



Gender Equality and Social Inclusion (GESI)  
IN Education

A REFERENCE GUIDE

## ACKNOWLEDGEMENTS

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# Introduction

This reference guide is one of a series focused on applying the *Gender Equality and Social Inclusion Approach* and the accompanying *Gender Equality and Social Inclusion DME Toolkit* to different technical areas. This complements the work of sector teams to incorporate GESI-transformative programming within core program models. This guide provides guidance on how to design, implement, monitor, and evaluate an education project or program to address GESI. It provides examples to illustrate this.

The structure of this reference guide starts with a review of key GESI concepts, which are covered in detail in the above documents, and then covers the stages in the program cycle aligned with the toolkit:

- 1 Introducing a GESI lens
- 2 Conducting a GESI analysis
- 3 Integrating GESI in program design
- 4 Integrating GESI in program implementation, monitoring, and evaluation

The goal is to help all sectors to implement GESI-transformative programs by supporting change across all five GESI domains—access, decision-making, participation, systems and well-being.





# Key GESI Concepts

## AND HOW THEY APPLY TO EDUCATION

### WHAT IS GESI?

**GESI** stands for gender equality and social inclusion. This is part of Strategic Priority 6 within “Our Promise 2,” as part of our continuing efforts to reach the most vulnerable children (MVC).

**Gender equality** is the state or condition that affords women and girls, men and boys, equal enjoyment of human rights, socially valued goods, opportunities, and resources. It includes expanding freedoms and voice, improving power dynamics and relations, transforming gender roles, and enhancing overall quality of life so that males and females achieve their full potential.

**Social inclusion** seeks to address inequality and/or exclusion of vulnerable populations by improving terms of participation in society and enhancing opportunities, access to resources, voice, and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions.

**Intersectionality** is the interplay of multiple social characteristics (such as gender, race, class, disability, marital status, immigration status, geographical location, level of education, religion, ethnicity) that increases vulnerability and inequality in privilege and power, and further entrenches inequalities and injustice. These characteristics are interconnected and cannot be examined separately from one another.<sup>1</sup>

GESI is a *multifaceted process of transformation* that:

- Promotes equal and inclusive access, decision-making, participation, and well-being of the most vulnerable.
- Transforms systems, social norms, and relations to enable the most vulnerable to participate in and benefit equally from development interventions.
- Builds individual and collective agency, resilience, and action.
- Promotes the empowerment and well-being of vulnerable children, their families, and communities.<sup>2</sup>



1 MenEngage Alliance (2019). Accountability Training Toolkit  
2 Ogega, J., Douglas, Z., & Winter, E. (2020). *Gender Equality and Social Inclusion: The World Vision Approach and Theory of Change*. District of Columbia, Washington: World vision.





## WHY IS GESI IMPORTANT FOR EDUCATION?

Mainstreaming GESI in education is critical to ensuring that all children can access education and can achieve the anticipated learning outcomes. Without this, boys and girls, children with disabilities, and those from minority language, ethnic, or religious groups can find themselves without the education they need to fully participate in the social, economic, and political life of their community. The *Inclusion and Education | Global Education Monitoring Report (unesco.org)* published in 2020<sup>3</sup> focuses on inclusion and education and highlighted some challenges:

- Only 18 of the poorest youth complete secondary school for every 100 of the richest. In at least 20 countries, mostly in sub-Saharan Africa, hardly any poor rural young women complete secondary school.
- A study of 7,000 children in 11 countries in Africa, Asia, and Latin America showed that more than one quarter of girls reported never or seldom feeling safe on the way to school. Recent data from 14 countries using the Child Functioning Module suggest that children with disabilities constitute 15% of the out-of-school population. They face complex barriers. Those with a sensory, physical, or intellectual disability are 2.5 times more likely to have never been in school than their peers without disabilities.
- Disparities in educational attainment are also noted for indigenous peoples and minority ethnic and language groups where the data exists.

In addition, education is also important in addressing GESI. Education is often an important potential vehicle of change—by challenging gender and social norms among children and their parents, empowering children and by providing practical examples of inclusion, they can inspire change throughout the community.

## FOUR DOMAINS OF MOST VULNERABLE CHILDREN

In abusive or exploitative relationships

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In extreme deprivation

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With serious discrimination, which prevents them from accessing services/opportunities

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With vulnerability to negative impact from a catastrophe or disaster.

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3 UNESCO. 2020. Global Education Monitoring Report 2020: Inclusion and education: All means all. Paris, UNESCO



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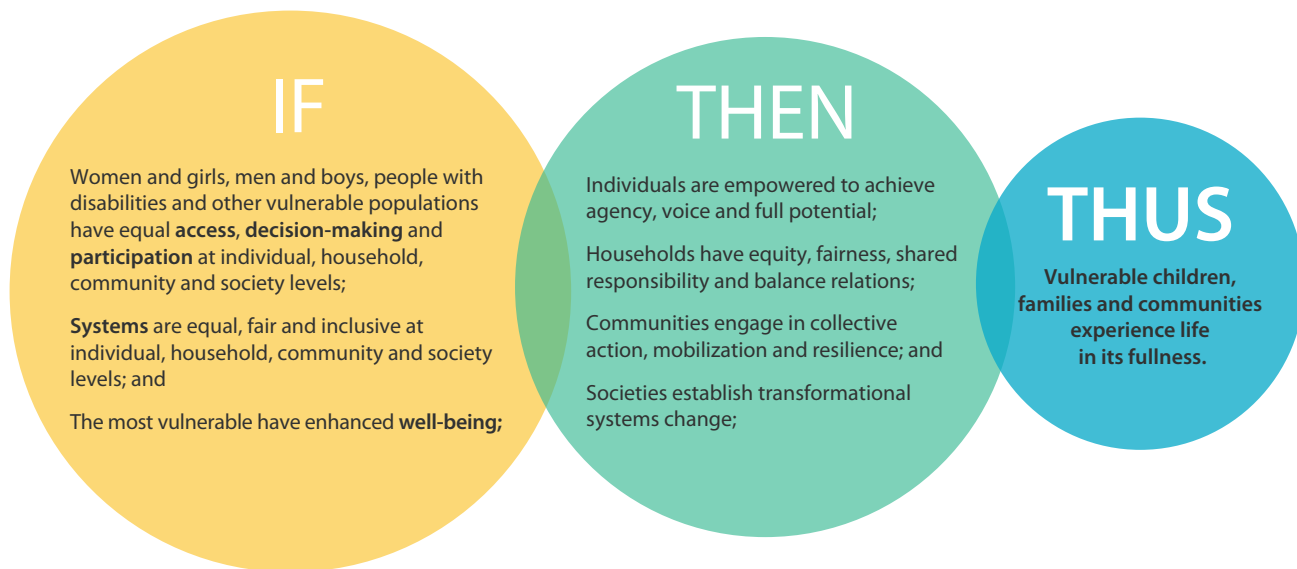
# GESI Approach and Theory of Change?





World Vision's most vulnerable children mapping process identifies four domains for vulnerability, with the most vulnerable children having two or more vulnerabilities. The GESI approach and Theory of Change (see Figure 1) helps to unpack the causes of discrimination in more detail by identifying five domains of change—access, decision-making, participation, systems, and well-being. Ultimately, we can't protect vulnerable children unless we address GESI issues. To do so we also need to address issues at the individual, household, community, and societal level.

**FIGURE 1: GESI THEORY OF CHANGE**



World Vision's GESI approach features five domains of change that are required for gender equality and social inclusion. Figure 2 outlines the domains and their definitions.

**FIGURE 2 | THE FIVE WORLD VISION GESI DOMAINS OF CHANGE<sup>4</sup>**

<b>Access</b>	The ability to access, use, control, and/or own assets, resources, opportunities, services, benefits, and infrastructures.
<b>Decision-making</b>	The ability to make decisions free of coercion at individual, household, community, and societal levels. This can include control over assets and ability to make decisions in leadership.
<b>Participation</b>	The ability to participate in or engage in societal affairs and systems of power that influence and determine development, life activities, and outcomes.
<b>Systems</b>	The availability of equal and inclusive systems that promote equity, account for the different needs of vulnerable populations, and create enabling environments for their engagement.
<b>Well-being</b>	The sense of worth, capability, status, confidence, dignity, safety, health, and overall physical, emotional, psychological, and spiritual well-being. This includes living free from gender-based violence and all forms of stigma and discrimination.

<sup>4</sup> For more information on these GESI domains please see: *Gender Equality and Social Inclusion: The World Vision approach and theory of change.*





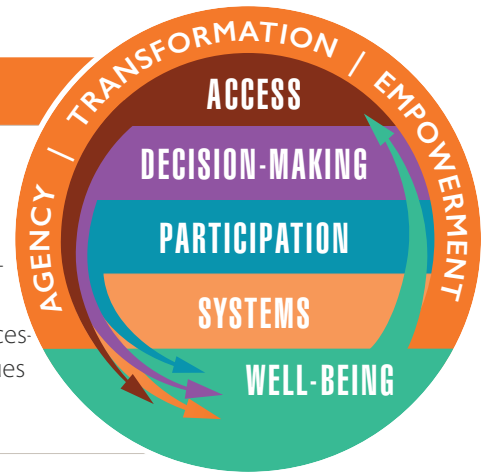
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## GESI DOMAINS APPLIED TO THE EDUCATION SECTOR

These domains apply to education in the following way:

Domain	Education
ACCESS	<p>For <b>children</b>, to educational institutions and all their facilities, including latrines, cafeterias, water points, and classrooms; extracurricular opportunities (e.g., children’s clubs and recreation); specialized educational services—special education, services in their language; financial resources to pay fees, materials, transport; support services—scholarships, child protection, tutoring. Many access issues can be invisible and only be relevant for certain groups.</p>
DECISION-MAKING	<p>For <b>children</b> to decide what they want to motivate them and support them in feeling safe and nurtured in their school; for children to be able to make collaborative decisions on what, how, and when they want to learn. For <b>caregivers</b> to make decisions on education options for their child, within school structures such as parent teacher associations and school management committees and to influence decisions made on budget allocation to education. For <b>teachers and administrators</b> to make key decisions on programming for the best interests of the children. While vulnerable groups may participate in meetings, they may not be heard or have any influence over decisions.</p>
PARTICIPATION	<p>For <b>children</b> in all school and school-related activities such as clubs, sports teams, student councils, non-formal learning (e.g., tutoring, peer to peer or catch-up), and their own learning through child-centered methods. For <b>caregivers</b> in their child’s learning as well as parent teacher associations or school management committees, and to engage in social accountability work such as Citizen Voice and Action that enhances services. In many contexts only certain groups can or do participate.</p>
SYSTEMS	<p>For <b>children</b>—including children with disabilities, speakers of minority languages, girls, and other vulnerable children—to have access to systems that provide them with opportunities to receive a quality education, without any formal policy or procedural barriers (such as need for specific documentation, payments, uniform, harmful policies against pregnant girls, etc.) or attitudinal barriers (discriminatory social norms); for <b>caregivers</b> to receive the support they need to send their children to school; for <b>teachers and administrators</b> from all groups to be employed in an equitable workplace. Most systems favor the majority population.</p>
WELL-BEING	<p>For <b>children</b> to develop socio-emotional competencies and knowledge that builds their self-worth in a safe environment that is free from gender-based violence and provides support to access other services that they need, including child protection and health. Many educational systems aren’t focused on the child and enhancing their well-being.</p>



# GESI Continuum

World Vision's goal is to apply gender and social inclusion considerations into all our education programming and adopt a transformative approach to GESI in all education programs as either a targeted or integral component. As outlined below, this is essential to honor our organizational claims of using a transformational development approach to challenge inequalities in relationships, systems, social norms, and beliefs that cause and perpetuate vulnerabilities and inequalities. When a GESI-transformative approach is applied, whole communities are more cohesive, resilient, and able to thrive, and no individual or group is excluded. The GESI continuum provides World Vision staff involved in designing projects and developing programs with an important tool to assess their approach and work with intentionality and clarity toward the desired impact. The continuum offers benchmarks to identify the degree of GESI-responsiveness or the transformative value in any given project or program. The goal is to apply an increasingly GESI-transformative approach in all education programs. Figure 3 depicts World Vision's understanding of the continuum.

**FIGURE 3 | WORLD VISION GESI CONTINUUM**

WORLD VISION'S GESI CONTINUUM			
NOT GESI-RESPONSIVE	GESI Absent	<b>Ignores gender equality and social inclusion.</b> <ul style="list-style-type: none"> <li>• There is no consideration of gender differences, gender inequalities, or social exclusion.</li> <li>• There are discriminatory or harmful social norms and unequal power relations, or potential patterns of gender inequality or social exclusion in the design or delivery of program activities.</li> <li>• There is no discussion of the gendered or inclusive dimensions of the operational environment and how this may affect intervention.</li> </ul>	0
	GESI Exploitative	<b>Reinforces gender inequality and social exclusion.</b> <ul style="list-style-type: none"> <li>• Acknowledges gender inequalities and social exclusions, works around them, adjusts and adapts to them, but does not take any action to address them.</li> <li>• Reinforces harmful and discriminatory gender and social norms, behaviors, attitudes, roles, and relations.</li> <li>• Uses and/or takes advantage of gender inequalities, discriminating social norms, stereotypes, structures, groupings in society to advance goals.</li> </ul>	1
GESI-RESPONSIVE	GESI Sensitive	<b>Acknowledges gender inequality and social exclusion, takes actions to reduce them but not transform them.</b> <ul style="list-style-type: none"> <li>• Interventions include specific measures to reduce the impact of inequality and exclusion.</li> <li>• Integrates practical needs and experiences of vulnerable groups but does not address the underlying root causes of inequality or exclusion.</li> <li>• There is a "missed opportunity" to shift norms that reinforce gender inequality and social exclusion.</li> </ul>	2 (+1)
	GESI Transformative	<b>Promotes gender equality and social inclusion.</b> <ul style="list-style-type: none"> <li>• Challenges and shifts discriminating gender and social norms, stereotypes and discriminatory practices.</li> <li>• Transforms unequal power relations, gender roles, and relationships.</li> <li>• Actively seeks to engage with and transform gender inequality and social exclusion.</li> <li>• Promotes equal and inclusive access, decision-making, participation, systems, and well-being, with the goal to achieve sustainable change towards gender equality and social inclusion.</li> </ul>	3 (+2)
<b>TOTAL SCORE FOR GESI-TRANSFORMATIVE PROGRAMS</b>			<b>5</b>

## Applying a "Do no harm" lens

GESI-responsive institutional practices, policies, operations, and accountability mechanisms should be guided by "Do no harm" and protection principles. "Do no harm" refers to a conscious effort to ensure that no negative consequences or harm—including unintended consequences—occur to anyone because of actions taken.<sup>5</sup> The risk of harm is heightened when education programming seeks to influence discriminatory norms and practices that may be deeply entrenched. These actions can result in resistance, backlash, and violence directed at the very people the program intends to support. For example, children with disabilities or other excluded groups that are included in schools may be bullied by other children, or girls may experience violence at home or in school when asserting gender equitable views and practices.

5 SNV (2019). Developing approaches to 'Do No Harm.'



# GESI AND EDUCATION IN THE PROGRAM CYCLE

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# Introducing a GESI lens

**Before getting into the program management cycle, it is essential that education programs and projects apply a GESI lens. There are three major steps:**

## **1 Ask yourself four questions about your education program or project:**

**How can your education project or program contribute to enhancing gender equality and social inclusion within World Vision's wider programming? How can it change gender or social norms or enhance the agency of vulnerable men, women, and children?**

Schools can provide a safe, inclusive environment for all children, challenging gender or social norms among teachers, parents, children, and community members that would treat boys, girls, persons with disabilities, and other marginalized groups differently. Ministries of education are often legally bound to meet the educational needs of all children.

Worldwide, general or inclusive education laws under education ministry responsibility focus on people with disabilities in 79% of countries, linguistic minorities in 60%, gender equality in 50%, and ethnic and indigenous groups in 49%.

**How does your education project or program identify and target the most vulnerable children and address their overlapping or intersectional vulnerabilities?**

Education programs should be able to target the most vulnerable children, children who are not participating in education, are not achieving learning outcomes, or who are in danger of dropping out of school. A good starting point is strong disaggregated data, where available. Programs need to be able to respond to multiple vulnerabilities through individual education plans and targeted individual or vulnerable group interventions. Integrating socio-emotional learning and soft skills into programs can enhance individual resilience and well-being. You may also need to refer children to child protection, health, psychosocial, and rehabilitation services and their parents to livelihoods support. You will also need to address any gender or social norms among teachers, children, parents, and other community members that create or enhance vulnerability.

**How does your education project or program integrate World Vision's GESI Theory of Change, particularly the five GESI domains?**

Education programs should not just enhance **access** to education and the **well-being** for vulnerable children. They should also enhance **decision-making** and **participation** for the most vulnerable children and their families and promote equality among the formal and informal learning **systems**.

**What indicators has your education project or program identified to assess progress?**

Ensure that indicators measure the five GESI domains and that they are not biased toward dominant groups inadvertently reducing the visibility and voice of those traditionally excluded from the education system.

## **2 Make sure your field office/emergency response environment can support a strong GESI-focused program.**

*Use the GESI Minimum Standards tool (1.2 in the DME toolkit) to assess how well you are doing.*

## **3 Determine the extent to which your staff and partner's personal beliefs can support a GESI focus.**

*Use the Reflection Checklist tool (1.3 in the DME toolkit) to help staff consider their own biases and attitudes to GESI. This ensures that hidden individual biases don't result in children with specific vulnerabilities being excluded from programming.*

In many cultures, people believe that children are born with a disability because their parents have sinned. This may cause neglect, abuse, and even death. If staff believe this, then children with disabilities may be excluded from education programs.



# How to conduct a GESI analysis for education

The full process of conducting a GESI analysis can be found in the GESI DME toolkit. The GESI analysis is foundational to having a GESI-transformative program. The toolkit includes guidance on how to conduct desk reviews and primary and secondary quantitative and qualitative data collection. Ideally, the GESI analysis should be conducted prior to implementation to allow for GESI mainstreaming in the design process. In most of our education programs, we are focused on both the school and community-based learning as well as formal and informal learning. This can look different in each setting but includes primary, secondary, and technical education, accelerated learning programs, religious schools, home-based learning, reading camps, and tutoring programs. While the focus of the GESI analysis is on the children, the analysis also needs to look at GESI as it relates to the overall education system and GESI issues relating to teachers and administrators. For instance, in a hypothetical project focused on keeping teenage girls in school, it is worthwhile to probe the number of female teachers and professional staff that female students encounter, how many women are represented on parent teacher associations and school management committees and the confidence of those women to speak up and out on behalf of girls. The project may consider providing additional supports to ensure adequate representation, engagement, and decision-making power.

As education programming is closely related to child protection programming, it is worth working with your child protection colleagues on this analysis and incorporating any information they have from the CP ADAPT process. To identify the situation for children with disabilities, you may want to speak with key informants such as disabled person organizations, departments of special education within the Ministry of Education (or equivalent), or organizations specializing in inclusive education, including UNICEF, Humanity and Inclusion, Sightsavers International, CBM, and Leonard Cheshire.

## **Key components of the GESI analysis for education:**

The GESI analysis uses existing data and additional research and:

- Identifies the education and learning issues in the community and identifies how the issues differ for girls, boys, children with disabilities, and other excluded groups (as in MVC mapping).
- Identifies what formal and informal education services exist and how well they meet the needs of affected girls, boys, children with disabilities, and other excluded children.
- Identifies existing programs and promising and best practices that can be incorporated.
- Understands the gender and social dynamics around the domains of decision-making, participation, and systems that drive the inequality in education.
- Provides recommendations on ways that the situation can improve.

For a list of possible questions for a GESI analysis, please see [Annex 1](#). These questions should be contextualized and adjusted as needed.

# How to integrate GESI in education program design

Once the GESI analysis has been conducted, it is essential that the information is then used to inform your education program's design. Each program should integrate GESI, and some programs will address GESI issues directly, such as focusing on the specific needs of children with disabilities or addressing gender-based violence (GBV) within schools. The Design, Monitoring, and Evaluation toolkit provides five tools to help the design process as it relates to proposal development, program design, indicators, a GESI integration action plan, and GESI-responsive budgeting. Use these to take you step by step through those processes. A GESI integration action plan can be particularly useful as part of a workshop with staff during the project startup phase, particularly if many of the staff were not involved in the design process. Working through the plan together can help staff to achieve a common understanding of how they can advance GESI within program implementation.

Within education programs, the following elements should be examined to support inclusion:

- Assessments—what is assessed; how it is assessed; and how assessment is used to support enhanced learning for all children.
- Teacher training—how it can challenge norms that prevent some children from participating or learning.
- Community—how it can address social norms for all families to help all of their children to learn and support struggling learners.
- Learning materials—the content and presentation of the materials; the language and formats.

Pedagogy—there are many different elements to pedagogy that need to be considered, as outlined in the diagram below, taken from the Gender-Responsive Pedagogy in Early Childhood Education toolkit: [grp4ece-toolkit-72dpi\\_0.pdf](#) ([vob.org](#)). These elements are also relevant for social inclusion.



We want all programs to be GESI-transformative as outlined earlier on the GESI continuum, transforming gender and social inequalities. To do this, there are several tools that can be used including:

- *Social Norms Exploration Tool (SNET) - Institute for Reproductive Health (irh.org)*: This five-phase process seeks to understand the reference groups for social norms and unpacks the social norm and its impact in order to identify actions that may be needed to influence those norms to achieve a program goal.
- *World Vision WASH Behavior Change Guidance.pdf (wvcentral.org)*: Behavior change communication relies on identifying a behavior that will lead to the desired programmatic result. The behavior for the sample study outlined in *Annex 2* was defined based on an assessment of key determinants of reading fluency. An early grade reading assessment found that children whose parents helped them with homework read 10 words per minute more than those whose parents didn't. The study sought to understand the differences between parents who helped their children with homework (doers) and those who didn't (non-doers). The major difference between doers and non-doers was that doers felt that teachers wanted them to help their children—so, the project could work with teachers to let parents know that they need to help children with homework.



GESI-transformative programs also address all the five GESI domains.

**To assess if your project is addressing each of the five domains, please see *Annex 3*.** For each domain, there are some key questions that will inform the primary guiding question. For guidance on gender in education in emergency contexts, you can refer to the *INEE Guidance Note on Gender | INEE*.

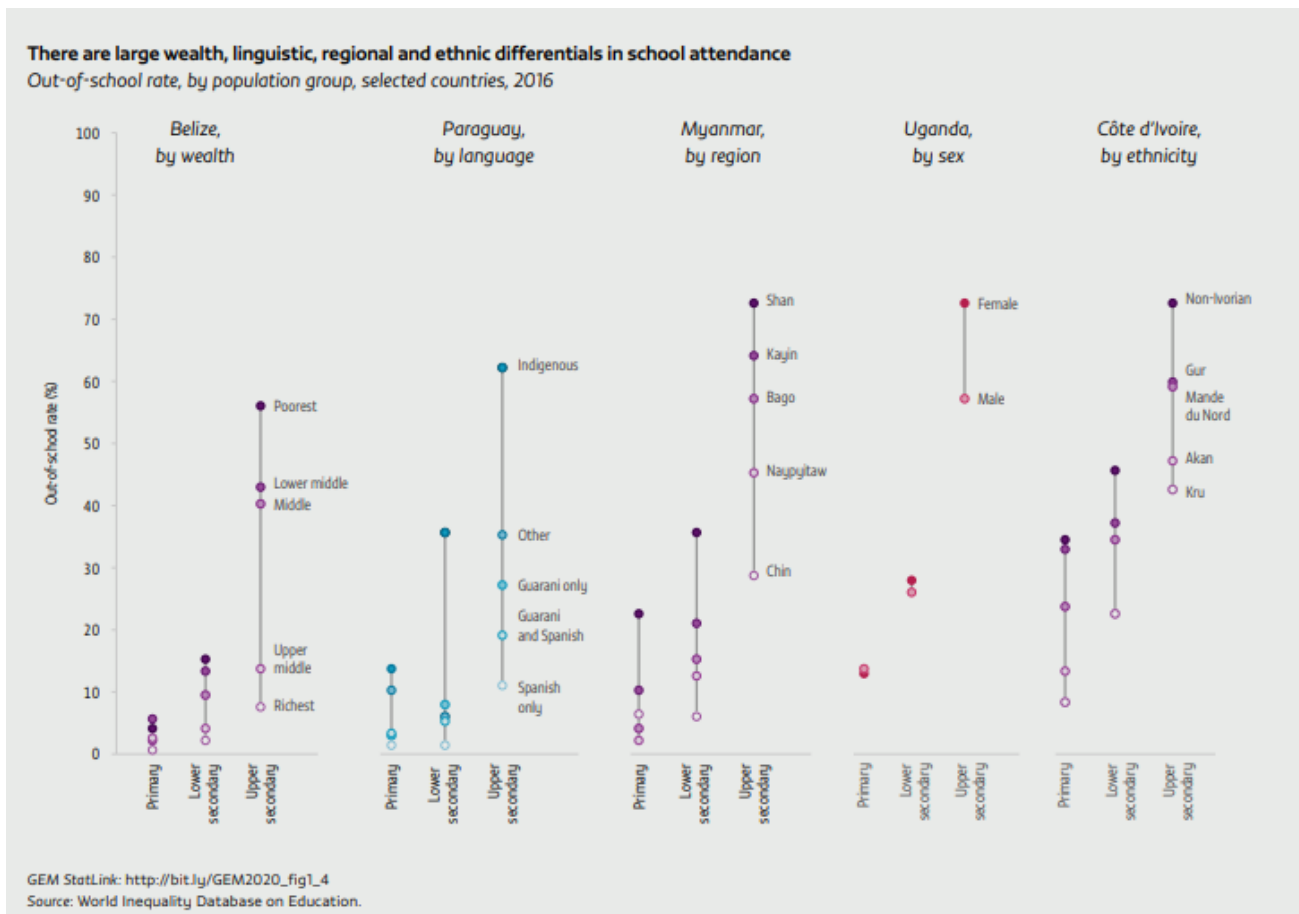


# How to integrate GESI into education program implementation, monitoring, and evaluation

The key to implementing a GESI-transformative education program is to have a good initial design based on a good GESI analysis as outlined in step 3 and to then use validated monitoring and evaluation tools to inform changes to program activities to make sure that both GESI and education-related goals and objectives are being realized. The more domains a program addresses, monitors, and evaluates, the more GESI-transformative it will be. Section 4 of the GESI DME toolkit outlines a range of tools to help you include GESI in your monitoring and evaluation process. At a minimum, you need to:

- Disaggregate data by age, sex, disability status, and other relevant social inclusion factors.
- Analyze participation and learning outcome data at least every three months to assess if all children are participating and, if they are participating, that they are also learning.

An example of how this data can be used to identify inequities can be found here. The example is taken from the UNESCO GEM report for 2020, which highlights disparities in school attendance depending on wealth, language, region, sex, and ethnicity.

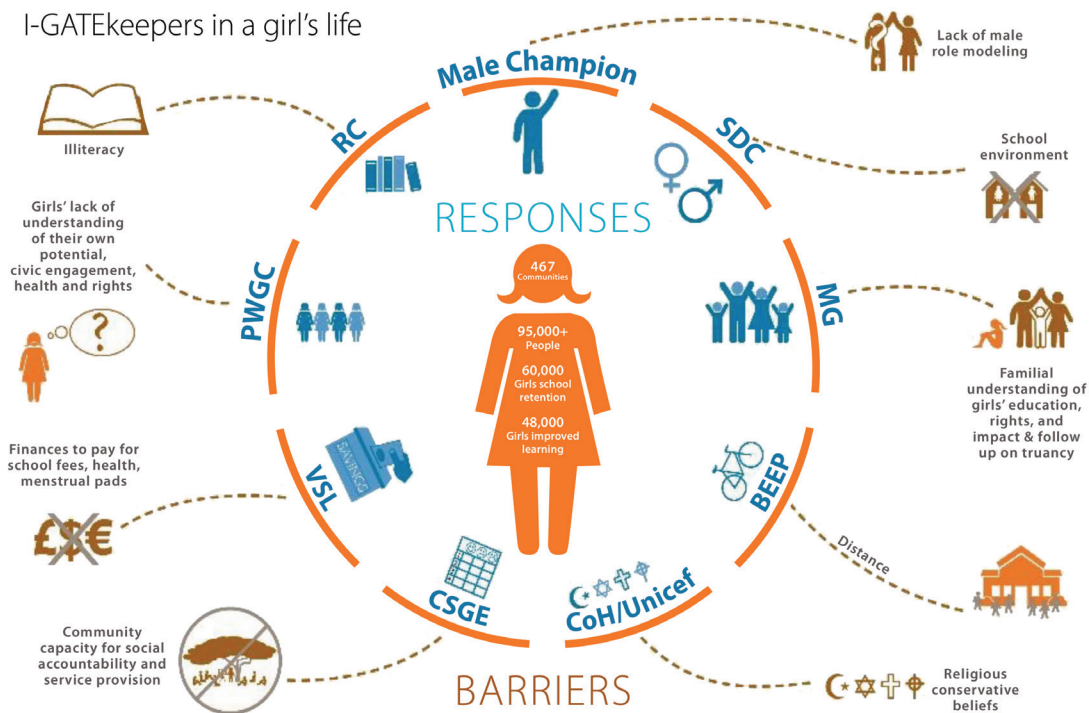


# Promising practices

This reference guide is not exhaustive and we encourage each field office to innovate around GESI within education and to provide feedback so we can continue to enhance our work. Below are some examples of the work we have already done that may inspire you.

## CASE STUDY: World Vision ZIMBABWE AND THE IGATE PROJECT: Improving Girls' Access through Transforming Education

The IGATE program is a prime example of a project design developed to successfully address the major barriers preventing marginalized girls from getting an education, specifically enrolling, returning, or remaining in school and improving their performance in the classroom.



Using a comprehensive context, gender, and barrier analysis, the program identified very specific behaviors and social norms across the five GESI domains to comprehensively target all key actors in a girl's life and at multiple levels in the ecosystem of her life—such as within the education system, in individual schools, communities, households, and with girls themselves. Some of the barriers identified included the low value girls had of themselves, the low perceived value of girls' education by families and communities, the low value of girls' education among religious leaders, low household income, distance to school, inadequate facilities and supplies for girls in menstruation, and poor-quality learning environments. It was recognized early that a multidimensional response was needed to solve the problem girls face in getting an education.

During log frame development, the program then set out to create synergy across outcome areas whereby components worked interdependently to address barriers. Through 10 various coalition partners, the project operated across sectors such as education, livelihoods (savings groups), and WASH (menstrual hygiene management); through various community actors (faith and development organizations, i.e., Channels of Hope Gender); enabling areas (i.e., male champions, girls' empowerment clubs with female role models); and advocacy (i.e., a contextually adapted version of Citizen Voice and Action).



An innovative component of the project aligned with the Participation domain is the introduction of a scorecard system, led by girls, to improve life skills and address harmful social and cultural norms. Girl group sessions are held, whereby girls identify, discuss, and score issues affecting their learning and transition. They then interface with critical stakeholders, such as school administrators, who also score these issues. Scorecards on both sides are presented and a combined score is decided. Stakeholders develop a joint action plan to address issues and joint monitoring takes place. The girls then review the issues and the actions taken and validate or refute the action.

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### **CASE STUDY: World Vision NEPAL SIKHAI PROJECT: Strengthening Inclusive Education**

SIKHAI is a partnership between World Vision Nepal and Humanity and Inclusion Nepal, bringing together World Vision's strengths in community-based child protection and behavior change and Humanity and Inclusion's strength in inclusive education for children with disabilities. SIKHAI addresses multiple intersections of discrimination and exclusion, specifically disability, caste and ethnicity, gender, and religious discrimination. The project undertook an extensive GESI analysis and developed activities focused on systemic change to end exclusionary practices. The project also improves inclusive practices in schools, provides early childhood development and primary teachers with mentoring and supports, and reinforces student diagnostics and special education support through a dedicated resource person for marginalized children. School management committees were involved in ensuring improved infrastructure and schools planning and targeted supports to families and the most vulnerable children. It also works with Islamic schools, madrassas, to deliver the national curriculum and to meet educational standards. This allows children to attend government community schools once they have completed madrassa.

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### **CASE STUDY: All Children Reading's "Reading Beyond Sight" Adapted Reading Assessments and Interventions**

All Children Reading: A Grand Challenge for Development (ACR) is a partnership of the United States Agency for International Development (USAID), World Vision, and the Australian government that advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts. ACR has provided grants to support the development of accessible reading materials for children with disabilities, enhanced sign language, and Braille learning materials. These innovations can be applied to World Vision's education work. For a full list of innovations, you can visit [\*All Children Reading: A Grand Challenge for Development\*](#).

ACR supported the Philippine-based organization, Resources for the Blind (RBI), in implementing its literacy program for children in the Philippines who are blind or have low-vision. The Reading Beyond Sight project, implemented from 2014 to 2017, provided teacher training and mentoring, parent engagement and advocacy workshops, as well as assistive technology (Braille) and large-print materials to students. Among its groundbreaking work was the first effort to adapt the Early Grade Reading Assessment (EGRA) into Braille for blind children and large print for low-vision children. In that project, students achieved statistically-significant reading gains over peers in the comparison group on all subtasks of the adapted Filipino and English EGRAs. Building from this success, RBI launched another program to improve literacy among deaf and hearing-impaired children. They once again adapted the literacy program and the reading assessment for Filipino Sign Language.

## ANNEX 1

# Guiding questions to inform a GESI analysis for education

Below is one guiding question for each GESI domain with some key questions that will inform the guiding question:

### Access

#### **What formal or informal education services need to be developed or extended to meet the needs of the most vulnerable children?**

- Which children are currently supported by school education services, disaggregated by age, sex, disability (by type), or other exclusion factor (ethnic, linguistic, or religious minority, lower caste, location [rural/urban], socioeconomic status)
- Which children are not supported by school-based services? What are the barriers for these children? To assess participation of children with disabilities you need to compare prevalence in the broader community with prevalence among the school population, or identify an assessment conducted on the number and type of children with disability that are not in school.
- Which children are currently supported by community-based education services, disaggregated by age, sex, disability, or other exclusion factor (ethnic or religious minority, lower caste, location [rural/urban], socioeconomic status?)
- Which children are not supported by community-based services? Which children want to attend community-based services but are not participating? What are the barriers for these children?
- Which children are not achieving the expected learning outcomes? Disaggregated by age, sex, disability, or other exclusion factor (ethnic, linguistic, or religious minority, lower caste, location [rural/urban], socioeconomic status).
- Which children cannot learn at primary level in the language they speak at home? This will likely impact their learning outcomes.
- Can all children in the community access school or learning safely? Issues to consider are that the route to school may be unsafe (crossing a river, narrow path through mountains, in an area with landmines) or risk of being attacked (sexual harassment or abuse, through an area controlled by a rival group or gang, when it is dark).
- Do all children have equitable access to these spaces and services? Issues to consider could be distance from school, accessibility for children who are wheelchair users and have limited mobility to classrooms, latrines, dining and play areas, a dress code that doesn't allow girls to wear a hijab or food that isn't halal or kosher.
- Are specialized teachers available to support specific learning needs? Are there Braille and sign language teachers; teachers trained to provide support to persons with disabilities; and individual education plans? Is this support accessible in all schools?
- Can all children access core learning materials such as textbooks? Are there large print versions or magnifiers, Braille, sign language or audio versions? Are all children able to borrow learning materials or do they have to have the money to buy them? Are the materials in their preferred language?
- Can all children access age-appropriate and leveled supplementary learning materials? Are there large print versions or magnifiers, Braille, sign language or audio versions? Are all children able to borrow learning materials or do they have to have the money to buy them?
- Are learning materials and programs universal in design? *UDL: The UDL Guidelines (cast.org)* Do they allow multiple forms of receiving information and demonstrating knowledge?

When disaggregating by disability type, the main Washington Group categories should be used: blind/visually impaired; deaf/hearing impaired; mobility (walking/climbing steps); communication; learning.

Many early grade reading assessments include data on household demographics and information on the child that would facilitate this analysis. This is critical to identifying those children who attend school but don't learn.



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## Decision-making

### How can the most vulnerable children and their families be engaged in decision-making on education?

- What groups/committees exist to address education issues at national, regional, and local government levels and at the school level (such as parent-teacher groups, school management committees, student councils)?
- What is the selection process for these groups/committees? Is membership representative of minority groups? If not, how does the selection process create participation barriers for vulnerable/marginalized groups?
- What role do women, persons with disabilities, girls and boys, and other excluded groups play in education groups/committees?
- What level of participation do women, persons with disabilities, girls and boys, and other excluded groups have—token participation, active involvement, decision-making, or ownership and control? Are they actively involved and feel their voices and opinions are respected?
- How can women, persons with disabilities, boys and girls, and other excluded groups be more involved or represented in these groups?
- Are children able to choose what they want to learn? Are children able to choose how they want to receive the information (from the teacher, reading, audio, visual, physical) or how they can express their learning (writing, oral, visual, physical)?
- Who within a household decides which children will go to school or other community-based learning?

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## Participation

### How can the most vulnerable children and their families participate more in education?

- Who are the key actors involved in delivering education services (teachers, school administrators, school inspectors, community learning support)? Are they representative of the children whom they are teaching? Disaggregate this information by age, sex, disability, or other exclusion factor (ethnic, linguistic or religious minority, lower caste, location [rural/urban], socio-economic status) to understand and address the different roles that each group plays in education. Does this reflect differences in who holds positions of power?
- In what way are parents engaged in supporting their child's learning? This could include helping children with their work, making sure they have the time and right environment to study at home, providing the money for school-related costs, and making sure that teachers are working effectively.
- Which parents or caregivers are most active in supporting their child's learning? Disaggregate this information by age, sex, disability, or other exclusion factors.
- What prevents parents or caregivers from supporting their child's learning? This can be assessed effectively using a barrier analysis. *A Practical Guide to Conducting a Barrier Analysis | CORE Group: Working Together in Health for Mothers, Children and Communities*
- What role do disabled person organizations, women's groups, indigenous groups, or those representing vulnerable groups play in supporting the families of children with disabilities and other children from excluded groups?
- How can children register complaints or violations of their rights and protections? Are they aware of this mechanism? Do they use this mechanism? What mechanism do they prefer?

If minority groups don't see educators who look like them and speak their language, this may reduce the participation of minority groups in education.

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## Systems

### **How can the current formal and informal education systems be more equitable for the most vulnerable children?**

- Are laws and policies in place to support education services for all groups, particularly children with disabilities and girls? If not, what laws or policies need to be changed or added?
- Are laws and policies in place to support the training and hiring of vulnerable youth and adults as teachers and education administrators? Are they able to access the same financial and other benefits?
- How are education laws and policies applied? Are they applied equitably among boys and girls and for children from excluded groups?
- What social or gender norms are in place that influence education? Are there broader social or gender norms/attitudes or stigma that make certain children more vulnerable—for example, the ability of girls or persons with disability to find a good job? Who is responsible for upholding these broader social or gender norms? Is it an individual or a reference group? Who would be able to change social and or gender norms?
- What messaging is used to promote education in the community? Is this accessible to both men and women, children, and those who don't understand the dominant language? How helpful has this been thus far in achieving attitudinal and behavior change around education?

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## Well-being

### **What issues need to be addressed by education to enhance the well-being of the most vulnerable children?**

- Which children are most affected by different child protection risks in your context, such as child marriage, pregnancy, female genital mutilation, child labor, sexual and gender-based violence, corporal punishment? This should be disaggregated by age, sex, disability, or other exclusion or vulnerability factor (ethnic, linguistic or religious minority, lower caste, location [rural/urban], family separation, domestic violence, and socioeconomic status).
- What does the education system currently do to minimize these different risks? What do community protection systems do to minimize these risks?
- Is the school or other learning space a safe place for all children? If not, which groups are not safe and why? Both girls and boys may face sexual and gender-based violence.
- Is there a way that children can safely report issues of sexual and gender-based violence (SGBV) that is survivor centered?
- Is there someone in the school or other learning space responsible for identifying children in need of support and referring them to relevant child protection, health, psychosocial, and rehabilitation services? If so, how many children are they supporting? Are there some children they are not supporting?
- Are there referral protocols in place to enable schools or other learning spaces to refer children to relevant child-friendly child protection, health, psychosocial, and rehabilitation services?
- If children are referred to these services, are they available to all children? If not, what are the barriers?
- Are all types of children celebrated? Are there positive images of boys, girls, children with disabilities, and other excluded groups on walls and in reading material? Do the images reflect the clothes worn by different groups?



## ANNEX 2

# Sample barrier analysis

### BARRIER ANALYSIS QUESTIONNAIRE on parents helping their primary school children with their homework at home

#### Demographic Data

Interviewer's Name \_\_\_\_\_ Questionnaire No. \_\_\_\_\_

Date \_\_\_/\_\_\_/\_\_\_  Father  Mother

#### Scripted Introduction

Hi, my name is \_\_\_\_\_ and I am part of a study team looking into what parents do to help kids succeed in school. The study includes a discussion of this issue and will take about 20 minutes. I would like to hear your views on this topic. You are not obliged to participate in the study and no services will be withheld if you decide not to. Likewise, if you decide to speak with me you will not be remunerated in any way or receive any gifts or services. Everything we discuss will be held in strict confidence and will not be shared with anyone else. Would you like to participate in the study? [ If not, thank them for their time.]

### SECTION A: DOER/NON-DOER SCREENING QUESTIONS

1	Are you the parent of any children in primary school?	<input type="checkbox"/> a. Yes <b>GOTO Q2</b>	<input type="checkbox"/> b. No <b>End interview and look for another parent.</b>	<input type="checkbox"/> c. Won't say <b>End interview and look for another parent.</b>
2	What is the name of your youngest child in primary school?	Child's Name: _____ Sex of Child: <input type="checkbox"/> Female <input type="checkbox"/> Male <b>GOTO Q3</b>		
3	In the past week, did you help (use name) with his/her homework?	<input type="checkbox"/> a. Yes <b>GOTO Q4</b>	<input type="checkbox"/> b. No <b>Mark as Non-doer and pose question #1 in Section C</b>	<input type="checkbox"/> c. Won't say <b>End interview and look for another parent.</b>
4	During the last full week of school, how many times did you help (use name) with his/her homework?	<input type="checkbox"/> a. Two or more times <b>GOTO Q5</b>	<input type="checkbox"/> b. Once or none <b>Mark as Non-doer and pose question #1 in Section C</b>	<input type="checkbox"/> c. Won't say <b>End interview and look for another parent.</b>
5	During the last full week of school, how much total time would you say you helped (use name) with his/her homework?	<input type="checkbox"/> a. One hour or more <b>Mark as Doer and pose question #1 in Section B</b>	<input type="checkbox"/> b. Less than one hour (includes "not at all") <b>Mark as Non-doer and pose question #1 in Section C</b>	<input type="checkbox"/> c. Won't say <b>End interview and look for another parent.</b>

Group:  Doer  Non-doer

## SECTION B: DOERS RESEARCH QUESTIONS

### Perceived Positive and Negative Consequences

- 1b. What are the **advantages** of you helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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- 2b. What are the **disadvantages** of you helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Self-Efficacy/Skills

- 3b. What are the things that are making it **easier** to help your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Self-Efficacy

- 4b. What are the things that are making it **difficult** to help your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Social Norms

- 5b. Who are the people who have a **favorable opinion of you** for helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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- 6b. Who are the people who have an **unfavorable opinion of you** for helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Access

- 7b. How difficult is it to get the time and learning materials needed to help your child with their homework for at least an hour each week? Very difficult, somewhat difficult, not difficult at all?
- Very difficult     Somewhat difficult     Not difficult at all     Don't know/Won't say

### Perceived Cues for Action/Reminders

- 8b. How difficult is it to remember to help your child with their homework every day? Very difficult, somewhat difficult, or not difficult at all?
- Very difficult     Somewhat difficult     Not difficult at all     Don't know/Won't say

### Perception of Divine Will

- 9b. Do you think that God wants parents to help their children with their homework?
- Yes     No     Don't know/Won't say

### Culture

- 10b. Are there any cultural rules or taboos against helping your child with their homework?
- Yes     No     Don't know/Won't say

### Perceived Susceptibility

- 11b. How likely is it that your child will not be able to read and write well by the time they finish primary school? Very likely, somewhat likely, not likely at all.
- Very likely     Somewhat likely     Not likely at all.     Don't know/Won't say

### Perceived Severity

- 12b. How serious or bad of a problem would it if your child were not able to read and write well? A very bad problem, somewhat bad problem, or not a problem at all?
- Very serious/bad problem     Somewhat serious/bad problem     Not a serious/bad problem at all

### Perceived Action Efficacy

- 13b. If you help your child with their homework for at least an hour each week, do you think they will learn to read well?
- Yes     Possible     No     Don't know/Won't say

### Question on Universal Motivators

- 14b. What is the thing that you want most in life for your primary school child? Write all responses below. Probe with "What else?"

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**THANK THE RESPONDENT FOR THEIR TIME!**

## SECTION C: NON-DOERS RESEARCH QUESTIONS

### Perceived Positive and Negative Consequences

- 1c. What would be the **advantages** of you helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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- 2c. What would be the **disadvantages** of you helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Self-Efficacy/Skills

- 3c. What are the things that you think would make it **easier** to help your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Self-efficacy

- 4c. What are the things that you think would make it difficult for you to help your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Social Norms

- 5c. Who are the people who would have a **favorable opinion of you** if you were helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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- 6c. Who are the people who would have an **unfavorable opinion of you** if you were helping your child with their homework for at least an hour each week? *Write all responses below. Probe with "What else?"*

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### Perceived Access

7c. How difficult would it be to get the time and materials needed to help your child with their homework for at least an hour each week? Very difficult, somewhat difficult, or not difficult at all?

- Very difficult     Somewhat difficult     Not difficult at all     Don't know/Won't say

### Perceived Cues for Action/Reminders

8c. How difficult do you think it would be to remember to help your child with their homework? Very difficult, somewhat difficult, or not difficult at all?

- Very difficult     Somewhat difficult     Not difficult at all     Don't know/Won't say

### Perception of Divine Will

9c. Do you think that God wants parents to help their child with their homework?

- Yes     No     Don't know/Won't say

### Culture

10c. Are there any cultural rules or taboos against helping your child with their homework?

- Yes     No     Don't know/Won't say

### Perceived Susceptibility

11c. How likely is it that your child will not be able to read and write well by the time they finish primary school? Very likely, somewhat likely, not likely at all.

- Very likely     Somewhat likely     Not likely at all.     Don't know/Won't say

### Perceived Severity

12c. How serious or bad of a problem would it if your primary school children were not able to read and write well? A very bad problem, somewhat bad problem, or not a problem at all?

- Very serious/bad problem     Somewhat serious/bad problem     Not a serious/bad problem at all

### Perceived Action Efficacy

13c. If you help your primary school child with their homework for at least an hour each week, do you think they will learn to read and write well?

- Yes     Possible     No     Don't know/Won't say

### Question on Universal Motivators

14c. What is the thing that you want most in life for your primary school child?

(Write all responses below. *Write all responses below. Probe with "What else?"*)

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**THANK THE RESPONDENT FOR THEIR TIME!**

## ANNEX 3

# Guiding questions to assess how responsive your program is to GESI

### Access

#### Are the most vulnerable children able to access relevant education services?

- Have we developed clear criteria and mechanisms for identifying the most vulnerable children? Does this address intersectionality?
- Have we focused on providing education services in geographic areas that are currently underserved?
- Have we identified a way to include children who are currently out of school or a learning program, including those who may be hidden, such as children with disabilities?
- Are we providing, strengthening, or promoting education services that are needed by the most vulnerable children? Are they both school and community-based? Do they engage all parents effectively?
- Are we using the Measuring Evidence of Quality Achieved (MEQA) or a similar paper-based tool to monitor program delivery to ensure it is universal in design *UDL: The UDL Guidelines (cast.org)* and inclusive of the needs of the most vulnerable children? Are we promoting differentiated, child-focused instruction?
- Are we including a mechanism such as an individual education plan that will allow for the identification and meeting of individualized education goals?
- Have we identified relevant specialized services and partners that vulnerable groups can be referred to? This is particularly important for children with disabilities who may need specialized educational and medical services. The table below outlines some of those key services.

Community education services that link to health, child protection, and other support services are particularly important to address inequalities and weaknesses in the formal school system.

Impairment type	Specific service
<b>Identifiable at birth</b>	Early detection and referral; feeding support; support to parents
<b>Visual</b>	Testing and provision of glasses; teaching Braille; information in Braille; mobile phone with text to speech and text enlarging
<b>Hearing</b>	Testing and provision of hearing aids as possible; sign language teaching and provision; speech therapy
<b>Mobility</b>	Provision of assistive technology (wheelchairs, crutches, prosthetics, orthotics); physical and occupational therapy
<b>Intellectual</b>	Special educational needs support; provision of information that is easy to understand
<b>Mental</b>	Psychologist and psychiatrist support

- Have we outlined a plan to enhance our capacity to serve underserved groups?
- Have we included a budget for an inclusion fund to help the most vulnerable children and their families to access services?
- Have we included a feedback mechanism (hotline, Citizen Voice and Action, focus groups, surveys, etc.) and indicators to monitor the accessibility and quality of education services from the perspective of the most vulnerable children and their families?  
This should include disaggregation of testing scores, passing rates, transition from primary to secondary education by sex, age, disability status, and other exclusionary factor.
- Have we included a plan to ensure the safety and accessibility of learning spaces for all children?
- Have we enhanced the safety and protection measures for the most vulnerable children and for the follow-up and referral of suspected or actual violations?
- Have we included a plan to ensure that all children can access core and supplementary learning materials including large print versions or magnifiers, Braille, sign language, and audio versions? Can they access materials in their preferred language?
- Has our communication plan been designed to ensure that all members of the community receive appropriate information regarding education (in appropriate language, supporting those with minimal literacy, those with visual or hearing impairments, and those who can't attend community events)? How will this information reach different sectors of the community (e.g., children, parents, teachers, employers)?
- Have we removed most physical, financial, attitudinal, language, and other barriers to accessing services for the most vulnerable children and their families? Some ideas for removing these barriers are outlined below:

An inclusion fund can cover the cost of travel, childcare, assistive devices, translation, or other services so that a child or caregiver can access a service.

Barrier	Possible actions
Language	Provide interpreters; provide information in all languages
Poor physical learning environment	Improve lighting to support those with low vision; reduce noise in and around the classroom
Cultural	Hire people from minority groups; train providers to be sensitive to cultural needs
Physical distance	Provide mobile or localized services to supplement existing services
Religious beliefs	Engage religious leaders in behavior change communication
Financial	Budget for an inclusion fund to support access; support complementary savings groups or income generation work; when access should be free but isn't, use Citizen Voice and Action as well as advocacy
Lack of physical mobility	Provide assistive devices (e.g., wheelchairs/crutches); accessible transport; ramps; wheelchair-accessible latrines; and other communal eating and washing facilities
Restrictions on individual travel and agency	Make household visits to negotiate permission to access and provide services; provide behavior change communication to increase individual agency
Attitudinal	Provide behavior change communication on the importance of education
Childcare	Provide childcare services at the point of delivery
Security	Provide services in safe locations and at times when it is considered safe
Stigma/discrimination	Accompany vulnerable groups; work with service providers to address any stigma or discrimination; promote positive images of excluded groups



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## Decision-making

### Does the program engage the most vulnerable children, their parents/caregivers, and members of excluded groups in decision-making around education?

- Are the most vulnerable children, their parents/caregivers, and members of excluded groups included in education committees or groups that make decisions on education issues? Are they included at all levels, from school to local government at the regional and national level? Are they represented across positions of power and decision-making?
- Do they have a prominent role in that committee or group?
- Do they actively engage in the decision-making process?
- Do these group or committee members actively engage in any local government meetings where they shape decisions on activities and budgets?
- Does the program enable children to make choices about what they learn, when they learn it, and how they learn?
- Does the program provide opportunities for the most vulnerable children to evaluate the program?

In addition to specialized services outlined in the Access section above, children with disabilities need additional support to make learning inclusive. This includes:

- Supporting school attendance. This may require:
  - Making buildings accessible.
  - Addressing beliefs among teachers, administrators, and parents that a child with disability can't learn.
  - Supporting teachers to use universal design for learning.
- Providing accessible learning materials—in Braille, audio, and large print formats.
- Providing community-based reading camps, tutors, and other individualized education support.
- Involving children with disabilities and their caregivers in school committees so that their needs are met and they increase their agency.

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## Participation

### Does the program engage the most vulnerable children, their parents/caregivers, and representatives and advocates of excluded groups in the education system and related activities?

- Are the parents and caregivers of the most vulnerable children engaged in education activities? Does this engagement include both male and female parents and caregivers?
- Have barriers to the participation of the parents/caregivers of vulnerable children been identified and addressed?
- Have ways to increase the presence of minority groups in education activities been identified? This could include hiring minority groups as facilitators of community-based activities or supporting minority groups to train as teachers.
- Does the program include a feedback mechanism or regular focus groups to allow vulnerable children and their parents/caregivers to comment on the program?
- Does the program include complaint mechanisms through which children can register complaints on violations of their rights and protections? How will they be made aware that these complaint mechanisms exist and how to access them? Will all children have equal access to these complaint mechanisms? Does the program address the complaints of all children equitably?
- Does the program include Citizen Voice and Action or another social accountability mechanism that engages vulnerable children, their parents/caregivers, and excluded groups to monitor the quality of education services?
- Does the program work with disabled person organizations or groups representing excluded groups in order to support and engage with the most vulnerable children and their families?

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## Systems

### Does the program make the formal and informal education systems more equitable for the most vulnerable children and their parents/caregivers?

- Does the program address any inequalities in the law around education or the implementation of that law, through advocacy, Citizen Voice and Action, or another means?
- Does the program address gender and social norms that create inequalities in the education system using social and behavior change communication?

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## Well-being

### Does the program address the issues needed to enhance the well-being of the most vulnerable children?

- Does the program include training, mentoring, coaching, or other long-term learning opportunities for people implementing the program, including teachers and anyone engaged in learning activities that challenge any gender or social norms that may enhance the vulnerability or inhibit the learning of the most vulnerable children?
- Does the content of any learning material we develop challenge gender or social norms that may enhance the vulnerability or inhibit the learning of the most vulnerable children?
- Does the program make sure that all children are celebrated in the learning environment? This could be by making sure that positive images of children with disabilities, girls, boys, and members of excluded groups are visible in learning materials and in learning environments.
- Do the materials produced by the program challenge gender or social norms that may enhance the vulnerability or inhibit the learning of the most vulnerable children?
- Is the program—either directly or in partnership with child protection programs—addressing the major child protection issues as identified in the GESI analysis (e.g., child marriage, pregnancy, female genital mutilation, child labor, etc.) that impact the well-being of the most vulnerable children?
- Does the program outline the different approaches to addressing these issues in ways that meet the needs of different children?
- Does the program have mechanisms and indicators to monitor child well-being that can identify differences in well-being between different types of children?
- Are there clear procedures for reporting risks or incidents of sexual and gender-based violence? Do communities and World Vision staff members know about these procedures?
- Do World Vision staff and community members know where survivors of sexual and gender-based violence can seek support?
- Are there mechanisms within the program to identify and then refer children to relevant child protection, health, psychosocial, and rehabilitation services? Is funding available through the inclusion fund to pay for any costs associated with these services?

### In addition, the design process needs to ensure that:

- The budget contains an inclusion fund and other resources to remove barriers to access and participation.
- Training for staff is planned to address any gender or social norms that may harm their ability to implement the program for all children.
- A more detailed or additional GESI analysis is planned and budgeted if the initial GESI analysis was insufficient to answer all the programming questions.
- A risk analysis is conducted to ensure that you can mitigate potentially unintended consequences for the most vulnerable children, as program activities will have a different impact depending on their vulnerability.
- A strong monitoring and evaluation plan is established to capture GESI-related outcomes and disaggregate data by sex, age, disability, and other vulnerability status (depending on the context—potentially ethnicity, religion, HIV status, refugee or internally displaced person, indigenous person, etc.) Data collection methods should be equitable.

**For more information contact  
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