

Appendix 11. Detailed tools for planning child rights education work

Adapt column or row headings to suit your context. From the previous tools, you should now have an idea of which area you are best suited to work on, based on the country context and UNICEF capacity: in other words, where there is a need, where there are gaps left by others and where UNICEF has a comparative advantage or added value to contribute. *You therefore only need to complete the columns and questions that are relevant to your particular context.*

1. **Who else is working on reform of the intended and taught curriculum, transforming learning environments and broader upstream education policy?** (Insert either '✓', or 'Yes'/'No'/'?', or more detailed notes as preferred.)

	Intended curriculum	Taught curriculum	Transforming learning environments	'Upstream' education policy
Government (specify who)				
Intergovernmental organization (specify)				
Regional bodies (e.g. Council of Europe, African Union, Organization of American States) (specify)				
Bilateral cooperation agency (specify)				
Teacher associations/unions (specify)				
Academic institutions (specify)				
Non-governmental organizations (NGOs) (specify)				
Faith-based organizations (specify)				
Parents' groups				
Children/youth groups				
Other (specify)				

2. **In the table in Q1, mark in different colours:**
 - a. who you are already working with
 - b. who you could potentially work with.
3. **Referring back to Appendix 5** ('Mapping tool for education systems: Tool 2 – Stakeholder relationships and entry points for advocacy and capacity building') consider the following questions.
 - a. **Who is responsible for developing the intended curriculum for general education?** In other words, who are the decision-makers? (Insert either '✓', or 'Yes'/'No'/'?', or more detailed notes as preferred.)
 - b. **Is this the same for all education settings** (early childhood education (ECE), primary and secondary schools)? Are there any additional, specific stakeholders responsible for issues relating to children with disabilities or children from other marginalized groups (indigenous, ethnic or linguistic minorities, children in street situations etc.)?
 - c. **Is the process participatory?** Are children, parents and other stakeholders being consulted?

Development of intended curriculum						
	Leading role	Coordination role	Consultative role	Support role	Formal approval	Additional comments
Central/national government (e.g. Ministry of Education)						
Ad hoc high-level committee/ commission						
Specialized national institute for curriculum development						
Provincial government (in a federal system)						
Local education authority						
Local school board						
Specialized agency						
Inter-agency task force						
Teacher associations/unions						
Academic institutions (specify)						
NGOs (specify)						
Faith-based organizations (specify)						
Parents' groups						
Children/youth groups						
Intergovernmental organizations (specify)						
Regional bodies (e.g. Council of Europe, African Union, Organization of American States) (specify)						
Bilateral cooperation agency (specify)						
Other (specify)						

4. **How often is policy and practice reviewed in relation to the intended curriculum, the taught curriculum, the learning environment and upstream education policy?** (Insert, for example, number of years, 'it depends', 'ad hoc', 'following new legislation', etc., as appropriate.) Is this the same for all education settings (ECE, primary and secondary schools)?

Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments

5. a. **When was the intended curriculum, the taught curriculum, the learning environment and upstream education policy last reviewed?** (In other words, when does the current policy date from?)
b. **When are they next due for review/updating?** (Insert, for example, number of years, 'it depends', 'ad hoc', 'following new legislation', etc., as appropriate.)
c. **Are there any other specific opportunities for reviewing or updating the policy and/or curriculum outside of the official review dates** (such as political elections, as a response to research findings, at the request or pressure of teachers' associations/unions, and so on)?
d. **Is this the same for all education settings** (ECE, primary and secondary schools)?

	Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments
a. Last updated					
b. Due for review					
c. Ad hoc opportunities					

6. **How are the intended curriculum, the taught curriculum, the learning environment and upstream education policy reviewed?** What steps are involved? (Insert, for example, '✓' or '?'.) Is this the same for all education settings (ECE, primary and secondary schools)?

	Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments
Internal government working group					
Open public consultation with stakeholders (specify who)					
Series of consultation meetings with selected representatives from stakeholder groups (specify who)					
Outsourced to an academic or specialized agency (specify who)					
Accept written submissions from stakeholder groups (specify who)					
Draft produced					
Draft circulated for comment (specify who to)					
Draft revised and finalized					
Other (specify)					

7. **Analyse the steps.**

- In what order do these steps (from Q6) take place?
- Is there an opportunity to input into any of these steps, either directly (as UNICEF) or indirectly (via another stakeholder)? (Insert 'Yes'/'No'/'?'.)
- When will this step take place? (Insert date.)
- Who else from Q1 could do this on your behalf or who could you work with for each step?
- Any other comments?

	a. Step	b. Opportunity to input?		c. When?	d. Who else?	E. Comments
		Directly?	Indirectly?			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

8. **Develop the information in Q7 into an action plan** (adapt format as necessary). (Refer also to Sections 3.5 and 3.6 in the main Toolkit on advocacy and capacity building for more guidance.)

	a. Step	b. Who is responsible?		c. By when?	d. Resources needed	e. Comments/ how to overcome obstacles
		UNICEF (specify name)	Other (specify)			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						