EQUITY AND INCLUSION IN EDUCATION

Tools to support education sector planning and evaluation

April 2008

1. Introduction

1.1 As progress is made towards the Education for All and Millennium Development goals, including universal primary education and gender parity at all levels of education, increasing attention is being given to those children who are still out of school, are particularly hard to reach and are at risk of being excluded, marginalised or otherwise disadvantaged in relation to education. Even when children attend school, they may not complete the full cycle of primary education and may not experience or achieve learning of good quality.

1.2 Some groups of children are particularly at risk of not attending or completing school, such as children from poorer families, those in remote rural communities, girls, children infected or affected by HIV and AIDS, children with disabilities, children undertaking paid or domestic labour, children from ethnic or other minority groups and children in countries affected by conflict.

1.3 Greater equity and inclusion in education are therefore now a priority in many countries.

2. Purpose, focus and range of the tools

Purpose of the tools: a resource for education sector planning and evaluation

2.1 These tools have been developed to support governments, their development partners and other stakeholders to address equity and inclusion in education sector plans. They are designed primarily for use by governments and their development partners but may also support the involvement of other partners and stakeholders, such as civil society organisations and communities.

2.2 The principal tool (Tool A) is designed to be particularly simple and user friendly. Countries can use this tool independently of the other tools if necessary. It may be most useful for countries which are beginning to address equity and inclusion. The two other tools are designed to complement and extend the content of Tool A. Tool B provides more detailed questions for countries in a position to develop a more comprehensive approach. Tool C is concerned with evaluation of progress, at any stage, along the trajectory towards equity and inclusion.

2.3 The tools are designed to be used primarily in plan preparation. With some adaptation of content Tools A and B may be a particularly useful resource in the review of existing plans and to monitor implementation, for example through education sector reviews. More information on such adaptation is provided in the sections in this guidance on using the tools at different stages and in the guidance on the use of the individual tools.

2.4 The tools have also been designed to be used in the development and appraisal of planning as part of the process of plan endorsement by the EFA Fast Track Initiative (FTI). They therefore focus on primary education, which is the main remit of the FTI, though with recognition that early childhood care and education, and transition to secondary schooling, are also relevant to universal primary completion. Tools A and C may be particularly useful in relation to developing and appraising plans for FTI endorsement.

Focus of the tools: equity and inclusion

2.5 The tools are concerned with equity and inclusion. Equity is related to securing all children's rights to, within and through education so they can realise their potential and aspirations (Wilson, 2003). It also involves putting into place the arrangements to achieve these aims. Inclusion can be defined as in UNESCO's *Guidelines for Inclusion: Ensuring Access to Education for All*:

Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.
(UNESCO, 2005:13)

2.6 Equity and inclusion involve policies, planning, institutional structures, capacity, partnerships and coordination to achieve the right of all children to an education in their locality, in regular provision alongside their peers, within an accessible, safe, secure and child-friendly learning environment, where diversity is acknowledged and responded to, and every effort is made to reduce barriers to participation and learning. Robust and wide-ranging information is also needed in relation to access, enrolment, retention and completion of schooling, and the quality and outcomes of teaching and learning. Effective monitoring and review are also required, together with sufficient resources, particularly finance. These critical aspects of equity and inclusion are reflected in these tools.

2.7 Most education sector plans address equity in a number of ways. For example they may include targets and actions to increase the number of girls in school in relation to boys, to ensure that children infected or affected by HIV and AIDS have the opportunity to attend school, to improve the participation and learning of children with disabilities and to facilitate a return to school by children who previously worked. Although plans may not draw on inclusion as an explicit concept, it is addressed when tackling disadvantage through increasing the participation of children who are hard to reach, or whose needs are marginalised or neglected, or who live in under-served areas or who face other barriers to education. Inclusion also has the added value of not just focusing on particular dimensions of marginalisation or exclusion, or particular groups of children, but on the education system as a whole. If an education system is more inclusive, then it can reach, and provide a quality education for, all children, including those already enrolled in school, but whose learning is affected by insufficient or ineffective responses to diversity. A more inclusive education system thus benefits all children.

2.8 Taking a broader approach to equity and inclusion can also help to synthesise planning on specific dimensions of inequality, marginalisation and exclusion, such as poverty, gender or disability. It may also facilitate sharing of policies, strategies and lessons, given there are many common features in initiatives which have been tried in order to address different aspects of inequity and exclusion. This in turn may help to address the multiple disadvantages which impact on the education of many children.

2.9 These tools are a resource to help develop these benefits of addressing equity and inclusion in a systematic way.

Range and content of the tools

2.10 The first and main tool (**Tool A**) sets out five key aspects of planning for equity and inclusion and asks some critical questions about these different aspects. It may be particularly useful for planning in countries which are making progress towards equity and inclusion but are not yet in a position to develop a comprehensive approach.

2.11 The second tool (**Tool B**) can be found at Annex 1. This lists a fuller set of questions which may be particularly useful as countries move towards a more comprehensive approach to equity and inclusion. This tool focuses on gender, HIV and AIDS, disability and child

labour as both exemplars and as critical aspects of equity and inclusion which have an impact on numerically very significant groups of children.

2.12 The third tool (**Tool C**) can be found at Annex 2. This provides a framework which can be used to assess a particular country's position on the trajectory towards equity and inclusion. This tool also suggests a number of entry points and actions to move along this trajectory.

3. Using the tools

3.1 As noted above, these tools can be used at different stages of the processes of education sector planning and evaluation, including preparation for FTI endorsement. The following sections describe how the tools could be used for these different stages.

Developing and reviewing an education sector plan

3.2 Tools A and B could be used as a list of key questions on equity and inclusion which should be answered and addressed during the process of developing the plan. As noted earlier in this guidance, Tool A may be more useful for countries which are beginning to address equity and inclusion whereas Tool B provides more detailed questions for countries in a position to develop a more comprehensive approach. The questions could also be used to review a plan which has been recently completed, to ensure that issues in relation to equity and inclusion have been addressed.

3.3 Tool C is more concerned with evaluation of progress along the trajectory towards equity and inclusion. It could be used to both assess a country's current progress and to identify entry points and actions which may be useful in moving along the trajectory towards a more comprehensive approach. It is may therefore be useful for identifying both a country's position prior to developing a new plan and those actions most likely to make most difference in progressing along the trajectory and which should thus be part of a plan. It may also be useful for reviewing a completed plan in that it identifies those entry points and actions likely to be most useful for countries at different stages on the trajectory towards equity and inclusion.

Planning and appraising for FTI endorsement

3.4 Tool A provides a set of basic questions which all countries should address in the process of developing a plan for FTI endorsement. The questions should be considered alongside the FTI Framework and Appraisal Guidelines which include a number of questions, and ask for a range of data, related to equity and inclusion. For example, the first question, on enrolment, in Tool A, which is particularly concerned with children at risk of not attending or completing primary school, is concerned with data on different groups of children, which is also considered in the Appraisal Guidelines. Similarly, the question on unit costs in the section on resources in Tool A reflects the concern with such costs, and financial sustainability, in the FTI Appraisal Guidelines.

3.5 The tools may also be useful during the process of appraising, as well as developing, the plan. The key resource for such appraisal is of course the FTI Appraisal Guidelines. These could however be used in conjunction with Tool A, which poses 12 key questions in relation to equity and inclusion in education sector planning. It does need to be recognised in particular that collection, analysis and disaggregation of data may be still be limited and many countries will not as yet have robust data on all excluded and disadvantaged groups of children or on unit costs or expenditure incidence. However, if the response is positive in relation to whether a country plan addresses such questions, and involves actions to improve data, the enabling environment, provision, resource allocation and monitoring and review, it

should be concluded that the plan includes the basic aspects of equity and inclusion. Tool C may also be useful in assessing a country's current position in relation to equity and inclusion. A country seeking endorsement should at the least be moving from the baseline to transitional positions outlined in Tool C. Tool B may be most helpful in relation to providing additional questions on issues which are of particular and priority importance in a country and should be addressed prior to endorsement, for example where there is an HIV and AIDS epidemic or a particularly high level of child labour or girls out of school.

Using these tools for review of the implementation of a plan

3.6 Many countries conduct regular reviews of the implementation of plans through an annual joint review process involving government officials, donor partners and other stakeholders, as well as through other processes of evaluation such as research studies. Such review is very important even when a plan has been endorsed by the FTI. These tools provide a resource of useful questions for such review. Further suggestions on how such questions might be used for sector review can be found in the guidance on using each individual tool.

Use by a range of stakeholders

3.7 These tools could be used by governments and by development partners working both independently and together, though it is likely that most of the analysis and detailed planning associated with each question will be led by government, supported by development partners. Other stakeholders, such as civil society organisations and communities could also use some or all of the questions, depending on their roles and interests, as a resource for their involvement in the planning process. As indicated above, development partners may also find the questions in the tools helpful in the appraisal process for FTI endorsement, especially as many are linked to issues related to equity and inclusion in the Appraisal Guidelines.

4. Links between these and other tools and resources

4.1 These tools can be complemented through reference to, and use of, other tools, toolkits and guidelines, such as those developed by FTI Task Teams, by inter-agency groups and by individual donor agencies and NGOs.

4.2 A selected list of such resources is provided in Annex 3.

5. Background to the development of these tools

5.1 These tools have been developed through support from a number of agency partners and with reference to a range of documentation and existing education sector plans.

5.2 A summary of the rationale for the particular focus of these tools, and how they were developed, is provided in Annex 4.

References

UNESCO (2005) *Guidelines for Inclusion: Ensuring Access to Education for All*, Paris: UNESCO.

Wilson, D. (2003) *Human rights: Promoting gender equality in and through education*, Background paper for UNESCO EFA Global Monitoring Report, 2003/4, Paris: UNESCO.

USING TOOL A

1. Tool A reflects five key steps to enhancing equity and inclusion, namely:

- **Conduct situation analysis**
- **Establish an enabling environment**
- **Address access, quality and outcomes in educational provision**
- **Allocate resources**
- **Monitor and review**

2. The first section on <u>situation analysis</u> focuses on information, particularly data on children's participation in education, as such information is needed for effective planning. The second section on the <u>enabling environment</u> briefly considers policies, institutional structures and management, partnerships and capacity development. The section on <u>provision</u> focuses on access, quality and outcomes and the section on <u>resources</u> focuses primarily on finance. The final section on <u>monitoring and review</u> identifies targets and indicators and suggests how equity and inclusion can be addressed in sector review.

3. The tool also has three columns or aspects which should be considered in relation to each of the sections. These are:

- **Key question on equity and inclusion**
- **Notes and guidance**
- **Priorities for planning**

4. The aim of these columns is to support the planning process, from identification of issues to setting priorities for the plan. The 12 questions, which are spread over the five sections, address critical aspects of equity and inclusion. It is not possible to cover every aspect of equity and inclusion in a tool such as this. The aim is to develop a planning process which both focuses on equity and inclusion and prioritises the issues and changes most likely to make a difference, drawing on both local and international experience.

5. This tool could be used as a checklist of key questions on equity and inclusion which should be answered and addressed during the process of developing the plan. The questions could also be used in relation to a plan which has been recently completed, to ensure that basic issues in relation to equity and inclusion have been addressed.

6. The questions can be posed by governments and by development partners working both independently and together, though it is likely that most of the analysis and detailed planning associated with each question will be led by government, supported by development partners. Other stakeholders, such as civil society organisations and communities could also use some or all of the questions, depending on their roles and interests, as a resource for their involvement in the planning process.

7. Development partners could use the questions as part of the appraisal process for FTI endorsement. The questions are linked to issues related to equity and inclusion in the Appraisal Guidelines. As noted in the overall guidelines on using the tools, it does need to be recognised in particular that collection, analysis and disaggregation of data may be still be limited. However, if the response is positive in relation to whether a country plan addresses such questions, and involves actions to improve data, the enabling environment, provision, resource allocation and monitoring and review, it should be concluded that the plan includes the basic aspects of equity and inclusion

8. Finally, the questions in Tool A could also be used as starting points for review of the implementation of a plan. First, they may be useful as questions for sector review over the plan period. For example, the questions on the enabling environment would be a very useful starting point for considering the impact of measures put in place to develop institutional systems and capacity. Certain questions, such as those related to situation analysis, could be also be used as a starting point for studies and other research, either as part of annual sector review or commissioned separately.

TOOL A - PLANNING FOR EQUITY AND INCLUSION

Part 1: Situation Analysis		
Key question on equity and inclusion	**Notes/Guidance**	**Priorities for planning**
Which children are still not enrolled in or do not complete primary school? Map, on the basis of data available on enrolment, retention and completion, which groups of children do not attend or complete primary school and/or are most likely to be at risk of not attending and completing primary school. Data analysis should identify: • children currently excluded from school; • children most at risk of not attending or completing primary school • key trends/patterns of school participation and completion; • information gaps. Data should ideally be analysed at both national and decentralised levels.	Key sources of data are likely to be EMIS, MICS and household surveys. It may already be possible to disaggregate EMIS data in some ways e.g. by gender, and/or urban or rural location. Other sources of information may include data on children infected or affected by HIV and AIDS and child labour surveys though such information may not yet be directly linked to data on school attendance and completion. Data on disabled children is likely to be limited. Some school/community-based mechanisms for collecting local information about children not in school/with irregular attendance may also be in place. There will be gaps in the data/ analysis but it should be possible to identify certain trends and groups most at risk.	Priorities will depend on the range of data already available but could include: • developing EMIS to collect more data on different groups of children and patterns of attendance and completion; • improving household surveys to meet information gaps on patterns of school attendance and completion; • implementing a locally-based screening mechanism to identify disabled children; • encouraging schools and communities to identify local children not in school/with irregular patterns of attendance; • undertaking studies e.g. participation in regular or alternative schooling by children who undertake paid work. NB Timelines needed, for both analysis prior to planning and for further analytical work during plan period.
What are the major factors affecting enrolment and completion by certain children? It may be useful to consider the different types of barriers, e.g. • financial barriers, including the direct, indirect and opportunity costs of schooling; • attitudinal/cultural barriers e.g. towards girls, children infected or affected by HIV and AIDS, disabled children; • legal/policy barriers e.g. re pregnant girls continuing education, disabled teachers; • environmental barriers e.g. no transport to school, inaccessible buildings, lack of facilities such as toilets. Such barriers can also be analysed in relation to both demand (e.g. poor families feel children's work is more useful than schooling) and supply (e.g. schools are too far from home).	Some factors may already be recognised/analysed e.g. cost of schooling, distance from home to school for children in rural areas. Analysing barriers can help to identify those factors most likely to affect school participation and completion for different groups of children, especially those identified as being at particular risk of not attending or completing school. Analysis of EMIS and household survey data may indicate particular barriers. Participatory studies e.g. involving families, communities and school staff, with a range of questions on the barriers to attending and completing school, may also help to identify key issues.	Analysis can then inform choice of strategies to enhance inclusion. These should address both demand and supply-side factors and environmental and financial barriers e.g. cost of schooling, provision of nearby schools. Attitudinal/cultural barriers may also require awareness raising and training strategies. Planning to reduce barriers will include strategies on provision in relation to access, quality and outcomes.

Part 2: Enabling Environment		
Key question on equity and inclusion	**Notes/Guidance**	**Priorities for planning**
What policies are currently in place in relation to equity, inclusion and education? There may be an overall policy on inclusion or separate policies e.g. on gender and education, on the impact of HIV and AIDS, on educating disabled or working children or on other aspects of education, such as a language of instruction policy related to the education of ethnic and linguistic minorities.	What are the main commitments of such policies? How do they reflect national and international commitments? (e.g. to universal primary education and gender parity, PRSPS and national AIDS strategies, and UN Conventions in relation to child rights, gender, disability and child labour). What are the links to national policies and strategies e.g. on HIV and AIDS? Are there any major gaps which need to be addressed?	Planning will need to consider: • development of an overall policy on equity and inclusion; • addressing gaps in existing policies and for aspects of equity and inclusion not currently covered by existing policies; • awareness raising with key stakeholders; • how policies will be enforced; and • how policies are related to costed plans for implementation.
Are there champions and institutional arrangements in place to promote and progress equity and inclusion in education?	These are likely to include senior policymakers/managers, and focal persons/units in different education ministry departments and at decentralised levels. These may currently cover some or all of the main dimensions of inclusion/groups of children most at risk. What and where are the gaps?	Planning should put in place focal persons/units for key dimensions of equity/inclusion and children most at risk, at national and decentralised levels. These should be supported by champions at senior political/ policy levels, have a budget to support their work and include coordination within and beyond the education sector.
What local support is provided to schools to help them become more inclusive?	Support to schools could include resource centres, support teachers, student counselling services and grants to improve buildings/facilities e.g. to make buildings accessible. What forms of support are already in place/could be developed further?	Schools need both local access to expertise and financial incentives, to encourage them to become more inclusive. Priorities for specialised support services may need to be set but grants to schools could be targeted at several key dimensions of equity/inclusion.
How are parents and communities involved as a key aspect of partnerships with a range of stakeholders to promote and progress equity and inclusion?	Parents and communities may already be involved in schools through PTAs/SMCs but wider involvement has been effective in many countries e.g. community awareness raising and identification of children not in school, showing parents how they can support learning at home. Children can also play a role in such involvement.	Develop strategies for involvement, reflecting key priorities (e.g. community action to enrol girls, and/or support children infected and affected by HIV and AIDS, advice to parents of children with disabilities re developing learning through home-based activities).
What training is provided for teachers as part of overall capacity development in relation to inclusion and education?	Analyse both pre-service and in-service training. Training needs to be both specific (e.g. HIV prevention education) and general (e.g. developing teachers' capacity to respond to a diversity of learning needs through a range of teaching approaches and materials).	Set timescale for revisions of pre-service training and priorities for in-service training programme for all teachers over the period of the plan. Head teachers should join such training to support development and management of more inclusive schools.

Part 3: Provision – Access, Quality and Outcomes		
Key question on equity and inclusion	**Notes/Guidance**	**Priorities for planning**
What strategies are in place to increase access to education for children still out school/at risk of not completing primary education?	Current strategies may include both universal measures (such as abolishing school fees) which benefit both all children and those at most risk of not attending/ completing school and targeted measures (e.g. scholarships for girls, counselling for children infected or affected by HIV and AIDS, ECCE for particularly disadvantaged children). It would be useful to assess the impact of current strategies and also draw on experience of successful strategies in other countries which could then be adopted/adapted.	Select priorities for action, covering both demand and supply-side barriers and priority groups of children. e.g. Demand • reducing the costs of schooling (e.g. abolishing fees, providing free books); • making payments to families to encourage enrolment of targeted groups of children e.g. girls, children infected and affected by HIV and AIDS; • offering school meals to encourage school attendance. Supply • providing more schools, with toilets, nearer to homes in rural areas; • making school buildings more accessible for disabled children; • targeted ECCE for particularly vulnerable children; • providing transitional education to facilitate entry into regular school for children previously involved in paid child labour.
What key changes in curriculum, teaching methods and materials and assessment of learning need to be made to enhance the learning achievements of all children?	This may involve review of the curriculum to ensure a wider range of knowledge, skills, competences and capabilities and/or identification of where local adaptation/ flexibility could be allowed, including in relation to assessment. Instructional materials could be reviewed for selected equity and inclusion issues e.g. gender stereotypes. Providing a wider range of instructional materials, and low cost equipment (e.g. magnifying glass for use by visually impaired students) would complement teacher training on using a wider range of teaching methods and materials. PTR/class size will impact on teachers' capacity to respond to diversity and use a wider range of teaching methods and materials.	Identify key changes to be made during the period of the plan e.g. • curriculum revisions; • guidelines on local adaptation/flexibility; • selected revisions of textbooks; • provision of additional instructional materials and low cost equipment for particular learning needs. Reductions in class size, where needed (e.g. class sizes are higher than 40) through increasing the supply of teachers (and classrooms) should be factored into resource planning.

Part 4: Resources		
Key question on equity and inclusion	**Notes/Guidance**	**Priorities for planning**
What information is available on the unit costs of primary schooling and any additional costs associated with equity and inclusion?	Information on costs of additional resources may be available in specific budget lines (e.g. for conditional cash transfers to families, or scholarships; grants to schools to make buildings more accessible), or as part of more general budget lines (e.g. teacher training programmes). Analysis should also cover factors such as the additional costs of small schools in rural areas, providing textbooks in minority languages and more teachers to reduce PTR/class size to improve quality (including planning for the impact of HIV and AIDS on the education workforce).	Budget planning will follow plan targets and priorities and should include projections which can be made, with the information available, as to likely additional finance required over the period of the plan for additional resources, including both additional costs of particular interventions and the impact of increased enrolment and completion, linked in turn to wider projections such as the likely increase in the number of children infected or affected by HIV and AIDS.
What arrangements are in place to assess how budget allocations and expenditure reflect and support priorities in the plan in relation to equity and inclusion?	Analysis of the current budget could be instructive e.g. if planned expenditure on equity and inclusion has taken place and if not, why not. Data may not be robust enough for a full expenditure incidence analysis in relation to priority groups of children (e.g. poor rural girls) but some calculations should be possible to identify equitable/ inequitable trends.	Identify if and how the budget/expenditure projections over the plan period support plan priorities in relation to equity and inclusion. A further plan priority could be development of more robust data on expenditure incidence in relation to different aspects of equity and inclusion/target groups of children.

Part 5: Monitoring and Review		
Key question on equity and inclusion	**Notes/Guidance**	**Priorities for planning**
How are equity and inclusion addressed in sector review?	Review should focus on both the enabling environment (e.g. institutional arrangements and capacity) and progress on student participation and outcomes, with reference to priority dimensions of equity and inclusion/groups of children most at risk. It could include progress on key indicators, increasing the data available and the impact of current strategies. Periodic in-depth review of selected issues may be more helpful than cursory annual review of all equity and inclusion issues. Indicators selected for reporting on the education sector (e.g. in relation to PRSP monitoring) should reflect key equitable and inclusive elements (e.g. enrolment of all children plus % enrolment of poor, rural girls).	Set key indicators and a rolling programme of sector review to address key aspects of equity and inclusion over the plan period. Examples of targets/indicators (which will require specific % and/or numbers linked to current baseline): • increase in school enrolment by targeted groups of children; • increase in number of targeted disadvantaged children attending ECCE provision; • increase in number of families receiving financial support related to participation in school; • %/number of teachers trained in one or more aspects of equity and inclusion; • %/number of schools given facilities grant to make buildings accessible.

ANNEX 1

TOOL B

**A more comprehensive tool
with gender, HIV and AIDS, disability and child labour
as exemplars**

USING TOOL B

Introduction

1. This tool comprises a fuller set of questions on the five aspects of equity and inclusion, which may be particularly useful as countries move from a transitional position towards a more comprehensive approach to equity and inclusion. This tool focuses on gender, HIV and AIDS, disability and child labour as both exemplars and as critical aspects of equity and inclusion which have an impact on numerically very significant groups of children.

2. These dimensions of inclusion and groups of children have been chosen for several reasons. First, gender, HIV and AIDS, disability and child labour are universal issues in all countries. Second, girls, children infected and affected by HIV and AIDS, and children who are disabled or work, are between them the most numerically significant population of children at most risk of not participating fully in education. Finally, all these dimensions of equity and inclusion have already been given policy attention in education sector planning, and all have international agencies and organisations which focus on them and which have produced a range of statistics, reports and guidelines to support planning. As noted below, this tool can also be adapted for use for other dimensions of equity and inclusion.

Components of the tool

3. This tool has five **sections**. These are:

- Situation analysis
- Enabling environment
- Provision- access, quality, outcomes
- Resources- especially finance
- Monitoring and review.

4. The section on situation analysis focuses on information, particularly data on participation in education. The section on the enabling environment covers policies, institutional structures, capacity, leadership and management, partnerships and coordination. The section on provision focuses on access, quality and learning and other outcomes. The section on finance includes cost projections, budget allocations, financing mechanisms and monitoring.
The section on monitoring and review covers targets, indicators and system capacity and management, and focuses on sector review processes.

5. There are inevitable overlaps between the above sections. For example, teacher training could be addressed, as in the tool, as part of the training of all education sector staff, or as part of quality. And both situation analysis and monitoring and evaluation involve data. Content has been presented in the ways considered to be most common and useful in relation to organising and focusing on issues. Links can be made during use of the tool through cross-referencing of issues and information.

6. This additional tool also has four **columns** or aspects which should be considered in relation to each of the sections. These are:

- Equity and inclusion
- Specific issues in relation to gender, HIV and AIDS, disability and child labour
- Evidence and evaluation
- Priorities for planning.

7. This tool therefore moves from generic aspects of inclusion to specifics related to the four focal dimensions, and then moves onto guidance on recording, for particular countries and education sectors, the evidence, evaluation, and implications for priority setting.

Adaptation of the tool

8. This additional tool could be adapted for use in relation to other dimensions of equity and inclusion by substituting these in the second column. It could also be used to focus on one single aspect by making this the only subject of the second column. The material on the specific issues related to gender, HIV and AIDS, disability and child labour could provide useful prompts for such adaptations.

Use of the tool

9. The tool provides a comprehensive set of questions on equity and inclusion which could be answered and addressed during the process of developing the plan. The questions could also be used in relation to a plan which has been recently completed, as an audit of how a range of issues in relation to equity and inclusion have been addressed.

10. The questions could be posed by governments and by development partners working both independently and together, though it is likely that most of the analysis and detailed planning associated with each question will be led by government, supported by development partners. Other stakeholders, such as civil society organisations and communities could also use some or all of the questions, depending on their roles and interests, as a resource for their involvement in the planning process.

11. Development partners could use all or some of the questions as part of the appraisal process for FTI endorsement. It should however be recognised that the range of issues addressed in this tool extend beyond those covered in the FTI Appraisal Guidelines in relation to equity and inclusion. Tool B may be most helpful in relation to providing additional questions on issues which are of particular and priority importance in a country and should be addressed prior to endorsement, for example where there is an HIV and AIDS epidemic or a particularly high level of child labour or girls out of school.

12. Finally, the questions could also be used as starting points for review of the implementation of a plan through sector review over the plan period. It is however recommended that particular topics and questions are selected for each sector review. For example, a review could focus on the enabling environment across all the dimensions of equity and inclusion, to capture synergies and gaps. Alternatively, a particular aspect of equity and inclusion, such as gender or child labour, could be assessed through review of data, enabling environment, student participation, quality of learning and learning outcomes, and resources allocated. One or more specific questions could also form the basis of particular evaluative studies.

TOOL B - MORE COMPREHENSIVE, WITH GENDER, HIV AND AIDS, DISABILITY AND CHILD LABOUR AS EXEMPLARS

Part 1: Situation Analysis		Analyse, where possible, at different levels e.g. national, regional, district.	(See also section on M&E).
Questions on equity and inclusion	**Specific issues in relation to gender, HIV and AIDS, disability and child labour**	**Evidence and analysis for use as base-line and to select priorities for plan**	**Priorities for planning**
How many children are currently still out of primary school? (NB Include regular, private, non-formal and alternative provision).	How many of these are girls/boys, children infected or affected by HIV and AIDS, children with disabilities or working children?	Analyse, on the basis of available data, which groups of children are particularly excluded. Sources may include EMIS, MICS and other household surveys, national child labour surveys, school and community based data.	Identify any priority excluded groups, on basis of agreed criteria (e.g. numerical significance) for targeted strategies.
What are the participation patterns of children who do not complete primary school? (NB Include regular, private, non-formal and alternative provision).	What are the retention and completion patterns by girls/boys, children infected or affected by HIV and AIDS, children with disabilities and working children?	Analyse, on the basis of available data, which groups of children are most at risk. Sources may include EMIS, MICS and other household surveys, school and community based data.	Identify priority issues and groups of children for targeted strategies.
Are there reliable data on daily/regular school attendance? If so, what are the main patterns of attendance and which groups of children do not attend regularly?	Does such data include girls/boys, children infected or affected by HIV and AIDS, children with disabilities and working children?	Data on attendance is likely to be limited. Responsibility may be best delegated to schools/ districts which can then summarise trends for a national picture. Household surveys may also assist in this.	Identify how to collect data, particularly at school/district level and how this will be reported for national level analysis.
Is there data on the economic status/family income and location of children not in school/at risk of not completing primary education?	Has such data been disaggregated with reference to gender, impact of HIV and AIDS, disability and child labour?	Poverty and rural location likely to be major factors in participation in education. Data can then inform strategies e.g. targeted cash transfers/ more rural schools.	Identify strategies to address poverty and rural location.
Are there any other major factors which affect school participation and completion, other than gender, HIV and AIDS, disability, child labour, family income and location? What are they?	Are these factors particularly significant for girls/boys, children infected or affected by HIV and AIDS, children with disabilities or working children?	Factors may include ethnic/linguistic minorities or conflict in a particular part of the country. How can these factors be addressed?	Identify policies/strategies to address other exclusionary factors.
What research has been conducted on the main barriers to completing primary education?	Has such research included/identified specific barriers for girls/boys, children infected or affected by HIV and AIDS, children with disabilities and working children?	Consider: attitudinal/cultural, policy/legal, environmental, and practice barriers. How can such barriers be best addressed?	Identify strategies to address barriers.
What are the main gaps in information about inclusion/exclusion from school and how should these be addressed?	Are there particular gaps in relation to girls/boys, children infected or affected by HIV and AIDS, children with disabilities and working children?	Consider whether the gaps are largely in relation to different groups of children (lack of disaggregated data) and/or information about student progression/completion.	Priorities to be set in the section on monitoring and evaluation, including use of both EMIS and other data collection.
Part 2: Enabling Environment			
Policies			
Questions on equity and	**Specific issues in relation to**	**Evidence and analysis for use as**	**Priorities for planning**

inclusion	gender, HIV and AIDS, disability and child labour	base-line and to select priorities for plan	
What are the main national frameworks and policies related to equity and inclusion, do they include education within a multi-sectoral response and how are they/should they be reflected in education sector policies?	What are the implications for education of national policies/strategies on gender, HIV and AIDS and disability, and national action plan in relation to child labour, and the PRSP? Summarise implications for education sector, including complementary aspects of the different policies and strategies.	How are these national policies, frameworks and strategies reflected currently in policies and strategies for the education sector? What aspects of these national frameworks, policies and strategies need to be more effectively addressed in future education sector policies and planning? What are the main gaps in such links?	Identify mechanisms to improve frameworks, policies, strategies and coordination both within and beyond the education sector.
Is there a specific policy on inclusion of all children in education? If yes: Does the policy mention specific links to international conventions/commitments on rights and equity? Does it emphasise the inclusion of all children within regular education provision? Are any specific dimensions of inclusion or specific groups of children identified and if so, which?	Is there a reference to, or a specific policy on, gender, HIV and AIDS, disability and/or child labour? Do such policies emphasise equity and inclusion for boys/girls, children infected/affected by HIV and AIDS, children with disabilities and working children? Do they also address gender, HIV and AIDS and disability in relation to education sector staff?	International policy links to be considered include UN conventions on rights (e.g. gender, disability, child rights and child labour) and international commitments such as EFA and MDGs. Consider how an overall policy on inclusion, if not already in place, would strengthen policies and strategies in relation to particular equity issues/groups of children. What are the gaps in current policies in relation to gender, HIV and AIDS, disability and child labour?	Develop policy on inclusion and address major gaps in policies in relation to gender, HIV and AIDS, disability and child labour.
What government workplace policies have been developed in relation to inclusion? Do they include affirmative actions on staffing to reflect social diversity in the population as a whole? And do they include codes of conduct both for government employees in general and specifically at school level?	Do they include policies on gender discrimination, the impact of HIV and AIDS on education sector staff, a policy on the employment of disabled staff and a policy/code of conduct which reflects zero tolerance of violence and sexual or other abuse (covering both staff and students)?	Identify the range of workplace policies, analyse affirmative actions and other non-discriminatory elements. Check in particular comprehensiveness of workplace policy on HIV/AIDS in the education sector (e.g. stigma/ discrimination, sick leave/ absenteeism, prevention, access to voluntary counselling and testing, treatment and care). What are the major gaps in education sector workplace policies?	Identify priority gaps in workplace policies to be addressed.
Which stakeholders have been involved in policy consultation and development?	Who are the main stakeholders in relation to gender, HIV and AIDS, disability and child labour and how have they been involved?	Analysis should include the education workforce, parents and communities, and broader social constituencies such as CSOs/NGOs. Which stakeholders should be involved in future?	Identify future stakeholders and strategies for involvement.
What arrangements are in place for awareness raising/dissemination to	Are any particular issues/groups targeted in particular?	How can awareness raising/dissemination be improved (audiences and coverage)?	Identify strategies for awareness raising/ dissemination.

develop accountability to policies?			

Institutional arrangements and management

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
a) System What are the main institutional arrangements for progressing and supporting policies and strategies on inclusion within the education system, at both national and sub-national levels? Are there government advocates/ policy champions at political, ministry and decentralised levels? How do they work and are they effective? Do these include a national policy/strategy unit, headed by senior official(s) with links to sub-national implementing structures at decentralised levels? Are there focal persons in place in key education ministry departments (e.g. planning, curriculum, human resources, finance) with inclusion as part of responsibilities, with an associated budget? In which departments? And are there also such focal persons at sub-national levels e.g. districts?	What are the institutional arrangements in relation to gender, HIV and AIDS, disability and child labour? Are there advocates/champions for gender, HIV and AIDS, disability and child labour? How does this unit (or equivalent) relate to national policy/strategy units on inclusion across sectors/ other ministries? What are the arrangements/who is responsible for coordinating implementation and review within the education sector including with decentralised levels and for coordination with other sectors/ ministries/ national frameworks in relation to these dimensions of equity and inclusion?	What are the main gaps in institutional arrangements both generally and in relation to gender, HIV and AIDS, disability and child labour? How effective are these institutional arrangements in relation to promoting and progressing equity and inclusion and particular/specific dimensions? It might be useful to conduct some qualitative analysis, for example based on interviews with advocates/champions, senior/unit staff and focal persons and sample of education sector staff at national, regional, district and school levels.	Identify how to address gaps and strengthen advocacy, institutional systems, relationships and management.
(b) Schools What different forms of educational provision are available currently for children to attend? (e.g. ECCE, regular schools, NFE, specialised schools or units). Are management structures for different types of education provision unified or separate? What local support is available for schools? (e.g. assessment centres, resource	What is the use/ coverage of ECCE and NFE for girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children? Are children with disabilities in special or regular schools? Which elements of provision are separately managed? (e.g. NFE, special education). Does such support include gender, and cover children infected or affected by HIV	Analyse in particular the opportunities/arrangements for recognition of learning achievements in different settings, transition between NFE and regular schools, range of transitional education for children moving from work to school and any plans to mainstream special education/develop special schools/staff as resource centres/support staff for regular schools. Identify whether the management structures in place foster separation and exclusion. What	Identify how to develop/improve transition, links with regular schools and mainstreaming of special schools/units. Identify how management will be changed to (continue to) unify and include all forms of education provision. Identify how such gaps will be addressed.

centres, itinerant support teachers).	and AIDS, children with disabilities and children moving from work to education?	needs to change? What are the main gaps in support for schools to become more inclusive and effective?	

Partnership

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
Who are the main partners in relation to developing equity and inclusion in the education sector?	Do these partners include those focused on gender, HIV and AIDS, disability and child labour?	Analyse range and types of partners (advocacy, provision, civil society- donors, NGOs, faith organisations, disabled people's organisations, private sector etc). Do the current partners reflect the diversity of issues, interests and providers? What are the critical gaps?	Identify policy on working with partners, including desired contributions (e.g. consultation, advocacy, funds, provision).
What forms of provision/programmes are made by non-state provider partners? And how are partnerships in relation to provision managed and funded?	Does this provision include girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children? And what numbers/ coverage/ % of all enrolment are involved? (disaggregated by different groups of children where possible).	Analyse the range of provision, identify gaps and consider how regulatory, quality assurance, funding and other arrangements foster equity and inclusion.	Plan new partnerships to fill desired gaps in provision and plan management and funding arrangements which support more equitable and inclusive provision.
What are the main partnership arrangements with parents and communities? And how are children involved in community initiatives?	Does partnership with, and involvement of, parents, communities and children include initiatives on gender, HIV and AIDS, disability and child labour?	Analyse formal aspects e.g. through PTAs/SMCs and informal e.g. awareness raising, community initiatives re identification of excluded children, parental and community involvement in children's learning at school/home. Children can also play a role e.g. in the identification of excluded children and providing peer support.	Identify which aspects of partnership need to be developed and how this will be addressed (e.g. changes in formal/informal roles, training).

Capacity development

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
Have any analyses been done in relation to capacity required to promote and progress inclusion in education? If so, what were the main findings/ recommendations?	Consider specialised capacity/expertise existing/required in relation to gender, HIV and AIDS, disability and child labour in both schools and the education sector as a whole.	What are the critical gaps? e.g. expertise? number of trained personnel? What measures should be put in place to address capacity gaps?	Identify measures to address the critical gaps identified e.g. in relation to staffing .
What arrangements are in place for national and decentralised projection, planning, implementation and monitoring of education sector staffing needs with	Gender - are there quotas for female teachers and administrators? HIV and AIDS- what planning has been done on impact on attendance and	Class size issue - need to expand supply of teachers to improve quality. Also consider other teacher supply and deployment factors, including status and salary issues and use of	Identify measures to improve education sector workforce planning and address equity and inclusion issues and critical

particular reference to inclusion issues?	attrition? Disability - are there any restrictions/ initiatives re disabled teachers?	incentives, particularly for teachers in rural areas. What are the estimated critical gaps in staffing?	supply gaps.
What types of information on equity and inclusion are provided for managers, particularly at decentralised levels, to help with allocation of current capacity/resources and identification of future capacity needs?	How does such information cover gender, HIV and AIDS, disability and child labour?	Information could include increases/changes in school participation of particular groups of children, progress on policies, targets and constraints such as high PTRs/insufficient teachers and instructional materials, poor and inaccessible buildings and facilities.	Identify the information required by managers and a system to put information dissemination and management in place.
What policy and other <u>general training</u> is provided for education sector staff on education sector policies on equity and inclusion, workplace policies and codes of conduct, and strategies for including all children in school? Does such training include ministry and other administrative staff at national and decentralised levels, head teachers, teachers and teacher trainers?	Identify and analyse training on gender, HIV and AIDS, disability and child labour.	How does such training address knowledge, values, skills and behaviours? What types of training approaches and resources are deployed? (e.g. workshops, learning materials, distance learning, coaching and mentoring) to reach different groups? How is training evaluated and what has been the short-and long-term impact? What gaps in training remain?	Identify critical gaps for prioritisation in plan and how they, and improving the effectiveness of training, will be addressed.
<u>Teacher training:</u> Does pre-service teacher training address equity and inclusion? How does it cover inclusive approaches to curriculum, teaching methods and materials, and assessment? What in-service training is provided on equity and inclusion? What aspects are addressed? What proportion of the teaching force has received such training? And who provides it? What training on equity and inclusion is provided to update teacher educators? What training is provided for head teachers?	What is the content of such training related to gender, HIV and AIDS, disability and child labour? What knowledge, skills and competences are developed in relation to gender, HIV and AIDS, disability and child labour issues? And in relation to meeting the learning needs of girls and boys, children infected and affected by HIV and AIDS, children with disabilities and children returning to school from work or those who combine school and work?.	How does such training approach diversity in the classroom and school and the importance and range of strategies for appropriate differentiation of curricula, teaching approaches and materials, and assessment techniques? Are counselling and other support skills developed? What are the main gaps in teacher training? What are the main updating needs of teacher educators and head teachers and are these addressed effectively through training? What gaps remain?	Identify how critical gaps will be addressed, as part of an overall plan on teacher training at both pre-service and in-service levels. (Training for teacher educators will need to include training methodologies and training for head teachers will need to include strategies to develop more inclusive schools.)
What capacity development programmes are available for <u>parents and communities</u>?	How do they address gender, HIV and AIDS, disability and child labour? And cover values/attitudes and knowledge, and the contribution and empowerment of parents and	What is the numerical and locational coverage? Does capacity development focus on formal organisations (e.g. PTAs/SMCs) and/or all parents/communities?	Identify how gaps in content and coverage will be addressed in relation to policies, systems and parental/ community contributions to the

	communities?	What are the major gaps in content and coverage?	education sector.

Part 3 - Access, Quality And Outcomes			
Access			

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
What universal measures for all children have been implemented to increase and support access to education for children still out of school?	How is it anticipated such measures will have an impact on girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children?	Measures may include: *Demand-side measures* such as abolition of school fees, assistance with indirect costs (e.g. books, uniforms), (conditional) cash transfers as incentives and to offset opportunity costs, school feeding etc; *Supply-side measures* such as building more schools/classrooms in more areas, accessible school buildings and better facilities (e.g. water and sanitation). Consider which of these may have impact on inclusion in general and on the 4 focal dimensions of equity/inclusion and groups of children in this tool.	Priorities for planning should reflect: Experience of measures which have worked and measures which are now considered will have an impact on further significant numbers of children.
What targeted measures have been implemented for specific dimensions of exclusion/particular groups of children?	What additional/ specific measures have been adopted for girls (and boys where relevant), children infected and affected by HIV and AIDS, children with disabilities and working children?	Measures here could include: *stipends/scholarships for girls; * flexible timetables for orphans/vulnerable children with additional care/home duties; *accessible buildings for children with disabilities; *transitional education to regular enrolment for working children; *school feeding; *early childhood care and education for above/targeted groups.	Identify priority measures, related to policy priorities, most numerically significant groups of children and other agreed criteria.
What additional measures are planned/ in place to retain children in school once enrolled and ensure completion of primary education?	Do these cover girls (and boys where relevant), children infected and affected by HIV and AIDS, children with disabilities and working children?	How do current access measures need to be developed? What role does the quality of education play in retention and completion?	Identify priority measures, related to policy priorities, most numerically significant groups of children and other agreed criteria. (Follow through quality issues in section below).
What measures are in place to improve transition to secondary education or work?	Do these cover girls (and boys where relevant), children infected and affected by HIV and AIDS, children with disabilities and working children?	Note goal of gender parity at secondary level and importance of vocational education as an incentive for children who might otherwise work. Measures may include quotas, fee and other costs support etc.	Identify priority measures, related to policy priorities, most numerically significant groups of children and other agreed criteria.

Quality			

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
Does the curriculum cover a range of knowledge, skills,	Does the curriculum address universal and particular	One factor may be an inflexible curriculum framework which does	Identify priorities for curriculum review and

competences, capabilities in order to include all children?	learning needs of girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children?	not allow for local adaptation/flexibility. The curriculum should include issues related to gender, HIV and AIDS and disability e.g. attitudes plus HIV prevention education covering knowledge and skills to reduce risk behaviours.	development e.g. is there a need for a comprehensive or partial curriculum review or will it be sufficient to allow more local adaptation?
Are there aspects of content which may/may not promote equity and inclusion?	How does content reflect issues in relation to gender, HIV and AIDS, disability and child labour?	What are the critical gaps? Also consider cultural content and general relevance of the curriculum for all/different groups of children.	Identify priorities for changes in curriculum content.
Does the curriculum address progression for all students?	How might girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children be potentially excluded from progression?	Progression may need to be more flexible e.g. not just related to age/grade. Identify how curriculum may need to be adapted to address progression	Identify priorities for changes in curriculum/more flexibility in relation to age/grade-related learning standards.
What models of teaching and learning underpin the curriculum? Are they likely to address the learning needs and styles of all children?	In what ways might models of learning and teaching potentially exclude girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children?	Identify how curriculum development, teacher training, instructional materials and learning environments and facilities can be enhanced to be more learner-centred and diverse.	Identify change priorities- e.g. curriculum, instructional materials, teacher training.
To what extent do teachers plan and teach for diversity in the classroom, for example using a range of teaching approaches, instructional materials, classroom groupings, multi-level instruction?	How does such planning and teaching include girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children?	Identify how curriculum development, teacher training and instructional materials can be enhanced to be more learner-centred and diverse. Note PTR/class size likely to be significant factor.	Identify change priorities- e.g. curriculum, instructional materials, teacher training. And resourcing changes needed e.g. reduction in class size.
How inclusive are books and other instructional materials?	E.g. are there gender or other stereotypes? or not adapted for disabilities/ learning difficulties.	Identify main changes needed in materials. Teachers' guides may also be important.	Identify priority actions in relation to instructional resources.
How do the forms of assessment address a range of learning outcomes and deploy different techniques?	How might girls/boys, children infected and affected by HIV and AIDS, children with disabilities and working children be potentially disadvantaged?	A narrow range of outcomes and techniques and inflexibility re standards likely to exclude/disadvantage children with particular learning needs/difficulties. Assess likely factors e.g. inflexible/limited national assessment frameworks, insufficient teacher training.	Identify priorities for action.
How equitable and inclusive are extra curricular and social activities?	Are girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who work/have worked excluded in any particular ways, and how?	Include how codes of conduct on bullying, violence and abuse are implemented and monitored (e.g. in playgrounds, other social interaction). What further extra curricula activities need to be provided for all/targeted children?	Identify any improvements needed in relation to codes of conduct and provision of extra-curricular activities.

Is counselling provided in schools? What forms does it take and how are schools linked to other partners providing psycho-social support and other services?	Psycho-social counselling may be particularly required for children infected and affected by HIV and AIDS, and children who have been involved in the worst forms of child labour.	Counselling may also be needed following acts of discrimination and violence or abuse towards any child. Analyse current counselling provision and gaps.	Identify actions to address gaps in counselling and other support in schools and to link with appropriate services.
How do the curriculum, instructional hours, teaching methods and accreditation opportunities in alternative education provision reflect those in regular schools?	Are there particular discrepancies in provision for all/any of girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who work/have worked?	Which are the main discrepancies and are they justifiable? What methods (such as accelerated learning) are used to offset such differences? And how and when can children transfer to regular schools?	Identify changes required to make alternative education more equitable and inclusive and more closely linked to regular schooling.
How, are parents and communities involved in their children's learning?	Are there any particular issues/initiatives in relation to girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who work/have worked?	Parental and community involvement may include discussions with teachers, help with homework, monitoring of quality through PTAs etc. Parents of children with disabilities may need particular support and training to enable them to develop/support learning.	Identify actions to enhance parental/community involvement in learning (both formal and informal).

Outcomes

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
What targets have been set for enrolment, retention and completion in relation to primary education?	Do these targets include specific sub-targets for girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who work/have worked?	Analyse progress towards these targets/sub-targets and how they now need to be developed and extend to increase equity and inclusion. Retention and completion may also function as (limited) proxies for quality.	Set new targets which focus on equity and inclusion, with incremental progression over the period of the plan.
What targets have been set for access to early childhood care and education?	Do these targets include specific sub-targets for girls/boys, children infected and affected by HIV and AIDS, children with disabilities?	Universal access to early childhood care and education may not be realistic but provision for targeted disadvantaged groups can be effective in improving participation in primary schooling, particularly for children with disabilities.	Set targets, with particular reference to priority disadvantaged groups.
What targets have been set for transition to secondary school?	Do these targets include specific sub-targets for girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who work/have worked?	Targets may include quotas for girls to achieve gender parity at secondary level. Transition to secondary education is an important incentive for completion of primary education.	Set targets, with particular reference to priority disadvantaged groups.
How are learning outcomes assessed and measured? e.g. What particular knowledge and skills are assessed? What targets for learning outcomes have been identified? What assessment mechanisms/ systems are in place?	Is there any disaggregation of results for girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who have worked/combine school with work?	Approaches may include school tests for all children and national sample assessments. These are most likely to focus on cognitive achievements. Longer term, assessment systems should include a wider range of learning outcomes and a measure of 'value added' to encourage	Plan for development of current assessment systems and disaggregation of data. Set target re standard of learning achievement using current assessment systems, with some

		schools to enrol, and address the learning needs of, children whose progression may be constrained by various factors/disadvantages.	disaggregation for equity and inclusion dimensions.

Part 4: Resources

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
What proportion of the overall primary education budget is currently allocated to initiatives to enhance equity and inclusion? What key resources are supported by such budgets?	What resources and budget allocations are targeted to institutional arrangements and capacity building in relation to gender, HIV and AIDS, disability and child labour? And have analyses been conducted to assess incidence of spending on girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who have worked/combine school and work?	It may not be possible to disaggregate all resources and budgets targeted to equity and inclusion, given some measures/aspects may be universal/general in nature. Data may also not be robust enough to facilitate full expenditure incidence analysis. However some calculations should be made on the basis of data available to identify major resources allocated, budget lines and any key equities/inequities and inclusionary/exclusionary trends in relation to expenditure on different groups of children.	Review current resource and budget allocations and expenditure with reference to equity and inclusion, in preparation for budget planning for new plan.
What information is available on the types and costs of resources associated with equity and inclusion?	Does this information include additional resources and costs associated with educating girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who have worked/combine school with work?	Disaggregated data on unit costs are likely to be limited. Calculations should include current/planned financial subsidies and incentives, additional teachers, buildings costs etc plus cost of provision for small populations (e.g. remote rural, linguistic minorities, particular disabilities).	Identify additional resources required, and their implications for unit and other costs.
What projections have been made in relation to increases in the child and school population and their participation in primary education of improved quality?	Do such projections include the future impact of HIV and AIDS on the child population and the education workforce and other trends such as an increase in the number of disabled children in school or a planned reduction in child labour?	Analyse implications for additional resources required (e.g. more teachers, schools, training) and for budgets, including sustainability.	Draw up resource and budget projections.
How will future resource and budget allocations reflect and support priorities in the plan in relation to equity and inclusion?	What allocations will be made for plan priorities? And how?	Allocations should include specific/targeted staffing, programmes, strategies and provision, and some direct financing for schools.	Make allocations and review for appropriateness and sufficiency for plan priorities on equity and inclusion.

Part 5: Monitoring/Reviewing

Questions on equity and inclusion	Specific issues in relation to gender, HIV and AIDS, disability and child labour	Evidence and analysis for use as base-line and to select priorities for plan	Priorities for planning
What data collection and analysis are currently undertaken on school participation, quality and outcomes?	Are data collected, analysed and disaggregated in relation to girls/boys, children infected and affected by HIV and AIDS, children with disabilities and	Data collection could draw on EMIS (including non-government provision), MICS, health and other household surveys, health/ community/ school-based screening for disabilities, rapid	Select priority gaps in data and processes and measures to address them. One particular priority maybe the early identification and

	children/combine school with work?	assessments (e.g. for child labour patterns) and school and community based systems of auditing and enrolling out of school children in the locality. Identify critical gaps and priorities, acknowledging some data (e.g. on children with disabilities) may be particularly limited.	assessment of children out of school, particularly disabled children.
What regular research and evaluation studies are conducted in relation to equity and inclusion in education?	Do such studies focus regularly on gender, HIV and AIDS, disability and child labour in either a focused or cross-cutting way?	Studies may include barriers and other contextual factors, impact of interventions etc and include quantitative and qualitative/ participatory methods. National studies should be commissioned but decentralised levels, including schools, should also contribute/undertake their own studies.	Identify research and evaluation to be conducted over the period of the plan.
What are the main targets and indicators related to equity and inclusion in the education sector? How are such indicators used to monitor and report sector progress?	Do these targets and indicators include key dimensions of gender, HIV and AIDS, disability and child labour? And do they cover girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who work/have worked?	Targets and indicators may include institutions and capacity (enabling environment) and school participation, quality and outcomes. For example they may address: Plan commitment to increase %/number of enrolments/ completion (disaggregated for different groups); Capacity development – % coverage and/or numbers of teachers and administrators trained in one or more aspects of equity and inclusion; Schools-%/number of schools receiving facilities grant to make buildings accessible and construct toilets for girls. Indicators selected for reporting on the education sector (e.g. in relation to PRSP monitoring) should have key equitable and inclusive elements (e.g. enrolment of all children, plus enrolment of poor, rural girls).	Revise targets and related indicators to ensure they reflect policy and implementation priorities in relation to equity and inclusion, including disaggregation where appropriate in relation to targeted dimensions of equity/inclusion and particular groups of children. Targets should be ambitious but feasible. Indicators should focus on sector performance.
How are equity and inclusion addressed in sector review?	Does such review include key dimensions of gender, HIV and AIDS, disability and child labour? And does it cover progress in relation to the inclusion of girls/boys, children infected and affected by HIV and AIDS, children with disabilities and children who work/have worked?	Review should focus on issues/factors/progress in relation to both enabling environment (e.g. capacity) and student participation and outcomes. What might be the key issues to review during the implementation of the plan?	Identify sector review foci over the period of the plan.

ANNEX 2

TOOL C

PROGRESS TOWARDS EQUITY AND INCLUSION

USING TOOL C

Introduction

1. This third tool (**Tool C**) is offered primarily a resource for evaluating a country's progress on the trajectory to equity and inclusion and identifying related possible entry points and actions.

Components of the tool

2. This tool outlines three basic positions:

- **Countries in a baseline position**
- **Countries in transition**
- **Countries where plans address equity and inclusion**

3. It elaborates these three positions/profiles with reference to the key aspects of equity and inclusion used in the other tools, namely: situation analysis; enabling environment- policies, institutional arrangements, partnerships and capacity development; provision- access, quality and outcomes; resources- particularly finance; monitoring and review.

4. The tool also suggests some entry points and actions to promote and progress equity and inclusion, which have been drawn from a range of guidelines and toolkits and existing education sector plans. These entry points and actions are provided in italic in the second half of each section of the tool. They relate directly to the situation in each of the position exemplars, and are thus provided as an illustration of how progress could be made. Actions chosen in particular countries may therefore be different, depending on both their situation and their priorities.

5. No country will exactly fit these basic profiles and actions will also depend on individual country issues and contexts, but all countries are in a position to move in various ways along the trajectory towards equity and inclusion.

Using the tool

6. The tool could be used as a template by governments, development partners and other stakeholders to analyse the current situation and actions taken to date in a particular country. Not all situations and actions will be relevant, but the tool does provide an overall picture against which progress in a particular country can be reviewed.

7. Development partners may also find the tool helpful in assessing, as part of the appraisal of plans for FTI endorsement, the position of a country on the trajectory towards equity and inclusion and the entry points and actions proposed in the plan to move along this trajectory. A country seeking endorsement should at the least be moving from the baseline to transitional position outlined in this tool.

TOOL C - PROGRESS TOWARDS EQUITY AND INCLUSION

Current Position		
Situation analysis		
Position 1: Baseline	**Position 2: Transition**	**Position 3: Equity and inclusion addressed**
EMIS data on enrolment and survival available, disaggregated by boys/girls.	Data available on more groups of children and increasingly disaggregated for different groups and urban/rural location, drawn from EMIS and household surveys and some school/community data. Screening system to be implemented to identify disabled children.	Data disaggregated for different groups, income and location and used to inform policy/planning, drawn from EMIS, household surveys local screening for disability and for health issues and local (school and community based) identification of children still out of school/not attending regularly.
Develop school-community data system to gather info on local children out of school and link to EMIS. *Develop EMIS to accommodate more disaggregation of data.* *Undertake studies on disability and child labour.*	*Develop EMIS to incorporate information on data now being collected on children infected and affected by HIV and AIDS, children with disabilities and children who work.*	*Develop disaggregated data on access to early childhood care and education and transition to secondary education.*
Enabling environment		
Position 1: Baseline	**Position 2: Transition**	**Position 3: Equity and inclusion addressed**
Commitment to basic policies e.g. UPE, gender parity, with some targets e.g. improved enrolment of girls	Policies developed on equity and inclusion in general and specific dimensions/groups of children, with associated targets. Strong links to national HIV and AIDS national strategy but other broader links not yet clearly made. A National Action Plan on Child Labour in place.	Comprehensive policies incorporating most aspects of equity and inclusion and all children, with targets and with links beyond education sector in relation to all aspects of equity and inclusion including gender, HIV and AIDS, disability and child labour.
Some responsibilities allocated to staff, with limited training on some areas.	Some dedicated units/staffing in place, at both ministry and decentralised levels, with training on some areas for most of sector workforce.	Units/staffing in place at all levels for all key dimensions, of equity and inclusion, with ongoing training for whole sector workforce.
Some specialised, separately managed provision e.g. some NFE, a few special schools, and some nursery schools, by range of providers.	Wider range of provision, including more pre-primary education, with plans to improve partnerships with different providers and enhance interface with regular system.	Emphasis on more equitable and inclusive regular schools, supported by local centres and specialist teachers/resources, under one management system for all education provision.
PTAs/school management committees in place with parental/community representation.	Awareness raising campaigns implemented for parents and communities in relation to increasing enrolment and participation of targeted groups of children.	Parents and communities involved in range of initiatives to promote and progress equity and inclusion e.g. identifying children out of/not regularly attending school, parents advised on supporting children's learning, community members assist in class. Children also involved in peer support and other initiatives.
Some aspects of equity and inclusion briefly addressed in pre-service teacher training. Recent in-service training for all teachers on HIV and AIDS.	Pre-service training includes education of girls, HIV prevention education, and brief introduction to teaching children with disabilities/special needs. In-service training planned for all teachers on teaching children with disabilities/special needs.	Comprehensive pre-service and in-service teacher training on key dimensions of equity and inclusion and learning needs of different groups of children.
Develop policy reflecting commitment to equity and	*Refine policy on equity and inclusion, developing components related to*	*Continue to regularly review policies in conjunction with key stakeholders, including*

inclusion and identify priority aspects for planning. Involve key stakeholders and raise general awareness. *Identify equity and inclusion champions at senior political/policy levels and establish focal persons/units for disability and child labour at education ministry/district levels.* *Institute training for education ministry and local officials on the new equity/inclusion policy and on key aspects of gender, disability and child labour, and update HIV and AIDS training.* *Prepare special schools to take a broader resource and support role for regular schools.* *Undertake dialogue with partners re developing provision for currently excluded groups of children, particularly in rural areas, and agree selected initiatives.* *Implement programme of pre and in service teacher training on meeting diverse learning needs and produce wider range of instructional materials.* .	*particular priority dimensions and groups of children.* *Review effectiveness of focal persons/units arrangements, particularly at local level, make required changes and allocate increased budget.* *Implement special schools' resource and support role for regular schools.* *Identify and analyse the range of non-formal education provided by the state and other partners, including type, content and children targeted.* *Continue dialogue and agreement with partners re developing provision for currently excluded groups of children.* *Continue programme of pre and in service teacher training on meeting diverse learning needs but with emphasis on children with disabilities and produce wider range of instructional materials.* *Implement training for head teachers and district officials on making schools more inclusive.*	*civil society representatives, with ongoing awareness raising/training for education sector workforce and parents/communities.* *Continue to develop institutional arrangements, such as focal persons/units, with increasing emphasis on support for schools.* *Co-locate Special schools/units with regular schools and require them to provide support for regular schools as part of a general system of resource centres and support teachers for schools on different aspects of equity and inclusion.* *Ensure transition available from NFE to regular education for all children.* *Implement further training for teachers on priority aspects of equity and inclusion, following evaluation of impact of previous training on classroom practices, and continue training programme for head teachers and national/district staff on key strategies to develop more inclusive schools.*

Provision – Access, Quality and Outcomes

Position 1: Baseline	Position 2: Transition	Position 3: Equity and inclusion addressed
Progress is being made on UPE, but significant disparities remain, especially in relation to gender, rural location and disability.	Selected universal and targeted strategies implemented to improve access/ retention/completion, including community involvement.	Range of universal and targeted strategies to ensure completion, which involve schools, communities and other stakeholders. Safe, secure schools with key facilities.
Low quality of teaching/learning, high PTR.	Quality is being addressed through some curriculum reform, more and better instructional resources and lower PTR.	Curriculum wider, more flexible and responds to diversity.
Learning outcomes not assessed.	Sample learning assessment conducted which indicates low levels of learning achievement but few differences between boys and girls.	Range of teaching approaches, materials and assessment used in schools, with national system for monitoring.
Implement a few selected universal / targeted measures to accelerate enrolment and maintain participation, such as abolition of primary school	*Implement further universal / targeted measures to accelerate enrolment and maintain participation, such as conditional cash transfers for particularly poor families, including families where children*	*Encourage innovative approaches with range of partners for children who are still hard to reach/retain in school, for future scaling up.* *Implement selected strategies to enhance*

fees, more schools in rural areas, secondary scholarships for girls, ECCE for children in particularly disadvantaged communities. *Implement measures to increase the supply of teachers to reduce PTR/class size so teachers are able to respond more effectively to a diversity of learning needs.*	*work.* *Extend targeted ECCE provision, particularly for children infected and affected by HIV and AIDS and children with disabilities.* *Establish, with NGO, community and employer support, transitional education for children who previously worked, with cash transfers for families to offset lost wages.* *Implement guidelines re flexibility and local adaptation of the national curriculum to accommodate a diversity of learners.* *Increase the range of instructional materials and low cost equipment.*	*enrolment at secondary level.* *Include more progression points in assessment systems to accommodate different learning needs.* *Continue to increase the range of instructional materials and equipment.*

Resources

Position 1: Baseline	Position 2: Transition	Position 3: Equity and inclusion addressed
Primary education comprises nearly half of the education sector budget. Some specific allocations for separate/specialised provision and for training related to equity and inclusion.	Resource needs are analysed in relation to key policy priorities e.g. more schools, teachers, instructional materials, training, and financial and other incentives for families. Budget includes identified lines related to key aspects of equity and inclusion, including targeted measures, staffing, training and provision.	Resource needs are identified across the range of equity and inclusion measures. Increasing focus on resources to improve the quality and outcomes of teaching and learning, such as more teachers and materials. Expenditure is analysed for equity dimensions and impact on inclusion. Emphasis on finance to make institutional systems and regular schools more inclusive but specific budget allocations also made for innovative initiatives.
Increase allocations for targeted institutional arrangements, training and strategies to increase enrolment and retention, in support of equity and inclusion.	*Develop planning in relation to critical resource needs.* *Initiate analysis of budget allocations and expenditure in relation to equity and inclusion.* *Set up system to give grants directly to schools for specific purposes, including enhancing equity and inclusion.*	*Increase grants to schools alongside plan to implement a per capita allocations system which includes formula elements related to equity and inclusion.*

Monitoring and review

Position 1: Baseline	Position 2: Transition	Position 3: Equity and inclusion addressed
Targets and related indicators set in relation to increasing enrolment in primary education, disaggregated for boys and girls. Sector review includes progress re gender parity. *Set targets and related indicators re enrolment of significant number of disadvantaged/ excluded groups (e.g. poor/ rural children) and at least one specific marginalised group such as orphans or working*	Disaggregated targets and indicators set for enrolment and completion by children in rural areas and from poor families, and orphans, disaggregated by boys and girls. Numerical targets also set in relation to institutional and capacity development such as %/number of teachers and administrators trained in selected aspects of equity and inclusion. Sector review now includes both gender and impact of HIV and AIDS. Review planned of language of instruction policy. *Set target for number of children/families to be involved in selected targeted*	Targets and related indicators set for %/number increase in enrolment and completion by key targeted groups such as girls, children infected and affected by HIV and AIDS, children with disabilities and children moving from work to school. Targets and related indicators also set for capacity development (e.g. number of teachers/administrators/ communities trained), support for schools (e.g. increase in resource centres) and other policy priorities such as increasing direct funding to schools to improve accessibility of buildings and facilities and diversity of instructional materials. Equity and inclusion, and its key dimensions,

children, disaggregated by boys/girls. *Set targets for training on selected aspects of equity and inclusion.* *Identify key issue e.g. gender or HIV and AIDS for focus in next sector review*	*strategies to improve access/retention/ completion (e.g. increase in number of targeted disadvantaged children attending ECCE provision/ number of families receiving financial support related to school participation) and related indicators to reflect performance on improved participation over the plan period.* *Set targets and indicators on capacity development, e.g. number of teachers trained on code of conduct re violence and abuse in schools and indicator of effectiveness such as number of subsequent reports of such abuse.* *Undertake evaluation, towards the end of the plan period, of both universal and targeted measures to increase enrolment and participation.* *Review provision for orphans and vulnerable children.*	a key focus in rolling sector review, especially impact of strategies. *Develop indicators to monitor and evaluate impact of training and of support centres and direct funding on practice in schools.* *Evaluate both universal and targeted strategies for impact, and prioritise for further scaling up those which work most effectively.* *Conduct evaluation of incidence of financial and other resources allocated to and used for different dimensions of equity/inclusion and different groups of children.*

ANNEX 3

SELECTED ADDITIONAL RESOURCES

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Equity and inclusion in general

UNESCO (2005) *Guidelines for Inclusion: Ensuring Access to Education for All*

UNESCO (Bangkok) (2004) *Toolkit for Creating Inclusive, Learning-Friendly Environments*

UNESCO (2001) *Open File on Inclusive Education: Support Materials for Managers and Administrators*

Gender

CIDA (2003) *Educating Girls: A Handbook*

Oxfam GB (2005) *Education and Gender Equality: Programme Insights*

UNESCO (Bangkok) (2006) *GENIA Toolkit for Promoting Gender Equality in Education*

USAID (2007) *Training Guide- Continuum of Approaches for Achieving Gender Integration in Programming: A Decision-making Tool*

UNICEF (2005) *Gender Achievements and Prospects in Education: The GAP Report*

UNICEF (2008) *Learning from Girls' Education as an Organisation Priority: A Review of UNICEF Evaluations and Studies, 2000-2005*

World Bank (2007) *Girls' Education: Designing for Success*

HIV and AIDS

IATT on Education (2006) *Quality Education and HIV and AIDS*

IATT (2007?) *Briefings on Education Sector and HIV and AIDS* (JS to confirm how to reference these)

IATT on Education (2008) *Toolkit for Mainstreaming HIV and AIDS in the Education Sector: Guidelines for Development Cooperation Agencies*

UNESCO/UNAIDS (2008) *EDUCAIDS Framework for Action*

UNAIDS/UNICEF (2004) *The Framework for the Protection, Care and Support of Orphans and Vulnerable Children Living in a World with HIV and AIDS*

UNICEF (2004) *Girls, HIV/AIDS and Education*

Disability

Peters, S.J. (2004) *Inclusive Education: A Strategy for All Children* (World Bank publication).

UNESCO (Kenneth to advise?)

World Vision/GPDD (2007) *Education's Missing Millions: Including Disabled Children in Education through EFA FTI Processes and National Sector Plans*

Save the Children UK (2002) *Schools for All: Including Disabled Children in Education*

Child Labour

ILO/IPEC (2008) *Combating Child Labour through Education* (plus the toolkit mentioned in this publication- now available???)

FTI Documentation

FTI *Framework* and *Appraisal Guidelines*

(2008) *Guidelines for Capacity Development in the Education Sector within the Education For All-Fast Track Initiative Framework*

ANNEX 4

BACKGROUND TO DEVELOPMENT OF THE TOOLS

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1. The development of these tools was first discussed at the November 2007 meeting of the Global Advisory Committee (GAC) of the UN Girls' Education Initiative (UNGEI, anchored by UNICEF) when a joint working session was held on collaboration for mainstreaming equity and inclusion issues in country-level FTI processes, attended by representatives of the UNGEI GAC, the UNAIDS Inter-Agency Task Team on Education (IATT, convened by UNESCO), the Global Task Force on Child Labour and EFA (GTF, convened by ILO), the EFA Flagship on the Right to Education for Persons with Disabilities (convened by UNESCO) and the EFA Fast Track Initiative (FTI) Secretariat.

2. The outcome of the meeting was an agreement between the groups to collaborate on the development of a simple, user-friendly tool that would support better inclusion of excluded groups in education sector plans. The tool would build on efforts and resources to date and be prepared for the next FTI Donors' Technical Meeting in Tokyo in April 2008.

3. The overall purpose of the tool would be to improve the quality of education sector plans being prepared in conjunction with the FTI Partnership by supporting ministries of education and other stakeholders to address inclusion of commonly excluded groups, through considering gender, HIV and AIDS, disability, child labour and other equity and inclusion issues relevant at national level to the development, and financing, of education sector plans. The tool should also be relevant to revisiting existing plans as part of education sector review processes.

4. The tool would be available for national authorities for their information in preparing/revising education sector plans and for local donor groups as they provide support to governments in plan preparation. During development of, and consultation on, the tool it was also agreed it could also be a useful resource in relation to donor appraisal of plans for FTI endorsement, used in conjunction with FTI Framework and Appraisal Guidelines.

5. The methodology of developing the tool began with a desk review of existing documentation, including reviews, checklists and toolkits developed by the key partners in development of the tool, and other selected sources.

6. Three tools were eventually developed, following extensive consultation with a number of constituencies represented through the Working Group, including the FTI Secretariat, the UNGEI GAC, the IATT on Education, the UNESCO EFA Flagship on the Rights of Persons with Disabilities to Education, the Global Task Force on Child Labour and World Vision International, representing civil society organisations.

7. The main tool reflects the TOR to develop a simple and user friendly tool by focusing on 12 critical questions across the key areas of education sector review planning identified from the documentation review. The original focus on gender, HIV and AIDS, disability and child labour was developed through an additional tool designed primarily for use in countries moving towards a more comprehensive approach to equity and inclusion. A progressive framework was also developed following consultation feedback, as a resource for evaluating a country's progress on the trajectory towards equity and inclusion. Useful entry points and actions, drawn from documentation and from existing country education sector plans already endorsed by FTI, were also drawn up as part of this tool.

8. The tools do not refer explicitly to conflict even though many children are excluded or marginalised because of conflict situations. However, it is considered that conflict can be addressed through use of the main tool in particular in countries affected by conflict, in conjunction with other frameworks and tools such as the FTI Progressive Framework and INEE Standards.
9. The development work was undertaken by a consultant funded by UNGEI, during February and March 2008, and was supervised by UNGEI and the IATT on Education, in conjunction with other working group members.

10. The tools were not presented to the FTI Technical Meeting in Tokyo but the development work was reported to the FTI Steering Committee. It is planned that the tools will be refined following field testing in several countries, including current members of the FTI Partnership.