
Status of Gender Responsive Inclusive School Practices in Ethiopian Primary Schools with focus on Girls' Education

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ACRONYMS

CRC	Convention on the Rights of the Child
ESDP	Education Sector Development Program
FGDs	Focus Group Discussions
FCDO	Foreign, Commonwealth & Development Office
GBV	Gender Based Violence
GER	Gross Enrolment Ratio
GPE	Global Partnerships for Education
GPI	Gender Parity Index
KIIs	Key Informant Interviews
MoE	Ministry of Education
RFP	Request for Proposal
SDG	Sustainable Development Goals
SEND	Special Educational Needs and Disabilities
SEAH	Sexual Exploitation, Abuse and Harassment
SNNPR	Southern Nations, Nationalities and Peoples Region
SRGBV	School-Related Gender-Based Violence
SRH	Sexual and Reproductive Health
UK	United Kingdom
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

UNGEI	United Nations Girls' Education Initiative
USAID	United States Agency for International Development
VAWG	Violence Against Women and Girls
VRT	Violence Reporting Tool
WHO	World Health Organization

GLOSSARY

Sex	Refers to the external physical differences that act as a marker upon which male or female sex is assigned at birth.
Gender	Social meaning/characteristics – not biological differences used to define a woman or man.
Sexual exploitation:	Any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including profiting monetarily, socially or politically from the sexual exploitation of another.
Sexual abuse:	The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. All sexual activity with children (as defined by the UN Convention on the Rights of the Child as any person under the age of 18) is sexual abuse, regardless of the age of maturity or consent locally. Mistaken understanding of the age of a child is not a defence.
Gender stereotypes:	Gender stereotypes set expectations about how people of various genders "should" behave.
Gender sensitive:	Acknowledging that differences and inequalities between women and men require attention.
Gender responsive:	Being gender sensitive and articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men.
Gender parity:	Numerical concept for representation and participation. A necessary, but not sufficient, step on the road to gender equality.
Gender equity:	Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome. Equity leads to equality.
Gender equality:	Women and men enjoy the same status and have equal opportunity to realise their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.

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- Gender aware: Knowing that there are issues, differences and inequalities between women and men
- Gender-Inclusive Teaching: Teaching with content and pedagogy that acknowledges and overcomes gender-based constraints so that both girls and boys can be successful learners.
- Disability: Following the WHO and UNCRPD social definition of disability as an “evolving concept” that results from the interaction between an individual with impairments and contextual factors such as attitudinal, social and physical environments, resulting in limitations of one’s ability to participate fully in activities and effectively in society on an equal basis with others.
- Inclusion: Is the right to be included in naturally occurring settings and activities with neighbourhood peers, siblings, and friends.
- Inclusive Education: Ensure that everyone has access to a good-quality education in systems that do not marginalise some.
- Unconscious bias: An inflexible positive or negative prejudgment about the nature, character and abilities of an individual based on a generalized idea about the group to which the person belongs

EXECUTIVE SUMMARY

This assessment is aimed at examining the state of gender responsive inclusive education. It made particular focus on exploring existing knowledge that teachers and school leaders have about gender responsive inclusive education and the existence of gaps in their skills or understanding that might have a negative impact on the educational experience of female students and their chances of achieving their potential. In doing so, it attempted to identify gaps in knowledge and skills with regard to the adoption and implementation of gender responsive pedagogy in the delivery of lessons and through ensuring the existence of a school environment for a better learning outcome for girls. While girls' education could be affected due to constraints that is encountered at the level of the individual girl and the situation at home and community level, the focus of this assessment had largely been on barriers that might be encountered at classroom, school and policy level. In order to achieve this, the assessment employed different tools that would help to understand the situation including a review of relevant literature and secondary data and the gathering of primary data from school leaders, teachers and students from selected schools in four Regional States of Ethiopia. Drawing from an ecological model, the research framework was developed in such a way that it would help to assess school leaders and teachers' knowledge and skill gaps with regard to gender responsive inclusive education with particular focus on girls' education experiences and better learning outcomes. The key findings and possible entry points to improve the situation are presented as follows:

Key findings:

- Recognising the fact that a range of economic, socio-cultural and institutional factors may affect gender equality in education, the MoE has established a gender and Inclusive Education Unit within the Ministry with a responsibility for mainstreaming gender related initiatives across the education sector including integrating gender equality strategies and programmes across the MoE and Regional Education Bureaus (REBs) as well as in schools. However, the operationalisation of the Gender Strategy developed by the MoE was found to be constrained by different factors. School strategic plans, annual plans and lesson plans rarely include gender equality statements in explicitly ways. In the case of issues around violence there was limited evidence that links or referrals had been made with local stakeholders such as the police or healthcare officials.
- Although the ESDP-VI (2021) and the National Gender Strategy both emphasise the importance of more female teachers and leaders, it was observed that the representation of females in school leadership was limited. For instance, of the 19 schools covered by this assessment, females made up 24 per cent of the leadership roles, while men made up 76 per cent. However, 53 per cent of the student club leaders were female.
- The physical environment and facilities in most of the schools were found to be unsuitable or accessible for students, including those with disabilities. There is also very little consideration of gender within these facilities. Most schools lacked separate toilets for girls and boys and don't have conducive environment for menstruating girls to access and change sanitary pads as and when necessary. Lack of utilities in relation to WASH and privacy due to shared toilet facilities between boys and girls causes embarrassment and could become

unbearable for menstruating girls. The same is true in the unavailability of recreation and other facilities such as sport fields.

- Gaps in knowledge about gender issues were observed among teachers who participated in the assessment. It is, therefore, important that teachers must be aware of and understand gender-based needs of their students. Ultimately, mainstreaming gender equality in teacher education and professional development is crucial.
- Gender responsive pedagogy means close attention should be paid to specific learning needs of girls and boys. It requires teachers to consider reviewing teaching and learning materials for gender responsiveness, for instance, examples of gender stereotyping in textbooks, classroom management and student assessment. The response obtained from teachers showed that though they were tasked with reviewing textbooks and teaching materials, but their focus was on checking if they were of value educationally and culturally appropriate. It was noted, though, that the entire curriculum has recently been changed and they didn't get chance to review teaching materials yet although the MoE confirmed its participation during the preparation of the curriculum.
- Teachers were asked in how they ensure that their classrooms are student/child friendly and whether they check if and what students had learnt and if they employ learner-centered teaching approaches to address specific learning needs of all their students. In this regard, it was noted that they considered classwork, assignments and tests as their means of assessing learning. The large class sizes and short lesson times, however, meant that employing other forms of assessment would be challenging. They emphasised that the overcrowded nature of classrooms made the teaching and learning processes difficult, for instance, conducting group exercises and addressing the specific learning needs of students more challenging. This is more so for children with disabilities.
- School leaders and teachers believed that gender-based violence might occur in schools, the large majority of them believed that they could contribute in preventing of SRGBV. However, it was noted that there is no mechanism which has been put in place to support students who might have been victims of GBV or mechanisms of how to report problems to school management or teachers. Students considered bullying, harassment, child marriage, marriage by abduction and FGM as examples of GBV that are common in their school and communities.
- Based on the commitments that it made to international conventions, Ethiopia has developed a Master Plan for Special Needs/Inclusive Education. The Master Plan anticipates the creation of intersectoral collaboration between organizations representing stakeholders and partners who promote inclusive education and encourages higher learning institutions to train teachers to fill the gap in human resources as well as strengthen the support system for inclusive education. From the assessment that was made in the schools covered by this research, it was found that only few schools conduct inclusive education for children with disabilities. Of these, some have Special Need classrooms for children having one or another form of impairment ranging from mild to severe. According to the outcome of the discussions held with school leaders, teachers and key informants, it was noted that lack of awareness among the families and community members to bring their children to schools, lack of appropriate facilities within schools, for instance ramps and separate toilets as well

as lack of trained teachers with the requisite skills to provide an appropriate education for children with special needs was reported to be a challenge for most of the schools. Even if there are resource centers that were established through a mechanism laid by the MoE to provide technical support to schools running programs for children with disabilities, lack of access and sufficient and trained teachers have made its implementation difficult. It was also noted that addressing the educational needs of children with disabilities are not only affected by generally poor career and lack of appropriate school infrastructures but also due to discrimination stigmatizing public attitudes.

The assessment concluded that learning achievement for girls could be facilitated or constrained by the existence of different factors, for instance, factors related to the individual girl, and limitations related to the level of support accorded to them by families and society. Drawing from the review of relevant literature and by keeping its focus on understanding factors that may affect the learning outcome of girls and boys within the school environment, the assessment found the existence of gaps in what the policy and strategy provides for gender and inclusive education and its level of implementation. The findings suggest that there is very limited support given to schools to ensure gender responsive inclusive education and help them address barriers to improving equality in education. It was also noted that a mechanism has been put in place in the schools to monitor and evaluate the state inclusive and gender responsive teaching and learning. Creating a supportive school leadership, providing gender-equitable teaching and learning materials and raising teachers' capacity to make their classrooms to be fair, welcoming and safe learning environment is believed to bring improved learning outcome for girls. Key entry points for ensuring better educational outcome are provided in part three of this report.

PART ONE: BACKGROUND AND METHODOLOGY

1. INTRODUCTION

The importance of prioritising gender equality in education is recognised internationally. Two goals focused on this in the Dakar Education for All Goals (UNESCO, 2000) and the Millennium Development Goals (2000). These goals are based on gender parity and gender equality. To meet them it is essential to improve girls' access to education across the world. SDG 4, for instance, aims to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. With the statement *'leave no one behind'*, this goal pays close attention to ensuring gender equality in education. No education target should, therefore, be thought of as reached unless it has been reached by every student. SDG 5, on the other hand, aims to achieve gender equality and empower all women and girls. This goal intends to tackle discrimination, violence against women and girls and harmful practice. It covers strengthening public services, equal opportunities, access to sexual and reproductive health, economic rights and promotes the use of technologies.

While improvements in access to education have been made, there are still many inequalities between girls and boys in schools, which challenge the advancing of girls' education globally (Bever, P.3). Combined with other issues such as gender norms (e.g., social and/or cultural practices that guide what men and women or girls and boys ought to do in a given community/society), poverty, location, and disability, girls are more likely than boys to face challenges to accessing and staying in education. Additional problems such as the COVID-19 pandemic, climate-related disasters and conflict increase this challenge, making existing inequalities even worse (Booth, 2022).

Gender equality or parity in education does not simply mean equal numbers of girls and boys or treating everyone the same. It involves understanding where differences and inequalities exist. It means knowing what each individual student's needs and rights are. It requires the ability to see and challenge any practice that prevents students from reaching their full potential as responsible and empowered individuals. It includes making sure that the education sector development programmes of respective countries address these in a meaningful way (Jha & Kelleher, 2006).

UN Women (2014) suggested a two-way approach in interventions that are aimed at improving gender equality in education. One approach focuses on gender-targeted interventions aimed to address challenges, risks and disadvantages faced by male and female students because of their gender. Such interventions use integrated efforts that consider gender across all processes that address barriers to education, such as allocating quotas for male and female students' enrolment in schools and creating conducive school environment, for instance, through providing separate toilets and provisions for menstrual hygiene management. They could include girls' or boys' engagement in after-school clubs and in the provision of different service packages such as bursaries and delaying child marriage that may hamper girls' attendance.

The other approach is about integrating gender into policy development, implementation and evaluation. It encourages a consideration of gender differences with a focus on whether policies at any stage increase or decrease gender inequality. Gender equality across education could, therefore, be achieved when female and male learners have equal access to learning

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opportunities and are treated in the same and benefit equally. UNESCO (2019) suggests that girls are expected to have equal opportunities with boys in order to fulfil their potential and be able to contribute to and benefit from social, cultural, political and economic development.

There is a clear emphasis on gender equality in declarations and frameworks that were issued for promoting education. For instance, Education 2030, emphasises how important gender sensitive policies are in education. When policies written by governments and partners are gender sensitive, learning environments are improved for both girls and boys. Across teacher training, and curriculum monitoring educational institutions must be able to ensure that gender-based discrimination and violence is eliminated from teaching and learning materials. This can ensure equal impacts of teaching and learning for girls and boys, women and men (UNESCO, 2015). Policies on gender and inclusiveness should guide core principles and educational plans at all stages and across all areas of education. Everyone should be guided by principles of inclusion and equity.

UNESCO (2020) reported that progress has been made in female students accessing education globally. Female students enrolled in schools reached 55 per cent of the total increase in primary and secondary schools between 1995 and 2018. Within this, Central and Southern Asia accounted for 47 percent of the total increase while Sub-Saharan Africa accounted for 38 percent. In Ethiopia and many countries in the global South, girls have gained least from the expansion of access to education (Ibid 2020).

Studies show that there are a range of institutional, socio-economic and cultural factors that challenge the potential of female students to access education. Despite the development of policies that guide and improve educational plans, challenges coming from outside the school environment are also needing attention and well-studied intervention strategies. The MoE admits that challenges such as harmful traditional practices, low parental aspiration for girls' education, child marriage and long dangerous journeys to school (ESDP-VI, 2021). The ESDP-VI confirms that even if girls manage to reach school, they have a higher chance of facing gender-based violence committed by both peers and teachers and may find bathrooms or facilities that are dedicated for girls and their teachers have not been trained in handling gender sensitive issues

The Ethiopian Ministry for Education (MoE) has set their Gender Parity Index (GPI) at 1.00. This means that boys and girls in Ethiopia should be in schools at equal numbers. But the parity is declining with the number of female students in schools getting lower across the country, especially in the Somali and Harari regions (ESDP-VI,2021). The MoE has developed a 'Gender Strategy for the Education and Training Sector' and the 'Girl's Education and Gender Equality Strategy' strategies aiming to balance these numbers. However, in order to meet the objectives and goals set to protect women's rights, the MoE must address the issue of declining numbers of female students in schools.

The global effort that is aimed at providing access to education for all students emphasises that girls and boys with special educational needs and disabilities should be included rather than excluded in mainstream schools. Inclusion means that students with special educational needs and disabilities. Nonetheless, studies indicate that the gaps between children with and without disabilities are increasing. As a signatory to key international conventions, Ethiopia has enacted several laws, providing a strong enabling environment for inclusive education. The Master Plan that was issued by the MoE regarding Special Needs/Inclusive Education in 2016 aims to serve

as a complete policy guiding provision of SEND education. It aims to increase visibility of inclusive and SEND education and to strengthen structures and environments that enable inclusion.

This assessment was carried out in 19 schools in four different regions of Ethiopia. It looked at how much teachers and school leaders know about gender responsive inclusive education. There was particular focus on girls' experience of education and how to improve learning outcomes. The assessment looked at relevant databases and publications, including FCDO funded studies on gender parity. Existing theories and ideas on gender and inclusive education were reviewed. Along with exploring the state of gender responsiveness in the schools covered by this assessment, the research has also examined the extent to which schools are addressing the needs of children with disabilities and special needs. In doing so, it aimed to provide useful information and possible entry points and priorities for policy makers and those engaged in promoting education to help them prioritise and address issues that need to be resolved in the area of gender responsive inclusive education.

This report presents the assessment results showing the situation on the ground in selected primary schools in Ethiopia in terms of the practice of gender equality and inclusive education. It reveals knowledge gaps found among school leaders and teachers and explains what gender responsive and inclusive education means to them and how it looks in practice. These results can guide policy makers, practitioners and stakeholders, and support the concerned work units and departments at the MoE such as the Women, Children and Inclusive Education Directorate to develop gender responsive and effective strategic plans.

School leaders, teachers, students and other key informants have participated in this assessment. Their views, along with related key issues from the research are presented in this report. The report is organised into three parts. Part one introduces the background and objectives of the study, its scope and methodology. Part two looks at the assessment's findings, analysing them with reference to literature and that were reviewed in the course of the research. Part three summarises key findings and entry points, which can help the MoE and relevant stakeholders to take action in overcoming challenges to and improving effective gender responsive inclusive education.

2. ASSESSMENT OBJECTIVES

This assessment hopes to explore factors that contribute to improving access to inclusive education and increasing student achievement levels. It has particular focus on exploring the experience of education for female students. To do this the assessment looked closely at:

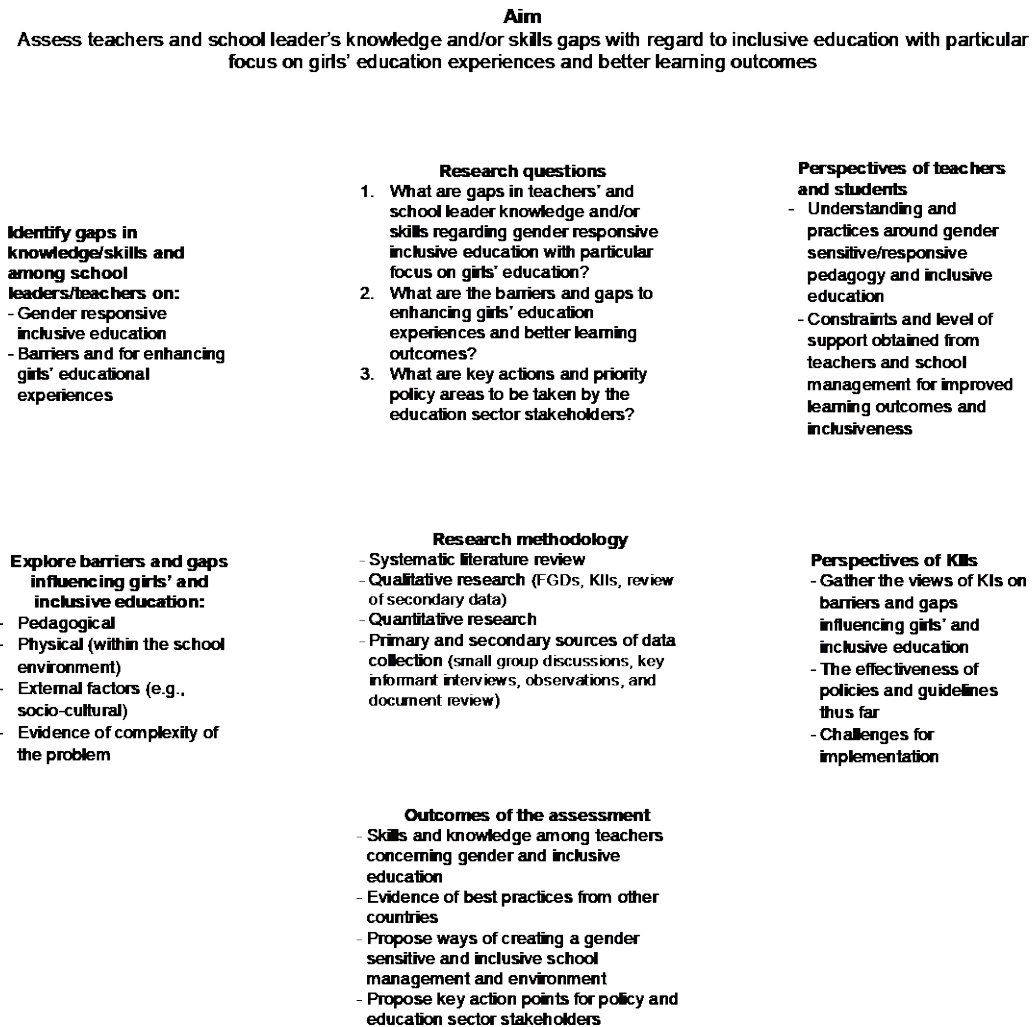
1. The existing knowledge teachers and school leaders have about gender responsive inclusive education and any gaps in their skills or understanding that could have a negative effect on the experience of education for female students and their chances of reaching their potential.
2. Where work could start in responding to skills and knowledge gaps and how these responses align to British Council programme areas and the UK government's priorities for girls' education.

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3. What policies should be focused on by education sector stakeholders and government bodies to ensure that girls have a positive experience of education and improved level of achievement.

3. CONCEPTUAL AND RESEARCH FRAMEWORK

This assessment drew its research framework from an ecological model, a conceptual model introduced by Urie Bronfenbrenner (1979). This model aimed to support understanding the layers of relationships that surrounds and influence an individual's behaviour and/or action. As suggested by Tudge et al. (2009) and Smidt (2013), through contextualising the model to the objectives of the research, the assessment attempted to explore factors that had an influence on children in their endeavour as they try to pursue their education. In doing so, through excluding the factors that may affects girls' and boy's education at an individual and community level, and in line with the Terms of Reference, the assessment focused on examining factors that could facilitate and/or hinder children's education within the school environment. It also attempts to relate it to the situation at policy and system level. The research framework was, therefore, developed to help assess school leaders' and teachers' knowledge and skill gaps with regard to gender responsive inclusive education with particular focus on girls' experience of education and better learning outcomes. A diagram that depicts the different components of the assessment and the linkages between the different aspects of the assessment is presented below.

Figure 1. Research framework



4. SCOPE OF THE ASSESSMENT AND DATA SOURCES

The assessment was undertaken in 19 primary schools selected in four regions of Ethiopia namely: Oromia, Somali, Amhara and SNNP. The Regions and Zones were selected based on geographical diversity while the selection of schools was made by considering a mix of locations, i.e., urban, semi-urban and rural areas. Areas with security concern were not included in the assessment. Schools from the Administrative Zones where the assessment was undertaken was made in consultation of the Zonal Education Department using an equal probability systematic sample selection scheme. The distribution of the schools where the assessment was undertaken are presented on table 1 below.

Table 1: Distribution of schools by region and sites

Region	Zone	Number of sites		Total
		Urban/semi urban	Rural	
Amhara	West Gojam	2	2	4
	South Gondar	1	2	3
Oromia	South-West Shoa	1	2	3
	Arsi	1	2	3
Somali	Fafan	-	2	2
	Jigjiga	1	-	1
SNNP	South Omo	1	2	3
	Total	7	12	19

The key methodological approaches adopted by the assessment are review of literature and gathering of primary and secondary data from relevant sources. The review of literature included a desk-based review of open access and grey literature and academic journals and reviewed previous FCDO funded studies and reports by other non-state actors around gender and inclusive education in the context of developing countries. Over 150 documents were identified in the search and sorted further based on criteria, including a clear focus on impact related to gender responsive and inclusive pedagogy, teaching and learning in lower- or middle-income countries. This filter reduced the number of relevant documents to approximately 45 that meet the outlined criteria.

The gathering of primary data employed a mixed methods of data gathering tools. The qualitative data gathering approach used interview guides to explore the current knowledge and skills that teachers, school leaders, key informants and other stakeholders have towards promoting successful gender responsive inclusive schools and why gaps and barriers are

created and the reasons underpinning them. This has helped the assessment team to explore and capture the views and insights of participants of the assessment in a more direct way. The primary data collection was conducted with diverse groups of stakeholders, i.e., school leaders, teachers, students, and key informants from MoE and REBs. The quantitative approach, on the other hand, employed a semi-structured questionnaire that was administered with school leaders and teachers. The tools contained issues related to assessing the knowledge and/or skills that teachers, school leaders and other stakeholders have regarding gender and inclusiveness and attempted to explore the existence of gaps and barriers, if any, and why such gaps are created.

Based on an observation guide that was prepared by the assessment team, classroom observations were conducted to assess skills and practices of teachers employed to ensure and maintain gender equity, gender sensitive pedagogy and inclusive classrooms. The observations were conducted through non-participatory methods through using an observation checklist. In doing so, data collectors checked whether classroom practices ensure equal participation of girls and boys, including a classroom environment that encourages both girls and boys to thrive. An assessment was also made whether teachers are trained in the design and use of gender-responsive lesson plans, classroom interaction, classroom set-up, language use in the classroom, the use of teaching and learning materials. A set of observation tools were prepared and used to assess the physical facilities of schools and evaluate whether they are conducive for ensuring safety and are convenient for use by girls.

Also, a review of documents that is maintained by the schools was made to understand existing policies and practices regarding gender responsiveness and inclusiveness at school level. The different data gathering tools that have been prepared in English were initially translated into Amharic and further translated into the local languages used locally (Afan Oromo and Somali) as appropriate. The local language versions were then framed in a plain and objective expression to ensure contextual, verbal consistency and accuracy of translation. Finally, the responses collected from participants were translated back into English. A combination of purposive and convenience sampling procedures was used to draw participants of the FGDs and key informants for this study. An interview guide and semi-structured survey questionnaire was administered to gather data from teachers who took part in the FGDs. Six Key Informant Interviews (KIIs) and 38 Focus Group Discussions (FGDs) were conducted where a total of 120 teachers and 228 students participated. 19 school leaders (M 17 and F 2) were also interviewed. Due consideration was made to ethical issues while conducting the research. Gatekeepers, i.e., school leaders and administrators were consulted to grant access to the research team to meet teachers and students and consent was further sought from participants to decide whether they would like to participate in the assessment. An ethical guideline on child protection principles and procedures were provided to all members of the research team engaged in undertaking this assessment.

Drawing from an approach suggested by Braun and Clarke (2006, 2013), the qualitative data was analysed through employing a thematic analysis. This approach is believed to allow for thematizing meanings across the data-set and exploring links and/or differences between the views of different groups who participated in the assessment. Quantitative data was analysed through employing SPSS. The assessment employed a conceptual framework shown overleaf to guide its work.

PART TWO: OUTCOME OF THE ASSESSMENT AND DISCUSSION

5. POLICY FRAMEWORK ON GENDER EQUALITY IN EDUCATION

Ethiopia has shown its commitment to gender equality with endorsement of international frameworks and agreements, including the UN Convention on the Elimination of all forms of Discrimination against Women (CEDAW, 1979), and the UN Convention on the Rights of the Child (UNCRC, 1989), and the Beijing Platform for Action (1995). As signatory to the international conventions, the government of Ethiopia has also expressed its obligation to gender equality through policies and structures that have been put in place over the past three decades. The equality of women is enshrined in its constitution and documents such as the Education and Training Policy (1994) that outlined the importance of gender equality in education. Article 3 of the Education and Training Policy (1994), for instance, provides for the creation of equitable access to education and training for girls and boys and identified the following as key and important elements:

- Mainstreaming gender equality in national curricula,
- Giving special attention to the participation of women in the recruitment, training and assignment of teachers,
- Allocating gender-responsive resource distribution in the education sector,
- Enhancing women's participation in the educational leadership, management and administrative positions,
- Granting financial support to girls and women to help increase their participation and achievement in education and training.

Government institutions, including the Women's Affairs Office, which later became the Ministry of Women, Children and Youth were established to promote gender equality across different sectors of government. The first National Action Plan on Gender Equality was adopted in 2000 and later updated in 2006. The Ministry of Education (MoE) issued the first National Girls' Education Strategy in 2004, rolling out its implementation across the education sector in 2009. In 2014 it was revised and retitled as Gender Strategy for Education and Training Sector.

The Gender Strategy for Education and Training Sector provides guiding principles on addressing gender issues within the education sector. It has two high level outcomes aiming to ensure gender parity and equality at all levels of the education strata. The strategy covers three thematic areas, learning performance and skills development, a fair representation and placement of females in the teaching profession and participation in decision making positions in the system (MoE, 2014). The strategy also calls for a coordinated effort in political and professional commitment to these principles.

According to the reports of the MoE, despite the considerable progress that has been made achieved in raising the number of girls in primary schools in Ethiopia, there is still a notable difference in the number of girls when compared to boys. The Net Enrolment Ratio is 8.3 percentage points higher for boys than for girls (ESDP-VI,2021, P.11). By recognising the existence of a range of economic, socio-cultural and institutional factors that may affect gender equality in education, the MoE established a Gender and Inclusive Education Unit established,

with a responsibility for mainstreaming gender related initiatives across the education sector. This includes integrating gender equality strategies and programmes across the MoE and Regional Education Bureaus (REBs) as well as in schools. Similar units have also been established in Regional Education Bureaus. Among other key achievements, the Unit was able to revise its strategies in line with the General Education Quality Improvement Program delivered in 2019.

5.1. Implementation of the National Gender Strategy in Education

This assessment looked at how much the Gender Strategy for the Education and Training Sector has been implemented on the ground across the schools covered by this research. Data was collected from school documents and FGDs in schools and from interviews conducted with key informants at the MoE and REBs. Results indicated that attempts are being made by the MoE to translate the National Gender Strategy in Education and Training into different languages and made it available to the Regions.

MoE and REBs interviewees also explained how the General Education Quality Improvement Program – Equity (GEQIP-E), which was began to be initiated in 2018, had addressed gender related issues and included gender focused outcomes and indicators. They indicated how the GEQIP-E program was designed to improve girl’s education through promoting equity measures especially for girls with disabilities in the emerging regions (including Afar, Benishangul Gumuz and Somali, where gender ratios were found to lag far behind other regions). Targets were set to improving gender equity such as through strengthening girls’ clubs in upper primary grades, providing life skills training and implementing gender sensitive school improvement planning. Interviewees said there have been attempts to continue the implementation of these initiatives in the previous iterations of GEQIP’s as well.

This assessment looks at whether policies and strategies developed at national level were successfully delivered across the whole education sector, ultimately guiding school leaders, teachers, administrative staff and students at school level. The assessment team began by asking leaders and teachers if they knew about the Gender Strategy in Education. If yes, had their schools developed written gender equality and inclusion guidelines and implementation plans for use by the whole school community? These questions were designed to find out if schools had developed their own code of conduct based on the National Gender Strategy in Education.

No leader in any of the 19 schools assessed had heard of the strategy. They had, however, written their code of conduct covering issues such as the behaviour and action of teachers and school management for the prevention of School Related Gender-Based Violence (SRGBV), harassment and bullying and for respecting the dignity and security of students not to be physically and emotionally violated. Most leaders explained that these codes of conduct mainly covered school rules such as uniforms, school facilities and property, and disciplinary measures.

Almost all the leaders interviewed complained about lack of support from education offices regarding provision of gender mainstreaming documents, guidelines, and training opportunities. In turn interviewees from the MoE and REBs blamed school leaders for not taking these issues seriously and suggested that departing school leaders did not pass on important documents to

their successors. Students who participated in the FGDs also explained that they had no knowledge of policies and regulations such as the National Gender Strategy for Education and Training Sector.

6. GENDER RESPONSIVE SCHOOL MANAGEMENT

A gender responsive school system is one that considers specific needs of both girls and boys across its academic, social, and physical environment. All stakeholders, including management, teachers, administrative staff, students and parents, should understand the educational principles and practices that promote gender equality. Therefore, schools require support to create management systems, develop policies, and promote practices to recognise and address gender-based needs of both girls and boys.

Schools must also ensure buildings and grounds are accessible for all students including separate toilets for boys and girls and ramps for students with physical disabilities. They should provide training for staff to support the development and enforcement of codes of conduct, and establishment of student safety protection measures. Teachers should be engaged in continuous professional development helping them become responsive to students' needs and to promote gender equality. Every element of the school environment and practice should reflect gender responsiveness and inclusiveness.

6.1. Gender Responsive School Leadership Practices

UNESCO (2019) suggested that school leaders should be role models for gender equality, both in its promotion and being seen to practice it. This practice should ensure commitment to change from the whole school community. To achieve this school leaders, require training. There also needs to be more focus on gender equality in documents written for school leaders, as well as a focus on this within documents produced by the schools themselves. For example, all school policies should include gender equality statements with strong statements against gender-based discrimination and zero tolerance of violence in any form. Schools then need to develop workable mechanisms monitoring the implementation of these policies. Do school staff know these policies exist? Do the teachers know how to follow them? Do the students and parents know how their rights are included within them?

Though leaders are cognizant of how important mainstreaming gender across all areas of their schools is in theory, the assessment showed limited mentioning of gender issues during staff meetings, parent-teacher association (PTA) and committee meetings. Gender equality training was also minimal, indicated by both interviews and FGDs with teachers. A significant number of teachers complained how other school areas were given more emphasis by leaders over gender issues. Budget allocations for gender equality activities also reflected this. School strategic plans, annual plans and lesson plans rarely include gender equality statements in explicit terms. In the case of issues around violence there was limited evidence that links or referrals had been made with local stakeholders such as the police or healthcare officials.

6.2. Roles and Representations in School Leadership

In order to establish an understanding of the extent to which female and males are given equal opportunities in taking on roles in school leadership and in the teaching profession, this assessment gathered data on the number of male and females in school leadership positions. Figure 1. below presents the findings.

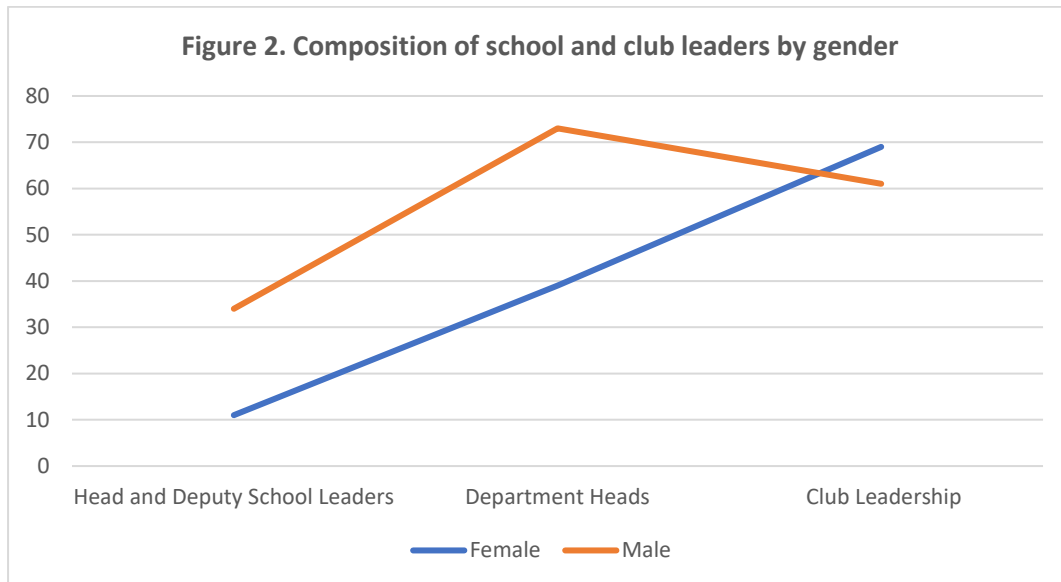


Figure 1. shows gender equality in school leadership staff and student club leaders. Of the 19 schools assessed, females made up 24 percent of the leadership roles, while men made up 76 percent. However, 53 percent of the club leaders were female, with 47 percent being male. Therefore, though females are less represented in school leadership roles, the club leaders are slightly more likely to be female.

The lack of females in school leadership positions is also reflected in countrywide statistics. A recent ESDP-VI report shows a decrease in the number of female school leaders from 16 percent in 2014/15 to 11 percent in 2018/19 at primary level and 14 percent to 8 percent at secondary level (ESDP-VI, 2021, p.15). The report claims that this is due to the difficulties in attracting female leaders as they are too often either assigned to remote schools and not assigned to the intended positions (Ibid). Therefore, although the ESDP-VI (2021) and the National Gender Strategy in Education both emphasise the importance of more female teachers and leaders, it is not reflected by the reality on the ground.

A recent study conducted in four Eastern African countries including Ethiopia, indicated that despite gender being featured in both education and stand-alone policies, political will for its application within the delivery of high-quality girls' education requires consistent political effort and engagement (Rose et al., 2020). The study also showed women being underrepresented in decision making positions across education systems. In Ethiopia, women reported discrimination within the education system and experienced constraints when they tried to engage stakeholders and resources to improve girls' education projects (Rose & Yorke, 2021).

6.3. Subject Teachers

To look at trends in the allocation of subject teachers, data was gathered on the number of female and male teachers who are teaching languages (Amharic, Affan Oromo, Somali and English), general science and mathematics, social sciences and sport, art & music in all the schools covered by the study. Data collected showed variations in the ratio between number of female and male teachers depending on the subject they taught. Details are shown below in Figure 2.

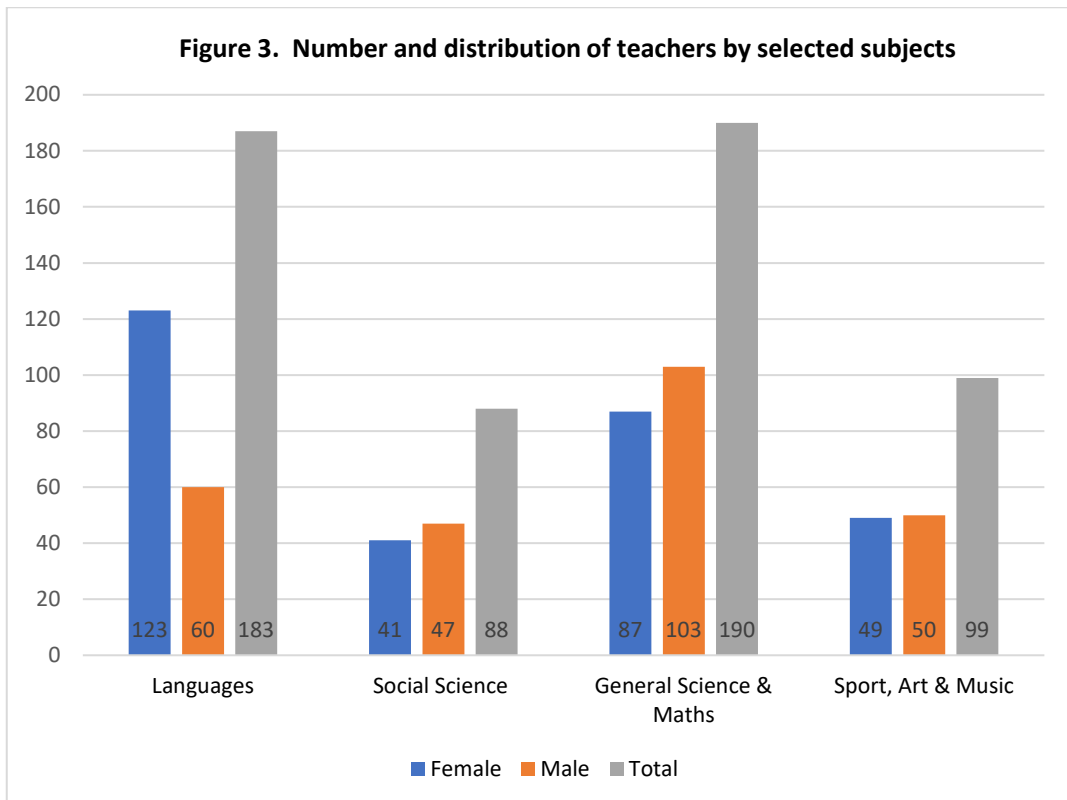


Figure 2. explains the number of female and male teachers in different subject areas. This figure shows that 66 per cent (n=123) of language teachers are female, with male teachers making up the remaining 34 per cent (n=60). However, there was no significant variation between the number of male and female teachers of social science 47% (n=41) were female with 53% (n=47) being male). The figure shows a slightly greater number of male teachers teaching general science and maths than female teachers 54% male (n=103) and 46% female (n=87). The figure for sports and other subjects (including art and music) stands at almost equal between female 49% (n=49) and male teachers 51% (n=50).

No significant difference between the number of female and male teachers was found with the exception of language teachers where female teachers are in the majority. School leaders were asked to share views on why this might be. Some suggested that language could be a subject requiring a smaller workload allowing more time to be spent supporting families, but it is a finding that requires more research.

Teachers were asked if opportunities in other school activities were also equally represented by male and female teachers. Most said that both male and females were provided with fair

chances to take on other roles but some suggested otherwise, saying men were given more opportunities.

6.4. Students in Leadership Roles

Both teachers and students said most leadership roles were shared equally between female and male students. This equality was also found in participation of activities such as tree planting and classroom cleaning. However, the students' experience of leadership was not thought to be the same.

When in leadership positions, female students face challenges not experienced by their male peers. There is often a lack of respect from other students such as when females take on the role of classroom behavior management. This lack of respect from peers creates a difficult situation for female student leaders and makes it hard to be successful in their role. This issue can also result in female students avoiding these types of leadership role, such as classroom monitoring or event organizing.

6.5. Gender Equality Initiatives in Schools

This assessment also looked at school activities that aim to improve gender equality and focus on girls' education. Activities like gender clubs were acknowledged as valuable for building skills and knowledge on respectful relationships and addressing gender issues. Club members, mainly girls and often with NGO support, received tutorial classes and training and were given sanitary towels and safe environments (needed during menstruation). Gender based violence awareness training was also delivered, as well as campaigns encouraging female students who have dropped out to return to school.

It was found that gender clubs were often run by girls and more active in urban and semi-urban schools. This was due to lack of funds and training opportunities in rural schools, made worse by few incentives for club leaders and low levels of support from school leadership. In rural areas there was also found to be less available support from NGOs.

Schools should be encouraged to create and strengthen gender clubs in order to address the different gender related challenges. For example, in British Council target schools in Addis Ababa, gender clubs provide counseling services to girls and boys separately, provide sanitary towels for girls, organise discussion forums to discuss physical and biological changes students experience during puberty, and run sessions to help girls manage expectations of peer pressures. The clubs also hold professional dialogue sessions for teachers to discuss how to treat boys and girls equally in their schools.

6.6. Gender Friendly School Environments

School environments play a major part in encouraging female students to attend and stay in school, therefore impacting gender equality in education. Building on UNICEF's child-friendly schools' framework, researchers and practitioners encourage girl-friendly schools, environments that are gender sensitive and equal in both numbers and achievement levels of female and male students. Schools should aim to promote equitable education, remove barriers to learning based

on gender stereotypes and provide facilities, curricula, and learning processes that welcome girls (Sperling & Winthrop 2016).

School facilities such as toilets were found to be unsuitable in all the schools where this assessment was carried out. They were not practical or accessible for any students including those with disabilities. There was also very little consideration of gender within the facilities. Most schools lack separate toilets for girls and boys and don't provide sanitary pads. In the few schools where toilets were separate some do not have doors, there is no water and they are not clean. Therefore, they cannot be used. Female students complained of a lack of privacy when using toilets, making it impossible to change sanitary pads.

Members of the assessment team who were assigned to conduct physical observation of the state of the toilets in the schools described the situation as follows:

'The toilets in most of the schools we have visited are not conducive for use. Even though some schools have dedicated some of the toilets for use by male and female students, in most of the cases, they are not clean and are particularly difficult for use by female students'.

A recent study by Tafere et al. (2022) indicated that in addition to separate toilets for girls and boys, cleanliness and running water also need to be prioritised. The same study showed that toilets were often so unclean they could not be used anyway, even if there was provision of separate toilets based on gender (p.23).

School leaders, teachers and students reported that very few gender clubs provide sanitary pads, often only if supported by NGOs and UNICEF. Female students assumed this was due to the lack of commitment from school leaders and stakeholders. They also noticed that girls and boys do not have equal access to playgrounds and sports materials, for example there were no private places for female students to change their clothes for sports, leaving only the toilets for them to change in.

7. GENDER RESPONSIVE AND INCLUSIVE PEDAGOGY

Several benefits are seen when teachers use gender responsive pedagogy. Both female and male students are empowered and receive higher quality education. A gender responsive approach includes all learners and teachers remove stereotyping from the classroom. Nabbuye (2018) suggests that if teachers are trained teachers in gender responsiveness, they can point out gender biases and inequalities and prevent discrimination even if the curriculum is gender-blind (p.6). Gender responsive pedagogy improves the participation and performance of both girls and boys across learning activities like group discussions, debates, trips, project-based learning, and presentations (Ibid). Teachers are, therefore, expected to be aware of the gender-based and learning needs of their students such that they develop the ability to treat girls and boys fairly and impart skills that are necessary to promote gender equality.

In the classroom, the term pedagogy covers what is taught, the methodology used for teaching and how students are assessed. If teachers don't understand what gender responsive and inclusive pedagogy is, they cannot transform schools into positive learning environments where students have more potential to become active citizens (FAWE 2018).

Using gender responsive pedagogy also includes the curriculum, ensuring that it has high expectations for every individual student. To support this, learning activities and materials should be varied, suitable for applying useful learning styles for students. Teaching must be organised purposefully making sure active participation is encouraged for all learners without discrimination whether based on gender, special educational needs and disabilities, or social background (Parnell, 2017). If these areas are fulfilled, teachers will be able to make their practice gender responsive, learner centered and of higher quality for all their learners.

School leaders and gender focal points who are assigned in REBs and at school level need to be aware of what knowledge and attitudes their teachers may hold about stereotypes and gender. They should support teachers to free their attitudes of stereotypical views that may lead to discrimination in their teaching practice (the next section of this report will cover this further). Teachers also need support to make their classrooms friendly, safe and supportive to all students, to create school environments where girls and boys have access to different services and are free from violence and the threat of it.

7.1. Opinions of Teachers on Gender Related Issues

Social and emotional development is a large part of students' experience in schools. Schools serve as a place where the socialisation process is reinforced (Abraha et al., 2019). Teachers, male and female, come with their own social and cultural values and practices. They may unconsciously reinforce gender stereotyped attitudes and beliefs in the classroom. Therefore, it cannot be assumed that having an equal number of female and male teachers in schools is enough to promote gender equality. Female or male teachers can both be better or worse at understanding or addressing gender issues. As members of the community to which they belong, teachers might also demonstrate discriminatory actions while using teaching materials/aids that could contain stereotypical activities such as only women cooking. They might make remarks that are offensive about the ability of either gender (Mluma, et al., 2005). Gender discrimination and inequality in education might, therefore, continue to occur if teachers are biased against either gender or fail to understand and respond to the diversity and different learning needs of their students. Studies indicate that using gender responsive and inclusive teaching approaches increases the chance for both girls and boys to receive quality education.

In this assessment, a questionnaire was used to find out the attitudes and knowledge of teachers towards gender related issues within the schools selected for this assessment. This questionnaire was developed and completed by teachers who participated in the FGDs just before the start of the sessions. Questions included whether teachers believed the concept of gender to be a fixed phenomenon which cannot change over time; whether gender discrimination can or cannot be manifested in a classroom setting; if they think that boys should do heavier chores or physical work around the school, such as moving desks and chairs while girls undertake other activities such as sweeping the classroom; if they often assign boys to be leaders in group work; etc. The questionnaire asked participants to express their opinion on a scale by checking a box, i.e., whether they agree, disagree, etc. regarding the issue presented (see the appendix for the complete list of questions). The responses gathered are summarised in Figure 3. below.

Figure 4. Opinions of Teachers on Gender Related Issues

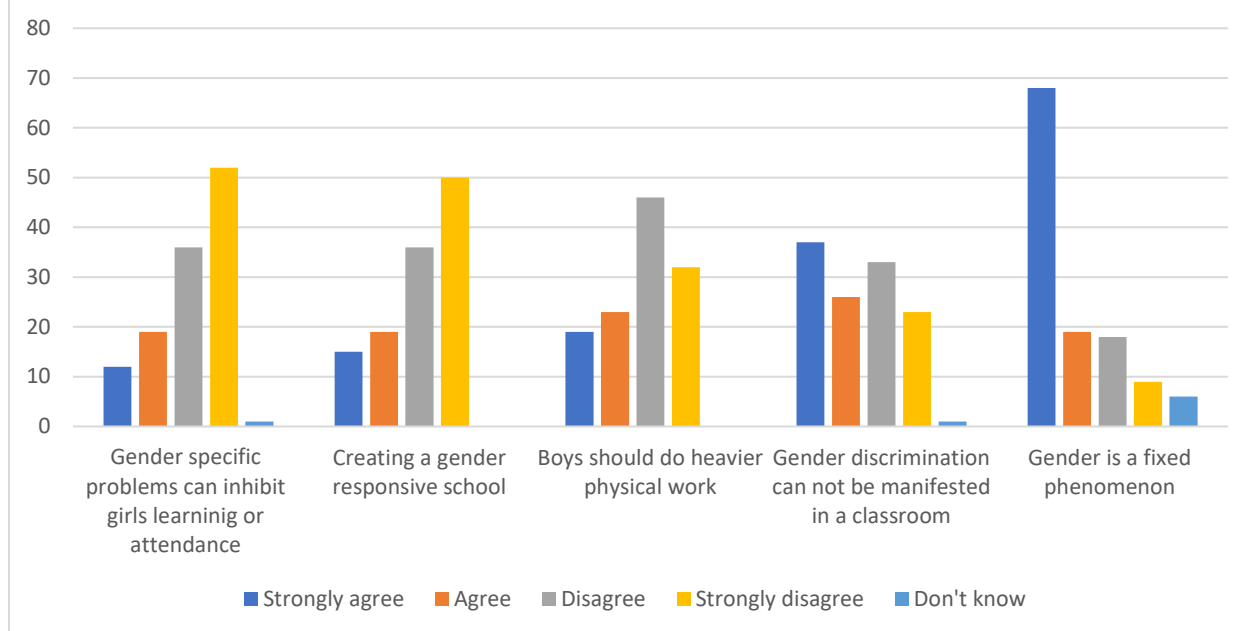


Figure 3. shows the gap in knowledge about gender issues that the surveyed teachers have. Of the 120 teachers involved, a large majority (81%) believed the concept of gender to be fixed and cannot change over time. Just under half (44%) believed that gender discrimination cannot be manifested in the classroom. However, 55 per cent didn't agree that boys should do heavier physical work in schools such as such as moving desks and chairs or that girls should do less strenuous activities such as sweeping. Most teachers felt that creating a gender responsive school isn't the sole responsibility of school management. This opinion was confirmed during the FGDs where participants said teachers should also play their part.

One major gap was observed regarding whether gender specific problems might inhibit girls' learning or attendance in school. Sixty-two per cent of the teachers strongly disagreed with this. They did not believe that any issues specific to girls would stop them attending or learning at school. This could mean that they believe all students can attend school if the right support is provided. For example, some students may need additional time at home if they have domestic work or other activities at home, which could be gender-based. It may mean that female students are provided with sanitary pads, allowed to leave class when they need to and have suitable toilets to change sanitary pads.

Teachers are expected to be aware of and understand gender-based needs that students may have. They are in the key position to impact their students' ability to learn and support their students to be gender sensitive as well, resulting in a society that treats girls and boys fairly. Therefore, teachers need the skills and attitude to help them meet the learning needs of female and male students. Ultimately, mainstreaming gender equality in teacher education and professional development is crucial.

7.2. Gender Responsive Pedagogy in Practice

Gender responsive pedagogy means close attention is paid to specific learning needs of girls and boys in schools. It requires teachers to consider the needs of every individual student in lesson preparation, teaching and learning method selection, classroom management and student assessment. When teachers practice gender responsive pedagogy it contributes to an improvement in the level of outcomes for both boys and girls.

As gender responsive pedagogy provides equal opportunities, it also removes gender stereotypes. Nabbuye (2018) suggests that teachers who understand gender responsive pedagogy can point out biases and inequalities in the curriculum, avoid discriminating students and make adjustment in their teaching practices even if the curriculum itself is gender-blind (p.6). Participation and performance levels of both girls and boys are improved through gender responsive teaching (Ibid).

This assessment looked at if and how school have created good quality gender sensitive and inclusive learning environments. This included conducting interviews and discussions with school leaders and teachers, making observations to see whether classrooms and wider school environments and facilities are female student friendly, and checking if teaching and learning approaches are gender responsive and inclusive. (Details of all tools used to conduct this assessment are presented in the appendices).

The key elements of gender responsive inclusive education, and how the assessment results corresponded with these, are outlined in the following section.

A) Teachers' Experiences in Reviewing Teaching and Learning Materials

To improve learning outcomes teaching materials must fulfill principles of inclusion and equality, they also need to suit all learners. Gender equality should be embedded in curriculums and teaching materials as helping students understand gender equality prevents the spread of gender bias and discrimination in their school and communities. UNESCO (2016b, 2019) emphasised the importance of developing gender responsive national curriculums. But not all teaching and learning is controlled directly by the national curriculum, teachers are meant to interpret and adapt curricula, contextualising them to suit their learners.

Teachers need to know how to review educational materials and curricula making sure they are gender responsive, without gender stereotypes and relevant to the lives of their students. As previously mentioned, gender responsive classrooms contribute towards changing the attitudes, values and behaviours of girls and boys in society at large. So, it is essential for teachers to be trained in how to find and remove gender bias in teaching and learning materials.

This assessment examined if schools and teachers were involved in reviewing textbooks and other teaching materials based on gender responsive and inclusive teaching and if they were involved in producing and using gender responsive teaching materials. Results indicated that though teachers and leaders were tasked with reviewing textbooks and teaching materials, their focus was on checking if they were of value educationally and culturally appropriate. Gender responsiveness was not considered. When questioned, teachers and leaders could recall examples of gender stereotyping in textbooks. It should be noted however, that recent changes

to the Ethiopian curriculum mean new textbooks and materials haven't been seen in full by schools yet.

Regarding making their own teaching aids, most teachers explained this was difficult as they lack the basic materials. Students' responses backed this up. Most teaching aids used, they explained, were old ones made by teachers who use to teach in the school previously. Experience drawn from other countries emphasise that sufficient attention should be paid to reviewing educational materials. The importance of ensuring that curriculums, textbooks and teaching materials are free of gender bias has led some countries to set up dedicated units within their education ministries. The Malawian Ministry of Education, for instance, has established a Gender Appropriate Curriculum (GAC) unit that produces gender sensitive primary and secondary textbooks that portray girls and women in more positive roles (Miske, S.J., 2013). The unit trains textbook writers and editors, and teachers to make their work gender-sensitive. In line with this type of focus the Ethiopian MoE's Gender Unit also participated in the development of the new Ethiopian curriculum to ensure it included gender responsiveness.

UNESCO suggests the following as issues which must be considered while reviewing and developing teaching and learning materials.

Table 2. *Issues to be considered while reviewing and developing teaching and learning materials.*

<p>1. Frequency of appearance of female and male characters</p> <p>How many women and men are portrayed or mentioned in the texts and pictures?</p> <p>When and how often do female characters appear compared with male characters?</p> <p>When does the first named male appear? When does the first named female appear? (Female characters often appear without being named, while male characters are more often named, which gives the impression that male characters are more important)</p>
<p>2. Nature and frequency of appearance of female and male characters</p> <p>What kind of activity (productive/reproductive/community) is each character involved in? How are women and men portrayed (e.g., as nurturers, economic producers, leaders, victims)? Are they portrayed differently?</p> <p>What psychological traits (resourceful, smart, brave, cowardly, gentle, etc.) are attributed to female and male characters? Are these traits different for males and females?</p> <p>How are family roles distributed between male and female characters (e.g., which characters care for or play with children, help children with their homework, clean the house, cook, repair things, etc.)? Is this distribution typical of gender stereotyping?</p>

In what specific activities are girls and boys involved? How are their activities different? Is there equality of status in their activities? Are boys always shown as helping their fathers, while girls are shown helping their mothers with chores?
3. Illustrations
How are both females and males portrayed in pictures and drawings? How do females appear in comparison with males, especially in terms of their picture sizes or frequency of pictures? Is there any difference? Are the illustrations culturally appropriate and/or gender responsive? Do they suggest gender equality or inequality in relations? Do the illustrations portray both females and males positively and in ways that are free from gender bias?
4. Settings
Where is the action/activity taking place within pictures or text? Is it in a public area or in the private domain? Which places signify importance and why? Are female and male characters both portrayed in these places? Are there any settings where males only or females only are depicted? What impact does the positioning of each person in a picture have on his or her visibility?
5. Results
What are the implications of the activities in which characters are involved in terms of hierarchy, prominence and portrayal of gender relations? Do they suggest equality or inequality? Are males and females portrayed on an equal footing? Are female characters presented as autonomous individuals, or only shown in relation to males?

Source: UNESCO (2019) Promoting gender equality in education

B) Context of classroom setting

Sitting arrangements were checked to evaluate whether girls and boys had equal chances to see, hear, and participate in lessons during classroom observations. In most cases teachers encouraged mixed-gender groups who sat together on benches. Though girls sat together in most schools, depending on the local cultural norms. Also, depending on the circumstances, it was seen that in some schools more girls were put at the front if they were found shorter in height than boys.

As classrooms were crowded with little space between students, teachers were seen to mainly remain at the front, making interactions between them and students difficult. Students complained how hard it is for teachers to give them group tasks, and how uncomfortable the rooms are given that the number of students is large, in some cases up to 80 students per room. They said it was difficult to hear their teacher and the teaching and learning process was even more challenging for students with disabilities. Because of these issues students said they found classrooms and schools unfriendly and not places that encourage interaction.

C) Use of language during lesson delivery

Language is one of the most powerful tools to define and reinforce gender relations. It can be used to promote inclusion and gender awareness or to reinforce gender bias and stereotypes (Fish, 2008). The language that teachers use is, therefore, an important model for students and the wider community. Using gender responsive language in classrooms treats boys and girls as equal partners and provides a positive learning environment for everyone. Listening to the language of teachers and students can give strong clues as to their awareness of gender sensitive education. During the assessment, teachers were observed on whether they questioned and motivated boys and girls equally and if they encouraged all students to speak.

The results showed variations across the schools. Though specific gender biased language was not observed it was seen that in some schools' teachers often used language that favoured boys. For example, teachers usually used the 'he' pronoun rather than 'she/he' during lessons. Students gave feedback that some teachers used negative words with an aim of insulting students. The specific words used may not have been gender specific but did have negative meaning that may impact the particular learner's self-esteem.

Teachers need to raise their awareness and understanding of gender-biased views, attitudes, or stereotypes they may hold and work to overcome them. This can be achieved through self-reflection, training, reading, peer support, and general exposure to examples and stories that defy gender assumptions. If achieved, this will enable teachers have more success in implementing national and school gender equality policies.

D) Pedagogical practices and assessment techniques

Teachers' gender biased beliefs and practices can lead to different treatment of and outcomes for students. Observing the approaches teachers use in their classrooms can help discover these biases. A study conducted in Tanzania by O-saki (2002), cited in Miske (2013), found that teachers asked primary school students to do different kinds of work based on the teachers' own views of tasks that are appropriate for girls or boys. Another study conducted by Anderson (2009) in Benin showed the majority of teachers surveyed believed science was less important for girls than boys and suggested this was because teachers assumed girls had a lower academic ability. This resulted in boys being assigned as group leaders and the teachers asking them more questions. This is an example of gender inequitable pedagogy.

This assessment gathered information from school leaders and observed lessons which allowed the cross-checking and verification of information given from the school leaders. Classroom observations included an assessment of language used, classroom arrangement, how assessments were given and interaction between the teacher and students.

In most classrooms the teaching and learning process was even more challenging. Lessons were delivered as lectures with some tasks assigned. Teachers monitored students as they completed the tasks but didn't move around the room and little discussion, interaction or feedback was seen. There was eye contact between the teacher and students and question and answer sessions, but they mostly involved boys. Little encouragement was given by teachers for other students to take part. Lessons were, however, usually well organized, starting and finishing on time.

Teachers were observed on how they assessed their students' understanding and learning of the lesson, and if they identified specific learning needs of all their students. In this regard, most teachers were observed delivering a lesson pattern that began and ended with reflection. So they would start each lesson recapping what had been learnt in the lesson before, and end each lesson with a session summarising key issues that had been covered. Teachers considered classwork, assignments and tests as their means of assessing learning. It was observed that the large class sizes and short lesson times made other forms of assessment challenging.

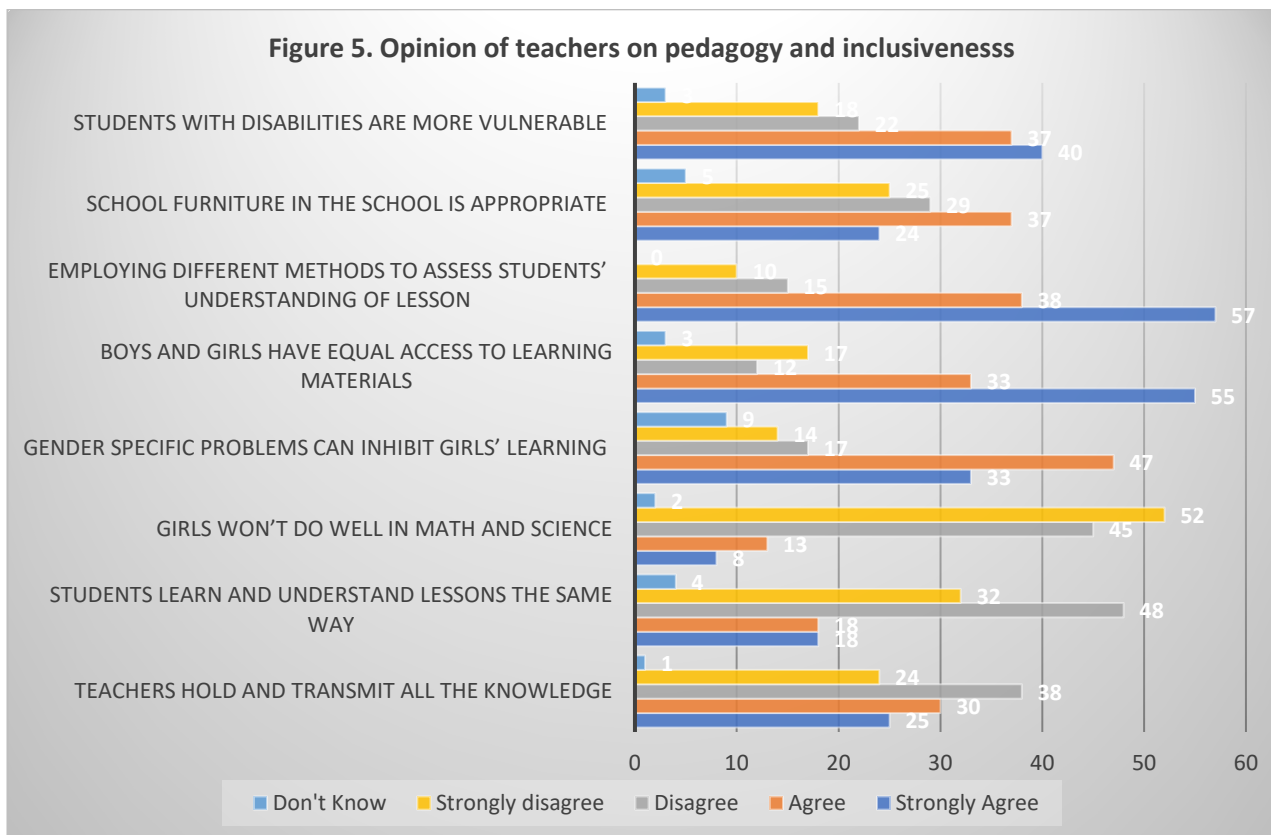
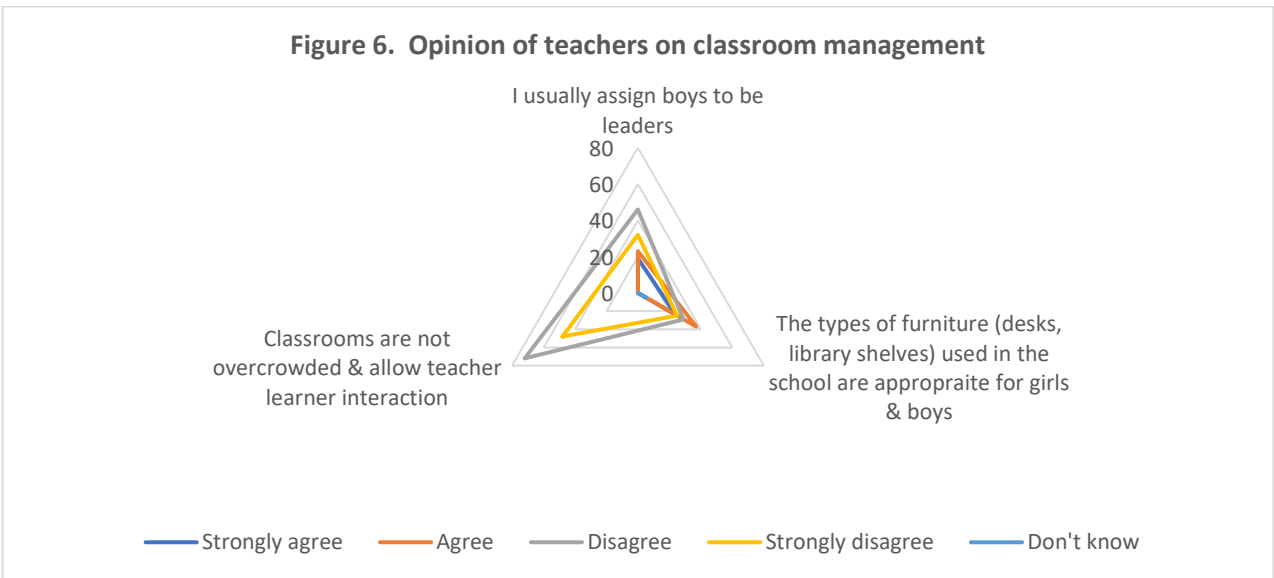


Figure 4. above details the opinions of teachers on questions regarding their understanding of gender responsive pedagogy and inclusive education. The questions assessed their thoughts on learner-centered teaching approaches, students' access to educational materials and school www.britishcouncil.org/research-policy-insight

facilities, and methods of assessment they employ to evaluate the performance of their students. Of the 120 teachers questioned, most agreed that teachers ‘hold and transmit all the knowledge’. Though under half, a still significant number of teachers believed that all students learn the same way. Despite this a large majority said that they employ different methods to assess whether their students understood the lesson. A high majority also disagreed that girls cannot achieve highly in maths and science subjects. Most teachers felt that girls and boys have equal access to textbooks, libraries and other facilities and materials.

E) Gender and Classroom Management

Teachers were questioned on how they divide roles between girls and boys during group exercises, the appropriateness of school furniture for use by girls and boys, and if classroom arrangement allowed for fair interaction between themselves and their students. Their responses are summarised in Figure 5. below:



Though most teachers disagreed that boys should be leaders in group assignments, a significant number said that they should (22% strongly agreed and 27.6 per cent agreed). This shows that there are significant numbers of teachers in need of training about the importance of gender responsive pedagogy and approaches to help them treat both girls and boys equally. Most teachers felt the types of furniture used in the school are appropriate for girls and boys but all agreed that classrooms are overcrowded and don't allow good interactions between teachers and students.

Studies show that ‘child-friendly’ classroom practices lead to increased learning outcomes for girls and boys. In primary schools in India for example, child-friendly methods documented through classroom observations saw teachers’ using additional teaching and learning materials as well as textbooks. They used local examples to explain issues and organised students into small groups. Teachers smiled and joked with students in the class encouraging them to ask questions. They displayed students’ work on the classroom walls (Suman et al. 2011). The Forum for African Women Educationalists (FAWE, 2018) developed a Gender Responsive Pedagogy (GRP) intervention model aimed at creating gender-sensitive teaching environments.

This model promotes the idea that to ensure and facilitate equal participation of both boys and girls in education school leaders and teachers should pay attention to the following key areas:

Classroom set-up: Classrooms should be arranged to allow interaction between the teacher and students, if they are overcrowded or not. Furniture should be appropriate for girls and boys and classrooms should be welcoming and make children comfortable to interact.

Developing gender responsive lesson plans: Gender responsive lesson plans take into consideration the specific needs and gender considerations of girls and boys in all the teaching and learning processes, such as the teaching and learning materials, teaching methodologies, learning activities, classroom arrangement, etc.

Teacher-learner interaction: Teachers may be unintentionally enforcing gender stereotypes by consistently praising or criticising student behaviour. They should also be mindful of classroom management and that contents of the lessons that they are teaching are not causing gender bias among their students and are gender-inclusive. For example, a teacher may think s/he is really empowering girls by giving them positive feedback. Equitable treatment of girls and positive attitudes toward them are important and effective in responding to girls' learning needs. An analysis of project data from international NGOs in India underscored that teachers' actions and interactions with girls and boys and students' perceptions about the teachers' actions are indeed important for girls' learning (Miske, 2013). It is also useful to check whether teachers are calling on boys more often in class, praised boys more frequently, and asking boys more challenging questions.

Lesson delivery methodology: By taking into account that not every student learns the same way, gender responsive pedagogy encourages teachers to adopt a variety of learning approaches to meet their students' diverse learning needs. It suggests that teachers be trained to present lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and more.

Language use: This considers whether teachers and students are using gender biased language in the classroom and in school compounds.

Resources for teaching and assessment: Teachers should assess and revise learning materials to reflect local contexts and show women/girls and men/boys taking on a wide variety of roles and responsibilities at home, at work, and in the community using gender-responsive teaching methodologies and activities to engage all learners.

7.3. Preventing School Related Gender Based Violence (SRGBV)

In recent years understanding has grown of the potential risks faced by children and vulnerable adults from people who are working in positions of trust. Greater attention is now being paid to this by different agencies, including development organisations and institutions who work in education to ensure children and vulnerable adults are kept safe from Sexual Exploitation, Abuse and Harassment (SEAH).

Schools must, therefore, be safe environments with children treated respectfully and with a high level of concern. Staff must always maintain professional behaviour. Different studies in Ethiopia indicate that despite the legal framework prohibiting GBV (Gender Based Violence), it

has continued to be a pervasive national issue (Cordon et al. 2018). A fact sheet published by UNICEF (2018), reported levels of school-related, gender-based violence, including corporal punishment and sexual abuse from peers and people in positions of authority.

It is difficult to find reliable information on SRGBV in Ethiopia. Though there is information on GBV relating to child marriage and labour, there is less on violence in and around schools. Overall, the growing body of research shows that many forms of violence are commonplace in young people's lives, that violence operates in gendered ways, and that patterns of violence vary with age, gender, economic and socio-cultural circumstances (Parkes et al. 2017, p.11).

Violence against children falls within the wider context of the violation of human rights in general and that of women and girls in particular. Despite widely held beliefs that schools offer an important protective role for children, various studies have shown that violence against girls and boys happens in schools. In fact, depending on the context and with specific groups (such as students with special educational needs and disabilities, or of specific genders or ethnicities) some students might even be at higher risk in schools and require more protection (UNESCO, 2016a).

SRGBV can take many forms, including violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex or gender identities. Such acts of violence might include but are not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and between males and females contribute to this violence, which can take place in the school, on school grounds, on the way to and from school, or in school dormitories. It might be perpetrated by teachers, students, or community members. Violence Against Women and Girls (VAWG) in the education sector affects girls' access to education, their attendance and completion rates, their learning, and attainment (Fancy and Fraser, 2014).

What perpetuates violence against girls and boys in schools and educational institutions? Although a range of factors may contribute, Pankhurst et.al (2016) indicate that classroom practices are impactful. Individual instead of group work and overcrowded classrooms contribute to the use of violence in schools as teachers use violence to manage behaviour (Ibid p.11).

In many contexts, social norms accept or tolerate Violence Against Women and Girls (VAWG), and allocate blame to them if it occurs. Studies conducted in Ethiopia show that children experience different forms of violence at home, school and in their communities. To address VAWG in education programmes, DFID issued guidance emphasising that girls who are more vulnerable are more likely to be targets of violence but also less likely to report it (Fancy and Freser, 2014).

Boys and girls experience different types of violence and are socialised to react to it differently. A Young Lives study in Ethiopia showed that 90 per cent of children and young people interviewed (n=60, age range 7-20 years) have experienced some kind of violence. Data also shows that by age eight, over one-third (38%) of children have experienced corporal punishment in schools. Children reported that physical violence is most commonly used, and non-physical and emotional violence (e.g., insults, harassment) less commonly used (Pankhurst et al. 2016 p.9). Similar findings were reported in a study conducted in four other African countries. Findings showed some forms of violence (such as sexual harassment) being so commonplace they were

taken for granted as normal within everyday relationships in classrooms, homes and communities (Parkes et al.2017).

This assessment examined existing government policies and guidelines regarding the violence described above and attempted to gather information from school leaders, teachers and students regarding its scale and magnitude. Where available school records were also reviewed.

Reviewing laws and policies at national level revealed no single or consolidated law on gender-based violence or violence against women and girls in Ethiopia. The responsibility for work on SRGBV rests within the Gender Unit at the Ministry of Education at federal level. Similar gender units are created at the level of Regional Education Bureaus and Woreda (local) education offices and staff were designated to serve as gender focal points. The assessment found that a code of conduct on the prevention of SRGBV in schools has been introduced in Ethiopia since 2014. The MoE reported that the Code of Conduct was rolled out in all regions. A Violence Reporting Tool (VRT) was also developed to gather data on incidents of violence in schools.

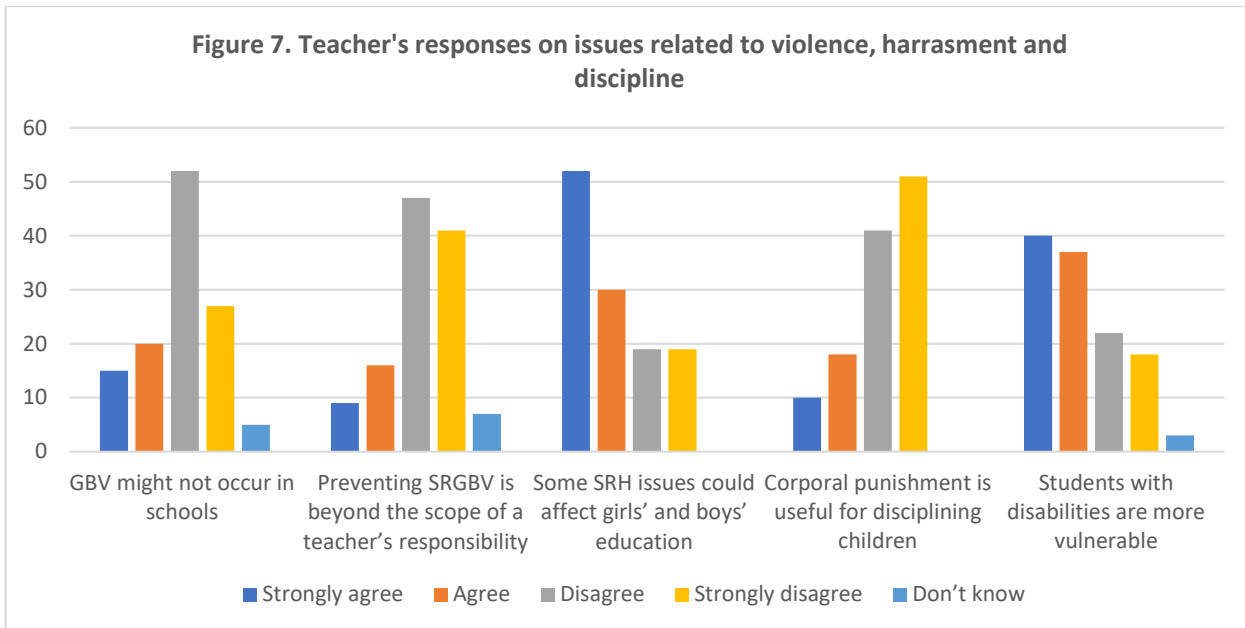
School leaders and teachers were asked about their understanding of SRGBV and if there were reported cases in their schools to show if levels are increasing or decreasing. School leaders, teacher and students were similar in their understanding of SRGBV in their schools and communities. Students considered bullying, harassment, child marriage, marriage by abduction and FGM as examples of GBV that are common in their school and communities. They said there is no mechanism in place in schools to support students who might have been victims of GBV or mechanisms of how to report problems to the school management or teachers.

A scoping study undertaken by Parkes et al. (2017) regarding policy and practice to reduce gender-based violence in and around schools in Ethiopia have shown that the policy has not yet been implemented.

This assessment asked questions regarding violence, harassment and discipline methods in schools, in order to understand the views that teachers might hold on them. Though a significant number of teachers 41.6% (n=50) believed that gender-based violence might occur in schools, some teachers 25.8% (n= 31) did not agree. It was positive to see that the majority of teachers 73.3% (n=88) believed they could contribute in preventing of SRGBV.

Most teachers 68.3% (n=82) believed that some SRH issues, for instance a potential pressure to have sex, could affect educational performances of both girls and boys. However, a still significant number of teachers did not consider this as problematic 31.6% (n=38). This calls for awareness raising training for teachers. Some teachers 25.8% (n=31) believed sexual harassment between teachers and students is not acceptable but said that it is acceptable between teachers, again this demands training to raise awareness. Teachers strongly agreed that students with disabilities are more vulnerable to bullying, abuse and harassment within schools.

The full responses gathered from the teachers who participated in the assessment are presented in Figure 6. below.



A recent study conducted in Zambia, Togo, Côte d'Ivoire and Ethiopia provides a useful resource for addressing SRGBV, particularly in the gathering of evidence to contribute towards improving policy and practice. This study was part of an initiative known as '*End Gender Violence in Schools (EGVS)*', an initiative that ran from 2014- 2017 led by UNICEF with support from the Global Partnership for Education (GPE). The initiative combined research, capacity building and knowledge exchange to generate evidence that can help to build effective policies and actions around SRGBV. The study showed how a range of violent acts experienced by girls and boys have their roots in inequalities, norms, exclusions and stigma within everyday interactions, institutions and structures of society (Parkes et al. 2017, p.11).

In Togo, centres of support for victims of violence have been set up in some parts of the country, at different points in time, led by NGOs and government actors. In Côte d'Ivoire, multi-sectoral community and listening centres have been established by both state and non-state organisations to support victims, offering support for psycho-social, health, welfare and justice concerns. In Zambia, victim support units in major police stations have been established since 1999, including officers with special training in gender, rights and law.

Experience drawn from Togo and Zambia have shown that establishing child help lines mobile phone service for sending text messages could help to report gender-based violence and violence against children could be reported on their toll-free line. This helped large numbers of children to report cases of abuse and violence and obtain assistance and for improving reporting, referral systems, and responses to SRGBV.

Source: Parks & Rossn (2020).

In another example drawn from USAID's (2008) safe schools' programme, it was learnt that teachers in Ghana and Malawi have reported that they are aware of the teacher's code of conduct which stipulates how to report an incident of SRGBV. Also, that they believed that the code adequately protected children. The case presented in the following box demonstrates the effectiveness of setting-up a formal structure for the reporting and handling of cases of SRGBV in different African countries.

Learning from Nigeria and Tanzania shows that girls are more likely to report SRGBV if schools have established mechanisms for doing so. Cross-country analyses in Nigeria and Tanzania demonstrates that teachers and members of school management committees who reported incidences of SRGV did so through formal structures rather than informal structures. Moreover, findings from Tanzania show that girls' confidence in reporting incidences of violence correlated positively with their schools' capacity to respond, reinforcing the importance of establishing policies and official mechanisms for reporting incidences of violence, along with increasing schools' and communities' capacities to respond to and support victims.

Source: Elaine and Heslop (2012)

As schools are integrated into communities, preventing SRGBV requires outreach activities in the community to enable a better outcome. A cross-country analysis of change in stopping violence against girls in schools reported that a community outreach program performed by participating youth brought about better outcomes where links were made between community-based structures and formal judicial systems.

In Mozambique, a community outreach program showed improved outcomes for girls, including greater confidence to speak out against acts of violence perpetrated against them. The community outreach and advocacy performed by youth participating in Action Aid's Stop Violence Against Girls in School project helped improve knowledge about child protection processes and strengthened community-based structures that link informal and formal judicial systems.

Source: Jenny and Heslop (2013).

Regarding removing corporal punishment from schools, however, studies point to the challenge of changing the power dynamics between teachers and students. But they also indicate how parents' views on corporal punishment are also changing, i.e., beliefs about the value of corporal punishment in building character and in maintaining classroom discipline (Parkes and Heslop 2013; Reilly 2014; USAID 2008). In some cases where corporal punishment was banned from the top-down, but no training given in other disciplinary techniques, teachers

were left without knowledge of or the capacity to use alternative forms of positive discipline (Parkes and Heslop 2013; Reilly 2014).

In Sierra Leone, activities implemented under Plan International's 'Building Skills for Life' project helped raise teacher and community awareness of the Teachers' Code of Conduct and equipped teachers with knowledge of alternative classroom discipline. For example, instead of receiving physical punishments such as 'floggings', students reported that teachers disciplined students by having them sweep or clean the classroom.

Source: Reilly, A. 2014

7.4. Access to resources and facilities

As in many parts of Ethiopia, school facilities where this assessment took place were badly organised and difficult for students to use (including students with disabilities). There was very little evidence of schools doing anything to address gender-based needs of students. Few schools had separate toilets for girls and boys, and most did not provide sanitary pads. Where separate toilets were available their condition made them almost unusable (for example they lacked doors, locks and water).

It was reported by school leaders, teachers and students that there are only few girls or gender clubs that keep sanitary pads, often with the support of NGOs and UNICEF. Students attribute the lack of access to sanitary pads to low level of commitment by their school leaders and other stakeholders. Other facilities in schools, such as playgrounds, are meant to be used by girls and boys equally. However, it was noted that girls and boys do not have equal access to playgrounds and sport materials and there is no private space where students can change clothes before and after participating in sports activities. Due to the lack of private spaces, in some schools it was reported that girls use toilets to change their clothes for sports.

Evidence from different studies suggests that school and classroom facilities should help promote gender equality. This includes libraries, utilities in relation to WASH, recreation and other facilities such as sport fields. Issues such as a lack of private toilets for girls may mean they don't take part in activities such as sports. A recent report by Tafere (2022) also showed that even when bathrooms were separated by gender, they were generally so unclean no student felt comfortable to use them (p.23). The report went on to suggest that the focus should shift from merely the presence of separate toilets, but to their quality and cleanliness as well, and that attention should also be given to the availability of running water.

8. INCLUSIVE EDUCATION

8.1. Overview

Since the Salamanca Statement and Framework for Action in 1994, inclusion has been a global trend aiming at providing high-quality education for all students. In Africa and other low-income countries, inclusion is newly implemented in education aiming to include girls and students with special educational needs and disabilities in mainstream schools. Inclusion means that students with special educational needs and disabilities should be included rather than excluded in general education schools, if proper support is provided. Parnell (2017) defines inclusive education as, 'The capacity of an education system to provide the academic and behavioural support needed for all students, regardless of disability or difference (i.e., gender, ethnicity, location, language), to participate and succeed in the academic, social, and extra-curricular activities of the school alongside their peers'.

Ainscow et al. (2006), Messiou (2017) and Slee (2018) view inclusive education as a process, which maximises learning and increases the engagement of all students. This concept is opposed to that of 'special education', which categorises students with SEND and, on many occasions, denies them the opportunity to participate and share educational and social experiences with their peers in ordinary contexts. In contrast, inclusive education refers to efforts to reduce exclusion in school curricula, cultures, and communities.

Inclusion describes the process of integrating students with special education needs into the least restrictive environments as required by the United Nations declaration that gives all children the right to receive appropriate education. In the last two decades, the concept of inclusion has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools.

Inclusive education embraces inclusive pedagogy. Conceptually, inclusive pedagogy has been defined as an approach to teaching and learning in which teachers respond to learners' individual differences, in order to avoid excluding certain students (Florian, 2014). In a systematic literature review of approaches to inclusive pedagogy, Alexander (2004) suggests that inclusive pedagogy does not refer exclusively to teaching actions. Instead, it encompasses other teaching skills being determined not only by teachers' knowledge, competence and actions, but also by their values and beliefs regarding students and the nature of teaching and learning, as well as social processes and influences. Florian (2015) suggests that the starting point for developing inclusive pedagogy would be the recognition that every learner is different and that learning must be improved for all students. This approach argues that everyone can learn together when the conditions are suitable.

In order to develop inclusive pedagogy, teachers first need a skill set that helps them facilitate inclusive practices in their classrooms. Studies indicate that one of the main barriers to promoting inclusive education is the fact that the majority of teachers do not have the knowledge, skills or attitudes needed for this. Chitiyo et al. (2019) suggests that the challenges related to the shortage of qualified teachers with the required skills to provide an appropriate inclusive education can be addressed through provision of professional development for teachers through pre and in-service training. The suggestion is that all in-service teachers need to be trained in the area of SEND and inclusive education (Ibid. P. 21).

Many studies conducted on the situation of children with and without disabilities in sub-Saharan Africa indicate that the gaps between children with and without disabilities are increasing. They show that children with disabilities are disadvantaged in enrolling in school, completing primary or secondary education, or being literate (Wodon et al. 2018). A preliminary investigation carried out by The African Child Policy Forum, revealed that most African countries lack proper law and policy strategies for the schooling of children with disabilities and don't comply with the requirements recognised in international and regional human rights instruments, that are in keeping with current trends and perspectives on the education of children with disabilities (ACPF, 2011).

Robiyansah et al. (2020) argues that inclusive education (as opposed to a model that places children with disabilities in separate schools), gives children with disabilities the chance to stay in mainstream classrooms for most of their school day. In general, most of the literature on implementing successful inclusive education suggests that efforts need to be made to strengthen activities that are taking place in schools and classrooms. That there should be a focus on school structures, teachers, and leadership (Loreman et al.,2014; Schuelka, 2018).

A systematic review of literature in five West African countries (Cameroon, Mali, Senegal, Sierra Leone and Liberia) revealed a wide array of stakeholders involved in education and social inclusion of people with disabilities. These included various governmental ministries; quasi-governmental agencies set up to implement government policies; multinational organizations; national and international non-governmental organizations; and national and international academic institutions. The main challenge identified in the reviewed documents was a gap between policy formation and policy implementation, often due to a lack of resources and poor infrastructure available for implementation.

(Source: Jolley et al. 2018)

8.2 The Ethiopian Context

Ethiopia is a signatory to key international conventions and has enacted several laws, providing a strong enabling environment for inclusive education. The government has expressed its commitment to inclusive education by endorsing international and legal instruments and legal frameworks (Mergia 2020), which say that all children have the right to education on an equal basis with others in their communities. However, the practicality of this is far from reality (Ibid p:19). The MoE's Master Plan for Special Needs/Inclusive Education (MoE 2016) anticipates collaboration between organisations representing stakeholders and partners who promote inclusive education. It also encourages teacher training to fill gaps in human resources as well as strengthening support systems for inclusive education. Despite UNESCO's 2020 report that Ethiopia is now making the fastest progress towards the 2030 goal for primary completion of all sub-Saharan African countries, a study conducted on the state of inclusive education indicated that the country must work to ensure the many children with disabilities who are out of school are brought into mainstream education (Norad, 2021). Data on children with disabilities is difficult

to obtain due to a lack of valid instruments to identify children with special educational needs. Therefore, the MoE's estimate is based on the World Health Organization's estimate stating that children with SEND make up 15 per cent of the total population. ESDP-VI (2021) reports show that the target for GER of children with SEND in grades 1-8 was 61 per cent in 2018/19 and 75 per cent in 2019/20. But, in 2018/19 it was only 11 per cent, 50 percentage points below target.

The Master Plan aims to serve as a complete policy guiding provision of SEND education. It aims to increase visibility of inclusive and SEND education and to strengthen structures and environments that enable inclusion. Resource centres were established during the implementation of the 2006-2012 Special Needs Education Strategy, providing teaching expertise to support children with special educational or medical needs. They were also tasked with supplying equipment, materials and assistive devices, support screenings and referrals, liaise with local schools and communities, and provide training on inclusive education and disability adaptation for teachers in surrounding satellite schools.

There are three types of schooling practices for children and youth with disabilities in the Ethiopian school system; i.e., special schools, special units, and regular schools. Special schools are schools specialized in one particular type of disability and most of the time they provide educational service for a similar group of learners with disabilities, such as the deaf and the blind. The special units, on the other hand, are attached to regular primary schools, and few classrooms or blocks are reserved for learners with disabilities. Most of the time, some students with severe physical disability, intellectual disability, deaf-blindness, autism spectrum disorder, and others are enrolled to such schools. However, an assessment undertaken by Mergia (2020) and Temesgen, (2018) indicated that the number of special units is limited as all of the regular primary schools in the country do not contain special units. Moreover, the study revealed that learners with disabilities have been experiencing segregation in due to school-related and attitudinal barriers the special units. The third category schooling practices for children and youth with disabilities focus on the provision of education within the regular schools where learners with and without disabilities learn together in the same classrooms. However, studies conducted by different researchers indicate that most of these schools do not provide appropriate educational support that is suitable the learning pace and ability of learners with disabilities (Mulugeta & Mekuriaw, 2017; Mitiku et al., 2014).

According to the data provided by the MoE, the total number of students with special education needs who are attending Primary and Middle school in Ethiopia in 2020/21 is 233,310, showing a significant decrement from last year, by 29 percentage points from the previous year (ESDP-VI,2021). The ESDP-VI attributes the low enrolment rates of students with SEND in primary and secondary education to various factors. These include poor identification mechanisms, lack of appropriate organisational structures at all levels of the education sector, lack of qualified teachers in SEND and disability-specific skills, lack of special educational needs teacher training in regular training programmes, absence of assessment centres in the regions, poor financing, lack of materials to facilitate learning, and poor coordination and collaboration between sector ministries and regional bureaus, etc. The general lack of appropriate school environments and socio-economic and cultural barriers are also recognised challenges. Despite significant strides made in the area of student enrolment, crowded classrooms continue to be

an issue, especially for managing diverse student needs and enabling inclusive teaching (ESDP-VI, 2021, P.21).

In terms of teacher training, 18 colleges provide SEND teacher training diplomas, and eight universities provide undergraduate and graduate degrees and in-service teacher training courses (Norad, 2021, P.25). In-service support is provided by inclusive education resource centres and in some universities and colleges in their regular and summer programmes (Ibid, P.26)

8.3 Outcome of the Assessment

This assessment explored the extent to which schools provide opportunities for inclusiveness. It examined what teachers and school management do to make their schools and classrooms more inclusive and supportive for everyone. Results showed that only a few schools had classrooms appropriate for inclusive education. Of these, some had SEND classrooms for a range of students. One major barrier to inclusive education was that school leaders and teachers said their schools don't have the required capacity or facilities to enrol and provide quality education for children with disabilities. Where there were special units for students with disabilities, there was some ability to meet their needs. But, of the four schools included in the assessment that do provide services for children with disabilities, only one had a separate toilet and a ramp for wheelchair users.

In explaining the challenges that are encountered by children with disabilities school leader in one of the schools said:

'Most of the children in the community cannot commute to school easily, as the roads and footpaths are not convenient for the children to travel. Those with physical disabilities don't have wheel chair or any other means to move from place to place. During the construction of schools, consideration is not made by those who are responsible in making school facilities friendly for children with disabilities'.

In one of the FGDs that was conducted with students, participants emphasised that:

'The level of awareness among the community to support children with disabilities is very limited. Hence, parents do not tend to bring their disabled child to school as most of them think it due to curse that this has happened to their child. Nothing is being done by the school that targets children with disabilities within the community'.

Other major barriers to inclusive education in the schools assessed were lack of separate toilets and a lack of awareness among families and community members to bring children with disabilities to school. Instead, most families kept children with disabilities at home both raising levels of discrimination against them and limiting the potential of supportive area networks to be built.

Lack of trained SEND teachers was a challenge for all schools. Most teachers had no training in inclusive education and in one case where there was a trained teacher, the school had assigned the person to an unrelated job in the school. When the school started to enrol students with disabilities the teacher had long forgotten his SEND training skills. Considering this, even if technical support had been offered through resources centres, a lack of understanding of inclusive education amongst teachers would have made using those resources

nearly impossible. Due to limitation in time and other circumstances that were prevailing in some of the study areas, the assessment team was not able to further explore how Inclusive Education Resource Centers (IERCs) were operating at cluster schools and examine the role of Special Needs Education specialists in the implementation of IE. Therefore, it is suggested that further study be made in this line to identify the gaps and factors that are contributing to the success of IE.

8.4 Useful Tools for Implementing Successful Inclusive Education

A review of literature relevant to this assessment looked at studies that were conducted among teachers to understand the reasons why children with disabilities don't enrol in school, don't perform well and often drop-out of school. A study made by Wodon et al. (2018) on the challenges of Inclusive Education in Sub-Saharan Africa found that lack of inclusive education policies and programmes, badly staffed and equipped school infrastructure and the inaccessibility of schools to persons with disabilities were all contributing factors for students with disabilities learn much less. Apart from the barriers related to poor infrastructure, other studies have outlined other barriers to inclusive education. These include inadequacies in policy and legal support, resources and facilities, specialised staff, teacher training, pedagogical techniques, flexible curriculums, supportive leadership, and cultural attitudes.

Singal (2016) suggests that lack of teacher training in inclusive thinking and techniques, didactic and passive teaching techniques and rigid curricula that offer no possibility for accommodation, modification or personalisation prevent students with SEND from being able to access education. Teachers working in the area of SEND education experience poor career prospects and low wages compared to peers in mainstream schools. They also face a lack of respect due to discriminating public attitudes (Ibid).

There is increasing evidence that sustainable inclusive education focuses more on inclusive pedagogy, pre-service teacher training for all teacher trainees, and sustained CPD for in-service teachers. Teachers, therefore, must be trained with the knowledge and skills to create inclusive classrooms. Teachers can be motivated to be more inclusive by the provision of structured and supported expectations regarding how they teach and what inclusive education 'looks like' in the classroom. Alongside this, school leadership must support the provision of inclusive and innovative environments for teachers. This can enable all children to learn together, making sure every child has the opportunity to reach their potential (Hehir et al.2016).

Ali (2018), on the other hand, argues that when there are moves towards inclusive education, new roles for teachers and administrators emerge. This creates an urgent need for up-to-date good quality continuous professional development (CPD). However, Schuelka (2018, P.2) suggests that it is perhaps more useful to think about ways in which existing successful inclusive education practices can be identified and scaled up, rather than focusing attention on deficiencies. Looking at UNESCO's ideas of how inclusive education can be identified as successful and equitable; apart from formulating policies alone, a focus should be made on operationalising these policies at school and community levels and on putting appropriate structures and systems in place to improve existing practices.

Table 2. *Key Elements for the Implementation of Successful Inclusive Education*

Policy
National education policy documents strongly emphasise inclusion and equity
Senior staff at national, district, and school levels provide leadership on inclusion and equity in education
Leaders at all levels articulate consistent policy goals to develop inclusion and equitable educational practices
Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices
Structures and Systems
There is high-quality support for vulnerable learners
All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices
Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners
There is a clear role for special provision, such as special educational needs schools and units, in promoting inclusion and equity in education
Practices
Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community
Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, and exclusion
Teachers and support staff are prepared to respond to learner diversity during their initial training
Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices

Source: UNESCO (2017, pp. 17–36)

Support from school stakeholders (students, teachers, parents, and community) to restructure schools for inclusive education will also improve the experience for all students. School leadership, therefore, needs to be strongly motivated to build inclusive values in their community. This atmosphere is crucial for the successful implementation of inclusive education (Villa & Thousand, 2016).

The following set of indicators was provided by UNESCO-IBE (2016, p. 47) to guide leaders in developing an inclusive school:

- Everyone is made to feel welcome
- Students are equally valued
- There are high expectations for all students
- Staff and students treat one another with respect
- There is a partnership between staff and families
- The school is accessible to all students
- Senior staff support teachers in making sure that all students participate and learn
- The school monitors the presence, participation, and achievement of all students

9. IMPROVING LEARNING ACHIEVEMENTS FOR GIRLS

In most of the schools where this assessment took place, the number of girls completing school was lower than boys especially in rural and semi-urban areas. Reasons given included girl's education being less valued in the local society and families not affording the cost of schooling. In urban schools there was little difference between numbers of girls and boys completing school. There could be further classroom-based issues causing girls to have a higher drop out level than boys outside urban areas. But limitations of this study meant that could not be closely looked at. This calls for further studies on classroom-based impacts on the educational performance of female students.

Interview findings suggested schools receive very little support to help them overcome barriers to improving equality in education. No methods were in place to monitor and evaluate the state of schools' inclusive education and gender responsive teaching and learning.

Students were asked if teachers motivate the participation of boys and girls equally in the classroom. Also, if they make any efforts in supporting girls to improve their educational outcome. The students said they tried their best to bring equality to teaching and learning in the classrooms but often don't encourage quieter students to answer questions or participate in activities. The following quote from one student explained:

'Teachers often make an effort to give equal chances for both girls and boys in our school. However, due to work burdens at home and other factors, female students might not be prepared to actively participate in classroom activities. The teachers often give chances to students who raise their hands. Shy students might not have the courage to raise their hands are often left out, which, might make them feel ignored. It would be better if teachers found ways to improve this. In fact, some girls started losing interest towards subjects and then scored lower grades. This might eventually lead them to dropping out of school'.

The assessment found that some schools were providing extra support especially to female students to help balance student achievement. But feedback from students commented on this sometimes being unfair, how boys needed more support too. They said school leadership now tends to support girls rather than boys.

Students said it would be better for all support to be individualised, designed for those who need it rather than being gender based. They suggested it would be beneficial for students themselves and their parents to receive training to understand gender equality and the value of girls' education. They recommended that counsellors are assigned in schools providing psychological support for students who encounter challenges.

School leaders called for more collaboration with stakeholders to support removing barriers to girls' education. They recommended working with stakeholders encouraging inclusive education through building awareness across communities. These could be in the form of public events supported by NGOs where community members share ideas on translating laws and codes of conduct into practice.

It is easy to conclude from observations and feedback that a whole school approach is both needed and called for in schools. Creating a supportive school leadership, enabling gender-equitable teaching and learning materials and raising teachers' capacity to make their classrooms fair, welcoming and safe learning environments. Only through a joined-up approach can education become gender responsive and inclusive, providing all students with the ability to both know and achieve their right to receive quality education and reach their potential.

Even though the ESDP-VI (2021) of Ethiopia suggests that adopting various strategies such as establishing and implementing a girls' education fund, conducting community mobilisation and outreach activities, would help to encourage the enrolment of girls into school, a review of the Ghanaian and international literature that was that was conducted with support from DfiD in 2012 indicated that the presence of women teachers who have appropriate gender training can improve girls' enrolment and achievement in schools (Camfed 2013). A multi-level analysis that linked household and district-level data of primary school enrolment in 30 developing countries has also found that girls' enrolment was positively associated with the percentage of female teachers in the district (Plan 2013).

Effective implementation of interventions that are particularly designed to overcome barriers for girls, for instance, The Girls Education Challenge (GEC) and other projects that were supported by FCDO (previously known as DFID) have demonstrated to increase attendance and transitions into secondary level education for girls and facilitated training for teachers and school leaders to extend support for marginalised girls to thrive through improving the school environment, engaging boys and men in preventing and tackling SRGBV and through building the life skills of girls to develop their self-esteem.

PART THREE: KEY POINTS FOR IMPROVING GIRLS' EDUCATION IN ETHIOPIA

This assessment has found gaps in the skills and knowledge of school leaders and teachers in Ethiopia on gender responsive and inclusive education. It has identified gaps in schools' structures and community and stakeholder support. The identification of these gaps can support work to address them, removing barriers to quality education for girls and students with SEND, improving their experience of school and raising their learning outcomes.

This report first reviewed relevant literature on gender responsive and inclusive education and explored experiences in other countries with particular focus on countries from the developing world with contexts similar to Ethiopia. Through comparing results from the assessment on the ground in schools in Ethiopia along with the review of literature, the assessment team can now present key points to help design interventions to improve inclusive education and better learning outcomes for girls and all students in Ethiopia.

Key findings from this assessment show that the Ethiopian government is committed to ensuring gender equality in education. This commitment is clearly reflected in MoE plans, national policies and strategies related to gender. If properly implemented, these strategies could significantly improve education across the country specifically for girls. However, achieving gender equality in schools requires implementation of policies and strategies on the ground. With the exception of the existing of codes of conduct and some school-based gender club activities, there was limited evidence of this happening. Therefore, though suitable strategies and policies are in place, there is no actual impact on education. The MoE and REBs must design mechanisms to reverse this so their gender strategies and mainstreaming documents through effective implementation methods such as training and monitoring, can actually impact the areas they are designed for. Only if this happens can gender equality in education be achieved in schools.

Key starting points for ensuring gender responsive education and better learning outcomes for girls are suggested below:

1. Putting School Related Gender Policies into Practice

- Successful inclusive schools use policies and develop strategies that contribute to positive learning experiences and outcomes for girls. Document reviews and consultations with the MoE Gender Directorate show government commitment to reducing gender inequalities and ensuring inclusive education. Following this there is on-going effort to train teachers in gender-sensitivity, mainstream gender-responsive pedagogy in teacher education colleges and revise curriculum and textbooks (Global Education Monitoring Report Team, 2020).
- It is encouraging that a Gender Directorate was set up to mainstream gender equality in education at the federal level. But, the capacity of REBs also needs strengthening to support the development of gender focal points and improve inclusive gender sensitive education structures and systems at regional and school levels.

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- The National Gender Forum and Girls' Education Advisory Committees also need help taking them to a level where they can coordinate and support stakeholders and partners who work on girls' education at local, regional and national levels. A shift needs to be made to move away from the conventional means of operation to instead, establishing and strengthening inter-agency collaboration. This would unite diverse stakeholders including civil society organisations and bilateral organisations who could bring together best practices from other countries and utilise existing relationships with community-based organisations and grass-root level institutions.
 - School policies and codes of conduct need to be created, improved and implemented. They should help guide teachers, school management and students to improve their school environment leading to gender sensitive education and preventing any form of violence.
 - A national policy with resources and structures for on-going professional development on gender-equitable teaching and learning is required to make a long-term impact.

2. Supporting School Leadership and Teachers

- Training school leaders and teachers on gender equality creates gender responsive schools. This assessment found significant knowledge and skill gaps in teachers and leaders on what gender responsive pedagogy is and how it should look in schools. School leaders need support to contextualise and implement existing MoE policies and codes of conduct. This will keep female students safe and provide reporting systems for any incidents that violate their rights in schools. School leaders have a critical role in making sure their schools are safe, secure, healthy and gender equitable. This needs to be clearly articulated in their management policies and acted on.
- For gender equality to become a 'lived' reality in schools and classrooms, leaders and teachers must receive training at both pre and in service levels. These programmes should address gender stereotyped attitudes and beliefs which may otherwise be brought into schools. They should remove all forms of gender-related discrimination in schools enabling staff to respond appropriately to the diverse learning needs of girls and boys in school. This focus needs to be visible across every school event and process. An impact evaluation of USAID's Safe Schools Program in Ghana and Malawi showed the positive impact of training on the ground in schools. Where training had taken place for students, teachers, and community counsellors there were positive changes in knowledge, attitudes, and practice regarding GBV and sexual harassment (USAID 2008b). The evaluation also showed the importance of gender sensitivity training for students, which can be delivered through school clubs such as gender and girls' clubs.
- As suggested by Miske (2013), a '*whole school*' support programme where leadership, teachers and students work together to develop a culture of caring is believed to build girls' self-confidence and support their academic learning. Such approaches build a caring environment that helps all students, especially girls, to be confident and more

successful learners. It also supports schools in identifying problems, and developing solutions leading to better educational outcomes for female students.

3. Promoting Gender Responsive Inclusive Pedagogy

- Putting gender responsive pedagogy into practice requires a range of interrelated activities that together contribute to improving educational outcomes for both girls and boys. It includes making teaching and learning processes gender responsive, for example, through taking gender bias out of the curriculum and textbooks and ensuring classrooms and other facilities are welcoming and meet the needs of different students. On-going reviews of teaching materials to ensure they are gender responsive should be conducted in a participatory way, with input from a range of stakeholders. A checklist of issues should be developed for educational materials to be assessed in a consistent way. As the Ethiopian curriculum has recently been changed and the MoE's Gender Unit was involved in this, they could support similar reviews taken by teachers and gender focal points at regional levels. Results from reviews should be compiled into clear recommendations for improvements and shared with everyone who writes, illustrates and publishes teaching and learning materials.
- The arrangement of classroom furniture needs attention. Set-ups must allow for positive interaction between teachers and students. The arrangement must promote equal participation of all students. This contributes to the improvement of learning outcomes not only for girls but for all students. Low school budgets can be a challenge when there is a need to change or move classroom furniture. Therefore, teachers need support to find innovative ways to make the arrangements inclusive, allowing for group work and other types of student arrangement that promote inclusive learning. One way to encourage this could be the creation of Communities of Practice (CoPs), where groups of teachers work together to share, problem solve and encourage new ideas across their schools.

4. Strengthening Inclusive Education

- Along with many countries worldwide, the Ethiopian government has signed, ratified and adopted international and regional legal instruments to promote inclusive education. The government has developed a Master Plan for Special Educational Needs/Inclusive Education in Ethiopia for 2016-2025. The Master Plan aims to develop adequate learning conditions for all learners especially students with SEND through providing grants to build inclusive education resource centres at school level. However, this assessment saw how REBs were struggling to implement these government aims. Regions have varied ways of implementing government policies, with different directorates taking on different responsibilities. But across all the regions in the study there were budget and human resource challenges. This results in schools struggling to provide inclusive education, even to maintain existing services for students with SEND, let alone making improvements. Government bodies at federal, regional and local levels should demonstrate better commitment to improving services

for all children especially those with SEND, by strengthening processes and workforces with a focus on improving resource centres.

5. Improving School Environments for All Students

- Making school environments safe and appropriate for learning is crucial for improving student achievement. School leaders, teachers, parents and the community should work together to prevent SRGBV and corporal punishment and take appropriate action against perpetrators. Policies and plans must be created and implemented to focus on the prevention of SRGBV. They must include reporting processes and data gathering so all stakeholders and community members can be informed and targeted interventions developed.
- School facilities like playgrounds, football pitches, libraries and WASH facilities must be accessible for all students. Bathrooms must be separate for female and male students, accessible to all students and kept clean with running water. The whole school compound should be kept clean and orderly. This process could have student and teacher involvement such as regular clean-up challenges encouraging the school community to see that caring for their physical surroundings and environment is everyone's responsibility and not determined by gender.
- Creating safe spaces for girls and gender clubs within schools where students can discuss issues like gender inequality and reproductive health have been shown to build confidence. They strengthen students' ability to stand up against GBV and other forms of harassment they may face in classrooms, school compounds, homes and communities. Schools should create safe girl-friendly spaces to help them address peer pressure and other gender-based issues that might negatively impact their educational potential.
- Schools can strengthen girls' agency through seeing who and what in the school influences their learning outcome. Providing life skills and leadership training for leaders of gender and girls' clubs can widen opportunities for female students building resilience and self-esteem, and helping them overcome challenges. Training and assigning male and female teachers or counsellors to discuss issues faced with both female and male students will provide further support.
- Organisations who run school programmes that empower girls have seen the positive impact of inviting potential role models into schools. Men and women who have found success in different professions can support students encouraging ambition and sharing ideas on overcoming challenges. Organising school debates and supporting gender-focused discussions on the roles of women and men also raises awareness of issues faced and can gain support from different stakeholders in the community.

6. Parental and Community Engagement

- Parents and community members can become agents of change, promoting and monitoring gender equality in schools. Regular communication between parents and

teachers and how they are involved in school activities should already be part of the school-parent relationship. But school leaders need to build stronger links between schools, parents and communities (like PTAs). These connections are vital in shifting attitudes and encouraging the wider school community to be active in systems aiming to end violence against children and removing barriers to girls' education. The importance of involving parents and the wider community in improving gender equal education is known by school staff. However, Sperling and Winthrop (2016), suggested that studies tend not to discuss its impact on girls' education specifically as such activities are often part of a larger package of interventions. Therefore, a stronger focus needs to be made on including the wider school community to ensure there is continued improvement in gender equal education.

7. Future Research

- As mentioned throughout this report, more research is needed across the education sector to identify problems and barriers to equal education. Workable approaches can then be developed that can have a meaningful impact on improving gender responsive pedagogy across schools in Ethiopia.
- Continued and increased work is also needed to identify barriers for inclusive education. This work must ensure that interventions designed can successfully enable students with SEND to achieve their academic potential including as they transition through their school career such as their move from primary to secondary.

8. Monitoring Change

- Sustainable change may be gradual and requires consistency and commitment. Methods to monitor improvements must be in place in the longer term. They could include observation of different students' participation levels in the classroom, the effectiveness of group work, participation levels in clubs and extracurricular activities. To know and make sure change is happening school leaders must be supported to consistently monitor and evaluate gender responsiveness and inclusive education in their schools.

In addition to the key points suggested by the research team for improving girls' education in Ethiopia, the following issues were reflected by the participants of the Gender Responsive Inclusive Education Conference where this study report was presented. The conference was organised by the British Council in Addis Ababa.

- More work could be done to build school leaders' and teachers' knowledge and skills around gender responsiveness by working closely with teacher training colleges and universities;
- The development of a Gender Strategy is a positive step but needs to be operationalised through strengthening capacities and engagements of the MoE, Regional and Zonal Education Bureaus, Woreda Education Offices and in cascading it at school level, along with a clear mechanism and/or indicators for assessing its

outcome. Moreover, REBs need to re-visit their plan and mobilise more resources for conducting gender training and for monitoring its implementation;

- Much work needs to be done by institutions and organizations that are responsible for the promotion of education by creating awareness towards changing the prevailing norms that discourage educating females and convince communities that educating females is educating the society;
- Efforts need to be made to support females acquire training to become effective school leaders and to hold positions within the education structure, but not against males;
- Using indigenous knowledge and practices to tackle SRGBV and negative social norms against girls' education;
- Organising platforms to debate on the issue of gender and education. In this regard, it would be essential to organise advocacy work through using the media;
- Planned intervention programs, like the ones introduced by The British Council, need to be undertaken in different schools. This will create the opportunity for cross fertilisation of learning and for sharing best practices towards creating and maintaining gender responsive school environment between schools.

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APPENDICES

Appendix 1
List of schools

Region	Zone	Name of school
Amhara	West Gojam	<ul style="list-style-type: none"> - Yekatit 25 Primary School - Yegind Lobi Primary School - Wejer Primary School - Yesemedede Primary school
	South Gondar	<ul style="list-style-type: none"> - Nora Mender Primary school - Work Meda Primary School - Alem Ber Primary School
Oromiya	South-West Shoa	<ul style="list-style-type: none"> - Burka Gudina Primary School - Gurura Addis Alem Primary School - Bedesa Koricha Primary School
	Arsi	<ul style="list-style-type: none"> - Kombolcha Primary School - Kulumsa Primary School - Bilalo Primary School
Somali	Fafan	<ul style="list-style-type: none"> - Hadew Primary School
	Jigjiga	<ul style="list-style-type: none"> - Wilwal Primary School - Ahmed Gure Primary School
SNNPR	South Omo	<ul style="list-style-type: none"> - Burkamer Primary School - Mehal-Arkisha Primary School - Gorgocha Primary School

Appendix 2

Checklist for assessing inclusiveness and gender responsiveness in schools

(To be administered with school leaders)

Description	Female	Male	Total
Composition of school leadership and students' clubs			
Head/Deputy school leaders			
Department heads			
Student club representatives			
Number and sex of teachers in subject areas they teach			
Languages			
Social Science and Maths			
Civic Education			
Natural Science			
Others			
<p>Are there more female than male teachers in certain grades or subjects, and vice versa? Which grades or subjects have more male or more female teachers? Why is this?</p>			
Gender and IE related policies and guidelines	Yes	No	
Is the school aware of the existence of national gender and inclusiveness - related policies?			
Does the school have a written gender equality and inclusion policy and an implementation plan?			
List specific rules and regulations that you believe makes your school gender responsive.			
How many of the school management team have undergone through the application of GRP and IE training programs?			
Is there a code of conduct governing the behaviour and action of teachers and school management for			

respecting the dignity and security of students and not to be physically and emotionally violated?			
Is there a code of conduct for governing the behavior and action of students for the prevention of SRGBV violence, harassment and bullying?			
Does the code of conduct include how to deal with cases of sexual harassment for both teachers and students?			
Were there reported cases of SRGBV in your school over the past one year?			
If yes, is it showing an increasing or decreasing in trend?			
Gender responsive teaching materials	Yes	No	N/A
Have teachers analysed textbooks of all subjects and other materials for gender responsiveness?			
Are textbooks and other materials used in school free from any gender stereotypes?			
Do teachers produce and use gender responsive teaching materials (pictures, teaching aids, etc.)			
If textbooks and other materials contain gender stereotypes, what action have teachers taken to deal with gender stereotypes? Give examples.			
Teaching and learning achievements	Yes	No	
Are the chances of retention/completion rates similar for girls and boys?			
Have children returned to school after COVID 19? What was the challenge related to COVID 19 in your school?			
If not, what are the causes? How can school management tackle these causes?			
Are both girls and boys learning and achieving to the best of their abilities?			
If not, in what areas are girls and boys under-achieving, and why?			

What have the school management did to address this?			
School facilities and responsiveness			
Do girls and boys have equal access to playgrounds and sport materials? Is access determined by gender (e.g., footballs/pitch only for boys)? Are there private places they can change clothes before/after playing sports?			
Do girls and boys (including PWD) get equal, safe and physically accessible libraries, toilets or hand-washing facilities, etc.? If not, what are the barriers to access?			
Has the school put in place measures to ensure that girls have access to sanitary pads, especially the needy students?			
Are there safety and security measures that have been put in place for students in and their way to and from school?			
Is the additional vulnerability of girls and boys with disabilities taken into consideration?			
Have classrooms been arranged in such a way that it would allow interaction between the teacher and students and gives opportunities for both and girls boys to see, hear, and participate equally in lessons?			
Are there enough sitting and desks?			
If not, do boys and girls equally experience having to sit on the floor or having to share seats and desks?			
Are seats assigned for students that rotate during the year			
Given how classrooms are currently set up in your school, what might need to be done by school management or administrators to make it more inclusive and gender responsive?			

Monitoring (measuring progress on gender and IE)			
Does the school monitor and evaluate the state of its gender responsiveness and IE periodically?			
If yes, who conducts the assessment and evaluation?			
What are the indicators to track progress?			
If there is none, what needs to be put in place and how can school management make this happen?			
What do you think are the major barriers that might hinder girls' equality and the inclusion of children with different forms of disabilities to access educational services? Are girls and boys equally affected by these barriers?			
What could schools do to foster collaboration with stakeholders (male and female community members) address barriers for girls' education and for promoting inclusive education? How can school management improve participation?			

Date: _____

Name of school: _____

Name of the person who administered the questionnaire: _____

Appendix 3
Self-assessment tool for teachers

No	Description	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Gender related issues						
1	Gender is a fixed phenomenon and cannot be changed					
2	Gender discrimination cannot be manifested in a classroom setting					
3	I think that boys should do heavier chores or physical work around the school, such as moving desks and chairs while girls undertake other activities such as sweeping the classroom					
4	I usually assign boys to be leaders in group work					
5	Creating a gender responsive school is the sole responsibility of school management					
6	Sexual harassment is unacceptable between teachers and students but is acceptable between teachers					
Pedagogy, inclusiveness and classroom management						
7	Learner-centred pedagogy assumes that teachers hold and transmit all the knowledge					
8	Mostly all students learn and understand lessons the same way					
9	I don't expect girls will do well in math and science					
10	I'm aware that gender specific problems can inhibit girls' learning or attendance					
11	Boys and girls have equal access to textbooks, library facilities, laboratory equipment and other learning materials					
12	I employ different methods to assess that both girls and boys have understood the lesson					
13	The type of furniture (desks, library shelves) used in the school are appropriate for girls and boys					
14	Students with disabilities are more vulnerable to bullying, abuse and harassment					
Issues related to SRGBV and disciplining						
15	Gender based violence might not occur in schools					

16	Preventing SRGBV is beyond the scope of a teacher's responsibility					
17	Some SRH issues could affect girls' and boys' education (e.g., pressure to have sex)					
18	Corporal punishment is useful for disciplining children					

SRGBV – School Related Gender Based Violence

SRH - Sexual and Reproductive Health

Appendix 4

Guiding questions for conducting FGDs with teachers

A. Policies and practices related to gender

1. Are you aware of the existence of policies and code of conduct in your school which is aimed at ensuring gender equality and for respecting the safety and dignity of students and teachers not to be physically and emotionally violated?
2. If yes, have you signed the code of conduct?
3. Have you ever attended trainings on gender and inclusive education? what were the specific topics covered in the training? By whom was it provided? Where? (In college and/or in-service training)?
4. Are male and female teachers given equal opportunities and responsibilities in activities that take place in your school?
5. To what extent are teachers involved in the implementation of policies and plans related to gender and inclusiveness? What are the challenges related to this?

B. Existing Teaching Practice (to assess teachers' knowledge and skill vs needs)

6. Are you aware about the kind of gender biased language that could offend students?
7. Have teachers analysed textbooks for all subjects and other materials for gender responsiveness?
8. How do you motivate both boys and girls to participate equally in the classroom?
9. What techniques do you use to assess that your students (both girls and boys) have understood the lesson that you are teaching?
10. Have you ever produced and used gender responsive teaching materials (pictures, teaching aids, etc.)?
11. As a teacher, do you gather feedback from students about suitability of your teaching methodology regularly? In what interval do you collect? In which areas of your skill students raise issues?
12. Given how classrooms and other facilities are currently set up in your school, what might need to be done by school management or administrators to make it more inclusive and gender responsive?

C. Reflections on capacity needs and areas improvement

13. What do you think are the major barriers that might hinder the **educational performance of girls** in your school?
14. What do you think are the major barriers that might hinder the inclusion of children with different forms of disabilities to access educational services? Are girls and boys equally affected by these barriers?
15. Do you get access to resources and materials related to gender equality and inclusion?
16. What is your understanding about School Related Gender Based Violence? Please provide examples.
17. What could teachers and management do to make their schools and classrooms more inclusive and supportive for everyone?

Appendix 5

Assessment tools/check list for classroom observations

No	Description	Yes	No	Notes
Gender responsiveness/inclusiveness in lesson delivery				
1	During a session, does the teacher called on boys and girls equally?			
2	Do teachers motivate both boys and girls to participate equally in the lesson? Do they encourage shy students to speak?			If yes, what techniques do they use?
3	Do teachers use/adapt learning activities to the level of the learners? Being aware of students' specific needs?			If yes, what techniques do they use to accommodate a range of abilities and disabilities?
4	Do teachers use techniques to know if the students have understood the lesson?			What techniques do they use to adapt learning activities to the level of the learners?
5	Does the teacher attempt to address gender specific problems that can inhibit girls' learning or attendance,			
6	Do teachers use gender-responsive lesson plans and teaching aids? If yes, how are girls and boys depicted on those pictures?			
Language use				
7	Do teachers use gender-biased language in the classroom?			
8	Do students use gender-biased language in the classroom and school compound?			
School facilities, classroom set-up and interaction				
13	Classroom is overcrowded			
	Is the type of furniture used in the school appropriate for girls and boys?			
14	The classroom is a welcoming and has usable space for everyone			
15	Classroom are arranged in such a way that it would allow interaction between the teacher and students			
16	Classroom has assigned seats that rotate during the year			
17	Reflect a welcoming, fun, learner-centred place (where children feel comfortable to interact)			

Notes:

- 1) Observers are required to pay attention to the following skills and techniques while undertaking classroom observations

-
- Observe if the teacher is adopting learner-centred pedagogy, including the following:
 - Teacher is engaged in active listening.
 - Address the specific needs of students.
 - Believe in the potential of all students.
 - Promote critical reflection and solution-oriented thinking.
 - Facilitate inclusive and gender equitable dialogue.
 - Ask effective questions.
 - Help learners unpack their misconceptions or stereotypes.
 - Create an environment where mistakes are welcome.
 - Have humility and a sense of humour.

2) Reflection questions for the observer:

- Where did the teacher do a good job incorporating GRP?
- What seemed more challenging for the teacher to incorporate?
- How did the students respond to the teaching methods?
- Was there anything that would have made the experience better for students

Appendix 6

Interview guide for conducting FGDs with students

1. Are you aware of the existence of policies and guidelines in your school that have been put in place to ensure the safety and security of students?
2. Do teachers respect the rights of students in schools? For example, by not using gender biased language that could offend students, corporal punishment, etc.?)
3. Do teachers encourage students to have respectful relationships? What was easy to apply? What was difficult?
4. Do teachers motivate both boys and girls to participate equally in the classroom?
5. What techniques do teachers employ to assess that both girls and boys have understood the lesson they are teaching?
6. Are classrooms arranged in such a way that it would allow interaction between the teacher and students?
7. Do teachers make effort to support girls for improved educational outcome?
8. Do you think that textbooks for all subjects and other materials used in the class room gender responsive?
9. Do teachers produce and use gender responsive teaching materials (pictures, teaching aids, etc.)
10. Given how classrooms are currently set up in your school, what might need to be done by school management or administrators to make it more gender responsive?
11. What do you think are the major barriers that might hinder the inclusion of children with different forms of disabilities to access educational services? Are girls and boys equally affected by these barriers?
12. What could teachers and school management do to make their school and classrooms more inclusive and supportive for everyone?
13. What is your understanding about School-Related Gender-Based Violence? Please provide examples of GBV that are common in your school and in your community.
14. Is there a mechanism that have been put in place by schools to support students for student who might have been victims of GBV to share their problem with school management/teachers? If yes, what steps are being taken? Please be specific.
15. Has your school put measures in place to address the gender-based needs of students? (Examples-separate toilets for girls and boys, access to sanitary pads, especially the needy students, etc.)

Appendix 7

Interview guide for key informants

1. Are there policies and guidelines developed by your agency thus far to ensure that schools implement gender responsive pedagogy and inclusiveness?
2. If yes to question 1, have there been effort to evaluate the level of implementation of such policies and guidelines? What are the indicators to track progress? Who participates?
3. Were there previous efforts made by your Ministry/Bureau to assess teachers' and school leader knowledge and/or skills gaps and needs to enhance and support inclusive education with particular focus on girls' education? If yes, what were the outcomes?
4. What is the level of preparation made by your Ministry/Bureau to provide in-service training on gender responsive pedagogy for teachers and reinforce their capacity to help girls for improved educational outcome?
5. Has your agency undertaken an audit of teaching and learning materials/curriculum to eliminate gender bias and ensure inclusiveness? If yes, has the review process included women?
6. What effort has been made to improve low female representation in school leadership and decision-making roles in school settings?
7. What do you think are the major barriers that might hinder the inclusion of children with different forms of disabilities to access educational services? Do you believe that re girls and boys equally affected by these barriers?
8. What are the successes and challenges encountered to overcome SRGBV in schools?
9. Has there been an effort made by your agency to foster collaboration with stakeholders to overcome barriers such as SRGBV and other negative social norms to ensure better educational outcomes for girls? What is your suggestion about the key action that need to be taken to change this?
10. What plan has been made by your agency, in terms of resource allocation and training, to make schools gender responsive and inclusive, with a focus on improved educational outcome for girls?