Planning, Monitoring and Evaluation

Webinar 14 - Companion Technical Booklet

unicef

Planning, Monitoring and Evaluation

Webinar Booklet

What this booklet can do for you

The purpose of this booklet and the accompanying webinar is to assist UNICEF staff and partners to incorporate information relevant for monitoring and evaluating the inclusiveness of school systems and the participation levels and achievements of children with disabilities.

In this booklet you will be introduced to:

- *The role of situational analyses and monitoring and evaluation systems.*
- *An overview of the components of situational analyses and monitoring and evaluation systems, specifically in regards to* **inclusive education***.*
- *Examples of tools for classifying inclusive education and efforts to design monitoring and evaluation systems for inclusive education.*

For more detailed guidance on programming for inclusive education, please review the following booklets included in this series:

1. Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission
2. Definition and Classification of Disability
3. Legislation and Policies for Inclusive Education
4. Collecting Data on Child Disability
5. Mapping Children with Disabilities Out of School
6. EMIS and Children with Disabilities
7. Partnerships, Advocacy and Communication for Social Change
8. Financing of Inclusive Education
9. Inclusive Pre-School Programmes
10. Access to School and the Learning Environment I – Physical, Information and Communication
11. Access to School and the Learning Environment II – Universal Design for Learning
12. Teachers, Inclusive, Child-Centred Teaching and Pedagogy
13. Parents, Family and Community Participation in Inclusive Education
14. Planning, Monitoring and Evaluation (*this booklet*)

How to use this booklet

Throughout this document you will find boxes summarizing key points from each section, offering case studies and recommending additional readings. Keywords are highlighted in bold throughout the text and are included in a glossary at the end of the document.

If, at any time, you would like to go back to the beginning of this booklet, simply click on the sentence "Webinar 14 - Companion Technical Booklet" at the top of each page, and you will be directed to the Table of Contents.

To access the companion webinar, just scan the QR code.

Acronyms and Abbreviations

CRPD Convention on the Rights of Persons with Disabilities

CSTL Care and Support for Teaching and Learning

DHS Demographic Health Survey

EMIS Education Management Information Systems

KAPS Knowledge, Attitudes and Practices Survey

LSMS Living Standards Measurement Survey

MER Monitoring, Evaluation and Reporting

MICS Multiple Indicator Cluster Survey

MIS Monitoring Information System

MoRES Monitoring Results for Equity System

OOSC Out-of-School Children

UDL Universal Design for Learning

UIS UNESCO Institute for Statistics

UN United Nations

UNESCO United Nations Education, Scientific and Cultural Organization

UNICEF United Nations Children's Fund

WG Washington Group on Disability Statistics

I. Introduction

Key Points

- *The development of successful programmes and policies requires high-quality information to assess needs and priorities, monitor the implementation of those programmes and evaluate the results.*

- *Information can come from a variety of sources, including documents, survey and census data, administrative data and qualitative data.*

- *The three basic types of information – situational analyses, monitoring and evaluation – should be seen as a continuous loop of information.*

The webinar series that encompasses this booklet/webinar has presented a broad overview of the need for inclusive education and the various aspects of developing and implementing inclusive education policies. This incorporates legislative and policy actions – including reforms on early childhood education, curriculum and classroom instruction, and teacher education – building partnerships within both the education system and the community, and establishing appropriate financing mechanisms.

Reforms to create a fully inclusive education system cannot be implemented overnight, and require a step-by-step process. Moreover, the steps that need to be taken – or that can feasibly be taken – differ by country context. While it is important for south-south cooperation to take place, and for best-practices and lessons-learned to be shared widely and across contexts, it is equally important to ensure that each country develops an implementation strategy that is fully contextualized within its own reality and takes into account its existing challenges and opportunities for development. Therefore, to move ahead in an effective and sustainable fashion it is important to have a strategy in place for determining those steps, monitoring their implementation, evaluating their outcomes and assessing possible further actions.

This booklet is based upon the key recommendations from all other booklets/webinars in the series (and will reference particular booklets, as relevant) and provides guidance on the approaches, data sources and techniques for monitoring, planning and evaluating **inclusion**. Before turning to inclusive policies in particular, though, it is worth discussing in general different types of analysis.

Situational Analyses for Policy Planning

Once the goal of building a truly rights-based inclusive education system is agreed upon, it is important to assess the current situation to better understand the nature and scope of the problem and how to best move forward. Guidance on constructing such an assessment can be found in a UNICEF Technical Note, 'Guidelines for Disability Situation Analyses', and Level 1 in 'Monitoring Results for Equity System' (MoRES), UNICEF's monitoring-for-results framework.

In the case of out-of-school children (OOSC), for example, that means determining how many children are out of school and their characteristics, including gender, **disability** status, ethnicity, labour participation, regional differences, or any other factor that could impact children's lives. For more information, see Booklet

5 in this series and the UNESCO Institute for Statistics (UIS) Global Report on Out of School Children, which can be found at http://www.uis.unesco.org/Education/Pages/oosci-global-report.aspx

The purpose of such analyses is to identify the barriers preventing children's enrolment and success in school, as well as to identify and prioritize strategies to address the barriers getting in the way of that success. In other words, *why* are certain characteristics of children associated with being out of school? *What* are the attitudinal, institutional and structural roadblocks out-of-school children face? *Where* are the entry points to lessening these barriers? Information for these analyses can include:

- Legislative and policy reviews to better understand institutional challenges to promoting inclusion.

- Assessments of the school environment and other environmental factors that impact on children's education.

- Quantitative data from household surveys to measure children's school attendance and how it relates to children's personal and family characteristics and environmental factors.

- Administrative data that describe children's experiences in school, as well as the state of school facilities, materials and teacher training.

- Qualitative data to better understand the problems that parents, children and school officials face on a daily basis, and their perceived needs to overcome those problems.

Such an analysis should identify bottlenecks and barriers to education and yield a prioritized list of goals that can be reflected in public policy and in UNICEF's activities in partnership with the government and other stakeholders. Of course, the extent and quality of these data will differ from country to country.

Monitoring Activities

Once programmes or policies are enacted to make schools more inclusive, it is important to monitor their progress. What are the specific actions being taken to address the barriers children are facing to school success? Are they consistent with the programme or policy? What are the inputs being used, and how much is being spent on them? Are stakeholders living up to the commitments they made in a timely fashion?

Tracking these activities is important for two reasons. First, monitoring holds actors accountable and encourages action. Second, identifying problems with implementation early allows for corrective actions to be taken. For that reason, monitoring systems should report on a regular basis.

Monitoring systems rely on administrative records. And while MoRES (Level 2) consists of tracking specific UN actions, this booklet will also discuss actions that can be taken to help governments develop a similar capacity for monitoring their own inputs and activities.

Evaluating Outcomes

Once policies are developed and implemented, the next task is to evaluate whether they achieved their goals. It is one thing to say, for example, that a government has spent its committed amount on designing and delivering in-service teacher training; it is another to show that such training is reducing dropout rates or improving learning outcomes. MoRES divides this type of evaluation into two levels (Level 3 and Level 4): short-term monitoring of outcomes and longer term validation of results.

Regular release of data (e.g., yearly or even every 6 months) can demonstrate whether bottlenecks and barriers to school enrolment are being removed. Such monitoring will often rely on regularly collected administrative data, especially for system-wide reforms. For smaller programmes and projects, other types of data may be collected as well. Nationally representative – or large scale – data collection that is not part of an ongoing administrative activity can be costly and difficult to collect. Such frequent data, though, is useful in identifying problems in a timely way so that corrective actions can be taken.

Longer-run evaluations will generally rely on national household surveys, such as the Multiple Indicator Cluster Survey (MICS), Demographic Health Survey (DHS), or Living Standards Measurement Surveys (LSMS). If a special survey is designed for evaluation, it will be important to create a baseline study prior to policy reforms in order to be able to measure success.

As the MoRES framework states, these types of evaluations should always be seen as an ongoing feedback loop. For example, the long-run evaluations are, in essence, a situational analysis that can uncover what problems remain after actions have been taken and what could be the next steps taken to address them.

The Structure of this Booklet

The rest of this booklet goes into more detail on the data sources and tools needed for each type of analysis (situational analyses, monitoring and evaluation) drawing upon the major findings and recommendations of the previous booklets as a guide for what types of information are needed. Two country examples, Serbia and South Africa, are used for illustrative purposes.

To learn more go to:

- UNICEF, Guidelines for Disability Situation Analyses, Technical Note, *January 2014.*

- UNICEF, 'Monitoring Results for Equity System: Note on Tools and Activities supporting MoRES in Education Sectors', *2015.*

- *UNICEF, 'Togo: Summary of Results: Achieving Equity in Practice', 2015.*

II. Situational Analysis for Policy Planning

Key Points

- *Before undertaking a situational analysis, a clear understanding of inclusion and of disability should be established.*
- *A situational analysis should include analysis of the legislative and policy framework, financial situation, service delivery, partnerships and characteristics of out-of-school children.*
- *Tools exist for characterizing the overall inclusivity of the education system.*

The first step in policy planning is taking stock of the current situation through a thorough analysis of all aspects of the system. According to the UNICEF Guidelines for Disability Situation Analyses, the purpose of such an exercise, as it pertains to inclusive education, is to:

- Increase knowledge and awareness about the situation and rights of children, in regards to their ability to receive a quality education.

- Analyse the extent to which they are enjoying that right.

- Identify existing bottlenecks and barriers that get in the way of receiving a quality education.

- Identify existing policy and programmatic responses to address those barriers.

- Identify what children themselves see as their most pressing needs.

- Identify the key duty bearers.

The Guidelines lay out a set of key elements that should inform a situational analysis. These include that the analysis should apply a rights-based, equitable approach, and furthermore, that the analysis should apply an inclusive development approach, based on the social model of disability. In order to accomplish this, it is important to have a clear understanding of what these concepts mean. They are often used, but many times misunderstood.

Understanding Inclusion and the Social Model of Disability

Inclusion has become a buzzword, but it is often misused. People sometimes think that simply getting all children in school means that inclusion has been achieved. Often, inclusion is thought of only in terms of children with disabilities, although as several booklets in this series point out, it is both broader and more fundamental than that. So the first stage of policy planning should be capacity building among policy-makers and stakeholders on what the goal of inclusion truly means. Booklets 1, 9, 10, 11 and 12 can serve as the basis for providing that understanding.

The same holds true for disability, which is a major cause of exclusion. The social model, which conceptualizes disability as arising from the interaction of people's impairments and the environmental barriers they face, has displaced the old medical model, which viewed disability as simply a deficiency in the person. This is the approach taken in the **Convention on the Rights of Persons with Disabilities** (CRPD).

As Booklets 2 and 4 explain, this has implications for fashioning disability policy, and even for how we go about collecting data on disability. These concepts should be clearly understood before analysis takes place.

Enabling Environment

All children have a right to an education. As the Guidelines state, an important question to be answered by a situation analysis is the extent an enabling environment exists that promotes and protects these rights.

Laws and Policies

Two questions should guide an investigation into legislation and policies. First, does the right to an inclusive education exist in the laws, policies and institutions of the country? And, second, are people aware of these rights and are they enforced?

As to the first question, it is important to determine if the legal and policy frameworks are integrated in a way that promotes inclusion. Booklet 3 lays out some important considerations for this analysis, including:

- Do all children have the right to an education? Do they have a right to an inclusive education, and if so how is inclusion defined?

- Are policies, provisions and supports consistent throughout the country?

- Do children have access to reasonable accommodations?

- Are all types of learners addressed in planning on curriculum, training, materials and facilities (e.g., children with disabilities, minority language users, children in remote areas, etc.)?

- Are government-wide structures in place to support inclusive education?

These questions can be addressed in a desk review of appropriate laws, policies and regulations, which should be undertaken in order to delineate the legal and policy framework, and to identify institutional barriers to promoting inclusion.

The second question is: are these rights being enforced? What problems do various stakeholders (parents, service providers and civil society) see in both the structure and implementation of these laws and policies?

Answering this question calls for qualitative analyses – focus groups and structured interviews – in order to get a more complex depiction of stakeholder experiences. A reasonably extensive set of focus groups or interviews could also provide answers to the first question, and would be logistically easier. It also would reduce the 'survey burden' that many educators feel from the multiple surveys they typically receive.

The Financial System

As explained in Booklet 8, funding is a key issue for governments to consider when implementing inclusive education. This concerns not only the level of funding, but also how funding mechanisms are structured. A financial analysis of the education system should include:

- Analysis of the current education budget, including the levels of spending and how it is distributed across different regions and also across different spending categories. Are budget allocations consistent with ministry responsibilities?

- Estimates of the extra expenditures (including cost-benefit analysis) needed to achieve full

participation. UNICEF has a recent report with a methodology for estimating costs, once the number of OOSC has been estimated.[1] Analyses explained below can be used to construct estimates of the number of OOSC.

- Analysis of the structure of the funding mechanism, as explained in Booklet 8. Is funding based on an input or a per-capita model, a resource-based model or an output-based model? How does the structure of the funding mechanism affect both the level of funding, and how it is distributed? What are the implications for inclusion?

This analysis requires a desk review of budget policies and reports, but it should also include focused interviews with budget officials in the ministry of education and school administrators, whose activities are shaped by budgetary rules and allocations.

The Supply Side: Analyzing Service Delivery

As explained in Booklets 1, 9, 10, 11 and 12, inclusive education and incorporating principals of Universal Design for Learning (UDL) involve a different approach to curriculum development, classroom management, teaching styles, partnerships with parents, and use of specialists. It also calls for accessible structures, materials and communication. This is true for every level of schooling, starting at pre-school (see Booklet 9).

A first key step is determining if stakeholders within the education system are aware of the laws and policies that already exist to promote inclusion. Often this is not the case.

The degree of inclusivity of the school system can be ascertained in a number of ways. In terms of physical accessibility, basic information can be collected regularly by adapting a country's **Education Management Information Systems** (EMIS), as described in Booklet 6. More detailed information can also be gleaned from accessibility audits.[2] Information on teacher training (in-service and pre-service) and availability of specialists or special resource centres can also be obtained from the country's EMIS. This is also true for information on materials and services.

If adding extensive information to the EMIS is seen as too difficult, then school-based surveys may need to be undertaken. UNICEF and the UN Statistical Commission's **Washington Group on Disability Statistics** (WG) are currently developing a module on the school environment that will be suitable for household surveys. For information on children's experiences in the classrooms, surveys of teachers can also be undertaken. The Index for Inclusion is a source of indicators that describe the full range of characteristics associated with an inclusive school system, as illustrated later in this booklet.[3] The examples from Serbia and South Africa provided at the end of this booklet are other, yet similar, instruments.

The Demand Side: Awareness and Partnerships

It is one thing for rights to exist; it is another for people to be aware of those rights and have the knowledge and beliefs to demand their actualization. The first step to making rights real is to be aware of them. A situational analysis should thus ascertain the extent to which parents and children are aware of their country's laws, policies and regulations.

As explained in Booklet 13, creating a culture of collaboration is key for the success of inclusive education. This includes partnership between parents, the community and the school. The situational analysis should

determine the extent to which children with disabilities and their caregivers are excluded from society in general, and the education system in particular, based on social and cultural practices, norms and beliefs.

A key part of understanding the prospects and challenges for building such partnerships is to get a clear sense of the attitudes of various stakeholders. Analysis of partnerships should go beyond a simple mapping of existing partnerships, to an exploration of stakeholder attitudes. A dual approach employing both quantitative and qualitative data would be best if resources are available. On the quantitative side, a Knowledge, Attitudes and Practice Survey (KAPS) can uncover the current landscape of public attitudes and the extent to which knowledge or attitudinal barriers need to be addressed, for example with public awareness campaigns or community outreach programmes. Focus groups of stakeholders can deepen this knowledge by getting more insight into where these knowledge gaps or attitudes come from, and how they inform daily decision-making on how to interact with the educational system.

Quality

Finally, the Guidelines for Disability Situation Analysis underlines the importance of the quality of, in this case, education. That is, to what extent are children with disabilities and their families satisfied with the education system and the education they are receiving? The opinions of the children themselves are of particular importance: they know best how they are treated, and the kind of barriers they face – including barriers that may be invisible to their parents and teachers. For example, do they feel teachers are treating them as equals to their peers? Are their peers truly accepting of them? Are there physical or informational challenges they face on a regular basis?

Analysing Out-of-School Children

Inclusive Education is premised on all children attending regular school. Thus, getting a sense of who excluded and out-of-school children are is an important prerequisite to designing policies to reach them. In addition, as Booklet 5 points out, any study of OOSC must also include an analysis of the reasons for their not being in school – not only to help get them to enroll, but also to keep them from dropping out. Booklet 5 talks about the various demand-side, supply-side and policy-level barriers that may hinder children's ability to access an education. UNICEF and UIS are publishing a manual on how to conduct an OOSC study, which will be found at www.inclusive-education.org as soon as it becomes available.

UIS's Global Report on Out of School Children can be found at http://www.uis.unesco.org/Education/Pages/oosci-global-report.aspx

The standard UNICEF tool for gathering information on out-of-school children is the Multiple Indicator Cluster Survey.[4] This survey, though, may need to be adapted in order to identify sub-populations of children who are thought to be at high risk of not being in school, for example children with disabilities or children of certain ethnic minorities. Identification of children with disabilities, for instance, has sometimes been neglected or has been problematic in the past. However, as explained in Booklets 2 and 4, UNICEF has recently developed and tested an improved methodology for doing so, to be launched in 2015. Booklet 5 points out, though, that a standard household survey like the MICS may not locate children who are particularly at risk of being out of school because they may not be included in the typical sample used for such surveys. Children living in institutions or on the street are often omitted from these surveys. Thus, special attention may have to be paid to draw data from other sources – such as administrative data from

institutions, various social protection programmes and the criminal justice system – in order to include these hard-to-reach children in the analysis.

One study in Cambodia used community workers to locate and identify children with disabilities and the difficulties they faced, using a two-stage procedure: an initial screening questionnaire implemented by community workers, followed by more detailed child assessments.[5] That study uncovered a very high rate of hearing impairments caused by repeated ear infections from dirty bathing water that lead to very concrete recommendations on how to rectify that problem, and thus improve many children's chances for success in school.

Tools for Summarizing the Extent of Inclusion in Schools and Identifying Barriers to Further Inclusion

Many of the analyses described above will generate a wealth of information. Several tools exist to try and consolidate that information in a way that can be used to characterize, and subsequently monitor, a school system's degree of inclusion. The main goal of characterizing the system, of course, is to identify barriers to inclusion. Doing so is essential for also identifying the policy levers that can be employed to ameliorate them.

One such tool is an index that is under development by UNICEF, shown in Box 1. It consists of a 1-4 rating scale for various components of the educational system.[6] The components are Law and Policy, the Physical Environment, Material and Communication, Human Resources, Attitudes, and the EMIS. It should be noted that this index was written primarily with the thought of the inclusion of children with disabilities, but could be adjusted to be broader. The guide for assigning scores to each of these components is included below.

Another similar, but more detailed, rating system, presented in Booklet 3, is also reproduced below, in Box 2. It builds upon and expands the above rating system. It should be noted that the expanded rating system, however, does not pay attention to including quality data on disability essential for monitoring. This could be added.

The Index of Inclusion is an even more detailed set of indicators for characterizing the inclusivity of the school system, which are grouped into domains similar to the above two rating systems, as shown in Box 3. The strength of this index is also its weakness, in that it is particularly detailed and so may be unwieldy to use. However, it provides examples of the various aspects of an inclusive education system.

Examples of constructing monitoring and evaluation systems for inclusion in Serbia and South Africa are included in a later section of this booklet.

To learn more go to:

- *Booth, Tony and Mel Ainscow, Index for Inclusion: developing learning and participation in schools, Centre for Studies on Inclusive Education, at* http://www.eenet.org.uk/resources/docs/Index English.pdf, *2002.*

- *UIS, Global Report on Out of School Children, at* http://www.uis.unesco.org/Education/Pages/oosci-global-report.aspx, *2014.*

- *UNICEF, Guidelines for Disability Situation Analyses, Technical Note, at* http://www.unicef.org/disabilities/files/General_Suggestions_for_Disability_SITANS.pdf, *January 2014.*

- *UNICEF, MICS website at* http://www.unicef.org/statistics/index_24302.html

Box 1: UNICEF Index for policies on inclusive education covering children with disabilities

High (Score 4)	Medium (Score 3)	Questionable (Score 2)	Weak (Score 1)
Law/policy. There is a law/policy establishing the right of all children to receive an education, with an explicit mention of children with disabilities. And also a national plan on inclusive education.	*Law/policy.* There is a law/policy establishing the right of all children to receive an education, with an explicit mention of children with disabilities.	*Law/policy.* There is a law/policy establishing the right of all children to attend school, which implicitly but not explicitly includes children with disabilities.	*Law/policy.* No law / policy establishing the right to education for children with disabilities.
Physical Environment. All schools have accessible classrooms and/or reasonable accommodations that remove all physical barriers (including accessible toilets and recreation areas).	*Physical Environment.* More than half of schools have accessible classrooms and toilets, at times because of an accessible design and at times because of makeshift adjustments.	*Physical Environment.* Less than half of the schools are accessible (including toilets). Some schools may have accessible classrooms, or use makeshift ramps.	*Physical Environment.* In general, schools are not accessible. Children with physical disabilities have great difficulty or are completely unable to access school facilities (including toilets).
Materials and Communication. Assistive devices and materials are available in most regular schools. Books and other materials include positive references to children with disabilities.	*Materials and Communication.* Assistive devices and materials are available in special schools but in less than half of regular schools. A few books and other materials include positive references to children with disabilities.	*Materials and Communication.* Assistive devices and materials are available in special schools, but not in regular schools. Little or no mention of children with disabilities appears in books or materials.	*Materials and Communication.* Assistive devices and materials are generally not available in schools. Books and other materials make no mention of children with disabilities.
Human Resources. Most teachers and school administrators receive training on inclusive education. All schools have access to specialists on inclusive education for consultation. Most children have access to speech, physical and occupational therapists, as needed.	*Human Resources.* More than half of teachers and school administrators receive training on inclusive education. More than half of schools have access to specialists on inclusive education for consultation. Some access to speech and physical therapists exists.	*Human Resources.* Less than half of teachers and school administrators receive training on inclusive education. Less than half of schools have access to specialists on inclusive education for consultation. No access to speech and physical therapists exists.	*Human Resources.* Teachers and school administrators receive no training on inclusive education. Teachers have no specialists to consult with on issues pertaining to educating children with disabilities. No access to speech and physical therapists exists.
Attitudes. Teachers and school administrators support including children with disabilities in regular schools, and are willing to make significant adjustments to ease their inclusion. Curricula and classroom management allow for the flexibility of addressing individual students' needs.	*Attitudes.* Teachers and school administrators do not object to including children with disabilities in regular schools, and are willing to make small adjustments to ease their inclusion.	*Attitudes.* Teachers and school administrators do not see the value of including children with disabilities in regular schools but do not make explicit objections. They do not feel it is their responsibility to make any adjustments to ease their inclusion.	*Attitudes.* Teachers and school administrators object to including children with disabilities in regular schools, and do not believe they should make any adjustments to ease their inclusion.
EMIS. The routine EMIS contains data on children with disabilities, using ICF-based definitions of disability. Reports are produced on enrolment of children with disabilities.	*EMIS.* There are some data on children with disabilities in the school system, but they are characterized by medical diagnosis. Reports are produced on enrolment of children with disabilities.	*EMIS.* There are some data on children with disabilities in the school system, but they are characterized by medical diagnosis. No reports on enrolment of children with disabilities are produced, except for special schools.	*EMIS.* There are no data on children with disabilities in the routine EMIS.

Box 2: Inclusivity Rubric from Booklet 3

Legislation and policies for IE	Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
1. Every child has the right to education	There is a law/policy establishing the right of all children to receive an education in inclusive settings, with an explicit mention of children with disabilities. A common/general education-sector plan/policy is in place that is inclusive of all children, in outreach and practice, and addresses issues of equity.	There is a law/policy establishing the right of all children to receive an education, with an explicit mention of children with disabilities. A separate inclusive education policy/plan is in place.	There is a law/policy establishing the right of all children to attend school, which implicitly but does not explicitly include children with disabilities.	No law/policy establishing the right to education for children with disabilities.
2. The school and learning environment is accessible.	Government invests in widespread consultation with disability community to identify and remove physical, transport, communication and attitudinal barriers impeding the access of children with disabilities to and within school. Policies, supported by resources, introduced to take action on those barriers. All schools have accessible classrooms and/or reasonable accommodations that remove all communication and physical barriers (including accessible toilets and recreation areas).	More than half of schools have accessible classrooms and toilets, including through communication accommodations. Government recognizes the existence of multiple barriers, and is taking action on a case-by-case basis, with no overall policy.	Less than half of the schools are accessible (including toilets). Some schools may have accessible classrooms, or use makeshift ramps. No communication accommodations such as provision of signing. Government recognizes need to address the physical and communication barriers impeding access to school, including stairs, narrow doors and inaccessible transport. No overall policy or resources available to remove these barriers. No action on other barriers.	Medical model of disability prevails. No investment in analysis or removal of barriers impeding access to inclusive education.
3. Teachers, including teachers with disabilities, are supported to work in inclusive education settings.	The policy/plan on inclusive education includes recommendations to pre- and in- service training to prepare teachers for inclusive approaches to education, and provide on-going capacity development and support. Steps have been taken to implement the policy. Government has made an explicit commitment to recruit and train teachers with disabilities. Any legislative barriers to their recruitment have been removed. Investment made in training colleges to promote and support access.	The policy/plan on inclusive education includes recommendations to pre- and in- service training to prepare teachers for inclusive approaches to education. Government has made an explicit commitment in principle to recruit and train teachers with disabilities. Policies to support their recruitment not yet implemented.	Government is developing proposals for training to support inclusive education. Government willing to recruit teachers with disabilities. No proactive investment to enable this to happen.	No plans are in place to provide teachers with training on inclusive approaches to education. No teachers with disabilities are in place in schools. No policies or commitment to recruit them.

4. Every child has right to protection from discrimination on grounds of disability.	Non-discrimination on grounds of disability is in both constitution and legislation, backed up by clear policies and strategies to promote implementation and provide mechanisms for enforcement.	Legislation is in place to guarantee non-discrimination on grounds of disability, but no action taken to ensure implementation.	General discrimination law is in place, but no specific reference to disability – included under 'or other status' or equivalent.	No protection from discrimination exists in legislation or the constitution.
5. Children are protected from all forms of violence in schools.	Legislation bans all forms of corporal or other humiliating punishment in all schools. Legislation is widely promoted and teachers trained in positive forms of discipline. Schools are required to have anti-bullying strategies that take full account of the particular vulnerability of children with disabilities to violence, and to gender-based dimensions of violence.	Legislation bans all forms of corporal punishment in schools, but little support is provided to teachers to ensure its implementation. Children are largely unaware of the legislation.	Government policy discourages use of corporal punishment but it is not prohibited.	No legislation banning corporal punishment in schools, and no policies on bullying.
6. Children have a right to democratic participation in schools and to be consulted on education policy.	There are mandatory student councils and school management committees where students have real control over important decisions. Student councils are fully representative of the student body, and children with disabilities play an active part. Government consults children with disabilities on how to strengthen inclusive education.	Student councils are widespread in mainstream schools but only in a few special schools. In inclusive schools, children with disabilities tend to be excluded from participation in school councils.	There are student councils in a few mainstream schools but no opportunities at all for the voices of children with disabilities to be heard.	There are no student councils or other mechanisms in any schools through which children can voice their views.
7. Access to education for children with disabilities is the responsibility of education ministry.	The ministry of education is responsible for the education of every child, and has explicit policies in place to reach out to all children with disabilities to ensure that they are in school.	Education for children with disabilities does rest with education ministry but it has limited resources and/or commitment, and many children with disabilities remain out of school.	Government is proposing to transfer responsibility for education of children with disabilities to the education ministry but there is no deadline in place.	Responsibility for all matters affecting children with disabilities rests with the ministry of health, social welfare or equivalent.
8. A government-wide and coordinated approach to inclusive education is in place.	A clear government-wide policy for inclusive education is in place involving ministries of education, social welfare, child protection, health, transport, planning, water and sanitation, finance, etc.	A government-wide policy for inclusive education is in place but only limited progress is made in its implementation.	Some collaboration exists between key departments but it is ad hoc and informal.	No co-ordination exists between government departments.
9. Children with disabilities are cared for and supported within their families or substitute family environment.	Children with disabilities are supported through community-based support services to live with their families. A time-framed national strategy, backed up by legislation, is in place to close down any existing large institutions caring for children with disabilities and transfer resources to mainstream education and inclusive community-based services.	Government is committed to ending institutional care but no national strategy is in place. Action happening on a piecemeal basis only. Some financial provision and services to support families of children with disabilities living at home have been introduced.	Government acknowledges the detrimental impact of institutional care for children and plans to move towards their closure, but no implementation to date. Limited support only for families of children with disabilities.	Children with disabilities are commonly placed in institutions and no action is being taken to limit the numbers in institutional care. No community-based support services exist for families with children with disabilities.

Box 3: The dimensions and sections in the Index for Inclusion

DIMENSION A Creating inclusive *cultures*
Section A.1 Building community
Section A.2 Establishing inclusive values

This dimension creates a secure, accepting, collaborating, stimulating community, in which everyone is valued as the foundation for the highest achievements of all. It develops shared inclusive values that are conveyed to all new staff, students, governors and parents/caregivers. The principles and values, in inclusive school cultures, guide decisions about policies and moment-to-moment practice in classrooms, so that school development becomes a continuous process.

DIMENSION B Producing inclusive *policies*
Section B.1 Developing the school for all
Section B.2 Organizing support for diversity

This dimension makes sure that inclusion permeates all school plans. Policies encourage the participation of students and staff from the moment they join the school, reach out to all students in the locality and minimise exclusionary pressures. All policies involve clear strategies for change. Support is considered to be all activities that increase the capacity of a school to respond to student diversity. All forms of support are developed according to inclusive principles and are brought together within a single framework.

DIMENSION C Evolving inclusive *practices*
Section C.1 Orchestrating learning
Section C.2 Mobilising resources

This dimension develops school practices which reflect the inclusive cultures and policies of the school. Lessons are made responsive to student diversity. Students are encouraged to be actively involved in all aspects of their education, which draws on their knowledge and experience outside school. Staff identify material resources and resources within each other, students, parents/carers and local communities which can be mobilised to support learning and participation.

Source: Booth, Tony and Mel Ainscow, 'Index for Inclusion: developing learning and participation in schools', Centre for Studies on Inclusive Education, 2002

Notes

III. Monitoring

Key Points

- *Monitoring consists of tracking process, such as actions taken, inputs and expenditures, as well as outputs, such as teachers trained or schools built, and outcomes, such as the experience of children in school.*

- *Monitoring Information Systems (MIS) must collect information in a timely and sustainable fashion.*

- *The EMIS is a key part of any MIS tracking inclusive education.*

Monitoring involves the routine collection of information to determine if projects and programmes are proceeding as planned, and whether early indications are that they are having the desired results. It consists of two types of activities: monitoring processes and monitoring outcomes. In terms of processes, are the planned actions taking place? In terms of outcomes, are these actions having the desired effect?

Proper monitoring requires the development of a Monitoring Information System that collects, stores and manages data in a timely, sustainable fashion.[7] This requires a lead governmental agency specifically tasked with designing and maintaining that system. It also requires a specific set of indicators corresponding to the goals laid out in the government's plan on how to move towards inclusion. It is important to remember that an effective MIS not only collects information, but also makes it readily available to stakeholders. By doing so, it holds policy-makers accountable for their actions, and alerts everyone to possible bottlenecks.

Monitoring Processes

The first step in measuring inputs and implementation (including outputs) is to have a clear idea of programme goals. MIS indicators should be built around those goals, and require agency reporting on actions and expenditures. Level 2 in MoRES puts forth a methodology for this in regards to UNICEF's activities, but hopefully the government will have its own effective MIS. If not, then support to the government in building and maintaining such a system would be important.

For example, if the goal was for all teachers to have access to resource centres that can provide on-going support for inclusive education, then how many teachers have received in-service training on inclusion? How many resource centres have been built? What per cent of teachers have regular access to such centres? What were the inputs purchased and what were their costs? And, at what rate are the funds being disbursed? Furthermore, based on budget allotments, expenditures and the measured results is the expected time frame for completion consistent with the stated goals?

It is important that these data be collected in a sustainable fashion. Therefore, data collection should be built into on-going administrative information systems. In education, the EMIS, which consists of a yearly school census, is at the core of such systems and so should be used as much as feasible to track this type of information for schools and the children attending them. As Booklet 6 explains, UNICEF has developed a guide on how to include relevant information on disability and inclusion in EMISs, which is currently being pilot tested in Ethiopia and Tanzania.

EMISs do not collect budgetary information, although it is collected by ministries of education, which already have separate systems for this. Information should include at least semi-annual reports of activities, and budget items should be constructed in a way that expenditures designed to make the school system more inclusive are easily tracked.

Tracking policy actions is straightforward. Has a law been passed stating that all children have a right to education? Has a national strategy on inclusion been adopted? Has the national curriculum been reworked to allow for more flexibility in the classroom? These questions can be answered by a desk review of government reports. However, neither desk reviews nor EMISs track the actual classroom experience. A curriculum may have been reformed to allow for more flexibility, but is that flexibility being utilized in the classroom? Assessing that in an ongoing, frequent manner is too difficult for regular administrative data collection. However, targeted qualitative data collection could be used to uncover possible bottlenecks. Those bottlenecks can then be addressed by modifying the policy or its implementation. For that to occur, however, the timing of the qualitative data collection should be determined based on how it could best feed into the policy-making and budgeting processes in the country.

Monitoring Outcomes

The key outcomes for inclusive education are children's participation in school. The EMIS is the main mechanism that the education system uses to do this monitoring. The annual EMIS school census typically collects information on the number of students enrolled, promoted, repeating grades, dropping out and transferring. As Booklet 6 explains, UNICEF has developed a guide for including information on children with disabilities in schools, which is currently being piloted in Ethiopia and Tanzania.

Information on children's school experience should be disaggregated by any characteristic that may impact their attendance or success at school. This includes age, gender, disability status, ethnicity, use of minority language, or any other factor within the country context that is considered to impact their school experience.

OOSC, however, are not captured in an EMIS. Therefore, while things like dropout and repetition rates can monitor the number of children at risk of being out of school, they do not fully capture the number of children not receiving an education. Therefore, additional administrative data sources – such as reports on the number of children in institutions or the number of children detained for truancy – should also be utilized. A review of what administrative data on children could be related to their school attendance should be undertaken to identify the sources of data in the country, its quality and any data gaps. This is explained more fully in the manual on conducting an OOSC study.

Building a system that can fully monitor the number of children out of school on an on-going basis – especially disaggregated by characteristics – may not be possible, but efforts should be made to take full advantage of any on-going administrative data collection, and to tweak those systems in ways that might make the data more useful. A complete analysis of OOSC can be done on a more infrequent basis through the evaluation process referred to below.

The tools mentioned earlier in this booklet for characterizing the inclusivity of the school system can also be the basis of an index that can be used to track the system's overall inclusivity. Box 4 provides a method for doing so using the UNICEF tool. Combining the scores for the categories put forth in Booklet 3 (shown above) into a single index could be done in a similar fashion, but the analysts would have to make clear the weights they put on each aspect of the system. In the first system, in Box 1, the assumption was that each domain (law and policy, physical environment, etc.) is equally important. If the same assumption is made for

the nine factors in the system in Box 2, an overall could be created in the corresponding manner. If not, then a weighting system would have to be created.

As with all other issues covered in this last booklet, it is important to keep in mind that monitoring systems tend to narrow the lens by which we measure progress and/or success. While monitoring is extremely important, it is also important to keep in mind that monitoring education alone will not allow us to measure the fulfillment of children's rights. Counting, measuring and collecting data about children attending and participating in school provides an incomplete picture of children, because it focuses only on those who are attending school (or have been identified as OOSC, or children at risk of being out of school). Monitoring processes and outcomes can, at times, provide you with the clues necessary to identify students who are completely invisible from the education system. However, real and targeted focus on monitoring children in other sectors (i.e. health, protection, early intervention, social protection and migration services, etc.), and its cross-referencing with monitoring in education is essential to ensure that ALL children are counted and accounted for.

To learn more go to:

- *Lopez-Acevedo, G. P. Krause, and K. Mackay (eds.), Building Better Policies: The Nuts and Bolts of Monitoring and Evaluation Systems, The World Bank, 2012.*

- *UIS's Global Report on Out of School Children can be found at* http://www.uis.unesco.org/Education/Pages/oosci-global-report.aspx

- *UIS, Manual on conducting an OOSC study,* data.uis.unesco.org.

Box 4: Guideline on Creating an Index for Qualitative Reporting on Inclusion Based on UNICEF Criteria

For the various components of the education system, at the lower end of the continuum a country may have 'Weak (or 1)' as its score, while at the higher end of the continuum its score may be 'High Quality (or 4)'. A country score for a given domain is obtained by:

- First of all, scoring all individual criteria defined within the domain. The score given to a country for a specific criterion should ideally be evidence-based, although the country office could use a 'judgment call' to determine the country's estimated level based on the country-specific context.

- Calculating the domain score, which corresponds to the average score of the criteria.

- Rounding the value to a decimal in order to determine the level on which the country will be ranked.

The table below summarizes the calculation method for each domain.

Domains	High Quality (Score 4)	Medium (Score 3)	Questionable (Score 2)	Weak (Score 1)	Score per domain
Domain 1					
Criterion 1.1	4				(4+4+3)/3 =3.66
Criterion 1.2	4				
Criterion 1.3		3			**S1 = 4**
Domain 2					
Criterion 2.1	4				(4+1)/2 =2.5
Criterion 2.2				1	**S2 = 2**
Domain 3					
Criterion 3.1		3			(4+3)/2 =3.5
Criterion 3.2	4				**S3 = 3**
Domain 4					
Criterion 4.1				1	(1+1+1+1)/4 = 1
Criterion 4.2				1	
Criterion 4.3				1	**S4 = 1**
Criterion 4.4				1	

The overall score for a specific qualitative indicative is obtained by using the average of its domain scores.

Domains	High (Score 4)	Medium (Score 3)	Questionable (Score 2)	Weak (Score 1)
Domain 1	4			
Domain 2			2	
Domain 3		3		
Domain 4				1
Average	Avg = (4+2+3+1)/4 =2.50 (level 2) Remark : we use round (Avg,1) to determine the level			

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IV. Evaluation

Key Points

- *Evaluations measure the longer-term outcomes of policies and programmes, and thus involve more detailed data and analysis than an MIS.*

- *Evaluations require baseline information and a set of comparison or control groups.*

- *Because of the expense of designing and implementing surveys, it is best to use and adapt existing instruments, such as the MICS, whenever possible.*

Evaluations explore the impact of policies and programmes on achieving their goals. They are done based on an agreed set of outcome indicators explicitly linked to those goals. It is important to note that these indicators are not based on outputs – for example, number of schools built – but rather on outcomes, such as more children completing secondary school. Outputs are things used in the production of outcomes. A vast literature exists on designing effective evaluations, an entry to which can be found at Lopez-Acevedo, G. P. Krause and K. Mackay (2012), but this section will briefly highlight a few key points about evaluations and mention potential data sources for evaluations of inclusive education policies and programmes.

Key Ingredients to Effective Evaluations

Since the goal of an evaluation is to see the effect of a programme or policy, a baseline is required. In other words, you need both a 'before' and an 'after' picture. Therefore, if the planned indicators rely on data that have not yet been collected it is important to develop that data first. It also means evaluating the quality of existing data. For example, if one goal is to increase the enrolment of children with disabilities, then even if data on children with disabilities are already being collected, it is important to evaluate whether those data are of good quality (see Booklets 2 and 4). If the data in your baseline are of poor quality they will be of little use. And if you change the way data are collected between establishing the baseline and measuring the impact, then the baseline is not usable. Consequently, a set of indicators, data definitions and data collection methodology must be in place before actions are taken if they are to be properly evaluated.

Second, evaluations require a comparison or control group. Many things happen during the life of a programme, and if one is looking only at before and after pictures, then the impact (or lack of an impact) of a programme can mistakenly be attributed to some other simultaneous event. Therefore, if possible, it is better to compare outcomes between children affected by the policy or programme versus those not affected.

Sources of Data

A mixed-methods approach of collecting both quantitative and qualitative data is considered best practice for evaluations. Quantitative data yield uniform, easily comparable measures of outcomes that can be gathered in representative samples to characterize the entire population and various sub-populations. They can also be used to examine the statistical correlations between various factors. Qualitative data can explain the dynamics of a situation – that is, the processes underlying the correlations found in the quantitative

data. Box 5 shows some examples of quantitative and qualitative data that could be collected for evaluations of inclusive education policies.

Quantitative data is generally much more expensive to collect, and by its nature usually involves a more complicated development process of sample selection and survey design. Therefore, it is important to rely upon existing surveys that not only have been tested – and for which a baseline may already exist – but also have associated with them streams of funding that can make them sustainable. EMIS data can also be used to evaluate outcomes, but while it might provide extensive data on children's experiences in school, it will not have data on OOSC, nor will it have much information – other than the place the children live – on the child's family characteristics, which could be important co-determinants of the children's success at school.

The MICS is the foremost example of a survey for measuring education outcomes, and examining their correlation with other factors. Two other regularly implemented surveys that can provide some information on education, but more detailed information on socio-economic or health indicators, are the LSMS and DHS, respectively. In fact, the teams at the international agencies supporting the MICS, DHS and LSMS generally work together to harmonize indicators across their instruments.

The MICS was established in 1995 to measure the progress towards global goals for child wellbeing, and is supported by a technical team at UNICEF headquarters. It provides a standard set of survey tools that can be further adapted to fit the country context or particular country concerns. The standard MICS tool contains information on educational experience as well as other individual and family indicators. An improved disability module for the MICS will be launched in 2015. A module on the school environment is currently under development.

The DHS and LSMS are geared towards household indicators – for the DHS the focus is more on health and for the LSMS it is more on poverty – but information is also collected on the educational status of children in the household. A disability module is currently under development for the DHS. There are examples of LSMSs that include information on disability, for example the 2006 Vietnam Household Living Standards Survey. But generally, the disability questions in those surveys have yet to be geared towards children, which as Booklet 4 points out, is important.

Box 5: Examples of Quantitative and Qualitative Data to Monitor and Evaluate Inclusion

Quantitative Data	*Qualitative Data*
Number of OOSC, disaggregated by characteristics.	Attitudes, values and norms on education.
Per cent of teachers receiving in-service training on inclusion each year.	Parents' and children's satisfaction with education.
Per cent of schools with accessible toilets.	Quality of communication between parents and teachers.

To learn more go to:

- *Lopez-Acevedo, G. P. Krause, and K. Mackay (eds.), Building Better Policies: The Nuts and Bolts of Monitoring and Evaluation Systems, The World Bank, 2012.*
- *UNICEF, MICS website at* http://www.unicef.org/statistics/index_24302.html

Notes

V. Examples of Monitoring and Evaluation Frameworks: Serbia and South Africa

Key Points

- *Serbia and South Africa are two examples of developing countries that have established frameworks – including indicators – that can be used to monitor and evaluate their efforts to promote inclusive education.*

- *These systems are based on the particular goals of policy reforms, and include indicators on inputs, outputs and outcomes.*

- *Both frameworks recommend that data systems should be evaluated as to the availability and quality of the data as a basis for developing a well-coordinated, transparent, timely data-reporting system that can adequately monitor and evaluate education practices and reforms.*

Serbia

Despite reforms in many spheres of education, the issue of monitoring education in Serbia has remained conceptually, institutionally and legally the least-defined area of reform. The lack of a well-defined and functioning system has contributed to a multiplication of poorly coordinated monitoring activities, and consequently different analyses and conclusions. Although almost every institution is collecting its own data, there is no harmonized system that can generate a coherent picture of the state of education at national or local levels.

Inclusive education was introduced without a defined framework of benchmarks, expected results and indicators. Because Serbia has no unified education information system, it is not possible to have disaggregated data at the pupil level, or tracking of progress by background variables – which is particularly relevant for monitoring of vulnerable groups. Roles and responsibilities for monitoring of inclusive education were not defined.

The introduction of inclusive education in Serbia was followed by a number of attempts to monitor its progress and eventual impact. Nevertheless, these were fragmented and largely project-based, using different methodologies and preventing data aggregation. In addition, without clearly defined national benchmarks and expected results, it was not possible to strategically assess the progress achieved or to identify critical areas needing programmatic attention.

Therefore, Serbia undertook a major effort to develop a monitoring framework for inclusive education that began with a desk review of laws and policies regarding inclusive education as well as an analysis of the existing monitoring information system that exists in the country, focusing on how well it could be used to generate indicators for inclusion.

The institutional framework for monitoring education in Serbia includes an inspectorate, pedagogical supervision, external evaluations of school performance, school self-evaluations, academic institutions and a national database generated by the national EMIS.

As a result, the inclusive education monitoring framework was developed – which covers L3 and L4 level monitoring – based on Serbian legislation governing inclusive education. The framework consists of indicators at school, municipality and national levels that are, to a large extent, correlated with each other and enable the flow of information in both directions (bottom-up and top-down). The framework and the indicators included in it are inspired by a review of a number of systems in developed countries that are reviewed in the report. Each level of the framework has a set of input, process, output and outcome indicators that are designed to answer the specific questions that either the national, municipal or school level must have answered to undertake policy actions. The report also discusses the minimum set of indicators needed, as well as the broader optimal set. These are too numerous to review here, but are available in the report cited in the references. All indicators in the framework are coupled with short instruments that can help to empirically determine the presence or development level of indicators. For most indicators, instruments are designed for various beneficiaries (e.g. questionnaires for schools, teachers, parents of children from vulnerable groups, the students themselves, as well as observation protocols and check lists). The instruments are formulated and organized in such a way as to be fit for use by educational workers without the need for special training (teachers, principals, school psychologists/pedagogues, etc.), as well as by more ambitious and demanding researchers and experts. In this way, it becomes possible to extract the views of a single stakeholder (e.g. teachers or parents) about several areas, compare various views of different stakeholders about a smaller number of key issues (e.g. the quality of an individual education plan), or make combinations as desired or required.

A subset of instruments envisaged for schools and teachers and related to process indicators are formulated in such a way that they are at the same time modelling a well-developed form of functioning of inclusive education. By doing so, in addition to providing a detailed basis for assessment of inclusive education, the instruments also play an instructive role. Psychologists would say that these instruments cover behaviours considered as Zone of Proximal Development of the system.

LEVELS AND DOMAINS OF MONITORING

Levels of monitoring:
- National
- Local
- School

School-level domains:
A. Characteristics of pedagogical work
B. School ethos
C. Support to inclusive education

School ethos domain:
1. Safety of the school environment
2. Antidiscrimination
3. Participation of students in the life of the school
4. Participation of parents and support to parents
5. School leadership
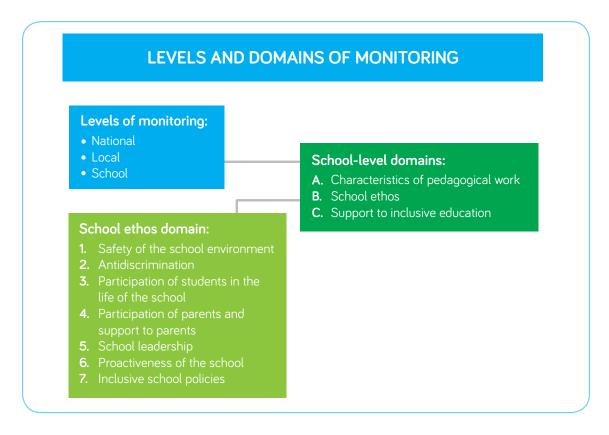6. Proactiveness of the school
7. Inclusive school policies

Figure 1: Levels and domains of monitoring

The new indicator system cannot be implemented overnight, so the report discusses how the present monitoring framework can be used during the transition to the future one. At present, available information should currently be used to do a self-evaluation at each of the three levels – national, municipal and school. Where it is possible to generate the new indicators, they should be used. Also, when new indicators only require minor modification to the current system, those modifications should be made. And finally, when undertaking the evaluation it should explicitly address issues of inclusion and where the current indicator system falls short. A long-run plan is needed to develop the capacity to produce the full set of indicators.

The report states the importance of designating key individuals (or units) to coordinate the collection, processing and dissemination of the data, and to ensure that there is adequate training. Also, it is important that users accept, understand and take responsibility for the data collection.

South Africa

In 2008, the Care and Support for Teaching and Learning (CSTL) Programme, begun by the Southern African Development Community, was instituted to develop a model of inclusive education that addressed a broad range of vulnerable children's needs. South Africa has adapted CSTL in moving forward to reform its system to be more inclusive. In 2010, the South African Department of Basic Education produced an extensive set of guidelines for inclusive schools[8]. This includes attention to:

- School development, including the role of the management team.
- Teacher development, including training, support services, classroom practices and behaviour support.
- Partnerships, including collaboration within the community between educators, learners and parents, but also between schools.
- Curriculum and learning assessment needs.
- Physical and material resources and accessibility.

A Monitoring, Evaluation and Reporting (MER) framework[9] was developed in order to inform the Government of the implementation of the CSTL, and to help with the development and implementation of its principles to the broader South African education system. As in Serbia, this began with a desk review of laws and policies, and a mapping and evaluation of existing data sources, as well as a mapping of the programme's inputs, activities, outputs and outcomes.

These served as the basis for a set of indicators. The principles undergirding the development of these indicators are in Box 6. The indicators fall into the categories of:

- Impact-level results, such as enrolment and drop-out rates and percentage of learners performing up to certain standards.
- Nutritional support.
- Health Promotion.
- Safety and Protection.
- Psychosocial Support.
- Curriculum Support.
- Co-Curricular Support.
- Infrastructure, Water and Sanitation.
- Material Support.

Box 6: Principles informing indicator development

Principle	Response
Relevance: The indicator is needed and useful.	The indicator is linked logically to the programme areas and programme priorities. The indicator should add value to the understanding of the programme's effects and the scale and scope of service delivery.
Technical merit.	The indicator is both reliable and valid. The data collected should lend itself to disaggregation to different levels. While much of the data is collected across the education system, it should be feasible to disaggregate the data to report on the CSTL pilot schools in relation to the general school population.
Feasibility: It is feasible to collect and analyse data.	The indicator forms part of the routine reporting of the relevant department, and systems exist for data collection, analysis and reporting. Reporting of data is not linked to a specific project, but instead forms part of national strategic priorities to ensure that conditions are created that facilitate effective teaching and learning. Systems exist for the collection of data, and data collection is integrated in established reporting practices.
The indicator is fully defined.	Detailed indicator specification tables will accompany the MER framework. Definitions will be drawn from those used in existing studies and routine reporting by government departments, in order to ensure consistency between reporting frameworks.
The indicator has been field- tested or used in practice.	Where possible, the indicators reflected in the CSTL framework form part of the routine reporting of the DBE or another government department. Indicators that are not based on government reporting standards are drawn from credible and established research studies.
Use of multiple data sources.	Where more than one data source existed for the same indicator, all sources and baselines are included in the framework to enrich an understanding of the particular phenomenon.

Republic of South Africa, Department of Basic Education, 'Care and Support for Teaching and Learning Program: Monitoring, Evaluation and Reporting Framework,' Version 8, December 2013.

Once again, the full list of indicators is too extensive to include in this booklet, but the Appendix contains a quick inclusion checklist from South Africa. As the report clearly states, reporting is not an end in itself, but rather a way to provide evidence for improved policy-making. Therefore, a process should be established among all stakeholders for regular, transparent, timely reporting that can feed into ongoing management and policy planning.

To learn more go to:

- *Monitoring Framework for Inclusive Education in Serbia, 2014, which can be found at* http://www.unicef.rs/files/Okvir-za-pracenje-inkluzivnog-obrazovanja-u-Srbiji-eng.pdf

- *Republic of South Africa, Department of Basic Education, 'Care and Support for Teaching and Learning Program: Monitoring, Evaluation and Reporting Framework', Version 8, December 2013.*

- *Republic of South Africa, Department of Basic Education, 'Guidelines for Full-service/Inclusive Schools: Education White Paper 6, Special Needs Education, Building an Inclusive Education and Training System', 2010.*

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VI. Summary

Successful policy reforms require a strong process for policy planning, monitoring and evaluation. In terms of inclusive education, a situation analysis that combines a desk review of policies and legislation with quantitative and qualitative data can uncover the barriers and bottlenecks for out-of-school children. This booklet series reviews key issues that should be included in such a study, including the construction of indicators. This can be used to design policies, establish priorities and set realistic, meaningful goals. A monitoring system can identify how well the country is moving on the path to implementing its policy, and then a well-designed evaluation can measure its impact. More than that, a well-designed evaluation can serve as a basis for the next situation analysis needed to chart out next steps on the path towards full inclusion.

Notes

Glossary of Terms

Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007. There were 82 signatories to the Convention, 44 signatories to the Optional Protocol, and one ratification of the Convention. This is the highest number of signatories in history to a UN Convention on its opening day. It is the first comprehensive human rights treaty of the 21st century and is the first human rights convention to be open for signature by regional integration organizations. The Convention entered into force on 3 May 2008.[10] For more information visit: http://www.un.org/disabilities/.

Disability is the result of the interaction between long-term physical, mental, intellectual or sensory impairments and various barriers in the environment that may hinder an individual's full and effective participation in society on an equal basis with others.

Inclusion is where there is recognition of a need to transform the cultures, policies and practices in school to accommodate the differing needs of individual students, and an obligation to remove the barriers that impede that possibility.

Inclusive Education 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 state to educate all children."[11]

Education Management Information System. An EMIS consists of a process of collecting, aggregating and reporting school-based data. It includes data-collection forms and a system for the distribution and collection of those forms, a method of entering those data electronically, the creation of indicators at the school, district and national level, and finally a set of standardized reports using these data that remain consistent over time in order to track the performance of the education system.

Washington Group on Disability Statistics is a group established by the UN Statistical Commission to come up with recommendations for improved internationally comparable measures of disability for monitoring and evaluation. Its membership is open to the national statistical offices of all UN member countries. The UN Statistical Commission names its groups after the first city they meet in, hence the name Washington Group. Their website is http://www.cdc.gov/nchs/washington_group.htm

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UNICEF, 'Monitoring Results for Equity System: Note on Tools and Activities supporting MoRES in Education Sectors,' 2015.

UNICEF, 'Togo: Summary of Results: Achieving Equity in Practice', 2015.

Appendix: Inclusion Checklist from South Africa

HOW INCLUSIVE IS YOUR SCHOOL/DISTRICT/CAREGIVER COMMUNITY?

School checklist: Is the school adhering to the principles of inclusion?
The school is an inclusive centre of learning, care and support when:

1. **School management and administration**

   1.1 **Policies and documents:** The school (staff, SGB and learners where applicable) has access to the key policy documents:

	Mandatory documents for schools:	Yes	No	Comment
1	The S A Constitution			
2	South African Schools Act 84 of 1996			
3	National Education Policy Act 27 of 1996			
4	Children's Act 38 of 2005 (as amended by the Children's Act 41 of 2007)			
5	Education White Paper 6			
6	The National Curriculum Statement			
7	The Employment of Educator's Act 76, 1998			
8	Norms and Standards for Educators			
9	A resource guide to assist schools to produce a School Development Plan			
10	Develop an HIV and AIDS plan for your school			
11	National Policy on HIV and AIDS			
12	Measures for the prevention and management of learner pregnancy			
13	Education Policy: School Fees			
14	National Policy on School Uniforms			
	Documents specific for Child's rights:	Yes	No	Comment
	In addition to 1, 4, 5, 12, 13 & 14:			
15	United Nations Convention on the Rights of the Child, 1989			
16	African Charter on the Rights and Welfare of the Child			

   1.2 **School/District Structures:** The school/district has the following fully established functional structures:

		Yes	No	Evidence
1	SMT (could be combined with ILST/SBST): with all its subcommittees			Names displayed on notice board; minutes of meetings of ILST/SBST
2	ILST/SBST with the 3 portfolio committees esp. the **learner support portfolio committee (LSPC)**			Names on notice board; minutes of ILST/SBST meetings

3	School Governing Body: with all its subcommittees			Names are in principal's files
4	Learner representative structures (RCLs, Soul Buddyz clubs, etc)			Names recorded and displayed on notice board
5	Professional learning communities (PLCs) of teachers are established & functional			Teachers meeting regularly to discuss ways to improve practice and school conditions

2. School Functionality

2.1 SMT/ILST/SBST/SGB Functionality: The school implements as follows:

		Yes	No	Evidence
1	School Development Plans are drawn up in a collaborative way and includes plans for care and support of children			School plans with the principal
2	ILST/SBST meets once a month to discuss support for learners identified with barriers			Meeting agendas and minutes filed and available on request
3	ILST/SBST with the 3 portfolio committees especially **learner support committee**			Names on notice-board; minutes of meetings; attendance reg. at meetings
4	School Governing Body: with all its subcommittees (eg. Finance etc)			Names on file in principal's office; minutes of meetings
5	Learner representative structures (RCLs, Soul Buddyz clubs, etc.)			Names on file with the principal, and on the notice-board

2.2 District/School/Classroom Practice:

		Yes	No	Evidence
1	Educators are screening, identifying and recording names of learners with barriers			Completed learner profiles available for each learner
2	Educators are addressing barriers by classroom support measures as required			Vulnerability register available to show learners with barriers
3	Educators are referring severe barriers to the ILST/SBST (LSPC) and LSE			ISP forms being completed for learners needing support
4	Educators and ILST/SBST/LSE are developing ISPs for learners with barriers			Completed ISPs for learners available on request
5	The ILST/SBST is collaborating with the DBST and multi-sectoral partners in getting support for learners requiring additional support			The DBST keeps records of vulnerable learners and works with partners to access support
6	The ILST/SBST, school and DBST keep accurate records of vulnerable learners and the support rendered			Vulnerability registers with cases followed up available on request
7	The school calls parents and caregivers regularly to discuss learners' progress and support needs			Notice of meetings; agendas; parents attendance registers; records of events and serviced delivery days
8	The school works with the SGB to assist and support vulnerable children and their families to access their rights to services from duty bearers (government departments and other service providers)			Jamboree and service delivery day events' records available on request; Govt. dept. records of cases referred and addressed; children receiving services
9	Educators plan lessons and curriculum delivery keeping in mind the different learning styles, abilities and contexts of learners			Lesson plans of educators; learners' workbooks; assessment records; children with specific barriers given the necessary attention

10	The school creates opportunities for children and their parents and caregivers to participate in the affairs of the school			Open days at school; school meetings; SGB meetings – agendas, collective decisions taken; girls are taking the lead in activities (greater participation)
11	Educators use positive discipline measures to deal with learner misdemeanours, creating a positive learning environment			No complaints of corporal punishment; children happy to attend classes
12	Educators are watchful of abuse and report cases promptly			Abuse cases reported and dealt with; specific measures in place to protect girls
13	The school raises awareness of rights by commemorating events that highlight rights of children			No. of events held; attendance registers of participants; active participation of structures (ILST/SBST, RCL, SGB)
14	The school budgets for care and support of vulnerable children			School budgets and accounts
15	The school nutrition programme is run effectively			Reports on the feeding scheme

3. The broader school environment including general aspects of functionality

		Yes	No	Evidence
1	School infrastructure (buildings, facilities etc) cater for children of all ages, sex and physical abilities			School has ramps for disabled children, water supply, sanitation – suitable for needs of all ages; privacy for girls
2	The school is maintained and kept in a neat and clean condition with the help of school personnel, children and parents/community			Visible signs of a clean school; schools cleaned daily
3	The school is fenced and has security measures to protect children from harm			School fence and security guards available; teachers on duty during breaks
4	The community around the school (including businesses) are aware of children's rights and their responsibilities in terms of child protection			Advocacy events held; school meeting records available; communities around the school supporting the school in care and support of children
5	There is a flourishing school garden that supplements the feeding scheme and is used as a tool to educate children (children help to maintain the garden)			School garden flourishing; visible participation of children and community
6	School starts on time and finishes on time			School records; visible order during the school day
7	There are competent educators for every class			Children engaged fruitfully in lessons; children are happy to attend class
8	Classes are of reasonable size and not overcrowded			Classroom have sufficient space for learners
9	Teachers conduct themselves professionally at all times – punctuality, lesson preparation and general conduct (no substance abuse)			General order during the school sessions
10	School principal and management actively support the fulfillment of rights of children			String leadership evident at schools

Note:

ILST/SBST: *Institutional-level support team/school-based support team*
SMT: *School management team*
SGB: *School governing body*
DBST: *District-based support team*
RCL: *Representative council of learners*

Endnotes

1. Thomas, M. and N. Burnett, 'Chapter 4: Financing needs for out-of-school children,' in UNICEF, *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*, 2015.

2. An example of such an audit used in the United Kingdom can be found at http://www.accessaudits.com/wp-content/uploads/2014/06/FREE-SCHOOL-ACCESS-AUDIT-CHECKLIST.pdf

3. Tony Booth and Mel Ainscow, Index for Inclusion: developing learning and participation in schools, Centre for Studies on Inclusive Education.

4. UNICEF's website for the MICS can be found at http://www.unicef.org/statistics/index_24302.html

5. Evans, Peter, A manual for gathering prevalence data on children who are out of school and on children with impairments and disabilities in developing countries, Global Partnership for Education, 2013.

6. As explained later in the monitoring section, a method can be used to summarize the state of inclusion in a single index.

7. Lopez-Acevedo, G. P. Krause, and K. Mackay (eds.), *Building Better Policies: The Nuts and Bolts of Monitoring and Evaluation Systems*, The World Bank, 2012.

8. Republic of South Africa, Department of Basic Education, 'Guidelines for Full-service/Inclusive Schools: Education White Paper 6, Special Needs Education, Building an Inclusive Education and Training System', 2010.

9. Ibid.

10. United Nations, http://www.un.org/disabilities/default.asp?navid=15&pid=150 [accessed on 3 August 2014]

11. UNESCO (2005) *Guidelines for Inclusion: ensuring access to education for all*, Paris.

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