



United Nations
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Cultural Organization



Sustainable
Development
Goals

Bangkok Office
Asia and Pacific Regional Bureau
for Education

TOOL

3

Gender and marginalization



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Table of Contents

Objectives	1
Key information: Setting the scene	1
Box 1: Who is marginalized?	2
Analysing educational marginalization.....	3
Self-study and/or group activity: Educational Marginalization Analysis Tool	3
Self-study and/or group activity: Defining inclusive education	5
Box 2: Case study: Inclusive principles in practice in education in Lao PDR.....	6
Mainstreaming gender in inclusive education policy for marginalized learners	6
Box 3: Case study: Nepal’s education equity index and sector planning	7
Further reading	9
Handout 1: Analysing Educational Marginalization.....	10
Handout 2: UNESCO Framework for Equity and Inclusion in Education	11
References	16



Objectives

The objectives of this tool are to:

- introduce the concepts of inclusive education and marginalization;
- identify marginalized groups in the trainee's own context;
- understand the barriers keeping marginalized learners out of education;
- identify steps that can be taken to ensure education is more inclusive.

Key information



Setting the scene

Education is a right that is universal, indivisible and does not permit any form of exclusion or discrimination. However, many countries struggle to guarantee all children and youth equal access to quality education. Marginalized groups are often left behind by national education policies and practices, denying many people their right to education.

The strong international commitment to “leaving no one behind” is also at the heart of the Sustainable Development Goal 4 agenda that commits to attaining ‘inclusive and equitable quality education’ for all. Educational marginalization is both a process and an outcome through which individuals and groups are systematically denied their right to education, resulting in their exclusion from social institutions, economies and civic processes.

While gender is often a powerful marginalizing factor in the lives of children who are excluded from education, there are often other ‘intersecting’ factors that further compound their marginalization (see **Box 1**). For instance, a child’s gender, along with their disability or ethnicity, can mean that they are at least ‘doubly’ marginalized. Whatever the reason, however, these children have the right to be included in education.

Non-discrimination and equality are key human rights principles that apply to the right to education. Every learner matters, and matters equally. States have the obligation to implement these principles at national level for all children and youth. National laws can prevent discrimination and facilitate equity (see **Tool 5**), along with affirmative action and promotional measures to tackle inequalities and disparities.

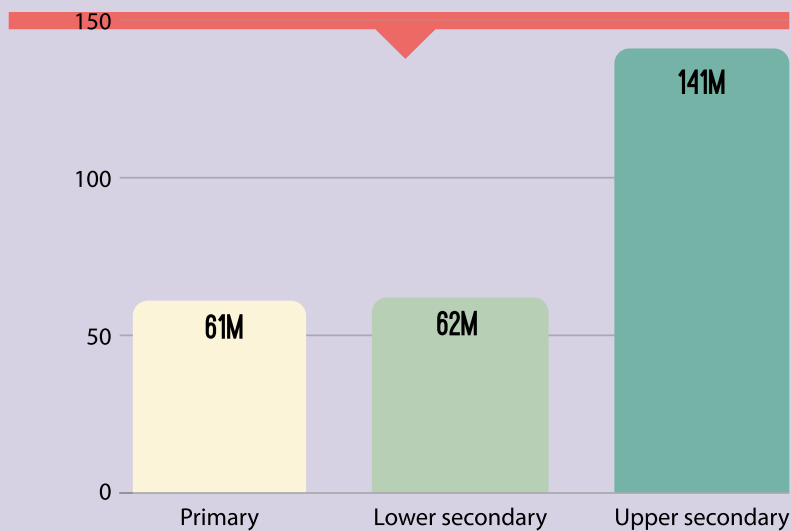


Box 1 Who is marginalized?

263 million children and youth are out of school from primary through to upper secondary level.

264 million children & youth are out of school

There has been no progress in reducing
these numbers in years



[Bit.ly/edfightspoverty](https://bit.ly/edfightspoverty)
#EdFightsPoverty



(UNESCO, 2019).

Who are these children and youth?

- Poor children: for example, 38 per cent of the poorest children in West and Central Africa will never attend school (UNICEF, 2014)
- Working children: there are 218 million children between 5–17 years old in employment. Of them, 152 million are victims of child labour. (UN, 2019)
- Child mothers: At least 14 million girls under the age of 18 marry every year globally (Plan International, 2019).
- Disabled: Estimates for the number of children (0–14 years) living with disabilities range between 93 million and 150 million. (WHO, 2011)
- Child soldiers: 300,000 children are today fighting as child soldiers in over 20 countries worldwide. (UN, 2019).
- Children and youth from lesbian, gay, bisexual, transgender and intersex (LGBTI) communities can also face severe discrimination and exclusion from education.

Analysing educational marginalization

In the following activity, we are going to use the Educational Marginalization Analysis Tool (see [Handout 1](#)) to consider those children who might be marginalized in your national context and the factors that are preventing them from engaging in education. This tool asks you to consider the following:

- universal characteristics of the children – e.g. age, ethnicity;
- contextual characteristics – e.g. impact of conflict, harmful traditional practices, language etc;
- poverty context – economic status of the children;
- barriers to education that these children face at three levels: family/community, school, system;
- outcomes for these children – how does educational marginalization affect these boys and girls in terms of learning and social outcomes?



Self-study and/or group activity

Educational Marginalization Analysis Tool

This activity can be done as a self-study activity or in small groups facilitated by a trainer.

Step 1

Brainstorm the groups of children and youth whom you know to be excluded and marginalized in your context.

- What are their general characteristics (e.g. age, disability status, gender)?
- What factors in the local context force them to be excluded?
- Is there any data available on these groups?

Step 2

- What keeps these children out of school – can you identify the barriers that exclude these children?* Look at [Handout 1](#) for ideas about the types of barriers that may exist.
- Are these barriers different for males and females? If so, how?

Step 3

- Can you identify any barriers that are common to more than one group of marginalized children and youth?
- What implications does this have from an education policy perspective? (e.g. tackling barriers to education will have benefits for many marginalized groups).

Step 4

- Can you identify how exclusion affects these children's educational outcomes in the longer term?



Self-study and/or group activity

Educational Marginalization Analysis Tool

*Sample answers might include:

(If working in a group training session, do not share these answers with the groups until they have had a chance to work on the answers themselves.)

- Families do not want girls to risk walking to school on dangerous routes.
- Community wants boys to work instead of going to school.
- Expenses – despite government investment in education, families routinely cover additional costs for various items, e.g., books, transport, school supplies, uniforms, additional tuition fees.
- Classrooms are overcrowded.
- Conditions can be very poor in school – there may not be water or electricity, sanitation facilities may be non-existent.
- Not enough textbooks.
- Not enough teachers.
- Teachers lack training and/or experience in: mother tongue instruction for children from minority groups; inclusive pedagogy to ensure children with disabilities and others are not excluded.
- Infrastructure may be unsuitable for children with disabilities, e.g., no ramps, insufficient natural light in classrooms.
- Policies do not let young mothers re-enrol in school after giving birth.
- Policy does not allow children to learn in their mother tongue.

Although thinking about groups of learners can be helpful, particularly when planning education sector interventions, the distinctions between groups can be somewhat artificial. It may be more effective to think more broadly about how barriers within the education system can be taken down to ensure better inclusion for all learners. This is because

people from different marginalized groups often face the same barriers, and programmes can be designed to address these barriers and thus benefit multiple groups. Taking a more inclusive approach to education in this way is a key strategy to facilitate the participation and engagement of all children in quality education (see the next activity).



Self-study and/or group activity

Defining inclusive education

Write down, or brainstorm in a group, a list of bullet points to describe how you would define inclusive education. There are no right or wrong answers, this is just an opportunity to explore ideas.

Sample answers might include:

- equality;
- education for all;
- accepting and respecting differences;
- involving marginalized children (girls, disabled, minority ethnic, street children, etc);
- recognizing different abilities;
- skills to help teachers manage different learners;
- adapting to children;
- making buildings accessible – e.g. building ramps;
- being child- / learner- friendly.

Inclusive education means the presence, full participation and achievement of all learners in the general education system. It is directed to the full development of human potential, sense of dignity and self-worth. Inclusive education is every child's right and should be free, compulsory, good quality and available in local communities.¹

- By 'presence' we mean that all learners should be able to access and attend school.
- By 'participation' we mean that all learners should be able to contribute to and participate actively in classroom activities.
- By 'achievement' we mean that all learners should be given the opportunity to achieve learning milestones and make progress that they can see for themselves.

Educators are responsible for finding and helping all children to learn. This will probably mean giving them support from government, school authorities, the community, families, children, educational institutions, health services, community leaders and so on.

In some communities, even though all children may be enrolled in school, some may continue to be excluded from participating and learning in the classroom.

¹ Adapted from Article 24 of the United Nations Convention on the Rights of Persons with Disabilities; and UNESCO. 2005. *Guidelines for Inclusion. Ensuring access to education for all*. Paris: UNESCO.



Box 2 Case study: Inclusive principles in practice in education in Lao PDR

“In the Lao People’s Democratic Republic, the education system is seeking to apply the principle of inclusion through shifts in policy and in the culture. Education in Lao PDR has significant disparities between boys and girls, rural and urban areas, poor and non-poor districts, and among ethnic groups on rates of enrolment, repetition, dropping out, and completion. To address this, the national policy focuses on inclusive education, broadly defined as removing all barriers to school enrolment and achievement. Leadership and a strong, common understanding of inclusion are the key factors in reaching the policy’s goals. Additional factors that are key to success include capacity-building, awareness-raising, and inclusion of women and girls, ethnic people, and persons with disabilities in decision-making processes and other efforts for reaching excluded learners.”

Source: UNESCO. 2017, p.18.²



Mainstreaming gender in inclusive education policy for marginalized learners

This section provides a checklist of information and actions that can be undertaken to make education policy more inclusive.

1. Review national legal and policy frameworks from a gender perspective

All countries have national policies and a legal framework for education. Legislation is important for making provisions which must be carried out within the education system. Such legislation should aim to be gender-transformative and linked to laws and policies regarding gender equality.

Legislation guaranteeing the right to education for marginalized learners, e.g. those with disabilities, is often found in separate acts, but instead needs to be contained in mainstream education legislation. Such education legislation should mandate the removal of all barriers to education, with gender norms a major factor to be addressed.

2. Make statistics on gender-based marginalization available for policy-makers, planners and school managers.

Gender statistics are essential for informing social policy and programming decisions. They are critical for effectively monitoring and analysing gender gains and gaps. In the Asia-Pacific region there is little awareness of the need for gender statistics regarding marginalization, and consequently limited demand for and supply of such data. In other cases, this data is not made available in user friendly formats or sufficiently disaggregated into gender identity and age.³ However, in some countries, such as Nepal, this is beginning to change (see [Box 3](#)).

² UNESCO. 2017. *A guide for ensuring inclusion and equity in education*. Paris: UNESCO.

³ UNICEF. 2016. *Harnessing the Power of Data for Girls: Taking stock and looking ahead to 2030*. New York: UNICEF.



Box 3

Case study: Nepal's education equity index and sector planning

“In recent years, Nepal has dramatically improved education equity; gender parity in access is now achieved from primary to secondary, and many children from formerly excluded population subgroups are attending schools. To further improve education equity, the Consolidated Equity Strategy was launched in 2014. As part of this, the Government of Nepal has been working in partnership with UNICEF and other development partners to develop an Education Equity Index that captures and compares inequalities in education across key dimensions, such as gender, caste and ethnicity, wealth, disability and geographic location. Drawing on education management and household survey data, the index calculates a unique percentage for the level of education inequalities in each district across three outcome areas—education access, participation and learning. In addition, the index allows a deeper analysis of the data so that the major drivers of the inequalities can be identified. The index is designed to provide education policy-makers and planners with the information they need to better target their programming and ensure that resources are allocated to achieve greater equity among and within the districts in Nepal.

The Education Equity Index was approved in May 2016 and is the primary planning and implementation tool for the Government's Consolidated Equity Strategy.”

Source: Global Partnership for Education and UNGEI. 2017, p.59.⁴

3. Conduct a gender-sensitive situation analysis of marginalization

Undertaking a gender-sensitive situation analysis, including a barrier analysis, is a useful way to strengthen understanding of the context of marginalized children and youth, both in and out of education. As noted in the activity on educational marginalization above, barriers can include:

- **Family / community / social factors** such as prejudice, discrimination and stigma. These are likely to be gendered and to vary across cultures.
- **School-based factors** such as physical infrastructure, communication barriers and transportation barriers. These are likely to have gender implications.
- **Institutional factors** such as laws, policies and capacities of institutions such as early learning centres and schools to enable marginalized children to attend and learn. The extent to which schools are gender-sensitive, equitable and child-friendly is likely to be important for the meeting the needs of marginalized learners.

Undertaking a situation analysis is a practical way of developing the evidence base for policies and programming. It is a way of making marginalized learners more visible through better information (see the optional extension activity below for more information on how to do this).

4. Develop gender-sensitive education sector policies to educate all boys and girls

A holistic, gender-sensitive, multi-sectoral and multi-level policy framework needs to be put in place to ensure inclusive education is effective for all girls and boys. Key policy areas to consider include early identification and response, inclusive early childhood care and education, parental and community involvement, strengthening teacher policies and programmes for inclusion, strengthened cross-sectoral coordination, and advocacy and awareness raising.

⁴ Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE.

Optional extension activity for self-study and/or group work

UNESCO has recently launched a new framework for inclusion and equity in education (UNESCO, 2017). The review framework has been developed to assist countries in examining how inclusion and equity currently figure in their existing policies, and in determining the actions required to improve these policies and their implementation. The framework is reproduced in Handout 2.

The framework assesses four dimensions of inclusion and equity in education:

1. concepts;
2. policy;
3. structures;
4. systems and practices.

Under these dimensions, 16 key features are identified that can support inclusion and equity. The framework offers guidance on assessing progress against these.

Activity steps

1. See **Handout 2**. Review the questions in the first column entitled 'Areas to be examined' and identify the types of evidence to collect.
2. Discuss/reflect on these and other relevant questions that arise while reviewing the evidence.
3. Record any information, insights and recommended actions in the second column entitled 'Comments'.
4. In the third column, 'Level of progress', circle the response that best fits the current assessment of actions taken to embed the principles of inclusion and equity in educational policy. This will help in identifying areas of strength to build on and aspects of policy that need attention. This method is consistent with the idea that developing inclusion and equity in education is an ongoing process, rather than a single event.
5. Finally, identify recommended actions for each of the four dimensions.



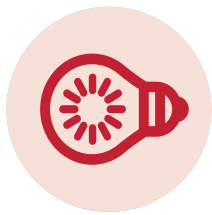
Further reading

UNICEF. 2017. *Annual Results Report*. New York: UNICEF.

Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE.

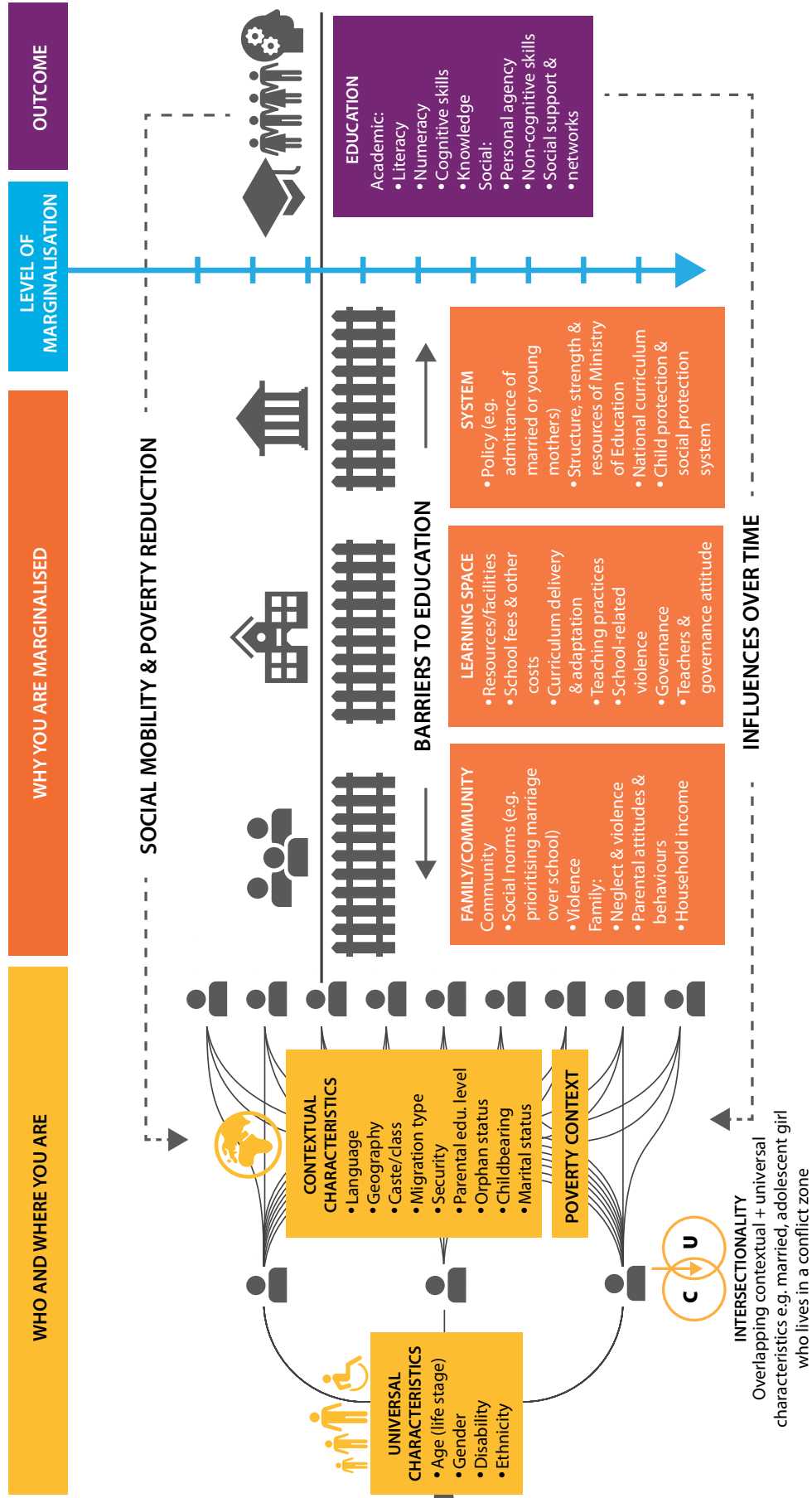
UN Committee on the Rights of Persons with Disabilities (CRPD). 2016. *General comment No. 4, Article 24: Right to inclusive education*, 2 September 2016, CRPD/C/GC/4.

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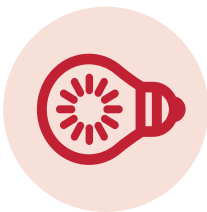


Handout 1

Analysing Educational Marginalization



5 Girls' Education Challenge. 2018. *Thematic Review: Understanding and Addressing Educational Marginalisation*. London: Department for International Development.



Handout 2

UNESCO Framework for Equity and Inclusion in Education⁶

1. Concepts

Areas to be examined	Comments	Level of progress (Circle one)
<p>1.1 Inclusion and equity are overarching principles that guide all educational policies, plans and practices</p> <p>How far are the principles of inclusion and equity understood and defined within education policies? To what extent are inclusion and equity embedded as core principles in all education policies and plans? To what extent are all national educational policies and plans informed by the principles of inclusion and equity? To what extent are education practices guided by the principles of inclusion and equity?</p>	<p>Inclusion and equity are not yet strong features of educational policies, plans and practices but initial discussions have begun regarding how this can be addressed.</p>	<p>Planning has taken place to strengthen the role of inclusion and equity in relation to educational policies, plans and practices.</p> <p>Actions have been taken to ensure that inclusion and equity are features of educational policies, plans and practices.</p>
<p>1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners</p> <p>To what extent is the national curriculum based on the principles of inclusion and equity? To what extent does the national curriculum have the robustness and flexibility to suit all learners? To what degree are the assessment systems used to celebrate different levels of achievement and to support the development of all learners?</p>	<p>The national curriculum and assessment systems are only suitable for some learners but initial discussions have begun regarding how this can be improved.</p>	<p>Planning activities are taking place to review the national curriculum and assessment procedures in relation to inclusion and equity.</p> <p>Actions have been taken to ensure that the national curriculum and assessment systems respond effectively to all learners.</p>
<p>1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education</p> <p>To what extent is there a widespread commitment/agreement among all professionals who work with children, youth and adults to act according to the principles of inclusion and equity? To what extent do those who work with children, youth, and adults and their families understand the implications of the principles of inclusion and equity for their roles?</p>	<p>Although agencies have varied understanding of national policy aspirations and plans for promoting inclusion and equity in education, initial discussions have begun to address this issue.</p>	<p>Planning activities are taking place to ensure that agencies understand and support national policy aspirations for promoting inclusion and equity in education.</p> <p>Actions have been taken to ensure that agencies understand and support national policy aspirations for promoting inclusion and equity in education.</p>
<p>1.4 Systems are in place to monitor the presence, participation and achievement of all learners within the education system</p> <p>How effective are the systems for collecting data (quantitative and qualitative) regarding the presence, participation and achievement of all learners? To what extent are data analysed in order to determine the impact of efforts to foster greater inclusion and equity? To what extent are actions taken in light of the data analysis to strengthen inclusive and equitable settings and practices?</p>	<p>There are limited arrangements for monitoring the presence, participation and achievement of all learners but initial discussions have begun to address this issue.</p>	<p>Planning has begun in establishing systems for monitoring the presence, participation and achievement of all learners.</p> <p>Actions have been taken to establish effective systems for monitoring the presence, participation and achievement of all learners.</p>

Recommended actions:

6 UNESCO.2017. *A guide for ensuring inclusion and equity in education*. Paris: UNESCO.

2. Policy statements

Areas to be examined	Comments	Level of progress (Circle one)	
<p>2.1 The important national education policy documents strongly emphasize inclusion and equity</p> <p>To what extent do all major educational policy documents reflect the principles of inclusion and equity?</p> <p>To what degree are policy priorities informed by the principles of inclusion and equity?</p>	<p>Although there is little mention of inclusion and equity in important national education policy documents, initial discussions have taken place to address this issue.</p>	<p>Planning activities have taken place to make inclusion and equity a feature of important national education policy documents.</p>	<p>Actions have been taken to ensure that inclusion and equity are a feature of important national education policy documents.</p>
<p>2.2 Senior staff at the national, district and school levels provide leadership on inclusion and equity in education</p>			
<p>To what extent do education leaders at the local level encourage the development of inclusive and equitable cultures?</p> <p>To what extent do national policy-makers show clear and sustainable leadership to promote the principles of inclusion and equity?</p> <p>To what extent do local district administrators provide clear and sustainable leadership regarding inclusive education?</p> <p>To what extent are educational leaders (local authorities, senior staff, school principals) trained regarding their responsibilities for enhancing inclusion and removing barriers?</p>	<p>While senior staff at the national and district levels provide limited leadership on inclusion and equity in education, initial discussions have taken place to strengthen this aspect.</p>	<p>Planning has begun to encourage senior staff at the national and district levels, to provide leadership on inclusion and equity in education.</p>	<p>Actions have been taken to ensure that senior staff at the national and district levels are providing leadership on inclusion and equity in education.</p>
<p>2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices</p>			
<p>To what extent do national policy-makers encourage the development of inclusive and equitable practices?</p> <p>To what extent do local district administrators take action to encourage the development of inclusive and equitable practices?</p> <p>To what extent do school principals and those who manage other centres of learning (e.g. pre-school provision; special schools) take action to encourage the development</p>	<p>Although there is little evidence that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices, discussions have taken place to improve this situation.</p>	<p>Planning has taken place to encourage leaders at different levels of the education system to articulate consistent policy aspirations for the development of inclusive and equitable educational practices.</p>	<p>Action has taken place to ensure that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices.</p>
<p>2.4 Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices</p>			
<p>To what extent do systems for supporting schools and other centres of learning identify, challenge and remove non-inclusive, discriminatory and inequitable practices?</p> <p>Where non-inclusive, discriminatory and inequitable practices are found to exist, to what extent are they challenged?</p>	<p>Although leaders at different levels rarely challenge non-inclusive, discriminatory and inequitable educational practices, discussions have taken place to address this issue.</p>	<p>Planning has taken place to encourage leaders at all levels to challenge non-inclusive, discriminatory and inequitable educational practices.</p>	<p>Action has been taken to ensure that leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices.</p>

Recommended actions:

3. Structures and systems

Areas to be examined	Comments	Level of progress (Circle one)
<p>3.1 There is high-quality support for vulnerable learners</p> <p>How effective are the systems for identifying vulnerable learners? To what extent are there flexible arrangements for ensuring that support is available to individuals as and when necessary? To what degree are families seen as partners in supporting their children's education? To what extent are learners themselves asked about their need for support?</p>		<p>While support for vulnerable learners is of variable quality, discussions have taken place to consider how this can be improved.</p> <p>Planning has taken place to improve the quality of support for vulnerable learners.</p> <p>Actions have taken place to ensure high-quality support for all vulnerable learners.</p>
<p>3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices</p>		
<p>To what extent do schools (and other education providers) collaborate with other relevant sectors, such as health and social work? To what extent is there effective cooperation between schools and other centres of learning? To what degree do institutions and services within districts have a shared understanding of inclusion and equity, and work together? To what extent do both public and private education providers apply inclusive and equitable education practices?</p>	<p>Although the work of services and institutions tends not to be well coordinated, discussions have taken place to consider how this can be improved.</p>	<p>Planning has taken place to encourage services and institutions to collaborate.</p> <p>Actions have been taken to ensure that services and institutions involved with learners and their families work together.</p>
<p>3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners</p>		
<p>To what extent are all learners seen as being of equal importance educationally? To what extent are available resources used flexibly, and targeted to support participation and learning?</p>	<p>While there are concerns that resources are not distributed fairly, discussions have taken place to address this issue.</p>	<p>Planning has taken place to improve the way resources are distributed, focusing in particular on the need to support vulnerable learners.</p> <p>Actions have been taken to ensure that resources are distributed fairly, focusing in particular on vulnerable groups of learners.</p>
<p>3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education</p>		
<p>To what extent do special schools and units have a common understanding of inclusion and equity? To what extent do students from special schools and units have opportunities to take part in activities within mainstream schools? To what degree is the expertise made available in special settings also made available to teachers in other schools?</p>	<p>While special provision is mainly separate from the mainstream education system, discussions have taken place to consider how closer links can be encouraged.</p>	<p>Planning has taken place to encourage ways of creating stronger links between special provision and mainstream education institutions.</p> <p>Action has gone on to ensure that special provision has a role in promoting inclusion and equity in education.</p>

Recommended actions:

4. Practices

Areas to be examined	Comments	Level of progress (Circle one)
<p>4.1 Schools and other learning centres have strategies for encouraging the presence, participation and achievement of all learners from their local community</p> <p>To what degree do teachers use a range of pedagogical strategies to cater to learner differences?</p> <p>To what extent are there effective procedures for taking account of students' views regarding their learning and aspirations?</p> <p>To what degree do school leaders support the presence, participation, and achievements of all learners?</p>		<p>While there is variation in the quality of the strategies used for encouraging presence, participation and achievement of all learners, discussions have taken place to improve this situation.</p> <p>Planning has taken place to strengthen the quality of the strategies used to encourage the presence, participation and achievement of all learners.</p> <p>Actions have taken place to ensure that there are effective strategies for encouraging the presence, participation and achievement of all learners.</p>
<p>4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalization or exclusion</p> <p>To what extent are teachers skilled in assessing the progress of individual students and in supporting their development?</p> <p>To what extent do teaching and non-teaching staff take account of the cultures, identities, interests and aspirations of all their students in order to enhance their learning?</p> <p>To what extent do teaching and non-teaching staff in schools, and other centres of learning, work closely with families in ensuring support for students?</p>		<p>Although support for vulnerable learners is varied in quality, discussions have taken place to bring about improvements.</p> <p>Planning has been going on to strengthen the support provided for learners at risk of underachievement, marginalization and exclusion.</p> <p>Action has been taken to ensure effective support for learners at risk of underachievement, marginalization and exclusion.</p>
<p>4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training</p> <p>To what extent does the teacher education curriculum for all teachers emphasize the principle of inclusion?</p> <p>To what extent are teacher trainees guided to develop positive attitudes towards student diversity?</p> <p>To what extent are teacher trainees helped to develop teaching pedagogies that respond positively to student diversity?</p>		<p>The training of teachers and support staff for responding to learner diversity is varied in quality but discussions have taken place to bring about improvements.</p> <p>Planning has taken place to strengthen the ways that teachers and support staff are trained to respond to learner diversity.</p> <p>Actions have been taken to ensure that teachers and support staff have effective training in respect to the way they respond to learner diversity.</p>
<p>4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices</p> <p>To what extent do schools and other centres of learning have effective staff development programmes related to inclusive practices?</p> <p>To what extent do teachers have opportunities to see one another working in order to share ideas and practices?</p> <p>To what extent are there opportunities for teachers to attend in-service courses and benefit from customized school support regarding the development of inclusive practices?</p>		<p>While there are only limited opportunities for professional development regarding inclusive and equitable practices, discussions have taken place to address this concern.</p> <p>Planning has taken place to create more professional development opportunities that focus on inclusive and equitable practices.</p> <p>Action has been taken to ensure that there are sufficient professional development opportunities that focus on inclusive and equitable practices.</p>

Recommended actions:



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