

OROS (Online RECI Open Space)

HOW CAN WE STRENGTHEN (INTERSECTIONAL) INCLUSIVITY IN EDUCATION?

6 November 2025

3:00pm to 5:00pm CET



Online



**Interactive
webinar**



In English

reci-education.ch



Réseau Suisse Éducation
& Coopération Internationale



Netiquette

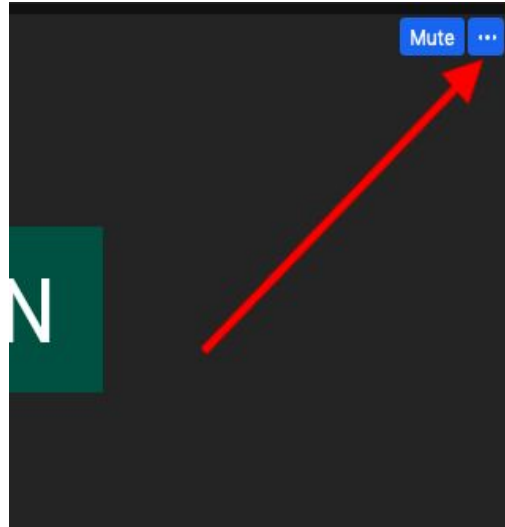


- Use a headset if possible - the sound quality is better
- With the webcam on we can see each other, it feels a bit more like being in a face-to-face meeting
- Mute the microphone if the background is loud
- It's okay to take breaks!
- Questions? Use the chat box or send a private message to Nadine Bernasconi or by e-mail
(nadine.bernasconi@reci-education.ch)

On Zoom, rename yourself with your name + languages + organisation

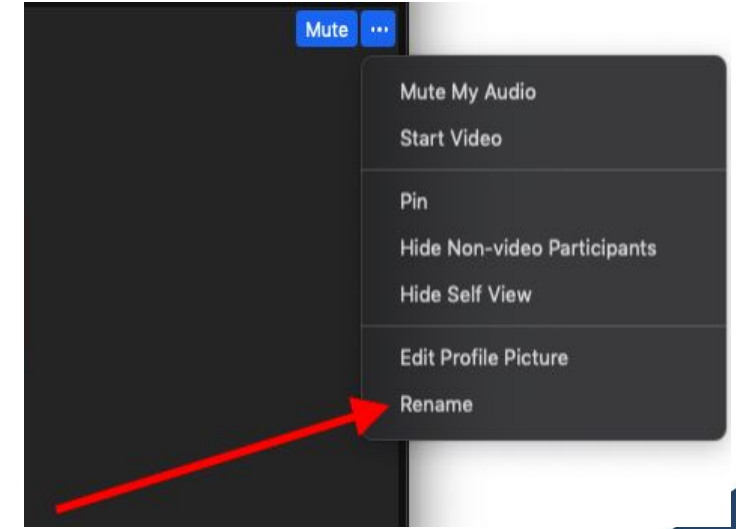
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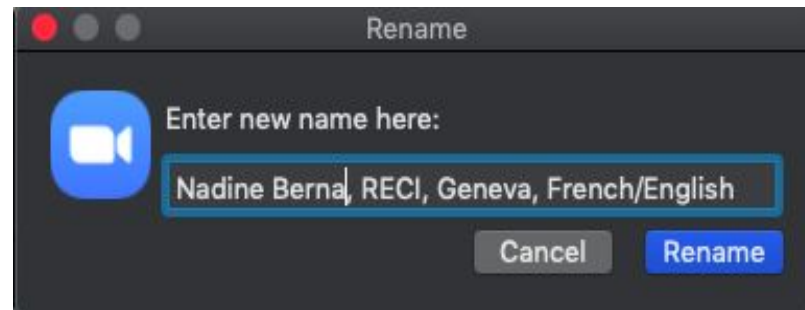
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3rd step:

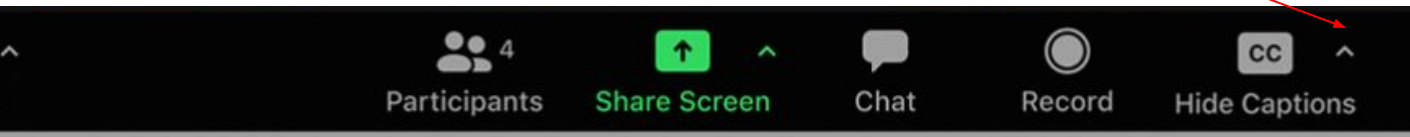
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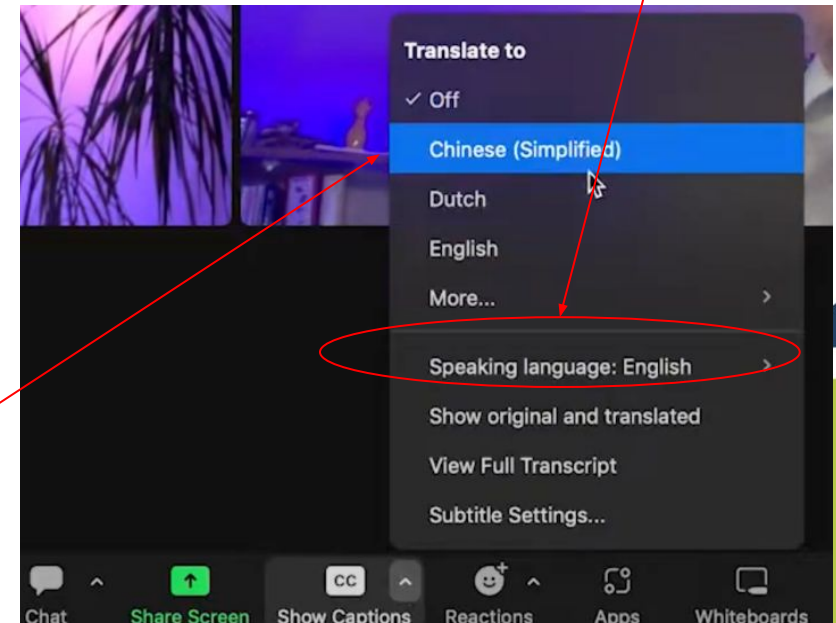
ex : Nadine Bernasconi, FR, EN, ES, RECI

Interpretation/translated captions

Step 1. click on the small arrow net to Hide Captions, click Show Captions



Step 2. Choose the language that you want to see in the subtitles



Step 3. Choose the language in which you will speak (please speak in that same language throughout the webinar)

Agenda

- ★ Welcome & introduction
- ★ Team
- ★ Warm-up questions
- ★ Presentation 1 :
 - Speakers : Meena Napit & BedPrasad Bhurtel
 - Break out rooms + discussions
- ★ Presentation 2
 - Speaker : Bed Prasad Bhurtel
 - Break out rooms + discussions
- ★ Conclusion

Speakers & moderators



Meena Napit, Project Coordinator, Plan International Nepal

Bed Prasad Bhurtel, Program Specialist, Plan International Nepal



Debora Cohen, Program Coordinator at Plan International CH



Beatrice Schulter, Executive Director of RECI-FoBBIZ

Nadine Bernasconi, Communications Officer of RECI- FoBBIZ



Warm-up questions

- Where are you joining us from today?
- Which organisation or field do you work in ?
- What would be your definition of inclusion ?

What would be your definition of inclusion ?

- Everyone is heard, seen, and able to participate in society.
- Accessibility and participation are facilitated according to each person's needs and capacities.
- People live and work together on an equal basis.
- Individuals from all social and other backgrounds can participate equally in society.
- Participation in society is improved, especially for those who are disadvantaged.
- Everyone can access or participate at the same level.
- Each person can participate in the way that suits them best.
- The most disadvantaged are recognized and supported.
- Equity and involvement ensure that every individual has equal rights.
- Meaningful participation is ensured, and everyone's voice is heard.
- Inclusion means equal access to opportunities and resources regardless of class, gender, or other characteristics.
- All people, regardless of background, identity, or ability, are respected, supported, and able to participate in society.
- Everyone has the possibility and feels empowered to participate equally.
- In education: it is a rights-based, quality approach that emphasizes equity in access and participation and responds positively to each learner's needs and competencies.
- In education more broadly: quality education for all.



Presentation

Meena Napit & BedPrasad Bhurtel

Transforming the Future of Adolescent Girls through Education in Sindhuli – UJJWALTA

Plan International Nepal
Plan International Switzerland



Outline

1. **Plan International's General/Overall approach for education and intersectionality**
2. **“Ujjwalta” project in Nepal**
3. **Intersectionality in Education-Ujjwalta Project**



शताब्दीयाँ देखि हामीलाई कहाँ
ब
सने, के छुने, के सपना देख्ने भनेर भनिँदै

For centuries, we have been told where to sit, what to touch, what to dream. But now we must write our own rules. Education is our way forward.

~ Dr. Babasaheb AMBEDKAR



Plan International's Approaches and Program Areas for education, inclusion, and intersectionality

Approaches

Right Based Approach(RBA)

Gender Transformative Approach (GTA)

Boys and Men engagement

Youth Participation

**Inclusive
(leaving no one behind)**

Major Program Areas

Parent Engagement

Teaching and Learning

Curriculum and Learning Materials

Out of School Children

School environment improvement

Education governance

Problems/Issues

- **Gender inequality and exclusion of children with disabilities in education**
- **Lack of child- gender responsive and inclusive learning environment**
- Lack of accessible infrastructures in all schools.
- **Inadequate student-centered pedagogy-inadequate skilled teachers**
- Insufficient teaching & learning resources
- **Low parental education/awareness on the importance of education**
- Lack of future career aspiration among girls
- **Poor school education governance**
- **Low learning achievements**
- **Low completion (retention) rate in secondary education.**

Brief Project Info

Project Name	Transforming the Future of Adolescent Girls through Education in Sindhuli (Ujjwalta)
Organization	Plan International Switzerland/Plan International Nepal/HANDS Nepal-Local NGO
Budget	CHF 700,000
Project Duration	3 years, started from 1st July 2024
Project Location	2 Municipalities (Kamalamai & Dudhauri) covering 30 Schools
Target Groups	Primary- Students of grades 6-12, especially girls, children from most marginalized groups Secondary- Parents, teachers, SMC/PTA, and local government



Improved **equitable access and retention of children**, especially **girls and children from most marginalized communities** in secondary education



1 Improved learning environment for all children, especially for girls and children from the most marginalized communities (Dalit and Janajati)

Physical & Pedagogical Learning Environment



WASH Facilities improvement



Classroom repair and maintenance



Establishment of complaint hearing mechanism at school



1 Improved learning environment for all children, especially for girls and children from the most marginalized communities (Dalit and Janajati)

Enhancing capacity of teachers to apply inclusive student-centered pedagogy to support the continuation of education



Career Counselling Orientation to teachers for including career sessions in pedagogical process



Training to teachers on Inclusive education & pedagogy



Training to teachers on gender transformative pedagogy & behaviors



2 Improved understanding of parents and children on the importance of education, career advancement and their responsibility for learning

Children, especially girls and children from marginalized communities, are supported to continue education up to secondary level



Organizing extra-curricular activities at school through the leadership of child club members, especially girl leadership



Remedial classes to the student to bridge their learning gap



Need-based education materials support to OOSC while enrolling them to regular school as well as reading corner at home

OUTCOMES

2 Improved understanding of parents and children on the importance of education, career advancement and their responsibility for learning

Parenting Education



Parental awareness session



Model parent sharing session



Parent engagement in children education and school monitoring





3 Strengthened education governance system at the schools and at the local government level to be inclusive and gender responsive

Schools and local governments (LGs) have inclusive and gender responsive school improvement plan, policy and budget



Gender transformative and School management training



Consultative workshop with teachers for revising/updating School Improvement Plan



Workshop with local government for OOSC guideline preparation

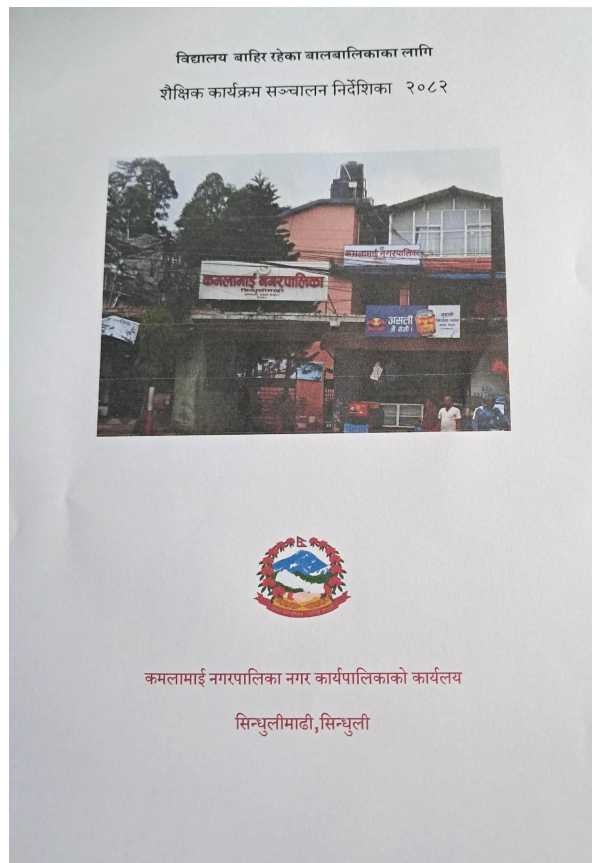


3 Strengthened education governance system at the schools and at the local government level to be inclusive and gender responsive

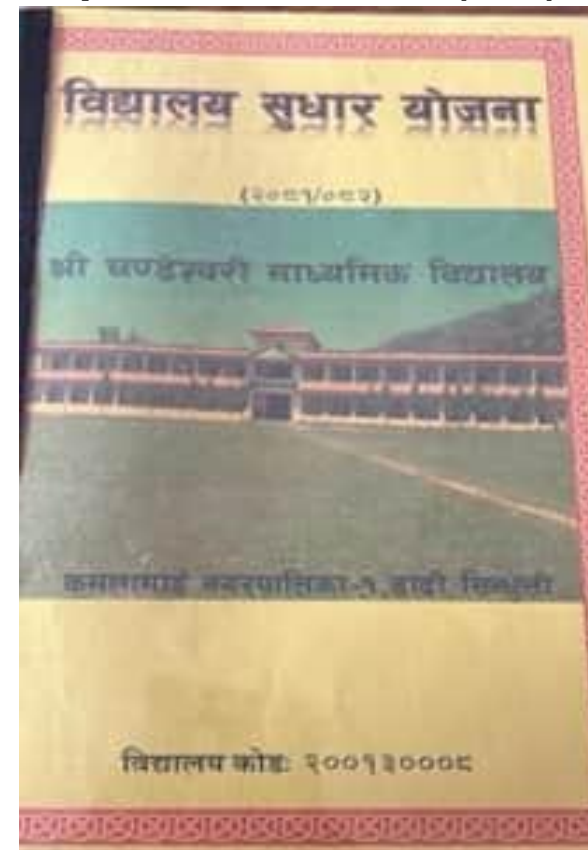
Out of School Children Guideline, Local Education Plan/Policy, School Improvement Plan (SIP)



Discussion on the draft OOSC guideline and feedbacks sessions



OOSC guideline of local government



Updated School Improvement Plan (SIP) incorporating school safety, WASH, girl's retention and disability inclusion

THANK YOU

ANY QUESTION ?



What new insights did I gain from the presentation?

- The use of technology and the STEAM approach can significantly enhance education.
- Inclusive school governance can be strengthened through innovative approaches.
- Projects often encounter unexpected intersections, making flexibility and multiple pathways for participants essential.
- Inclusivity is frequently (and sometimes too narrowly) associated with disability.
- Different categories of inclusion share common solutions: first identify what exists, then determine what is needed to include everyone.
- Poverty remains the “elephant in the room,” acting as a major driver of exclusion.



Break out rooms

Guiding questions

- What challenges or barriers to inclusive education from the Nepal case resonate with your own context or experiences?
 - What strategies or practices have worked in your setting to strengthen inclusivity?
 - What advice or insights would you share with the project team based on your experience?
- 

Thematic : Inclusion

Group 3 : Notes & key conclusions

Challenges:

Barrier at policy level

Teacher capacity

Exclusion due to ethnicity (race),
disability, marginalization

Accessibility

gender inequality and gender role
(house chores)

Differentiation on value of boys and
girls due to social norm

Strategies or practices

Building capacity of teacher and improve
pedagogy (child friend)

Increase accessibility

Build capacity of government for policy and
strategy

Local political leader, CSO should be mobilized

Distinguish structural as well as dialogue as
right based approach

Parental awareness/sensitization

Advocacy for allocating budget

Participation- local voice or right holders

Thematic : Inclusion

Group 4 : Notes & key conclusions

Barriers: social norms for including women and girls, and persons with disabilities

...coalition with household duties, family care and other social expectations, health issues leading to school absence

...intersectionality, e.g. disability and gender and ethnicity

...parents literacy and children's enrolment

Recommendations/Solutions: multidimensional approach, community level understanding of the right to education, national/regional level understanding of teachers training for inclusion

monitoring of the different exclusion factors which we are working with according to different regions. e.g. mobility constraints. then what is needed? e.g. teacher training, accessibility

Universal Design in Learning approach

Thematic : Inclusion

Group 5 : Notes & key conclusions

...Intersection of gender and disability

...Remoteness, infrastructure and access to quality education, qualified teachers

Strategies for addressing issues:

... tailored courses adapted to different children's needs

... discussion around boarding schools (pros and cons), international schools

... multidisciplinary approach (with parents, teachers, government)

... addressing discrimination and changing norms at all levels

... socio-educational coaching of children from disadvantaged backgrounds

... piloting and testing new initiatives



Presentation

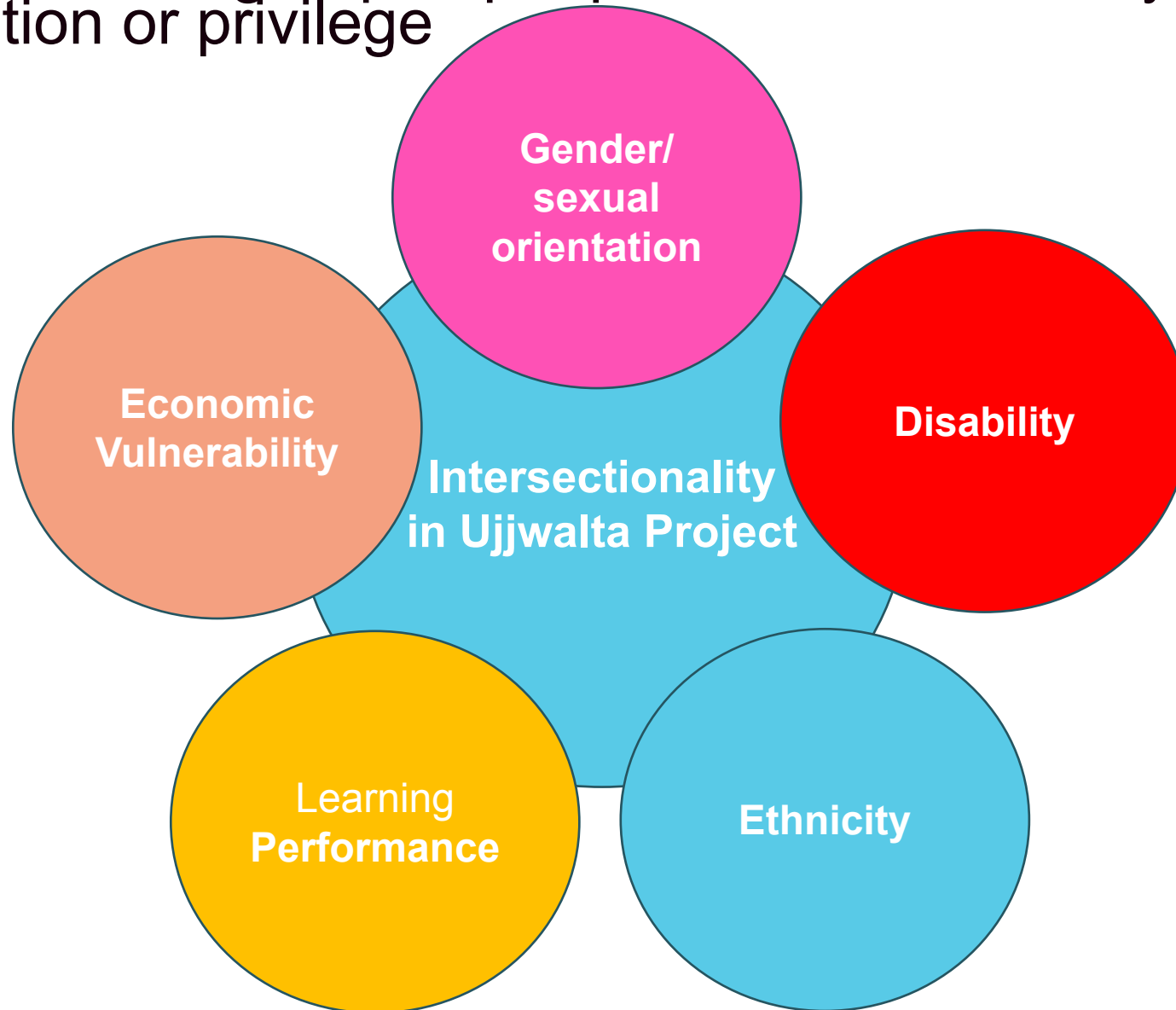
Bed Prasad Bhurtel

Ujjwalta Project and Intersectionality



Understanding Intersectionality

Diversity of individual/group of people that is defined by society, either via discrimination or privilege



Process and Tools: Applied in Ujjwalta Project

Mean/Tool Applied in the Project

- Gender Transformative Marker Assessment (GTMA)
- SADDD (Sex, Age, Disability, Disaggregation Data) in M&E
- Out of School Children checklist
- Diagnostic tool (ReAL Plan)
- Action Research

Process of Tools Application

- Consultation meeting of Plan and partner during planning, implementation and reporting phase
- Monthly tracking of SADDD in Plan Collect Apps
- Survey, findings sharing to LG and School, and support OOSCs and those are at risks of drop out
- Applied diagnostic tool to all student of target grades (6-10)
- As per need of periodic analysis of the data



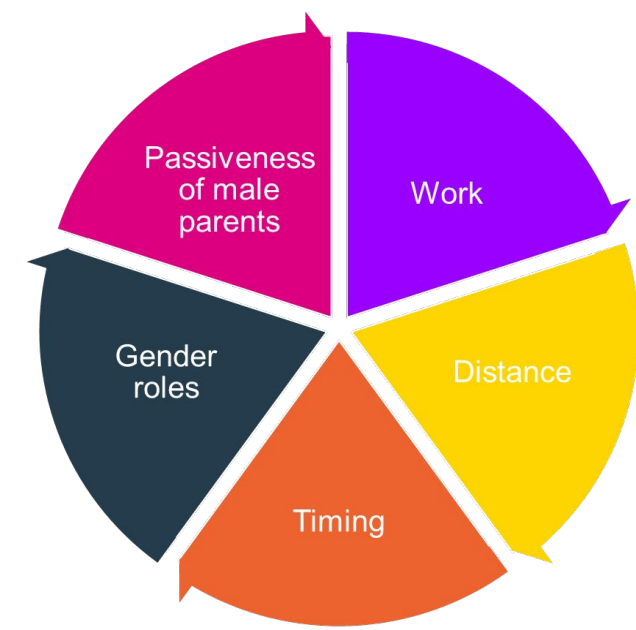
AREA	MARKER AREA	ASSIGNED WEIGHT FOR EACH AREA	PROJECT GRADE	TOTAL POTENTIAL	FINAL LEVEL	COMMENTS ABOUT THE GRADE	IMPROVEMENT OPPORTUNITIES
SITUATION ANALYSIS	A. PROGRESS ANALYSIS AND REVIEW	10%	High potential	High potential	Gender Transformative	The quarterly and annual project reviews consisted of the output, program participant reach and updated the indicator tracking table (ITT). During baseline study, project measured gender related indicators (i.e. transition rate of girls and boys, Out of school children (OOSC) with sex and age disaggregation, causes of OOSC with gender and social barrier, supportive learning environment, parental engagement, social, cultural, local level, etc.).	There should be more consultation meeting with different stakeholders & feedback collection with different stakeholder on gender & inclusion in education. Annual review should include indicator wise review & revisit the GTMA recommendation.
THE SIX ELEMENTS OF GENDER TRANSFORMATIVE AND INCLUSIVE WORK	B1. GENDER NORMS	65%	Medium potential			Consultations were carried out with SMC, teachers, local government's officials, parents and students, which help to identify gender need	Collaboration with LG and School should be continued for awareness raising and tailored dialogue.
	B2. AGENCY		Medium potential			Project conducted orientation to secondary level students on peer education which make them to understand the importance of peer	Build capacity of girls and children with disability for their self-esteem, confident and public dialogue and mobilize trained girls to influence
	B3. WORKING WITH BOYS AND MEN		Medium potential			Project works with the boys, male teachers and male parent. In parental awareness session, male parents are sensitizing and motivating for 33 OOSC (4 girls, 19 boys) & 78 children (51 girls & 27 boys) from poor and marginalized communities, who were at risk of dropping out	Special sessions should be prepared and delivered to boys and men for positive masculinities at education and mobilize them
	B4. CONDITION AND POSITION		Medium potential			Project focused adolescent girls, especially from marginalized communities, along with inclusion of disabilities, age group, ethnicity.	Child club formation guideline orient before reformation of child club.
	B5. DIVERSITY		High potential			Project supported to improve VASH facilities, class room repair & maintenance, ICT management, library management, that leads to	Continuation of the program & ensuring their participation in project activities. Priority to adolescent girls led activities in school (ECA).
	B6. ENABLING ENVIRONMENT		Medium potential				Influence local government to gender transformative education policies and Plan and budgeting, which addresses needs of girls.
PROJECT PROCESSES TO SUPPORT GENDER TRANSFORMATIVE AND INCLUSIVE WORK	C1. M&E data	25%	High potential			Project collected the data & information of program participants based on their sex, age, disability, ethnicity & Sponsored Child/Family	Continuation of the data management as per disaggregation & annual data collection as of programme logframe & ensure SC/Family
	C2. RISKS		Medium potential			Project has prepared overall risk assessment of the program implementation including safeguarding risk assessment during	Prepare detail risk assessment and monitoring its with proper mitigation measures.
	C3. PARTICIPATION		Medium potential			CAY were involved in project through different specific activities such as ECA, peer education, career counselling, remedial classes, one home	Continuation of the CAY engagement in project activities & ensure their active participation.
	C4. TECHNICAL EXPERTISE		High potential			Plan International Nepal has a dedicated position as GESI adviser who supported technical expertise to partner and the project team.	Interaction with project team on identifying gap, documenting the project progress, case studies for integrating gender transformative approach.
	C5. RESOURCES		High potential			Project has conducted short assessment on limited participation of the parents from marginalized communities.	Regular review of the GTMA recommendation on gender transformative elements and adopt during the project implementation as relevant.

Tackling exclusion and Adopting Intersectionality

Issue: Limited parental participation (Dalit & Janajati, especially women)

Action Research: To assess the barriers preventing parental participation in educational activities & identify and explore effective coping strategies

Barriers



Recommendation

Adaptive Method

- Home visit
- Meeting in village
- Meeting at school

Implementation strategy

- Flexible time
- Community based parenting awareness

- Model parents
- Community Leaders
- Elected Representatives



Community Consultation for action research for inclusion and intersectionality @ Plan International

Photos



Community-based parental awareness session @ Plan International



Home visit for parent's engagement @ Plan International



Mobilization of local leader to ensure parental engagement @ Plan International



Thank you!





Break out rooms

Guiding questions

- What kinds of exclusions do you come across in your project ? (such as gender, caste, poverty, disability, origin, language...)
 - Which one tends to remain the most invisible in your context? And how do you tackle them ?
 - How can we integrate intersectionality into education projects in a way that is practical and not overly complex?
- 

Thematic : Intersectionality

Group 1 : Notes & key conclusions

Kinds of exclusion?

Literacy (Language), Caste, Disability, Gender, Poverty

Which one is most invisible?

Language

Integrate intersectionality into education projects:

Use approaches as Universal Design Learning (UDL)

Working on different levels - structural, community, schools, advocacy

Thematic : Intersectionality

Group 3 : Notes & key conclusions

- exclusion factors:
 - cast
 - language
 - poverty (boys, young men: pressure to generate income, be breadwinners)
 - disability
 - social relationships & social conflicts between families/within communities
 - geographic location (remoteness)
 - teenage pregnancy & child marriage
- most invisible exclusions:
 - girls, young women not attending during menstrual cycle (“taboo”, not being spoken about) → improvement in recent years, improved awareness, gender-friendly toilets, etc.
- how to integrate intersectionality
 - awareness raising in communities/parents/guardians
 - vocational skills development (practice-oriented, technical skills, short courses), especially for youth → contributing to improved livelihoods
 - financial incentives for training providers to give additional support to women, marginalised youth
 - make infrastructure gender and disability-friendly
 - sharing success stories (role models, good examples, etc.) → use role models to inspire

Thematic : Intersectionality

Group 4 : Notes & key conclusions

Kinds of exclusion

Gender and sexual orientation

Economic vulnerability

Caste system

Language

Disability

CEFM

Pedagogy

Most invisible and how to tackle

Caste (ethnicity) and sexual orientation (-> e.g. celebrating PRIDE month;
Colour Project)

Integration of intersection into education

Context analysis (detailed; identification of root causes of exclusion, and how to address in the context of the project); Washington tool/questionnaire; Youth citizenship scorecard;

Challenge acceptance of exclusion! (reflection sessions, “power game”, “vulnerability game”)

Thematic : Intersectionality

Group 5 : Notes & key conclusions

main exclusions: disability, gender and ethnicity. origin and social class in some cases

most invisible exclusion in our contexts: severe disabilities, poverty

how to integrate intersectionality into schooling: boarding school for different intersectional exclusions as a model school for inclusion.

...

...



Mad Tea Party

1. Something that surprised me today is...

- Learning that some areas in Switzerland are considered poor.
 - The depth and complexity of intersectionality.
 - That significant awareness-raising is still needed on this topic.
 - The large number of participants.
 - The idea of using financial incentives for training and education providers to ensure inclusivity.
 - How invisible some categories of exclusion can be (e.g., language).
 - The variety of creative solutions available.
 - The many forms of exclusion that exist.
 - The value of knowing and sharing with each other.
 - That many challenges remain the same as years ago.
- 



Mad Tea Party

2. Something I want to act on in my own context is...

- Maintaining open relationships and communication.
 - Creating environments where children with disabilities and children without disabilities can live and study together.
 - Analyzing information and developing practical strategies for applying intersectionality in inclusive education.
 - Learning more about Universal Design for Learning (UDL).
 - Exploring more theoretical backgrounds and concepts of inclusion.
 - Debriefing and sharing today's learnings with colleagues.
 - Assuming everyone is "perfect" in their own way, with strengths and weaknesses.
 - Using more playful, low-threshold, and maximally inclusive approaches to address exclusion (e.g., power games).
- 



Mad Tea Party

3. A question I'm taking with me is...

- How can we overcome all the challenges surrounding inclusivity?
 - What is the role of development partners in education within an intersectional context?
 - Can more information be shared about tools such as the power game or vulnerability game?
 - How can we ensure long-term impact and social change through our interventions?
 - How do we achieve equitable access?
 - Is it possible to discuss inclusivity without oversimplifying its complexity?
 - How can Universal Design for Learning be applied effectively?
 - How can we inspire people to recognize ways they may be excluding others and raise awareness meaningfully?
 - How can we address intersectionality practically in inclusive education?
 - How can we address multiple forms of exclusion without becoming overwhelmed or losing focus?
- 

THANK YOU!
Merci!
Gracias!
Danke!
धन्यवाद

شكرا!

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