disability Specialist to prepare a regional proposal</b> (fed into the global proposal) for the Norway multi-year support building on results from 2020 Norway Grant. Provided support to NYHQ and ESARO related to implementation of the Norway grant.</p> <p>In collaboration with colleagues from HQ disability and other divisions, <b>write a CRPD and human-rights based document covering key concepts, language and terminology related to disability</b> across the lifespan and thematic areas.</p>
June 2022 – February 2023	Leiria, Portugal (remote)	Australian Council for Education Research (ACER)  <b>Dr. Sanjay Tripathi</b> stripathi@ipeglobal.com	<b>Inclusive Education Expert</b>	Team Leader responsible for executing the <b>“Development of a global public good showcasing promising solutions to get the most marginalized children back on track with learning (Solutions Book II)”</b> commissioned by UNICEF Head Quarters Education section. Responsible to lead the team in: 1) Undertake document review and lead initial consultations with the stakeholders; 2) In-depth input in the framework and methodology; 3) Lead in structure formation and analysing all the study; 4) Overall work closely with the team leader to deliver result with the highest standards of quality; 5) Principal content developer and intellectual leadership.
October 2019 – October 2022	Leiria, Portugal - with travel in Madagascar	Malagasy Lutheran Church  <b>Mr. Randrianarivony</b> Project Manager rolland_rr@yahoo.com	<b>Senior Expert on Inclusive Education</b>	<p>Responsible for designing and delivering <b>training on inclusive education for all professionals</b> included in the Project (School Directors and Trainers-of-Trainers) as well as developing a community of Practice for all professionals involved. Responsible for organizing and supervising the implementation of the 5-year Strategic Plan. Guided the <b>transition of SFM Fandriana Teacher Training School into an “Institute of Inclusive Education Pedagogy”</b>.</p> <p>Within the scope of the Inclusive Education Project “Miara-Mianatra” (2018-2020), assisted in improving the current “in-service training Modules” and develop teacher education modules for “pre-service training”. Provided assistance in developing Terms-of-Reference for an External Evaluation of the programme and <b>supervised the evaluation. Developed a 5-year strategic plan for the new project phase</b>; submitted to the donor (NORAD). Responsible for <b>drafting and conducting the validation of a 4-year Policy for</b></p>

January 2022 – May 2022	Leiria, Portugal - with travel in Mongolia	Mongolia Education Alliance  <b>Mr. Batjargal Batkhuuyag</b> Executive Director <a href="mailto:batjargal@mea.org.mn">batjargal@mea.org.mn</a>	<b>Senior Inclusive Education Policy Expert</b>	<b>Inclusive Education document for FLM schools.</b> Responsible for the <b>review of Mongolia' s current policy and legal documents on inclusive education</b> in consultation with inclusive education development partners including the Inclusive Education Coordination Mechanism. Responsible for <b>assessment of the implementation of the main policy instruments on inclusive education policy, practice, and financing especially in countries of similar context and comparable levels of development and explore their potential application in Mongolia.</b> Review the implementation of the Consultant's previous recommendations from 2017 and include updates and follow-ups in the final technical report. Recommend revisions to improve the current policy instruments in inclusive education and develop implementation guidelines, as required, and provide overall guidance to the national team of consultants in the design of training programs' contents for different audiences and the application of current best international inclusive education practices in the target schools and kindergartens.
October 2020 – March 2022	Leiria, Portugal (remote)	Edvise ME  <b>Ms. Nour Abu-Ragheb</b> Director nour@edvise-me.com	<b>Senior Expert on Inclusive Education</b>	Technical support in <b>evaluating UNICEF Jordan's 2014-2019 inclusive education programme</b> including host communities and refugee camps, including: the provision of international evidence, best practices and global experiences; design the evaluation methodology according to OECD/DAC guidelines including qualitative tools; identify and review secondary data; supervise on-the-ground data collection and subsequent data analysis; supervise report writing.
October 2019 – November 2022	Leiria, Portugal - with travel in North Macedonia	UNDP North Macedonia  <b>Ms. Snezana Mircevska- Damjanovska</b> National Tech. Advisor snezana.damjanovska@ undp.org	<b>Senior Expert on Inclusive Education &amp; Disability</b>	Developed and implemented the first phase of the <i>School Inclusion Project - developing Secondary/VET Schools into Regional Inclusive Centers of Excellence (RICE)</i> . RICE is a UNDP and Ministry of Education partnership that aims to support the 3 Secondary/VET schools in Ohrid, Kumanovo and Tetovo to <b>broaden and deepen their understanding of the right to education for all while progressively evolving into national model schools</b> – with mentoring staff – to support the expansion of inclusive education in all secondary/VET schools in North Macedonia.  Senior expert on inclusive services responsible for providing <b>technical support to the development of inclusive services in Shuto Orizari</b> , with a focus on the (re) opening of the Community Support Centre (for children at risk and their families) and the development of a blueprint for the future development of Community Support Centre that focus on children living in precarious situations.  Senior expert on inclusive education responsible for providing <b>inclusive education awareness raising training to professionals from 3 Secondary-VET schools</b> (and MoE personnel in the Secondary-VET department), as well as CWP educational and persona assistants.  Senior expert on disability responsible for providing <b>technical support to the Inclusive Initiative of the Youth Resource Centre</b> in Gostivar.  Senior researcher tasked with the <b>development of an analysis of education equity in North Macedonia post-COVID 19 and provide a set of recommendations</b> and a possible model on how to enable learning opportunities for all. In addition, develop a policy note on the role of the teaching assistants as a continuation of inclusive support provided to all participants in the educational process, including Roadmap with steps of implementation, and provide assistance to the process of development of new pre-service study programme and trainings for in-service teachers.  Assess <b>the current state of activities related to the educational/ personal assistants</b> in the country and provide recommendations, based on the existing practices and country context on the sustainable models to be of use to country's policy makers. Review the current policy setting, and by exploring, provide recommendation on possible models for restructuring assistance in schools, so the education systems can

				transform in ways which uphold the rights, as stated in the UN Convention on the Rights of Persons with Disabilities.
October 2021 – December 2021	Leiria, Portugal (remote)	UNICEF Mozambique <b>Ms. Meri Poghosyan</b> Child Protection mpoghosyan@unicef.org	<b>Senior Expert on Inclusive Education &amp; Disability</b>	Based on a collection of existing documents, <b>create a Trainer-of-Trainers manual and kit of materials</b> (in Portuguese) to be used by the Ministry of Social Affairs in Mozambique in training their professional staff on issues related to children with disabilities. The manual and materials will cover such subjects as: segregation vs. inclusion; developmental delays and disabilities; what is a disability; barriers to participation; referral mechanisms; needed supports at the local level, etc.
April 2021 – December 2021	Leiria, Portugal (remote)	UNICEF Romania <b>Mr. Gabriel Vockel</b> Deputy Representative <a href="mailto:gvockel@unicef.org">gvockel@unicef.org</a>	<b>Senior Expert on Inclusive Education &amp; Disability</b>	At the request of UNICEF Romania, provide <b>technical support to the Presidency of Romania</b> in designing the path to the operationalization of the President's Flagship "Educated Romania". Focused on the <b>provision of inclusive education to children with disabilities within a Quality Inclusive Education framework</b> , the assignment consisted on a report and subsequent inputs and guidance for the development of an action plan.
April 2021 – August 2021	Leiria, Portugal (remote)	Fresno Servicios Sociales <b>Mr. José Manuel Fresno</b> josemanuel@fresnoconsulting.es	<b>Team Leader – Senior Expert on Disability</b>	Fresno's Team Leader responsible for the <b>Study "Knowledge Capitalization Study on the European Project Bridging the Gap II"</b> , commissioned by FIIAP. The Knowledge Capitalisation aims at collecting, organising, classifying, and analysing the experience of the project Bridging the Gap II (in <b>Burkina Faso, Ecuador, Ethiopia, Paraguay and Sudan</b> ) in order to maximise the project impact and sustainability over time, as well as the ownership of the project outputs and outcomes by the relevant target groups and final beneficiaries. Based on the country actions, the study aims to summarize the issues related to the respect for human rights, universal accessibility, gender and social sustainable development found through the project and advance a disability-inclusive development agenda by raising awareness and strengthening the capacities of development partners and civil society, in accordance with the CRPD and the 2030 Agenda.
March 2021- June 2021	Leiria, Portugal (remote)	International Disability Alliance (IDA) <b>Ms. Priscille Geiser</b> Secretariat <a href="mailto:pgeiser@ida-secretariat.org">pgeiser@ida-secretariat.org</a>	<b>Senior Expert on Inclusive Education &amp; Disability</b>	As a follow-up action to the Flagship Report, IDA commissioned a <b>Technical Paper on Universal Design for Learning</b> as key determinant for achieving SDG4 for all learners, including learners with disabilities. The technical paper frames Universal Design for Learning (UDL) within the CRPD and its General Comment #4, provides a broad explanation of the concept of UDL, provides examples of how the UDL principles have been used at systemic, school and classroom levels and makes recommendations for further action and advocacy by IDA's membership.
June 2020 – April 2021	Leiria, Portugal	Fresno Servicios Sociales <b>Mr. José Manuel Fresno</b> josemanuel@fresnoconsulting.es	<b>Team Leader – Senior Expert on Disability</b>	In collaboration with the UNICEF Country Office in Kyrgyzstan, lead the completion of a <b>Situation Analysis on children with disabilities in Kyrgyzstan</b> , starting with a Systems Analysis and culminating in corroboration of findings with rights-holders, resulting in a full Situation Analysis. Responsible for the in-depth review of available national and international literature; methodology and tool design for duty-bearers' consultation via remote Key Informants Interviews and Focus Discussion Groups; compilation of data, analysis and validation of findings resulting in a System's Analysis report; methodology and tool design for rights-holders' consultations via in-person Key Informants Interviews, Focus Discussion Groups and case-studies; compilation of data, analysis and validation of findings resulting in a full Situation Analysis.
September 2017 – December 2020	Leiria, Portugal - with travel globally	UNICEF Head Quarters – Disability Section <b>Ms. Rosangela Berman-Bieler</b> rbbieler@gmail.org	<b>Senior Expert on children with disabilities and inclusive education</b>	Commissioned by the Education and Disability sections, develop a set of materials - <b>Practical Guide and Resource catalogue</b> - related to the provision of inclusive education via remote means, with particular focus on children from marginalized populations. Create a set of similar resources to be focused on the particular needs of the population in the <a href="#">Middle East and North Africa region</a> (Module 4).  <b>Drafted an article for the WHO/UNICEF GReAT publication: <i>Inclusive education: The case for early identification and early intervention in assistive technology</i></b> . Supervised the production of 2 other chapters for the same publication: <i>Childhood and Assistive technology</i> and <i>Assistive Technology and the Digital World</i> .  Provide support related to <b>Generation of Knowledge</b> : Review of the Situation Analysis completed by



				<p>UNICEF COs within the last 5 years; Revise existing UNICEF Guidelines for Disability Situation Analyses and provide suggestions on revising UNICEF's Situation Analysis of Woman and Children guidelines;</p> <p>Advised regional and country offices on the adequate implementation of existing accessible technology for children with disabilities in education; Advise the disability unit and regional focal points on value-added activities related to IE and AT; <b>provide technical capacity on inclusive education and Universal Design for Learning within the implementation of pilot studies on Accessible Digital Textbooks</b> (Kenya &amp; Rwanda)</p> <p><b>Technical Support (off-site) to Regional/Country Offices:</b> Assist in the development plan, hiring of teams, and implementation of Situation Analysis of children with disabilities at country level; Assist in designing and implementing capacity development opportunities for UNICEF staff, related to qualitative research methodology; Participation in disability-related global and regional events: global and regional events according to needs and requests; Support to Head Quarters – Disability Section: Reviewing and commenting on specific documents related to the above activities - concept notes, statements, etc.</p>
February 2019 – July 2020	Leiria, Portugal	<p>UNESCO GEMR 2020 Team</p> <p><b>Dr. Manos Antoninis</b> Project Manager m.antoninis@unesco.org</p>	<b>Senior Researcher</b>	<p>1) Senior researcher responsible for developing a <b>Background Paper for the Global Monitoring Education Report 2020, on inclusive education for children with disabilities</b>. The paper is to analyze the structural challenges affecting the education of people with disabilities, and the solutions that have been attempted around the world to include learners with different types of disability in education, following a six-element framework: national legal frameworks; governance and finance (funding); curricula and learning materials; teachers, school leaders and education support personnel; schools; communities, parents and students.</p> <p>2) In 2020, supported the development of the <b>Uzbekistan Country Study</b>, a complement to the Regional GEMR 2020.</p>
January 2019 – March 2020	Leiria, Portugal, with travel to Kathmandu (Nepal) and various in the EU	<p>Internacional Disability Aliance</p> <p><b>Ms. Priscille Geiser</b> Project Manager pgeiser@ida-secretariat.org</p>	<b>Senior Researcher</b>	<p>1) Engage in <b>collecting, reviewing and analysing the data on the status of education for children with disabilities in Nepal</b>, producing a base of evidence for later reference and use for further planning and decision making. This data and analysis will be shared with the IDA Inclusive Education Task Team and will be used to identify the methodology for developing policy scenarios towards realization of SDG4 in compliance with Article 24 in Nepal by 2030. Once the methodology is developed by the Task Team, a second phase of in-country data collection and consolidation of the analysis will be required, after the workshop, to collect and analyse the missing information, and build up the policy scenarios.</p> <p>2) Responsible for supporting the International Disability Alliance and its members in <b>drafting the IDA Flagship Report - SDG 4 reset: inclusion at the core, not the margins</b>, published in March 2020.</p>
September 2018 – March 2020	Leiria, Portugal with travel in the EU	<p>Lieser</p> <p><b>Mr. Eric Marlier</b> Project Manager eric.marlier@liser.lu</p>	<b>Senior Expert on children with disabilities</b>	<p>Senior expert on children with disabilities integrating a team of experts hired to prepare an <b>in-depth EU feasibility study for a Child Guarantee</b>. The study aims at exploring how a Child Guarantee could contribute to combating child poverty and social exclusion and to ensuring the access of these children to five key social rights (free healthcare, free education, free early childhood education and care, decent housing and adequate nutrition).</p>
November 2019	Leiria, Portugal with travel in Kosovo	<p>Kosovo Disability Forum</p> <p><b>Mr. Bujar Kadrium</b> Chairman <a href="mailto:bujarkadriu@kdf-ks.org">bujarkadriu@kdf-ks.org</a></p>	<b>Senior Expert on children with disabilities</b>	<p>Senior expert on children with disabilities was hired to enhance the Forum's ability to engage with and advocate on behalf of children with disabilities in addition to their current engagement on issues related to adults. Facilitated 2 Focus Groups with children with disabilities, with the aim of further understanding their voices and integrating their inputs in the Law on Inclusiveness and Equal Treatment of Persons with Disabilities. Conducted 2 workshops with relevant stakeholders (MLSW, DPOs, PwDs, Children with Disabilities) to provide inputs in the Law for Inclusiveness and Equal Treatment of Persons with Disabilities, taking into consideration the perspective of children with disabilities. Worked closely with KDF team to understand the context and needs of children with disabilities, complied with all KDF rules and procedures and supported the preparation of Law Recommendations as per the findings. Participated in discussions with KDF Team to identify/clarify further objectives, outcomes and activities.</p>

March 2018 – March 2019	Geneva, Switzerland	UNICEF Regional Office for Europe and Central Asia  <b>Mr. Soobrayan</b> Senior Education Advisor psoobrayan@unicef.org	<b>Senior Expert on Inclusive Education &amp; Disability</b>	To build on the technical leadership and achievements made over the last 5 years in the area of Inclusive Education for Children with Disabilities (IE4CwD) to ensure continuity of the regional leadership to further contribute to global knowledge in this area, share knowledge and build capacity within and beyond UNICEF, and provide technical expertise and support at both regional and country level, within and beyond the region. The Consultancy focuses on: 1) data on children with disabilities; 2) teacher education on IE4CwD, using modern information and communication technology, 3) Innovations in IE4CwD; 4) monitoring and evaluation of project on Stigma and Discrimination of children with disabilities implemented by C4D section and Drexel University. (Continued assignment from 2016)
April 2018 – February 2019	Leiria, Portugal with travel to Tashkent	Fresno Servicios Sociales S.L.  <b>Mr. José Manuel Fresno</b> josemanuel@fresnoconsulting.es	<b>Team Leader – Senior Expert on Disability</b>	In collaboration with the UNICEF Country Office in Uzbekistan and the UN family, lead the completion of a <b>Situation Analysis on Persons with Disabilities in Uzbekistan</b> , to include a desk review of previously gathered materials, guide necessary qualitative data collection, conduct a validation workshop, and produce a final report, fact-sheets and policy briefs.
March 2018 – January 2019	Leiria, Portugal with travel to Ghana	UNICEF Country Office of Ghana – Education Section  <b>Mrs. Rhoda Enchil</b> renchil@unicef.org	<b>Senior Expert on Inclusive Education</b>	Integrate the existing Transforming Teacher Education and Learning team in Ghana, responsible for supporting efforts related to education reform, specifically curriculum development for KG – JHS, and: 1) <b>Clarify the approach and identify the learning pathway to promote and integrate inclusivity within the new teacher education curriculum</b> ; 2) Guide and build capacity of the different curriculum writing groups to actively include and address inclusivity; and provide direct support to the group responsible for equity and inclusion; 3) <b>Provide overall guidance and targeted support towards the professional development of the national coordinator on inclusive teacher education.</b>
October 2016 – Dec 2018	Leiria, Portugal & Damascus, Syria	UNICEF Country Office for Syria  <b>Mr. Alwin Nijholt</b> Chief of Planning, Monitoring and Evaluation anijholt@unicef.org	<b>Senior Expert on Disability</b>	Provide technical guidance and support in the design and implementation of a <b>National Survey on Disability</b> . The assignment includes the design of qualitative tools (Key Informant Interviews and Focus Discussion Groups) for data gathering, and the review of existing quantitative tools (household survey) according to the social model of disability and guidelines of the Washington Group on Disability Statistics. Provide training to enumerators and supervise data collection process. Responsible for the analysis of the data and reporting of findings. Based on the findings, provide recommendations to the Ministry of Social Affairs and Labour with regards to a methodology for the identification and classification of disabilities in Syria, based on the International Classification of Functioning (Children and Youth).
December 2016 – Dec 2017	Leiria, Portugal & Prishtina, Kosovo	UNICEF Country Office for Kosovo* (UNSR 1244)  <b>Mr. James Mugaju</b> Deputy Representative jmugaju@unicef.org	<b>Team Leader – Senior Expert on Disability</b>	As Team Leader, managed the planning and implementation of a <b>Situation Analysis on Children with Disabilities in Kosovo*</b> , and provided technical assistance in conducting a situation analysis on children with disabilities with the aim to gain a better understanding of the current situation from a cross-sectoral perspective, including child protection, health, education and social policy. Responsible for overall implementation of the assignment that included: 1) in-depth review of available national and international literature; 2) stakeholder's consultation, 3) Key Informants Interviews and Focus Discussion Groups, 4) compilation of data, analysis and validation of findings; 5) preparation and presentation of the final report.
Oct 2017 – Nov 2017	Leiria, Portugal with travel to Mongolia	UNICEF Country Office for Mongolia  <b>Ms. Bolorchimeg Bor</b> Education Specialist bbor@unicef.org	<b>Expert on Inclusive Education</b>	Prepare an <b>analysis report on the review of special education curricula for pre-service teacher training</b> currently being used by the School of Education Studies of the Mongolian State University of Education. The review includes curricula being used for all subject area teacher preparation classes, specialized inclusive education teacher preparation classes, as well as its special education internship program implemented for the students in their final year.
July 2016 – March 2017	Leiria, Portugal &	UNICEF Country Office for Bosnia &	<b>Team Leader – Senior</b>	A) As Team Leader, managed the planning and implementation of a <b>Situation Analysis on Children with Disabilities in Bosnia and Herzegovina</b> , and provided technical assistance in

	Sarajevo, Bosnia & Herzegovina	Herzegovina, <b>Mrs. Danijela Alijagic</b> Planning, Monitoring and Evaluation Specialist dalijagic@unicef.org  <b>Mrs. Sanja Kabil</b> Education Specialist skabil@unicef.org	<b>Expert on Disability</b>  <b>Senior Expert on Inclusive Education &amp; Disability</b>	conducting a situation analysis on children with disabilities with the aim to gain a better understanding of the current situation from a cross-sectoral perspective, including child protection, health, education and social policy. Responsible for overall implementation of the assignment that included: 1) in-depth review of available national and international literature; 2) stakeholder's consultation, 3) Key Informants Interviews and Focus Discussion Groups, 4) compilation of data, analysis and validation of findings; 5) preparation and presentation of the final report.  B) Responsible for <b>providing technical expertise and co-teaching three (3) Inclusive Education Trainer-of-Trainers Modules to 14 School Teams</b> from selected schools in Bosnia and Herzegovina. The Modules included an introduction to the International Classification of Functioning (Children and Youth) as well as detailed skills and knowledge related to the implementation of Inclusive Education in inclusive settings.
June 2015 - December 2016	Geneva, Switzerland	UNICEF Regional Office for Europe and Central Asia  <b>Ms. Lori Bell</b> Senior Advisor for PME lbell@unicef.org	<b>Senior Expert on Inclusive Education &amp; Disability</b>	<b>Support Regional Office M&amp;E section by providing technical support for strengthening data on children with disabilities.</b> Contribute to UNICEF's technical leadership and achievements in improving access to services for children with disabilities and ensure continuity of the regional leadership to further contribute to global knowledge on this area, sharing and building capacity within and beyond UNICEF. Among other tasks, responsible for: increasing the availability and accuracy of data on children with disabilities; increasing the utilization of existing data on children with disabilities; support the preparation, facilitation and final reporting of a Regional event on strengthening data on children with disabilities.
February 2016 to August 2016	Bangkok, Thailand with travel in South East Asia	UNICEF Regional Office for East Asia and the Pacific  <b>Ms. Naira Avetisyan</b> Youth and Adolescent Development Specialist navetisyan@unicef.org	<b>Team Leader - Senior Expert on Inclusive Education &amp; Disability</b>	As Team Leader, <b>managed the design of country specific programmes on disability and inclusion in three countries in the East Asia and Pacific region (Fiji, Papua New Guinea and Viet Nam). Working in collaboration with three Country Offices</b> , three programme designs linked to the overall Rights, Education and Protection (REAP) II Programme were developed, based on a sound logic that responds to the situation of children with disabilities and the priorities identified in each Country Office. In each country a <b>rapid assessment/situation analysis, Theory of Change and results and M&amp;E frameworks</b> addressing the situation of children with disabilities were developed.
May 2015 to July 2016	Myanmar	IPE Global  <b>Dr. Sanjay Tripathi</b> Associate Director stripathi@ipeglobal.com +91 11 40755900	<b>Team Leader</b>	As Team Leader, managed the planning and implementation of a <b>Situation Analysis on Children with Disabilities in Myanmar</b> , specifically: 1) in-depth review of available national and international literature; 2) hold a stakeholder's consultation, 3) hold Key Informants Interviews, 4) participate in compilation of data, analysis and validation of findings; 5) prepare and present final report; 6) responsible for overall implementation of the assignment.
2016          2015	Geneva, Switzerland	UNICEF Regional Office CEE/CIS  <b>Mr. Philippe Testot-Ferry</b> Senior Advisor for Education ptestotferry@unicef.org	<b>Senior Expert on Inclusive Education &amp; Disability</b>	1) Lead technical advisor to the CRPD Committee and OHCHR during the <b>development of the CRPD Article 24 General Comment #4</b> , and the <b>initial draft of Sustainable Development Goal #4</b> 2) Building on the technical leadership and achievements made over 4 years in the area of Inclusive Education for Children with Disabilities (IE4CwD), <b>ensured continuity of the regional leadership to further contribute to global knowledge</b> in this area, sharing knowledge and building capacity within and beyond UNICEF, and providing technical expertise and support at both regional and country levels, within and beyond the region. The Consultancy focused on: 1) data on children with disabilities; 2) teacher education on IE4CwD, using modern information and communication technology, 3) Innovations in IE4CwD. 3) <b>Co-authored the Inclusive Education Teacher Preparation Toolkit Series</b> including: IE Modules: Introductory Module - Linking Theory to Practice; Module 1 – Inclusive Education: Vision, Theory and Concepts; Module 2 – Working together to create inclusive schools; and Module 3 – Enabling environments for personalized learning. ( <a href="http://www.inclusive-education.org/basic-page/unicef-trainer-trainers-modules-inclusive-education">http://www.inclusive-education.org/basic-page/unicef-trainer-trainers-modules-inclusive-education</a> ) Collaboration with Hollenweger, J.,



2011-2015				<p>Sabani, N., in developing, drafting and editing/publishing.</p> <p>4) Supervised and coordinated the development of <b>A Rights-Based Approach to Inclusive Education for Children with Disabilities. Series of 14 Webinars and Companion Technical Booklets on Inclusive Education</b>. Coordinated the drafting and dissemination of a Series of 14 Webinars and Companion Technical Booklets on Inclusive Education, in the following related themes: 1. Conceptualizing Inclusive Education and Contextualizing it within the UNICEF mission; 2. Definition and Classification of Disability; 3. Legislation and Policies for Inclusive Education; 4. Disability Data Collection; 5. Mapping Children with Disabilities Out of School and Child-Find Responsibilities; 6. EMIS and Children with Disabilities; 7. Partnerships, Advocacy and Communication for Social; 8. Financing of Inclusive Education; 9. Inclusive Pre-school Programmes; 10. Access to School and the Learning Environment I; 11. Access to the Learning Environment II – Universal Design for Learning; 12. Teachers, Inclusive, Child-centred Teaching, and Pedagogy; 13. Parents, Family and Community Involvement and Participation; 14. Planning, Monitoring and Evaluation.</p> <p><a href="http://www.inclusive-education.org/basic-page/inclusive-education-booklets-and-webinars">http://www.inclusive-education.org/basic-page/inclusive-education-booklets-and-webinars</a></p> <p>5) Responsible for the <b>development, analysis and implementation of policy and programmes related to inclusive education</b> (with a particular focus on children with disabilities) and the <b>support to all sections</b> (Education, Early Childhood Development, Health, Child Protection, Social Policy, and Monitoring &amp; Evaluation) in ensuring that evidence-based, rights-based and inclusive policies take into account vulnerable children – particularly children with disabilities - across all domains, through the life-cycle.</p> <p>6) <b>Supported the development of Inclusive Education Implementation Indicators</b> and was involved in the development of <b>EMIS indicators</b> as well as <b>guidance for identification of out-of-school children with disabilities</b> (UIS/UNICEF project).</p> <p>7) Provided support to the design and implementation of the <b>EU Violence Against Children (VAC) IPA project</b></p> <p>8) Provided technical support to a Regional <b>GPE Grant Proposal</b> focused on the education of Children with Disabilities in a selected number of countries in Eastern and Central Europe</p> <p>9) Provided <b>advice and technical assistance to countries in the CEE/CIS Region</b> on issues related to Inclusive Education and Disability mainstreaming, promoted and coordinated inter-sectoral work and partnerships, including those with external partners and civil society.</p> <p>10) Supported the <b>identification, sustainability and replication of opportunities for innovation</b> leading towards ensuring gender and disability mainstreaming, particularly in the areas related to Education, from birth to adulthood.</p> <p>11) Led the conceptualization and implementation of the first <b>UNICEF Global Conference on Inclusive Education</b> that took place in Moscow (Russian Federation) in 2012.</p>
April 2014- June 2014	Chisinau, Moldova	<p>Partnership for Every Child</p> <p><b>Ms. Stela Grigoras</b> Director</p> <p>sgrigoras@p4ec.md</p> <p>+373 22 23 33 77</p>	<p><b>Research Team Leader</b> (consultant)</p>	<p>Responsible for the design, implementation and quality of an <b>evaluation study</b> conducted by a team of three consultants (two nationals and one international) aimed at <b>evaluating the feasibility of the current preschool and pre-university educational system for children with hearing impairments in Moldova</b>. The study, titled "Protecting children in Moldova from family separation, violence, abuse, neglect and exploitation", was completed successfully and is currently in use by the Ministry of Education of Moldova in the development of legislation and policy that is inclusive of children with hearing impairments in regular schools. The mixed-methods study was conducted on and off-site and included: a) statistical analysis of numerical data regarding children with hearing impairments; b) individual interviews with: main stakeholders in the three line ministries; main stakeholders in both special and regular schools; Disabled Persons Organizations and Non-Governmental Organizations representatives; c) focus group with parents; d) individual interviews with children with hearing impairments and their families; and e) informal observations.</p>

August 2010 - March 2011	Indiana, USA	Purdue University @ Calumet  <b>Prof. Alice Anderson</b> Dean School of Education Alice.Anderson@purdue cal.edu	<b>Assistant Professor of Special Education</b>	Responsible for delivering instruction of the course “EDPS 26000 – Introduction to Special Education”, a course that provided a survey of the field of special education: foundations, areas of exceptionality, teaching strategies, and current issues and trends. Responsible for the development and delivering instruction of two sections of the course “EDPS 37000 – Teaching Students with Diverse Learning Needs“ a course that developed a knowledge base and practical strategies to enable teachers to help every student succeed - including students with disabilities, those with diverse cultural backgrounds, students with limited English proficiency, students who are considered “At-risk” for academic failure, and those who are gifted and talented.
November 2009- December 2009	Yerevan, Armenia	UNICEF Country Office for Armenia  <b>Ms. Alvard Poghosyan</b> Education Specialist apoghosyan@unicef.org	<b>Independent Evaluation Consultant</b>	Carried out the “ <b>Evaluation of Inclusive Education Policies and Programmes in Armenia</b> ” and provided advice to stakeholders on comprehensive strategies for addressing the educational needs of children with special needs. The evaluation of the progress of inclusive education across settings and stakeholders included a situation analysis of special boarding schools and supported the development of a plan of implementation for the successful implementation of inclusive education programs and policies, with particular emphasis on de-institutionalizing strategies.
May 2007 - November 2008	Macedonia	Miske Witt & Associates Inc. under sub-contract for UNICEF Macedonia)  <b>Ms. Shirley Miske</b> smiske@miskewitt.com	<b>Inclusive Education Consultant</b>	<b>Co-design and co-implementation of an intensive Teacher Professional Development Program within the Child-Friendly Schools UNICEF initiative in Macedonia.</b> Provided support to various initiative partners, and prepared future planning strategies within and across partnerships. Co-responsible for the research, documentation, support and monitor implementation of the Child Friendly Schools UNICEF Initiative within and across policy development, programmatic development and pilot-school applications.
August 2006 To: June 2010	Michigan, USA	Trillium Academy – Taylor  <b>Ms. Angela Romanowski</b> ARomanowski@trilliuma cademy.us	<b>Special Education Needs – Program Coordinator</b>	<b>Responsible for the recruitment, mentoring, supervision, and evaluation of all Special Education Needs personnel. Responsible for the implementation of program, principles, and strategies related to students with special educational needs in an Inclusive School.</b> Responsible for the implementation of strategies directed at the development of an all-Inclusive School and the design and implementation of professional development activities related to special education needs, inclusive practices, and collaborative strategies for all staff.
2006/8	Michigan, USA	MSU Inclusion Task Force  <b>Dr. Susan Peters</b> speters@msu.edu	<b>Research assistant</b>	Supported the work of <b>MSU’s Inclusion Task Force</b> . The Task Force aimed at fostering collaboration within the various teacher preparation teams to support inclusion of Special Education content throughout and across all activities and courses comprising the elementary teacher preparation program in the College of Education.
2005-2006	Michigan, USA	Project ACCElerate MSU  <b>Dr. Susan Peters</b> speters@msu.edu	<b>Research assistant</b>	<b>Project ACCElerate</b> integrated evidence-based literacy strategies to help middle school students—with and without learning disabilities—to read and write expository texts in a web-based learning environment. ACCElerate focused students’ attention on research-based strategies for effective comprehension and composition of informational texts. Student were provided with a suite of mapping tools to help them learn to organize expository information based on common text structures. Students were involved in an inquiry-based approach to informational learning in a content area, using learning-to-learn and mapping strategies to comprehend and compose expository texts.”
September 2003 to June 2005	Michigan, USA	Michigan Special Education Solution  <b>Ms. Lynne Meyers</b> lmeyers@mses.org	<b>Special Education Area Coordinator</b>	<b>Special Education Area Coordinator for South-East Michigan</b> , responsible for 23 Special Education personnel and programme implementations across 5 public school academies.
September 2002 to September 2003	Michigan, USA	Central Academy	<b>Special Education Teacher</b>	Special Education Teacher responsible for early identification, early intervention and design of special education services for children in all grades K-12, in a full inclusion school model

## 14. Publications

Most publications can be downloaded from the links provided or accessed at: <https://paulafredericahunt.academia.edu/research>

- UNICEF (2024), Evaluation of UNICEF Work on Disability Inclusion. UNICEF Evaluation Office, New York. unpublished.
- UNICEF (2023). [Formative Evaluation of UNICEF Work on Disability Inclusion \(2018-2022\) – Zimbabwe](#). UNICEF, New York, N.Y.
- Paula Frederica Hunt (2022) [Inclusive Education in Mongolia – Policy and Legislation Review – Technical Report](#). Mongolia Education Alliance. unpublished
- Paula Frederica Hunt (2021) Inclusive education: The case for early identification and early intervention in assistive technology, *Assistive Technology*, 33:sup1, S94-S101, DOI: 10.1080/10400435.2021.1974122 - <https://doi.org/10.1080/10400435.2021.1974122>
- Hunt, P. F., Arsenjeva, J., Antonowick, L., Bain, S., Meyer, S. & Monteiro Couceiro-Neves, A. M. (2021) “Capitalization report – Inclusive International Cooperation”. Bridging the Gap. <https://bridgingthegap-project.eu/e-library/global/>
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- UNICEF (2021) [Practical Guide to Blended/Remote Learning and Children with Disabilities](#). New York, N.Y.
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- Hunt, P. F. (2020). *Inclusive Education for children with disabilities – Background Paper to the Global Education Monitoring Report 2020*. UNESCO, Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000373662>
- Hunt, P.F. (2020). *What an Inclusive, Equitable, Quality Education Means to Us - Report of the International Disability Alliance*. Geneva, Switzerland. <https://www.internationaldisabilityalliance.org/news-inclusive-education-2020>
- Hunt, P.F. (2020) *Inclusive Education, Learning and Distance Learning in North Macedonia – Analysis Post COVID-19*. UNDP North Macedonia. <https://www.mk.undp.org/content/north-macedonia/en/home/library/poverty/Inclusive-Education-Learning-And-Distance-Learning.html>
- Hunt, P.F. (2020) *Educational and Personal Assistants – now and here – open perspectives*. UNDP North Macedonia. <https://www.mk.undp.org/content/north-macedonia/en/home/library/poverty/Educational-and-Personal-Assistants.html>
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#### 15. Professional References

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