

Equity and Inclusion in Education

*A guide to support education sector
plan preparation, revision, and appraisal*



First edition, April 2010



Fast Track Initiative

A global partnership to achieve Education For All

UNGEI
United Nations Girls'
Education Initiative

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This work is a joint product of the UN Girls' Education Initiative, the UNAIDS Inter-Agency Task Team on Education, the Global Task Force on Child Labour and EFA, the EFA Flagship on the Right to Education for Persons with Disabilities, and the EFA FTI Secretariat. The guide was developed and refined with the expertise of consultants, the late Hazel Bines and David Clarke.

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Acronyms and Abbreviations

ECCE	Early Childhood Care and Education
EFA FTI	Education for All Fast Track Initiative
EMIS	Education Management Information System
IATT	Inter-Agency Task Team on Education
LEG	Local Education Group
MoE	Ministry of Education
MDGs	Millennium Development Goals
PTA	parent teacher association
SMC	School Management Committee
UN	United Nations

Equity and Inclusion in Education

A guide to support education sector plan preparation, revision, and appraisal

Focus on Equity and Inclusion

As progress is made toward the Education for All (EFA) goals and the Millennium Development Goals (MDGs), including universal primary education and gender parity at all levels of education, increasing attention is being given to the 72 million children who are still out of school.¹ In particular, there is a stronger focus on the hard-to-reach and those who are at risk of being excluded, marginalized, or otherwise disadvantaged in their pursuit of educational opportunity. Even when such children attend school, they may not complete the full cycle of primary education and may not experience or achieve learning of the highest, or even good, quality.

At the core of inclusive education is the human right to education, pronounced in the Universal Declaration of Human

Rights in 1948. Equally important are the provisions of the UN Convention on the Rights of the Child (1989) which stipulates the right for all children to receive education without discrimination on any grounds.²

Some children are particularly at risk of not attending or completing school – those from poor families; those in remote rural communities; girls; children infected with or affected by HIV; working children or those with disabilities; children from ethnic or other minority groups and those in countries affected by conflict or natural disaster. Gender inequality is a cross-cutting issue in every type of educational disadvantage.

- ▶ **Equity** requires securing all children's rights to education, and their rights within and through education to realize their potential and aspirations.³ It also requires implementing and institutionalizing arrangements that help ensure all children can achieve these aims.
- ▶ **Inclusion** requires responding to the diversity of needs among all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them.

¹ Wilson, D. 2003. *Human Rights: Promoting Gender Equality In and Through Education*. Background paper for EFA Global Monitoring Report 2003/4. Paris.

² UNESCO. 2005. *Guidelines for Inclusion*. Ensuring Access to Education for All. Paris.

³ UNESCO. 2010. *Reaching the Marginalized EFA Global Monitoring Report 2010*. Paris.

Purpose

This guide was developed to support the integration of equity and inclusion issues in education sector plans while they are developed, revised or appraised. It promotes a more comprehensive and evidence-based approach to providing equitable education, which is at the heart of Education for All.

This guide is designed primarily for use by local education groups, specifically governments. It can also be used to foster dialogue and the planning process among other stakeholders, including civil society organizations (CSOs) and communities. The guide complements existing knowledge products from the Education for All Fast Track Initiative (EFA FTI) (annex 1) but focuses on disadvantaged children in society and their right to education.

The development of this guide was spearheaded by the UN Girls' Education Initiative, the UNAIDS Inter-Agency Task Team on Education, the Global Task Force on Child Labor and EFA, the EFA Flagship on the Right to Education for Persons with Disabilities, and the EFA FTI Secretariat.

In 2009, the guide was piloted in Kyrgyzstan, Lesotho, and Malawi.⁴ This first edition is based on the feedback from these countries and aims at guiding more FTI partner or FTI-eligible countries to prepare, revise, and appraise more equitable education sector plans.

EFA FTI will solicit feedback (annex 2) from April through to September 2010 from users in government, development agencies, and CSOs. This first edition will be reviewed and revised in the light of the findings.

Using the Guide

WHO

► Bring the right people on board

- This guide intends to support the local education group – the government, donor partners, international NGOs and civil society partners – to identify specific interventions to ensure all children their right to quality primary education without discrimination on any grounds.
- The assessment of equity and inclusion should be based on a participatory process, and include CSOs representing marginalized and disadvantaged groups; similar to the development, revision and appraisal process of the education sector plan.

⁴ Clarke, D. 2009. *EFA FTI Equity and Inclusion Tool Report of the Piloting Process*. UNGEI. New York.

In **Kyrgyzstan**, the pilot exercise was conducted by representatives of the Ministry of Education, development partners and national stakeholders working in the fields of girls' education, children with disabilities and other vulnerable children. The exercise helped raise the profile of the issues involved and facilitated cooperation between different agencies in the education sector as well as across sectors. The tool helped shape education policy and strategy and inform planning processes in addressing issues of equity and inclusion.

In **Lesotho**, the pilot exercise was conducted by representatives from the various departments of the Ministry of Education and Training and development partners like the World Food Program, Irish Aid, the World Bank, UNICEF and the Japanese International Cooperation Agency (JICA). The exercise clearly revealed that the government had not had a mechanism for undertaking such a crosscutting analysis before. Many participants asked why they did not have access to the tool earlier. The tool enabled dialogue on issues such as gender-based violence and sexual abuse at school and the adequacy of the HIV prevention education curriculum.

Malawi participated in the pilot exercise during the national process of preparing its National Education Sector Plan (NESP) for appraisal at the country level. The exercise took place in the context of a two-day workshop and was provided with consultancy assistance to pilot the equity and inclusion tool. The tool was well received by the Ministry of Education. Civil society organizations took part in the exercise and gave positive feedback on the use of the tool. Since Malawi had already finalized its NESP, the tool could not be integrated into the planning cycle early on and benefits were limited.

Source: EFA FTI. 2010. *Education for All Fast Track Initiative 2009 Annual Report*. Washington, DC.

WHAT

► 3-step approach

- The guide is intended to facilitate the gathering and analysis of data on equity and inclusion in the education sector, particularly at the primary school level.

Step 1 highlights key questions to investigate the status of inequity and exclusion.

Step 2 proposes more specific questions for an assessment of the focus area regarding equity and inclusion.

Step 3 suggests how to prepare and revise the education sector plan around access, quality and management.

► Ask the right questions

- The guide is organized around ten focus areas: baseline data on enrollment and completion, barriers to equity and inclusion, policies, strategies to promote equity and inclusion, institutional arrangements, schools, parental and community participation, teachers, curriculum and budgets and unit costs.
- The 3-step approach suggests assessing equity and inclusion with targeted questions addressing education statistics; cultural, social, and economic barriers; enabling policies and effective strategies; institutional capacity and management; school level practices and support; parental and community participation; teacher preparation, supervision, and support; the curriculum and monitoring and evaluation.

► Strengthen the understanding of equity and inclusion

- The outcomes of the assessment will inform policy and strategy development based on evidence, including setting objectives, prioritizing target populations, and selecting appropriate interventions.
- The local education group can at any time during the process of developing, revising, or appraising the education sector plan decide to take the suggested approach.

HOW

► Set up a working group

- Interested partners of the local education group agree to work together in a group according to their interest, areas of engagement, and capacity to assess and respond to issues of equity and inclusion.
- The group should be chaired by a representative from the Ministry of Education (MoE) and should include representatives from key MoE departments, donor partners ideally with representation from the coordinating agency, and international NGOs as well as national CSOs.
- The MoE – possibly with support from the coordinating agency or a donor or CSO partner – will take the lead in organizing, planning, and reporting on the exercise.

- The working group should help strengthening the inter-ministerial dialogue on issues of equity and inclusion and invite officials from line ministries such as Ministry of Social Affairs, Family or Labor, etc.
- The working group needs to review the guide and consider adapting it to the local context as necessary. Early in the process the group should discuss a work plan, timeframe, scope, costs, responsibilities, and division of labor to do this exercise.

► Hold consultation workshops

- Convene a workshop with all relevant partners to introduce the guide and the envisioned use in the country to create a common understanding. This is an opportunity for government and CSO representatives working with marginalized groups, to advise on data collection and identifying strategies for inclusion.
- Reach out to stakeholders at the central and local levels (government authorities, principals, teachers, social workers, teachers unions, local interest groups, representatives from the communities, and so on) through workshops, consultations, or questionnaires. This will be important to collect information on target groups and identify their specific educational needs. Broad-based consultations will strengthen the process.
- After the consultation process, the working group will be responsible for assessing the data and present its findings in a report to the local education group along with recommended interventions.
- As part of the FTI appraisal process of a national education sector plan, countries need to demonstrate that they have given equity and inclusion sufficient consideration. The report will complement the documentation for the FTI appraisal process.⁵ It should also serve to facilitate policy dialogue among the partners of the local education group.

⁵ Appraisal Steps 1 and 2; Tables 1, 2A and 2B: EFA FTI Secretariat. March 2006. *Guidelines for Appraisal of the Primary Education Component of an Education Sector Plan*. Washington, DC.

The Equity and Inclusion Guide

A. BASELINE DATA ON ENROLLMENT AND COMPLETION

1 Key questions for investigating the status of inequity and exclusion

Access by disadvantaged groups

1. Which groups of children are still not enrolled in primary school?
2. Which groups of children do not complete primary school?
 - Are gender-disaggregated data available on educational disadvantage at a sub-national level?
 - What are the main gaps in data about children who do not complete primary education?

2 Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ♦ How many children are currently out of primary school (disaggregated by gender)?
- ♦ Are data on attendance available? What are the main patterns of attendance?
- ♦ Which groups of children are excluded from enrolling, attending, and completing primary education? Consider factors such as gender, ethnicity, disability, migration, HIV, urban or rural locations, child labor or poverty.
- ♦ What are the enrollment and completion rates for children with disabilities and special educational needs? How many are served by general schools and how many by special schools?
- ♦ Are disaggregated data available on learning outcomes?
- ♦ In which regions of the country are enrollment and completion rates comparatively low?

Distill baseline data on enrollment and completion

- ▶ Use available data on enrollment, retention, and completion. Key sources of data include Education Management Information System (EMIS), Multiple Indicator Cluster Survey (MICS), and household surveys. Other potential sources of information are survey data on:
 - Children living with and affected by HIV
 - Child labor
 - Children with disabilities
 - Girls' education
 - Street children
 - Minorities
 - Migrant families
- ▶ Analysis of data should identify:
 - Children currently excluded from school
 - Attrition and dropout rates
 - Children most at risk of not enrolling, attending or completing
 - Student flow rates
 - Key trends and patterns
 - Information gaps
- ▶ Data should be presented and analyzed for both national and decentralized levels of the sector.
- ▶ Data should be disaggregated by age, gender, rural/urban, and by region/district, etc.

3 Preparing or revising the education sector plan

Questions to consider

Access

- ▶ Are costed strategies required to address the situation of any groups of excluded children (e.g., girls, children with disability, ethnic minorities, children affected by HIV, etc.)?
- ▶ Are there any excluded groups that would benefit or already benefit from targeted interventions that need to be scaled up?
- ▶ Are there any knowledge gaps in relation to equitable access?
- ▶ What changes are required in the current approach in order to increase equity and inclusion?

Quality

- ▶ How equitable is the quality of education?

Management

- ▶ Does the EMIS need to be adjusted to collect more data on different groups of children?
- ▶ Is there a need to develop additional technical capacity to address the needs of excluded or disadvantaged groups (e.g., children with disabilities)?

B. BARRIERS TO EQUITY AND INCLUSION

1 Key questions for investigating the status of inequity and exclusion

Identify barriers to access and quality

1. What are the major factors affecting enrollment, attendance, and completion by children?
2. How does gender influence these factors? Has a gender analysis of the sector been undertaken?

2 Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ Have barriers in relation to both the demand for and the supply of education been analyzed? If so what were the results?
- ◆ How are school attendance and drop-out rates monitored? What are the main causes of dropping out? What are the main barriers to school completion?
- ◆ What are the underlying causes of unequal participation?

Assess the following types of barriers

Social factors

- ▶ Poverty, and financial barriers, including direct, indirect, and opportunity costs of schooling
- ▶ Gender
- ▶ Biases e.g., toward girls, children living with or affected by HIV, children with disabilities, ethnic minorities
- ▶ Lack of identification documents/birth certificate
- ▶ Migration and mobility
- ▶ Prevalence of child labor on plantations, in industry, or the informal economy
- ▶ Health and nutritional status of children
- ▶ Conflict

Sectoral factors

- ▶ Lack of school instruction materials
- ▶ Legal and policy barriers
- ▶ Lack of appropriate infrastructure for children with disabilities
- ▶ Quality of teaching and teacher training
- ▶ The number of teachers per class
- ▶ Attrition rates of teachers and nonteaching education staff
- ▶ School safety, violence, sexual harassment, and corporal punishment

Infrastructural factors

- ▶ Lack of transportation, distance to school, lack of water and sanitation at school
- ▶ Poor condition of school facilities
- ▶ Seasonal factors such as rains/flooding
- ▶ Remoteness and lack of rural development

3 Preparing or revising the education sector plan

Consider strategies to address the barriers

Access

- ▶ What are the key barriers to equity that need to be addressed?
- ▶ Are current policies and strategies working to increase equity and inclusion? Which interventions show evidence of effectiveness?
- ▶ What changes are required in the current approach to increasing equity and inclusion?

Demand-side strategies may include:

- Abolition of school fees and reducing hidden costs such as uniforms and books
- Community mobilization
- Support for bridging programs for returning child workers to school
- Addressing stigmatizing attitudes in the school towards marginalized children
- School meals/nutrition
- School health services e.g., de-worming

- Cash transfers for vulnerable households
- Early childhood care
- Second chance/re-entry programs

Quality

- ▶ What are the key factors that undermine the equitable delivery of quality education?
- ▶ What are their root causes? Are policy changes required?
- ▶ Is MoE institutional capacity adequate to address issues of equity and inclusion?
- ▶ What changes are required in the current approach to increasing equity and inclusion?

Supply-side strategies may include:

- Pre- and in-service teacher training in knowledge and skills relating to inclusive schools/inclusive education
- Improving school facilities
- Developing child-friendly schools and classrooms

- Providing clean drinking water and sanitation for boys and girls
- Ensuring that the curriculum promotes inclusion
- Targeted interventions for marginal populations and districts
- Teacher policy development to address workplace issues

Management

- ▶ Are objectives and targets being set to improve equity? Are these fully appropriate?
- ▶ What changes are required in the current approach to increasing equity and inclusion?
- ▶ What capacity building or strengthening measures are needed in educational management?
- ▶ Consider including these measures in a capacity building plan.

1

Key questions for investigating the status of inequity and exclusion

Enabling environment

1. What policies are currently in place in relation to equity and inclusion in education?
2. How are policies disseminated and implemented?

2

Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ What are the main commitments of existing policies on equity and inclusion in the education sector?
- ◆ Are there mandatory and enabling policies that support inclusion and allow for decentralized decision making?

Undertake a policy analysis

- ▶ Are there clearly defined education sector policies or legislation on:
 - The right to education
 - Inclusive education
 - Gender and education
 - Children living with or affected by HIV, and HIV in the workplace
 - Children with disabilities
 - Education and child labor
 - Minorities and the language of instruction
 - Early childhood care and education (ECCE) and vulnerable and disadvantaged children
 - Children from extremely poor households
 - School health and nutrition
 - School safety, sexual harassment, and violence
 - HIV workplace policy
 - Teacher/staff codes of conduct
- ▶ When were these policies approved/ revised?
- ▶ Map any gaps in policy provision.
- ▶ How do policies reflect international commitments e.g., UN conventions on child rights, gender, disability, and child labor? How are these policies reflected in national education sector strategies? What mechanisms are in place to ensure that policies are fully implemented as intended? Are the policies equitable?
- ▶ Describe how policies are disseminated (and to whom). Are policies available and communicated at school and community level?
- ▶ How is policy implementation reviewed? How often?
- ▶ Are the policies working? If not, what needs to be done?

3

Preparing or revising the education sector plan

Identify where new policies are required or existing policies need to be better disseminated

- ▶ What were the main findings of the stock-taking exercise on policies?
- ▶ Are there any significant gaps in policy formulation, dissemination, or implementation?
- ▶ Do the following need to be considered?
 - An overall policy on equity and inclusion;
 - Addressing gaps in existing policies.

Access

- ▶ Policy development on the education of girls/boys, children with disabilities, ethnic minorities, children affected by HIV, children disadvantaged by poverty, remoteness, etc.

Quality

- ▶ Policy dissemination;
- ▶ Training and awareness raising on policies.

Management

- ▶ Monitoring policy implementation.

D. STRATEGIES TO PROMOTE EQUITY AND INCLUSION

1 Key questions for investigating the status of inequity and exclusion

Effectiveness of current interventions

1. What strategies are currently in place to increase equitable access to education for children who are at risk of a) not enrolling and b) not completing primary education?
2. Which of these strategies are working and need to be continued?
3. Which strategies are not yet working but need to be adjusted or strengthened?
4. Which of these strategies are not working and need to be dropped?

2 Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ How effective are current strategies in increasing equity and inclusion? Which strategies are working? Which strategies are not working well and need to be revised? What quantitative and qualitative evidence is available to assess the effectiveness of strategies?
- ◆ What are the coverage rates of targeted interventions?
- ◆ Have any objectives or targets been set to increase educational equity and inclusion? Are these appropriate?
- ◆ To what extent are the current strategies supported by clearly defined policy?

Complete a strategy analysis

Map and assess the current range of strategies/interventions aimed at increasing equity and inclusion. How effective is the response to the problems identified in the situation assessment?

Current strategies may include:

Access

- ▶ Early childhood care
- ▶ Universal measures such as abolishing school fees and reducing class size
- ▶ Flexibility in the school calendar
- ▶ School construction and refurbishment
- ▶ Targeted interventions such as scholarships for girls, social protection tools such as income supplements for child-headed households, etc.
- ▶ Incentives for teachers to work in rural/ remote areas

Quality

- ▶ Reviews of the curriculum, textbooks, and teachers' guides to consider how gender, disability, HIV,

and other issues relevant to equity and inclusion are addressed

- ▶ Creation of an inclusive curriculum
- ▶ Local content included in the curriculum
- ▶ School health and feeding/nutrition programs
- ▶ Increasing female participation in teaching and school management
- ▶ Teacher education on equity issues and inclusive education

Management

- ▶ Teacher deployment incentives for rural areas
- ▶ Community mobilization/participation in school management

3 Preparing or revising the education sector plan

Consider new strategies

Strategies to consider may include:

Access

- ▶ Abolishing school fees and reducing class size
- ▶ School construction and refurbishment
- ▶ Targeted interventions such as scholarships for girls, social protection tools such as income supplements for child-headed households, etc.
- ▶ Expansion of ECCE for particularly vulnerable children
- ▶ Second-chance opportunities

Quality

- ▶ Reviews of the curriculum, textbooks, and teachers' guides to consider how gender, disability, HIV, and other issues relevant to equity and inclusion are addressed and to eliminate bias

- ▶ Creation of an inclusive curriculum
- ▶ School health and feeding/nutrition programs
- ▶ Teacher education on equity issues, gender, and inclusive education

Management

- ▶ Teacher incentives in rural areas
- ▶ Increasing female participation in teaching and school management
- ▶ Targeted resources/teacher deployment incentives for disadvantaged/remote schools
- ▶ Community awareness raising on gender issues
- ▶ Community mobilization/participation in school management

E. INSTITUTIONAL ARRANGEMENTS

1 Key questions for investigating the status of inequity and exclusion

Capacity issues

1. What are the institutional arrangements to promote equity and inclusion in education?
2. How are issues such as gender and HIV mainstreamed in the Ministry of Education?
3. How is educational equity monitored?

2 Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ Has any capacity assessment of the Ministry of Education been undertaken in regard to equity and inclusion?
- ◆ What arrangements are in place to coordinate and collaborate with other government ministries such as Health, Gender, Family and Social Welfare, Labor, and so on? Are these arrangements effective?
- ◆ What school health or counselling services or both are available to the education system?
- ◆ What training is available to planners and education managers on equity and inclusion issues?
- ◆ Consider private as well as public education providers.

Undertake a capacity assessment

- ▶ This should assess the effectiveness of current institutional arrangements to address equity and inclusion issues at: a) central, and b) decentralized levels of the sector.
- ▶ Map which departments are responsible for ensuring educational equity and inclusion. How is this reflected in their terms of reference/mandates? How is progress in education equity and inclusion reported to Ministers?
- ▶ Identify any critical gaps in capacity to address equity and inclusion, including in institutional arrangements and technical areas (gender, disability, ethnicity, HIV, school health, etc.).
 - Who is responsible for managing equity and inclusion strategies at central and decentralized levels?
 - Assess current institutional arrangements for monitoring equity and inclusion. Where do these exist, are they effective?
 - Assess how effectively children/young people, parents, and communities (particularly representatives of excluded groups) are involved in monitoring and evaluation.
 - Consider how equity and inclusion issues are included in education statistics. What indicators are used? How adequate are they? How is equity included in monitoring and evaluation for the sector?
 - Are there any interdepartmental committees, specialized units, focal points, or coordinating mechanisms to enable work across departments on crosscutting issues such as gender, HIV, school health, etc. What are their functions? Are they effective?

3 Preparing or revising the education sector plan

Strengthen institutional arrangements

- ▶ What institutional strengths and weaknesses were identified in the stock-taking exercise?
- ▶ What institutional strengthening is required at: a) central, and b) decentralized levels of the sector?
- ▶ What strengthening is required in educational planning and management? How will this be delivered?
- ▶ What additional measures will have to be taken to strengthen monitoring of equity and inclusion at all levels (national, decentralized, school)?
- ▶ Have key indicators to monitor equity and inclusion over the plan period been selected? Examples of targets or indicators are:
 - Equal access to and enrollment in school of all children regardless of background
 - Equality in the learning process by all children, regardless of background
 - Equality in achievement levels regardless of background
 - Increase in school enrollment by target groups
 - Increase in number of targeted children receiving ECCE
 - Percentage of teachers trained in equity and inclusion

1

Key questions for investigating the status of inequity and exclusion

School management

1. How are schools managed to ensure that they are child friendly or girl-friendly?
2. How welcoming and safe are schools for girls, children with disabilities, disadvantaged children, or in vulnerable settings?
3. How are staff involved in school management trained in equity and inclusion issues? What ongoing support and supervision do they receive?

2

Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ How are schools managed so that they are able to include vulnerable and disadvantaged children? Are current arrangements effective? What needs to be changed or improved?
- ◆ Is school management an issue in remote schools? What additional measures are required?
- ◆ Is gender-based violence or corporal punishment prevalent? How can these be prevented? Are measures in place and working?
- ◆ Do school improvement plans include attention to issues of equity and inclusion?

Undertake an assessment of the current situation of schools, both public and private

- ▶ What local support is provided to schools to help them become more equitable and inclusive? How adequate is existing support to schools?
- ▶ What gaps in support for equity and inclusion exist at school level?
- ▶ How are school administrators trained in equity and inclusion issues?
- ▶ How are schools monitored/supervised for their performance in promoting equity and inclusion?

Current interventions to support the equitable and inclusive development of schools may include:

- Grants to improve/maintain facilities
- Guidelines/handbooks on school management
- Training of school principals
- Provision of electricity
- Establishment of resource centers
- Counselling services
- School health and feeding/nutrition services
- Water and sanitation
- Teacher training
- Resources for children with disabilities
- Adequate supply of teaching and learning materials
- Community-based school management
- Student associations and clubs
- Standards for child-friendly schools
- Conditional cash transfers for vulnerable children/families
- Support from business/public foundations/NGOs

3

Preparing or revising the education sector plan

Identify required school-level interventions

Examples may include:

Access

- ▶ Conditional cash transfers for vulnerable children/families

Quality

- ▶ Grants to improve/maintain facilities
- ▶ Provision of electricity
- ▶ Establishment of resource centers
- ▶ Counselling services
- ▶ School health and feeding/nutrition services
- ▶ Water and sanitation
- ▶ Teacher training
- ▶ Resources for children with disabilities
- ▶ Adequate supply of teaching and learning materials

- ▶ Student associations and clubs
- ▶ Targeted interventions for schools in disadvantaged areas e.g., urban slums, remote communities, disaster-affected communities, etc.

Management

- ▶ Guidelines/handbooks on school management
- ▶ Training of school
- ▶ Community-based school management
- ▶ Standards for Child-Friendly Schools
- ▶ Support from business/public foundations/NGOs

G. PARENTAL AND COMMUNITY PARTICIPATION

1 **Key questions for investigating the status of inequity and exclusion**

Civil society participation

1. How are children/young people, parents, and communities involved to promote equity and inclusion?
2. To what extent is parental participation inclusive?

2 **Guidance**

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ How are parents and communities involved in Parent Teacher Associations (PTAs) and School Management Committees (SMCs)?
- ◆ Do parents take an active part in running schools?
- ◆ Has there been any systematic community awareness raising about equity and inclusion?
- ◆ Are parents and communities made aware of education issues such as children with disabilities, HIV, child labor, health and nutrition, and so on?
- ◆ Do SMCs include children and adults from marginalized communities? (Are there gender issues to be considered?)
- ◆ How do school clubs, co-curricular or extra-curricular activities promote equity and inclusion?

Assess current status of parental and community involvement in schools

- ▶ Identify barriers to inclusive parental participation.
- ▶ Consider how schools enable the participation of children/young people in their education, including co-curricular and extra-curricular activities.
- ▶ How effectively do SMCs and PTAs support equity and inclusion in the school?
- ▶ Are community-based organizations and local NGOs able to work with schools? If so, how effectively?

3 **Preparing or revising the education sector plan**

Promote participation of children/young people, parents, and the community

Management

- ▶ What interventions are required to strengthen community participation in school management?
- ▶ How can PTAs and SMCs be strengthened and made more representative of disadvantaged families, e.g., through training, advocacy, etc.?
- ▶ What interventions are required to strengthen the participation of children in the affairs of the school?
- ▶ What local knowledge and existing community practices can be used to strengthen participation?

1

Key questions for investigating the status of inequity and exclusion

Teacher quality issues

1. To what extent is the teaching profession inclusive and equitable?
2. How are teachers equipped and motivated to support equity and inclusion in their schools/classrooms?

2

Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ Who becomes a teacher and why? Assess recruitment modalities and professional career pathways.
- ◆ Is there equitable participation by women and men, by people with disabilities, people living with HIV, and so on in the teaching profession? What are the trends?
- ◆ Is teacher deployment an equity issue?
- ◆ What disparities affect the teaching profession, e.g., rural versus urban, trained versus untrained?
- ◆ What percentage of the teachers, school administrators, and other education staff are male? Female?

Undertake an assessment

- ▶ Consider recruitment, deployment, and promotion patterns.
- ▶ Assess the status of professional development interventions to promote equity.
- ▶ Analyze both pre- and in-service teacher training provisions in terms of needs, processes, and outcomes.
- ▶ Identify and assess any specific training which teachers, school administrators, and other education sector staff receive on:
 - Gender
 - HIV
 - Equity and inclusion
 - Disability
 - Sexual harassment
- ▶ Are teachers encouraged to:
 - Work together at school, e.g., in teams
 - Cooperate with parents
 - Teach interactively
 - Cater their teaching to the needs of all learners
 - Ensure safe and welcoming learning environments
- ▶ What support do school administrators and other education sector staff provide to teachers to improve inclusive teaching?

3

Preparing or revising the education sector plan

Identify strategies to support teachers to improve inclusive teaching

Quality

- ▶ Consider whether teacher training programs need to be revised to address equity and inclusion in:
 - Pre-service training
 - In-service training

Management

- ▶ Consider any changes needed in school management/support for teachers.
- ▶ Is any action required to boost the number of female teachers?
- ▶ What incentive package is required to improve teacher deployment in remote areas?

I. CURRICULUM

1 Key questions for investigating the status of inequity and exclusion

Curriculum quality and implementation

1. How is the curriculum intended to support equity and inclusion at school?
2. Is the curriculum being implemented as intended?

2 Guidance

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ Is the curriculum sensitive to gender, cultural identity, and diversity? Review the curriculum to identify selected equity and inclusion issues such as gender and ethnic stereotyping.
- ◆ How does the curriculum promote tolerance and human rights?
- ◆ Is the content of the curriculum relevant to the needs and future of all children?
- ◆ Does the curriculum allow variation for local needs?
- ◆ How are special needs addressed?

Assess the curriculum

Consider if the curriculum includes:

- Health and nutrition education
 - HIV prevention education
 - Life skills education
 - Human rights education
 - Education about gender and relationships
 - Visions/goals of economic and social development
 - Sustainable development
- ▶ Do instructional materials meet the learning needs of students with disabilities, e.g., visual impairment?
 - ▶ Is the curriculum sufficiently inclusive? Are any groups underrepresented or omitted?
 - ▶ How do co-curricular activities support equity and inclusion?
 - ▶ Are issues of equity and inclusion included in educational standards? How are learning outcomes monitored?

3 Preparing or revising the education sector plan

Plan specific strategies to make changes in the curriculum to enhance equity and inclusion.

Interventions may include:

Quality

- ▶ Curriculum revision (e.g., to address gender, HIV, etc.)
- ▶ Guidelines on local adaptation and flexibility of the national curriculum
- ▶ Textbook revision
- ▶ Supplementary materials
- ▶ Instructional materials/visual aids in alternative formats
- ▶ Equipment for students with special needs
- ▶ Adoption of standards for equity and inclusion
- ▶ Improvements in learning assessment methods

1 **Key questions for investigating the status of inequity and exclusion**

Cost equity and inclusion interventions

1. What information is available on the costs of specific interventions aimed at addressing equity and inclusion?
2. Are strategies being costed?
3. Are they cost-effective/sustainable?

2 **Guidance**

To find answers to key questions, you may need to ask additional probing questions such as:

- ◆ What information is available on unit costs?
- ◆ Is gender analysis of budgeting possible?
- ◆ Is there a budget for capacity building in relation to equity and inclusion?
- ◆ Do current budget allocations support equity and inclusion?

Review the costs of the strategies

- ▶ Assess whether the strategies are cost-effective/sustainable.
- ▶ Information on costs may be available in specific budget lines (e.g., cash transfers to households, grants to schools, or teacher training).
- ▶ Analysis should cover factors such as the costs of small schools in rural areas; providing textbooks in minority languages; increasing teacher supply to reduce class size; necessary adaptations for children with disabilities, etc.
- ▶ Have expenditures been implemented as planned? If not, why not?
- ▶ Have the additional costs of including children currently not in school, including remedial education, been accounted and budgeted for?
- ▶ What funding gaps exist?
- ▶ What additional financial resources are required?

3 **Preparing or revising the education sector plan**

Assess how the budget reflects specific priorities

- ▶ What were the main findings of the stock-taking exercise?
- ▶ Do current interventions use funds efficiently?
- ▶ What are the projected resource needs?
- ▶ What additional financial resources are required to support identified priority interventions?

Annex 1: Additional Resources

Gender

UNESCO. 2009. Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education. UNESCO. Bangkok.

UNIFEM. 2008. Making the MDGs work for all. Gender-responsive approaches to the MDGs. UNIFEM. Bangkok.

World Bank. 2007. Girls' education: designing for success. World Bank. Washington, D.C.

HIV

UNAIDS IATT on Education. 2008. A strategic approach to HIV and AIDS and Education.

UNAIDS IATT on Education. 2008. Toolkit for mainstreaming HIV and AIDS in the education sector: Guidelines for development cooperation agencies.

Inclusive Education

UNESCO. 2005. Guidelines for inclusion: Ensuring access to education for all. UNESCO. Paris.

UNICEF. 2006. Assessing child-friendly schools: A guide for programme managers in East Asia and the Pacific. UNICEF. Bangkok.

Capacity Development

EFA Fast Track Initiative (2008). Guidelines for capacity development in the education sector within the Education for All Fast Track Initiative Framework. EFA FTI. Washington, D.C.

EFA FTI knowledge products to support country processes

1. Strengthening Country-Level Process Guide
2. Indicative Framework
3. Appraisal Guidelines
4. Modalities Guide
5. Guidance on choosing a Supervising Entity (upcoming)
6. Working Paper 'Reaching Out to Out-of-School Children'
7. Working Paper 'Learning for All. An Educational Case for EFA FTI Replenishment'

All EFA FTI knowledge products are available at www.educationfasttrack.org

For further information or to provide feedback on this tool, please contact:

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Annex 2: User Survey

This provisional education sector-specific guide depends on the insights and experience of its users to ensure it meets the needs of all stakeholders and succeeds in its aim to provide the most useful and practical information possible. Therefore, the document will remain a first edition through to September 2010.

During this time, users of the guide will be asked to fill out the brief questionnaire below. In addition, staff should feel free to send comments and suggestions on the guide to Koli Banik, Education Specialist, EFA Fast Track Initiative Secretariat, kbanik@educationfasttrack.org, and are welcome to solicit additional inputs and views from their partners.

Kindly answer the following questions.

1. What is your position in your office?
2. Which parts of this guidance did you read/use?
3. Does this guidance provide you sufficient understanding of the links between equity and inclusion and education sector planning? Are there any areas that require more explanation?
4. Does this guidance provide you sufficient tools, in the form of questions to ask, steps to take, identification of entry points, and the like, to better promote equity and inclusion?
 - ▶ If yes, what was particularly useful?
 - ▶ What, if any, additional tools would help you?
 - ▶ If no, what are the main weaknesses? How could the document be improved? Can you point us to a document that you think provides the type of guidance you are looking for (it can be in another area)?
5. What would be the most useful way for us to produce the final version of this document? Would you like it in hard copy? In a binder or folder? As an online document with hyperlinks? On a CD? In another form?
6. Are there any ways you can suggest for us to improve this document so that it better meets your need?



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