



# GUIDEBOOK ON SOCIAL EXCLUSION AND GENDER ANALYSIS (SEGA)

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by working together

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# Acronyms

<b>AOP</b>	Annual Operation Plan
<b>CDP</b>	Capacity Development Partnership
<b>CDPF</b>	Capacity Development Partnership Fund
<b>DoE</b>	District Office of Education
<b>DoP</b>	Department of Planning
<b>DGPP</b>	Directorate General of Policy and Planning
<b>EMIS</b>	Education Management Information System
<b>ESP</b>	Education Strategic Plan
<b>FGD</b>	Focus Group Discussion
<b>KII</b>	Key Informant Interview
<b>MoEYS</b>	Ministry of Education, Youth, and Sport
<b>PoE</b>	Provincial Office of Education
<b>SEGA</b>	Social Exclusion and Gender Analysis
<b>SEM</b>	Strengthening Education Management
<b>SSC</b>	School Support Committee

# Introduction

Education in Cambodia re-started from scratch after it was virtually devastated during the Pol Pot regime in the mid to late 1970s. Since then, access to education has dramatically improved due to the work of the Ministry of Education, Youth and Sport (MoEYS). In order to continue improving the quality of education, MoEYS embarked on ambitious teacher and school based management reforms, supported by development partners.

Despite these reforms and overall improvements in the education system, some children are being prevented from accessing quality education, or from learning well and succeeding up to graduation even if they do access it. Sometimes this is because children have learning needs that teachers or school directors are not aware of or cannot meet without support. In other cases, children are not learning because they are no longer expected to learn. These expectations are often rooted in gender norms, i.e. how society sees the roles of boys and girls and men and women. And some children don't attend school because for them the school is not the safe and healthy place it ought to be. For whatever the reason, and in whichever the grade, when children are prevented from learning well and succeeding in education we can speak of "exclusion".

The first step to ensure that all children can learn well and succeed in school, is to deeply understand who

is excluded and why. This is the rationale of the Social Exclusion and Gender Analysis (SEGA). A SEGA will provide the information that is needed for providing equitable and inclusive education, i.e. education that works for everyone. Therefore, those who are responsible for planning and delivering education are encouraged to routinely carry out a SEGA. This SEGA tool equips them with the skills needed to elicit in-depth information from the grass-root level, particularly children and youth who are in school and who are out of school, boys and girls, with and without disabilities, their parents or caregivers, their teachers and school directors in order to provide an evidence-base for the formulation of education plans at provincial, district and school levels. At the same time, a SEGA enables policy- and decision-makers to understand social exclusion and gender issues and it provides the evidence for allocating existing resources to where they are needed most.

This SEGA Guidebook has been developed to facilitate the study of gender disparity and social exclusion. Additionally, the guidebook is designed to serve as a tool to identify vulnerable or marginalized groups of people and children who have been excluded from realizing their basic rights to education, and to influence policy formulation at national and sub-national level.

In conclusion, the SEGA Guidebook aims to support those responsible for the coordination, planning, and delivery of education to understand who is prevented from learning well and succeeding in education and the reasons for this exclusion. And it supports them in gathering the evidence for targeted actions that ensure that no-one is left behind.

# Section A: Definition of Terms

## What does SEGA stand for?

SEGA stands for Social Exclusion and Gender Analysis.

**Social exclusion** refers to people or groups that are systematically denied rights, resources, services, opportunities, dignity and the ability to participate in social, economic, cultural and political life.

**Gender equality** is the situation where women, men, girls, boys and those who do not identify as male or female, enjoy the same rights, resources, opportunities and protections.



# Section B: Characteristics of SEGA

The process of SEGA provides key concepts of gender inequality and social exclusion and it helps education planners to decide what questions to ask, who to ask, and how to ask in eliciting in-depth information for analysis. Additionally, it enables education strategic planners, including school directors, to broadly envision issues of social exclusion and gender disparity in the context.

SEGA is a qualitative research process. It starts by a desk research of secondary data such as EMIS, school, district and provincial achievement reports, and studies and project evaluations carried out by NGOs. This is followed by focus group discussions (FGDs) and key informant interviews (KIIs) in order to collect information of the knowledge, attitudes, practices and perceptions of service users and service providers. Service users can include children and youth who are in school and who are out of school, boys and girls, with and without disabilities, their parents or caregivers, and the School Support Committee. Service providers can include teachers and school directors.

FGDs are guided conversations lasting one hour with service users and providers in groups of 3 to 5. FGDs should include boys and girls and men and women of different ages. Genders should be represented equally; it is recommended to hold separate FGDs with each gender to ensure that people feel comfortable to speak.

KIIs are unstructured and individual interviews with service users and providers. It usually lasts one hour maximum.

FGDs and KIIs are based on questionnaires (Guided Questions). These research instruments consist of a series of questions for the purpose of gathering information from respondents. SEGA research is qualitative research which requires the use of open-ended questions. Open-ended questions are ones that require more than one-word answers. The answers must come in the form of a list, a few sentences or paragraph.

The sample size for SEGA depends on the desired scope, timeframe, and the available budget and people to carry out the SEGA.

The ideal time to conduct a SEGA is before plans are developed and resources are allocated, it should form a part of the consultation process so that SEGA findings can be used and embedded in these plans and budgets.

In order to conduct SEGA, there are 6 steps which are described below:

## Step 1: Preparation

There are 4 sub-steps in Step 1:

### ❖ Sub-step 1: Develop Term of Reference (ToR)

This step focuses on the researcher's plan for the study. The plan conveys the research objective, problem statement, methodology, study scope, sample size, timeframe and expected outcomes. The SEGA research plan is set out in a document called the terms of reference (ToR). See annex 1 for a sample template.

- Context Background: This section sets out the background of the research and gives local factors influencing education (demographics, geography, infrastructure, local living conditions, poverty rate; local languages...etc.).
- Problem Statement: It is a concise description of an issue to be addressed or a condition to



be improved. It should detail the exact issue and the research aims to answer this issue or research objective. In short, it must be clear, concise, realistic, and relevant to the context.

- **Objective:** The overall objective of SEGA is to understand and articulate the root causes of why children and youth do not learn well and succeed in education and to assess where they and their parents/caregivers believe the most effective changes/interventions can be made.
- **Methodology:** A mix of FGDs and KII are used to elicit information from service users and service providers.
- **Scope & Sample Size:** Depend on the project, the available budget, and human resources.
- **Timeframe:** The length of time will depend on the research's scope and sample size.

#### ❖ **Sub-step 2: Establish SEGA team**

A SEGA team comprises 3-7 people. The number of team members should be decided based on the scope, budget and timeframe of the research.

Practically, forming teams with gender balance from the same district is strongly recommended. For example, if a district official and a school director are selected for the SEGA team in a district, one of them must be a female. During team formulation, role and responsibility must be discussed and roles appointed (Who is facilitator and recorder?). The team leader plays a role in leading, planning, coordinating activities, supporting technical requirements and ensuring research quality.

The following roles should be identified:

1. Team Leader – responsible for leading, planning and coordinating
2. Facilitator – facilitates the FDG and KII
3. Note Taker

Member selection is also critical in ensuring the

quality and maximizing the impact of SEGA; consequently, when a person is selected for a SEGA team, he/she should meet the following criteria:

- Be the planning officer/chief of PoEs/DoEs
- A focal person for gender and social inclusion at PoEs/DoEs/Schools
- A primary school/cluster school director
- Be committed and have a passion to learn
- Have adequate time for meetings and traveling to the field
- Have the willingness to promote inclusive education at local schools

However, it does not mean that SEGA members need to meet all above requirements. If he/she has a few of them, it would improve the team spirit and active participation.

#### ❖ **Sub-step 3: Conduct Desk Review**

The desk review is a review of existing sources such as village and commune statistics, EMIS, school, district and provincial achievement reports, studies and project evaluations carried out by NGOs, or action research results if it has already been carried out and other reliable resources. It helps the research team capture essential data or information related to issues of social exclusion and gender in education in the context. They thus gain greater understanding of the problem as well as see how their own research can be formulated based on actual statistics and information.

Doing a desk research in SEGA enables researchers to envision where the gaps are in the current data and where they wish to research further. Using the Education Management Information System (EMIS) would be the first logical step. Over and above that, it can alert researchers to consider how to update EMIS with numbers or percentages of vulnerable students, such as poor, disabled, indigenous and ethnic minority students to ensure that nobody is left behind.



Description	Total # / %	Female	Other gender identity	Poor	Disabled	Ethnic Minority	Indigenous
Population within village/ commune							
Students in school							
Student Enrollment							
Class repeaters							
School drop-out student							
Out of school children/youth							
Teaching Teacher							
School Supporting Committee (SSC)							
Gender focal person in school							

After doing the desk review, the research team will obtain specific data which can be used to randomize research samples. As a result, the number of schools, FGDs, KIs, respondents, and timeframe are decided for their study and are notified.

#### ❖ Sub-step 4: Prepare Budget and Activities Plan

# Activity	Description	Unit	# Unit	# District	# Day/Night	Cost	Total	Justification
1	<b>Pre-Meeting</b>							
	Per diem	Person						
	Accommodation	Person						
	Transportation	Person						
	Refreshment	Person						
	Logistic/Materials	Pcw						
						<b>Grand Total</b>		

The results from the desk research must be used to set up the activities and the budget plan. In the SEGA process, there are a series of activities such as pre-meetings, field data collection, data encoding, and report writing and finally a SEGA workshop. Each activity demands different logistics and costs like per diem payments, accommodation, transportation, snacks, flip charts, markers and printing documents. It requires researchers, especially team leaders, to carefully prepare and expand the budget based on their actual needs. The table below illustrates an example of how the budget plan can be organized:

Besides the budget plan, an activity plan must be established to support the research. Therefore, please have a look at the following table as an example:

No	Activities	School Name/ Venue Name	Province/District	Target Groups	# Days	Started Date
1	Pre-Meeting					
2	Data Collection					
3	Data Encoding					
4	Report Writing					
5	SEGA Presentation Workshop					

Both tables are used to detail the plan. At the same time, they enable the research team to see clearly how much budget they need and when their research starts and finishes.

## Step 2: Pre-data collection

Before going out to collect data, it is necessary to hold a Pre-Meeting which aims to comprehensively examine the study plan, confirm group responsibility and define questionnaires correctly. The team leaders are the main facilitators in the pre-meeting and it normally takes a half day. The following agenda shows this detailed process:

Topic	Time needed	Facilitator
Participants arrive and register	15 minutes	Team Leader
Welcome participants and present the main objective of the meeting	10 minutes	Team Leader
Present a detailed study plan to the whole team members along with a discussion of supported logistics, responsible gathering respondents, and confirmation of the team structure (Roles can shift if needed)	30 minutes	Team Leader
<b>Coffee Break</b>	15 minutes	SEGA Team
Define the questionnaires for both FGD and KII to check their understanding about each of the guided questions	1 hour	SEGA Team
Role play (Team practices facilitating and asking guided questions)	45 minutes	SEGA Team
Pre-meeting closes	5 minutes	SEGA Team

## Step 3: Data collection

Data collection is a process of collecting information/data from stakeholders and service users in order to find answers to the research problem. In the research cycle, data collection is also a crucial step in eliciting trustworthy and reliable information/answers for analysis so the field work must be well planned, organized and coordinated.

First, the team should be divided into 3 groups – each group consists of 2 people (1 DOE & 1 school director from the same district) responsible for one district. Second, the PoE member is the team leader responsible for coordination and technical support, but she/he cannot support 3 groups at the same time; therefore, she/he can select one group among 3 based on their capacity and need in order to ensure the quality of data collection.

To get essential data, it requires researchers to have skill in facilitation and communication. They should try to avoid behavior which can interrupt respondents from expressing their real opinion or make them lose trust with the research team. Consequently, during interview or group discussion, research team should adhere code of conduct as below:

### Researchers should do:

- Listen and observe
- Try to understand respondents
- Be patient and humble
- Encourage and motivate respondents
- Respect and value participants
- Flexible and creative
- Use clear voice
- Use simple language and easy to understand
- Dress appropriately base on culture and context
- Treat information/answers confidential

### Researchers should not:

- Talk too much
- Interrupt participants expressing an idea or opinion
- Try to dominate discussions/participants
- Demonstrate individually
- Scream at participants
- Judge participants
- Use power as facilitator to pressure respondents
- Dress government official uniform/ organizational uniform
- Public data/information without consent agreement

Beside skills of facilitation and communication including a code of conduct, researchers need to well understand the arrangements in FGDs and KII because it could impact on the quality of data collection. According to the previous explanation, an FGD is made of 3 – 5 participants so they should sit in a circle in order to have good interaction with each other in the group. Simultaneously, the facilitator should observe interaction and motivate passive respondents in contributing their ideas. KII is an individual interview or pair discussion; hence, the interviewer and respondents should sit face to face in an appropriate place where they are comfortable and relaxed.



## Step 4: Data Analysis

The qualitative data gathered from SEGA is more abstract and narrative than quantitative data. It requires the researchers to have good understanding of contextual issues and trends and to take extra care when analyzing and interpreting the data.

### ❖ Sub-step 1: Data Encoding

Coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas. The coding is transcribed into an analysis table that can be designed in Ms. Word. Researchers must conclude answers from each respondent/group using their field notes to ensure the data analysis is not biased.

Categories of Coding					
Define behavior of discrimination	Identify excluded groups or individuals	Analyze root causes	Analyze challenges in practices	Analyze consequences and future trend	Identify solutions
<i>Try to understand unequal treatment and prejudice in education context</i>	<i>Notify children who are disadvantaged in their education</i>	<i>Examine key factors that cause exclusion and discrimination</i>	<i>Examine barriers to achievement in real situations</i>	<i>Examine the risk / harm to primary actors</i>	<i>Look for actions/ idea for problem-solving in education</i>

### ❖ Sub-step 2: Data Interpreting

Categories	Question	Answer	Coding	Finding
Social Exclusion and Gender				
	Who is excluded or disadvantaged from the local education system?	I think children with disability, poor children, girls, and children from violent families.	Excluded individual and groups	The study finds out that excluded groups from education systems are children with disability, girls, poor children, and children from domestic violent families.

The SEGA matrix is created to help researchers in data analysis and report writing as shown below:

## Step 5: Report Writing

Report writing is the final step in SEGA study process. It is a description of the research completed and the key findings and recommendations. The report should be short and concise and easy for others to read and follow.

In order to write a good report, please read the instructions below:

- Introduction: Should be written with comprehensive ideas related to education and it can be about history, geography, issues of social exclusion and gender. It often consists of 1 page.
- Executive Summary: Summarize your report. This is usually written after other points of the report are totally completed.
- Research objective: Extract from your term of reference.
- Methodology: Extract from SEGA guidebook or term of reference.



- Scope & Samples: This is already highlighted in the terms of reference and extract it into your report.
- Key Findings: This section is the heart of report because it has to detail the findings and synthesis of information into a result of the description. It often comprises 2 or 3 pages.
- Recommendation: This should be smart, feasible, adaptable, or maybe include suggestions for further study based on the findings in order address the issues of social exclusion and gender in the education system.
- Annex: Attach your ToR and the questionnaires used in your research.

**The format for SEGA report writing should be look like:**

<p><b>Cover Page</b></p> <p>Research Title: .....</p> <p>Province Name: .....</p> <p>District: .....</p> <p><b>Group Name:</b></p> <p>1/.....</p> <p>2/.....</p> <p>3/.....</p> <p>4/.....</p> <p>5/.....</p> <p>Year 2018 - 2019</p>	<p><b>Content</b></p> <p>Introduction.....1</p> <p>I. Executive Summary...2</p> <p>II. Research Objective...3</p> <p>III. Methodology.....4</p> <p>IV. Scope &amp; samples.....5</p> <p>V. Key Findings.....6</p> <p>VI. Conclusion.....7</p> <p>VII. Recommendation...8</p>	<p>I. Executive Summary</p> <p>.....</p> <p>II. Research Objective</p> <p>.....</p> <p>III. Methodology</p> <p>.....</p> <p>IV. Scope &amp; Samples</p> <p>.....</p>	<p>V. Key Findings</p> <p>.....</p> <p>VII. Conclusion</p> <p>.....</p> <p>VIII. Recommendation</p> <p>.....</p> <p>Annex I: ToR</p> <p>Annex II: Questionnaires</p> <p>Annex III: Group Structure</p>
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## Step 6: Dissemination Workshop

The SEGA dissemination workshop is the last and critical step in the SEGA guidebook process to embed the key findings into P/D/S-ESP & AOP. It should be conducted after the SEGA team have produced and completed 4 SEGA reports (3 District Reports and 1 Provincial Report). Therefore, the research team must have adequate time to prepare logistics in running the dissemination workshop smoothly and effectively.

This workshop targets only key people involved in the development of education planning and leadership management so participants that are invited for the workshop should be PoE director, the planning chief, technical working group members of PoE & DoE, and target school directors. Besides, PoE, DoE and school representatives, the focal person from DGPP is recommended to receive an invitation because he/she will give advice on planning consistency between national and sub-national levels. The following agenda will illustrate the process:

Topic	Time needed	Facilitator
Participants arrive and register	15 minutes	MC from SEGA Team
Welcome participants and present the main objectives of the meeting	10 minutes	MC from SEGA Team
SEGA team present the result of SEGA research of each DoE and PoE reports <ul style="list-style-type: none"> <li>• Study Objective</li> <li>• Methodology</li> <li>• Scope and samples</li> <li>• Key findings</li> <li>• Challenges</li> <li>• Lesson learnt</li> <li>• Conclusion</li> <li>• Recommendations</li> </ul>	120 minutes	MC from SEGA Team
Coffee Break	15 minutes	All participants
Questions and Answers	10 minutes	
Divide the big group into small groups by district level and provincial level (school directors combine by district) in order to deeply discuss how to select and prioritize actions/solution for embedding into ESP & AOP	1 hour	SEGA Team
Closing remarks by PoE Director or Representative	10 minutes	MC from SEGA Team



# Section C: Conclusion

SEGA is not only a research tool to generate an evidence base for formulation of ESPs and AOPs, it is also a tool to discover the underlying root causes of issues and gaps in policy formulation and implementation. SEGA has been designed to be more organized and systematic because it ties together research problem identification, research objectives, research methods, data collection, data analysis and report writing. SEGA may be flexible on study scope, sample size, and timeframe based on the context, geography, available budget, and human resource so it strongly requires a literature review before the research team starts designing the term of reference.

SEGA may look complicated for groups of people or individuals who have never been involved in or conducted research but it is hoped that process has been designed to be practical and easy to use and will soon form a part of the regular and systematic consultation process which will ensure that education sector plans are evidence based and equitable.





# Annex I: Sample Term of Reference (ToR)

## 1. Context Background

Please write the following points in narrative:

- Name of the location(s) and their location in Cambodia
- Some demographic information of the location such as population, ethnicities, age distribution, migration (if significant), and disability (if available)
- The main livelihoods in the location
- Some education information such as # of schools by sub-sector, # of youth centers (if any), key statistics such as enrollment and completion by sub-sector and segregated by gender
- The top 3 challenges for delivering quality and equitable education in the location
- The top 3 priorities in the current P-ESP and/or P-AOP and/or D-AOP

## 2. Problem Statement

In the last year/few years, education in [name of location] has improved in the following ways: *[list improvements]*. However, as the above statistics show, some children and youth are not enrolled in school or do not succeed up to graduation. *[Add specific education problems for the location]*

## 3. Study Objective

The overall objective of SEGA is to understand and articulate the root causes of why some children and youth in *[name of location]* are not enrolled in school or do not succeed up to graduation, and to assess where they and their parents/caregivers believe the most effective changes/interventions can be **made**.

### Methodology

SEGA is a qualitative research. Desk Review, Focus group discussions (FGDs) and key informant interviews (KIIs) are the research techniques used for data collection in order to analyze knowledge, attitudes, practices and perceptions of service users and service providers. FGDs are applied with service users such as parent, youth, out of school children, disable, ethnic minority and indigenous respondents and KIIs are used with service providers like teachers and SSC by divided into different sex, age, and gender.

## 5. Scope and Samples

SEGA study will take place in \_\_\_\_\_ province and \_\_\_\_\_ district. The \_\_\_\_\_ sample schools and \_\_\_\_\_ respondents/FGDs will be selected based on random. The estimated number of participants is \_\_\_\_\_ including 50% women and girls.

## 6. Research Team

SEGA team will be constituted from PoEs, DoEs, and school directors. Research team conveys of 7 members including \_\_\_\_\_ females, along there are 1 PoE, 3 DoE, and 3 school directors.

## 7. Timeframe

SEGA research will begin \_\_\_\_\_ until \_\_\_\_\_.

## 8. Expected Outcomes

As the result, the underlying root causes of social exclusion and gender in education at sub-national level will be discovered along with appropriate activities/interventions embedded into ESP & AOP.

## Annex II: Sample Questionnaires

### Focus Group Discussions (FGD)

#### A. Introduction

Good morning/afternoon. I would like to introduce myself first before we go ahead to discuss on our topic today. My name \_\_\_\_\_ and I have a colleague named \_\_\_\_\_. We are from \_\_\_\_\_.

Thank you for your valued time to participate in our discussion today as well as sharing your idea, opinion, experience and understanding on discussion topic. Presently, we are conducting an observation on social exclusion and gender inequality in education sector at sub-national level aimed to investigate and observe knowledge, perception, practice and seek for feedback and recommendation from parents, students, teachers, SSC and relevant stakeholder in generating evidence-base to inform policy, strategic, decision-makers and duty bearers to improve quality of education.

Thus, all information or answers that are provided in this discussion will be kept as anonymous. This means that we will share the data but it won't be attached to any individual or group.

Our discussion may take about 1 hour so I would like to suggest participants to be patient. If you have something to ask or clarify, please let us know before we start asking questions.

#### Before I start asking questions, I would like to briefly define:

- **Social Exclusion** *refers to people or groups are systematically denied rights, resources, services, opportunities, dignity and the ability to participate in social, economic, cultural and political life.*
- **Gender equality** *is the situation where women, men, girls, boys and those who do not identify as male or female, enjoy the same rights, resources, opportunities and protections.*

Please take a few minutes to think about this, talk to each other briefly to ensure you understand and ask if you are not sure as we will now go straight to asking you questions about this.

#### B. Social Exclusion and Gender

1. Who is disadvantaged or excluded from local education systems?
2. Why are those above children (children mentioned in Q1) excluded from local education? How?
3. Do you think school is a friendly place for children with disability? If yes/no, why?
4. Is it important to have special curriculum for children with disability and children from ethnic minority (Islamic, Vietnamese, Laos...) and indigenous community at local school? If yes/no, why?
5. Who is high suffering of school drop-out? What are key factors of this issue?
6. Do you agree that gender is also a key factor of school drop-out? If yes/no, please describe.
7. Between boy and girl, who do you prioritize for high education? Why?
8. Is it essential to have separated toilets for boys and girls at local school? Why?
9. What are the consequences if these issues still happens? (For individual, family, and community)
10. What should be done to support vulnerable or excluded children in approaching local education equally?

#### C. Suggestion/Recommendation

11. At the end, do you have any suggestion or recommendation to the school or education service provider in enhancing education to be more comprehensive and inclusive?

## Key Informant Interview (KII)

### A. Introduction

Good morning/afternoon. I would like to introduce myself first before we go ahead to discuss on our topic today. My name is\_\_\_\_\_ and I have a colleague named \_\_\_\_\_. We are from \_\_\_\_\_.

Thank for your valued time to participate with our discussion today as well as share your idea, opinion, experience and understanding on discussion topic. Presently, we are conducting an observation on social exclusion and gender inequality in education sector at sub-national level at aimed to investigate and observe knowledge, perception, practice and seek for feedback and recommendation from parents, students, teachers, SSC and relevant stakeholder in generating evidence-base to inform policy, strategic, decision-makers and duty bearers to improve quality of education.

Thus, all information or answers that are provided in this discussion will be kept as anonymous. This means that we will share the data but it won't be attached to any individual or group.

Our discussion may take about 1 hour so I would like to suggest participants to be patient. If you have something to ask or clarify, please let us know before we start asking questions.

#### Before I start asking questions, I would like to brief definition of:

- **Social Exclusion** *refers to people or groups are systematically denied rights, resources, services, opportunities, dignity and the ability to participate in social, economic, cultural and political life.*
- **Gender equality** *is the situation where women, men, girls, boys and those who do not identify as male or female, enjoy the same rights, resources, opportunities and protections.*

Please take a few minutes to think about this, ensure you understand and ask if you are not sure as we will now go straight to asking you questions about this.

### B. Social Exclusion and Gender

1. Who is disadvantaged or excluded from local education systems? Why? How?
2. Do you think school is a friendly place for children with disability? If yes/no, why? (Give example)
3. Is it important to have special curriculum for children with disability and children from ethnic minority (Islamic, Vietnamese, Laos...) and indigenous community at local school? If yes/no, why? How?
4. Who is main actor in ensuring special curriculum at local school?
5. Who is high suffering of school drop-out? What are key factors of this issue?
6. Do you agree that gender is also a key factor of school drop-out? If yes/no, please describe.
7. Between boy and girl, which one do you prioritize for high education? Why?
8. Parent is discussing about education prioritization among their children and they prefer son for high education. Accidentally, you hear it and what should you do?
9. Base on your experience, do teachers treat student differently base on their gender? (E.g. role or responsibility assumption)
10. What are the consequences if these issue still happens? (For individual, family, and community)
11. What should be done to assist excluded children in approaching local education equally?

### C. Suggestion/Recommendation

12. At the end, do you have any suggestion or recommendation to the school or education service provider in strengthening education to be more comprehensive and inclusive?





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