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THE RISE OF A REVERSE GENDER GAP IN EXPECTATION OF HIGHER EDUCATION

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A key issue in inclusive education is gender equity. This paper shows that adolescent girls more often than boys expect to attain university-level higher education in nearly all of the 50 socio-culturally diverse countries which participated in the international achievement studies in Mathematics and Science in 2011. Within each country, the girls' higher attainment-expectation is neither explained by their educational achievement nor by socio-cultural family status. The study also examines the extent to which the direction and strength of association between gender and 'expecting higher education', is predicted by the country's position on international indexes of human development or adult gender inequality. World Society theory is a broad perspective that helps explain trends towards gender equity in expected educational attainment. But other explanations are needed for the strongly prevalent rise of a reversed gender gap in such attainment. The paper suggests two possible explanations

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LOCAL LANGUAGE AS A MEANS TO INCLUSIVE EDUCATION IN INDONESIA: A REMOTE AREA PILOT PROJECT FOR KINDERGARTEN AND PRIMARY CHILDREN

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Papua province is the easternmost province of Indonesia, two time zones from Jakarta. At its heart lies one of its many remote and isolated regions: Kuyawage in the regency of Lanny Jaya. Kuyawage is the location of a mother tongue-based multilingual education pilot project whose ultimate aim is to increase the effectiveness of child education in rural areas of Indonesia where all generations use the local language.

Effective education which can lead to sustainable development starts with what children already know on entering school, that is, with their language, experience, culture and existing knowledge. Studies carried out in the Philippines, Thailand, Timor Leste and other countries demonstrate that the teaching and learning process may be made more effective and equitable by the use of the children's mother tongue, both orally and in writing.

The Kuyawage mother tongue-based programme has been in implementation in kindergartens since 2016. This programme is funded by the Analytical and Capacity Development Partnership: a collaboration between the Governments of Indonesia and Australia, the European Union and Asia Development Bank. The first year of kindergarten is taught entirely in Lani. There will follow a graduated introduction of Indonesian, the national language, from the second year of kindergarten to Year 2 primary, whilst Lani will continue to be used orally and in written texts. From Year 3 onwards, Indonesian will be the dominant language.

This paper outlines the theory of mother tongue-based multilingual education and the policies which underlie this programme, as well as the conditions which led to choice of Lanny Jaya as its location. It then describes key steps in the implementation process to date, other measures taken to ensure the sustainability of the pre-primary and primary education provision in Kuyawage, and implications for policy makers in this and other regions of Indonesia.

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PROVIDING ALTERNATIVE EDUCATION OPPORTUNITIES IN CRISIS-AFFECTED COUNTRIES

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Existing studies show that children, parents and communities affected by crisis prioritize education, emphasizing values of learning as a hope for the better future. Globally, however, some 75 million children and youths in 35 crisis-affected countries are still out of school. For children and youths who have missed part or all education or have had their education disrupted by crisis and violence, alternative education provision is a way to complete equivalent level of basic education, to return to formal education system, to enhance readiness for obtaining decent work, or to improve resilience in managing adversities.

This joint symposium organized by the JICA Research Institute and RET International will present five case studies from different crisis situations. Three case studies in Timor-Leste, Rwanda and Uganda conducted by the JICA Research Institute collected the life stories of youths to analyze individuals' motives to learn as well as perceived roles of education in society and in peace-building processes. Two programmes in Latin America and Middle East from RET International will explore that the too often forgotten rights to quality education and active social participation for vulnerable adolescents and young people; and the rights of disabled children and youth to benefit from the same education opportunities and services than no-disable people. RET will demonstrate that there are innovative and alternative ways to not leave anybody behind in contexts of fragility, disaster, conflict and violence, through the presentation of successful and replicable projects.

The following papers/programmes will be presented:
1. Using a census survey and life-story interviews, the paper on *Timor-Leste* analyses how and why youths wanted to learn and how the program can contribute to building resilience in learners and, more widely, in Timorese society. It found that many Equivalency Program participants were

intrinsically motivated to learn and encouraged by the nation's independence to obtain the second chance education.

2. In *Rwanda*, based on the 41 life story interviews, the research illustrates how flexible and affordable education provision, including accelerated learning and evening classes, enabled lost generation adults to achieve the education. Such provision also accommodated the most vulnerable populations like orphans and street children. The research then discusses the significant level of resilience these individuals demonstrated to pursue education for knowledge, livelihood, survival, normative value, and healing.

3. The research in *Uganda* was taken from 30 life story interviews conducted in the Lira district in 2016, and reveal limited opportunities for education in that time but also weaknesses in the education system *per se* was identified. The research also reveals a range of reasons why individuals seek to pursue education despite the many barriers they face. This includes for transformation – material, social and of identity, catharsis and as a contribution to peace.

4. RET will share the results of a two years' intervention in *Latin America* aiming at strengthening institutional Disaster Risk Reduction capacities of schools, and helping children and youth with disabilities become actors of their own safety in case of an emergency as to prevent dropouts from the education system in areas of regular natural disasters.

5. In *Turkey and Lebanon*, based on different alternative education measures successfully implemented to ensure that refugee adolescents and youth re-enter the education system of the host country, RET will discuss the challenges and opportunities that the given measures have generated in order to institutionalize the right to education of all in protracted contexts.

The symposium discussions aim to identify common themes across the case studies and to generate policy and strategic suggestions in achieving inclusive and equitable quality education through more diversified learning pathways to meet the diverse needs of the crisis-affected populations.

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THE BRUNEI LITERACY AND NUMERACY COACHING PROGRAMME - AN EMBEDDED PARTNERSHIP

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The Government of Brunei Darussalam has adopted a policy objective of building its human capital so that its highly educated people drive the next generation of social and economic growth as oil and gas reserves diminish. The Brunei Ministry of Education has recently partnered with CfBT Brunei to implement the Literacy and Numeracy Coaching Programme (LNCP). The LNCP commenced in September 2016 and will run until mid-2019. Following a three-month inception phase, implementation commenced in January 2017. The LNCP complements the English Language Teacher Programme which has operated in Brunei for 32 years. The LNCP has three component parts (1) a capacity building programme building the skills of central office leaders and cluster heads; (2) the recruitment and deployment of 60 international coaches in all schools – their focus is building the capacity of teachers; and (3) a local coach identification, training and accreditation component which will build local sustainability beyond the term of the contracted support.

The overarching objective of the LNCP is to assist Brunei teacher's capacity through building subject content knowledge and pedagogical skills (dialogic teaching and learning) and ultimately to raise student learning standards. Future areas of support include task design and differentiation. The

partnership is evidence based and will provide support for schools and teachers to be able to case manage the learning of every student in Brunei schools.

The literacy and numeracy focus of the partnership provides a core scaffolding for Brunei to be able to improve their educational attainment and benchmark their learning performance against PISA for the first time in 2018.
While the Literacy and Numeracy Coaching Programme is in the early stages of implementation, very promising signs are already evident.

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INCLUDING LEFT BEHIND STUDENTS: PEAS' MODEL IN UGANDA AND ZAMBIA

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Following substantial progress in increasing access to primary education within the MDGs, secondary education stands as the next big access gap in sub-Saharan Africa. In many countries, less than one in four young people are able to continue their education beyond the age of 11, with the problem frequently being a lack of sufficient, accessible secondary school places. While some governments have made commitments to providing universal secondary education, financing has been woefully inadequate, such that – in countries like Uganda and Zambia – even public secondary schools have to charge fees that crowd out poorer students.

Where governments cannot afford free secondary education for all, what options are left to development partners to equitably expand access apart from pure charity?

PEAS' model – which has been taken to scale with 30 schools currently operating in Uganda and Zambia – has shown that it is possible to complement government efforts and reach students that have been left behind, while operating on a sustainable financial model. PEAS schools in Uganda admit twice as many of the poorest students in society as do government schools at present and cater for students with worse prior attainment, helping them to close the achievement gap with their peers in as little as 1-2 years.

The paper presents original research from a three-year evaluation of PEAS schools in Uganda led by the Economic Policy Research Centre comparing the operating models of different school types and the consequent impacts on student inclusion and achievement. It also offers insights into PEAS' core operating principles as an example to development partners and researchers looking for system-level solutions to increase school inclusion in resource-poor settings.

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SCALING-UP EARLY LEARNING IN ETHIOPIA: THE POTENTIAL OF 'O-CLASS' FOR EQUITABLE DEVELOPMENT

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SDG Target 4.2 identifies 'pre-primary education' as a strategy to strengthen school readiness and contribute to the quality and outcomes of education. This is supported by powerful evidence on the benefits for disadvantaged and marginalised groups. The challenge faced by many countries is to deliver the proven potential of well-planned, quality programmes to scale.

Ethiopia's most recent ambitious targets for early learning are set out in the Fifth Education Sector Development Programme (2015), with pre-primary education identified as a "tool to increase equity in the education system" and pre-primary classes (known as O-Class) seen as the most rapid route to scale-up. Based on recent Young Lives engagements with Ethiopia's Ministry of Education, to support scale-up, this paper summarises Ethiopia's growing commitment to pre-primary education and its challenges in delivering early learning for all.

The paper draws on exploratory fieldwork on three key themes, namely (i) the response of Regional Education Bureaus in planning, financing, management and ensuring human capacity for scale-up; (ii) the potential of Ethiopia's Colleges of Teacher Education to supply sufficient trained teachers to work with young children, especially in the rapidly expanding O-Classes; and (iii) community stakeholder perspectives on what children need at different stages prior to going to school and on how this relates to current early learning provision. The final section introduces parallel experiences of other countries, notably 'Grade R' in South Africa, and presents six key challenges for scale-up: equity; age-appropriateness; cross-sectoral coordination; capacity building; and research and evidence.

While Ethiopia's initiative to scale-up O-Class is a welcome indicator of policy commitment to SDG Target 4.2, there is a risk that low quality pre-primary programmes will not deliver on the potential of early childhood education and that children (especially poor children) will be the losers.

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TOWARDS INCLUSION IN TEACHING AND LEARNING IN INDIA AND PAKISTAN'S PRIMARY SCHOOLS

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The Sustainable Development Goals emphasise the importance of 'inclusive and equitable quality education'. Yet children from poor households and, amongst these, girls and children with disabilities in particular, continue to be least likely to achieve basic learning outcomes. This symposium will seek to identify key barriers to equitable teaching and learning in India and Pakistan with the aim of seeking solutions to the learning crisis in these countries.

The focus of the symposium on India and Pakistan is of particular relevance given the commitment in both countries to the Right to Education. In India, this has been accompanied by a rapid expansion in access in recent years but without an analogous improvement in learning, while Pakistan continues to lag behind in both access and learning.

The symposium includes three papers from an on-going research project on Teaching Effectively All Children (TEACh) funded by ESRC and DFID. The study is based on new data collected at both the household as well as the school level to examine inequality in both access as well as quality of schooling. Discussants from DFID and a disability NGO will provide their critical reflections on the evidence from their perspective of educational programming and advocacy.

The first presentation seeks to identify within and across school differences in the quality of teachers to investigate the main barriers to equitable teaching and learning. Using a sample of 500 students enrolled in government schools in randomly selected villages from Punjab, Pakistan, it estimates a multivariate model to identify sources of inequitable outcomes.It then discusses whether differences in achievement of marginalised children (such as based on gender, poverty and disability) are due to these children being clustered in particular schools or due to differences in teaching within the schools they attend.

In the context of recent policy efforts to improve learning levels in Haryana, India, the second paper draws on teacher interviews and classroom observations to gain insights into both teacher perspectives towards learner diversity in the classroom, and teaching in practice. The presentation is based on in-depth research in 6 schools in 3 districts in Haryana, with the aim of highlighting the positive efforts to provide equitable teaching and learning, and the challenges involved.

The third paper puts the spotlight on a group of children who have been systematically excluded from learning assessments, namely children with disabilities. There are two key reasons for their exclusion: first because they remain invisible in assessment data; and secondly because the forms of assessment exclude many of them. This paper presents evidence from our research in India and Pakistan on new approaches to identifying children with disabilities in conventional learning assessments with the aim of showing comparisons in learning of children with different types of disabilities with those without disabilities. It further highlights that conventional approaches to literacy and numeracy excludes some children, and provides insights from our research on alternative ways in which learning assessments can be designed for inclusion.

Paper 1: Examining Inequitable Access to Teaching and Learning for Marginalized Groups: Evidence from Pakistan
Monazza Aslam, Faisal Bari, Shenila Rawal, Rabea Malik, Fizza Raza, Pauline Rose and Anna Vignoles
Paper 2: Moving towards equitable teaching and learning in primary schools in Haryana, India: Insights from a field study
Meera Samson, Kirthi V. Rao, Nidhi Singal and Matthew Somerville
Paper 3: Assessing learning for inclusion of children with disabilities: Lessons for international development settings
Anuradha De, Rabea Malik, Pauline Rose, Nidhi Singal and Matthew Somerville

Discussant: Edward Davis, DFID Pakistan

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GIRLS AND/AS WIVES: NEGOTIATING MARRIAGE AND SCHOOLING IN FORMAL SCHOOL SETTINGS IN NORTHERN NIGERIA

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One third of adolescent girls are currently married in Nigeria, and in the Northwest region the median age at marriage is 15 years old (Nigeria Demographic and Health Survey 2013). Married girls comprise a sizeable proportion of the millions of children out of school across the northern states. Yet, their voices are rarely heard while their educational rights are denied.

This paper (re)presents girls' voices and views on marriage, schooling, and whether and how girls can cross these two bounded domains. In doing so, I will consider the implications of different pathways through adolescence for responsive and inclusive educational policy-making, which addresses the needs and rights of married and unmarried adolescent girls, in Northern Nigeria and beyond.

My ongoing mixed method doctoral research foregrounds the voices of girls aged 12-19 in and around four primary and secondary schools in Kaduna state, Northwest Nigeria, interviewed in-depth in 2011 as part of ActionAid's Transforming Education for Girls project. Married adolescent girls' marginalisation from formal basic schooling is manifold: the majority who drop out of school for marriage and never return have significant unmet educational needs; those who do return to school confront discrimination in teaching and learning and relentless uncertainty about their identity and status.

The dichotomy between marriage and schooling is endemic in educational discourse and practice. Yet the reality of many Kaduna girls' lives, presented by girls themselves, is one in which marriage and schooling are in constant negotiation, with boundaries figuratively and literally crossed and re-crossed. Thus, the dichotomising perceptions, practices and policies of educationalists, viewing marriage and schooling as incompatible, may be counter-productive, contributing to, rather than countering, processes of exclusion.

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INCLUSIVE PRACTICES: APPROACHES TO ACCESS AND ENGAGEMENT FOR TEACHERS

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What is the most effective way of providing more equitable teaching and learning?

This paper answers the question by describing our approach to equity in the classroom through inclusive teacher development programmes. Inclusive education encompasses anyone who might be excluded from or have limited access to education. This includes children with disabilities, but also those excluded for other factors including displacement. Inclusive education ensures that everyone has access to good quality education in systems that do not marginalise students through organisational and curricular structures. To be successful, this requires embedding inclusive education in meaningful ways in teacher education.

Two complementary approaches have been taken by the British Council to support embedding inclusive practices. The first raises an awareness of inclusivity in broad terms through our continuous professional development approach – 'Teaching for Success' –within which inclusive practices is a main thread. The approach draws on the works of Florian (2014) and enables teachers to apply inclusive pedagogy in practice, based on sensitivity to context and needs. This is complemented by a linguistic approach. Research into the role of language in helping vulnerable people become more resilient underpins the strategy of 'Language for Resilience' (L4R) (Capstick and Delaney 2016), which to addresses the language needs of vulnerable and marginalized populations. Projects in Lebanon and Jordan linked to this research take a sociolinguistic approach to language teaching by providing teachers with tools and methodologies to create equity within the multilingual classroom resulting from migrating populations due to conflict.

Results from the projects to date show a positive and changed perspective regarding inclusivity from teachers and teacher educators. This then helps our work towards ensuring the longer term sustainability of an equitable approach to teaching and learning.

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"I CAN DO IT, I CAN FACE ANY PROBLEM" - A SOCIAL-EMOTIONAL MODEL THAT IMPROVES GIRLS' LEARNING IN RURAL ETHIOPIAN PRIMARY SCHOOLS

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The baseline findings for Link Community Development's Girls' Education Challenge programme showed girls suffered from low self-esteem, self-confidence and self-efficacy. Link theorised that if girls lack confidence their school performance and potential to access educational opportunities will remain limited. Link contextualised the CASEL approach and developed a Social-Emotional Learning (SEL) intervention for 4,046 at-risk marginalised girls in 123 rural primary schools, using guidance counselling, mentoring, psychosocial support via CBT and independent living skills to tackle the challenges, grow future aspirations and improve academic performance. SEL skills of girls (mostly aged 10-14) improved from 13% at baseline to 58% at endline and literacy and numeracy outcomes increased by 300% and 150% respectively against control. The skills instruction for 199 para-counsellors (female teachers) and 41 school directors and government officials enabled integration into wider, gender responsive teacher instructional practices. Reinforcement also occurred during Girls' Club, Mother Group and community awareness raising activities.

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THE IMPACT OF RADIO AND COMMUNITY MOBILISATION IN CONTRIBUTING TO INCLUSIVE EDUCATION IN SOUTH SUDAN

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The Girls' Education South Sudan (GESS) initiative is a six year programme starting in 2013 that aims to transform the life chances of a generation of children in South Sudan, especially girls, through education.

GESS is an initiative of the Ministry of General Education and Instruction of South Sudan, and is funded by DFID. BBC Media Action works in consortium with Mott MacDonald, Charlie Goldsmith Associates and Winrock International to implement GESS.

BBC Media Action's role is to create an enabling social-cultural environment to support girls' education for social and behaviour change through communication via the radio programme "Our School", broadcast in nine different languages across South Sudan. Community mobilization activities across the country include listening clubs using solar-powered radios and community dialogues targeting locations where enrolment, attendance and retention of girls are challenging and communities are "media dark".

In 2016, BBC Media Action conducted a midline evaluation involving a nationally representative household survey of 3,169 respondents aged 15+ to understand the extent to which regular audiences of "*Our School*" showed improved attitudes and practices towards girls' education. This evaluation also draws from a baseline survey conducted at the start of the project, and other qualitative data gathered throughout the project.

The findings show that, even after controlling for a number of factors that could influence outcomes, such as education, income or age, listening to "*Our School*" is significantly correlated with (a) having a daughter in school, (b) high level of parental involvement in schooling (through for example attending school meetings), (c) more frequently discussing education with daughters/girls, and (d) saving money to help pay for uniforms or books. Qualitative research further supports the role the programme has played in encouraging more inclusive education practices in South Sudan.

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A SUSTAINABLE THEORY OF CHANGE FOR GIRLS' EDUCATION: HOW ADDRESSING CAPABILITY CONSTRAINT CAN ENHANCE GIRLS' OPPORTUNITIES TO LEARN

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There is a great deal of evidence that demonstrates how addressing inequalities in girls' education is an effective strategy for lifting girls and their families out of positions of marginalisation. The importance of improving girls' education is reflected in global educational discourse and can be found, to varying degrees, in most Education Ministries' sector plans within sub-Saharan Africa. Although progress has been made towards gender parity in primary enrolments in many contexts, completion and transition rates drop dramatically for girls; which is indicative of the cumulative effect of inequalities that limit and undermine girls' educational achievements.

The Capability Approach provides a powerful lens with which to analyse and evaluate these inequalities, as it considers the environmental, social and personal factors that can constrain girls' opportunities to learn. These constraints can be further located within different levels of the education system, such as the institutional/policy level, school/classroom level and community/family level. Given this type of analysis, it is clear that the inequalities that affect girls' education are complex, interconnected and compound each other from the macro to micro level.

This paper will discuss how such a capability analysis forms the basis for a holistic Theory of Change (ToC) that aims to reduce constraint from the institutional to individual level; and how such an approach is necessary to produce sustained access, completion, transition and empowerment for girls. This ToC is drawn from a robust theoretical framework and body of research on girls' education, and has been used to inform Cambridge Education's work on DFID-funded education programmes in Ghana and Tanzania. Specifically, we will discuss how this ToC underpins salient interventions to strengthen national institutions and policies responsible for overseeing girls' education and for ensuring that grassroots, bottom-up activities are holistic, sustainable and bear the most fruit in transforming girls' opportunities to learn.

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INSIGHTS INTO EDUCATION PROGRAMS IN REFUGEE SETTINGS FROM THE HUMANITARIAN EDUCATION ACCELERATOR

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The Humanitarian Education Accelerator (HEA) program was set up by the Department for International Development (DFID), the United Nations' Children's Fund (UNICEF) and the United Nations High Commissioner for Refugees (UNHCR). It aims to generate rigorous evidence to understand how to transform high-potential pilot projects into scalable educational initiatives for refugees and other members of displaced communities worldwide. The HEA program aims to contribute to the education literature by providing insight into two areas that remain underexplored in the sector: 1) understanding the factors and constraints for successful education programs to scale up, particularly in protracted humanitarian crises contexts and 2) providing rigorous evidence on promising education programs in emergency areas. To support HEA's goal, American Institutes for Research (AIR) is in the process of implementing impact and process evaluations of education programs in refugee settings and is providing technical assistance to innovation teams to strengthen their internal M&E capacity. This paper serves to introduce the HEA through presentations about the conceptual framework that will be used to inform the scale up of education programs in refugee settings. In addition, we will present some baseline and preliminary findings of the impact and process evaluations we design and conduct under the HEA. The interventions evaluated range from tablet learning games for refugee children in Sudan and Jordan, online post-secondary education in a refugee camp in Rwanda, and remedial classes for girls at risk of dropping out in refugee camps in Kenya. The paper will also focus on the importance of close partnerships with the implementers of the education programs that are supported under the HEA. In addition, we will show the importance of using mixed methods in protracted crisis settings where interventions often focus on achieving intangible results that are hard to measure using quantitative research alone.

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LANGUAGE AND LEARNING FOR DEAF CHILDREN

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The session will focus on the importance of supporting deaf children to learn language (either spoken or signed) as early as possible so that they are able to benefit from formal/school education and develop literacy skills.

From our work in South Asia and East Africa Deaf Child Worldwide knows that the majority of deaf children enrolling in primary school have extremely limited language skills. We are currently undertaking research and development work in Kenya to develop tools that will help teachers and other relevant practitioners with limited knowledge of deafness assess a child's language abilities so that they are better able to develop and support individual learning plans.

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TOWARDS A PUBLIC GOOD INDICATOR IN AFRICAN HIGHER EDUCATION

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Higher education has considerable potential for benefiting all segments of society, as evidenced by the renewal of interest in the Sustainable Development Goals. However, the relevance of higher education for the public good is contested and amenable to multiple interpretations. On the one hand, there are conceptions emerging from economics, defined as goods that are non-rivalrous and non-excludable, while on the other, there are more collectivist conceptions of public good in the singular, or 'common good', requiring deliberation and consensus-building. This paper focuses on two principal questions: first, to what extent are these conceptualisations contextual, that is to say, is there a distinctively African notion of the public good in higher education? Second, how can the public good benefits of higher education be measured? The paper is primarily theoretical, but draws on the early phases of a two-year multi-country research study in Ghana, Kenya, Nigeria and South Africa. All four countries are experiencing the challenges of maintaining quality and relevance in the context of rapid expansion, as well as intense debates on the public role of a sector that is characterised by increasing marketisation. The paper proposes a prototype of an indicator of public good, derivable predominantly from publicly available datasets, and comprising elements relating to equity of access, relevance of taught courses, quality of learning, graduate destinations, research impact and community engagement. Finally, implications are drawn out for the adequacy and viability of such an indicator across the four African countries and Sub-Saharan African more broadly.

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IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS WITHIN KENYA'S MARGINAL POPULATIONS: CHALLENGES AND PROSPECTS

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While it has often been assumed that regular classrooms that accommodate learners with disabilities are effective means to overcome discrimination and are cost-effective for the entire education system, emerging evidence shows that teachers often find it difficult to implement it. This paper analyses the Kenyan primary school teachers' understanding of the concept/policy of Inclusive Education and their challenges in implementing it. The study was conducted in two marginalized areas — Nairobi's informal settlements and Marsabit — for a total of four weeks in 2016/2017. The researchers visited a total of 20 schools and collected data via questionnaires from 200 teachers, semi-structured interviews with 20 head/deputy teachers and one Focus Group Discussion with teachers. Findings reveal that a quarter of the sampled teachers have a wrong concept of Inclusive Education. While 71% of teachers with a secondary school Certificate and 56% with a Primary Teacher Certificate confessed that it was difficult to teach learners with disabilities in regular classrooms, as many as 63% of teachers with a Bachelor's degree shared the same sentiments. Whereas many schools only have regular classrooms, some schools in Marsabit have learners with disabilities in regular classrooms. In such schools, although the implementation of Inclusive Education was somewhat limited, the schools were nonetheless implementing it despite their limited financial and human resource capacities. The paper concludes that while it is not impossible for Kenyan primary schools to implement Inclusive Education, the current pre-service teacher training is insufficient to meet the needs of learners with disabilities. The study therefore recommends that inclusive education needs to be fully incorporated both in pre-service and in-service teacher training. Additionally, community sensitization and adequate funding are indispensable for sustainable implementation of Inclusive Education.

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BEYOND ACCESS: SILENT EXCLUSION AND MEANINGFUL ACCESS IN GOVERNMENT AND PRIVATE SCHOOLS IN INDIA

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Stop-gap analyses on education exclusion are primarily concerned with measuring access (e.g., enrolment rates, drop-out rates), rarely engaging with deeper processes of social stratification that lead to persistent inequities for vulnerable populations even when enrolment rates are high. Poor access, hence, education exclusion from this perspective, is often explained in terms of a deficit model or pathology of the poor.

Numerous studies show aggravated equity concerns for disadvantaged children in elementary education in India despite near universal enrolment. Discursive casteist, gendered, and class-based practices between teachers and students, and between students, are characterised by broader

normative societal constructs, framing the experiences of education inclusion and exclusion. In short, while students from disadvantaged backgrounds may be nominally enrolled they may experience 'silent exclusion' within schools or classrooms, leading to deleterious learning effects and curtailing long-term access. Thus, it is not mere access to education, but 'meaningful access' that is important in progress towards education inclusion.

While some recent qualitative work details aspects of experienced education exclusion in India, there is limited effort to quantitatively apply the concept to measure experiential factors. This paper attempts to advance the concept of silent exclusion by operationalizing experiential factors into a measurable index. We analyse silent exclusion within the classroom using primary data on 1250 school-aged children collected through the *Insights into Education Household Survey* in 2015. Children attended a heterogenous mix of government and unrecognised and recognised private schools in one catchment area in Delhi.

Silent exclusion of marginalised groups presents itself in deep and wide-ranging forms. We create the complex variable, 'silent exclusion', using indicators on reported experiences of leadership opportunities, discriminatory practices, and happiness, as an initial step because of their relevance to the concept, as well as the availability of data in the survey tool.

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A RISING TIDE OF ACCESS: WHAT CONSEQUENCES FOR INCLUSIVE LEARNING AND SUSTAINABLE DEVELOPMENT IN ETHIOPIA?

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Educational access has expanded rapidly in recent years in Ethiopia including specifically for marginalised groups; those in 'emerging regions' and from linguistic minorities. Strong economic growth and poverty reduction have meant that pupils' socio-economic backgrounds have also been improving. Yet at the same time, available data on learning outcomes point to both decline in learning levels and widening inequalities over time among children in school. Accordingly, while access growth has been inclusive, it is less clear that inclusion has extended to meaningful learning. A part of the explanation lies in the increased number and proportion of disadvantaged pupils entering schools, while another lies in declining school quality linked to increased class size and stretching of per capita resources. Further, teaching quality is placed under stress under these conditions and the most marginalised pupils are likely to be particularly affected.

In this paper we examine the 'trade-off' between access expansion and quality improvement in Ethiopian, in the light of these trends and focusing on the consequences for inclusion. We highlight how these dynamics will inform new education systems research to be undertaken as part of the Research on Improving Systems of Education (RISE) programme. We draw on data from the Young Lives project and from national education statistics to examine the influence of countervailing trends with respect to learning in mathematics and reading. Young Lives has collected both school and household-level data on two comparable cohorts of children born in 1995 and 2001, including learning outcomes measured at home and at school between ages five and sixteen. We are able to

compare data on access and learning for 'established' regions to 'emerging' regions as well as to decompose sources of educational attainment gaps. Our analysis demonstrates evidence for a 'trade-off' between access and quality which has important implications for education policy.

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INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT: THE IMPLICATIONS OF LOW-FEE PRIVATE SCHOOLS FOR ACCESS AND QUALITY

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The Sustainable Development Goals (SDGs) reaffirm the importance of early childhood development (ECD). Target 4.2 states that the world should "ensure that all girls and boys have access to quality early childhood development, care and pre-primary education." ECD is also central to the achievement of sustainability because is has a multiplier effect and therefore impacts the other SDGs. However, ECD has been given neither sufficient attention nor sufficient resources in international education development. As a result, more than 200 million children under 5 years don't receive the foundation they need in their early years due to poverty, poor health and inadequate care, and so fail to reach their potential in life.

Simultaneously, low-fee private schools (LFPSs) have grown substantially in the developing South in recent years because of lack of capacity in government schools. Although studies have begun to emerge in recent years, the pre-primary level remains severely under-studied, despite the fact that early-childhood care is a significant area of growth for LFPSs. It is imperative that scholars examine this area because of the centrality of ECD to the SDGs but also because of the fervor with which LFPSs are currently being promoted as a way to increase access while ensuring quality. This paper makes a contribution by reporting findings from a mixed-methods study of LFPSs offering early childhood care and education in a slum of 100,000 people in Lusaka, Zambia. This study maps LFPSs and reveals the market dynamics that have developed among LFPSs and government schools, including the ways that parents, teachers, and principals interpret their options and respond to market signals. A central focus is whether LFPSs contribute to access for the poorest sectors of society, and with what implications for the quality of the education that is available to them.

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MAKING INCLUSIVE EDUCATION SUSTAINABLE: A PROGRAMME'S PRACTICAL APPROACH

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With the SDGs, sustainability in development came into greater focus. Anticipating SDG4, the 'Access to Quality Education Programme' has worked since 2011 in the poorest primary schools in Fiji, South Pacific, to change attitudes and increase community and teacher awareness about inclusive

education, with remarkable results. AQEP specifically designed sustainability into its work to maintain these benefits.

AQEP developed effective practices in inclusive education for children with disability, generating research and empirical evidence, and working with the Ministry of Education on inclusive education policy. School and community outreach activities supported improved attendance at schools for all children, and teachers received practical guidance in literacy and numeracy.

This Quick-fire will demonstrate AQEP's systematic approach to sustainability so that Fiji's future sustainable development may build on the educational opportunities of all its children: advocacy, data analysis, implementing school 'handover events' jointly with the Ministry, regular reporting, Lessons Learned and Best Practice papers.

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BREAKING THE CYCLE IN TURKEY: LESSONS FROM ETCEP

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Turkey has a particular set of education challenges for girls. While most girls in Turkey are in school, there remains a significant gender gap in the rural areas of the country, especially the South-East. Most initiatives have focused on increasing enrolment using distributional interventions such as scholarships, cash transfers and boarding schools. There has been limited attention paid to gendered structures inside and outside the school, pedagogy, curriculum and textbook content, making 'breaking the cycle' of girls' marginalisation difficult.

This paper examines an attempt to develop schools' capacity to challenge gender norms via the 'ETCEP' (Technical Assistance for Promoting Gender Equality in Education) project, a pilot which ran from 2014-16 in 10 provinces of Turkey, funded by the European Union. ETCEP piloted an approach that adopted a capability-based framework at multiple levels to tackle girls' marginalisation, with a focus on gender justice. This included work at national and policy level via analysis and planning of curricula and textbooks; within schools through a bespoke tool, GEATS (which intended to enable school leaders to analyse how well their schools promote gender equality and to develop corresponding strategies); and a public campaign on television and social media. The pilot also supported teachers to identify and challenge gender norms directly through a certification programme for teachers, school leaders and the inspectorate.

This paper shares lessons, challenges and media content from the pilot and makes recommendations for policymakers wishing to enact a similar programme of transformation, especially focusing on how tools and processes can support a systemic change and integration into regional and national education planning.

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INCLUDING THE EXCLUDED THROUGH EMPOWERING DIVERSE PROVIDERS: LEARNING FROM MYANMAR'S COMPLEMENTARY EDUCATION SYSTEMS

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Myanmar gives an important illustration of the critical role of diverse providers in achieving inclusive, quality education in complex and conflict-affected contexts. Myanmar's recently-approved National Education Strategic Plan (NESP) commits to inclusive education and improved learning. However, it makes limited reference to over half a million learners in Myanmar's non-government education systems: the country-wide network of monastic schools, schools administered by the education departments of ethnic armed organisations and the many others established by communities and supported by a wide range of civil society-, ethnic-, language- and faith- based organisations. Such schools primarily reach children from minority, poor, remote, migrant, displaced and conflict- affected communities.

The paper will discuss-and present examples of- the features of complementary education that compare favorably in terms of inclusivity. with the centralized, Bamar-centric government system. Key among these is the long use of various mother-tongue based and multilingual approaches, throughout decades in which ethnic languages (of which there are over 150 in total) were banned in government schools. Others include the embedding of schools in local communities, the use of local teachers and contextualized curricula.

It will then be explored what are the critical challenges for education reform within a wider negotiation of federalism, to achieve a coherent system of diverse, effective education providers capable of assuring inclusion of all in quality learning. Key among these are a nuanced multilingual education policy, greater curriculum flexibility, effective teacher professional development systems based on realistic competences, a teacher accreditation system, capacity for decentralization and mechanisms for equivalency and pupil transfer. Advancing these within a rights-based framework will not only to strengthen inclusion and equity of opportunity but also- in so doing, reduce the grievances that fuel conflict and make a significant contribution to sustainable peace and development.

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THE SCHOOL READINESS PROGRAMME: IMPROVING EQUITABLE ACCESS TO QUALITY PRE-PRIMARY EDUCATION IN TANZANIA

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A 7 region study in 2014 found over 70% of children entering primary school did not speak the language of instruction (Kiswahili) at home. It also found marked differences in literacy and numeracy learning outcomes according to levels of access to Kiswahili before entering school. Data from 2016 showed that just 47% of children were enrolled in pre-primary education at the right age, with long distances to the nearest provision in many areas.

In 2015 the Tanzania Institute of Education and EQUIP-Tanzania developed a 12-week, community-run, cost-effective, School Readiness Programme (SRP) and piloted it in 1,000 generally remote locations, enrolling 50,000 pupils marginalised by distance to existing provision. The programme was developed from a competency framework and involves learning through play, singing and storytelling connected to 12 different storybooks, some addressing sustainable development themes.

Pilot results from learning outcomes assessment using the Save the Children IDELA tool indicated that the innovative 12-week School Readiness approach prepared learners just as well as the 12 month traditional pre-primary education. The assessment showed that across all domains of learning (motor skills, emergent literacy, emergent numeracy, and social emotional) pupils from SRP centres scored on average 59% , against 58% for pupils who had completed formal pre-primary and just 46% for pupils without any pre-primary education.

In 2016, the pilot was expanded to 2,792 centres which enrolled 160,000 hard-to-reach children. A more statistically representative learning assessment is currently underway with results expected later in 2017.

This paper will examine the lessons learnt from two years of SRP implementation and consider how this is influencing national approaches to pre-primary and helping to focus attention in Tanzania on the importance of quality and inclusive pre-primary provision for all.

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A NATIONAL STUDY OF INCLUSIVE EDUCATION IN UGANDA: THE SEARCH FOR BEST PRACTICE

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There is a lack of research into what works in inclusive education (IE) in Uganda, as elsewhere in sub-Saharan Africa. Yet with children with disabilities (CwDs) constituting only 1.79% of total school enrolment, serious attention is needed to 'ensure learning opportunities for all' (SDG4). This paper presents findings from a national study of best practice in IE conducted in 2016-7.

National-level quantitative data was used to identify regions with the highest enrolment of CwDs. The team then explored practices in these locations. Fieldwork was conducted in 38 education sites, including early childhood, primary, secondary and tertiary institutions. A conceptual framework was used to focus data collection on three domains: access, engagement and quality. The principal instrument used to identify best practice was an 'IE matrix', developed by Enable-Ed in collaboration with local and national stakeholders. Other sources of data include: questionnaires from over 53% of districts in Uganda and interviews with over 35 NGOs, CSOs, MoES and organisations working in IE/disability.

The research offers important insights into aspects of pedagogy for IE, school leadership, the role of CwDs, parents and local service providers, and the need for metrics to measure learning outcomes in addtion to the narrower academic ones that frame school effectiveness discussions.

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DISABILITY, EDUCATION AND GENDER IN KAMBIA DISTRICT, SIERRA LEONE

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The majority of children with disabilities (CWDs) in low and middle income countries have no access to schooling, remaining a marginalised group globally. Research that draws together the multiple challenges that these children face is vital to achieving the 2030 Agenda, which moves towards addressing the needs of CWDs.

This research investigates intersections between gender, disability and education experienced by children in primary and secondary schools in Kambia District, Sierra Leone. The Capability Approach is used as an analysis tool, focusing on the lived experiences of individual CWDs. Ninety one school-going and out-of-school CWDs were interviewed in 2014. The findings reveal gender-related social pressures, which create difficulties in CWD's educational experiences. These pressures include financial challenges, parental and teacher attitudes, social participation, sexual abuse, and early pregnancy. Difficulties vary between boys and girls, and are often more inhibiting for girls. Some out-of-school boys with disabilities were creative in accessing learning in other ways, for example, one boy did farm work to save money for school fees and attended school while he could pay the fees before working again. Another boy taught himself using his brother's textbook. Conversely, girls with disabilities were repeatedly told they were 'too stupid' to understand anything, regardless of the

nature of their impairment. Several girls with disabilities dropped out of school after falling pregnant. Both girls and boys with disabilities experienced sexual abuse, and several also experienced being locked alone in rooms.

This presentation will also show how a local disabled persons' organisation and Children in Crisis used the research findings to make informed interventions. These included inclusive education modules in teacher training and infrastructural modifications to schools. Such interventions provide models which can enable practitioners to reduce inequalities in education outcomes and so disrupt cycles of marginalisation.

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EDUCATION EQUITY RESEARCH INITIATIVE: ASSESSING EQUITY IN LEARNING

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The Sustainable Development Goals and the Education 2030 Declaration have placed equity at the center of the international development agenda for education. After over a decade of being limited to gender disaggregation, the community is coming to the realization that many other dimensions of equity are continuously unmeasured and consequently, gaps and disparities are under-reported. Substantial progress is being made with the leadership of the GEM Report, the Global Partnership for Education, and UNESCO Institute for Statistics. However, concerted efforts across all actors in the education and development space are necessary to make equity-oriented data production and equity-based analysis of education program impact and learning outcomes part and parcel of everyday work. Reaching equity in education by 2030 will not be possible unless each organization working in this space produces and analyses data through an equity lens. The Education Equity Research Initiative (www.educationequity2030.org) is a collaborative effort launched in 2016 that aims to foster and advance the generation of data and evidence on equity in education, through the use of common frameworks and measurement tools. This symposium addresses the following two questions posed within this sub-theme
- What are the main barriers to equitable teaching and learning and how can they be overcome?
- What are the most effective ways of providing more equitable teaching and learning and what can we learn from those that have not worked?

The symposium is formed around a common analytical framework developed by the Equity Initiative for analysis of learning outcomes data, with a differentiated look at program impact. Using a common sequence of analytical steps, all contributors to this panel apply an equity lens to their own

programmatic data. The common sequence is as follows:

- Understanding the shape and nature of the distribution, identifying struggling students and the equity dimensions present (gender, poverty, language or ethnicity, disability, displacement);
- Building the profile of lowest performing students by equity dimensions;
- Understanding within-school and across-school disparities in performance;
- Examining program inputs across equity dimensions, and trajectories over time;
- Finally, examining impact heterogeneity: does the program have an equity-building effect?

Each contribution to this symposium illuminates one element of the analysis, from an understanding of the equity dimensions of the target population of a given program, to identifying the predictors of low performance, to examining within- and across- school variability in learning outcomes, to disaggregating impact analysis by equity categories. Thus, a common thread addressing the sub-theme questions goes through all presentations.

Paper 1: Equity Implications from Impact Evaluations: A Structured Approach
(FHI 360).
This presentation, first in this symposium, offers the methodological framework of the Structured Questions, and examines a simulated dataset to demonstrate the proposed structured approach to impact evaluations and highlight variability of group and school learning outcomes.

Paper 2: Every child: Can we use data to target reading interventions more effectively?
(Save the Children).
This presentation explores between- and within-school variation of achievement and its meaning for program targeting. To better understand the nature of starting inequities at the school level, this contribution examines impact for schools identified as having higher proportions of lower-performing students, and discusses the implications of this analysis for program implementation.

Paper 3: A Focus on Equity to Inform Internal Evaluations
(RTI International).
The analysis identifies equity dimensions relevant to the program- and country-contexts and augments the structured approach to include a longitudinal aspect to the analysis, examining growth trajectories as a way of tracing equity effects.

Paper 4: Equity in Non-Cognitive Outcomes
(IRC).
This presentation applies the structured sequence to an analysis of non-cognitive outcomes, using data from a battery of socio-emotional learning assessments.

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OUTCOMES INCENTIVISED FUNDING IMPROVES RESULTS FOR BOTH ENROLMENT AND LEARNING FOR GIRLS FACING EXCLUSION FROM SCHOOL IN RURAL INDIA

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ducate Girls is a 9-year old NGO in India that has successfully enrolled 120,000 girls into rural government schools and improved learning for 600,000 children. A new funding approach called a Development Impact Bond (DIB) or Pay for Success Contract (PFS) has significantly improved results due to an increased focus on outcomes. The contract involves a donor who commits to pay for certain social outcomes and only pays for results, an investor who provides working capital to the service provider as a low interest loan and a third party evaluator. Educate Girls, the service provider, has seen a shift in organisational culture due to the flexibility and focus on results provided by the financing structure and a much greater level of accountability to each child as the programme scales.

Enrolling and keeping girls in school in India is a complex issue with no 'one size fits all' solution. To overcome deep seated patriarchy and cultural barriers and ensure inclusive education requires a wide range of approaches, adaptive management and rigorous performance management. Field workers require the ability and flexibility to adapt to each girls' circumstances. Prescriptive and restrictive grant funding has proven ineffective in many cases, whereas training staff to problem solve and adapt has enabled field workers to enrol more girls. Ensuring that data serves front line workers rather than management and funders enables a much closer focus on results and has improved learning outcomes in three subjects.

This paper will share year-two results of a 3-year RCT being conducted in the 166 rural schools where girls from tribal communities and scheduled castes struggle to engage in education. The paper will discuss the ground realities, challenges and opportunities offered by the use of results based funding in inclusive education.

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A, B, C'S, NOT AS EASY AS 1, 2, 3: STRENGTHENING LITERACY INTERVENTIONS IN CONFLICT AND CRISIS

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Literacy is integral to reducing inequity, rebuilding societies and keeping the peace. It is an essential cornerstone of education service delivery, helping people survive trauma and crisis, make better health and well-being decisions, and protect livelihoods. With more than half of the 21.3 million refugees today under the age of 18 and 121 million children and adolescents currently out of primary and lower secondary school worldwide, literacy is under threat. While decades of research has shown that learning to read a *familiar* language is important for initial reading success—indeed it is the fastest and shortest way to acquire a new language successfully — one must understand that language, like education, has a constructive and destructive face.

Some of the challenges to implementing strong literacy programming in conflict and crisis affected countries include: (1) selecting the language(s) of instruction and ensuring that the language choice does not cause further exclusion; (2) supporting teachers who can teach literacy skills in required languages and who themselves may also have literacy development needs, and (3) developing literacy curriculum and materials that also address social and emotional learning needs, inclusive participation, and reconciliation. While progress has been made toward increasing equitable access to education as part of donor commitments, significant knowledge gaps remain regarding effective ways to develop core literacy skills that enable children and youth to survive and ultimately thrive in complex and unstable environments. This paper presentation will focus on the challenges in implementing literacy interventions at primary education level in conflict and crisis affected communities and provide an evidence-base to support new ways of program design and delivery.

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CAN OPEN SCHOOLING ENABLE INCLUSION AT SECONDARY LEVEL EDUCATION: EVIDENCE FROM INDIA

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Open and Distance Learning (ODL) has recently been proposed as a means for achieving universalisation of secondary education in India, especially for those belonging to weaker (financially, educationally etc.) and disadvantaged (geographically, culturally, socially etc.) sections. Secondary education here refers to both secondary (grades 9 and 10) and senior secondary (grade 11 and 12) level education in India. This is mainly expected to be realised through the National Institute of Open Schooling (NIOS), managed by Government of India and State Open Schools (SOS), managed by respective states. This paper is based on a research conducted over last three years by Centre for Budget and Policy Studies (CBPS), Bangalore, India.

Based on an analysis of data from three sources: NIOS student data, tracer survey of about 1000 graduates and a primary survey of nearly 2000 currently enrolled learners in selected Indian states, the paper presents the main findings of the study. These are that: (i) the present system is not inclusive as it is not really reaching the marginalized. The flexibility is primarily being used by those who are trying to circumvent the rigid mainstream system for some reason or the other (ii) it is also not very efficient as only less than half of those enrolled complete the course and most leave in the first two years, implying that the main flexible feature - allowing five years to complete the course - is hardly being used. The majority of learners do not use the learning resources, pointing to systemic inefficiencies (iii) the technology-driven, direct delivery model is not working. Various kinds of intermediaries are facilitating the process and it is important to acknowledge that and reform the delivery design (iv) the technology-driven model has also led to the emergence of a number of

unscrupulous processes leading to high out-of-pocket expenditure for learners (v) majority of learners are opting for this mode for the purpose of certification alone and not for learning, raising questions about effectiveness (vi) the demand for vocational courses has been limited and this raises a number of issues related to the reinforcement of gender stereotyping and (vii) ODL serves well in the labour market as a fulfilment of screening criteria but service industry employers are wary of their capacities.

Our main arguments are that (i) there exist thresholds on various fronts to make a technology-driven, ODL-based education model at the secondary level successful and these do not exist in Indian context. In most cases, especially in rural India (ii) direct delivery model calls for the kind of autonomy and motivation that is difficult to expect from individuals in the age-group of 14-18, and even more difficult for girls and those coming from disadvantaged positions (iii) any education model promoted as an option for those who have failed/dropped out gets stigmatised and raises issue of justice and fairness – applicable to the ODL-based secondary education policy and delivery in India (iv) reinforcement of gender stereotyping through content, courses on offer and mode of delivery is visible and (v) learning and certification are inter-linked but not the same and the ODL policies and processes currently do not seem to take this fact into account.

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TARGETED INTERVENTION FOR IMPROVING LEARNING OUTCOMES: EVIDENCE FROM "LEARNING HUB" PILOT UNDER DFID FUNDED ODISHA GIRLS INCENTIVE PROGRAMME (OGIP), INDIA

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Odisha is one of the most backward States of India with high concentration of marginalised social groups; Scheduled Tribe (23%) and Scheduled Caste (17%). While there has been significant progress in enrolment of marginalised social groups, the proportion of students acquiring grade specific competency levels has declined.

The education system remained input driven with little evidence of a shift from traditional pedagogy, teacher delivering didactic presentations with little interaction or group work, and little consideration of ability group differences in classroom.

Recognising the paradox of more schooling and little learning, Government of Odisha with the support from DFID, implemented OGIP (2013-2016) to improve learning outcomes of the marginalised social group students of Grade IX-X. Under OGIP "Learning Hub" was piloted in two *Tribal* Districts of Odisha (Mayurbhanj and Koraput), based on hub-spoke model covering 102 schools (17 Hub and 85 Satellite schools) with focus on (i) Strengthening institutional capacity (ii) convergence between assessments and teaching (iii) culture of collaborative learning.

This paper draws upon learning assessment test conducted on five subjects to evaluate *if the learning hub generates learning gains among Grade IX-X students*. For the purpose of evaluation 70 schools in both treatment and control locations were randomly selected. The End-line assessment showed an average increase of 7-9 percentage points across project sample and around 6.6 percentage point improvement particularly for Scheduled Caste and Scheduled Tribe students.

Findings of the paper indicate that scaling up of initiatives like Learning Hub can offer significant ways to improve learning outcome among marginalised groups. This would require institutional reform to recognise the broader range of capabilities and aspirations of students.

An important policy implication is that the capacity building of teacher for continuous formative assessments along with systematic management and tracking of learning through learning ladders will be crucial for sustainable development.

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STANDARDISING EDUCATION PRACTICE AND POLICY IN CONFLICT-AFFECTED CONTEXTS: OPPORTUNITIES AND RISKS

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Passage of the Sustainable Development Goals (SDGs) has affirmed a global commitment to leaving no one behind, and to start with those furthest behind. With more than 75 million children and young people (aged 3-18) currently out of school in 35 crisis-affected countries, the need for educational responses to better consider the needs of these learners and ensure that they too have equitable access to quality education, is more important than ever. Over the past 20 years, educational provision in emergency and crisis situations (EIE) has moved from a periphery issue within humanitarian, reconstruction and development efforts, to a key focus in and of itself. The result is increasing standardisation, consolidation and coordination of EiE activity, with accompanying global advocacy efforts such as the new *Education Cannot Wait* funding platform. On one hand, there is a strong belief that this approach will lead to more effective and appropriate solutions which address some of the key programmatic and policy gaps currently facing educational provision in conflict-affected contexts. On the other, there are significant concerns that the specificity of context, and the unpredictable and complex nature of conflicts themselves, leads to standardisation being overly reductive, managerial, or compliance focussed in what results. This symposium explores these competing viewpoints by presenting a number of different constituency voices within EiE. In doing so the panellists will present their perspectives on whether having standards, principles and practice notes for EiE can serve the intention of improving teaching and learning outcomes for children living in conflict, and disrupt cycles of marginalisation and exclusion.

Mai Abu Maghil. Arabic language facilitator at the Inter-agency Network on Education in Emergencies (INEE), will discuss how the development and application of the INEE Minimum Standards (MS) from 2003 onwards, has led to a globally agreed framework for quality and accountability in education responses in emergency contexts. She will also suggest how it has led to professionalization of the field in the past ten years. Ongoing and future work around the INEE MS will be shared in light of current challenges and the shifting EiE landscape.
James Lawrie, Senior Education Advisor at Save the Children (SC) UK, will share the rationale, pros and the cons of SC increasingly moving towards developing and using Principles of Practice and Common Approaches to ensure improved quality, consistency, and replicability across its education programming globally. The complicated trade-off between using standards, principles and models of

"best practice" to enhancing programme quality and performance, and affording relevant local contextualization and adaptation will be explored.

Ritesh Shah, Senior Lecturer at the University of Auckland, will reflect on recent field testing he led for global principles and guidance that have been written for accelerated education provision by the inter-agency Accelerated Education Working Group. The research revealed, through interviews with those involved in designing, implementing, coordinating or assessing AE programmes in four different contexts (Afghanistan, Mali, Sierra Leone, Kenya) several key tensions. Tensions are due to the aspirational nature of these principles; an issue that sits in contradiction with the specificity provided in accompanying guidance and assessment measures.

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USING REAL-TIME, DISAGGREGATE, NATIONAL EDUCATION DATA TO DRIVE INCLUSIVE SCHOOL ENROLMENT AND ATTENDANCE IN FRAGILE AND CONFLICT-AFFECTED SETTINGS.

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In South Sudan, ongoing conflict and economic crisis are driving forced migration and family poverty, impacting school attendance and exacerbating barriers to inclusive, sustainable education for children, especially girls.

Under the DFID Girls' Education South Sudan programme, the South Sudan Schools' Attendance Monitoring System (www.sssams.org) uses mobile technology to manage real-time, fully disaggregate data on pupils and teachers, including live attendance reports sent via free SMS. Despite ongoing conflict, in 2016 >1.3 million children were enrolled from >3,500 schools.

In the context of widespread displacement, there is potential for SSSAMS to track pupils as they move within or across borders, maintaining individual educational records to support continuous learning and ensure no pupil is 'left behind'.

This presentation will discuss how real-time information systems can be scaled up to support inclusive attendance and enrolment and help the education sector respond to the impacts of conflict, ensuring sustainable education in fragile settings.

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SAFE LEARNING MODEL; RESEARCHING THE IMPACT OF ADDRESSING INEQUALITY AND WELLBEING ON EARLY GRADES LITERACY.

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Safe Learning Model; Researching the Impact of Addressing Inequality and Wellbeing on Early Grades Literacy.

Sierra Leone ranks among the lowest 5% on the Human Development Index with a literacy rate of 64%. Since the civil war ended, the Education sector has made great strides with improving access to Primary Education, with a current GER of 122%. However, the 2014 Ministry of Education, Science and Technology nationwide Early Grades Reading Assessment indicated that school pupils are not learning. Most Class 4 pupils were unable to read fluently and with comprehension and the majority of Class 2 and 4 students did not know letter sounds or have word decoding skills. Furthermore, School Related Gender Based Violence (SRGBV) and inequality are major barriers to the education of marginalized children in Sierra Leone. Children, especially girls, are exposed to significant violence within schools, families and communities. Moving through the education system, gender disparity widens in terms of retention and learning outcomes, with girls less likely to complete school and gain functional literacy skills.

In partnership with the UCD School of Education, Concern Worldwide is embarking on a five-year research study to provide robust evidence on combined strategies for improving learning and reducing SRGBV. Based on the hypothesis that education programmes systematically addressing SRGBV will achieve better learning outcomes, The Safe Learning Model has been developed to holistically engage children, schools, families and communities in an integrated programme addressing safety, wellbeing and learning.

This paper will discuss key aspects of the programme: teacher professional development, school-based SRGBV interventions and community-based activities addressing negative gender norms, violence and decision-making. It will also include the study research design: a rigorous mixed methods randomized controlled trial which combines quantitative measurements with thick qualitative descriptions of children's everyday lives to create a comprehensive picture of the multi-faceted intervention.

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GOING TO SCALE - INCLUSIVE EDUCATION IN NIGERIA: LEARNING FROM THE ESSPIN EXPERIENCE

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One of the key questions for UKFIET's subtheme on Inclusive Education for Sustainable Development is, How can targeted interventions for specific marginalised groups be systematised and integrated into national policy, plans and strategies so that they become mainstream and sustainable? Social Development Direct has been working with programme partners to develop inclusive education strategies within the seven-year, six-state ESSPIN programme in Nigeria. This paper will describe how inclusive education has been integrated into under-resourced and low-capacity basic education systems, drawing on the presenters' experience of promoting inclusive education within ESSPIN.

On a foundation of creating demand through community mobilisation, inclusive education approaches have been developed from small-scale pilots and taken to scale in education policy and practice. Practical, low-cost strategies for supporting the access and learning of marginalised children have been integrated into school management and teacher professional development. Significant policy and legal changes have been achieved, articulating a practical framework of responsibilities for implementing inclusive education at state and national level. Since presenting on ESSPIN in 2014, new evidence shows that marginalised learners are receiving measurable benefits from these changes.

Outcomes and results chains will be discussed, drawing on quantitative and qualitative evidence from ESSPIN's 2016 Composite Survey and Inclusive Education Review. Learning will also be shared on what could be done to create stronger progress in systematising inclusion within complex education systems, and within large donor-supported education programmes.

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INCLUDING REFUGEES AND IDPS: SEARCHING FOR SUSTAINABLE EDUCATION SOLUTIONS IN CONTEXTS OF PROTRACTED DISPLACEMENT.

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Organizer: Ruth Naylor, Education Development Trust
Discussant: Lyndsay Bird

Overview of the session:

This symposium will bring together academics, practitioners and government authorities to reflect on the current status of education for refugees and IDPs, with a focus on overcoming the challenges of ensuring long term access to quality education. It will consider the current evidence base, the gaps and discuss a way forward for research on education for forcibly displaced populations.

Presentation 1: What do we know about teaching refugees and IDPs? State of the global evidence and evidence gaps
Ruth Naylor, Education Development Trust
This introductory presentation will frame the session and will draw on the recently published topic guide on Education for Refugees and Internally Displaced Persons which was designed to support DFID advisors, education specialists, and other partners working on providing education for refugees and Internally Displaced People (IDPs). It provides a global overview of forced displacement and education, and describes the state of research, policy, and practice in refugee and IDP education. This state-of-the-art review looks at opportunities and challenges in access to and the quality of education for both refugees and IDPs. It identifies and explores examples of best practice and innovations, whilst noting the lack of a robust evidence base on what works.

Presentation 2: Perspectives of IDP teachers in DRC
Cyril Brandt, University of Amsterdam
Very little is known about internally displaced teachers. This presentation explores the predicaments of teachers who return to their villages and re-open schools after multiple forced displacements. It draws on qualitative ethnographic research in the Democratic Republic of Congo. It draws connections to literature on teachers in other long term conflicts (Aceh/Indonesia, Peru and Nepal). The presentation considers the employment conditions of teachers; teachers' role as state agents and their relation to the militias; and the non-pedagogic functions that teachers carry out (willingly or unwillingly). It sheds light on inherent ambivalences of redeploying teachers in a conflict where teachers are structurally neglected but expected to comply with the state's demands.

Presentation 3: Taking the research agenda forward and building an evidence base
Chris Berry, DFID and Leonora MacEwen, IIEP

DFID will provide an overview of their current and planned research into education in conflict and protracted crisis. Much of this is in its early stages, but some emerging learning from the Humanitarian Education accelerator and the Girls Education Challenge Fund may be available for discussion. In addition, UNESCO-IIEP will be conducting research on the management of teachers of refugees. This 3-year research programme aims to provide governments with a variety of evidence-based policy choices and practices on providing teachers for refugees. The descriptive studies will look at policies, programmes and practices in teacher management in refugee settings in six countries. More specifically, the research will examine how governments are currently engaged in the management of the recruitment and deployment, certification, professional development and incentives of teachers of refugees. The scope and methodological tools will be described during this presentation

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THE POLITICS OF TEACHING ON GENDER, SEXUALITY AND VIOLENCE IN AFRICA

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There has been a rapid expansion in efforts to intervene with young people on gender-based violence, with much of this work taking place in sub-Saharan Africa. Such work enables young people and educationists to engage with themes that have in the past been excluded, as too sensitive, taboo, risky or personal. However, the evidence presented in this symposium suggests that certain themes gain traction, while others continue to be excluded or marginalised. Through analysing the politics of inclusion and exclusion of gender, sexuality and violence in education policy, curricula and programmes, we consider the scope for expanding and negotiating what is taught and learned in these contested areas.

1: *Mainstreaming school-related gender-based violence (SRGBV) within the education sector in Togo, Cote d'Ivoire, Ethiopia and Zambia*
(Jenny Parkes, Freya Johnson Ross, Rosie Westerveld, Jo Heslop, UCL Institute of Education)

While evidence on violence against girls and boys in and around schools is gradually emerging, understanding how to enact policies effectively to prevent violence remains elusive. This presentation reflects on barriers to policy enactment through a cross-country analysis of four scoping studies on policy and practice to address SRGBV, conducted for UNICEF's initiative *End Gender Violence in Schools*. Drawing on scholarship from gender mainstreaming, we look beyond pragmatic accounts focused on lack of resources or expertise, to the interwoven conceptual and political processes that tend to steer policy towards particular forms of response, but neglect the multi-dimensionality of SRGBV.

2: *Comprehensive sexuality education: An analysis of the curricula around the world and teaching practice in Ethiopia*
(Esther Miedema, Marielle Le Mat, University of Amsterdam)

Comprehensive Sexuality Education (CSE), is widely recognised as critical to efforts to enhancing girls' control over, and voice in, decisions on sexual and reproductive health and rights (SRHR) and reducing gender-based violence . However, the ubiquitous use of the term CSE by a diverse range of actors - from international donors to evangelical institutions - means there is little agreement as to the aims and means of such education.

This study examined academic, policy and programmatic texts on CSE around the world, and identified multiple interpretations as to what is seen to be 'comprehensive'. We found that CSE, like abstinence-only/plus initiatives tends to place the onus of responsibility of the individual, usually the individual girl, thereby entrenching an approach to sexuality education wherein the context in which intimate and sexual relationships occur is rendered unproblematic. We then turn our attention to a case study of CSE in Ethiopia, examining how teachers address gendered dynamics in the classroom and engage young people in dialogue on socio-economic structures affecting their SRHR and broader wellbeing.

3: *Sexual orientation and gender identify expression (SOGIE) – an exploratory study to learn from young people and practitioners about school-related violence in challenging contexts*
(Ian Warwick, Elaine Chase, UCL Institute of Education)

Through a participatory workshop approach, this study aimed to learn from young people and civil society practitioners about school-related violence associated with SOGIE. The workshops took place in Kenya, South Africa and Uganda, each country presenting its own challenges with regard to addressing SOGIE-associated harms. Participants were asked to identify experiences of violence, and actions to prevent and avoid such violence. We explored the potential of a student voice software app to gather information on harms and support. This presentation will focus on ways that a university, working with civil society groups, and learning from the perspectives of young people, can find opportunities to respond to school-related violence associated with SOGIE in situations where the broader political context and formal educational provision finds itself unable or unwilling to protect young people from harm.

Discussant: Christophe Cornu, UNESCO

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WITHIN REACH: A CONCEPTUAL FRAMEWORK FOR DEFINING AND TARGETING EDUCATIONALLY MARGINALISED GIRLS

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Identifying and keeping the most marginalised girls in education is a challenge. Doing this at scale is an even greater one. Despite significant investment, education programmes still struggle to reach marginalised girls who have never set foot inside a school, or whose education has been seriously disrupted.

The Sustainable Development Goals are a timely impetus to go beyond current, mainstream education solutions to understand and reach those who remain marginalised. Goal 4 provides us an unprecedented opportunity to collect and analyse higher quality, disaggregated data that focuses our attention on these girls' needs and realities.

The Girls' Education Challenge (GEC) Fund has reached over a million marginalised girls through 36 projects in 18 countries in Africa and Asia between 2013 to 2017. Drawing on learning from the Fund's first phase, a conceptual framework has been developed to deepen an understanding and targeting of educational marginalisation across the dimensions of access and learning. This has enabled the GEC to form a coherent differentiation of types of marginalisation at both primary and secondary level, and serves as an important component in Value for Money considerations to ensure the Fund maintains its commitment to targeting harder to reach, marginalised girls. A number of projects in the Fund have met the challenge of catering to girls who experience multiple intersections of marginalisation both within mainstream interventions, as well as projects targeting specific subgroups such as those with disabilities, young mothers and pastoralist groups. Through the lens of the proposed framework, this paper reflects on these projects' challenges, realities and best practise in targeting the most vulnerable girls to enrol, attend and learn.

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INSIGHTS INTO THE LEARNING CRISIS IN UGANDAS PRIMARY EDUCATION.

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The second goal in the United Nations Millennium Development Goals (MDGs) was to achieve Universal Primary Education (UPE), more specifically to ensure that all children everywhere will be able to achieve a full course of primary schooling by the year 2015. The assumption is that UPE provides equal opportunity for all children everywhere regardless of the education quality and socio-economic differences between developed and developing countries. Since the MDGs came to the fore, the dominant discourse on education as a right has greatly focused on the need to expand access in terms of enrollment, increasing number of teachers and classrooms and reducing gender based inequalities. Indeed many studies have shown that abolition of tuition fees for primary education incentivizes enrolment and reduces drop out (e.g. Grogan, 2009; Nishimura et al., 2009; UNESCO 2015). In Uganda, since the introduction of UPE in 1997, access to primary schooling

expanded dramatically. The numbers of teachers and classrooms have grown steadily, and the Gross Enrollment Ratio (GER) has reached 100% in some places. Nevertheless, past studies (see UWEZO, 2013; 2014) show that there is an apparent learning crisis as not all children enrolled in school are learning and mastering the standard primary level literacy and numeracy skills. As such, by the year 2010, the Ugandan government had lost UGX 240 billion (Est. equivalent to $80 million) on the UPE per pupil subsidy not considering other expenditures and survival rates to the last grade decreased by at least 20% since 2009 (Muwanika, 2010). Based on findings of an ethnographic study conducted in rural Uganda, the paper analyses the magnitude of the learning crisis in UPE within the context of Uganda. The research was designed to find out the linkages between children's household livelihoods and school processes. Data was collected using life history interviews and, Focus Group Discussions with parents, children and teachers, as well as participant observation of school and home environments. Using the capability approach, I argue that children's educational capabilities are navigated by their household history, events and challenges related to poverty, HIV/AIDS and cultural values greatly contribute to the apparent learning crisis in UPE. The paper questions the approaches which homogenize children everywhere by ignoring the veracity of human, political, economic and cultural diversity by emphasizing that access does not necessarily imply learning. The study findings show that despite increased government expenditure and the achievements of UPE, it has turned out to be more of a political rhetoric than a reality. I conclude that in order to achieve UPE, there is need for contextualization of policies since apparently the general perception of universalization as a 'one size fits all' scheme is paradoxical and has proven to be a strong limitation for the achievement of UPE in particular.

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FAITH BASED ORGANISATIONS AND EDUCATION - A CASE STUDY FROM ZIMBABWE

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The paper will share the successes and challenges of the complex process of engagement with faith-based organisations (FBOs) as part of the efforts to increase adolescent girls' attendance, participation and retention in school. A RCT study conducted in Zimbabwe showed that the engagement of FBOs in a social norm change process contributed to sustainable, improved learning and leadership skills development among girls, empowering church communities to identify and address barriers to education.   3.5 million Zimbabweans belong to conservative Apostolic Churches. The learning process is shaped by religious and cultural norms that influence girl's agency and role in society, and by the value that this particular faith places on girls' education. These are compounded by extreme poverty and economic crises, as well as broader traditional gender norms, violence and migration, contributing to limit learning outcomes and later on, life choices for adolescent girls. The IGATE project implemented a holistic, girl-centred approach to enhance learning outcomes and retention, working with FBOs to create spaces for girls to apply leadership skills, enhance participation in class, prevent and address cases of abuse, and to shift traditional norms to boost retention and completion. Apostolic communities became progressively more integrated in education processes and are actively contributing in addressing barriers to girls' education. The process enabled teachers, parents, faith and community leaders to build a more sustainable, integrated, effective and resilient education process.

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GENDER AND INCLUSION IN TEACHING AND LEARNING: GLOBAL STRATEGIES

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Education 2030 recognizes gender equality as a key feature of inclusive and equitable quality education. Yet while school enrolments continue to increase globally, gender inequalities remain in experiences in schools, with ongoing marginalisation of certain groups, and gender-unequal educational outcomes.

Improving gender equality in teaching and learning is key to addressing these issues; as what is taught in the formal and informal curriculum will affect attitudes, values, skills and knowledge around gender. But what institutional and system-wide changes are needed to break cycles of exclusion around gender in teaching and learning? How do policies translate into reality and which national and international actors are key in the diverse challenges around gender equality?

The symposium offers three papers that examine different aspects of these challenges. It will offer innovative, critical perspectives on the dynamics and political realities around gender, education and inclusion, which are central to making education more gender inclusive by 2030.

Amy North and Elaine Unterhalter:
Gender, policy and contested practices
An unexamined assumption by many who developed the MDGs and EFA, and went on to monitor them, was that policy, rather than people, made change happen in relation to gender equality. In this paper, we question this. We argue that people, shaped by and shaping social relations under particular historical conditions, inside and outside government, take policy and re-make it through practice. Understanding these historically situated relationships of practices around gender equality policy is key to understanding whether, or under what circumstances, global policy goals may be realised and their transformation between global, national and local sites. In this paper, we trace analytically relationships and processes of enactment across these boundaries, distinguishing four terrains of a middle space that stretches between a policy and its realisation in practice, and drawing out their significance for institutionalising and sustaining work on gender and education.

Nora Fyles:
Gender-responsive education sector planning
The Education 2030 Framework for Action petitions governments to ensure gender issues are integrated in education planning and programming. Since 2014, UNGEI and Global Partnership for Education (GPE) have collaborated on an innovative initiative to support countries on this, developing a guidance for education sector planning based on globally agreed good practice in education planning, gender mainstreaming principles, and field research with education ministries in Eritrea, Guinea and Malawi. The guidance will be launched in 2017, through a series of regional workshops designed for Ministry of Education planners, gender experts and national development partners. The first workshop will include 6 GPE partner countries in Southern and Eastern Africa.

Drawing on early learnings, this paper will explore the potential for country led education sector planning involving multi-stakeholder partners, to be an avenue for gender integration, breaking down policy silos, and embedding gender considerations into national and global systems, to effectively contribute to the achievement of inclusive and quality education for all.

Rosie Peppin Vaughan:
Transnational Activism on Gender and Education
Women's civil society groups can be key in moving towards gender equality; in education, they can be central in pushing forwards on curriculum reform around gender, teacher training on gender, non-formal adult education initiatives and alternative delivery models, and engaging with marginalised groups. While there has been significant work on the role of the international women's movement and on activism in national contexts, there has been little investigation of transnational activism on gender and education. This paper reports on new empirical work, using social movement theory to explore the factors underlying how and why civil society groups link to global policy structures, also asking whether the shifting global power balance has implications for civil society engagement under the SDGs.

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HOME TRUTHS: UNDERSTANDING INEQUITY IN PAKISTAN

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The Sustainable Development Goals (SDG, goal 4) require that all girls and boys complete free, equitable and quality primary and secondary education. However, access to education in Khyber Pakhtunkhwa (KP), Pakistan remains fraught with persistent inequities. These inequities are not just reflected in the access to education but also in the pedagogies, resulting in effective exclusion of marginalised children. Sustainable development will require inclusive education for all children and responding to the needs of children at risk of exclusion requires insights based on evidence.

There is currently little reliable information in Pakistan about the exclusionary factors that hamper equitable access to education. It is assumed that children may be vulnerable due to poverty, gender related disadvantages, or due to one or the other form physical, mental or sensory impairments. Ensuring equity implies precise determination of the barriers to access and learning and the development of viable mitigation strategies (including reformed teacher professional development) to remove these barriers.

This paper looks at the equity related challenges by examining the primary data on barriers to education. The data has been collected in 2017 from all households in the KP through a census of out of school children and through focus group discussions with teachers and community members. The data identifies each out of school child in the KP and his/her reason to be out of the school as well as exclusions enabled through inappropriate pedagogies in the classrooms. This paper will fill an important evidence gap by analysing the findings of this study to help both the government of KP and its development partners in their efforts to develop viable professional development plans and inclusive teaching and learning materials to meet the sustainable development goals.

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PATHWAYS TO LEARNING – A PRESENTATION AND DISCUSSION OF THE GIRLS' EDUCATION CHALLENGE ENDLINE FINDINGS

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The Girls' Education Challenge (GEC) was launched by the UK Department for International Development (DfID) in 2012 to bring improved learning outcomes to over a million marginalized girls across 18 countries in Africa and Asia. Over the course of the programme, 37 organisations and consortia have received funding and implemented a diverse range of projects, all aimed at boosting literacy and numeracy, improving attendance and retention, and influencing the educational environment so that many other children benefit in the future.

Projects have worked in both the formal and non-formal sectors and have included a broad range of interventions for girls at primary and secondary levels including teacher training and support, community engagement, development of text books and other resources, educational technology, role models, financial support, entrepreneur schemes, distance learning and work with school management and governance. Target groups of girls generally face a wide and complex set of marginalisation factors stemming from prevailing social norms, adverse personal circumstances and unfavourable environmental conditions. Gender analysis undertaken through the GEC has highlighted the particular barriers faced by girls both inside and outside the classroom. Project contexts have at times presented extreme additional challenges such as the effects of conflict, drought, Ebola and earthquakes which have necessitated flexible and resourceful management by implementing organisations.

This symposium will present the emerging endline findings of the GEC programme and discuss what has been achieved and learned about girls' education over the past four years. Girls' literacy and numeracy skills have been rigorously assessed at baseline, midline and endline and data from the externally conducted evaluations of each project (due for completion in April 2017) as well as independent data from the Evaluation Manager will be drawn on to explore the effects and impact of different interventions in the contexts in which they have been applied.

DfID, the Fund Manager (an alliance led by PwC) and the Evaluation Manager (Coffey Ltd) will share lessons learnt during the programme including strategies which can support projects to maximize their results. Comparative and meta- analysis of the results will enable us to look at emerging themes, for example links between aspects of teaching quality and girls' learning, the influence of attitudinal and behavioural change and the role of technology. We will explore what it takes for a project to engage with government and build capacity as it delivers better outcomes for girls. We have also learned about the combinations and complementarity of interventions; the symposium discussant will prompt discussion on how change happens at the level of the girl and her family, the school, the community and the broader education system.

Representatives from three GEC projects will join the symposium to present their experience of designing and delivering interventions which have sought to bring about change for girls' learning. They will illustrate their approach through mini case studies and examples and discuss the challenges and difficult decisions they have had to make as well as the successes. In doing so, we will also invite contributions from symposium participants on the continuing barriers which girls face in

securing the benefits of education, and briefly touch on the second phase of the GEC which is being initiated in 2017.

The symposium will aim to address key questions:

- What change has been brought about through the GEC and how has it happened?
- What evidence is there to suggest this change is sustainable and/or scalable?
- What are the lessons the GEC can offer to funders, policy makers and practitioners?

Organiser: PwC, GEC Fund Manager
Discussant: Dr Pauline Rose, University of Cambridge

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AN INTEGRATED CURRICULUM MAKING INCLUSION POSSIBLE

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The goal of sustainable development for all will not be realised till the time, marginalized groups stop facing exclusion and discrimination. To address exclusion of children from marginalized groups and especially children with disabilities in education systems, world over inclusive education is considered to be the most effective strategy.

In many parts of India quality education remains inaccessible for children including children with disabilities. To address this gap an NGO supported by CBM has undertaken an initiative in two districts of Uttar Pradesh (Chitrakoot and Bahraich), to increase equitable access to quality education to all children in the primary schools, including children with disabilities.

It adopts an inclusive ability-based approach to learning in schools. In an ever changing environment, it has been recognized that the school curricula should be so designed that children are enabled to build their capabilities to learn. Through the introduction of concepts in an integrated curriculum, children are encouraged to explore experiment and learn in mixed age groups. The classroom processes that have been developed based on the approach are intrinsically inclusive and have supported teachers in addressing requirements of children with disabilities.

The project also adopts a capability building approach where teachers are strengthened to provide appropriate learning environments to children so that there is an overall development of their abilities in a non-threatening atmosphere. Teacher collectives and empowerment workshops include components and content that enable teachers to support the learning of children in an effective manner.

The learning approach is being implemented from 2016 in 4 clusters of Chitrakoot and Bahraich. In March 2016 information was collected for approximately 2390 children along the parameters of – procedural (language and math's skills), process skills (cognitive skills), attitudes (non cognitive skills) and interests. This paper is primarily a descriptive study of interventions made and the findings resulting from the implementation of the concerned ongoing project.

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USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) AS A TOOL FOR TEACHING AND LEARNING AMONG SOMALI REFUGEES IN KENYA.

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The Sustainable Development Goals Number 4 about inclusiveness focus on ensuring inclusive and quality education for all. These include persons who have been displaced from their countries of origin. According to United Nations High Commission of Refugees (UNHCR), Kenya is host to approximately 500, 000 Somali refugees. Nearly all of them are located in Daadab and Kakuma refugee camps. These persons are faced with lots of challenges at the refugees' camps. These include insecurity (threats from Al shabab terrorist), restricted movements from the camps, limited education and training among others. With that in mind, information technology can be vital in facilitating teaching and learning process in attainment of sustainable development. This study aims at evaluating the role ICT as an alternative approach to learning for Somali refugees in Kenya. In particular, the study will focus on ICT methods that are used in teaching and learning process through the digital and virtual learning modes. The participants will be sampled from the undergraduate and post-graduate students in Kenyatta University Digital School of Virtual an Open Learning Programme at Daadab refugee camp.

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PRIVATE SCHOOLS, INCLUSION AND LEARNING: EVIDENCE FROM LAGOS, NIGERIA

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The growing reality of education provision by private schools in developing countries raises fundamental questions on their effects on learning outcomes, access, and equity. Does the private sector serve both rich and poor? Does it offer better learning outcomes once students' backgrounds have been taken into account? What makes private schools better or worse than the public schools in the same neighbourhoods?

We present in-depth evidence on literacy and numeracy skill acquisition among private and public school pupils in Africa's largest city, Lagos. Around 70% of primary school enrolments in Lagos are in private schools, and both the number of private schools and the proportion of children they serve are growing. We present mixed-methods analysis of findings from two new surveys and a qualitative study. The first survey is a new linked survey of 320 schools and 1250 households, conducted for a DFID-funded project, Developing Effective Private Education Nigeria (DEEPEN). The second is a representative survey of 103 private and 81 public schools in Lagos.

Controlling for students' backgrounds, students in private schools appear to have better English literacy and numeracy outcomes in primary grade 2, and better English literacy outcomes in grade 4. Public schools have better numeracy outcomes in grade 4. We find no evidence of gender differences in private school attendance and learning. While Lagos private schools cater for boys and girls from across the socioeconomic spectrum, we observe less learning in private schools with a high proportion of pupils from poor households. In the context of Lagos – with large areas that remain under-served by the public primary school system – private schools appear to be increasingly important in ensuring that students from poor households have access to some form of education, but with relatively muted effects on learning outcomes.

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CAN TECHNOLOGY SUBSTITUTE FOR THE CLASSROOM? THE ETHICAL USE OF EDTECH IN EMERGENCY AND DISPLACED SETTINGS

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Can Technology Substitute for the Classroom? Use of EdTech in Emergency and Displaced Settings

Evidence has shown that Education Technology (EdTech) can have positive outcomes on learning in particular contexts; however, very little is known about the impact of EdTech on learning in emergency or displaced settings. While a lack of evidence exists, the technology industry is still eager to supply technology to children for educational purposes. While there are reasons to be optimistic about the role and use of EdTech, unsubstantiated assumptions can cause unrealistically high expectations for learning outcomes. This can lead to poor planning and result in limited and discouraging outcomes.

The purpose of this systematic review is to build an understanding of how technology can be used to enable the learning of children who are displaced or affected by emergencies and struggle to access quality education. This research identifies, compiles, and analyses the available evidence relating to EdTech interventions in order to demonstrate what initiatives have an impact on the learning of children, including cognitive and socio-emotional learning. Of particular interest to this research is the extent to which EdTech interventions have impacted learning outcomes and what makes these interventions successful as opposed to others. This review will look for evidence of verifiable learning outcomes in these interventions, and whether these initiatives have engaged with theories of learning, e-learning, and distance learning. It is intended that these findings will assist in the development of more pedagogically robust and inclusive EdTech interventions in the future, encouraging and enabling our partners in the private sector and elsewhere to accelerate the shift in development education from quantity to quality.

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GENDER STEREOTYPES AND EDUCATION: EVIDENCE FROM FOUR MUSLIM COUNTRIES

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School education, which is widely assumed to eliminate gender gap in the society, can also reinforce and reproduce gender inequality through hidden curriculum. However, gender stereotype in school textbooks remains a largely overlooked issue in the ongoing global debate on the elimination of wider socioeconomic gender gap through improved educational access. This dissertation therefore uses textbooks of public secondary schools of four Muslim countries -- Malaysia, Indonesia, Pakistan and Bangladesh- with the primary objective of critically reviewing textbook content with a focus on gender stereotypes. This is a descriptive cross-country research using quantitative content analysis technique. A total of 21 categories are used in order to identify gender stereotypes in the form of exclusion and misrepresentation in the textbook. Our analysis of 792 pages of the four textbooks confirms systematic pro- male bias -- only 37% of all characters used in the text are female. Systematic exclusion/underrepresentation of females is evident regardless of whether we look at text or picture. Furthermore, the selection of occupations, personal attributes, and activities ascribed show a high degree of misrepresentation of women. Female occupations are mostly traditional and lower in social prestige. Female characters used are predominantly introvert and passive in terms of personality traits. They are also shown to be mostly involved in in-door as opposed to outdoor activities when compared to their male counterparts. Country-wise analysis of the data reveals important variations. Female presence in characters is balanced in Southeast Asian textbooks (47% and 45% in Malaysia and Indonesia respectively) while the distribution in South Asian textbooks in lopsided -- females account for only 18% and 40% of all characters in Pakistani and Bangladeshi textbooks respectively. Overall, Pakistani textbooks show highest gender inequality in terms of both exclusion and misrepresentation.

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EXPERIENCES FROM SAVE THE CHILDREN'S 'FIRST STEPS' APPROACH IN RWANDA: INCREASING FUTURE LEARNING OPPORTUNITIES FOR ALL CHILDREN BY PROMOTING PARENTAL SUPPORT FOR CHILDREN'S DEVELOPMENT IN EARLY CHILDHOOD

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Globally more children than ever are accessing primary school. Millions of children however, particularly marginalized groups including disabled children, are still unlikely to ever attend school. For those that do, many experience sub-standard education preventing them achieving age-appropriate learning outcomes; this is true for nearly half of children in early primary.

Children's early development and learning prior to reaching school age is a critical factor in addressing these twin challenges of access and quality. Globally over 200 million children below age 5 are not meeting their age appropriate learning outcomes and are therefore not ready for school, limiting their access to school and ability to learn when in school. Whilst there has been an increasing focus on expansion of preschool and centre based ECD services there has been less focus on the critical impact that parents' interactions with infants and children in the first two or three years of life can have on their long-term social and emotional well-being, cognitive capacities, and motor development.

This paper outlines how Save the Children's First Steps parenting programme in Rwanda has developed an approach with ambition for national level scalability. The parenting package includes specific modules on children's *cognitive* development, a radio programme promoting activities for early year's stimulation, community support and, access to high-quality books and materials. Drawing on data collected between April 2015 and September 2016 (sample of 1610 families in Ngororero), this paper will present findings from the randomized control trial endline, qualitative research results and a summary of the cost effectiveness analysis.

This paper will also explore the challenges and lessons learned, in relation to engaging government partners in the potential for a nationally scalable cost-effective parenting model supporting the Rwandan government's ambition that all children, including the most marginalised, benefit from strong foundations in their early years.

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ENABLING CURRICULA FOR CHILDREN WITH DISABILITIES IN DEVELOPING COUNTRIES: PATHWAYS TO PROGRESS

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What are the educational needs of children with disabilities? How can curricula which address these needs be effectively designed and delivered in low and lower-middle income countries (LALMIC)? And how can the international development community support rather than impede these processes? Drawing upon narratives of social transformation and self-realization (particularly the capabilities approach and human rights theory), evidence-based theories of learning, empirical studies, and the writings of disability scholars and activists in both the Global North and the Global South, the author identifies the key elements of enabling curricula for children with disabilities – curricula which will assist children with disabilities to lead fulfilling and creative lives in their communities and societies, and curricula which are both globally relevant for children with disabilities and sensitive to human and geographical diversity. All the phases of a child's education from early childhood onward are considered, as is the significance of informal and non-formal education provision, delivered in homes and communities by primary and secondary care-givers. A series of pathways for the design and delivery of these curricula in low and middle income countries are then identified – pathways which take into account both the diverse capacities of formal and non-formal education systems in LALMIC and the ways in which cultures and contexts can facilitate/impede the realization of inclusive curricula for children with disabilities. The role that the international development community in all its complexity can play in promoting inclusive curricula is also considered, with the author drawing upon examples of successful North-South collaboration in Lesotho, Malawi, Tanzania, Uganda, India, Laos and China. Examples of less successful

development practice in this field are also considered. As well as drawing upon the relevant literature, the author refers to his thirty years' experience working with children with disabilities as a community volunteer, classroom teacher and development professional.

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HIDDEN CONTENT: GENDER STEREOTYPES IN TEXTBOOKS IN TURKEY

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Achieving gender equality and empowering women and girls are integral – albeit challenging – facets of inclusive sustainable development and that good quality education is a crucial part of this process. They can equip people with capabilities and opportunities to participate fully and meaningfully in all dimensions of their lives – economic, political and social. But, more than that, they can enable women and men, girls and boys to contribute to a society with greater equality. Schools can be a powerful entry point for promoting equitable gender relations and diverse possibilities for male and female roles. Textbooks can encourage children to question gender stereotypes and promote equitable behaviour. Conversely, discriminatory gender norms conveyed in textbooks can damage children's self-esteem, lower their engagement and limit their expectations.

This paper examines the nature and extent of gender stereotyping in a set of 43 social sciences and language textbooks in Turkey for grades 1 to 8. All the textbooks are published in Turkey in the last five years and are in use at the time of the study. I conducted a content analysis, focusing on, amongst other things, the ratio of male to female characters, the portrayal of women and men in social and domestic settings, the use of gender-inclusive expressions, and the ordering of items in female/male symmetrical construction. Three chapters from each book, including all the written texts and pictures, were randomly selected for detailed content and linguistic analyses. A systematic recording and tabulation was made of the characters and mentions of men and women in each chapter selected.

The findings show that textbooks continue to perpetuate the stereotyped image of women as weaker than men, and as operating primarily within domestic rather than social domains. The "male-first" phenomenon and the visual underrepresentation of women are still prevalent in contemporary textbooks.

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GLOBAL PROGRESS ON INCLUSIVE EDUCATION

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Reaching the 4th Sustainable Development Goal (SDG4) will require intense and coordinated action on inclusive education for children with disabilities. Household survey data reveal that, in low- and middle-income countries, barely half of children with disabilities currently go to any type of school and, in countries approaching universal enrolment, up to 40 percent of children who are still out of school have a disability.

UNICEF reports from 140 countries show that, while national governments have made moderate progress on laws and policies on inclusive education, there has been less progress on collecting data, which would enable governments to make evidence-based plans for their education systems, or on popular attitudes towards children with disabilities, which are often the most serious barriers that they face. There are also serious weaknesses in training teachers on inclusive methods, building accessible school infrastructure such as classrooms and toilets, and the provision of accessible materials and assistive devices for learning. Without these critical front-line resources in place, it will be impossible to enable children with disabilities to go to school.

This paper will present an overview of recent progress by UNICEF and partners, including: initial findings from the Module on Child Functioning for the 6th Multiple Indicator Cluster Survey (MICS6) which aims to provide reliable data on children with disabilities; findings from a test of new guidance on Education Sector Analysis that enables Ministries of Education to assess their own approaches to inclusive education; and an initiative with international publishers to produce accessible versions of textbooks (eg in talking book or easy read formats) that has the potential to greatly increase the availability of these materials.

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ON THE IMPACT OF ASPIRATIONS ON LEARNING LEVELS OF INDIGENOUS STUDENTS IN LATIN AMERICA

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Indigenous knowledge is paramount for the sustainable development agenda. Increasing the learning levels among disadvantaged indigenous populations is critical for the post-2015 SDG agenda, both for an equity perspective (target 4.5) and for the culture contribution to sustainable development (target 4.7) of indigenous communities. In this paper, we investigate the role of parental aspirations among indigenous populations as a barrier for their children learning for 13 Latin American countries using the recent TERCE learning survey for sixth grade students. Our hypothesis is that aspirations has a causal effect on indigenous students learning even after family's wealth is controlled for because of internalised discriminatory values from non-indigenous elite. We also consider which channels could weaken the negative effect of aspirations. Our empirical analysis shows that indigenous students coming from households where parents have lower aspirations

achieve between 9 and 75 points less in math and between 30 and 79 points less in reading than indigenous children whose parents have higher expectations, with variation on this association across the region. Importantly, the aspirations trap is more prominent for indigenous students than for non-indigenous students. For instance, lower aspiration leads to negative effects on maths scores of 75 (Brazil), 29 (Chile), 19 (Ecuador), 32 (Mexico) and 35 (Paraguay) among indigenous children but only in the range 9-25 lower scores for non-indigenous students. Additionally, we find that fostering social capital throughout school activities or increasing teacher quality can help to narrow the learning gap among indigenous and non-indigenous due to aspirations. Our results highlight the need to expand the scope of social and teacher policies to tackle the adverse role of aspirations (internalised through discriminatory values) to weaken the transmission of education inequality from parents to their children in indigenous populations in Latin America.

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NO SILVER BULLET: A NUANCED APPROACH TO SUPPORTING MARGINALISED SOMALI GIRLS TO LEARN

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Somalia is ranked as the most fragile state in the world in the Fragile States Index and as the fifth worst place in the world to be a girl in Save the Children's Girls' Opportunity Index. Girls in Somalia face numerous intersecting challenges in accessing and achieving in education. It remains difficult to effectively reach marginalised groups, including those in conflict affected areas, clan and ethnic minorities, girls with disabilities, orphans, and those affected by displacement. External evaluation findings of the Relief International-led Girls' Education Challenge project, 'Educate Girls, End Poverty' (EGEP) are enabling us to see what interventions are proving effective in reaching these numerous marginalised groups. Results clearly demonstrate that a 'one-size-fits–all' approach is not effective in such a complex context: inclusive education is essential for sustainable development This paper outlines interventions that have proven effective in reaching particular marginalised girls and supporting them to learn successfully. For example, for girls in rural areas, the establishment of girls' clubs and improvements in girl-centred teaching approaches are the factors significantly impacting on learning levels; amongst girls in IDP camps, classroom renovations and latrine construction are the most significant factors; and amongst girls affected by conflict, the provision of solar lamps to the most marginalised are having the greatest effects on learning. We will also highlight the groups that appear to still be falling between the cracks: whilst EGEP made significant progress in learning amongst a range of marginalised groups, the same level of gains was not made amongst girls with disabilities. Possible reasons and areas for improved approaches will be explored with this in mind. Furthermore, this paper flags the importance of analysing data in relation to different marginalised groups, demonstrating that, if we concentrate only on the average child, the hard-to-reach will inevitably be left behind.

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SOCIAL INNOVATION: BRINGING HOPE TO SYRIAN REFUGEE YOUTH IN JORDAN

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138,000 of the 1.3 million Syrians residing in Jordan live in Azraq and Za'atari refugee camps. Over 60% of this camp population is under 25 and many have an incomplete education and little hope for the future. Since October 2016, RI has been operating seven Social Innovation Labs (SIL) in the camps. Designed by and for adolescents, SIL are creative learning and recreation spaces. Over a four-month period, adolescents collaborate to identify social issues and find creative, low-cost, local solutions. Initial findings are positive: i) increased social-emotional skills including critical and creative thinking and teamwork skills; ii) reduced harmful norms of gender and age; iii) increased sense of purpose and future aspirations, including the desire to enrol in or return to education. RI will discuss successes and challenges and how this innovative NFE approach is helping to reduce ongoing education marginalisation and inequity within a youth refugee population.

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FEELINGS OF INCLUSION AND EXCLUSION AMONG CHILDREN WITH DISABILITIES IN THE GLOBAL SOUTH

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Children with disabilities living in the global south are less likely to be enrolled in school, transition between primary and secondary school, and complete their educations compared to their non-disabled peers. Participatory research to understand the thoughts, feelings and perspectives of children with disabilities themselves is an approach which is lacking in disability and education research with some assuming this group have little to say or methodologically difficult to include in research. While researchers should be careful not to overstate the authenticity and validity of participatory research, a rigorous approach to the design and execution of this methodology can result in an increased understanding in to how children with disabilities experience inclusive education themselves rather than through proxies such as parents or teachers. I aim to reflect critically on using the photovoice method/methodology in Kampala, Uganda to understand the experiences of inclusive education among children with disabilities.

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INCLUSIVE EDUCATION FOR PERSONS WITH DISABILITIES FOR SUSTAINABLE DEVELOPMENT IN PAKISTAN

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Recent research on mainstreaming persons with disabilities in Pakistan identifies multiple issues, common to other developing countries like access to education, limited provision of facilities, low attendance, and lack of motivation, poor standards, and high dropout rates. The findings reflect that mainstreaming in education from rights based perspective can be a possible solution to the issue. However, in Pakistan; children with disabilities are at a two-fold disadvantage when it comes to education. First, the country's heavily strained education sector already excludes as many as 25 million children who are not attending school and fewer than half of those who do attend school complete primary education. Children with disabilities are more likely to stay out of school and for those who do attend school, the quality of education is questionable. The research proposes changes like improving the physical environment and enhancing teachers training

Through the Quick-Fire talk – we hope to engage with the group who either have similar experiences or have similar programmes in their countries and then develop some basic intervention ideas to improve the existing situation.