

CURRICULUM VITAE

Proposed role in the project:

Senior Researcher in international development with a focus on Inclusive Education, and disability-inclusion

Category: Senior

Staff of:

1. **Family name:** de Lemos Martins Hunt
2. **First names:** Paula Frederica
3. **Date of birth:** 07/11/1964
4. **Passport holder:** Portugal
5. **Education:**

Institution (Date from – Date to)	Degree(s) or Diploma(s) obtained
Michigan State University - East Lansing, Michigan – USA, January 2005 - November 2011	Ph. D. – Doctor of Philosophy (Special Education with combined Graduate Specialization in International Development)
University of Nevada – Reno, Nevada USA September 1993- June 1995	Master’s in education , With a combined Special Education - K-12 General Endorsement - Mild to Moderate Disabilities
Instituto Politécnico de Leiria, September 1986- June 1990	Licensure in Education - 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	3	3	3

7. **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; American Education Research Association, since 2007.

8. **Other skills:** good command of Microsoft Office™ tools; good command of SPSS and AtlasTI; working knowledge of various social media platforms and communities of practice; and working knowledge of on-line, real-time, data-base platforms.

9. **Present position:** Owner and principal consultant at DED Lda.

10. **Years within the firm:** 6

11. 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 25 years of experience in Inclusive Education
- 15 years as special education teacher at all grade levels and with all types/severity levels of disability, and 4 years as special needs education director;
- 10 years as senior consultant in of international development (education, including disability and gender mainstreaming);
- Senior Expert Consultant with UNICEF since 2011, and UNDP since 2019, in the area of education for children with disabilities, inclusive education, and data related to children with disabilities;
- Senior Expert Consultant with the Catalyst for Inclusive Education (Inclusion International) and the International Disability Alliance;
- Familiar with the UNICEF global and regional priorities, programming and M&E Frameworks;
- Familiar with a rights-based approach to programming and a results-based oriented framework;
- Led evaluations concerning education, inclusive education and special education, globally;
- Led various baseline, rapid-assessment or evaluations, globally;
- Led feasibility studies and design, implementation and evaluation of projects in the area of inclusive education;
- Experienced in quantitative, qualitative and mixed-methods;
- High quality writing skills - well documented in the high quality of the individually published work and that completed on behalf of UNICEF.

12. Specific experience (by region):

Country	Date from – Date to
Various in Europe and Central Asia Region	2011-2021
Various in South East Asia	2015-2019
Various in the Middle East	2016-2021
Various in Latin America	2017-2019
Various in Africa	2018-2019

13. Professional experience:

Date & location	Company & reference person	Position	Description
April 2015 - present Leiria, Portugal	DED - Disability, Education and Development 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.
2021 Leiria, Portugal (remote)	Fresno Servicios Sociales Mr. José Manuel Fresno josemanuel@fresnoconsulting.es	Team Leader – Senior Expert on Disability	Fresno's Team Leader responsible for the Study “Knowledge Capitalization Study on the European Project Bridging the Gap II” , commissioned by FIIAP. The Knowledge Capitalisation aims at collecting, organising, classifying, and analysing the experience of the project Bridging the Gap II (in Burkina Faso, Ecuador, Ethiopia, Paraguay and Sudan) 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.
2021 Leiria, Portugal (remote)	UNICEF Romania Mr. Gabriel Vockel Deputy Representative gvockel@unicef.org	Senior Expert on Inclusive Education & Disability	At the request of UNICEF Romania, provide technical support to the Presidency of Romania in designing the path to the operationalization of the President's Flagship “Educated Romania”. Focused on the provision of inclusive education to children with disabilities within a Quality Inclusive Education framework, the assignment consisted on a report and subsequent inputs and guidance for the development of an action plan.
2021 Leiria, Portugal (remote)	International Disability Alliance (IDA) Ms. Priscille Geiser Secretariat pgeiser@ida-secretariat.org	Senior Expert on Inclusive Education & Disability	As a follow-up action to the Flagship Report, IDA commissioned a Technical paper on Universal Design for Learning 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.
2019 – 2021 Leiria, Portugal (remote)	UNICEF Head Quarters – Disability Section Ms. Rosangela Berman-Bieler rbermanbieler@unicef.org	Senior Expert on Inclusive Education & Disability	Within the broad scope of the Norway-UNICEF Disability Partnership Framework , responsible for drafting the Inception Report for the Partnership 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. In addition, 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. In collaboration with colleagues from HQ disability and other divisions, write a CRPD and human-rights based document covering key concepts, language and terminology related to disability across the lifespan and thematic areas.
2019 – 2021 Leiria, Portugal with travel in	UNDP North Macedonia Ms. Snezana Mircevska-	Senior Expert on Inclusive Education & Disability	Conduct an assessment of the current state of activities related to the educational/ personal assistants 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

North Macedonia	Damjanovska National Tech. Advisor snezana.damjanovska@undp.org		uphold the rights, as stated in the UN Convention on the Rights of Persons with Disabilities. Senior researcher tasked with the development of an analysis of education equity in North Macedonia post-COVID 19 and provide a set of recommendations 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.
2017- 2021 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.
2020 ON HOLD DUE TO COVID-19 PANDEMIC	Edvise ME Ms. Nour Abu-Ragheb Director nour@edvise-me.com	Senior Expert on Inclusive Education & Disability	Technical support in evaluating UNICEF Jordan's 2014-2019 inclusive education programme 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.
2019 ON HOLD DUE TO COVID-19 PANDEMIC	Malagasy Lutheran Church Mr. Randrianarivony Project Manager rolland_rr@yahoo.com	Senior Expert on Inclusive Education	Within the scope of the Inclusive Education Project "Miara-Mianatra" (2018-2020), assist in improving the current "in-service training Modules" and develop teacher education modules for "pre-service training". Guide the transition of SFM Fandriana Teacher Training School into an "Institute of Inclusive Education Pedagogy". Provide assistance in developing Terms-of-Reference for an External Evaluation of the programme, supervise the evaluation, and develop a 5-year strategic plan for the new project phase submitted to the donor (NORAD).
2020 – 2021 Leiria, Portugal	Fresno Servicios Sociales Mr. José Manuel Fresno josemanuel@fresnoconsulting.es	Team Leader – Senior Expert on Disability	In collaboration with the UNICEF Country Office in Kyrgyzstan, lead the completion of a Situation Analysis on children with disabilities in Kyrgyzstan , 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.
2017 – 2020 Leiria, Portugal with travel globally	UNICEF Head Quarters – Disability Section Ms. Rosangela Berman-Bieler rbermanbieler@unicef.org	Senior Expert on children with disabilities and inclusive education	1) Commissioned by the Education and Disability sections, develop a set of materials (Practical Guide and Resource catalogue) 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 Middle East and North Africa region. 2) Draft a chapter to be included in the WHO/UNICEF GRaT publication: <i>Inclusive Education and Assistive Technology</i> . Supervise the production of 2 other chapters for the same publication: <i>Childhood and Assistive technology and Assistive Technology and the Digital World</i> . 3) Provide support related to Generation of knowledge: Review of the Situation Analysis completed by 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; 4) Advise 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; provide technical capacity on inclusive education and Universal Design for Learning within the implementation

			<p>of pilot studies on Accessible Digital Textbooks (Kenya & Rwanda)</p> <p>5) Technical Support (off-site) to Regional/Country Offices: 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>
<p>2019 –2020</p> <p>Leiria, Portugal with travel to Paris</p>	<p>UNESCO</p> <p>GEMR 2020 Team</p> <p>Mr. Manos Antoninis</p> <p>Project Manager</p> <p>m.antoninis@unesco.org</p>	<p>Senior Researcher</p>	<p>1) Senior researcher responsible for developing a Background Paper for the Global Monitoring Education Report 2020, on inclusive education for children with disabilities. 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 Uzbekistan Country Study, a complement to the Regional GEMR 2020.</p>
<p>2019 – 2020</p> <p>Leiria, Portugal, with travel in the EU and to Kathmandu (Nepal)</p>	<p>Internacional Disability Aliance</p> <p>Ms. Priscille Geiser</p> <p>Project Manager</p> <p>pgeiser@ida-secretariat.org</p>	<p>Senior Researcher</p>	<p>1) Engage in collecting, reviewing and analysing the data on the status of education for children with disabilities in Nepal, 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 drafting the IDA Flagship Report - SDG 4 reset: inclusion at the core, not the margins, published in March 2020.</p>
<p>2018 – 2020</p> <p>Leiria, Portugal with travel in the EU</p>	<p>Lieser</p> <p>Mr. Eric Marlier</p> <p>Project Manager</p> <p>eric.marlier@liser.lu</p>	<p>Senior Expert on children with disabilities</p>	<p>Senior expert on children with disabilities integrating a team of experts hired to prepare an in-depth EU feasibility study for a Child Guarantee. 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>
<p>2018 – 2019</p> <p>Leiria, Portugal with travel to Geneva (Switzerland)</p>	<p>UNICEF Regional Office for Europe and Central Asia</p> <p>Mr. Soobrayan</p> <p>Senior Education Advisor</p> <p>psoobrayan@unicef.org</p>	<p>Senior Expert on Inclusive Education & Disability</p>	<p>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</p> <p>(Continued assignment from 2016)</p>
<p>2018 – 2019</p> <p>Leiria, Portugal</p>	<p>Fresno Servicios Sociales S.L.</p> <p>Mr. José Manuel Fresno</p> <p>josemanuel@fresnoconsulting.es</p>	<p>Team Leader – Senior Expert on Disability</p>	<p>In collaboration with the UNICEF Country Office in Uzbekistan and the UN family, lead the completion of a Situation Analysis on Persons with Disabilities in Uzbekistan, 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.</p>
<p>2018 – 2019</p>	<p>UNICEF Country Office</p>	<p>Senior Expert</p>	<p>Integrate the existing Transforming Teacher Education and Learning team in Ghana, responsible for supporting efforts</p>

Leiria, Portugal with travel to Ghana	of Ghana – Education Section Mrs. Rhoda Enchil renchil@unicef.org	on Inclusive Education	related to education reform, specifically curriculum development for KG – JHS, and: 1) Clarify the approach and identify the learning pathway to promote and integrate inclusivity within the new teacher education curriculum; 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) Provide overall guidance and targeted support towards the professional development of the national coordinator on inclusive teacher education.
2016 –2018 Leiria, Portugal with travel to Damascus, (Syria)	UNICEF Country Office for Syria Mr. Alwin Nijholt Chief of Planning, Monitoring and Evaluation anijholt@unicef.org	Senior Expert on Disability	Provide technical guidance and support in the design and implementation of a National Survey on Disability . 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 (house-hold 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).
2016 – 2017 Leiria, Portugal with travel to Prishtina (Kosovo)	UNICEF Country Office for Kosovo* (UNSR 1244) Mr. James Mugaju Deputy Representative jmugaju@unicef.org	Team Leader – Senior Expert on Disability	As Team Leader, managed the planning and implementation of a Situation Analysis on Children with Disabilities in Kosovo* , 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.
2017 – 2017 Leiria, Portugal with travel to Mongolia	UNICEF Country Office for Mongolia Ms. Bolorchimeg Bor Education Specialist bbor@unicef.org	Expert on Inclusive Education	Prepare an analysis report on the review of special education curricula for pre-service teacher training 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.
2016 – 2017 Leiria, Portugal with travel to Bosnia & Herzegovina	UNICEF Country Office for Bosnia & Herzegovina, Mrs. Danijela Alijagic Planning, Monitoring and Evaluation Specialist dalijagic@unicef.org Mrs. Sanja Kabil Education Specialist skabil@unicef.org	Team Leader – Senior Expert on Disability Senior Expert on Inclusive Education & Disability	1) As Team Leader, managed the planning and implementation of a Situation Analysis on Children with Disabilities in Bosnia and Herzegovina , 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. 2) Responsible for providing technical expertise and co-teaching three (3) Inclusive Education Trainer-of-Trainers Modules to 14 School Teams 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.
2015 – 2016 Leiria, Portugal with travel to Geneva (Switzerland)	UNICEF Regional Office for Europe and Central Asia Ms. Lori Bell Senior Advisor for PME lbell@unicef.org	Senior Expert on Inclusive Education & Disability	Support Regional Office M&E section by providing technical support for strengthening data on children with disabilities. Contribute to UNICEFs 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.

<p>2016 Bangkok, Thailand with travel in South East Asia</p>	<p>UNICEF Regional Office for East Asia and the Pacific</p> <p>Ms. Naira Avetisyan Youth and Adolescent Development Specialist navetisyan@unicef.org</p>	<p>Team Leader - Senior Expert on Inclusive Education & Disability</p>	<p>As Team Leader, 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, 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 rapid assessment/situation analysis, Theory of Change and results and M&E frameworks addressing the situation of children with disabilities were developed.</p>
<p>2016 Myanmar</p>	<p>IPE Global</p> <p>Sanjay Tripathi Associate Director stripathi@ipeglobal.com +91 11 40755900</p>	<p>Team Leader</p>	<p>As Team Leader, managed the planning and implementation of a Situation Analysis on Children with Disabilities in Myanmar, 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.</p>
<p>2016 Leiria, Portugal with travel to Geneva (Switzerland)</p> <p>2015 Leiria, Portugal with travel to Geneva (Switzerland)</p> <p>2011-2015 Geneva</p>	<p>UNICEF Regional Office CEE/CIS</p> <p>Mr. Philippe Testot-Ferry Senior Advisor for Education ptestotferry@unicef.org</p>	<p>Senior Expert on Inclusive Education & Disability</p>	<p>1) Building on the technical leadership and achievements made over the last 4 years in the area of Inclusive Education for Children with Disabilities (IE4CwD), ensured continuity of the regional leadership to further contribute to global knowledge 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.</p> <p>2) co-authored the Inclusive Education Teacher Preparation Toolkit. Series 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. (http://www.inclusive-education.org/basic-page/unicef-trainer-trainers-modules-inclusive-education) Collaboration with Hollenweger, J., Sabani, N., in developing, drafting and editing/publishing.</p> <p>3) Supervised the development of A Rights-Based Approach to Inclusive Education for Children with Disabilities. Series of 14 Webinars and Companion Technical Booklets on Inclusive Education. 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. http://www.inclusive-education.org/basic-page/inclusive-education-booklets-and-webinars</p> <p>4) Responsible for the development, analysis and implementation of policy and programmes related to inclusive education (with a particular focus on children with disabilities) and the support to all sections (Education, Early Childhood Development, Health, Child Protection, Social Policy, and Monitoring & Evaluation) in ensuring that evidence-based, rights-based and inclusive policies take into account vulnerable children across all domains, through the life-cycle. Supported the development of Inclusive Education Implementation Indicators and was involved in the development of EMIS indicators as well as guidance for identification of out-of-school children with disabilities (UIS/UNICEF project).</p> <p>5) Provided advice and technical assistance to countries in the CEE/CIS Region 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>6) Supported the identification, sustainability and replication of opportunities for innovation leading towards ensuring gender and disability mainstreaming, particularly in the areas related to Education, from birth to</p>

(Switzerland)			adulthood.
2014 Chisinau, Moldova	Partnership for Every Child Ms. Stela Grigoras Director sgrigoras@p4ec.md +373 22 23 33 77	Research Team Leader (consultant)	Responsible for the design, implementation and quality of an evaluation study conducted by a team of three consultants (two nationals and one international) aimed at evaluating the feasibility of the current preschool and pre-university educational system for children with hearing impairments in Moldova . 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.
2010-2011 Indiana, USA	Purdue University @ Calumet Prof. Alice Anderson Dean School of Education Alice.Anderson@purdue cal.edu	Assistant Professor of Special Education	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.
2009 Yerevan (Armenia)	UNICEF Country Office for Armenia Ms. Alvard Poghosyan Education Specialist apoghosyan@unicef.org	Independent Evaluation Consultant	Carried out the “ Evaluation of Inclusive Education Policies and Programmes in Armenia ”, 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.
2007- 2008 Skopje (FYRoM)	Miske Witt & Associates Inc. under sub-contract for UNICEF Macedonia) Ms. Shirley Miske smiske@miskewitt.com	Inclusive Education Consultant	Co-design and co-implementation of an intensive Teacher Professional Development Program within the Child-Friendly Schools UNICEF initiative in Macedonia. 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.
2006-2010 Michigan, USA	Trillium Academy – Taylor Ms. Angela Romanowski ARomanowski@trilliuma cademy.us	Special Education Needs – Program Coordinator	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. 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 Dr. Susan Peters speters@msu.edu	Research assistant	The mission of the Inclusion Task Force was to collaborate with the various teacher preparation teams in order to provide support for the inclusion of Special Education content throughout and across the activities and courses comprising the elementary teacher preparation program in the College of Education.
2005-2006 Michigan, USA	Project ACCElerate MSU Dr. Susan Peters speters@msu.edu	Research assistant	Project ACCElerate 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.”
2003 - 2005 Michigan, USA	Michigan Special Education Solution Ms. Lynne Meyers lmeyers@mses.org	Special Education Area Coordinator	Special Education Area Coordinator for South-East Michigan, responsible for Special Education personnel (23 staff) and programme implementations across 5 public school academies.
2002 - 2003 Michigan, USA	Central Academy	Special Education Teacher	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>

- Hunt, P. F., Arsenjeva, J., Orozova, R., Meyer, S., Bain, S., Monteiro Couceiro-Neves, A. M., & Fresno, J. M. for UNICEF (2021) “*Situation Analysis: Children and Adolescents Disabilities in Kyrgyzstan*”. UNICEF. Bishkek, Kyrgystan. (unpublished).
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15. Professional References

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