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BEQUAL

Basic Education Quality and Access in Lao PDR



Gender and Inclusive Education Strategy

November 2018

ແຜນງານການປັບປຸງຄຸນນະພາບ ແລະ ຂະຫຍາຍໂອກາດເຂົ້າຮຽນ ສໍາລັບການສຶກສາຂັ້ນພື້ນຖານ
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Abbreviations

AIP	Aid Investment Plan
ASLO	Assessment of Student Learning Outcomes
BEQUAL	Basic Education Quality and Access in Lao PDR
BEIF	BEQUAL Education Innovation Fund
BNC	BEQUAL NGO Consortium
CBC	Community-Based Construction
CEDAW	Convention for the Elimination of All Forms of Discrimination Against Women
CIS	Curriculum Implementation Support
CM	Curriculum Manager
CRS	Catholic Relief Services
DESB	District Education and Sports Bureau
DFAT	Department of Foreign Affairs and Trade (Australia)
DDG	Deputy Director General
DG	Director General
DHO	District Health Office
DRET	Disability rights and equality training
DTE	Department of Teacher Education
DTL	Deputy Team Leader
ECDM	Education Construction and Design Management
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESDP	Education Sector Development Plan
ESWG	Education Sector Working Group
ETSP	Ethnic Teacher Scholarship Program
GEDSI	Gender equality, disability and social inclusion
GoA	Government of Australia
GoL	Government of Laos PDR
HI	Humanity and Inclusion (previously known as Handicap International)
IE	Inclusive Education
IEC	Inclusive Education Centre
IEP	Inclusive Education Plan

INGO	International Non-Government Organisations
IO	Intermediate Outcome
LADLF	Lao-Australia Development Learning Facility
LDPA	Lao Disabled Peoples' Association
LSIS	Lao Social Indicator Survey
LWU	Lao Women's Union
LYU	Lao Youth Union
MEF	Monitoring and Evaluation Framework
MTR	Mid-term Review
MoES	Ministry of Education and Sports
NCAW	National Commission for the Advancement of Women
NSEDP	National Social Economic Development Plan
NPA	Not For Profit Associations
NER	Net Enrolment Rate
NGO	Non-Government Organisation
OM	Operations Manager
PA	Pedagogical Advisor
PESS	Provincial Education and Sports Office
PHO	Provincial Health Office
RDGM	Regional Delivery and Grants Manager
RIES	Research Institute of Education Science
TDC	Teacher Development Centre
TEM	Teacher Education Manager
TL	Team Leader
TTC	Teacher Training Colleges
UNCRPD	United Nations Convention for the Rights of Persons with Disabilities
UNICEF	United Nations Children's Fund
VEDC	Village Education Development Committee
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WVI	World Vision International

Executive Summary

Introduction

This Gender and Inclusive Education Strategy describes the support provided by the Basic Education Quality and Access in Lao PDR (BEQUAL) Program, from January 2018 to August 2020. The Strategy is incremental, with capacity progressively strengthened with the Ministry of Education and Sports (MoES) to prepare for increasing investments in gender equality and inclusive education in phase 2.¹

Policy context

The Australian Foreign Policy White Paper (2017) defines a commitment to human rights in Australia's development assistance, including the advancement of women and girls, promotion of the rights of people with disabilities, and advancement of the rights of indigenous peoples. Lao PDR has a well-established policy and institutional framework addressing gender equality, including a commitment to gender equality in the Constitution and ratification of the Convention for the Elimination of Discrimination Against Women (CEDAW) in 1981. More recently the country has committed to disability rights, including ratification of the Convention of Rights for People with Disability (CRPD). These commitments are embodied in the 8th Education Sector Plan (ESDP), Inclusive Education (IE) Policy, and draft Strategy and Plan of Action, and manifest in the establishment of an Inclusive Education Centre (IEC) and Sub Commission for the Elimination of Discrimination Against Women (SubCAW) in the MoES.

Ethnicity, gender and disability analysis

While Lao PDR has had strong economic growth for almost two decades, social development challenges remain including gender inequality and low participation of marginalised groups, especially people from ethnic groups and people with disability. Children of ethnic minority background achieve poor learning outcomes compared to Lao-Thai children, with the lowest levels of achievement in predominantly ethnic, remote provinces. For example, in Lao language in 2017 only 34% of students were assessed as ready for promotion to Grade 4 and 12% of students were assessed as learning almost no spoken Lao language in their first three years of school. In Mathematics, only 18% of Grade 3 students were assessed as ready for promotion to Grade 4.² Children of ethnic background are less likely to be enrolled in primary school, and when they do enrol, are older than Lao-Thai children entering Grade 1 and have lower school attendance levels.³ Education Management Information System (EMIS) data reports gender parity for primary school enrolment. In school year 2017/18, male survival rate to Grade 5 was 82% and female 84%.

Children with disability face multiple barriers participating in social and economic life. They face discrimination and negative stereotypes. Children with disabilities are less likely to go to school than their able-bodied peers, and when they do enrol, they are more likely to drop out earlier. Children with disability and their parents report bullying at school, and there remains considerable stigma.

The contextual analysis undertaken for this Gender and Inclusive Education Strategy identifies the most important contributor to poor education outcomes for children is ethnic status. This reflects similar findings in the other social sectors and is therefore the primary focus of investment in this Strategy. While less significant than ethnicity, gender inequality and exclusion of people with disabilities persists in Laos, as it does elsewhere, and therefore addressing gender equality and disability inclusion is subject to specific investments by BEQUAL.

1 Definitions of terms used in this strategy are in annex 6.

2 ASLO, 2017.

3 LSIS, 2017.

Activities

A comprehensive list of activities that address BEQUAL's commitments to gender equality, disability and social inclusion (GEDSI) is in annex 3, aligned to the three Intermediate Outcomes of the program. Some of these activities build on existing BEQUAL work, others are new. Activities include:

- Development and application of a GEDSI assessment tool to curriculum materials, including story books, decodable readers, busy pictures and text books.
- Development of a pilot Lao for non-Lao speaking children module, for Grade 1.
- Specific lesson plans for multi-grade classes (prevalent in ethnic schools).
- Teacher Guides that include guidance on inclusion of children with different learning needs.
- Skills development of curriculum writers in GEDSI analysis.
- Ethnic Teacher Scholarship Program (ETSP) and a targeted induction program that supports new ethnic teachers in their first semester of teaching.
- Primary teacher preservice curriculum revised Inclusive Education (IE) module.
- Small scale development of the disability inclusion model implemented in Xaibouthong, Khammouane Province, with a view to progressively scaling up in phase 2 of BEQUAL.
- Gender and inclusion analysis of education financing at provincial level.
- Strengthening of support for teachers at village level.

Resources

These activities will be supported with targeted technical expertise in the areas of Lao language for non-Lao speakers (curriculum content development for primary and preservice curricula content), disability inclusion (IE module for teacher preservice) and public financing (gender and inclusion financial analysis). The scale up of the disability model in Khammouane Province will be led by a full time coordinator and an officer⁴. In addition, GEDSI specialists will be engaged from time to time to support training and skills development of BEQUAL and MoES staff. The resourcing plan is in annex 5.

Progress

GEDSI indicators will be included in the revised Monitoring and Evaluation Framework (MEF), with progress reviewed and reported in the periodic reports.

⁴ This activity will be designed in 2019 and the resource requirements confirmed at that time.

1 Strategy Introduction

This Gender and Inclusive Education Strategy describes the support provided by the Basic Education Quality and Access in Lao PDR (BEQUAL) Program, for the period following the phase 1 mid-term review (MTR), January 2018 to August 2020. The Gender and Inclusive Education Strategy describes how Australia's and Laos' goals for gender equality, disability inclusion and social inclusion will be supported by BEQUAL with targeted technical inputs, reflecting the Australian Government Foreign Policy White Paper (2017) commitments to gender equality and human rights, as well as key Australian and Lao government policies on gender equality, disability inclusion and education.⁵

This strategy draws on data from the Assessment of Student Learning Outcomes (ASLO, in draft) and Lao Social Indicator Study (LSIS) undertaken in 2017. These surveys, as well as primary research in rural ethnic communities, highlight the major role ethnicity has in marginalisation of children in the education system and the intersection between ethnicity, language, gender and disability.

Informed by the BEQUAL MTR in mid 2017 and the Lao Australia Development Learning Facility (LADLF) analysis of Gender Equality and Disability Inclusion in Australia's Aid program in Laos⁶, the BEQUAL Inclusive Education Strategy⁷ is a revision of the original 2015 version and addresses the lessons learned in BEQUAL implementation to date. This new Strategy includes an update of the context and policy background and detailed approaches to addressing gender equality, disability and social inclusion (GEDSI) in BEQUAL activities. The objective of the revised Strategy is:

To provide direction and define priorities for addressing gender equality, disability and social inclusion in all BEQUAL activities.

The Strategy is multi-dimensional and incremental, with progressive achievements anticipated through to the end of phase 1, and capacity progressively strengthened with the Ministry of Education and Sports (MoES) to increasingly invest in inclusive education in phase 2.

2 Context

2.1 Australian Government Policy

The *Australian Foreign Policy White Paper* (2017) defines a commitment to human rights in Australia's development assistance, including the advancement of women and girls, promotion of the rights of people with disabilities, and advancement of the rights of indigenous peoples. These commitments are defined in the *Development for All Strategy: Strategy for strengthening disability-inclusive development in Australia's aid program* (2015) and *Gender Equality and Women's Empowerment Strategy* (2016). Annex 1 draws on these and maps them against the approaches and ways of working in BEQUAL, providing the framework for the BEQUAL Program Gender and Inclusive Education Strategy.

The Governments of Australia (GoA) and Lao PDR (GoL) have been working together in education development in Laos for more than twenty years. Both governments are committed to implementation of the current Aid Investment Plan (AIP) 2015/16 to 2019/20, which includes three program objectives; more disadvantaged girls and boys complete a basic education, improving Laos' human resources through scholarships, training and organisational capacity building and a stronger trade regime and more competitive private sector. BEQUAL is an important investment in the AIP. It builds on successful past investments in education and is consistent with the strategic directions set out in the Strategy for Australia's Aid Investments in Education 2015-20. BEQUAL addresses two of the four strategic priorities: Learning for all, improving learning outcomes and improving the quality of education; and, Universal participation, with a particular focus on the inclusion of girls and children with disabilities.

⁵ *Gender Equality & Women's Empowerment Strategy* (2016), *Development for All Strategy* (2015) and *Strategy for Australia's Aid Investments in Education 2015-20*.

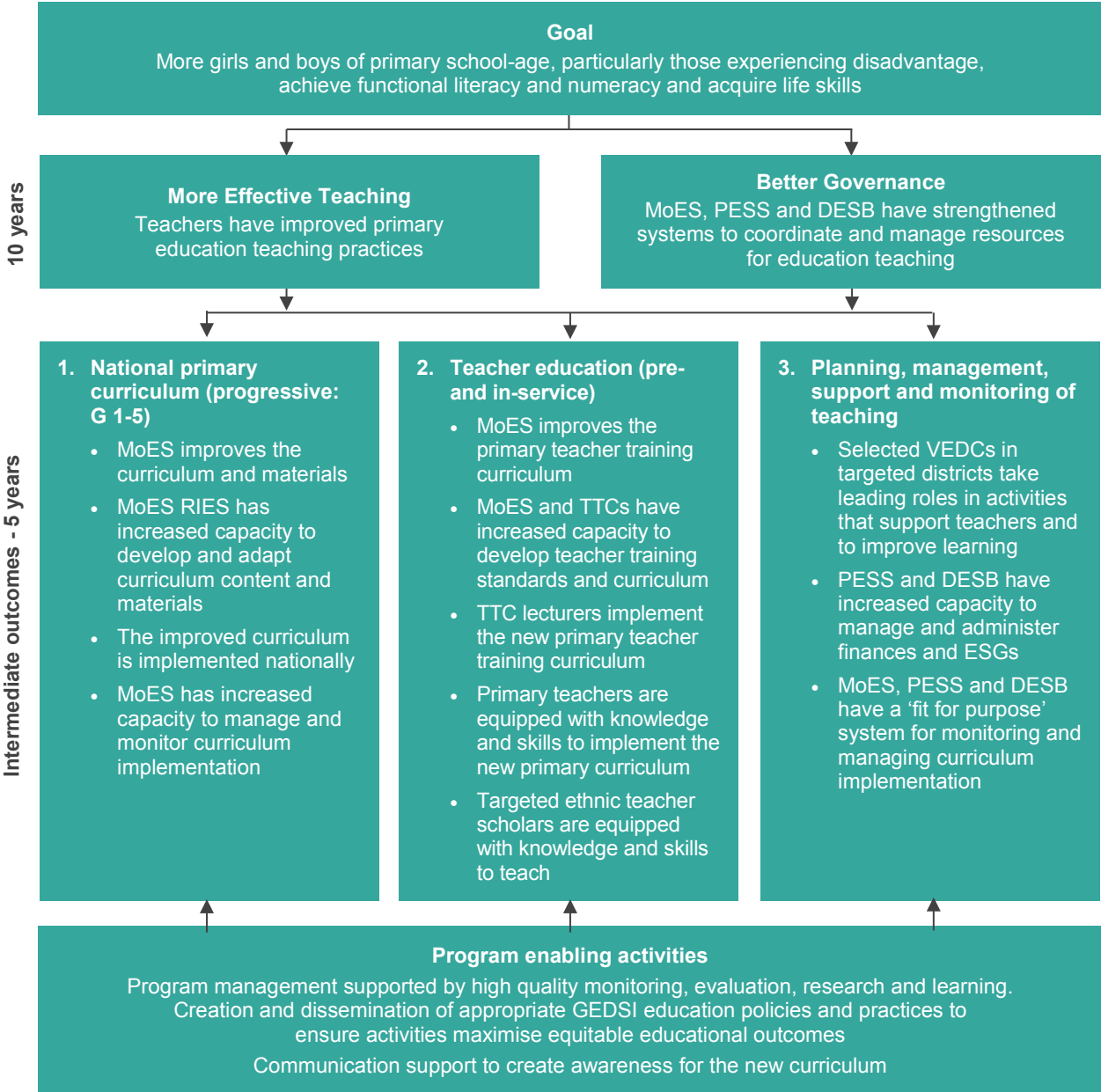
⁶ LADLF, *A Synthesis of Australian Aid Investment in Gender Equality and Disability Inclusion in Lao PDR*. March 2018.

⁷ Previously referred to as the Gender, Disability, Nutrition and Social Inclusion Strategy.

2.2 Program background

Designed in 2012-13, BEQUAL is expected to be rolled out over ten years, in three phases. The first phase commenced in 2015 and was originally intended to end in 2018. In mid 2017 a MTR was commissioned by the Australian Department of Foreign Affairs and Trade (DFAT), and with the MoES, a revision of the program strategy and logic model was undertaken (*BEQUAL Draft Strategic Plan* July 2018 to August 2020). Following changes to programming priorities, including a commitment by DFAT to develop a new primary curriculum for the MoES reflecting a priority in the 8th Education Sector Development Plan (ESDP), the first phase was extended to August 2020. This new program logic (diagram 1) places more emphasis on better teaching practice, with BEQUAL assisting the MoES with the delivery of a new primary curriculum, better quality teacher training and teacher professional development. The program retains the strategic goal of focusing on girls and boys who are most disadvantaged. Participation, nutrition⁸ and school infrastructure development are no longer focus areas of the program.

Diagram 1. BEQUAL revised draft program logic model⁹



⁸ BEQUAL supported school meals in the first two years of the project.

⁹ Expected to be finalised by 30 September 2018

2.3 Lao PDR Government Policy and Institutional Structures

Given the presence of global mechanisms addressing gender equality since the 1940s¹⁰, it is unsurprising that there is a more well-established policy and institutional framework in Lao PDR addressing gender equality, as compared to disability rights and ethnicity. The Lao PDR Constitution states that women and men have equal rights. Lao PDR ratified the Convention for the Elimination of all forms of Discrimination Against Women (CEDAW) in 1981, however the first state report was not submitted until 2005. The Constitution notes that women, especially those living in rural or remote areas and from ethnic communities, are disadvantaged in their ability to access their rights.¹¹ There are two national bodies committed to gender equality. The Lao National Commission for the Advancement of Women (NCAW) leads policy development promoting gender equality and women's empowerment and sits in the Prime Minister's Office. A sub office is based in MoES. The second is the Lao Women's Union, (LWU) a Party organ and mass organisation with a mandate to preserve and promote the traditional role of women in society.

Women in Leadership and Decision Making.

In government and within the Ministry there is an inconsistent representation of women in leadership and decision making roles. The National Assembly includes 27.5% women and its current president is a woman. The percentage of women in leadership roles in other government institutions is reported to be 5%.¹² MoES leadership includes a female Minister, three male Vice Ministers, four female Director Generals (DGs) and twenty female Deputy Director Generals (DDGs), out of a total of 22 DGs and 67 DDGs. The ratio of females in leadership roles is also poor at the school level, of a total of 6,167 primary school principals, only 19% are women, while 55% of the primary school teaching population are women. Promoting the increased representation of women in leadership and decision making is a critical investment, and the importance of education in promoting positive representations of women and girls, boys and men's roles supporting gender equality, and addressing factors that may inhibit girls being leaders in school including and challenging negative stereotypical representation of women and girls that may limit young women's ability to aspire to attaining higher status and leadership.

Village Education Development Committee

The GOL is committed to increase the proportion of women in decision-making roles, including at the village level. All villages have a Village Education Development Committee (VEDC) with the responsibility of supporting enrolment and retention, and school development. The VEDC Handbook¹³ stipulates required membership, and includes 7-15 members, with the VEDC Chairperson being the village chief, and members including teachers and LWU members, as well as other village bodies. Research on the functionality of VEDCs in 2015 explored the extent to which VEDCs are inclusive in their membership and activities.¹⁴ In a sample of 560 VEDC members (across four provinces), 132 (24%) were women, though the proportion of female members in rural and remote VEDCs was significantly lower than in urban VEDCs. The study found that in remote and ethnic communities there were fewer women eligible for membership based on the required criteria (basic literacy and Lao language), and women were passed over for selection due to perceived lack of skills. In VEDCs where there were fewer female members, the women who were members were observed to be less active on the committee, and some VEDCs noted that where they had few female members, their capacity for communication with mothers was limited. Other dimensions of marginalisation were not explored in

10 The preamble to the Charter of the United Nations includes a clear commitment to gender equality, and the precursor to CEDAW, the Commission on the Status of Women was established in 1946.

11 Asian Development Bank, 2011.

12 UN Women January 2017, accessed in 14 August 2018. <http://www2.unwomen.org/-/media/field%20office%20eseasia/docs/misc/2017/01/lao-concept-note-launch-publications.pdf?la=en&vs=910>.

13 Lao People's Democratic Republic. Minister of Education Agreement No. 2300 on Village Education Development Committee (VEDC). 3rd September, 2008.

14 Seel, A, l'Anson, N and Lomathmanyong, S, *Village Education Development Committees in Lao PDR: Their functionality and impact*. March 2015, Child Fund, Plan International, World Vision and UNICEF.

this study (for example poverty, disability in the family, having a female headed household and ethnic group). The VEDCs were found to reflect the ethnic composition of the community, however in villages where there was more than one ethnic group it was not possible in this research to ascertain if the VEDC ethnic group composition reflected that of the village. This may be a significant problem in villages where there are multiple ethnic groups. The study found that where VEDCs are well functioning, they play an important role in improving enrolment and attendance at school, though they do not always identify out of school children, particularly children with disability. At the time of this strategy revision, BEQUAL had invested in engagement and strengthening of the VEDCs in six districts. This will be further developed in the curriculum implementation support package recognising VEDCs are an important enabler for acceptance of the new curriculum by parents and in schools.

National Plans addressing gender equality, disability and social inclusion

Gender equality, disability and social inclusion are included as crosscutting issues in the 8th National Socio-economic Development Plan (NSED) 2016-2020. There is a National Development Plan for Gender Equality (2016-2020) and Lao Women's Development Plan (2016-2020). The 8th ESDP includes the strategic priority to support all children to enrol in and complete primary education with quality without *discrimination by gender, ethnicity, disability and disadvantaged groups who have socio-economic problems*. In addition, two ESDP intermediate outcomes address inclusion:

- Increased access to quality education services by disadvantaged children (ethnic communities, children with disabilities, those in remote and impoverished circumstances).
- Improved teaching of Lao to ethnic students who do not have Lao as their mother tongue through new learning approaches and new resources.

Lao PDR ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in September 2009. Until recently there has been very little information about disability prevalence in Laos, with few national studies conducted. The 2017 national Census, for the first time, included a data set on disability, this is discussed further in section 2.6.

Policy on Inclusive Education

In 2010 the GOL adopted the National Policy on Inclusive Education (promulgated by decree 509/PM). This policy was a key target in the 7th ESDP (2011-2015) though implementation was limited. It included an unrealistic number of Priority Actions (55), had limited funding and technical expertise, and the position of the Inclusive Education Centre (IEC) in the MoES structure challenged IEC staff and technical advisors in their efforts to mainstream the Inclusive Education Policy into other MoES activities. Structural issues may improve by moving IEC from within the former Department of Pre and Primary Education to direct reporting to a Vice-Minister in early 2018. Technical capacity in Inclusive Education is limited in MoES and the IEC in particular. Capacity strengthening by IEC has focused on training with a strong focus on Training of Trainers, but no monitoring on the effectiveness of this training.¹⁵

The 7th ESDP MTR included a gender and inclusion review, which informed the 8th ESDP. The MoES has developed a draft *National Strategy and Plan of Action Framework for Accelerating the Development of an Inclusive System of Education 2016-20*. The aim of the Strategy and Plan of Action Framework is to expand mainstream education to ensure disparities in access to a quality education are reduced and eventually eliminated. This strategy and plan of action was developed with BEQUAL support for the IEC in 2016. There was a leadership change in the IEC in 2016 and a restructure within the MoES which may have contributed to this strategy not being finalised. BEQUAL will review the potential for support when the appointment of a new and permanent head of the IEC occurs.

¹⁵ Jan Edwards, *Mid Term Review of the Education Sector Development Plan (ESDP) 2011-15. Gender Analysis – Summary Report*. August 2013.

2.4 The situation of education outcomes in Laos, by ethnicity and language groups

Since the initiation of economic reform in the 1980s and investment in developing extractive industries and hydropower, Laos has been one of the most rapidly developing economies in the region, with a consistently high GDP averaging 8% per annum. Despite economic growth, social challenges remain including gender inequality, and low participation of marginalised groups, especially people from ethnic groups and people with disability. Significant economic and social disparities persist across the country's diverse ethnic groups and geographic areas. The country has 49 officially recognised ethnic groups, falling within the following four ethno-linguistic groups: Lao-Tai; Mon-Khmer; Hmong-Mien; and Sino-Tibetan. The Lao-Tai (which includes the dominant Lao population) have registered lower poverty rates than the other three groups; in 2012, 25% of Lao-Tai were defined as poor compared to 42% or more for the other groups. Non-Lao-Tai groups make up 65% of the population, however are disproportionately experiencing poverty and poor education outcomes. They are geographically and socially more isolated and lag behind the rest of the population in key development indicators including literacy and nutritional status. Different fertility rates between the major ethnic groups means non-Lao-Tai children represent a growing proportion of the school age population.¹⁶

Qualitative research on the experiences of school-age girls and boys identifies a number of factors influencing ethnic girls' and boys' education attainment, many of which are related to poverty and Lao language skills. This includes the need to care for younger siblings (girls), household labour requirements (girls), farm labour requirements (girls and boys) and lack of resources to support multiple children in school as younger siblings commence their schooling (girls and boys).¹⁷ Table 1 below provides quantitative information on the gender disparities in eight, non-Lao-Tai districts, and demonstrates that while gender parity for enrolment has been achieved, there are disparities based on ethnic status, with higher prevalence of Grade 1 drop out and lower survival rates for children from ethnic backgrounds. Table 2 shows the language group differences in learning outcomes between Grade 3 students. The Hmong-lumien language group performs at the lowest levels.

¹⁶ LSIS, 2015.

¹⁷ Palme, M, et al, *Perceptions and Attitudes towards School in Lao primary education in Bokeo Province. A Study of Pha Oudom District*. 2011.

Table 1: Low performing districts with gender disparities¹⁸

School year 2017/18												
District	NER		Grade 1 dropout		Survival rate to G5		Transition to M1		Grade 1 repetition		Poverty head count 2015	Ethnicity
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Phin	97.5	97.5	10.6	14.2	45.2	51.1	73.6	71.0	10.3	13.3	42.4	Mostly Katang and Makong with Lao and Phoutay
Xepon	96.4	97.6	14.8	15.8	51.2	44.7	81.2	73.8	21.3	22.5	42.2	Mostly Tri and Makong with Phoutay and some Lao
Nong	97.1	97.9	14.3	6.4	37.4	54.5	60.5	73.7	37.0	36.1	54.0	Mostly Makong with TaOy, Tri
Thapangthong	99.5	97.6	3.9	-	68.9	69.4	56.4	61.2	9.2	11.7	40.6	Mostly Lao and Katang
Vilabouli	98.3	98.1	15.0	14.1	68.2	67.1	81.0	83.9	7.8	11.5	32.1	Mostly Phoutay and Makong with Tri
Phalanxai	99.1	98.6	17.8	20.3	53.6	48.3	71.2	73.5	14.0	17.1	43.2	Mostly Lao with Makong, Katang Phoutay with some Shuay
Ta Oy	88.5	97.4	16.8	14.8	41.3	56.5	56.5	70.1	14.1	15.8	64.3	Mostly Katang and TaOy with Pakoh
Toumlan	98.6	99.9	4.9	5.4	63.7	78.0	56.9	67.7	16.2	17.1	73.1	Mostly Katang with some TaOy
All Lao PDR	98.4	98.8	5.1	6.2	83.7	82.2	83.2	85.9	6.76258	8.5958	26.8	

¹⁸ Extracted from *MoES Annual Census 2017-18 province and district report*, 2018.

Table 2: Learning outcomes (standard scores) by language group¹⁹

Language Group	Literacy	Mathematics
Lao-Tai	524	538
Mon-Khmer	488	517
Hmong-lumien	453	490
Tibeto-Chinese	491	557

The 2009 ASLO (Grade 5) level found significant issues with student achievement with only 20% of students acquiring the Lao language skills needed to successfully transition to lower secondary school, and significant regional disparities in student performance in Lao language and math. The 2017 ASLO report also found low levels of performance at Grade 3. In Lao language, only 34% of students were assessed as ready for promotion to Grade 4 and 12% of students were assessed as learning almost no spoken Lao language in their first three years of school. Only 55% of Grade 3 students can describe a familiar picture clearly and accurately. In Mathematics, only 18% of Grade 3 students were assessed as ready for promotion to Grade 4.

While ethnicity is not broken down to distinct groups, the learning outcomes achieved disaggregated by province show the lowest levels of achievement in the more ethnically diverse and remote provinces. Ethnic status is reflected in several indicators in the LSIS (2017). When analysing the percentage of children of primary school age entering Grade 1, children of ethnic background were less likely to be enrolled in primary school, and when they did enrol, they were older than Lao-Tai children when entering Grade 1 and subsequently had lower school attendance levels. Gender parity is seen at enrolment, attendance and completion ratios for primary school.²⁰ On the other hand, Grade 1 repetition rates are lower for girls than boys and the gap has been constant since at least 2009/10.²¹ Reflecting this analysis, BEQUAL is making significant investments in addressing the disparity in education outcome between ethnic groups while respecting the relationship between ethnicity and gender.

2.5 The situation of education outcomes in Laos, by gender

There are entrenched stereotypical attitudes toward women and girls in the family, school, and society which sustain traditional gender roles. This has resulted in reduced opportunities for women and girls and impacts on the safety, health and wellbeing of women. An NCAW commissioned study²² revealed nearly one-third of ever-partnered women (30.3%) experienced at least one incident of emotional, physical or sexual violence and 58.9% had experienced this violence more than five times, though only 2% of survivors report to police. The study revealed underlying attitudes and perceptions were factors of intimate partner violence. Around 35.6% of respondents agreed with the statement that “a good wife obeys her husband, even if she disagrees”, 22.9% concurred that “a man should show he is boss”, 29.4% accepted that a wife was obliged to have sex with her husband and 45% agreed that a husband could hit his wife if she was discovered to be unfaithful.²³ Young women (15-19 years) are recorded as being at highest of sexual violence by a male partner. This vulnerability is reinforced by the high prevalence of child marriage, with 9% of girls married by the age of 15 and 35% married by 18 years. Girls who are married drop out of school and those living in poverty in rural areas are far more likely to be married than girls living in urban areas.²⁴ The legal age of marriage the Lao PDR is 18 years.

¹⁹ Extracted from *MoES ASLO Grade 3 dataset*, 2018.

²⁰ *Lao PDR Social Indicator Survey II 2017*, published June 2018, Lao PDR Statistics Bureau.

²¹ *Lao PDR Social Indicator Survey II 2017*, published June 2018, Lao PDR Statistics Bureau. LaoEDUInfo.

²² Summary Report A study on Violence against women in Lao PDR Laos National survey on Women's Health and Life Experiences 2014. http://www.la.one.un.org/images/publications/Lao_PDR_Violence_Against_Women_Summary_Report.pdf.

²³ Summary Report A study on Violence against women in Lao PDR Laos National survey on Women's Health and Life Experiences 2014.

²⁴ <https://www.girlsnotbrides.org/child-marriage/laos/>.

The intersection between gender and ethnicity is manifest in education and social indicators. In ethnic communities, the lower acquisition of Lao language skills prevents women's participation in decision-making processes in society and in political life, including village level committees and structures, such as the VEDC.²⁵

Education survival and completion rates

The education system has made substantial progress over the past twenty years and EMIS data reflects gender parity for primary school enrolment. In school year 2009/10 male survival rate to Grade 5 was 71% and female survival rate to Grade 5 was 70%. By 2017/18, male survival rate to Grade 5 was 82% and female 84%. In the 32 BEQUAL targeted districts, targeted because they represent the more marginalised, predominantly ethnic and poor districts, for 2017/18, survival rate to Grade 5 for boys and girls was 70%, considerably lower than the national averages.

2.6 The situation of education outcomes in the Lao PDR for children with disability

Children experiencing disability face multiple barriers participating in social and economic life. They face widespread discrimination, ignorance and negative cultural stereotypes. Children with disabilities are much less likely to go to school than their able-bodied cohorts, and where they do enrol, they are more likely to drop out earlier. For the first time in Laos, in 2015 the Population and Housing Census (the Census) included the Washington Group Short Set of Questions on Disability (referred to here as the Washington Group) in the national Census. The Washington Group set is globally recognised for disability measurement in population surveys and consists of a short set of questions that question respondents on whether they face difficulty in six functional domains (sight, hearing, mobility, cognition, communication and self-care). If a person reported difficulty in at least one domain, they were recorded as having a disability in the Census.²⁶

The 2015 Census reports a total of 160,881 people aged over 5 years with a disability, and a prevalence of disabilities of 2.77%. Higher prevalence was found in difficulties related to sight (1.35%) and walking or climbing stairs (1.3%), followed by hearing (1.23%) and cognition (1.2%), self-care (1.1 %) and communicating (0.95%). There were similar numbers of males and females with disabilities. Notably, disability prevalence was higher in the poorest geographical areas (3.33% in rural areas without roads, 2.86% in rural areas with roads, 2.48% in urban areas) – also areas of largely ethnic populations. Disability prevalence varied among the ethnic groups: It is higher amongst Mon-Khmer (3.51%) than amongst Lao-Tai, Hmong-Lewmien and Chinese-Tibetan (respectively 2.5%, 2.79% and 2.85%). The Census found that the level of education of persons with disabilities was significantly lower than in the overall population. There was a large literacy gap (53% of persons with disabilities reported being literate compared to 86% of the overall population). There was double discrimination against women, who are less literate (40%) than men without disabilities (90%). Children with disability lack access to education, with 43% of children with disabilities never enrolled in primary school compared to 9.6% of the general population, compounding this, children with disability are more likely to drop out of school before completing Grade 5.

2.7 Child consultation

Consultations with children contribute to our understanding on the value children and parents/care-givers place on education, and informs our understanding of the influence of gender, ethnicity and disability on children's participation in school. Findings from a child consultation study²⁷ with ethnic children include:

25 Asian Development Bank; World Bank. 2013. Country Gender Assessment for Lao PDR : Reducing Vulnerability and Increasing Opportunity. Manila. World Bank. <https://openknowledge.worldbank.org/handle/10986/16511>.

26 Lao Statistics Bureau, *Disability Monograph of Lao PDR. From the 2015 Population and Housing Census*. Not yet published, not for external use or citation.

27 Claire O'Kane, *Consultations on education with children and adults in ethnic minority communities in Oudomxay Province, Lao PDR*. Plan International LEARN Project Report. February 2016.

- Most parents value education for their children. Primary education is seen as important for literacy, to gain knowledge, and to have better jobs and future opportunities. Parents' value for education significantly influences children's enrolment and regular attendance.
- Poverty, gender, belief systems, seasonal work and distance to school negatively affect parents' ability to support their child's education.
- Less value was placed on education for children with disability and disability was perceived as a barrier to education. Parents and VEDC members reported no additional support is given to families who have a child with a disability, or by teachers who have a child with a disability in their class. Children and parents reported that sometimes children with disability are teased and bullied.
- Poverty is a significant barrier to school enrolment and regular attendance. In poor families with many children, decisions are made on which children will attend school, and gender is an influencing factor with girls more likely to be withdrawn. Children reported poverty affects their confidence, especially in communities with higher income and ethnic diversity.
- Children reported they have many household and farming chores, and especially girls and older siblings are responsible for caring for young children and providing labour to the households. As a result, girls and older siblings attend school less regularly.

3 Lessons Learned

3.1 Partnership with the Inclusive Education Centre (IEC)

The 7th ESDP mid-term review (MTR) included a gender analysis and identified that while a key target was development and implementation of a National Inclusive Education Policy (2011-15), implementation was challenging. This was due to the excessive number of high priority actions, limited financing, limited technical capacity, internal structure of the IEC and its positioning in the MoES organisational structure. The review found that gender equality and inclusive education were seen as IEC's responsibility by other MoES staff, and gender equality and inclusive education policy commitments were not integrated into other MoES departmental functions. The audit found MoES staff had minimal understanding in how to integrate gender equality into their work. Compounding this, awareness and attitudes towards gender equality and inclusion were unsupportive, with many staff denying there were any issues.²⁸

The IEC's potential to lead inclusive education and ensure mainstreaming across the MoES is limited by the broader government system in which the IEC sits. A comprehensive analysis of decision making processes in the primary education sector was undertaken by LADLF²⁹ in 2017. This study found vertical and horizontal integration in the Ministry is weak and primarily transactional. Higher level agencies allocate resources and lower level or implementing agencies have few reporting requirements or incentives for performance. This results in inconsistent policy implementation with marginalised students the most disadvantaged as a result.

Weak horizontal or inter-departmental integration and weak mainstreaming of cross-cutting issues is not unique to the MoES, or to the Lao PDR. A 2015 study into the multi-sectoral approach to nutrition in Lao PDR found that even with high level leadership and coordinating governance mechanisms, engagement with a specific issue (in this case nutrition) will be variable.³⁰

In 2016 BEQUAL supported the IEC in a revision of the *National Strategy and Plan of Action Framework. Accelerating the development of an inclusive system of education (2016-20)*.³¹ This drew on BEQUAL's and the IEC's programming and policy experience. In the process of developing the strategy, key factors were identified that contribute to exclusion, marginalisation and/or under-achievement in education. These include a limited number of teachers with skills in addressing learning for children with diverse needs, lack of recognition and effective use of the wide range of languages, limited quality

²⁸ *Mid-term Review of the ESDP (2011-15). Gender analysis – summary sector report*, Vientiane, Lao PDR, Plan International, August 2013.

²⁹ LADLF, *Contextual analysis of decision-making processes in the primary education sector in Lao PDR* (October 2017).

³⁰ *Study to analyse institutional constraints to effective implementation of the National Nutrition Policy in the Lao PDR*, LADLF, May 2015

³¹ This document remains in a final draft form (Lao and English). It was finalised with the previous Head of the IEC, and while it was handed over to the current interim Head, it has not been formally approved.

teaching and learning materials (particularly for ethnic children), limited use of data to inform policy, planning and evaluation, absence of a twin-track approach, and budget limitations. The *National Strategy and Plan of Action Framework* aims to address these in funded actions up to 2020. However, with the retirement of the former Head of the IEC in late 2016, the documents have not been completed and approved by the MoES. In 2018, within a MoES restructure, the IEC moved from being a division within the Department of Pre and Primary Education to becoming a division in a Vice Minister's Office. There is currently an interim Head of the IEC, and it is likely that while this position remains interim the strategy is not finalised.

The IEC does not have a cadre of skilled technical staff who can provide support, and it has been traditionally dependent on international advisors. The assistance to IEC with the development of the *National Strategy* but without support to implement it, is an important challenge for the Ministry. With BEQUAL's experience in providing public financial management capacity building in partnership with the Department of Finance (DoF), there is an important foundation that can be leveraged in the completion of a budget for the *National Strategy*. However, before investing in significant capacity strengthening of the IEC, BEQUAL needs to identify a broader, MoES-wide willingness to change and embrace implementation. The framework was discussed at the Inclusive Education Technical Working Group in January 2019, Humanity International has placed an advisor with the IEC for one day per week, supporting IEC and assessing further needs. BEQUAL will review IEC's engagement with this investment and support IEC in late 2019.

3.2 BEQUAL's contribution

In 2017 the Lao-Australia Development Learning Facility (LADLF) was commissioned by the Australian Embassy to analyse the aid program's performance in gender, inclusion and disability. This analysis quantified the investments across the program and noted that given the scale of BEQUAL, it can significantly contribute to Australia's commitments to achieving its goals in gender equality, disability and social inclusion. Specific recommendations relevant to the BEQUAL Gender and Inclusion Strategy are:

- Encourage all investments to develop a GEDI³² strategy that is multidimensional (i.e. considers change across levels) and incremental (i.e. considers increasing intensity over time) to integrate gender equality and disability inclusion objectives. **This revised BEQUAL Gender and IE Strategy responds to this.**
- Investment design and plan should meet DFAT gender and disability standards, with adequate resources attached to GEDI priorities **This is addressed in this strategy (refer to section 5).**
- Require all investment's annual planning and performance reports to articulate how activities are responding to gender equality and/or disability inclusion. **This has been captured in BEQUAL's periodic reports and will be further strengthened**, including with a periodic update to the table in annex 3, noting progress on BEQUAL's inclusive education commitments.
- Reported progress on GEDI results should identify beneficiaries' participation in investment planning, consultation, implementation and feedback processes. The BEQUAL NGO Consortium (BNC) baseline and evaluation includes beneficiary consultation, **learnings will inform other components of BEQUAL.**
- Ensure at minimum that indicators are disaggregated by sex and/or disability status and qualitative indicators for change at individual, collective and environment levels are reported for all investments by June 2019. **Addressed in BEQUAL's Monitoring, Evaluation and Learning Framework (MELF).**
- Encourage all investments to conduct periodic contextual analysis of gender and disability in Lao PDR, with particular attention to the following dimensions: decision-making; institutional practices, policy and regulation; social norms; access to and control over resources; service delivery. The contextual analysis is **updated in this revised BEQUAL Gender and Inclusive Education Strategy.**

32 The LADLF report uses the acronym GEDI, gender equality and disability inclusion.

3.3 Strengthening BEQUAL's approach for inclusive education

Achievements in gender equality, disability and social inclusion domains were evaluated in the DFAT commissioned MTR of the BEQUAL program in 2017. The MTR concluded that while the BEQUAL goal aligns well with the MoES commitments to inclusion, this was not adequately resourced with targeted technical support and further investment is required. The recommendations are:

- BEQUAL should appoint a full time Education, Participation and Community Engagement Specialist or GEDSI Advisor based in Lao PDR, to work with and ultimately be replaced by a national team member.
- The above specialist should be engaged to review the GEDSI checklist (2016) and the Inclusive Education Guidelines (2016) in order to set work priorities. This should include ensuring that monitoring and evaluation (M&E) and reporting adequately capture cross-cutting results and issues (especially child safe content, diverse disabilities and the intersection of gender and disability). It can be a collaborative process with partners but is for the specialist to lead.

Regarding the first recommendation, BEQUAL's activities include targeted, specialist and advisor investments in primary curriculum development (Grades 1-2 completed in phase 1 and Grade 3 commenced) (Intermediate Outcome 1), preservice curriculum development and inservice training and support for new curriculum implementation (Intermediate Outcome 2), public finance, and school infrastructure (activity closing in March 2019). Complementing this, an Inclusive Education manager will be engaged to deliver training to BEQUAL and partner staff, and lead the expansion of the disability model to other districts in Khammouane. This is further described in section 7 below.

Addressing the second BEQUAL MTR recommendation, this revised Gender and Inclusive Education Strategy includes a detailed review of the GEDSI checklist (see annex 3), as does the revised Monitoring and Evaluation Framework (MEF).

3.4 BEQUAL NGO Consortium's Disability Access model, Xaibouthong District, Khammouane.

The implementation of the disability access model in Xaibouthong provides evidence and lessons learned for the potential scale up of the model. The NGO Consortium external evaluation identified the following:

- Disability expertise in Laos is low, compared to its neighbours Vietnam and Cambodia.
- Significant investment and time is needed to increase the awareness, attitudes and skills of service providers. This was found to be beyond the scope of the BNC activity.
- The activities in Xaibouthong resulted in some changes in attitudes locally following training in communities and with teachers, however long term investment is required to see significant attitude and behaviour change.
- Teachers provided positive feedback on the use of Individual Education Plans for children with disability in their class. However in the absence of a child centred approach to learning, changes will be limited.

The evaluation noted that disability inclusion is an emergent sector in Laos, and a medium to long term commitment is required. There is limited individual or institutional technical expertise in the country and communities, especially remote communities, require significant support which is not accessible. While teachers and communities are willing to make the changes needed, a project such as BEQUAL is not necessarily able to secure the resources needed to do so. As a result, a smaller scale activity is recommended, and a long term approach needs to be taken.

4 BEQUAL's approach to addressing gender equality, disability and social inclusion

BEQUAL adopts a twin track approach to address gender equality, disability and social inclusion commitments.

Track one: BEQUAL ensures that gender equality, disability and social inclusion is mainstreamed in all our work, and achievements (for example, primary and preservice curriculum, Curriculum Implementation Support) promote gender equality and inclusion.

Track two: BEQUAL includes targeted activities that aim to transform social relations and address gender inequality, exclusion of people with disabilities and exclusion of people from ethnic backgrounds (for example, targeting of predominantly ethnic districts, Ethnic Teacher Scholarship Program (ETSP) and progressive, small scale continuation of the disability support model in Khammouane Province).³³

Informing both mainstreaming and targeted work, BEQUAL uses DFAT's strategic framework for aid investments in education³⁴ to ensure equity and access is achieved for girls, children with disabilities and other marginalised children. Annex 1 maps DFAT's strategic framework for addressing gender equality and inclusion in education, against DFAT's guiding priorities in the *Gender Equality and Women's Empowerment and Development for All* strategies and the MOES *National Strategy & Plan of Action Framework. Accelerating the development in an inclusive education system, 2016-20*.

5 BEQUAL Gender and Inclusive Education Strategy implementation and responsibilities

The BEQUAL Team Leader is accountable for strategy implementation, with delegated responsibility to implement and monitor progress to the Deputy Team Leader and the M&E and Learning Manager. As defined in annex 3 responsibility for activity implementation of this strategy lies with activity managers, who will work in partnership with MoES counterparts.

BEQUAL is committed to providing leadership on IE by ensuring that workplace policies and practices address gender equality, disability and social inclusion. All BEQUAL staff and key MoES partner staff (national and sub-national) will receive training on:

- The concepts of social exclusion and social inclusion;
- gender equality and disability and why they are important development issues;
- GoL, GoA and Coffey policies and procedures that exist in relation to anti-discrimination and equal opportunities in the workplace;
- child protection and safeguarding, including the Code of Conduct; and,
- why social inclusion is important to BEQUAL and what it means for achieving BEQUAL outcomes.

GEDSI and child protection and safeguarding commitments are included in:

- BEQUAL staff job descriptions or Terms of Reference;
- small grant holder contracts;
- sub-contract holder contracts; and,

³³ Evaluation of the disability support model is in annex 2. The NGO Consortium Final Evaluation Report references the model on pages 53-56.

³⁴ *Strategy for Australia's Aid Investments in Education 2015-20*, page 36.

- Code of Conduct for all staff, consultants and contractees.

Activities in this Gender and Inclusive Education strategy will be integrated in the BEQUAL Annual Plans 2018-2020.

6 Monitoring and Evaluation (M&E)

The main instruments for reporting on performance against the BEQUAL Gender and Inclusive Education Strategy will be BEQUAL progress reports required under the contract with DFAT. The table in annex 3 of the strategy will be annexed to periodic reports, with updates against planned activities. BEQUAL is committed to explicitly measuring gender and inclusion in the project's M&E systems. The revised BEQUAL Results Framework 2018-20 includes GEDSI sensitive Key Performance Indicators, including quotas, including:

- Percentage (actual versus target) of new primary curriculum materials and teacher guides completed for grade 1 having undergone GEDSI analysis and review (IO1).
- Percentage (actual versus target) of new primary curriculum materials and teacher guides completed for grade 2 having undergone GEDSI analysis and review (IO1).
- Percentage of oral Lao language literacy for Grade 1 non-Lao speaking students undertaking additional Lao language lessons (IO1).
- Percentage of TTC PDP staff and curriculum writers who are trained and have strengthened capacity and are able to implement the GEDSI analysis tool during the writing process (IO2).
- Percentage of staff – at least 40% female – graduating with post graduate qualifications who have been sponsored by BEQUAL (IO2).
- Percentage of training materials, including videos, fully developed, including GEDSI analysis, approved and printed/distributed against planned outputs (IO2).
- Percentage of Master trainer teams and Provincial trainer teams officially identified for all 18 provinces (as a proportion of the minimum required) with a 50% female quota (IO2).
- Percentage of graduate ethnic teachers – 70% female – are teaching effectively in target villages (IO2).
- Up to two provincial education budgets assessed for their sensitivity on gender equality and inclusion (IO3).

Ensuring ongoing operational and program quality decision making is fully informed, structured Real Time and After Action Reviews will be undertaken. These will be facilitated by skilled BEQUAL staff with BEQUAL and partner teams, and include facilitation to review progress on GEDSI commitments relevant to the activity under review,

BEQUAL Program reporting will focus on:

- Progress made in implementing the Gender and Inclusive Education Strategy actions identified in annex 3. This includes challenges to implementation, mitigation strategies and identification of new opportunities to promote gender equality, disability inclusion and social inclusion in BEQUAL activities;
- processes that have helped to achieve gender equality and disability inclusion and social inclusion results; and
- discussion of how gender equality and disability inclusion and social inclusion results have contributed to overall program effectiveness.

7 Resourcing this Strategy

BEQUAL's revised program logic includes three areas of specialist support to the MoES: Primary curriculum renewal; teacher education; and governance, including public financial management. Within these intermediate outcomes, BEQUAL will provide targeted technical inputs, and for this reason full time GEDSI specialists or advisors will not be engaged. The targeted technical inputs include:

1. Preservice Specialist (IE, short-term advisor (STA)) supporting the development of IE modules for teacher training (years 1 and 2).
2. Preservice Specialist (Lao language, STA) supporting the development of preservice modules for teachers teaching Lao as a second language. including multi-grades teaching?
3. Primary Curriculum Specialist (Lao language, STA) supporting the development of a Lao language course for non-Lao speaking children entering Grade 1.
4. IE Manager (non ARF) to:
 - a) Lead the implementation of the disability access model developed by the BNC in Khammouane Province
 - b) Deliver gender and IE training to BEQUAL and partner staff.
 - c) Act as resource for BEQUAL teams for gender and disability issues

Recognising the recruitment challenges for this specialist position and the possibility of a long recruitment process, in the short term BEQUAL will identify a short-term national specialist to provide GEDSI training, with support from a Coffey GEDSI Specialist.

5. IE Officer (non-ARF), to support the IE Manager in their two key activities. This activity will only go ahead if sufficient Phase 1 budget is available Coffey GEDSI advisor or locally sourced advisor (STA/consultant) for periodic inputs to provide targeted training to BEQUAL team members and MoES partner staff.
6. Exit Specialist (Infrastructure, STA) to ensure sustainability of GEDSI inputs in infrastructure activities, including the MoES School Construction Manual.
7. Short-term specialist for Education PFM, Design work, etc. with a focus on gender inclusive budgeting (provided sufficient Phase 1 budget is available).

Table 3 – Approach and entry points for the Gender and Inclusive Education Strategy

Approach	Entry points and Sources
Mainstreaming GEDSI into curriculum development and implementation (activity level)	<p>Development of GEDSI assessment tool and training for application</p> <p>Current specialists and national staff working with MoES</p> <p>Awareness of GEDSI in teaching during curriculum implementation support workshops nationally</p> <p>Focus on GEDSI initiatives in short teaching videos</p> <p>Short-term international and national specialists for specific curriculum and training inputs</p>
Sensitising and identifying entry-points for GEDSI (program level)	Annual workshop with GEDSI trainers (Coffey). The training will be contextualised for the BEQUAL Program and Lao context.
Focus on inclusion of children with disability in school (activity level)	Building on BNC Khammouane disability activity

Approach	Entry points and Sources
Focus on 'language' as an issue of inclusion/exclusion (activity level)	Oral Lao for Non-Lao speakers pilot Primary teacher curriculum module
Institutionalising gender and inclusive education and entry points for Phase 2	Education PFM for sensitised budgeting; strengthening VEDCs, inclusion of IEC ('light touch')

The organisational structure includes allocation of funds for an international GEDSI specialist (periodic inputs), national Gender Advisor (full-time equivalent), and three short-term advisors (Lao language for preservice, Lao language for primary curriculum and IE for preservice). In addition, technical support will be engaged for GEDSI training (BEQUAL and MoES staff), review of the GEDSI rubric (annex 4) and the gender and inclusion budget audit (if project budget is available). The disability inclusion model in Khammouane will be designed in 2019 with the Khammouane PESS, and at that time specific resource needs will be defined. Lessons learned and recommendations from the NGO Consortium Evaluation report will be drawn upon, as well as the detailed review in annex 2. It is anticipated this model will require a national manager and officer to support further model development, implementation and preparation for scale up in phase 2. In addition, GEDSI specialists will be engaged from time to time to support training and skills development of BEQUAL and MoES staff. The resourcing plan is in annex 5.

It is anticipated that as progress is made in implementation of activities in the final 20 months of phase 1, additional entry points are identified for specialist input. These resources will be drawn from the budget allocation for an equivalent full-time national Gender and Inclusion Advisor and periodic international Gender and Inclusion Specialist (both from January 2019). The allocated budget will be used in a flexible way based on specific activity needs.

Annex 1

Matrix summarising DFAT and MOES strategic priorities for gender equality, disability and inclusion in the education program. ^{1 2}

1 Drawing on the guiding priorities in the *Gender Equality & Women's Empowerment Strategy* (2016), page 7.
2 Drawing on the "Guiding Principles" of the *Development for All Strategy* (2015), page 6.

Title of policy document	Key commitments of the policy document			
<p>DFAT’s strategic framework³ to ensure equity and access is achieved for girls and children with disabilities</p>	<p>Understanding the specific nature of exclusion in the local context</p>	<p>Considering indicators of exclusion that go beyond access to schooling and capture influential behaviours and practices</p>	<p>Supporting policy dialogue and reform, as well as working to help change on paper become change in practice</p>	<p>Working to ensure, in contexts where participation rates are high, that the last remaining out of school children, who can be hard to reach, are targeted</p>
	<p><i>This includes going beyond enrolment rates to look at transition, completion and attendance. This strategy also includes understanding the institutions, interests & incentives affecting exclusion, and how these are helping or hindering change.</i></p>	<p><i>Are learning materials representing particular groups within society in limited ways? Are teachers providing diverse role models? Are classroom conditions and school facilities supporting all learners?</i></p>	<p><i>Are inclusive education policies backed up by support to teachers to adapt teaching styles? Are communities engaged and supporting all children to attend school?</i></p>	<p><i>Tailored, costed strategies that take into account the daily realities of excluded children are needed where mainstream assistance programs are not sufficient.</i></p>
<p>MOES National Strategy and Plan of Action Framework. Accelerating the development in an inclusive education system. 2016-20</p>	<p>Strategy 5. Inclusion of learners with disabilities.</p> <p>Strategy 7. Inclusive participation of local stakeholders.</p>	<p>Strategy 3. Inclusive curricula, instruction & assessment.</p> <p>Strategy 4. Safe, healthy, inclusive-sensitive education places and spaces.</p>	<p>Strategy 2. Enabling environment for inclusion.</p> <p>Strategy 6. Inclusion-sensitive recruitment, deployment, professional development of education personnel, inclusion-responsive planning and M&E.</p> <p>Strategy 8. Inclusive-responsive education sector finance.</p>	<p>Strategy 1. Advocacy for an inclusive sensitive education system.</p>

3 Strategy for Australia’s Aid Investments in Education 2015-20, page 36.

Title of policy document	Key commitments of the policy document			
<p>BEQUAL's response through strategic investments and approaches addressing DFAT and MoES gender equality, disability inclusion and social inclusion policies.</p>	BEQUAL ACTIVITIES YEARS 2015 to 2017			
	<p>Organisational structure includes the BNC Manager as a BEQUAL team member and member of the technical team, to ensure evidence, analysis and learning from the BNC work on participation and the trial model for disability inclusion in Khammouane informs other BEQUAL activities, recognising the BNC's presence in ethnic communities and strong focus on GEDSI.</p>	<p>Classroom, latrine and water supply construction undertaken in 29 districts, referencing UNICEF and DFAT accessibility guidelines.</p>	<p>BEQUAL invested in the BNC, with a focus on access and participation for marginalised, ethnic children from 2016-18. The BNC objective is that <i>All children, particularly non-Lao speakers, girls and children with disabilities, in 171 disadvantaged schools and villages, enrol in and complete a quality primary education, supported by their parents and communities.</i> Of the 171 schools, 161 were in ethnic minority communities, with half having multi-grade classrooms (in 5 schools Grades 1, 2 and 3 combined, in 2, Grade 1 was mixed with higher grades).</p>	<p>BEQUAL initially targeted 66 districts, based on female net enrolment and survival rates (2009 EMIS). ETSP targets ethnic scholars, selected from the 29 most disadvantaged districts of the 66. Infrastructure followed the same targeting criteria.</p>
<p>Partnership with LADLF for formative research and analysis to support strategic decision making, including revised targeting for the remainder of phase 1.</p>	<p>Lesson plan and learning materials development progressively using the GEDSI rubric to ensure they support the needs of girls and boys, ethnic children and children struggling in school.</p>	<p>Scholarship quotas and targeting of people from ethnic groups. 204 ethnic scholars graduated from Teacher Training Colleges in 2018.</p>	<p>The BNC partnered with VEDCs, supporting them in their role to increase school attendance, and follow up of non-attenders.</p>	

Title of policy document	Key commitments of the policy document			
	BEQUAL support to IEC to draft the MoES IE Strategy and action plan.			BEIF grant mechanism utilised to develop and implement activities targeting ethnically marginalised communities (further described below).
PROPOSED BEQUAL ACTIVITIES YEARS 2018 – 2020				
	The revised MEF will integrate GEDSI commitments, including disaggregation of data, GEDSI sensitive indicators, and learning processes that enable ongoing activity quality improvement.	Finalising a School Construction Manual with the MoES that mainstreams IE.	Curriculum Implementation Support includes intensive support to the 32 target districts, to ensure effective implementation and use of the new primary curriculum.	Development of a Lao language module for non-Lao speakers in Grade 1. Piloting in ethnic schools, to inform new curriculum and associated policy.
	Further development and implementation of the BNC disability inclusion model in Xaibouthong District, Khammouane. This is integrated with other activities to increase access and participation in school. Model is summarised in annex 2.	New primary curriculum content and materials meet IE policy commitments. Enabled with the development and progressive use of a GEDSI rubric (annex 4) in partnership with RIES to assess teaching and learning materials.	Targeted induction for new ethnic teachers, including a mentor program that addresses potential issues of power related to gender and ethnicity.	Targeting Strategy revised: In 2018 targeting was revised with the program logic revision following the MTR. Revised targeting focuses on the 29 ETSP districts, and adds 3 disadvantaged, ethnic districts in Sekong (32 districts in total).
	Development of IE modules for teacher preservice training (years 1 and 2).	Extensive use of videos (including Khmu and Hmong) to engage with people with low levels of literacy in Lao, to portray diversity.	Working in partnership with Department of Inspections and RIES M&E unit to strengthen their M&E capacity including IE sensitive monitoring	

Title of policy document	Key commitments of the policy document		
	<p>Should a permanent DG be appointed to IEC, BEQUAL will re-assess IEC 'readiness for change' and opportunities for entry points such as support for finalising the national IE strategy and action plan and proposed actions in BEQUAL Phase 2, such as strengthening IEC to address IE in education sector budgeting.</p>		<p>Budget analysis in regard to IE sensitive budgeting in one or two provinces.</p> <p>Pilot that can be scaled in six villages to strengthen VEDC support for teachers.</p> <p>In preparation for phase 2, identifying pilot province for assistance with education budgeting and capacity building for IE sensitive budgeting.</p>

Annex 2

Summary Report of Lessons learned on Disability Inclusion in Primary Education: BEQUAL NGO Consortium and World Vision Laos



Summary Report of Lessons learned on Disability Inclusion in Primary Education: BEQUAL NGO Consortium and World Vision Laos

August 2018

Introduction

As part of the BEQUAL NGO Consortium (BNC), World Vision International in Laos (WVL) implemented activities supporting inclusive education for children with disabilities in 22 villages in the district of Xaybouathong, Khammouane province from August 2017–September 2018. This disability inclusion component was implemented in addition to other interventions aimed at increasing access and participation in primary schools, carried out by the BNC partnership in six districts in 2016-2018. This included community reading promotion groups, helping Grade 1 ethnic students to learn Lao, hygiene promotion in schools and small grants for Village Education Development Committees (VEDCs).

The BNC disability inclusion activities were designed to build on the Right to Learn project, funded by DFAT Australia and implemented by Catholic Relief Services (CRS) in the same district in 2013-2015, which had included disability mapping, medical screening, Community Based Rehabilitation and provision of assistive devices, as well as teacher training on inclusive education. CRS had particularly recommended following up on previous teacher training interventions, as they had been implemented at the end of a school year.⁴ This also allowed for continued partnership with staff from Provincial and District Education and Sports services (PESS and DESB) and Provincial health services in Khammouane.

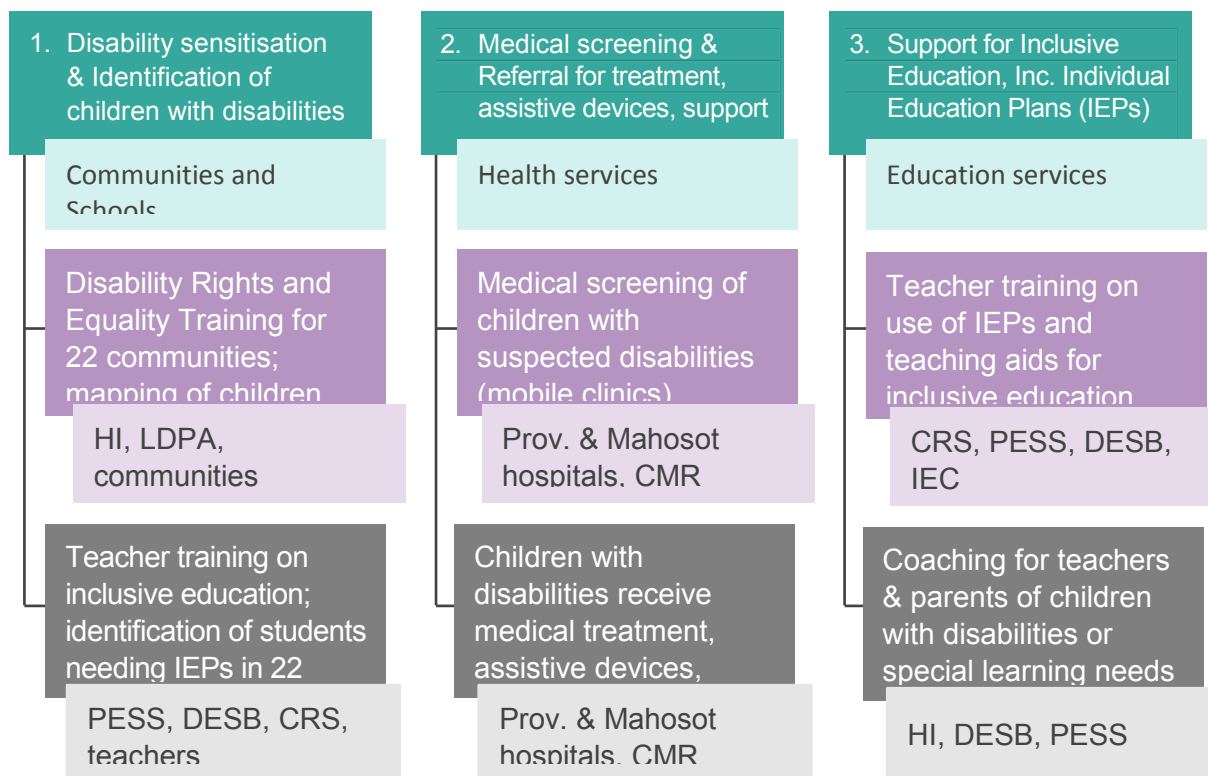
CRS shared with WVL the disability mapping database for Xaybouathong District and the teacher training curriculum materials on Inclusive Education and Individual Education Plans (IEPs), however, they were unable to share training resources on Community Based Rehabilitation as originally planned. WVL-BNC therefore approached Humanity and Inclusion (HI) and the Lao Disabled People's Association (LDPA) to partner in implementing alternative disability inclusion activities in communities and schools. This included Disability Rights and Equality Training (DRET) for communities, community mapping of people with disabilities, coaching for teachers and parents of children with disabilities and documentation of lessons learned.⁵

The diagram below outlines the key components of the BNC project disability inclusion interventions which were actually carried out during August 2017–September 2018, along with World Vision's key partnerships in implementing the activities.⁶

⁴ CRS, August 2015. Final evaluation report: Right to Learn, An Inclusive Approach to education.

⁵ HI, June 2018. Report on BEQUAL NGO Consortium (BNC) interventions for Education Access and Participation for Children with Disabilities in Xaybouathong district, Khammouane province, August 2017 – June 2018.

⁶ CMR refers to the Centre for Medical Rehabilitation in Vientiane Capital, and IEC is the Inclusive Education Centre of the Ministry of Sports and Education, Lao PDR.



1. Disability sensitisation and Identification of children with disabilities

The BNC project organised activities to raise awareness and understanding on disability and the right to education amongst teachers and community members, before proceeding to the identification of children with suspected disabilities in each village (both in and out of school).

The key activities, inputs and outputs were as follows:

71 teachers from 22 primary schools joined a 5-day workshop on Inclusive Education before the new school year, which included an introduction to disability rights, types of impairment and inclusive education. The main trainers were PESS/DESB staff who had been trained by CRS, and one member of staff from the Inclusive Education Centre (IEC) also joined. *[August 2017]*

Teachers were asked to identify students with disabilities or learning difficulties, who would benefit from Individual Education Plans (IEPs). 60 teachers wrote IEPs for 60 students: 12 identified children with disabilities, 48 identified students as “weak learners”. *[October 2017]*

229 community members from 22 villages participated in a 2-day Disability Rights & Equality Training (DRET) workshop led by LDPA trainers. 11 sessions were held locally with 2 villages in each group. Participants included village leaders, village health volunteers and people with disabilities. *[November-December 2017]*

Following DRET training, LDPA and WVL staff led a Community Disability Mapping activity in each of the 22 villages. Community leaders and teachers worked together to identify children with suspected disabilities. The mapping tool used was prepared by HI based on the Washington Group short set of six questions, which identifies challenges with sight, hearing, mobility, memory, self-care or communication. HI provided a 1-day training on the mapping tool for staff from WVL and LDPA, and illustrations were used from Plan International’s toolkit.⁷ *[November-December 2017]*

Through the Disability Mapping exercise a total of 81 children (42 boys, 39 girls) under the age of 18 were identified as having an impairment or suspected disability, with 41 under the age of 11 (21 boys, 20 girls). This information was used by WVL to plan for mobile medical screening clinics in 17 villages and by teachers to prepare IEPs for students, consulting with parents. *[January 2018]*

⁷ Plan International, April 2017. Disability Awareness Toolkit.

Figure 1. Community members participate in an activity during Disability Rights and Equality Training



Children with suspected disabilities were identified by community members and teachers who had already participated in activities to raise understanding about disability, through a mapping exercise facilitated by LDPA/WVL using the Washington Group short set of questions. Using this method, 41 children under the age of 11 were identified as having a disability, which is around 1.7% of the age population in the 22 target villages. The majority of the children identified had some form of physical impairment (39 of 81 children), followed by visual (30) and speech/hearing (24), whereas just 3 children had a potential learning disability. Furthermore, not all the children who subsequently underwent medical screening were diagnosed as having a confirmed disability (*see section 2 below*).

In Nhommalath district, WVL implemented BNC project activities in 32 schools in 31 villages, including VEDC grants of up to \$500 USD/village to increase children's participation in primary school. As part of the process village leaders, teachers and community members, including children, were asked to identify out-of-school children or students with disabilities who could benefit from this grant. Communities and teachers had not received any training on disability and only 4 children were identified, all with physical disabilities (1 received crutches, 1 a wheelchair, 2 received bicycles).

Lessons learned and recommendations include:

Involving both teachers and communities allows more effective identification of children with disabilities – for instance, community members were able to identify children with severe disabilities who never leave home. Although children with mild disabilities are more easily overlooked in community mapping, they are also more likely to be enrolled in school already.

For non-specialists it is hard to identify children with intellectual, learning or developmental disabilities, even after basic training to raise understanding of disability. In July 2017, WVL facilitated teacher focus group discussions on behalf of BEQUAL to pilot an instrument to collect data on children with disabilities through the school census. The consultant's report suggested using both Washington Group and UNICEF Child Disability Module questions, and emphasised that a specific training package would be needed for those collecting data.⁸

⁸ Dr Thoresen, August 2017. Development of an instrument for collection of information on in- and out-of-school children with disabilities in Lao PDR. Final report: Findings and recommendations from focus groups with teachers in Khammouane, July 17-24, 2017.

Conceptualising the difference between impairment, disability and functioning is not easy. For instance, some teachers identified a child with a minor impairment such as a squint as disabled, even if it was causing no barrier to participation. There is a risk of unintentionally “labelling” a child in the school and community, rather than promoting inclusion.

Disability sensitisation is a long-term process which cannot be achieved through short-term interventions. Teachers described one young boy who showed signs of a developmental disability, which the WVL advisor thought could possibly be an autistic spectrum disorder. However, his parents were not willing to allow him to participate in medical screening, due to the stigma attached to disability, and his teacher struggled to see past disruptive behaviour.

2. Medical Screening and referral for treatment, assistive devices, or further support

The project arranged for village-based medical screening for children with an impairment or suspected disability, in order to make a diagnosis and assess whether a child could benefit from an assistive device, surgery, physical rehabilitation or other intervention. The data collected during the community mapping process was compared with the CRS database of previous beneficiaries, in order to plan mobile clinics. Khammouane PESS approved medical screening for children up to primary school age (under 11 years), so visits were organised to 17 of 22 villages.

The key activities, inputs and outputs were as follows:

WVL contacted a team of 4 health professionals: 2 from Mahosot Hospital (hearing), 1 from Centre for Medical Rehabilitation (CMR - physical/mobility) in Vientiane, and 1 from Khammouane Provincial Hospital (vision). Project funding covered travel and accommodation, but there was no charge for the government medical services. *[January 2018]*

The medical team travelled to 17 villages, accompanied by staff from WVL, district health and education, and screened 43 children of primary school age or below. Recommendations were made for assistive devices and referrals for further medical checks/treatment. *[February 2018]*

Project staff organised procurement of assistive devices for 13 children: 4 pairs of eyeglasses, 3 bicycles, 2 standing frames (through CMR), 2 hearing aids, 1 hearing aid battery and 1 white cane. Hearing aids were ordered directly from a Thai company recommended by Mahosot Hospital. 1 child was referred for cleft lip surgery at the provincial hospital. *[March-May 2018]*

The medical and project team returned to the villages to distribute and fit assistive devices, including instructing children and their families on how to use and care for them. *[June 2018]*

In a rural or remote setting the number of children with disabilities in each village is not large (1-5 children per community), meaning that mobile health clinics are not very efficient in terms of cost or travel time. However, it did make it possible for children with more severe impairments to access medical services which they would not have travelled to receive. In some cases an incorrect initial identification of a child’s impairment meant that the appropriate health professional was not included in the team e.g. for children with multiple disabilities. Several children were referred to the provincial hospital for further checks for eye surgery, cleft palate surgery or other medical conditions (heart).

As yet in Lao PDR, there is a lack of medical services for people with intellectual or multiple disabilities, as the main focus of the disability services in regional centres in Savannakhet, Luang Prabang and Vientiane is physical rehabilitation, along with assistive devices such as prosthetics and wheelchairs. This means that even if a teacher, parent, village health volunteer or health centre worker is aware of a child with intellectual or mental disability, or a severe visual, hearing or speech impairment, the health system still lacks the expertise and resources to support that child, especially in rural districts.

Lessons learned and recommendations include:

Children with mild to moderate hearing, visual or physical impairments would benefit from health services such as an annual mobile screening clinic during the dry season, plus assistive devices. Possibilities could be explored such as training staff from local health centres to work with teachers, parents and village health volunteers on initial identification of children with disabilities. Health staff at the district could then be trained and supported by provincial health to provide screening services for those children, with further referral to province if needed. A stronger link between education and health services has been built through in the area of school-based hygiene – there is a clear need for further links in the area of disability inclusion.

A number of children identified through the project activities were not able to access mainstream primary school due to a severe mobility impairment or an intellectual disability. Support for community-based rehabilitation is important in such cases: children with developmental disabilities were able to socialise through activities such as community reading groups, while parents of children with physical disabilities received advice on rehabilitation exercises. There is still a great need to build expertise and resources in health care and social work to support people with severe intellectual or multiple disabilities in Lao PDR.

Two children were recommended to attend special schools in Vientiane, one girl is blind and one is deaf since birth, but neither health nor education professionals at district or provincial level were familiar with the referral process – the information was not easy to find. It was also difficult for the parents to consider sending their vulnerable children to live far away in the capital, nearly 10 hours travel by road, even if a government scholarship became available.

3. Inclusive Education and Individual Education Plans (IEPs)

For the teacher training on inclusive education, WVL received permission to use the curriculum and resources developed by CRS during the Right to Learn project in Xaybouathong and revised during the Inclusive Communities project in Xebangfai district. The content is ambitious and includes: Types of Disability, Principles of Inclusive Education, Teaching Methods and Aids for Children with Disabilities and the use of Individual Education Plans. Because no IEPs had been written during previous projects, WVL encouraged their use to evaluate how user-friendly and practical IEPs are in the Lao context.

The key activities, inputs and outputs were as follows:

71 teachers from 22 rural primary schools joined a 5-day workshop on Inclusive Education at the start of term, with two separate workshops run in parallel due to the large number of participants. Around half of the teachers had received this training in 2015. The main trainers were PESS/DESB staff who had been trained by CRS, with one advisor from the Inclusive Education Centre (IEC) also able to participate. *[August 2017]*

During the first semester, 60 teachers identified a student and wrote an IEP: 12 for children with disabilities and 48 for “weak students”. The IEP form asks teachers to describe the child’s difficulty, set short-term learning targets, and choose appropriate methods to assist the child. The IEP should be discussed with parents and reviewed twice a year. *[October 2018]*

A 2-day workshop was facilitated by HI for teachers and parents of 10 children with disabilities at the start of the second semester. The planned focus was coaching on the use of IEPs. Confusion was evident, as some teachers had identified a student with a physical or speech impairment, but had then written an IEP which did not address these issues at all. *[January 2018]*

PESS and DESB trainers were concerned about the students identified as struggling to learn, while lacking the resources and expertise to support these teachers. WVL therefore prepared a short workshop for DESB on special needs like dyslexia and attention-deficit disorder, plus sample sets of low-cost teaching aids to take to schools during IEP coaching visits. *[February 2018]*

In the second semester, DESB, PESS and WVL staff visited 22 schools to help teachers with IEPs. Most teachers had not been able to set appropriate learning targets, and chose methods such as “sit the child at the front”. No teachers had created any learning aids, reportedly due to a lack of time – teachers of multi-grade classes particularly felt this pressure. *[February 2018]*

19 teachers joined a second workshop on IEPs led by HI; 6 had taught children with disabilities. Teachers said the advantage of an IEP was that they had to think about how to help a student to learn better. However, they also felt that the IEP form was difficult to use, and that special interventions for a child with disabilities took time away from other students. *[April 2018]*

A final visit to 22 schools to review IEPs with teachers and parents in April-May 2018 was cancelled due to unavailability of DESB staff. PESS requested another teacher training workshop on children with learning difficulties before the project ends. This is planned to focus on production and use of teaching aids for children in Grades 1-2. *[September 2018]*

Figure 2. Teachers engage in a group discussion about a case study of a student with disabilities



While teachers in this project recognised that some students would benefit from extra help, they did not yet have the capacity to analyse a child’s learning difficulty, set an appropriate learning target and identify solutions. In general this is not part of their skill set, as teachers are more used to delivering a lesson from the textbook for children to memorise. They also lack the time, resources or motivation to produce simple teaching materials for use in whole class teaching, never mind to use with individual students with disabilities. DESB pedagogical advisors and the Inclusive Education Centre do not currently have the experience or resources to support teachers of students with disabilities either – staff turnover at the IEC during this project also made it difficult to partner or build capacity.

Teachers in Laos still lack the foundational skill of adapting lessons to the diverse needs of learners in their classroom. In a rural school where the teacher has few resources, may be teaching a multi-grade class and is quite possibly unsalaried, IEP forms may therefore add to the demands of the teachers’ workload while bringing little or no benefit to their students.

Many teachers showed willingness to help students with disabilities, but combined with a concern that this will hold back learning in the rest of the class, so continuing to raise awareness is important in the long-term. The new primary curriculum promotes a greater focus on student learning, which will benefit all children if teachers are supported to develop the skills to implement it well. Opportunities for peer learning and support contribute to this.

The education system in Lao PDR needs to build expertise in special educational needs, as there are currently no resources to support students with an intellectual disability, a specific learning difficulty (such as dyslexia) or a developmental disability (such as autism). While the policies on Inclusive Education in Lao PDR are strong, the system planning, structures and resourcing to make this possible are not yet in evidence.

Conclusion

There are several key considerations which can be useful in planning future interventions for disability inclusive education in Lao PDR:

Effective inclusive education for children with disabilities needs to include both school and community-based interventions, health and education services, in order to identify and reach all children from an early age. Many partnerships are needed between government education and health departments (at national, provincial and district level), non-profit associations and other organisations with expertise in the field of disability and inclusion.

As long as teachers do not have the basic skills and resources to teach diverse learners in their class, as well as support within the system to help them implement simple inclusion strategies, inclusive education interventions will be perceived as unreasonably adding to their workload. As the new primary school curriculum is rolled out from 2019 it is essential that teachers are supported to implement active learning pedagogies and learner-centred teaching which are foundational to achieving inclusive education for all children, including those with disabilities.

The Inclusive Education Centre of the Ministry of Education & Sports does not yet have the resources or expertise needed to implement the 2010 National Policy on Inclusive Education. Consistent investment over a period of time is needed to build capacity and structures which can support education for children with disabilities or special learning needs.

Some children with disabilities may not benefit from mainstream education, but will continue to need alternative support such as medical treatment, community-based rehabilitation and specialised education services. There is still a need to develop these services in Lao PDR, especially the availability of special schools for the deaf and blind in different provinces, and support for people with intellectual or developmental disabilities.



Annex 3

Planned Actions against Intermediate Outcomes, and Status Update (August 2018)

This annex builds on the BEQUAL Program activities from the 2015 GEDSI Strategy. This updated version outlines the planned BEQUAL Program activities specifically addressing the GEDSI commitments, by intermediate outcome and adds additional activities as identified under the BEQUAL's revised program logic. A brief status update is provided in the far right column, which will be periodically updated. More comprehensive reporting of the activities will take place through the BEQUAL Annual Report.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
Intermediate Outcome 1. National primary curriculum			
1.1 Renewing the National Primary Curriculum			
Story books for school learning and resource packs	<p>40 story books are analysed with the GEDSI tool and distributed nationally.</p> <p>Two “Busy Pictures” (posters with rural and semi-urban scenes, with multiple themes and activities) will be developed for the teacher learning resource packs. RIES will be supported to ensure the “busy pictures” contain positive messages about disability, gender equality and social inclusion.</p>	Curriculum Manager (CM)	<p>BNC commissioned a GEDSI review of 388 storybooks (from 5 publishers). In 2017 the BNC provided storybooks, assessed for gender, ethnicity and disability bias, to 163 community book banks.</p> <p>BEQUAL revised the GEDSI assessment tool developed by the BNC, improved it and reviewed story books. 40 books were selected with positive or neutral representations of gender, disability and ethnicity. One story book was commissioned to represent a positive story about a boy with a physical disability. MOES did not approve distribution of this book, citing the story was not “scientific”. This will be addressed in subsequent story book and decodable reader development.</p> <p>BEIF Grant (Round 2, no. 1) issued to support the documentation of local ethnic stories (Lanten and Yao) (Luang Namtha and Vientiane Province).</p>

⁹ Activities will be integrated in the BEQUAL Annual Plans 2018-2020.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
Renewal of Primary Curriculum	A GEDSI tool developed (rubric) to review curriculum materials. Pilot the Lao for Non-Lao speakers package for Grade one and two students (one hour per day, semester 1).	CM	Revising the approach to Lao language in the new curriculum is explicitly directed at making Lao literacy more achievable for non-native speakers. The BEQUAL technical team have supported RIES to include an introduction to the Curriculum Framework that includes values and principles reflecting the need to teach non-Lao speaking children. Design of the pilot Lao for Non-Lao speakers package for Grade one is underway.
Teacher Guides	The teacher guides will contain structured guidance for assessment which helps teachers to diagnose learning disabilities. Furthermore, the teacher guides will contain suggestions for extension activities to support learners with additional needs, and suggestions to adapt the curriculum to the local context, and suggestions to support learners for whom Lao is not their mother tongue. Teacher guides and other resources are informed by gender, disability and social inclusion dimensions. `	CM	BNC developed Individual Education Plans (IEPs) for children in school with a disability. Supported by teacher and parent training, 22 villages, Xaybouthong, Khammouane.
Lesson Plans	Specific lesson plans developed for multi-grade classrooms recognising their prevalence in rural and remote schools.	Teacher Education Manager (TWM)	Will r Grade 2 and onwards.
Professional Development for curriculum and textbook writers	Curriculum and textbook writers to be trained in the inclusion of gender, disability and socially inclusive images and language. Curriculum writers trained and receive regular support on the development of gender, disability and socially inclusive curriculum and teaching methodologies.	CM	Curriculum writers from RIES provided with 14 days GEDSI training, August 2017 by a Coffey GEDSI specialist, and a half-day refresher session in April 2018.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
Resource packs for primary schools	Support RIES to ensure teaching and learning resource packs for use in the classroom are gender and disability sensitive and socially inclusive (eg posters to depict positive images and messages about girls, boys and students with disability). Resource pack will include GEDSI sensitive “busy pictures”.	CM	Planning for busy picture development. Learning resource packs agreed with RIES.
1.2 Building the capacity of MoES to develop the primary curriculum and materials			
Lao language teaching	New curricula and materials to strengthen teaching of Lao as a second language.	CM	Rubric developed (annex 4). Ongoing application to content as it is developed. Used to inform development of and to assess some teacher guides and learning materials, progressively increasing use across subjects.
Curriculum standards and performance	Support RIES to develop an assessment tool to monitor the impact of enhanced professional development and capacity-building, building includes measurement of increased capacity to apply more socially inclusive teaching methods and to deliver more socially inclusive curricula.	CM	Consider for BEQUAL phase 2.
1.3 Producing and distributing primary curriculum materials			
Inservice training for teachers	Inservice training provided to all primary school teachers, using a shortened cascade model. Quota for female trainers of 50%. In districts where the population is predominately ethnic, preference will be given to engaging ethnic trainers.	TEM	Selection criteria for trainers included a quota for women. Recruitment process commences in September 2018. BEQUAL will monitor compliance with selection and quota criteria. BEIF Grant (round 2 no 4) with Xieng Houang PESS to train teachers on existing IE policies and tools. BEIF Grant round 2 no 19: Phongsaly PESS and DESB prepare training materials, and train 95 teachers on skills for teaching Lao language, multi-grade teaching, multi-grade

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
			class management, multi-grade classroom layout for 2 and 3 grades in one class, study corner development, and produce and use supplementary learning material. Joint follow up and evaluation by TTC, PESS, DESB.
Sub-grants	Education Sector Grants and BEIF Grants provided to PESS, DESBs and other recipients include a requirement to be comply with <i>Development for All Strategy</i> (2015) and <i>Gender Equality & Women's Empowerment Strategy</i> (2016)	Regional Delivery and Grants Manager (RDGM)	Grant agreements include these compliance requirements; signed in September 2018.
School leadership capacity building	Design of training package for in-service teachers, including PAs and Principals with a GEDSI rubric review.	TEM	The teacher induction program encouraged women to be mentors for the new ETSP graduates. Principals and PAs will participate in the in-service teacher training workshops prior to semester 1 and 2.
DESB capacity building	Pedagogical Advisors (PAs) in target districts will receive training and support to enable teachers with new curriculum implementation. This will include a focus on supporting teachers to meet the learning needs of all students in the classroom, with a focus on supporting students who have Lao as a second language or have learning difficulties.	TEM	Design of the support activities for target districts, including PAs, is ongoing, and will be more fully developed alongside the training package for in-service teachers, which commences in September 2018.
Inservice training for teachers	Training videos developed to support in-service training for teachers to use new curriculum. Videos will include rural, semi urban and urban settings. GEDSI rubric will be used to inform video development.	TEM	Video development planning October 2018.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
Inservice training for teachers	Text books, teacher guides and learning resource kits are distributed nationally by BEQUAL and MoES. Special attention is given in distribution plans to ensure that schools in rural and remote areas, with a predominantly ethnic population, receive the materials in good condition and on time.	TEM	Distribution and procurement plans under development, taking into account rainy season and reduced access to rural and remote areas (which are predominantly ethnic).
1.4 Building the capacity of MoES to monitor and assess the design and quality of new curriculum materials			
MoES capacity strengthening	PESS and DESBs will be trained on how to plan, manage and monitor curriculum implementation activities, including ensuring equitable distribution and provision of resources and training across districts and schools.	TEM	Development of training packages for PESS and DESB has not yet commenced, however lessons will be taken from the TINDUP training and use of ESGs to inform these packages.
Intermediate Outcome 2. Teacher Education			
2.1 Renewing the primary pre-service curriculum			
Preservice curriculum development	Curriculum writers undertake training and receive regular support on the development of gender, disability and socially inclusive curriculum and teaching methodologies.	TEM	Not undertaken to date. Training for preservice curriculum writers required in order to prepare them to incorporate the GEDSI tool into the curriculum writing process. Currently being planned.
IE subject	Training module on Inclusive Education is developed that covers key inclusion topics and issues and better equips teachers to understand disability and gender issues. One module in year 2 of the new preservice curriculum.	TEM	Team of two TTC lecturers developing an IE module as part of the preservice curriculum development (for the 2 year diploma course). Additional technical support planned with an IE Specialist STA.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
Lao language subject	New curricula and materials to strengthen concept of teaching of Lao as a second language. Curricula and materials to include gender, disability and ethnic minority issues and case studies.	TEM	Additional technical support planned, with a Lao Language Specialist STA.
2.2 Building the capacity of MoES and TTCs for primary pre-service curriculum development			
TTC management and lecturer capacity building	Training Needs Analysis for all full-time teaching staff and relevant administrators in each of the 8 main Teacher Training Centres (TTCs), to include an assessment of teaching staff's ability to understand and apply inclusive education principles and practices.	TEM	Capacity gap analysis undertaken (May 2018) of 8 TTCs (70 participants). Formal capacity assessment had previously been done by MOES, not repeated. Capacity building plan to be developed for BEQUAL phase 2, drawing also on lessons from the TTC preservice implementation trial.
Master's Scholarships for TTC lecturers	Scholarship provision for 40 selected primary teacher educators, preferably those teaching pedagogy, to upgrade qualifications to a higher degree, particularly to Master's level qualification(at least 40% awarded to women).	Operations Manager (OM)	47 Master's students supported (55% women). 22 Master's students have graduated in July 2018 (45% women)
PhD Scholarships for TTC lecturers	PhD Scholarships provided to five TTC lecturers, with a balance between male and female recipients.	OM	3 PhD students supported (1 woman). Commenced studies in September 2018. Selection process managed to encourage women to apply (note one man withdrew before enrolment for family reasons, one woman withdrawn by program as she did not meet minimum language requirements).
2.3 Support TTC lecturers to implement the new primary teacher training curriculum			

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
TTC management capacity building	TTC managers' training undertaken to support TTC management to lead the change required for implementation of the new preservice curriculum. Sub-contracted to a Lao provider.	TEM	Self assessment by all 8 TTCs completed, including facilitated discussion on GEDSI issues in the TTCs. Capacity building plan to be developed for phase 2.
TTC learning materials	Materials developed to support TTC managers and lecturers will be assessed with the GEDSI Rubric, and will be at a minimum GEDSI sensitive.	TEM	Commencing October 2018.
2.4 Provide in-service training for the new primary curriculum			
In-service package for primary teachers	12 in-service videos to support implementation of new curriculum. Visual representation of active learning and best teaching practice in classrooms, referenced from the Teacher Guides. Videos will be used by Master Trainers and Provincial Trainers in Curriculum Implementation Support, and PAs. Video development will be informed by the GEDSI Rubric. Videos depict teachers giving equal time to girls and boys, using girls and boys to put away materials at end of lesson, girls wearing shorts and t-shirts for PE and fully participate, mixed teams in PE, images from remote ethnic school planned. In the school used to develop the video, no children with disability were identified, MoES partners will be supported to understand the significance of this omission and it will be addressed in subsequent videos	TEM	Planning underway.
In-service for implementation of new curriculum	Model established consisting of Master Trainers and Provincial Trainers, using a two-step cascade approach. Membership of trainer teams will be drawn from across the MoES system, at national and sub-national level, and include representatives from as many different locations as possible.	TEM	Staff from diverse ethnic groups and with disabilities are encouraged to apply. Female quota of 50% applied.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
In-service training for primary teachers	Small group training for in-service teachers prior to Semester 1 and 2 will address key aspects of inclusive classroom practice, such as equal participation/representation of girls and boys, meeting the learning needs of all students, inclusive classroom management techniques, etc.	TEM	Design of training package for in-service teachers is commencing in September 2018.
In-service training for primary teachers	DESB in target districts will be provided with training and support, plus ESGs, to enable them to provide more intensive support for teachers with curriculum implementation during the semester. This training and support for DESBs will include a focus on ensuring support is provided to all teachers in the district, regardless of location, language group or status, and on supporting teachers to meet the learning needs of all students in the classroom, with a focus on supporting students who are struggling for various reasons (eg. Lao as a second language, disability, health, etc.).	TEM	Design of the support activities for target districts is ongoing and will be more fully developed alongside the training package for in-service teachers, which commences in September 18.
BNC, participation and access	<p>BNC ends December 2018.</p> <p>BEQUAL will integrate learning from the BNC evaluation report into activity design where it is feasible and scalable, including for the Lao for non-Lao speakers pilot in Grade one (refer to 1.1) and the expansion of the Khammouane disability inclusion model (refer to 'other/cross-cutting' after 3.3).</p> <p>BNC activities addressing <u>gender</u>:</p> <p>Baseline and endline surveys will collect gender disaggregated information.</p> <p>Review of reading materials will be undertaken with gender and inclusion perspective.</p> <p>Commission a video with positive gender messages to support parent and VEDC discussion groups, including targeted</p>	<p>Team Leader (TL)</p> <p>BNC Coordinator</p>	<p>End evaluation commenced in August; finals report due in November.</p> <p>One day 'Gender Awareness in Education' training delivered to all participants of the BNC Lao to non-Lao training of trainers, PESS and DESB counterparts in August 2017 (77, 22 women). Included an introduction to gender concepts, building an understanding of how gender can impact access to education, and practices teachers can adopt to promote gender equality. A classroom observation checklist used with indicators specific to gender such as whether the teacher is equally</p>

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
	<p>messaging around women’s membership and participation in VEDCs.</p> <p>Gender sensitive data and information will be included in DESB/PESS monitoring .</p> <p>Child clubs established and trained to discuss gender stereotypes. A local video production company will be commissioned to develop a 10-15 minute video to support child club discussions on stereotypes and discrimination, and tools developed for facilitator-led discussion.</p> <p>Guidance for school grants will be developed with criteria on addressing barriers to girls.</p>		<p>addressing girls and boys in the classroom, directing questions equally at boys and girls and singling out boys and girls equally to demonstrate to others.</p> <p>A VEDC video produced on community participation in village education mapping and school development planning with a focus on applying school grants funding to assist with education access for disadvantaged and marginalised girls and boys. Children with disabilities were positively represented in the video. Approval for Hmong and Khmu language versions is pending.</p> <p>Gender disaggregated data is collected for all BNC activities. Staff and DESB counterparts are more regularly including disaggregated participation data for children with disability.</p>
	<p>BNC activities addressing <u>inclusion and disability</u> in 22 school (Xaybouthong, Khammouane):</p> <p>BNC implementation of the Catholic Relief Services-DFAT Right to Learn model (including further development of the model based on lessons learned). This will include community and school disability rights training, teacher training on IE and identification of students needing IE Plans (IEPs), training on use of IEPs for teachers, and coaching for parents. Provision of assistive devices and school adaption where needed. Coordination of medical screening and referral with Provincial Health Office.</p>		<p>Teacher training on IE addressing disability for 71 teachers (22 women) prior to the 2017 and 2018 school years commencing, adapting and using training materials developed by (CRS). BNC member World Vision partnered with Humanity and Inclusion and the Lao Disabled People’s Association to implement disability inclusion activities in communities and schools. This included Disability Rights and Equality Training (DRET) for communities, community mapping of people with disabilities, coaching for teachers and parents of children with disabilities.</p> <p>A medical team travelled to 17 villages and screened 43 children of primary school age or</p>

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
			below. Recommendations were made for assistive devices and referrals for further medical treatment.
2.5 Select, train and deploy ethnic teachers to disadvantaged areas			
ETSP Induction Program	Induction program (including mentor program) for all ETSP graduates, at the commencement of their first school year teaching. The induction program will address issues of safety where there is a power imbalance between the mentor and mentee, gender equality and social inclusion.	RDGM	<p>Training completed for all mentors, target PESS and DESB staff. Training materials include materials for teaching children with disabilities and Lao as a second language, observation includes gender differences in treatment by teachers.</p> <p>Following allocation of mentors to mentees, analysis of location, ethnicity and gender data was undertaken to identify partnerships that may be vulnerable. Mentor training includes a session on safe mentor mentee relationships.</p>
ETSP	70% of scholarships provided for ethnic minority students to study teaching will be women.	RDGM	Cohort 1 (204 scholars) graduated in July 2018 and is expected to commence as volunteer teachers in ethnic communities. None of them received a teacher quota. BEQUAL continues to provide support (technical and financial).
School construction	Update classroom and WASH construction guidelines and operation and maintenance manuals, with emphasis on gender appropriate and disability inclusive design considerations.	Infrastructure Manager (IM)	In progress
School construction	All school upgrades comply with accessibility requirements in 'Accessibility Design Guide: Universal Design Principles for the Australia's Aid Program'. All new classrooms to be designed for accessibility and immediate landscaping will be, wherever possible, constructed in such a manner as to enable reasonable	IM	62 new classroom buildings have been designed and constructed with access for wheelchairs. Constructed separate toilets for boys and girls.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
	mobility for wheelchairs. All school upgrades address the need for accessible, adequate and separate toilets for boys and girls and students with a disability including potable clean water.		
School construction	Capacity building of EDCM to include support for EDCM to effectively integrate gender and disability considerations into school construction and maintenance programs.	IM	In progress
School construction	Promotion of equitable participation of women and people with a disability in consultation processes regarding school infrastructure (at least 30% women in consultation meetings). Consultation meetings designed so that women and men can be consulted together as well as separately in gender specific groups. Venues for consultations are accessible to people with a disability and women and promotes their active participation in discussions and decision making.	IM	Consultation meetings in 161 villages designed to encourage the participation of women and people with a disability. Venues for consultations accessible to people with a disability.
School construction	Women will be actively encouraged to engage in construction and maintenance activities undertaken by Village Education Development Committees (VEDC) using the community based contracting (CBC) model. (At least 30% of VEDC Committees managing the CBC construction will be women). CBCs will be informed of the requirements for women's participation before work commences.	IM	At least 30% of the village committee members managing the CBC construction are women.
Outcome 3. Planning, management, support and monitoring of teaching			
3.1 Strengthen village-level governance			
VEDC supporting teachers NEW (proposed)	Depending on availability of budget for the required resources: Desk review of research on VEDC participation in school management, with a focus on female participation and VEDC	RDGM	Initial discussions with BNC Evaluation Consultant.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
	<p>support for children with disability including analysis of VEDC structures and support and how they can be strengthened to support teachers with the new curriculum with a focus on addressing issues of inclusive education.</p> <p>To be informed by BNC evaluation report of BNC VEDC activities.</p> <p>Small scale pilot that can be scaled, in 6 villages.</p> <p>Activity to be designed and piloted in 2019 to inform support in Phase 2.</p>		
3.2 Strengthen public financial management (PFM) for education			
<p>Education PFM support</p> <p>NEW (proposed)</p>	<p>Depending on availability of budget for the required resources:</p> <p>Education PFM Specialist to:</p> <ul style="list-style-type: none"> • Work with DoF and assess education budget on inclusion and impact of gender equality; • Work with up to two pilot provinces to assess their budget for sensitivity on gender equality and inclusion; and, • Identify entry points for assisting with developing gender sensitive budgets at Provincial level for Phase 2. 	Education PFM	Discussions commenced with DoF.
3.3 Strengthen the MoES M&E Network			
<p>Dol support</p> <p>NEW (proposed)</p>	<p>Work with Dol to support their M&E capacity with a focus on integrating monitoring data for curriculum implementation including IE indicators (rubrics) in their monitoring and reporting</p> <p>Provide assistance to strengthen the M&E network and improving understanding of monitoring and reporting on gender and IE indicators, led by Dol</p>	MELM	Initial discussions with Dol in September.

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
Other / cross-cutting			
Supporting IEC			
Inclusive Education Centre (IEC) NEW (proposed)	<ol style="list-style-type: none"> 1. BEQUAL supports IEC to actively participate in the Lao for Non-Lao speakers pilot with RIES, noting this will also build their capacity in data analysis. 2. For the development of the year 2 IE module for preservice, BEQUAL invites a member to join the curriculum development team. <p>Further support will be re-assessed should a permanent Head of IEC be appointed during 2019 and only if sufficient budget is available to provide support. Support may include:</p> <ul style="list-style-type: none"> • BEQUAL to support the IEC to review and update the inclusive education policy. Formulation process for the revised Inclusive Education Policy, strategy and plan of action. Revision is evidence informed and consultative and inclusive of key disability and women's sector stakeholders. • IEC supported to undertake detailed gender analysis of available education data, to understand where gender gaps exist in order to improve education services and increase demand for girls' education with families in disadvantaged districts. • Identify support to IEC required to finalise and implement the IEC Strategic Plan for inclusion in BEQUAL Phase 2, e.g. PFM support to build and facilitate IEC capacity to develop budget proposals. 	Deputy Team Leader (DTL)	BEQUAL technical support for revision undertaken in 2016, <i>National Strategy and Plan of Action Framework. Accelerating the Development in an Inclusive Education System (2016-20)</i> (English and Lao), completed as a final draft, not yet approved by MOES as current Head of Division is in an interim role.
Disability inclusive model			

BEQUAL Activity	GEDSI Planned Actions ⁹	Who	Status as of August 2018
<p>PESS Khammouane – Disability NEW (proposed)</p>	<p>Depending on availability of budget for the required resources:</p> <p>Continuation of the Khammouane disability inclusive model in a model that can be scaled.</p> <p>Following the BNC external evaluation, the BEQUAL team will work with Khammouane PESS to design a follow up activity, to progressively scale-up the model and later in other provinces. The design has to be affordable within BEQUAL available resources and scalable for Phase 2 roll-out to further districts.</p>	RDGM	<p>Assessment of applying the model in the future as it is requires significant international or senior education specialist support time. Needs further discussion with stakeholder and design work to reduce resources input. Required technical support related to cognitive disability can be obtained through a partnership with the Vientiane Autism Association.</p>

Annex 4

GEDSI Assessment Tool

GEDSI checklist for resources

For each resource, select the appropriate answer (X, 1, 2 or 3) for each of the 10 questions. If a question genuinely does not apply to a particular resource, that question should be scored 0, not X.

For the purpose of this GEDSI analysis, a resource is defined as one of the following:

An individual story book

A textbook lesson and the matching lesson in the teachers guide

A decodable reader

After these resources have been scored, proceed as follows:

1. Rewrite, revise or replace any resource that scores X in any question.
2. For each resource, work out an average score over the 10 questions. (Note: for computing the average score, add all the scores for that resource and divide by the number of questions that have answers 1, 2 or 3. Do not include questions that scored 0.)
3. For the story book package for any grade level, add up all scores for each question, and work out an average score per question for the entire package. Then use the averaged score per question to obtain an overall average for the entire story book package.
4. For any resource that has an average of less than _____ overall, rewrite, revise or replace some part of the resource so that the average score is equal to or greater than _____.
5. If the story book package as a whole has an average less than _____, replace one or more of the lower-scoring story books so that the overall average will be equal to or greater than _____.

Score System

An image or story that is rated X is one that is not appropriate and which may be harmful in reinforcing gender inequality, disability and social exclusion. This image should be reviewed and changed.

A score of 1 is generally blind to inequality or disadvantage.

A score of 2 is progressive and sees more involvement and equality.

A score of 3 is one that obviously sets a scene for transformative images that challenge the status quo and provide a vision of equality and inclusion.

Score Average and Training

The system aims to ensure the average score is **at least 2 and aims for an average above 2.5**. This means of course that where there are many scores of 1 and few scores of 3 it will be difficult to meet the average required for the resource to be accepted.

The tool will remain as a constant, but the average mark could be adjusted. The Ministry should be briefed regarding this tool and the Ministry would have to agree about what will be accepted as the average mark. The Ministry also has to believe that this average is achievable. The average mark could be further reviewed periodically.

Peer Review

A peer-review group will be established to periodically check the ratings and provide feedback on the progression of the tool. This group should consist of gender specialists and local NGO, Disability and Gender Equality experts. The group shall have a number of members and be available to check on the resource after an agreed timeframe.

Scoresheet – complete one per resource, plus one for the entire story book package

Questions	Scores X, 1, 2 or 3	Justification
1. Question about gender		
Question about gender		
Question about gender		
Question about disability		
Question about disability		
Question about disability		
Question about social inclusion		
Question about social inclusion		
Question about social inclusion		
TOTAL SCORE		
AVERAGE SCORE ALL QUESTIONS		

Questions	X	1	2	3	Scores
1. What is the balance in representation between both genders?	One gender dominates entirely, without any representation of the other gender	One gender dominates, but there is some representation of other gender e.g. 1 female, 9 male	One gender dominates, but other gender represented almost equally e.g. 4 female, 6 male	No gender dominates: both genders are represented equally	
Are role attributed to characters in relation to their gender?	Both genders are exclusively portrayed in stereotypical role(s) e.g. boys/men are leaders and girls/women followers	Both genders are mainly portrayed in stereotypical role(s) e.g. half the pictures or part of the story has boys/men as leaders and girls/women as followers	No gender is exclusively portrayed in stereotypical roles e.g. boys/men are not exclusively leaders and girls/women not exclusively followers	At least one gender is occasionally portrayed in an unconventional role ¹ e.g. some pictures or some part of the story has boys/men as followers and/or girls/women leaders	
How is the relationship between the genders depicted in the resource?	Men/boys are always depicted as superior e.g. all pictures or stories portray boy/man being waited upon by girl/woman; boys/men have power over girls/women	Relationships are usually but not always male-dominated e.g. most of the pictures or story portray the boy/man being in charge or telling the girl/woman what to do	Relationships are entirely equal: neither male-dominated nor female dominated e.g. girls/women just as active and empowered as boys/men	Relationships are occasion-ally, but not exclusively, female-dominated e.g. half the pictures or a good part of the story portray(s) girls/women making decisions for boys/men	
What is the balance in representation between people with and without disabilities?	No representation of people with disabilities	Rare representation of people with disabilities	Only occasional representation of people with disabilities	Proportional representation of people with disabilities e.g. at least 1/10 characters has a disability (or 1/10 pictures displays a disability)	

Questions	X	1	2	3	Scores
Are people with disability represented stereotypically?	<p>People with disability may be mentioned, but they are associated with negative stereotypes</p> <p>e.g. they are inferior, poor, unhappy, bring bad luck or need to be segregated</p>	<p>People with disabilities are portrayed in neither stereotypical role(s) nor unconventional role(s)</p> <p>e.g. some part of the story includes a person in a wheelchair interacting with the players from the side of the field</p>	<p>People with disability are seen as participating in the story and negative stereotypes are avoided</p> <p>e.g. the main character just happens to be blind</p>	<p>A recognition that people with disabilities face barriers and some accommodation to meet their special needs is depicted</p> <p>e.g. ramps, adjusted (sports) activities, visual and/or hearing aids, guide dogs</p>	
Is the relationship between people with and without disabilities depicted as positive, equal and fair?	<p>People with disabilities are depicted as not able to do anything without assistance</p> <p>e.g. people with disabilities do not participate in mainstream activities, but are on the sidelines</p>	<p>Any portrayal of disability in the resource is restricted to physical disability</p> <p>e.g. the disabled person will be in a wheelchair, or have an arm or leg missing</p>	<p>People with disabilities are included in everyday scenes, but no special provision is made for them</p> <p>e.g. a person is seen playing volleyball, but there's no special provision made for them</p>	<p>People with disabilities are seen as making a valued contribution; they interact positively with others and there is some accommodation made for them</p> <p>e.g. a person with a missing arm is able to serve at volleyball when a friend holds the ball for him/her</p>	
Is there representation of people from 'diverse groups' – diverse backgrounds, religions, ethnic origins, sexual and gender minorities and intersex people?	<p>Diverse groups are not represented</p> <p>e.g. no representation of ethnic minorities, single-sex couples or religions other than Buddhism</p>	<p>Some representation of people from diverse groups</p> <p>e.g. some pictures or stories depict scenes from ethnic villages, or modes of transport not found in urban centers</p>	<p>Moderate representation of people from diverse groups</p> <p>e.g. a significant amount of the text or many pictures portray diverse ethnic, social or urban/rural environments</p>	<p>Proportional representation of people from diverse groups</p> <p>e.g. nearly half of the pictures or stories depict people from ethnic minorities</p>	

Questions	X	1	2	3	Scores
Is there negative stereotyping of people from 'diverse groups' – diverse backgrounds, religions, ethnic origins, sexual and gender minorities and intersex people?	<p>Individuals from a 'diverse group', or the group as a whole, are depicted negatively</p> <p>e.g. an ethnic minority child is depicted as dirty, farmers are shown as poor and unhappy, or tuk tuk drivers are criminals</p>	<p>There is minimal negative stereotyping of people from 'diverse groups' and people from such groups are seen as participating in events</p>	<p>No negative stereotyping and people from 'diverse groups' are portrayed as participating in events</p> <p>e.g. people from these groups are participating but may not be accurately portrayed (e.g. wrong clothing, wrong style of house, wrong furniture)</p>	<p>People from 'diverse groups' are portrayed positively in a variety of good circumstances</p> <p>e.g. rural farmers are depicted as playing a vital role in providing food, and are portrayed in positive surroundings; people from different religious and ethnic backgrounds are seen living and working together; same-sex partners are accepted in the community</p>	
Is the relationship between people who make up the majority cultural group and people from 'diverse groups' depicted as positive, equal and fair?	<p>The relationship between people who make up the majority cultural group and people from 'diverse groups' is depicted as oppressive or discriminatory</p> <p>e.g. people from 'diverse groups' are portrayed as inferior or of lower status to people who make up the majority cultural group</p>	<p>In some cases people from a 'diverse group' and people who make up the majority cultural group are depicted as interacting but neither positively nor negatively.</p> <p>e.g. people from both the diverse and the majority cultural group are seen together but they are not interacting</p>	<p>Most relationships between people who make up the majority cultural group and people from 'diverse groups' are interactive, accepting and positive</p> <p>e.g. people from the majority group and people from the 'diverse' group(s) are portrayed working on a common project in the village</p>	<p>All relationships between people who make up the majority cultural group and people from 'diverse groups' are seen as interactive accepting and positive OR</p> <p>The resource specifically addresses the issue of discrimination or bigotry</p> <p>e.g. one child tells the class about a religious holiday her family celebrates; a family has two mums or two dads</p>	

Questions	X	1	2	3	Scores
Does the resource recognise the different levels of disadvantage experienced by different groups – such as gender, sexual identification, gender diversity, disability status, ethnic origin, culture, religion or place of residence – that is, intersectionality?	<p>The resource fails to recognise there are unequal and unfair differences and disadvantages experienced by people because of their being members of a diverse group; and there is no awareness that people belonging to a number of such groups may also experience more complex disadvantages</p> <p>e.g. a boy from a minority group is the subject of ridicule for playing with girls</p>	<p>Some people who may experience disadvantage due to identification with a number of different groups are identified in the resource</p> <p>e.g. a disabled child may be portrayed as having greater difficulty travelling to school in a rural environment than in an urban environment</p>	<p>More people who may experience disadvantage due to identification with a number of identities including gender, sexual identification, gender diversity, disability status, ethnic origin, culture, religion or place of residence are identified in the resource.</p> <p>e.g. the fact that girls from a minority group have more responsibility for domestic duties than boys and less time for their school work</p>	<p>The resource acknowledges layers of disadvantage due to identification with a number of different groups and depicts ways of including these people in the events portrayed; or such persons are the subject of the resource, and the resource shows how the broader community supports them.</p> <p>e.g. disabled women playing a leadership role, single women heading household, single-parenting, a female farmer as hero in a story</p>	

Notes to consider during the assessment of Items 1-10 in the GEDSI tool

Question 2 – Stereotypes of boys/men: leaders, rescuers, adventurous, independent, capable, violent, aggressive.

Stereotypes of girls/women: followers, need rescuing, domestic, caretakers, dependent, sweet, vulnerable.

Question 3 – Male-dominant relationship: boys/men are shown as follows in relation to girls/women:

being superior to

dominating

directing/ordering

exercise power over

showing disrespect to

showing aggression towards

Question 4 – Examples of disabilities + suggestions for representation in picture(s) and/or story:

missing limbs: wheelchair/crutches

visually impaired: (thick) glasses

hearing impaired: hearing aid, character frequently misinterprets what is being said

down syndrome: up-slanted eyes

attention disorder: character occupied with something other than the main scene autism: character loves routine/predictability

Question 5 – Stereotypes of people with disabilities: being inferior, follower, bringing bad luck, unhappy, poor, passive, can't do anything, don't participate in mainstream activities, a burden to others.

Question 6 – Relationships in which people without disabilities are dominant – in other words, people without disabilities exhibit the following behaviours:

ignoring/neglecting people with disabilities

segregating people with disabilities

showing disrespect to people with disabilities

excluding people with disabilities

talking disrespectfully about people with disabilities

being superior to people with disabilities

assuming dependency of people with disabilities

Question 7 – Suggestions for representing diversity in pictures and stories:

ethnicity: physical/facial features, clothes, people expressing beliefs or acting on values specific to their ethnicity

sexual orientation (including intersex people): including them in pictures or stories

different living environments: portraying both urban and rural scenes, both interiors and exteriors

social status

religion

age: portraying a range of ages in everyday scenes – including teachers of different ages

Question 10 – Intersectionality is defined as the interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. (Oxford English Living Dictionary <https://en.oxforddictionaries.com/definition/intersectionality> downloaded 16/4/2018)

Annex 5

Resource requirements for planned activities

GEDSI Specialist Support Requirements

Task/Role	Input days/ budget	Time period	ARF/no n ARF	Comments	Budget implications
IE Specialist, preservice curriculum	30	Jan19-Aug20	STA	Under recruitment	Included as defined here in DFAT approved new structure
Lao Language Specialist, preservice curriculum	100	Jan19-Aug20	STA	Under recruitment	Included as defined here in DFAT approved new structure
Primary Education Specialist, Lao Literacy	390	Aug17-Aug20	STA	Linda Jenkinson	Included as defined here in DFAT approved new structure
GEDSI training, BEQUAL & MoES staff	40	Jan19-Aug20	STA or national	Anticipate 2 days training provided to IO1, IO2 and CIS teams, per year, integrated with other inputs.	Use budget allocation of LTA GEDSI Specialist
GEDSI rubric review	3	Jan19-Aug20	STA	Distance support	Use budget allocation of LTA GEDSI Specialist
Lao for non-Lao speaker trial	-		STA	Pilot design under development	Included in budget
Design consultant for Khammouane PESS IE model	15 days	Jan19-Mar19	STA	Pilot design for scale, to be determined	New position
Disability Inclusive Education Coordinator	FT	Mar19-Aug19	non ARF	Full time coordinator to lead the continuation of the BNC/Khammouane PESS IE model in Xaybouthong District.	New position (national), use budget allocation of national Gender Advisor
Disability Inclusive Education Technical Officer	FT	Mar19-Aug20	non ARF	Full time technical officer to support the continuation of the BNC/Khammouane PESS IE model in Xaybouthong District.	New position (national)
Education PFM Specialist	50	Jan19-Aug20	STA	Gender and inclusion public financing specialist, to be determined	New position
Design consultant VEDC pilot	25	Jan19-Apr19	STA	Short term consultant for desktop review and pilot design, to be determined	New position
VEDC support coordinator	90	Q2-3 2019	non ARF	Short term coordinator to support VEDCs during pilot	New position

Annex 6

Terminology

Gender	Gender refers to the socially constructed roles and responsibilities of men, women, boys and girls. Differing gender roles, expectations and values placed on men and women result in disparities in the following – rights and entitlements; access to and control over resources and decision making at the household, community and national level; poverty levels; and the experience of stigma and discrimination.
Gender and social analysis	Gender and social analysis examines differences in development needs and preferences for men and women and socially excluded people such as people with disabilities and the differential impact of a development initiative on the economic and social relations between them.
Gender equity	Gender equity is the process of being fair to women and men. Gender equity means steps taken to achieve fairness and justice in the distribution of benefits and responsibilities between women and men. It often requires women-specific programs and policies to end existing inequalities. Equity leads to equality.
Gender equality	Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play.
Gender and social inclusion mainstreaming	A strategy for considering and addressing the different needs, perspectives and experiences of women, men, people with a disability, ethnic minorities and other socially excluded people in all aspects of program and policy assessment, design, implementation and evaluation.
Gender sensitivity	Being sensitised to or mindful of the scope for difference in the interests, opinions, roles and circumstances for men, women, boys and girls.
Disability	Disability is a very general term to describe a physical, sensory, cognitive, intellectual and/or mental impairment and how it affects someone's ability to be part of society. Impairments can include anything from a missing finger or a mild learning challenge to blindness or no control of limbs. It is barriers such as physical, institutional and social including negative attitudes that turn impairments into disabilities.
Disaggregated data	Refers to distinguishing men and women, ethnic minorities, people with a disability, people with HIV and other excluded people in the data to reveal differences between them.
Inclusive education	This means school systems, strategic plans, policies and practices adapt to include education strategies and teaching materials, methods and environments for a wide and diverse range of children and their families. Inclusive education seeks to identify a child's learning needs and then adapt the classroom and teaching to ensure high quality learning outcomes for all members of the class. An inclusive education system sees every child as important and unique (Draft Kiribati Inclusive Education Policy 2014 – 2018)

<p>Reasonable accommodation</p>	<p>Reasonable accommodation “means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms” Convention on the Rights of Persons with Disabilities Article 2 http://www.un.org/disabilities/convention/conventionfull.shtml</p>
<p>Social exclusion and inclusion</p>	<p>Social exclusion describes a process whereby certain groups in society are systematically excluded from opportunities and participation in society that are open to others.</p> <p>Groups can be discriminated against on the basis of their sex, age, caste, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live, or other social identity.</p> <p>Social inclusion means ensuring that socially excluded people have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.</p>