The Federal Democratic Republic of Ethiopia

Ministry of Education

Gender Strategy for the Education and Training Sector

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Contents

Message from the Minister

Our middle income economic vision, which is geared toward the creation of equitable wealth, and reduction in poverty, doubtlessly depends on the level of knowledge and skills acquired through provision of equitable access to quality education and training.

This ambitious and transformational vision places education and training at the heart of the gear. Consequently, gender oriented human resource development has been taken as a key priority ever sincethe adoption of our education and training policy (ETP). As a result, ensuring equitable provision of educational services, for girls and boys and for women and men, has been one of the strategic and cross cutting pillars markedly stipulated in the policy programmatic action plans (ESDPs).

Nevertheless, a lot of work remains to ahead to eliminate the gender inequality particularly in gaining the requisite knowledge, skills and competencies. Conversely, this will have huge implications formainstreaming gender in every program of the education and training endeavours so as to maintain an inclusivepicture in sector wide approach.

Specifically, the education and training must be playing critical roles in poverty reduction and addressing socio cultural barriers that particularly affect girls and women. Targeted investment through socio-economic empowerment and coordinated engagements creates a fertile ground for them to be competitive in skills, knowledge and attitudes demanded by the national labour markets and democratic progress.

In this light, we will continue to stand committed to gender equality in the education and training sector because we strongly believe that without ensuring it, education cannot be fully taken as an instrumental development agenda.

Accordingly, in addition to addressing gender as a mainstreamed (cross cutting) development issue in the fifth education and training sector development program (ESDP V), the need to have a revitalized and more comprehensive version of the previous 'girls' education strategy' for the education and training sector has currently been sensed. Such necessity has been responded by having a participatory revision on the strategy and ending up with the development of this one in alignment with the national and global educational development dynamics.

Therefore, it is my hope that this revised 'Gender Strategy for the Education and Training Sector' will serve to facilitate the implementation of ESDP V in a more inclusive and gender responsive manner, and to keep momentum towards achieving gender equality at all levels of the education and training system.

Shiferaw Shigute, Minister of Education

Acknowledgements

Acronyms and Abbreviations

AA	Addis Ababa
ABE	Alternative Basic Education
BSG	Benishangul-Gumuz
CEDAW	UN Convention on the Elimination of all forms of Discrimination Against Women
COC	Certificate of Competency
CRC	UN Convention on the Rights of the Child
CTE	College of Teacher Education
ECCE	Early Childhood Care and Education
EDHS	Ethiopian Demographic and Health Survey
EFA	Education For All
EMIS	Education Management Information System
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FTC	Famers' Training Centre
GEAC	Girls' Education Advisory Committee
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
GRB	Gender-responsive Budgeting
GTP	Growth and Transformation Plan
HLIs	Higher Learning Institutions
ICT	Information and Communications Technology
IFAL	Integrated Functional Adult Literacy
IQPEP	Improving Quality of Primary Education Programme
MDGs	Millennium Development Goals
MoE	Ministry of Education
MOU	Memorandum of Understanding
NER	Net Enrolment Ratio
NGO	Non-governmental Organisation
NLA	National Learning Assessment
SRGBV	School-Related Gender-Based Violence
SRH	Sexual and Reproductive Health
TOT	Training of Trainers
TVET	Technical and Vocational Educational and Training
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene

Part One: Background

1.1 Introduction

Gender is deep-rooted in socio-cultural, economic, and political structures and thus, gender equality is closely linked to every development agenda, ranging from elimination of poverty to promotion of peace and democratic rights. Without deliberate and sustained effort to overcome gender inequality, ensuring inclusive and sustainable development will be far from reaching. In its multiple essence, education remains to be one of the key instruments to promote gender equality and to enhance equitable growth. Therefore, promoting gender equality in the Ethiopian education and training sector has been well recognized since the launching of the education and training policy.

Given this context, this "Gender Strategy in the Education and Training Sector" has been developed in line with the national priorities to be addressed in the second GTP and fifth ESDP as well as the global sustainable development agendas of gender equality in education.

Strategically, gender mainstreaming is perceived critical to ensure equitable and inclusive education and training opportunities. By definition, gender equality is contextualized in this strategic document ascreating a platform for girls and womento have equal access to educationand training, equal chance of learning performanceand skills development opportunities, and increasedrole in teaching profession and leading the education system, with the ultimate purpose of ensuringtheir socio-economic and political rights.

The previous national girlseducationstrategy have been reviewed, analysed. The revised strategy has taken into account current socio-economic and technological demands evolving at national levels and enhancement of women's skills for productivity and competitiveness in the existing national and global labour markets. Hence, girls' and young women's critical inadequacies in technical, vocational and life skills training for employment within and beyond national borders was one amongst the outstanding issues considered during the revision.

The strategy consists of the national development context, supporting policies and legal provisions, situational analysis, key performance targets, strategies and priority actions .It also covers monitoring and supporting mechanisms as well as separate implementation framework.

1.3. National development context

Ethiopia has a diverse population with more than 80 ethnic and linguistic groups. Its Population is currently estimated to be over 90 million of which the female population accounts for 49.9 million. The life expectancy of the males is 53.42 years while that of the females is 55.42 years. The country's total land area is about 1.1 million square km, with a population density of 86 people per square km.

Ethiopia is one of the least urbanised countries in the world, with only an estimated 19% of its population living in urban areas. With an annual population growth rate of 2.6% and a high rate of in-migration to towns and cities producing an annual urban population growth rate of 4.4%, the share of Ethiopia's population living in urban areas is expected to double by 2050 (an estimated 70 million urban dwellers in a population of 190 million).

A rapidly growing population, swift urbanisation and an age structure in which 44% of the population is aged between 0 and 14 years and 53% are between 15 and 65 years provide insights about Ethiopia's potential for social, political and economic change and development.

The Ethiopian economy is mainly dominated by agriculture and service sectors where each has accounted for about 45 percent of gross domestic product (GDP), leaving only about 10 percent for industry. The national economy, therefore, is highly correlated with the performance of the agricultural sector. Moreover, the sector accounts currently for 85% of employment, and supplies 70% of the raw material requirements of local industries. Exports are highly concentrated with coffee alone, accounting for more than 60 percent of the total. Due to the profitable development policies and strategies, encouraging economic results have been registered during the last 15 consecutive years. As a result, the country is now engaged in a number of remarkable development endeavours and is also expanding its social services such as education, health and others.

1.5 International, Regional, National Policy and Legal Provisions

The benefits of enabling girls and women to fully realise their rights to education are vast. A higher number of years of education for girls and women can mean higher earning potential, better protection from gender based violence and greater political participation and influence. Moreover, educating girls and women often has a multiplier effect, and can translate into better conditions for the whole household, in terms of better health, nutrition and education for the family. An educated woman is more likely to delay marriage, have smaller families, and provide more resources for children's learning.

There are a number of international, regional and national policies and legal provisions in place to promote gender in education. Some of the most notable ones are mentioned here under.

The right to education irrespective of gender is a fundamental human right imbedded in the Universal Declaration of Human Rights (Article 26). Equally, article 29 of the convention on the Child Rights (CRC) emphasizes on equality of gender and friendship among all peoples in educational services.

Conspicuously, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW:1979), obliges state parties to eliminate any stereotyping in the roles of men and women at all levels and in all forms of education, in particular, in the revision of textbooks, school programs and teaching methods (Article 10).

Subsequently, declaration of the United Nations Millennium Development Goals (MDGs) in 1990 is one of the most important millstones for gender equality in education, which states universalization of primary education on one hand and elimination of gender disparity at all levels of the education system by 2015 on the other hand. In conjunction, the Dakar Declaration (2000) pledges framework to achieve Education for All.

The Beijing Platform for Action (1995) called on governments to eliminate disparities between women and men in both access to education and educational outcomes. The platform emphasized gender mainstreaming with particular focus on improving women's access to

vocational training, science and technology. Likewise, the Solemn Declaration on Gender Equality in Africa (2004) has underlined the need to take specific measures to ensure the education of girls and women, especially in the rural areas.

Ethiopiahas ratified 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 (CRC, 1989), the International Conference on Population and Development (ICPD) Programme of Action (1994), and the Beijing Platform for Action (1995).

As signatory to the international and continental conventions and belief in gender equality, Ethiopia has embedded equal rights to education for women and men in the constitution and policy instruments. The Government has declared its commitment to gender equality with the announcement of the National Policy on Women in 1993 and reaffirmed this commitment in the Federal Constitution of 1995, which recognises equal rights of men and women and provided a platform of reversing inequalities. Furthermore, the Ethiopian Education and Training Policy (1994) promote equitable access to education and training for girls and boys, and include provisions for:

- Mainstreaming gender equality in national curricula (Article 3.1.3);

- Giving special attention to the participation of women in the recruitment, training and assignment of teachers (Article 3.4.10);

- Allocating gender-responsive resource distribution in the education sector (Article 3.7.7);

- Enhancing women's participation in the educational leadership, management and administrative positions (Article 3.8.3); and

- Granting financial support to girls and women to help increase their participation and achievement in education and training (Article 3.9.5)

1.6 Vision, Mission, Values, Objectives and Guiding Principles

Vision

To see gender equality ensured at all levels of the education and training sector in 2030.

Mission

Ensure equitable access to quality learning for girls and boys/male and female and promote equal participation of men and women in job opportunity at all levels of the education and training sector.

General Objective

The General objective of this strategy is to provide working roadmap for stakeholders in a bid to ensure gender equality at all levels of the education and training sector

The specific objectives of this Strategy are to:

- Enhance collective and concerted effort of key stakeholders and development partners on gender equity and equality in the education and training sector.
- Eliminate gender disparity at General education sub sector;
- Support women and young females in technical and vocational education and training to gain working skills and competencies;
- Improve the competitiveness and competency of female students and improve their enrolment and graduation rates in higher education;
- Increase the share of female teachers and female educational leaders at all levels of the education and training sector

Values

The major values that have guided the development of this strategy include:

- Girls' and women's empowerment;
- Sensitivity to and willingness to address gendered social norms.
- Eliminate discrimination of all forms

Guiding Principles

Guiding principles of the strategy are derived from the Education and Training Policy (ETP) and subsequent sector development programmes:

- Gender is mutually inclusive of both female and male.

- Both girls and boys have equal right to education, which is instrumental to the realisation of other rights.

- Political and professional commitment is an integral part of systematic and coordinated efforts to address gender inequalities.

- Address not only immediate needs (such as water and sanitation, shelter, and health care) but also strategic issues (such as equal and meaningful participation in decision making, elimination of gender based violence, and access to justice).

- Gender mainstreaming is a key strategy for ensuring gender equality when gender issues are well-integrated into all educational plans and programmes at all levels and cycles.

- Gender mainstreaming efforts should be accompanied by targeted, gender-specific interventions where appropriate (two-pronged approach).

- Girls and women can develop their leadership skills when they are supported by an enabling environment, and provided opportunities to exercise those skills, including opportunities for capacity development in the classroom and on the job.

Part 2: High Level Expected Outcomes

Given this is a five years gender in education strategy, its implementation is expected to have two high level outcomes which are in alignment with the national sector development plan and global gender equality agenda.

- ♠ Gender parity achieved at all levels of education and training sector.

- ♠ Gender equality ensured at all levels of the education and training sector as measured in three thematic areas (learning performance and skills development, placement in teaching profession, and participation in decision making positions in the system).

Part 3: Implementation Strategies

A socio-ecological model of intervention is adapted including: scrutiny of the enabling policy environment and legal system; reviewing institutional service standards and organizational coordination system with gender lens; influencing community norms; maximizing interpersonal relationships, families, social networks and peers for positive influence; and coaching individual level determinants of knowledge, attitudes and practices through empowerment. The underlying assumption is that gender is deep-rooted in social structures reinforced by policy, legislative environment and services, and governed by social norms and cultural beliefs within formal and informal networks of interpersonal relations. Thus, addressing gender inequality entails a holistic approach of mobilizing stakeholders for enactment and implementation of gender responsive policies and legislation, influencing social norms and ensuring individual's access to and use of appropriate information and knowledge.

Gender sesitive educational
Policy and legal system

Gender responsive
services at MoE, REB,
WEOs, institutinal levels

Community mobilization

Postive
networking, family
and peer support

Indivudual child's
access to
infomation and
informed
decisions
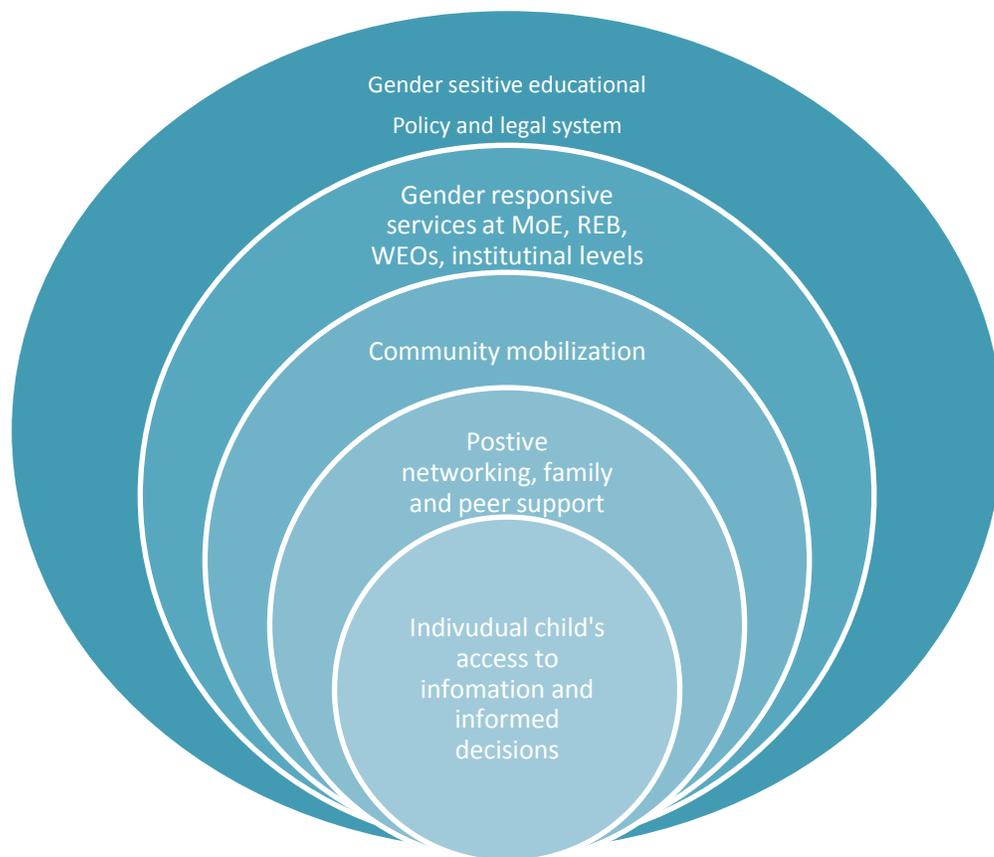
A socio-ecological model is adapted for the strategic interventions of gender equality in education

3.1. General Education

The general education sub-sector serves as the basis and bridge for human resource development in line with the needs of the labour market at lower, middle and higher levels. It consists of pre-primary, primary (grades 1-8), secondary (grades 9-12), and integrated functional adult literacy (IFAL) programs.

3.1.1 Pre-primary education

Early Child Care and Education/ECCE is highly credited to yield positive results for mothers' labour force participation and to increase the schooling chances of older siblings, who otherwise might be engaged in taking care of the young instead of attending education. It also helps to level the playing field by enabling greater gender equality, increasing intergenerational social mobility, and creating better social and economic development outcomes for girls, women, and the society at large. ECCE enhances early stimulation for future socialization and learning at early grades and thereby reduces dropout and repetition especially at grade one, where these challenges are highest for girls in Ethiopia's context.

Enrolment in ECCE has increased from 6.9 per cent in 2009/10 to 26.1 per cent (boys 26.7%; girls 25.5%) in 2012/13. Despite positive increase in enrolment for both girls and boys in pre-primary education, progress toward achieving gender parity has lost ground over the last four years. Over the period of ESDP IV implementation, the national gender parity index (GPI) for pre-primary education dropped from 1.0 in 2009/10 to 0.95 in 2012/13, indicating that for every 100 boys enrolled in pre-primary education in the country, there are currently only 95 girls. This trend is unexpected according to ESDP IV targets, which project sustained parity throughout the implementation period. On the other hand, it is logical to see this achievement against the global education for all ECCE gross enrolment ratios of 80% set as a target, which should be realistic for countries to reach by 2015. It is also relevant to compare it with the Sub-Saharan average where the GER is 18% and the GPI is at 1.00 as of 2011.

Key Challenges
Economic
- Very low-income families and the rural society require children's labour, even at early ages

Socio-Cultural
- Gender roles and a gendered division of labour starts to take root at this age level; girls are often assigned household responsibilities, including time-consuming tasks such as fetching water and collecting firewood.
- Girls have less time and possibilities for school readiness and have less play opportunity than boys

Institutional
- Rural children have by far lower access to early learning institutions
- Lack of gender-sensitive physical facilities in school/learning centres
- Lack of gender responsive ECCE teacher training and Staff qualifications
- Lack of attention to children with special need

Strategies

Government led community mobilization and enhanced gender- sensitive parental education through the Health Extension Programme (HEP), schools, alternative basic education centres/ABECs and integrated functional adult literacy/IFAL centres will be intensified in ESDP V. Gender sensitive social norm change communication tools such as community dialogue and communication campaigns will also be promoted for more sensitization and engagement of the community.

Second, there will be gender-sensitive methods of early learning delivery. Hence, in choosing the best method of early learning delivery for community, the gender-based, socio-cultural and economic factors that affect boys and girls differently will be taken into consideration. Context-specific gender-based analyses will also be carried out by both formal and non-formal ECCE service providers at grass root levels. The type and nature of the services will be determined in accordance with the life challenges and opportunities of the children.

Third, there will be increased and coordinated government support for equitable provision of ECCE where sustained gender equality in pre-primary education shall be supported through

strengthened coordination among all ECCE stakeholders, including government entities. Consistent collection of sex and age-disaggregated and qualitative gender data and regular monitoring and evaluation of gender equality will be utilised to ensure equal benefit for boys and girls from pre-primary education services.

3.1.2 Primary and Secondary Education

Equitable provision of quality primary and secondary education for both girls and boys is an essential goal for ensuring socio-economic development. Hence, improving completion rates of primary and secondary education, for girls enables them to realise their rights and to increase their human capital. This in turn enhances their productivity and per capita income which ultimately reduces their poverty. Studies on returns to education by gender indicate that the overall return is higher for girls and women accounting for 9.8 % while for boys and men it is 8.7% (2004). And yet, investment in girls' secondary education has had about 18.4% returns which are higher than boys while those of boys' primary education had a higher return (20.1%) than girls.

Furthermore, girls with secondary schooling are up to six times less likely to be married as children than girls with little or no education, and those who receive each additional year of schooling for girls reduces infant mortality for their offspring by up to 10 per cent. Girls who have completed secondary education have an 18 per cent return in future wages, compared to 14 per cent for boys, and every 1 per cent increase in the proportion of women with secondary education has been shown to boost a country's annual per capita income growth rate by about 0.3 percent.

In line with the MDGs, EFA and the national development polices, Ethiopia has remarkably expanded equitable primary education over the last two decades. Net enrolment (1-8) has reached 85.9 %(2012/13) from 82.1% (2009/10) in which girls NER has grown to 84.1% from 80.5%. Gender parties for primary first (1-4) and second (5-8) cycles have been 0.92 from 0.90, and 0.98 from 0.96 respectively while that of grades 1-8 has reached 0.94 from 0.93.

Gross enrolment for general secondary education (9-10) has reached 38.4% where girls take 36.9%.The overall general secondary GER has shown an unexpected decline while there was a slight increase for girls from 34.7% to 36.9%. The share of females in admission to preparatory secondary education has increased to 44.4% from 35.7%. The gender parities for grades 9-10 and 11-12 are respectively 0.92 from 0.80 and 0.81 from 0.56.

Conversely, ESDP IV has stipulated to achieve GPI of 1.00 for all cycles of general education (1-12) by the end of the GTP I period. The national survival rate at grade 5 over the past five years (2007/08 - 2011/12) has been 48.3% while that of girls has been 49.7 % as compared to 47.1% for boys. The national completion rate at grade 8 was 52.8% (2012/13) in which only 52.2% of the cohort girls have completed the eight years of primary education.

Key challenges
Economic
- Direct costs such as cost of clothing, educational materials, meals, house rent and other miscellaneous expenses is difficult to cover equally by all parents
- Indirect costs such as cost of labour and time demanded by some families
- In most part of the country a growing demand of human trafficking pandemic due to poverty

Socio-Cultural
- Still some parents have low attention toward girls' education
- Prevalence of stereotyped gender role and responsibility
- Still there is widespreadgender based violence (early marriage, abduction, rape, etc)
- Educated daughters are perceived to violate parental authority and cultural norms
- Bride price and value accorded to marriage and motherhood undermine the demand for girls' education mainly in south west part of the country.
- Low completion rate has more implication for girls than boys due to low median age of marriage for girls (16.5) than for boys (21.8). Girls get married before reaching grade 8

Institutional
- Distance and security concerns are common ,especially for secondary school girls
- Prevalence of school-related gender-based violence (SRGBV)
- Classroom pedagogy lacks gender responsive responsiveness
- Multiple disparity against girls with special educational needs
- Lack of comparable number of female educationalists and leaders
- School facilities are not gender sensitive (WASH, health facilities, library,etc)
- Lack of entrepreneurial awareness and skills

Critical gaps still remain in achieving gender equality. Completion rate has been below the target set in ESDP IV and the same works true for the survival rates. Low rates of survival and completion are often correlated with high dropout and repetition rates which threaten the retention capacity of the education system. One instance to this may be the prevalence of serious dropout rate at grade one which is 22.5% (23.2% for boys and 21.7% for girls). Girls' net intake rates (at grade one) have steadily been lower than boys for the past many years in which this has implication for many school age girls out of school.

There is also a wide enrolment gap between primary first and second cycles. The enrolment rate in general secondary education (9-10) has also been lower compared to the target set both at national (62%) and international levels (72%). Indeed, the gross enrolment target for preparatory secondary (11-12) has been achieved (9.5%) ahead of the GTP period. Seen at global level, this achievement is also far below the target for lower middle income countries, which is 48% (EFA; 2013/14). These all have potential implications for the human resource development required to achieve the middle income macro-economic plan by 2025. Data have also indicated disparity for girls not only in enrolment and completion, but also in learning performance. To this effect, only 51.4 percent females have scored 2.00 and above compared to 67.3 percent of boys in grade 10 national exams over the last five years.

Strategies

- Systematic and sustainable scholarship support for vulnerable girls
- Cost effective, secure and protective hostel services for secondary school girls from rural remote
- Community based awareness creation for social norm change
- Targeted, evidence-based expansion of secondary schools
- Alternative access modalities of education for out of school and remotely located girls
- Capacity building of teachers for gender responsive pedagogy
- Enhanced life skills education using school platforms
- Gender sensitive parent student teacher association (PSTA)
- Affirmative action in the recruitment, training and placement of female teachers
- Girl friendly school environment
- Gender sensitive school standards

In order to facilitate girls' school attendance especially from low income families, and those with vulnerabilities, first**,** systematised use of subsidies and preferential resource allocation will be implemented by developing support mechanism framework. Based on identification mechanisms of most economically vulnerable families, measures that will help offset the costs of sending girls to school, such as the provision of stipends, scholarships, low-cost hostels and stationery packages will also be provided based on the requirements of the support framework. Second, there is a need to develop context-specific implementation guidelines or handbook for rewarding school completion and improved performance. Third,anti-human trafficking awareness forums will be undertaken at various levels in coordination with other stakeholders. Fourth, general education curricula will be responsive to entrepreneurship and life skills education to create strong self-reliance, pride and confidence in being assertive, competitive and productive citizens. Curricular link will also be created with TVET for more vocational skills.

Fifth, community mobilization programs on gender equality will be strengthened at all levels. Gender dialogues will be conductedusingcommunity and school based platforms to improve community awareness on the potential socio-economic return of girls' education. There will also be continued community involvement in school leadership and management and in the preparation of gender responsive school development plans. Parent, teacher student association (PSTA) will be gender sensitive. **Sixth**, there will be targeted expansion of primary and secondary schools in line with the goals of GTP II, ESDP V and post-2015 global education priorities. In order to make strategic and optimal choices in terms of where additional primary and secondary schools are required, a thorough analysis is undertaken regarding economic, political, social, cultural and infrastructural factors affecting girls and boysdifferently. This will be accomplished through the implementation of community-based school mapping, as well as an estimation of school input requirements, redistribution of educational resources, and identification of community interests, all undertaken in gender lens.

Seventh, alternative educational modalities will be intensified especially for over-aged, out-of-school female children and youth, and most essentiallyfor female children and youth with vulnerabilities. Parallel to the expansion of formal primary schools, approach will continue to contribute to improved enrolment of girls in both primary and secondary education, particularly in pastoralist areas of the country. Alternative modalities will be strengthened to increase opportunities for open and distance learning for over-aged and out-of-school children and youth, as well as for those in pastoralist and semi-pastoralist areas.Emphasis will also be given to help girls from remote areas and disadvantaged to pursue their secondary education in protective and secure cost effective hostel services.

Eighth, special attention will be given to equity of learning in line with the learning for all global and national priority. At early grades, girls' foundational language and arithmetic skills will be given due focus. Gender responsive pedagogy should be strengthened to address the learning needs of both sexes. There is also a need for providing life skills trainings in every cycle of the general education system. Gender clubs and other school based platforms will be strengthened with clear directions. **And ninth**, increasing the share of females in teaching and leader ship positions is also a key issue to be considered for promoting girls' role modelling, counselling and mentorship. Pre- and post- affirmative actions are to be strengthened for improving girls' retention and completion rates. **Tenth**, the overall school set up should be more girl friendly per the school classification standards established and this must be equitable to children with special educational needs by providing them with services such as adaptive toilets, ramp and other services.

3.1.3 Integrated Functional Adult Education (IFAE)

A literate population is a precondition for any nation to become competitive within the global economy. Adult literacy can improve livelihood prospects, helping to lift families and communities out of poverty. Moreover, educated women have been shown to care better for their family and themselves, investing more in their children's health, nutrition and education than their uneducated counterparts. Children from literate families are also more likely to achieve better and stay in school longer, since literate mothers are more likely to support their children in their studies.

According to the CSA Welfare Monitoring Survey Report in (2012), the total number of adult illiterates has been estimated at 20.4 million. During the last four years (2010/11-2013/14) of the GTP, 10 million adults participated in the integrated functional adult education/IFAE program. Of these, 42% were women. Amongst the 10 million participants, only 3.5 million were able to complete the two years IFAE program and are now considered functionally literate. In line with this, the share of literate female adults has reached 49%.

Key challenges

Economic
- Time-consuming domestic tasks against private reading and study

Socio-Cultural
- Low attention and lack of awareness on women's literacy for development

Institutional
- Scarcity of female facilitators
- Lack of commitment on implementing IFAE

Strategies

Creating awareness on the importance of women's literacy through participation in IFAE programmes will be continued to facilitate the learning opportunities of mothers and young females enrolled for IFAE. Awareness is also needed among IFAE management boards, which are most often largely comprised of men. Management boards should prioritise the provision of IFAE training for females, recognising the key benefits of educating women for overall social and economic growth.

Key strategies

- Community based awareness raising on the benefits of female literacy to family and community at large
- Recruit more female facilitators
- Integrate the program with critical livelihood and service needs of targeted adults provided by other sectors (health, agriculture, water, services, etc.)

On the other hand, it is essential to give priority to females in the recruitment and employment of IFAE facilitators. This is due to the fact that the number of female IFAE facilitators is very low, compared to that of men. Increasing the number of female IFAE facilitators is an important

intervention for increasing women's enrolment in IFAE programmes. The assumption here is that female learners can look to female facilitators as role models, and they may be able to communicate and ask questions during classes with more ease and comfort with female instructors than with male counter parts. Moreover, assigning IFAE facilitation roles to females can help empower them with livelihoods. The contents of IFAE learning and training materials will also be gender-responsive to promote women's learning and in order to help them create a sense of ownership over their learning process. IFAE curricula need to integrate critical learning and skill needs of women from other sectors like health, water and agriculture. Health extension workers and other community based experts will have great role in females' functional literacy.

3.2. Technical Vocational Education and Training (TVET)

The goal of the national TVET sub-sector, as stipulated in the strategy, is to create a competent, motivated, adaptable and innovative workforce and to transfer accumulated and demanded technologies in Ethiopia, thus contributing to poverty reduction and socio-economic development. Given high dropout rates at the primary and lower secondary levels in one hand and the emerging needs of the labour market for middle level skilled human power in both informal and formal sectors on the other hand, it is particularly important that TVET institutions provide short-term, customised skills development training for young men and women.

In 2012/13, the proportion of female TVET trainees surpassed the projected target at 51.3 per cent, showing an increase of 7.3 per cent from the ESDP IV baseline year.

Although there are regional variations, national data still tend to show more concentration of females in short-term programmes (as high as 85 per cent) as opposed to long-term ones. This is often linked to variations in the nature of short- and long-term TVET programmes. Short-term programmes normally focus on traditionally stereotyped fields for females, such as business, IT, and hairdressing, where there is a tendency among female trainees to enrol in these areas. Long-term and more formal programmes, in which less number of females usually enrols, focus more on science, mechanical, and technological skills or on manual skills like construction and/or building.

This trend can also be seen in private TVET institutions, where programmes focus less on the technological and mechanical trades, and where there is generally a higher concentration of female students than in public TVET institutions. Furthermore, there is lack of formal gender structure supported by appropriate budget as part of the proper TVET administration in most of TVET institutions. Indeed, gender clubs attempt to play the role of a gender structure in some TVET institutions and yet their activities and influence are limited, as they are not part of the formal administrative structure and do not have budgets.

Key challenges

Economic
- Female trainees from low-income households are often unable to cover costs of the course materials, and cost of living while separated from their families

Socio-Cultural
- Traditional stereotypes of what jobs are appropriate for women in one hand and family and environmental influence associated with the traditional role of women on the other hand often discourage female students from enrolling in science, mechanical and technological courses.
- Female trainees who do choose to enrol in non-traditional programmes still face discrimination from instructors, employers and the community at large, and they encounter fewer prospects for employment and practical field assignments unlike males.

Institutional
- TVET institutions are often located in urban areas; female trainees from rural areas can face difficulty in accessing the institutions.
- The lack of clear national guidelines or directions for the implementation of affirmative actions for female trainees in regional TVET agencies and bureaus has caused irregularities in affirmative actions across regions and institutions.
- The TVET sub-sector leadership and management is male-dominated where there are at times resentments from male officials and students towards the implementation of quota systems , and this might have its own adverse impact on the consistent application of affirmative actions for female trainees
- Lack of orientation, vocational counselling services, and performance follow-up for female trainees, and prevalence of high proportion of female trainees that fail courses and competencies.
- Lack of formal gender structures, in most TVET institutions, that can advocate for the implementation of gender-sensitive programmes and gender-responsive budget allocation
- Distance of TVET institutions and absence of dormitory facilities which increase the level of insecurities and the risk that female students might face sexual and gender-based violence while they are attending or on their way to training
- TVET institutions often lack facilities like separate WASH facilities and gender-sensitive clinical services.

Strategies

To redress the resource constraints that has resulted in dropout and vulnerability to sexual and labour exploitation of female trainees, local resources should be mobilised, including from the private sector, to help subsidise the direct and indirect costs of female TVET trainees,

particularly those from very low-income background. There should also be mechanisms to mobilize funds in the form of low cost recovery for female trainees of TVET in which modalities must be established to encourage female TVET graduates reimburse resources after they have gained employment.

Key Strategies;

- Local resources will be raised to subsidize vulnerable female trainees.
- Low cost recovery financing that will be reimbursed after graduation in the form of skilled labor or in cash will be introduced.
- Awareness will be raised on the enrolment of females in natural science fields using role models and positive deviants and opinion leaders
- Social mobilization campaigns will be initiated around female's skill development and employability
- Practical and need-based/ market oriented retooling programs will be implemented for short term training needs in partnership with private and development partners.

Above all, there must be increased efforts to raise awareness amongst the community, parents, TVET instructors and administrators, employers and female students themselves on the importance of girls' and women's participation in science, mechanical and technological fields. Such awareness endeavour should address the socio-cultural influences that restrict female trainees' program of choices. There should also be social mobilization movements to gain strong support from the Civil Society Organizations, the Ministry of Women and Children, Ministry of Youth and Sports, and related offices at Woreda and regional levels. Small and medium enterprises and agencies, and regional TVETs will also be especially important in these efforts.

In order to reduce the level of insecurity and risk which female trainees often encounter as a result of distance from home, there will be continued effort to involve the community and the private sector as key partners for engagement and participation in the expansion of TVET institutions. Due care should also be taken in the expansion of institutions to make them gender responsive and rural centred where access for potential female trainees is often limited. Additionally, existing famers' training centres (FTCs) and other community development centres must be strengthened to provide TVET-aligned non-formal skills trainings.

Efforts will also continue to create female-friendly environments within TVET institutions, focusing on provision of clinical services for female trainees, ensuring separate WASH facilities, and equipping TVET trainers with gender-responsive training skills. Further, strong co-ordination should ensure alignment between TVET institutions and assessment bodies so that CoC assessment processes are more gender-sensitive without compromising quality. The currency and urgency of domestic and overseas labour mobility has necessitated the introduction of retooling programmes for female graduates of TVET institutions. Therefore, practical and need-based, short-term retooling programmes will be provided in order to deepen the expertise and skills of female TVET graduates. These efforts are also envisaged to help improve livelihood prospects of women already employed internally and abroad. Partnerships with private sector and development partner will be strengthened to promote the opportunity for offering such retooling programmes. TVET services will also work towards addressing the needs of the youth and adults with special training needs.

3.3. Higher Education

The goal to develop a highly qualified, motivated and innovative workforce with a view to turning Ethiopia into a middle-income country by the year 2025 is impossible without engaging both women and men equally in higher education. To this end, ensuring equitable distribution and improving access to higher education for disadvantaged groups, including females, is underlined as a goal in ESDP IV.

The number of higher learning institutions has increased by one-third from the ESDP IV baseline year, reaching 31in 2012/13.This has been accompanied by noticeable initiatives to support female students' achievement through tutorial classes, regularly monitored by university management. The launching of a national code of conduct for eliminating sexual harassment and the introduction of a life skills module in all universities has also been the other achievement over the last recent years.

In essence, the expansion of universities to underserved regions and zones, the implementation of affirmative action at the entry level and the establishment of gender offices in all higher

learning institutions (HLIs) have further helped increase young women's enrolment and graduation rates in the higher education system.

Female admission rate at undergraduate regular program has improved to 38% from 25% from baseline. Their enrolment and graduation rates at undergraduate level haveimproved by 3.3 and 2.2 percentage points toreach 30.3 % and 25.6% respectively. By the same token, female enrolment and graduation rates at post graduate level has improved to been at 19.5% and 15% respectively.

While the enrolment of female students in HLIs has improved over time, gender equality in higher education has not yet been achieved given there is still prevalent disparities in female enrolment, retention and achievement in higher education. Hence there is the need to pinpoint specific barriers faced by female students.

- Economic support plan and package will be developed for low-income female students to increase retention and to mitigate sexual and labor exploitation risks.
- Strategic action will be set to help female students adapt and live university life of safe, healthy and productive.
- Gender audit ofinfrastructures will be conducted in all university campuses to assess gender-sensitive security status.
- Strong leadership commitment will be in place to implement anti-sexual harassment policy, including reporting procedures.
- Post-entry affirmative actions will be equitably accessible (tutorial classes, life skills training, counselling and career guidance services)

Strategies

Higher education institutions will first be made centres of promoting special supports to deepen humanity and sense of equity and equality at HLI level and this will particularly address girls with economic disadvantages. So no university female student from low income family will be left behind. To this effect, economic support for the most economically disadvantaged female students should be made available to increase their rate of retention and reduce sexual and labour exploitation. Hence, HLIs should ensure mechanism of identifying higher education female students with economic constraints and develop an economic support plan and package

for low-income female students.Second, strategic actions will be set to enable female students adapt to university life in a safe, healthy and productive way. This will involve orientation sessions that provide young women and men with the information they need to adapt to HLI campus life. This may encompass welcoming ceremonies conducted for all new students, especially females, and should include information on the social dynamics of campus life, positive and negative peer pressures, and coping and adaptation mechanisms. The third strategic issue, in this regard, will be concerning delivery of basic services in a safe and gender-sensitive location where particular consideration should be given to gender-responsive access and security issues on university campuses. As a result, gender audit of infrastructure should be conducted in all university campuses to assess gender-sensitive security issues. Particular attention will be given to distance, quality of light and fencing around campus amenities (including libraries, reading rooms, WASH facilities, ICT centres) with an obvious purpose to improve safety and security, particularly of female students. Fourth, an institutional environment that supports and promotes gender equality should just be available at all HLIs and this must be manifested through strong leadership and commitment to ensure that all members of the university community are aware of the institutional sexual harassment policy, including reporting procedures and consequences. To this end, written copies of the policy should be made widely available in both Amharic and English. Within all codes of conduct (including for academic staff, students and support staff) there should be a section which mainly includes and discusses behaviour supportive of a gender-sensitive university culture. Besides, all contractual agreements signed by academic staff should include a commitment to gender-responsive pedagogy and need to behave in a gender- sensitive manner. Fifth, post-entry affirmative actions for university female students must equitably be accessible and continuously strengthened. And these will definitely include tutorial classes, life skills training, study skills training, time management training, counselling and career guidance services which are positively supposed to improve the retention and achievement of female students in HLIs. Sixth, gender-sensitive needs assessment of HLI female students must frequently be undertaken to determine which of the actions and strategic options could be the most effective

so as to develop clear university guidelines that can ensure effective and efficient implementation of this strategy in a standardised and participatory manner.

Part four:Areas of Special Attention

There are a number of cross-cutting issues that affect the achievement of gender equality across the different sub-sectors of education and training. Strategies are needed to address the challenges that impede efforts to address these issues.

4.1 Females in Teaching Profession and Educational Leadership

Females' right to equal participation in all aspects of the education and training system should unanimously include their active involvement in the teaching profession as well as in management and leadership positions. The International EFA strategy encourages support for women's empowerment in the teaching profession and educational leadership, including initiatives to train, recruit, employ and empower more female teachers, principals and educational leaders.

Ethiopia's Education and Training Policy has emphasised the need for women's equal participation in teaching profession and educational leadership. Since the launching of the policy, affirmative actions have been implemented to increase female representation and advance leadership roles for women in the education system. As a result, in 2012/13 the share of female teachers has reached 37%, 15% and 16.4% from 36.3%, 11.8% and 15.9% from the base year in primary, secondary and TVETrespectively.

In spite of policy instruments and the commitment in ESDP IV to significantly increase the proportion of female teachers and leaders in the education system, their participation is still considerably low. In some instances, the share of female teachers has fallen over the past four years, as in the case of CTEs, where the share of female teachers has fallen by 0.5 per cent.

For HLIs, despite an overall increase in the number of female academic staff, the target to attain 30 per cent of female teachers by 2015 is not achieved, the proportion was 10.6 per cent in 2012/13, even falling from 11.4 per cent during the base year.

In terms of leadership, females are still grossly underrepresented at all levels of the education and training system. There were no female heads of regional education bureaus (USAID-IQPEP; 2012). The share of female process owners and department heads (18.4 per cent) was quite small while the proportion of female school principals and deputy principals (10.3 per cent) was also too low. The share of female supervisors has remained to be insignificant (4.1 per cent) throughout the education system. At the level of the Federal Ministry of Education, only two women were represented in middle management positions in 2012/13 while there were none in senior management positions.

Key Challenges
- The abolition of dormitory services in many colleges of teacher education/CTEs and inadequate stipends for economically disadvantaged students has led to low enrolment rates of female teacher candidates
- Negative socio-cultural attitudes toward women's leadership and social expectations of women to take on domestic roles have influenced women's choices on whether to pursue high-level positions. For example, male colleagues may refuse to follow instructions or neglect to provide collegial support to female bosses
- Lack of leadership development and support for women has restrained them from feeling capable of taking on leadership positions
- Lack of sustained high-level political commitment to push for balancing gender remains a challenge for inadequate number of female education leaders.
- Education and training institutions lack a system of providing distinctive professional capacity building and skills development programmes for female educationalists.

Strategies

Equitable distribution of teaching and leadership roles between men and women should be a de facto democratic exercise within our education and training system. There must be provisions like subsidies for economically disadvantaged female teacher candidates and incentives for women educational leaders to encourage them sustain and play as role models in these positions. HLIs and CTEs should also work in close partnership with other stakeholders to

provide low-cost services, including dormitories, stipends, educational materials, and sanitary pads for economically disadvantaged teacher candidates.

Furthermore, there will be promotion and/or advocacy programs for the need to increase female educationalists. A variety of communication and advocacy strategies including evidence based seminars, special events, theatre shows, radio and TV programmes and print media will be used to uphold the move to increase female professionals in quantity and quality in the education and training sector. Besides, implementation of affirmative action's for female teacher candidates and educational leaders will be strengthened. To this end, educational institutions should continue to implement confirmatory measures during recruitment of teacher candidates and in career development opportunities. Both short- and medium -term educational plans should include a clearly indicated target of realising gender equality as per this line of perspective.The issue of empowering females in the educational leadership position and creating a pool of potential future education leaders will be part of performance evaluation

Major strategies;

- Incentives will be introduced for women educational leaders to encourage them sustain on the position and act as role models.
- Measures will be in place for HLIs and CTEs to provide low-cost services (dormitories, stipends, educational materials, and sanitary pads for economically disadvantaged teacher candidates).
- Educational institutions will continue to implement confirmatory measures during recruitment of teacher candidates and in career development opportunities.
- Performance evaluation and measurement for mid and high level managers will integrate female empowerment and creation of potential future female education leaders.

and measurement for mid and high level managers.

What is more, female educationalists' career and professional developments in leadership and management should be specifically monitored with particular focus given to their equal participation in institutional mentorship programmes and capacity building trainings including female's administrative staffs. Educational institutions must promote the capacity development

of female educationalists and females working in administrative staff by providing incentives such as access to fund on research and development projects.

4.2 Gender-Responsive Pedagogy/Andragogy

Since the inception of the education and training policy, curricular relevance and consequent revisions have been carried out from gender perspective. ESDP IV has emphasised the importance of gender-responsive pedagogy/GRP in its five-year plan, and has required that training on gender-responsive pedagogy be provided in teachers' education programmes. The need to localize, design and implement the appropriate GRP in line with current situations is also an issue for ESDP V.

Key Challenges
- Despite the efforts made to mainstream gender in the instructional process, there still remains work to avoid gender stereotyping in the curricula and the pedagogy.
- Gender related courses are not included in higher education, TVET and colleges of teacher education/CTEs as part of the academic qualifications for future teachers.

Strategies

A set of minimum standards and evaluation manuals for gender-responsive educational materials will be developed and implemented for all levels. And all educational materials, including education media (print, audio-visual, etc.) should be responsive to this demand. In addition, the revision of textbooks, classroom materials and lesson plans will be made gender-sensitive in order to enhance girls' retention and learning performance in school. Thus, while doing revisions, all school and CTE curricula should be revised with a gender lens, and should include efforts to eliminate persistent gender-stereotypes. Trainings on gender-responsive pedagogy will be integrated as part of the pre-service, in-service professional development (equally for female and male teachers) programmes of teacher education.The current GRP training manual will be adaptedfor TVET training and modularized for higher education.

Major strategies;

- minimum standards and evaluation manuals for educational curricula will be developed
- Gender-responsive pedagogy will be integrated into pre-service, in-service teachers' professional development.
- GRP training manual will be adapted for TVET training and will be modularized for higher education.

4.3 School-Related Gender-Based Violence (SRGBV)

A series of awareness–raising activities have been implemented, particularly through community dialogues, so as to protect girls and women from gender based violence. In tandem with the awareness creation, strong measures have also been taken against all forms of harmful traditional practices (like child marriage, abduction, female genital mutilation, etc). Nonetheless, gender-based violence including child marriage is still an unfortunate prevalence within our education and training system, too, and it has put its own adverse pressure on the right to education and human resource development effort.The median age at which girls get married is 16.5 years, and 40% of all women in their early 20s were married before they turned 18. Men of the same age, on the other hand, were very unlikely to marry as children. Indeed, women are more likely to be married by the age of 18 than men are by the age of 25(CSA:2012), indicating girls are more exposed to child marriage.

> *Key Challenge*
> - Prevalence of corporal punishment, psychological and sexual violence and abuse from peers, teachers and others are common setbacks for girls' well-being, school attendance and educational attainment
> - Child marriage, particularly of girls has remained significant contributor to high dropout and low completion rate.
> - Girls are more susceptible to marriage before the legal minimum age (18 years) than boys

Strategies

There should be strengthened awareness raising and capacity development initiatives for students, staff and community members around SRGBV prevention. To this end, awareness-raising activities and a "zero-tolerance" culture to SRGBV will be promoted in all school environments and surrounding communities through school festivals, community dialogues, and public and education media. Life skills education, including the topic of SRGBV prevention, should be provided through expanded co-curricular modalities in schools, and through modular approaches in colleges, TVET institutions and universities. Additionally, health clinics will be

made available on all higher education campuses, staffed with experts who can provide clinical counselling and educational services, including on SRGBV.

> Major strategies;
>
> - "zero-tolerance" culture to SRGBV will be promoted in all school environments and surrounding communities through school festivals, community mobilization, and public and education media outlets.
> - Girls and boys will be empowered with information and skills on SRGBV prevention through expanded co-curricular modalities, and modular approaches in colleges, TVET institutions and universities.
> - Sexual and gender-based violence code of conduct will be implemented throughout all institutional regulations and disciplinary acts.
> - SRGBV incidents will be systematically documented and used in administrative decision making processes and upstream policy actions.

Prevention education and services should be accompanied by a concerted effort to adopt SRGBV prevention and mitigation measures into the institutional framework and culture at all levels of the education sector. This will be accomplished in part by applying a sexual and gender-based violence code of conduct throughout all institutional regulations and disciplinary acts. Furthermore, SRGBV cannot be eliminated without reliable, comparable, sex and age-disaggregated data on the issue. Reports and trends in SRGBV should be systematically documented and used in administrative decision making processes and upstream policy actions.

4.4 Gender Equality in Science and Technology Fields

There is no biological difference between boys and girls in terms of ability to excel in science and technology. However, reports still indicate that boys are generally out-performing girls in math and natural sciences when considered in our own context.

The National Learning Assessment reports conducted in 2008 and 2010 show that disparity in assessment scores between male and female students tends to increase with progress to the

next level of education. The average score difference in Math and Sciences between boys and girls ranged from 1.40 points at grade four to 7.66 points at grade twelve.

Key Challenges
- Prevalence of stereotypes on girls and women to engage in natural sciencestreams, technology and mathematics
- Lack of self-confidence and existence of low expectations for girls to study sciences and mathematics
- Weak gender based guidance, counselling, information and remedial learning programs
- Insufficient access to information communication technology

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Strategies

In order to eliminate negative attitudes toward females' equal involvement in natural sciences and mathematics, educational institutions at all levels need to consider new and innovative ways of engaging girls and young women in the sciences and technology fields. This might include provision of extended support for girls right from the beginning of lower primary education. Institutions should check how far they have practically ensured equal opportunities for boys and girls to participate in science, math and technology at all levels of the education and training system. And this must be kept critical at the level of both independent and group activities related to sciences, math and technology.

Further, there must be gender based dialogues through involvement of female role models to boost girls' confidence and to improve their expectations for higher achievements in sciences, math and technology. Duty bearers such as parents, teachers, school counsellors, community members and even girls and women themselves should first of all be persuaded that girls and women can learn math, sciences and technology as equally as boys and men. And this must be taken as the building stone for the enhancement of girls' confidence in sciences, math and technology and to make decisions on to enrol, achieve and remain in these fields of study. Sustained efforts to raise awareness on how to promote girls' enrolment and achievement in

sciences, math and technology in one hand and continued support through female mentors and role models on the other hand should be the other important key interventions in this regard.

Major strategies;

- Extra support in Natural Sciences and Math will be given for girls beginning from lower primary education.
- Confidence building dialogues through involvement of female role will be initiated in schools.
- Gender based counselling, information and remedial learning programs like tutorial classes will be strengthened in schools
- Gender-sensitive expansion of ICT facilities, including computer labs and internet delivery infrastructure will be deliberated in schools and HLIs

Girls and young women who decide to enrol in the sciences, math and technology fields may require remedial efforts in order to help prepare them for their course of study. Hence, there must be efforts such as gender based counselling, information and remedial learning programs like tutorial classes aimed at improving girls' achievements in math and sciences and technology. And these initiatives should be integrated in both short and long-term school development plans.

To ensure access and utilisation of information and communications technology/ICT by women and girls and to support their learning and engagement in technology, there must be gender-sensitive expansion of ICT facilities, including computer labs and internet delivery infrastructure. Indeed, this should go as far as conducting researches that address issues of women's and girls' needs, interests, and perceptions on ICTs and education.

4.5 Linkages amongst the Education Tiers

Linkages within the various education tiers is useful in helping equip female students with the information and preparation they need to make the transition between levels of education, particularly from secondary school to higher education institutions. Strategic linkages are also

helpfull to university and TVET students to find internships and apprenticeships, as well as to mentor younger students to be encouraged for future studies and career developments. Nonetheless, work remains in scaling up best practices of those schools' experiences of clustering for resource sharing, inter-school competitions, professional development for teachers, and apprenticeships for teacher candidates. Moreover, male and female students struggle to advance to the next education level with little prior knowledge of the new environment. This has greatly contributed to the difficulty girls' and young women face adapting to the new physical, social and academic environment in the next level of education.

Key Challenges
- Insufficient linkage amongst the different tiers of the education system with regard to creating clear links with the next higher or lower level

Strategies

There must be system established to ensure clear nexus and partnership amongst consecutive tiers of the education system to support girls' and boys' progression to the next level of education. A memorandum of understanding will be in place between the institutional ladders on areas of partnership and cooperation. Areas of linkage could emphasise mentoring, tutorials to promote for science and technologies, placement choices, and counselling services.

Furthermore, partnerships should be promoted with the communities surrounding schools to support incoming students, particularly females, to adapt to their new environments.

Hence, educational institutions will link up with community services, including police, medical facilities, legal services and local government and work together to maintain safety and security in the community around schools and HLIs. Businesses that have a negative impact on student behaviour (khat, tej, shisha bets, etc.) should be monitored and action should be taken to remove these influences from school areas, if necessary.

Major strategies for linkage among the education tiers;

- A memorandum of understanding will be in place between the institutional ladders on areas of partnership and cooperation.
- Educational institutions will link up with community services, including police, medical facilities, legal services to prevent and respond to gender based safety and security concerns.

4.6. Structural Arrangements, Coordination and Budgeting

ESDP IV emphasised the need to put in place and strengthen institutional and structural mechanisms to integrate gender issues across all levels of the education system. By establishing a Gender Directorate to liaise with other directorates of the Ministry of Education and development partners, the MoE has demonstrated its commitment to promote coordination, harmonisation and leveraging of resources toward gender equality. Gender unit structures have also been established in Regional Education Bureaus, HLIs, and some Woreda Education Offices.

Other coordination mechanisms include strengthening the National Gender Forum, which convenes all national partners working on girls' education, and a technical committee that supports the Gender Forum, known as the Girls Education Advisory Committee (GEAC). At the school level, gender equality and girls' education are promoted through Girls' Education Clubs and Girls Advisory Committees.

In addition to structural arrangements, gender-responsive budgeting (GRB) is a means of integrating a gender perspective into all steps of the budget process, including the planning, implementation and evaluation stages. The implementation of GRB is an important measure to monitor budgetary equity and to increase the ability of budgets reflecting needed interventions to address gender gaps in various sectors. Clearly, looking only at the gender-responsiveness of education budgets is not in itself sufficient to monitor the effectiveness and impact of spending for gender equality in education; results need to be monitored to ensure the effectiveness of gender-responsive budgeting.

The government has developed national guidelines for the implementation of GRB and advocates for two per cent exclusive budget allocation for gender issues in the education and training sector. Accordingly, two per cent of the total ESDP IV budget plan has been committed exclusively to gender equality-related issues at federal level. Similar efforts have also been initiated in some HLIs, which have committed two per cent of their budgets exclusively to gender equality programmes.

Even so, there are bottlenecks remaining hitherto. For instance, in institutions where units have been established, their role in promoting for girls' performance and women's leadership in education are often compromised by lack of qualified personnel, inadequate budget allocation, and/or by their marginalisation in institutional decision-making. There is also lack of coordination among stakeholders working on girls' education, and this includes inconsistency of interventions with national direction. Lack of sustainability of coordination efforts and duplication of roles and responsibilities among stakeholders and even some ministries has led to inefficiency of gender equality endeavours in education system. Moreover, the Girls' Education Forum and the Girls' Education Advisory Committee that have been established at national level have not been evenly rolled out to the regional and local levels.

Despite that both ESDP IV and subsequent guidelines have endorsed the need to allocate a budget line exclusively for gender equality; this has not been widely implemented across the sector. Poor planning and lack of sustained commitment are moreover part of the problem. There has also been confusion among some educational institutions between exclusive budget lines for gender equality issues and mainstreamed gender budgeting.

> **Key Challenges;**
> - Lack of commitment to establish gender units
> - Inconsistency and lack of sustainability of interventions, and duplication of efforts
> - Girls' Education Forum and the Girls' Education Advisory Committee that have been established at national level have not been evenly rolled out to the regional and local levels.
> - Lack of commitment to endorse a budget line exclusively allocated for gender equality in line with ESDP IV and subsequent guidelines; and cconfusion among some educational institutions between exclusive budget lines for gender equality issues and mainstreamed gender budgeting

Strategies

So as to enhance gender mainstreaming in its proper sense of implementation, there should be continued capacity development and institutional capacity of formal gender structures in educational organizations.Institutional gender audits are required in order to identify key resource and capacity gaps and to inform the design and delivery of appropriate training initiatives. Capacity building efforts should take on a 'two-prong approach', whereby specific gender equality training is provided for gender units (who are responsible for implementing gender equality focussed programming) *and* for all other education professionals (who should be held responsible for integrating gender equality throughout the rest of the education sector).

There must also be a separate 'Gender Equality in Education Army' established with its own holistic approach as a foundation, addressing the various challenges for gender equality in education, including those related to schools, communities, families and individuals. Then it must be linked with other local development armies as per a one-to-five peer connection, focusing on ensuring gender equality in education. Furthermore, gender mainstreaming guidelines should be developed for the education and training sector to support educational planners and decision-makers in their mainstreaming efforts.

Capacity building in gender mainstreaming through training and dialogue should also be intensified at all levels of the education system. Gender mainstreaming efforts should be complemented by initiatives specifically designed to eliminate gender inequality. A mapping of the various partners and stakeholders working to improve gender equality outcomes in the education and training sector, including the different areas of mandate, expertise, organisational capacities, and geographical and programmatic focus areas, should help create a starting point from which to establish coordination mechanisms. Establishing gender equality forums and girls' advisory committees at different levels of the education system will be strengthened to help reinforce coordination and the effectiveness of joint and individual efforts.

Concerted collaboration and partnerships will also help to advance advocacy, research and sharing of best practices on gender equality in education. To this end, advocacy and communication efforts – whether in the form of training, workshops, seminars, special events, theatre, or mass media programmes – will be made play an important role in improving awareness on gender equality in education. ICTs will also be directed to present another opportunity for promoting a gender perspective in educational matters; websites or online magazines should be deliberately dedicated to promoting girls' education and female educationalists as both a means and an end for sustainable development. Education campaigns, including go-to and back to school campaigns, girls' education forums, dialogues and discussions using local public media channels will also be employed in partnership with key stakeholders and organisations.

Given gender equality is one of the post-2015 national and global education agendas, political commitments must be reflected through financial commitments in order to truly make progress on gender equality in the education system in which consistent and systematic gender-responsive budgeting is needed. Parallel to undertaking gender mainstreaming in planning and budgeting, the national gender budgeting guidelines of allocating two per cent of the education budget specifically for gender equality issues should also be rolled out and implemented at the

regional and local levels. To this end, there will be further means to mobilise resources from other sources, including the private sector and local communities while that of the public sector should be kept vibrant enough with allocation of the minimum two percent exclusively allocated for gender equality programs. A central managing body for pooled resources, led by MoE will be considered for establishment in order to monitor and administer funds secured from non-conventional sources.

Part five: Monitoring, Evaluation and Knowledge Management

The current monitoring and evaluation system in the education and training sector focuses on performance reporting based on data provided by REBs and HLIs. However, it is not systematic in that it lacks clearly defined, nationally aligned long and short term targets, outputs, impacts, outcomes, and means of verification. Also, reports are not communicated on regular, timely basis. While the Education Management Information System (EMIS) does require sex and age-disaggregated data, it falls short of collecting and analysing qualitative data on gender, which is also essential for measuring progress.

In order to monitor and evaluate effectively the progress on achieving gender equality throughout the education and training sector, the following strategies were designed:

First, systematically collect, document and utilise gender-sensitive education data, including qualitative data. In consequence, data collection should expand to capture the qualitative aspects of gender equality in education in order to contribute a more thorough analysis of the complex gender dynamics inhibiting progress.

Second, it is essential that clear, strategic indicators are chosen and that baselines are established for each indicator, so that progress can be definitively measured over time. Where baseline data are not currently available, efforts must be undertaken to collect them based on regular performance reports and /or periodic assessments and studies.

Thirdly,data collection should also consistently be sex-disaggregated. Above all, gender-based analysis and research should be given more attention as an important tool for uncovering barriers to education and how to respond effectively.

Fourth, Institute a system of regular reporting on gender equality in education.A regular federal system of reporting (monthly, quarterly, and bi-annual and annual reports) on gender equality in enrolment, dropout, repetition, achievements, completion, and graduation should be applied in order to track and measure progress of planned targets at all tiers of the education system. An automated system of reporting on issues related to gender equality, including attendance rates and SRGBV indicators should be initiated in all educational institutions and be systematised to the national EMIS.

Fifth, establish a regular and joint monitoring, review and evaluation processes. In order to ensure accountability, a joint monitoring and review process should be established with all partners working on gender equality in education. These reviews will take place on a regular and timely basis, and will feed into a final evaluation to be undertaken at the middle and end of ESDP V in order to inform the next ESDP development. The evaluation should cover a range of gender equality issues in education, including access, learning achievements and the efficiency of the education system from a gender perspective. Research on gender equality in education should be promoted at national, regional and local levels in order to help broaden the overall analysis.

Sixth,document and widely share innovative practices, success stories and lessons learned. All success stories and lessons learned from evaluations should be documented and shared through various knowledge management mechanisms in order to facilitate learning and to replicate and scale-up best practices.

PART-I IMPLMENTATION FRAME WORK FOR GENDER STRATEGY

GENERAL EDUCATION SUB SECTOR											

Outcome	Outcome indicator	Output	Output indicator	Level	Base line 2014/15	Annual Targets					Data source
						2015/16	2016/17	2017/18	2018/19	2019/20	
Gender disparity eliminated	GPI at ECCE, primary and secondary education	Communities have positive attitude towards girls education	Community based by-laws of girls education	ECCE	0.95	0.96	0.97	0.98	0.99	1.00	EMIS
				1-8	0.93	0.94	0.96	0.97	0.99	1.00	
				9-10	0.94	0.95	0.96	0.97	0.98	1.00	
				11-12	0.85	0.92	0.94	0.96	0.98	1.00	
Girls learning performance improved	NLA and National exam result	Girls achievement score increased in national exams	National learning assessment result (4,8,10,12)	NAL-4	25	35				50	EMIS,
				NLA-8	8	30				50	
				NLA-10	23			50			
				NLA-12	24			70			
			National exam result	G-10 exam	45	50	55	60	65	70	
				G-12 exam	19	25	31	37	44	50	

IFAE- Program											
Participation of women	Percentages of females in IFAE	Enrolment of women in IFAE – program increased	IFAL-participation	First year	42	50	55	58	60	64	

improved in IFAE-program			rate of women IFAL	Second year	38	40	45	50	55	60	
TVET-SUB-SECTOR											
Participation of females improved in all fields of training	Percentages of females in TVET	Females trainees enrolment increased similarly in all fields of training	participation rate of females in TVET	Level (1-5)	51.3	50	50	50	50	50	EMIS
HIGHER EDUCATION SUB-SECTOR.											
Female students enrolment+ improved in HLIs	Percentages of females students in HLI	The enrolment of female student increased in HLIs	participation rate of females HLI	1st degree	32	35	38	40	43	45	EMIS
				2nd degree	22	25	28	30	33	35	
				3rd degree	12	15	18	20	23	25	
Female students graduation rate improved in HLIs	Percentages females graduates in HLI	Female graduation rate increased in HLI	Graduation rate of females in HLI	Graduation rate	---	60	70	80	90	95	EMIS
THE REPRESENTATION OF FEMALES IN TEACHING AND LEADERSHIP POSITION											
The role of female in teaching profession and decision making positions improved	Percentages of female teachers at all levels	The share of female teachers increased	Representation of females in Primary and secondary	1-4	44	45	46	47	48	50	EMIS
				1-8	28	30	32	35	40	45	
				9-12	16	18	20	25	30	35	
			Representation of females facilitators	I and II years	-	20	25	30	35	40	

					Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
				IFAE							
			Representation of females teachers CTEs	-------	2	5	12	15	18	20	
			Representation of females teachers in **TVET**	Level 1-5	17	19	20	25	30	32	
			Representation of females teachers in **HIL**	Under and post graduate level	12	14	16	18	22	25	
	Percentages of female leaders at all levels	The share of females in leadership position increased	Representation of female leaders in general education	Federal	0.1	2	4	6	8	10	
				Regional	0.1	2	4	6	8	10	
				School level	9	10	12	15	20	25	
			Representation of female leaders in general education	TVET	----	2	4	6	8	12	EMIS
			Representation of female leaders in general education	Top level (Leaders)	1	10	15	20	30	40	
				Middle level	5	8	16	20	25	30	
				Researchers	--	5	8	10	12	15	

PART-II STRATEGIES/MAJOR ACTIVITIES and RESPONSIBLE BODY

Sub sector	Output	Strategies	Major activities	Responsible
GENERAL EDUCATION	GPI ensured in pre-primary, primary and secondary education	Mobilizing communities on the importance girls educating	Develop and implement community mobilization plan	MOE,REB ,TVET GEAC, PUBLIC WING
		Systematizing use of subsides for disadvantaged	Develop and implement preferential subside frame work	
		Building capacity of education planners and other educationalists on gender mainstreaming	Develop and use GRP-Training manual	
			prepare hand book and to facilitate Gender mainstreaming in SIP	

		Creating girl friendly learning environment	Review guidelines to facilitate gender mainstreaming in curriculum framework and implementation	MOE,REB ,TVET GEAC, PUBLIC WING
		Empowering girls through capacity building	Mitigate SRGBV Improve WASH facilities Increase the participation of girls in club/committee Implement life skills education (RH,HIV/AIDS/Substance abuse)	
	Girls achievement score increased in national exams	Strengthening systems of academic support for low achieving girls	Enhance collective learning system through development team Facilitate gender mainstreaming in the departments established in schools Encourage best performing girls in science and math subjects	MOE,REB ,TVET GEAC, PUBLIC WING
IFAE	Enrolment of women in IFAE –program increased	Raising the awareness of a community on the important of participating females in IFAE-program	develop and use a plan for awareness raising	MOE,REB ,TVET GEAC,

		Review the materials used for IFAE-program facilitation from gender perspectives	develop guidelines to refine facilitation materials from gender perspectives	PUBLIC WING
TVET	Females trainees enrolment increased similarly in all fields of training	Raising the awareness of a community on the importance training of females	Develop and implement community mobilization plan per annual	MOE,REB ,TVET GEAC, PUBLIC WING
		Providing support for economic dis-advantages	Establish system for preferential subsides	
		Creating enabling training environment	Mitigate GBV and harassment	
			Improve WASH-facilities	
		Empowering female trainees	Provide life skills training	
			Conduct Retooling	
			Increase the participation of females in clubs and committee	
			Develop and use vocational counselling manual	
			Develop and use Gender mainstreaming manual in Teacher Training and learning Materials	

HLI	Female student s Enrolment rate in HLI increased	Increase in take rate of female students	conduct well coming ceremony by annual ensuring the availability of facilities systematize subsides Mainstreaming Gender issues in training and learning modules and other materials	
		Improve retention and graduation rate of female students		
	Female graduation rate increased in HLI	Empowering females students	Institutionalized academic support undertake capacity building trainings(life skills, RH,HIV/AIDS) provide guidance and counselling services	MOE,REB ,TVET GEAC, PUBLIC WING
THE REPRESENTATION OF FEMALES IN TEACHING AND LEADERSHIP POSITION				
GENERALEDUCATION TVET HIGHER LEARNIG INSTITUTION	The share of female teachers increased	Strengthening the implementation affirmative action	Develop and implement guidelines to strengthen affirmative action	MOE,REB ,TVET GEAC, PUBLIC WING
GENERALEDUCATION TVET HIGHER LEARNIG INSTITUTION	The share of female leaders increased	Creating a pool of capacitated female teachers and administrative staff to leadership positions Building leadership capacity of female teachers and education leaders through tailored programs (distance and face to face)	Assign female teachers and administrative workers as department heads , unit heads and committee chairpersons Promote best performing female teachers/administrative workers to leadership positions	MOE,REB ,TVET GEAC, PUBLIC WING

			Develop training module to empower female teachers and administrative workers in leadership and decision making position.	
			Establish mentorship program for female educational leaders.	
			Identify potential female educational leaders and build their capacity.	