How can we make sure that schools respond to every child?

Teachers and school systems need to ensure that all students are able to achieve their potential regardless of any existing personal or social disadvantages. This chapter focuses on issues of balancing equity and inclusiveness in education systems to optimise learning for all students. First, the chapter explores the ways school systems can respond to students with special needs and includes strategies that teachers can adopt to make learning more meaningful for all. Second, the chapter makes a case for ensuring equity in education and presents methods and practices that help achieve integration of disadvantaged students in classrooms and schools.

Note regarding data on Israel

> We need a "global style" of teaching, meaning a style that stimulates the whole brain.
> Aggeliki Pappa, Founder "I love Dyslexia"

Introduction

Education systems that help all students succeed are both inclusive and equitable. They ensure that every student has an equal opportunity to learn. Increasing enrolment, globalisation and migration flows have made classrooms much more diverse. System-level policies are essential for mitigating disadvantage and putting in place measures to support students who face greater challenges. Teachers are key to achieving this dual goal of excellence in education and equity. They need to be better prepared to face the demands of today's classroom. In this context, it is important for education systems to recognise and plan for this at the policy level.

Topic 1:
Making schools more inclusive: Teaching students with special needs

### Why is this topic important?

The number of children with special needs, defined in terms of learning challenges related to physical, cognitive, and emotional impairments, ranges from 93 to 150 million worldwide (UNICEF, 2013). As schools in many countries move towards integrating students with special needs into mainstream classrooms, one crucial issue teachers face is how to provide quality instruction to a more diverse group of learners, including some with significant challenges, in the same amount of time. Managing and using classroom time effectively and, if needed, providing access to extra support, becomes critical for ensuring that all students have an equal opportunity to learn. What are the challenges currently facing teachers in educating students with special needs? What can teachers do to foster more support for those with special learning needs in the future? How can schools support teachers in their quest to do so?

What is the evidence?

The motivation for inclusive education is typically framed from the perspective of students with special needs, often in terms of equal educational rights, and the academic and social benefits of inclusion. However, for many teachers, successfully creating and managing an inclusive environment that welcomes all students and meets individual learning needs, impacts how classroom time is used. More specifically, in classrooms with more students with special needs, teachers tend to report spending less time teaching. The disparities in the amount of time spent teaching in classrooms with students with special needs compared to those without, is a consistent and concerning trend (see Figure 1.1) that impacts both student populations, and requires instructional strategies that can, at the same time, be both universal and student-specific.

Another challenge for teachers working in inclusive classrooms is the need for additional professional development. Indeed, the OECD Teaching and Learning International Survey (TALIS) (OECD, 2013a) showed that 23% of teachers across all sampled countries reported a high level of need for professional development geared towards teaching students with special needs, the highest of all professional development need areas (OECD, 2014). School principals also reported that the lack of teachers with special needs training was one of the top three barriers to instructional quality for these students. The good news is that TALIS indicates that teachers who work in inclusive classrooms report fewer problems with student behaviour and disruption than teachers in classrooms without students with special needs. Thus, a priority for schools should be providing more professional development while supporting inclusive classroom instruction.

Figure 1.1 **Disparities in Teaching Time Across Countries**
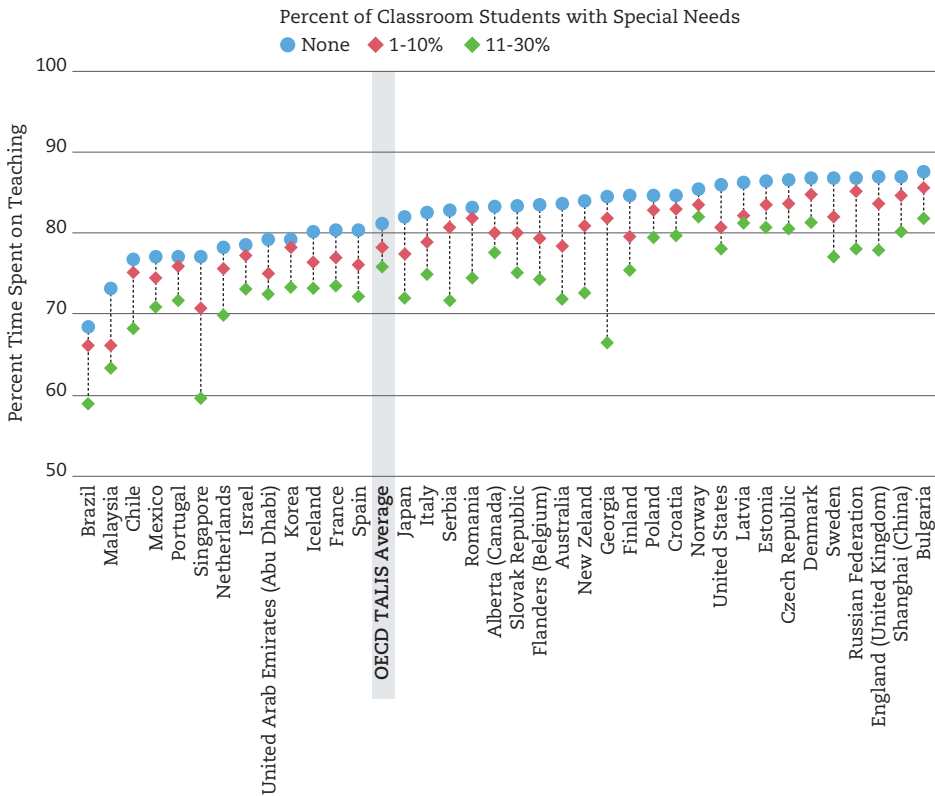
Note: Students with special needs are defined by TALIS as those students for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged
The data from the United States should be interpreted carefully. This is because the United States did not meet the international standards for participation rates.
Source: OECD (2013a), *Teaching and Learning International Survey (TALIS): 2013 complete database, http://stats.oecd.org/index.aspx?datasetcode=talis_2013%20.*

StatLink 📊 http://dx.doi.org/10.1787/888933691002

> ❝ When you're confused and you don't know what to do, ask your student. You'd be surprised by the insights they have. ❞
> **Aggeliki Pappa, Founder "I love Dyslexia"**

The underlying principles of Universal Design for Learning

Universal design for learning (UDL) is one framework that addresses the disconnect between a demographically changing student population with diverse learning needs, and a "one-size-fits-all" curriculum (Edyburn, 2005). Rather than view some students as deficient or learning-challenged, UDL encourages teachers to question whether the curriculum itself is in some ways deficient or too narrow. The flexibility of UDL can benefit all students, even if designed with certain populations in mind. It is important to note that UDL is not a set of pre-packaged activities. Rather, as seen below, it comprises a set of three underlying principles with the goal of motivating student learning and maximising options for students to demonstrate that learning (Gordon, Meyer and Rose, 2016).

- **Principle 1: Multiple means of representation**

  Learners, including students both with and without special needs, differ in the ways they perceive and comprehend information (National Center on Universal Design for Learning, 2012). Some may process information more effectively through visual, digital, or auditory means, rather than printed text. Not only do learners have different preferences in this regard, but using a range of ways to convey information can also help students make connections between concepts.

- **Principle 2: Multiple means of expression**

  Students need different modes to process information and to express what they know. Although students with language impairment and cognitive disabilities need different means to express themselves, all students can benefit from more options for expression beyond formal testing. The degree of engagement is also a part of processing and expressing one's learning, especially for young children.

- **Principle 3: Multiple means of engagement**

  Teachers can motivate students to learn using activities that tap into background knowledge, culture, or personal relevance, and involve either individual or group work.

In designing instruction with these principles, teachers can use class time effectively and efficiently to ensure all students are engaged and ready to learn.

Students with greater learning needs

Even when teachers embrace a UDL approach to teaching and planning, students with special needs may still require more support and time to keep pace with others. There are many ways in which UDL can be combined with more individualised

> ❝ **Professional training is essential for teachers teaching students with special needs.** ❞
> **Armine Gevorgyan, Teacher, Armenia**

approaches. In the United States, for example, the individualised education plan (IEP) goals of students with special needs, which are jointly developed by parents and school officials, should form the basis of a teacher's tailored daily instruction, whenever possible. Teachers can also consider using continuous progress monitoring via both formal and informal assessments (Bryant, Bryant and Smith, 2016). To assist students with special needs and their peers at the same time, teachers may group by level during part of the class, to provide more attention to some students, or use heterogeneous groups for students to practice collaborative learning. Peer-assisted learning can also be particularly effective for students with special needs (Sáenz, Fuchs and Fuchs, 2005).

As we look to the future, we can take additional steps to meet the requirements of students with special needs. While many school systems have already expanded classroom inclusion, pushing for an even greater level of inclusiveness worldwide is still warranted. Another priority should be continuing to work to provide the appropriate educational services and specific learning accommodations that each student needs. Allowing for extended time, providing scaffolding, and other such traditional accommodations are important. But, the expanded and effective use of assistive and adaptive technology can also help meet students' specific needs in tomorrow's classrooms.

Lessons from the field: What are practitioners saying?

At the 2017 Qudwa Global Teachers' Forum, three experienced educators were invited to discuss how schools and education systems could better teach students with special education needs (SEN). The panel included Armine Gevorgyan, a French language teacher from a high school in Armenia; Yasser Anass Sadek Ahmed, a teacher in the United Arab Emirates, and the coordinator for SEN students in his school; and Aggeliki Pappa, the founder of "I Love Dyslexia", a non-governmental organisation (NGO) that assists students with SEN in Greece.

Lesson 1: Schools should be as inclusive as possible

The panellists agreed that there should be inclusiveness at every level, when it comes to teaching students with special needs. Teachers, parents and schools should accept and treat a SEN child as someone who is differently abled, rather than someone who is disabled. One main challenge is to shift commonly held perceptions of and prejudices towards SEN students. This means that schools, teachers, and parents should engage and reflect on how to best proceed. The panellists noted that a practice like tracking, in which students are selected or grouped in classes according to ability levels, would be counter-intuitive, and would undermine efforts to integrate SEN students into the mainstream. Box 1.1 describes the methodology Ms Pappa's organisation employs in its work with SEN students.

> ❝ Having students with special needs in a class is not an impediment to learning.
> The message that is sent to all students is to learn to embrace differences. ❞
> **Yasser Anass Sadek Ahmed, Teacher, UAE**

Box 1.1 Classroom approaches for working with SEN students: The "I love dyslexia" programme

The NGO "I love dyslexia" applies a comprehensive, research-based curriculum that uses multi-sensory techniques together with project-based and differentiated instruction to work with SEN students. It also employs new technologies, neuroscientific research, mindfulness and self-awareness sessions, and a variety of workshops.

Courses are designed to meet the needs of individual students and are based on five steps:

1. Meeting with parents to understand the profile of the student.
2. Evaluating the student's special education needs and understanding their learning style, capabilities and interests.
3. Implementing a collaborative programme between the parents and the SEN teacher, ensuring that all adopt similar approaches to facilitate the student's learning.
4. Integrating the student in classrooms and workshops, while following the student's specific personalised programme.
5. Continuously updating, with guidance for all stakeholders.

The "I love dyslexia" approach uses a combination of appropriate pedagogies, specialised software, and augmented reality tools supported by interactive technology to support teaching. The learning programme is renewed, updated, and amended as necessary, to meet the needs of each student, individually.

Lesson 2: Prepare teachers to recognise and cater to special needs

One of the biggest challenges when integrating SEN students into mainstream education is helping teachers adapt their teaching methods to meet the needs of students. According to Yasser Ahmed, the first step towards inclusion is identifying the SEN students within the school, and briefing their teachers about their needs. Integrating SEN students requires rearranging school resources, including human resources, to meet this objective. In addition, teachers should receive adequate training so that they feel empowered to handle all classroom situations. Training opportunities could cover issues from managing classroom time and managing student heterogeneity, to adapting the curriculum for SEN students and communicating with parents.

> ❝ Instead of thinking how can I accommodate my special students differently,
> we should think about pedagogical methodologies that include all students similarly. ❞
> **Yasser Anass Sadek Ahmed, Teacher, UAE**

> 💬 Transform abstract concepts into concrete explanations. 💬
> Aggeliki Pappa, Founder "I love Dyslexia"

Box 1.2 Encouraging participation of SEN students

Armine Gevorgyan shared some insights from her experience teaching students with special needs and behavioural problems in Armenia. For Ms Gevorgyan, it is vital that all students in the classroom feel included. This means every student in the classroom should have an equal opportunity to participate in discussions and to be heard. Ms Gevorgyan ensures that all students understand the lessons and refrains from penalising those that fall behind. Instead, she devotes additional time to understanding the problems that negatively impact the performance of some students.

According to Ms Gevorgyan, the best solution to the complex challenges that come with dealing with SEN students, particularly those with behavioural problems, often lies in simply listening to them, rather than blaming or isolating them. It is also helpful to talk with fellow teachers and other students to tackle the specific issues of students with behavioural problems. Other strategies Ms Gevorgyan adopts include interacting with students with behavioural issues to understand their interests, and encouraging them to participate in the activities they like. However, these strategies need to be balanced, as paying too much attention to one student, or to a group of students, may single them out and make them targets for bullying. It is therefore important to adopt an inclusive and holistic approach for all students, instead of limiting one's methods to students with special education needs. If the teacher values every student in the classroom, then the students are more likely to respect each other.

Key action points

The panellists identified three key action points that could improve the learning experience for students with special needs.

1. **School leadership should create a culture of inclusion of students with SEN:** School leadership can play an important role in developing an ethos of embracing diversity and in making sure that all are involved in the learning process. All stakeholders, including school leaders, teachers, communities, parents, and students, should be aware of the need to be inclusive towards every individual.

2. **Empower teachers:** Teachers should be empowered by schools and by national policies. They should be provided with material resources, training opportunities, and, most importantly, with a degree of autonomy in developing curricula and pedagogies for their SEN students.

3. **Establish a comprehensive programme for students with special needs:** Support is needed, as teachers cannot achieve the objective of inclusion on their own. Programmes should be created and norms set for how to integrate SEN students, and how to support teachers in doing so. This process should not be ad-hoc but should follow a well-defined structure.

> My students need to learn both hard and soft skills. Content, yes.
> But also how to interact socially, and talking about needs.
>
> Jacque Kahura, Teacher, Kenya

Topic 2:
Making schools more equitable: Teaching disadvantaged students

Why is this topic important?

Socio-economic disparities in academic achievement have attracted the attention of researchers and policy makers since the 1960s (e.g., Coleman et al., 1966; Peaker, 1971; Jencks, 1972; and comprehensive reviews, such as Buchmann, 2002; and Sirin, 2005). Students from disadvantaged groups, including those whose parents have little education, those who live in poverty or have few resources, those whose native language is different from the language of instruction, and those who have recently migrated, tend to perform lower on standardised tests than non-disadvantaged students (OECD, 2016a, 2015). Education can be an engine of social inclusion and can help reduce broader social inequalities if and only if all students, regardless of their various disadvantages, are equipped with equivalent opportunities to realise their full potential.

Data from the OECD Programme for International Student Assessment (PISA) indicate that this is possible. The overall quality of student learning outcomes does not have to be compromised by the integration of language minority and immigrant students. Some education systems organise resources in ways that produce high levels of skills for all, including for those students who come from disadvantaged households (OECD, 2016a, 2015). What challenges do teachers face when teaching students from socio-economically disadvantaged households? Do those challenges differ from those they face in engaging students from language minorities or those who have recently migrated? How can schools and education systems support teachers in their efforts to foster equity?

What is the evidence?

Countries differ greatly in the extent to which socio-economic conditions, language fluency, and migration status help explain and contribute to the level of students' academic performance. Nevertheless, the capacity of different education systems to equip students from different backgrounds with essential skills and positive attitudes towards learning, is a central and long-standing focus of global education monitoring initiatives. There are big differences among countries in whether disadvantaged students succeed in overcoming initial disadvantage, as well as in the extent to which teachers feel they have the skills and the support that they need to deal appropriately with the challenges that teaching disadvantaged groups can entail (OECD, 2016a, 2015).

In teaching students from diverse backgrounds, especially when it comes to non-native language speakers, teachers often feel the need for additional systemic support.

> 💬 **Teacher support and home environment support could be the most effective ways to help students succeed.** 💬
> **Dr. Taoufik Boulhrir, Teacher, UAE**

As Figure 1.2 shows, on average, around 1 in 10 teachers participating in TALIS reports the need for additional professional development when teaching in multicultural settings. In some countries, the reported need is significantly higher than the average. For example, in Brazil, Italy and Mexico, over 25% of teachers feel they need more assistance in understanding the ways to address and support their students' needs in multicultural classrooms.

Figure 1.2 **Teachers' needs for professional development in a multicultural setting**
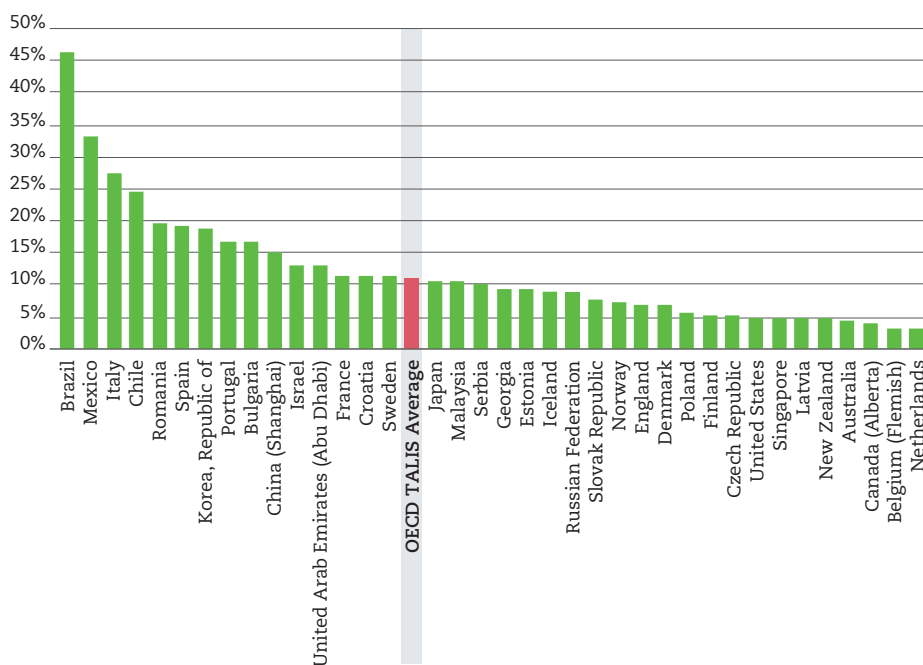
Note: The data from the United States should be interpreted carefully. This is because the United States did not meet the international standards for participation rates.

Source: OECD (2013a), *Teaching and Learning International Survey (TALIS): 2013 complete database, http://stats.oecd.org/index.aspx?datasetcode=talis_2013%20.*

StatLink 📊 http://dx.doi.org/10.1787/888933691021

Challenges to overcome

Disparities in the learning outcomes of students not only reflect differences in the level of educational resources they receive, but also differences in the out-of-school experiences they have, the support they receive at home, and the attitudes and

expectations both they and their parents have (Downey and Condron, 2016; Downey, von Hippel and Broh, 2004).

Another challenge that teachers of disadvantaged students have is covering all the intended curriculum, especially when their students have language difficulties, possess low abilities to start with, or do not necessarily value themselves as learners. Many countries offer high-quality early childhood education to help ensure that disadvantaged children start school at less of a disadvantage. Yet, many disadvantaged students do not have access to such programmes, or they are of poor quality and do not address the overlapping barriers to learning (OECD, 2017).

Positive expectations and solutions

When students perform below the standards for their grade level because of socio-economic or language factors, and not because of specific learning difficulties, evidence shows that teachers and schools should not lower their expectations for these students. Instead, they should help them catch up by working with them individually, or by offering remedial classes. Language instruction and support should be offered when language is the primary barrier (See Box 1.3 below for examples), and migrant students should be placed in mainstream classes as soon as possible. In some countries where socio-economic conditions seem to have the lowest impact on performance, schools and teachers hold high expectations for all students. And in education systems that have closed the performance gap between disadvantaged groups and more advantaged students the most (such as Germany), targeted language support and additional remedial classes were provided to help level the playing field (OECD, 2016a, 2015, 2013b).

In the case of poorly performing disadvantaged students, there is tension between ensuring that they are adequately challenged through exposure to materials that match their current skill levels, and having them follow the same pace as other students. However, it is particularly important to avoid sorting disadvantaged students into different (less academic) education tracks or classes, or to have these struggling students repeat grades, with the intention of giving them more time to master their coursework and catch up with their peers. These practices run the risk of trapping disadvantaged students in a cycle of poor performance and disadvantage and, even more importantly, of creating a culture that justifies (at its best) and promotes (at its worst) low ambition, low expectations and low levels of effort among disadvantaged groups. Indeed, PISA data show that principals in schools with higher percentages of socio-economically disadvantaged students are more likely to report that student learning is hindered by teachers' low expectations of students (OECD, 2013b), that parents hold less ambitious expectations for their children's futures, and that the disadvantaged students hold similarly low expectations of themselves.

> It is important to enhance the capacities of teachers to ensure that they are aligned with current trends.
> Jacque Kahura, Teacher, Kenya

Box 1.3 **Using technology to help non-native language speakers**

The targeted use of technology has proven to be quite effective for supporting non-native language acquisition. While technology cannot replace real classroom instruction, it can be used to complement and supplement the work of trained teachers and professionals working with non-native language learners. Using mobile technology to access information and communicate with other learners or educators, places language learning at students' fingertips. Technology can also help shift instruction away from the traditional teacher-centred model, which is sometimes ill-suited to promote language acquisition, and instead create new possibilities for collaboration, social interaction and access to multiple resources which can enhance language learning (Eamer, 2013). Three ways technology can promote language acquisition are:

Digital communities of practice

Non-native speakers engage with native speakers through online discussions. This allows non-native speakers to actively participate, sometimes even more than native speakers, and to feel a sense of legitimacy through academic socialisation. This promotes student motivation by enabling social collaboration (Kim, 2011).

Digital storytelling

Language learners use photos, videos, audio and text to produce meaningful projects in the language they are learning (Rowinsky-Geurts, 2013). Students may find this approach cognitively challenging (e.g., difficulty with vocabulary or verb conjugation) but rewarding, as they employ complex thinking and strategies to complete their creations.

Computer-assisted language learning (CALL)

Computers monitor student progress and provide targeted feedback.

CALL materials are especially useful for learning specific vocabulary, grammar or pronunciation skills (Presson, Davy and MacWhinney, 2013).

Increasing opportunities to learn in the future

PISA data also indicate that socio-economic disparities in both the content and pedagogical approaches students are exposed to in school may contribute to disparities in academic performance by social class, and migrant or language status (OECD, 2016a, 2016b). Thus, to help ensure equity in tomorrow's classrooms, it is necessary to increase disadvantaged students' opportunities to learn. This could be achieved through the development of a more focused and coherent curriculum, a thorough evaluation of the effects of policies and practices that sort students by ability, and stronger support for teachers who teach heterogeneous classes. The power of technology, as in the example

in Box 1.3 above, can also be harnessed to support and complement the work of teachers. However, as the learning benefits of digital technologies depend on both the quality of the technologies and the readiness of teachers to make the most of them, such use should be introduced only after careful piloting and proper evaluations of their impact.

Lessons from the field: What are practitioners saying?

Three educators were invited to the 2017 Qudwa Global Teachers' Forum to participate in a panel discussing ways teachers and schools can improve the learning experiences of students from disadvantaged backgrounds. The panel included Jacque Kahura, a teacher in a rural Kenyan school and founder of the LIBA Organisation, which aims to lift barriers for disadvantaged students; Manil Maharjan, a former teacher in a rural school in Nepal; and Taoufik Boulhrir, a teacher and researcher who previously taught disadvantaged students in New York, and who currently teaches in the United Arab Emirates. Despite their varying backgrounds, these educators had similar conclusions.

Lesson 1: Disadvantage is multifaceted and can be defined in many ways

The panellists agreed that schools and educational authorities should recognise the differences among students, and that disadvantage comes in different forms. It can be social, economic, linguistic, or related to learning difficulties. Regardless of the origin of disadvantage, both students and schools should be provided with appropriate support. This includes training teachers, social workers, and teaching specialists, as well as making available necessary material resources. Panellists shared their strategies to reduce the impact of disadvantage on student learning (see Boxes 1.4, 1.5 and 1.6).

Box 1.4 Language learners in the Bronx

Taoufik Boulhrir shared a story of two students who had immigrated to the US from the Dominican Republic. Initially, these students spoke no English and pretended to understand the lessons, fearing being kicked out of the class. Mr Boulhrir approached them, hoping to understand their situation. To improve their language skills and help them better assimilate into the school, he grouped them with students who understood Spanish and were willing to support their English learning. In addition to this, Mr Boulhrir also encouraged the use of computers and language software to help the two students better understand the lessons. This support helped the students acquire a minimum level of English competency and contributed to improving their performance across all subjects.

In this situation, Mr Boulhrir identified what the students needed, acted accordingly and solved the problem.

> Technology supported my teaching and did not let my visual impairment be an impediment to teaching and learning.
> **Manil Maharajan, Teacher, Nepal**

Lesson 2: Teachers can broaden their students' horizons

Disadvantaged students tend to have limited experiences. This may be due to living in rural or remote areas, or because of a lack of economic resources which limits their exposure to various life experiences. Under these circumstances, teachers can act as role models to empower their students by helping them develop ambitious goals. Manil Maharjan shared his experience from rural Nepal where, as a teacher, he helped redefine his students' expectations (see Box 1.5).

Box 1.5 Empowering students in rural Nepal

As a "Teach for Nepal"[1] fellow in a rural area, Manil Maharjan adopted a three-fold strategy to help raise learning expectations for his students:

1. **Being a role model himself:** To raise the aspirations and motivation level of his students, Mr Maharjan shared how he overcame challenges and pursued higher education, despite his visual impairment. He did not allow his lack of sight to impede his learning. Instead, he reached for goals like those of his physically abled peers. His success helped his students see that the possibility of overcoming disadvantage exists.

2. **Inviting professionals into his classroom:** To expose his students to various career options, and to ensure that students perceived these options as achievable, Mr Maharjan invited professionals into his classroom. These professionals explained the various career opportunities available in their fields. Mr Maharjan felt this was essential as most students in his school aspired to lower-level jobs, such as drivers or beauticians.

3. **Sharing information on scholarships:** Mr Maharjan used various social media platforms to share information about scholarships and fellowships his students could apply for. The information was shared with everyone, ensuring that each student was informed of the possibilities, and had a chance to improve their performance to benefit from these opportunities.

Lesson 3: Learning at school is impacted by factors outside of school

Experiences at home *directly* impact the ability of students to learn. The panellists agreed that young people who experience traumatic life events, such as family dissolution, or who live with parents suffering from mental health issues, or with parents who abuse alcohol or drugs, need additional support from their teachers. Teachers need to provide instruction, while keeping in mind the complex social situations and needs of their students. This poses quite a challenge, especially when schools are under-staffed and under-resourced. Jacque Kahura shared her experience of dealing with students from disadvantaged backgrounds in Kenya (see Box 1.6).

Box 1.6 Supporting learning in a disadvantaged setting in Kenya

Despite a lack of infrastructure, few resources, and a small support teaching staff, Jacque Kahura has created a classroom environment that fosters learning. To do this, she uses her limited resources in a rather innovative way. Despite having mud walls in her classroom, Ms Kahura added posters to them, to spread awareness about both local and global issues. That was her first step. Then, through a special initiative she started, called the *Weekend Inclusive and School Holiday (W.I.S.H)* programme, she encourages her students to undertake additional research on issues that are of interest to them. These issues go beyond the curriculum, and target the development of research and cognitive skills which, in turn, support classroom learning. Ms Kahura is thus able to encourage students to engage with issues beyond the classroom. Due to limited access to information and communication technology (ICT) and internet connectivity, Ms Kahura's students are unable to extensively research on the internet. Instead, Ms Kahura encourages them to talk to members within the community that may have knowledge on the issue. She also helps students identify other key sources of information that they can tap into for research. As part of the programme, she also organises meetings with community members, to provide platforms for students to showcase and discuss their research. This also creates space for dialogue and helps students interact with community members, which is essential for fostering a healthy environment.

Key action points

The panel identified three key action points they believe can improve the learning experiences of disadvantaged students.

1. **Support teachers by better equipping them:** Teachers, above all, need support. Specifically, they need more resources and better training opportunities. School leadership should acknowledge the challenges of teaching students in disadvantaged circumstances and create guidelines to support teaching. At a system level, it is vital to give extra incentives to teachers teaching in remote areas and challenging settings, as well as provide them with adequate training opportunities.

2. **Establish quality communication between parents, teachers and the community:** The home environment should not be neglected. Communication between teachers, parents, schools, and the wider community, is essential to make sure that students' needs are understood and dealt with appropriately.

3. **Ensure adequate financing of public schools:** The task of educating most disadvantaged students will fall to the public education system, as the cost of private schools may be prohibitive. To ensure that all students are provided with similar opportunities to succeed, governments need to make sure that public schools have both the funding and infrastructure necessary to support learning for all students.

Notes

1. Teach for Nepal is a two-year fellowship for university graduates and young professionals to develop teaching, training and leadership skills while teaching in the public schools of Nepal.

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