National Girls’ Education Strategy

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1. Introduction

Known to be a keystone to the nation’s accelerated socio-economic development, governments have made tremendous strides in promoting girls’ education following the 1970s. However, in Ethiopia and other African countries, getting girls into school and retaining them in schools is a very serious constraint as result of which girls’ enrollment and achievement in education does not yet reach at the required level in the Sub-Saharan African countries.

Studies undertaken at various times pertaining to girls’ education ensure that the deep rooted misinterpretation and biased attitudes in the community, economic and education inequality related issues, and far less attention are the main causes to the problems of the education of girls.

As regards, to minimize and get rid of biased attitudes on girls and factors that influence the participation of girls in education, and address the equity aspect of education services to citizens, the first, second and third education sector development programmes have been realized within the framework of the Education and Training Policy. In these programmes gender issue was a strategic direction with a special focus given to balancing the rates of enrollment and achievement of girls and boys at all levels of the education system. Besides, in improving the participation of women in the management of schools and teaching profession, remarkable changes have been recorded in the sector. In order to boost these changes and ensure integrated gender equality in the education sector, laying out and implementing a strategy has been necessary and indispensable. To this effect, the National Girls’ Education Strategy has been adopted in 2005 and realized since then. Consequently, this National Girls’ Education Strategy document focuses on the current status of girls’ participation in education, obstacles to the education of girls, real change processes, analyzing lessons of what constitutes good practice for girls’ education, and initiates strategic directions to ensure girls enrolment and achievement in education.
2. Situational Analysis of Female Education in Ethiopia

In the implementation process of the education sector development programmes that have been launched in consecutive years for realizing the Education and Training Policy formulated in 1994, female issue was considered as a strategic focus in an attempt to narrow the gender gap at all education levels.

As regards, up to 2008/09 primary Gross Enrollment Ratio (GER) in primary school nationally stands at 94.2% where the rate for boys is 97.6% and the rate for girls is 90.7%. In the same period the average Net Enrollment Rate (NER) was 83.0% out of which the rate for boys is 84.8% and the rate for girls is 81.3%. The variation in gender gap in primary school narrowed from 16.5% in 2004/2005 to 6.9% in 2008/2009. In the same period the NER narrowed from 9.6% to 3.3%. In the previous years, the survival rate of boys in primary school was better than girls. Nowadays, it can be observed that the survival rate of girls at primary level has shown a substantial increase.

Parallel to the formal primary schooling, alternative basic education programme has been launched for providing basic primary education for out of school children. The alternative basic education programme brings school closer to the community, has flexible and relevant curriculum and encourage female facilitators that live within the community. The programme has given a chance for 780,342 children contributing additional 5-6 percent coverage to the Gross Enrollment Rate (GER) for primary education.

Out of the beneficiaries of the alternative basic education programme, 54.1% were boys and 45.9% were girls. In some regions, this programme has contributed a lot in promoting girls’ education.

Basic education and skills training have been provided to 5.2 million adults who do not have access to education or are out of school for various of reasons. This training built the capacity of adults to involve in social, economical and political activities in their surrounding has been planned in the third education sector development programme. As a result, up to 2008/09, it has been possible to realize the participation of a total of 156,588 adults out of which 95,998 were boys and 60,590 were girls. On top of this, Functional Adult Litracy Strategies of 2007/2008 and 2008/2009 have been developed with a special focus on gender-fair education in which
practical intervention is underway by signing memorandum of understanding with the concerned Women Affair Ministries. The strategy adopted in recognition to the lives of pastoralists has been realized with a special focus given to female has shown remarkable achievements in Afar and Somali regions.

In 2008/09, the GER at secondary first cycle education (Grades 9-10) has grown to 38.1% out of which the share for boys is 43.7% and that of girls is 32.4%. In this same year the GER at preparatory programme second cycle (Grades 11-12) jumped to 6% out of which the share for boys is 8.5% and that of girls is 3.5%.

The Government of Ethiopian has embarked upon a massive expansion of TVET in preparing young people to contribute to the development of the country. Accordingly, as of the year 2008/2009, 308501 young people have been trained in diverse occupations, out of which the share for boys is 53.8% and that of girls is 46.2%. Though at this level of education girls participation is considerable, they are over proportionately represented in typical female occupations, an issue requiring special focus.

In line with the measures taken by the government in combating the quagmire of poverty in the country, efforts are being made to produce a sizable number of highly skilled young people in a variety of professions. Cognizant of this fact, a rapid expansion of higher education institutions has been undertaken in addition to the prior existing inadequate numbers. As a result, the number of youth joining higher education institutions has increased. In 2008/09 the total enrollment of the higher education institutions in government and non-government institutions is 319,217 of which 228,279(71.6%) are boys and 90,938(28.4%) are girls. In addition, it can be noted that undergraduate degree enrollment for boys is 219,300 and that of girls is 89,782(29%), masters degree enrollment for boys is 8,680 and that of girls is 1,120(7.1%), doctorate degree enrollment for boys is 299 and that of girls is 26.

On the other hand, the national learning assessment conducted in grades four and eight showed that the achievement level of girls is less than that of boys. In addition to this, though there are good performing girls, their achieving level compared to that of boys is poor. Among youth drop outs in higher education institutions, the number of girls exceeds that of boys, indicating ample issues of for intervention.
In line with the measures taken to increase the number of female teachers, the share of female teachers at primary level, secondary level, TVET, teacher education colleges, and higher education institutions reached 36.7%, 11.8%, 12.1%, and 10% respectively.

Though there is a scarcity of evidence that indicate the participation of female in educational management, it is known that at primary level there are a significant proportion of female school directors, while their participation at the secondary and higher education levels is the least.

In general, as pointed out in the analysis given above, a relative comparison between the education statistics of consecutive years and the target set to narrow the educational gender gaps in the implementation process of the third education sector development programme, there are changes in gender gap, although the situation does not improve as planned.

3. Major Obstacles to Low Enrollment and Achievement Level of Girls' Education

In Ethiopia, the overall obstacles to advancing female enrolment and achievement in education are indicated as follows. The first obstacle is the long-standing cultural misconception of the community and the family more specifically: early and forced marriage, verbal insult, beating up, insecurity, rape, etc persist unresolved until now. The second obstacle is economic problem related to insufficient involvement of concerned government bodies, community and parents in mobilizing resources to finance, and little focus in creating sufficient opportunities to girls’ education, the demand by parents on girls’ labour, specially, as those parents having low income do not afford to cover costs for stationery and food, they are reluctant to send their children to school. Those parents, who are in a position to cover some of the costs, give priority school enrolment opportunity for boy child over their child girl. Girls are forced to excessive work both at home and for income generating activities to support the family. The third obstacle is related to schools and education and training institutions. Inadequate numbers of schools, teachers, textbooks, and other education inputs; low-level of awareness on the special support for girls, lack of curriculum design for promoting gender equality, sexual harassment in school, on the way to and from school, housing problems at secondary level in particular etc continue to hamper the
performance of girls in education. The fourth obstacle that could mentioned here is that though there is a strong government commitment to gender issues, implementing bodies at different levels do not pay attention due to the absence of accountability.

Studies carried out recently include the following findings that support the aforesaid social, economic and institutional obstacles to the education of girls.

According to the findings of the study carried out in 2008 by Save the Children Denmark in collaboration with the Federal Ministry of Education on the theme entitled “Violence Against School Girls”, sexual harassment, beating up and verbal insult, rape, abduction, female genital mutilation, and early marriage are the various types of violence and abuse committed against girls in school and and on the way to and from school. In this study the perpetrators of the different types of violence have been identified describing the time of occurrence for the different types of violence, and their negative impact on girls participation and performance in education.

The findings of the study facilitated by United Nations Children’s Fund (UNICEF) and conducted in 2007 on the theme entitled “Challenges of Girls’ Education”, harmful traditional practices, parents’ level of understanding to the education of their child girls, limited implementation capacity of institutions etc are the causes for low enrolment and achievement level of girls in education.

Observations made on the study conducted in 2009 on the theme entitled “Status and Attrition Rate of Female Students in Higher Education Institutions” and the field reports of expertise from the Ministry of Education, depict the problems to female students in education as follows:

- Failure to develop self-confidence,
- Low benefit and disorganized delivery of tutorial service programmes in building academic capacity of female students,
- In-campus sexual harassment (by some teachers, students members of other university, and other bodies out of campus, inadequate counseling service, exposure to addiction in their residential areas),
- Inaccessibility of networking between higher education institutions and preparatory schools to advance girls’ education,
- Inadequate budget, human resource and material resources of bureaus and education institutions specifically established for supporting female students,
- Support to female students with financial problems is too little and not sustainable, etc less coordinated effort to alleviate these problems, and
- Female students forums at all levels are not working at their level best.

In the baseline survey which was conducted in 2009 by the Ministry of Education to newly organize the gender work process, has identified lots of problems related to capacity of implementation have been identified. Among problems identified are:
- Failure to mainstream gender issues at federal, regional and institution levels and put an integrated consecutive concerted effort,
- Low commitment and accountability of heads and expertise at all levels in the implementation of gender issues,
- Low participation of women in management and decision making at all levels of the education and training system,
- Limited capacity to mainstream gender issues by setting measurable indicators, and
- Failure to organize and access to up-to-date information with regard to females in the sector

Therefore, this National Girls’ Education and Training Strategy will have tangible contribution in ensuring the enrolment and achievement level of girls by improving strengths, solving the issue of gender gaps, and analyzing the strategies and opportunities in the education sector.

4. Strategic Directions for Promoting Girls’ Education

4.1. Opportunities for Promoting Girls’ Education

As a signatory of global Conventions, the Ethiopian Government has made steady progress for adaptation of the Convention into the Ethiopian legal system. Among these conventions are Millennium Development Goals (MDGs), Elimination of all forms of Discrimination Against Women (CEDAW) which guarantees women equal right and protection from discrimination, and
the Rights of the Child. On top of these, to systematically and gradually alleviate traditional attitudes and discrimination on women and ensure gender equity, based on article 35(a) of the constitution ratified in 1995, Ethiopia strives to implement the established laws, policies, development strategies and packages. Until now the laws, policies, development strategies and packages specifically designed to build the capacity of women and narrow gender gaps among others, are the following.

- Education and Training Policy(1994),
- Higher Education System Reform,
- Technical and Vocational Education and Training Strategy(2007),
- General Education Quality Assurance Programme and Package,
- Strategy for promoting Primary and Secondary Education in Pastoralist Areas(2008),
- Special Education and Adult Education Strategies etc ,
- Gender issues included in the consecutive education sector development programmes especially in the forth ESDP,
- National Women Policy(1993),
- Building a Democratic System (2002),
- Ethiopian Women Empowerment Package(2005),
- Capacity Building Strategies and Programmes(2002),
- Rural Development Policies(2002),
- Population Policy, and
- Culture Policy.

It is believed that the aforesaid agreements and conventions at national and global level will be an opportunity for the promotion of female participation in the education sector. Above all, as gender issue is a focus area in the basic business process reengineering being undertaken in the sector, a significant change will be achieved on girls’ education.
4.2. Vision and Mission of Education and Training

Nations’ Vision
The nations’ vision is “to see Nations, Nationalities and peoples of Ethiopia living together on the basis of equality guaranteeing a democratic system, good governance, social justice, alleviating poverty, and advancing Ethiopia to middle income earning country.”

The Education Sector Vision
The education sector’s vision is “to see all school-age children get access to quality primary education by the year 2015 and realize the creation of trained and skilled human power at all levels who will be driving forces in the promotion of democracy and development in the country”.

Mission of the Education Sector
The education sector’s mission is to produce good citizens who respect and defend the rights and responsibilities stated in the constitution, build the capacity to solve problems, train in various professions and skills so as to participate in the economic development of the society, with positive outlook for the expansion and dissemination of science and technology.

General Objective of the Education sector
To create an effective education system by building implementation capacity of the education sector, developing competency standards and meeting those standards, ensuring education quality and relevance, equity and access at all levels

Vision of Girls’ Education and Training
The vision of this Girls’ Education Strategy is “to see female students, teachers, female in management position and other female employees in the education sector experiencing equal participation and benefits and play their level best in realizing the vision of their country”.

General Objectives
In the Nation’s development endeavour and building of democracy play active role and increase females benefit by giving special consideration in the effort of ensuring the provision of quality education and training, their equal participation, competency and effectiveness.

Specific Objectives
- To eliminate gender parity by promoting equal benefit of girls in the programs established to provide quality education and training,
- To ensure gender equity in the shortest possible time by giving due attention for competency development and effectiveness of female teachers and leaders,
- To achieve millennium development goals (MDGs) in 2015 by making women to participate in functional adult literacy, and
- To increase awareness creation and capacity development efforts of females to ensure their equality in all aspects of the education and training system.

4.3. Strategies for Promoting Girls’ Education
4.3.1. Promote benefit of girls in the programs established to ensure quality of education and training
To ensure quality of education in the education sector, i.e. general education, TVET and Higher education different programs are under implementation. It is necessary to give special attention and act accordingly to make women effective and competent by providing quality education and training at all levels. Therefore,

- When programs like General Education Quality Improvement Package and others are developed and implemented not only in figures but also to ensure all rounded equality of women and make them effective and competent quality education will be provided and strong support and monitoring will be conducted,
- In higher education system transformation process of ensuring quality of education strong support and monitoring will be made to provide girls quality education and promote their competency to enable them participate and benefit equally.
- In the quality assurance and transformation activities of TVET sector (technology transfer and storage, occupational standard and assessment, outcome based, training, etc) strong support and monitoring will be made to participate girls equally and make them effective and competent at all levels, and
- In the process of assuring quality of education at all levels to promote girls effectiveness, equal participation and competency research based corrective directions will be designed and implemented.

4.3.2. Expansion of Schools Convenient to Girls
To achieve the goal of universal access to primary education in the given span of time, the expansion of primary schools and alternative basic education centers near to community residential areas will be strengthened:

- Children will use traveling time, for learning and study,
- Gender harassment in traveling will be reduced and parents will be encouraged to send girls to school without any worry,
- Continuing building of schools focusing on girl-friendly environments such as separate latrines for boys and girls, and water supply;
- There is general consensus that expansion of pre-primary education will positively contribute to girl’s enrolment and effectiveness. Therefore, the community and non-governmental organizations will be mobilized and convenient situations will be created to expand pre-primary schools. Moreover other supports will be strengthened,
- Corrective measures will be taken in previously built schools by identifying missing parts (facilities). In newly built schools to make them accessible and convenient for girls, inside the school premises or outside the school premises to make them gender harassment free areas teachers and students union, youth and women associations will be encouraged to exert strong effort, and
- Creating opportunities to specifically implement girls/mothers, adults and other education programmes outside the formal schedule.
4.3.3. Apply Different Structures for Raising Awareness of the Community on Girls’ Education

In addition to protecting human rights, educating girls is a decisive activity for the nation’s development and growth of democracy. To this end, different directions will persist in raising community awareness, effective participation and follow-up of the education of girls.

- Strengthen school and parent teacher associations (PTAs) and communities to continuously create awareness of parents so that they will send their school-aged child girl to school and sustainably assist them in learning issues;

- Strengthen awareness creation campaigns to religious leaders, prominent elderly and individuals based on the nature of the locality in a way that they prepare and implement their own programmes to enhance child girls’ enrollment and achievement in education and stop harmful traditional practices, gender harassment and violence.

- Undertake exchange and variety of techniques by identifying areas where helpful contributory changes are registered by community participation;

- Implement community mobilization activities by identifying issues on locally centered obstacles on girls’ education

- Team up government and non-government organizations working on female issues to enter into cooperation in several areas for improving the participation of girls in education;

4.3.4. Provide Early Childhood Gender Awareness and Knowledge

Within the efforts being undertaken to promote citizens knowledge in respecting and protecting gender equality, students will be equipped with sufficient awareness and knowledge on gender aspects from pre-formal schooling to higher education in a way that equality is the basis for the country’s overall growth:

- Create recognition of gender equality through dissemination of information and sharing of experiences on good practices in all gender aspects and girl’s clubs in line with the human and democratic rights of citizens,

- Create the awareness of children/youngsters to protect themselves from all kinds of obstacles related to sex and physical maturity changes;

- Strengthen the perception of students against gender discrimination and reflections of the community;
- Give support to the establishment of clubs that strive for changing unfair attitude of the community towards equal leadership role and participation of boys and girls;
- Arrange forums and debates involving the participation of local community and choosing appropriate topics with a focus given to ensuring equal participation of girls and boys at all levels. To this effect, incentive and reward techniques will be designed and realized, and
- Strengthen the consorted and integrated supports given by government and non-government organizations working in the area of women, democracy and human right issues.

4.3.5. Celebrate National Girls’ Education Week Once Every Year
The national girls’ education week will be celebrated once every year at federal, regional, woreda, school and higher education level simultaneously to create mobilization within communities. Assessing accomplished and pipeline activities at all levels and education institutions, celebration of girls’ education week will be carried out with a focus given to advancing these achieved results.

- To motivate female students of an outstanding achievement at all levels of education and initiate others performance by these potential role models, awareness will be created to the wider community using accessible approaches;
- Evaluate stakeholders activities on girls’ education and utilize as an input for designing future directions;
- Strengthen supports provided by the community, parents and organizations working in female aspects of education;
- Strengthen opportunities to acknowledge and motivate teachers, leaders, individuals, youth associations, women associations, other organizations and institutions in promoting good practices on girls’ education; and
- Teacup various mass media agencies to farther strengthen awareness raising and motivational campaigns through use of various broadcasting programmes on girls’ education.
4.3.6. Students, Teachers and Education Leaders with Positive Attitude Will Encouraged for Providing Support to Girls’ Clubs and Associations

- Support will be rendered for girl student clubs and associations in schools, colleges and universities to motivate and boost their establishment. In these clubs and associations, female students will be motivated to participate as members and heads to advance their leadership role,
- Girl’s clubs and associations will be supported to make them learning, experiences sharing and leadership practice forum,
- Multi-faceted supports will be provided to girl student clubs and associations in establishing collective working plans with a focus given to minimizing gender based influences and inequities and promote good practices on the education of girls,
- Teachers, more specifically female teachers and educational leaders will be encouraged to continue as role model, and
- To produce active role of these clubs and associations in collaborative planning on the promotion of girls’ enrollment and achievement in education, opportunities will be created to consecutively organize experience sharing within school to school, woreda to woreda, region to region, universities to universities, teacher training colleges to colleges and TVET institutions to other institutions.

4.3.7. Promote Female Teachers and Leaders Participation, Capacity and Role

- Empowering female in teaching and leadership role will ensure their equal participation and benefit in the sector. Moreover, special focus will be given to female to appear as role models for girl students, narrow down gender gaps and promote their achievement levels will be given and motivation activties.
- Performed special attention will be given to promote female teachers and leaders at all levels and work continuously at all levels with commitment and accountability.
- Targets will be set to increase female teacher’s participation at primary level by 50% in 2007, at secondary TVET and higher education levels at least 40% in 2010. To materialize the participation targets will be set and implemented.
- Collection and compilation of data disaggregated by gender on leaders has never been practiced in the education sector. Although reliable figure is unavailable, it is possible to speak openly that their number is very small. Therefore,
- At all levels (from federal to school/institution) targets will be set with commitment to promote girls education. In each year, the participation of females at all levels of education management positions will be doubled, and
- Educational leadership positions disaggregated in gender will be incorporated in the Education Statistic Annual Abstract

4.3.8. Maintain Gender Equality in Textbooks and Learning Materials

- Though efforts are being exerted to keep gender equality in the development of textbooks and learning materials, there still exist issues that require a particular consideration.
- As regards, during the development of syllabus, textbooks and other reference materials at all levels (primary and secondary levels, teacher training and higher education institutions), considerable emphasis will be placed on promoting gender equality, and
- Technical gender taskforces with different professionals combinations will be established to review, assess and propose actions to address curriculum revisions. At all levels, implementation directions will be in place and practiced.

4.3.9. Implement Sustainable Economic Support Activities to Needy Girl Students

4.3.9.1. Initiate efforts to realize sustainable projects and programmes for girl students affected by financial constraints and lack of support in a variety of alternatives at all levels of education

A number of studies ensured that financial constraint is the major cause for low enrollment chances, school dropout and low achievement level of girls. Therefore,

- Mobilize the wider community, government and non-government organizations to establish and realize girl students education fund;
- Strengthen the already started concerted efforts of different government and non-government organizations by promoting partnerships among concerned regional, zone, and woreda education offices, institutions and universities,
- Support key role of students clubs on girls’ education by using youth and Women organizations at all levels,
- Based on study findings efforts will be exerted at all levels to support upgrading of the educational level of female employees earning low salary, and
- Considering financial and material support special consideration will be practiced for girls students in emerging regions and special needs.

4.3.9.2. Solve Hostel Problems of Female Students

- In Ethiopia, secondary schools and TVET institutions are based far away from rural areas. Facts and objective realities reveal that this situation has a negative impact on participation and achievement of young female students in education. In this regard, a sizable number of young female students will dropout from school and are exposed to a variety of social evils,

- Building of low cost hostels will be realized in selected woredas where secondary schools and TVET institutions are available with the contribution from communities and non-governmental organizations. Moreover, private investors and prominent individuals will be approached and good practices will be compiled,

- In partnership with the concerned bodies special focus will be rendered to Pastoralist areas, Benishangul Gumuz and Gambela (local nationalities) in building suitable low cost hostels and strengthening the existing ones to move forward girls’ participation in education, and

- Youth and women associations and women affair bureaux at all levels will provide effective leadership and jointly work with local education institutions and education offices. To this effect, specific guideline will be developed based on the local objective reality.

4.3.10. Provide Support to Appropriate Implementation of Adult and Non-Formal Education Strategies and Programmes

- Facts reaveal that among citizens that do not have access to education a large number of (above 60%) them are females. Functional adult literacy plays a key role in reducing poverty, paves the way for good governance, and democratic system building. According to research findings provision of functional adult literacy for women will improve health conditions of the family and the community and promote economic capacity of recipients. Moreover, quality of formal education will highly contribute to promotion girl’s education,

- In the implementation of the programmes developed for the benefit of adults and children that did not have access to formal education, remarkable achievements have been recorded on the participation of girls in education. Therefore, to strengthen the sustained change of
these programmes, a considerable role will be played by mobilizing women education forums at all levels in realizing the recently developed Adult Education Strategy and Non-formal Education programmes, and

- For other related activities joint plan will be developed and implemented at all levels with respective sub-process, regions, etc. Strengthened support and monitoring will continue.

4.3.11. Establish Network between Secondary Schools and Higher Education Institutions to Promote Female Students Achievement in Education

- Increasing the number of female entrants into higher education institutions will advance their equal participation and achievement and reducing and thereby closing the gender gap in education. To this effect, it is imperative to strengthen female education emanating from the lower grades. Especially those female students learning at secondary first cycle and preparatory schools will pave the way for a clear vision in joining their universality studies and triumph over the impediments they will face due to their gender. Therefore, the observed educational wastage, social evils etc… in higher education institutions will be reduced and thereby reuinied creating institutional capacity capable of producing competitive and innovative female scholars,

- In neighboring secondary schools to universities, working plan will be designed to create a link between outstanding female students to share experiences and prepare them for university life, and

- Programs will be organized for university female students in the summer to shore their experience in their birth places.

4.3.12. Design System for Mainstreaming Gender Issues within Heads and Expertise at all Levels of the Education Sector for Better Performance of Activities

- As of the date governments considered gender issue as an agenda for a countries’ development and peace, they developed policies and strategies for raising the overall participation and benefit of female. As regards, beginning the 1980’s governments have developed strategies and involve in implementation while at the present time, a number of countries are in the process of realizing the strategy known as Gender Mainstreaming (GM). In our country too, actions are being undertaken in a variety of sectors. At all sectors and levels, considering as one of the strategic directions gender issue is in the process of
implementation in the consecutive education sector development programmes. More than the previous times, a particular focus is given to gender issue in the fourth education sector development programme action plan,

- Moreover, all rounded intensive effort will be strengthened to implement gender related activities. As a core issue of the new business process reengineering of the sector at federal, regional, schools, teacher training colleges, TVET and higher education institutions encompassing, realizing, and assessing gender mainstreaming as a direction in all aspects of work as a key tool in ensuring the overall gender equality in the sector,

- Sector-wide implementation guideline will be prepared by revising and correcting the previous Gender Mainstreaming Guideline. To put the guideline fully into action continuous capacity development monitoring and support will be strengthened for heads and implementers at all levels, and

- The direction of periodical assessment, monitoring and provision support will be strengthened.

4.3.13. Allocating Budget for Gender Activities

- It is recognized that both boys and girls will benefit when government allocates budget to perform activities in the education sector.

- Due attention has been given to promote girls enrolment and achievement in education. As budget support is necessary to achieve the goal of this issue of special focus:
  - Gender budgeting will be implemented at all levels,
  - To this effect, by sustainably building the capacity and awareness of officials and expertise, activities will be performed to secure special resource for girls’ education,
  - Support and monitoring at all levels will be strengthened.

4.3.14. Strengthen Effort to Stop Gender Harassment in the Sector’s Women.

- According to findings of studies, field visits, summaries of workshops and discussions, one of the principal factors for impediment of girls enrolment and effectiveness is gender harassment and violence,

- To stop gender harassment and correct the doers’ awareness creation and attitudinal change efforts will be strengthened and implemented,
Detail guideline of the education sector will be prepared to stop gender violence and correct the doers. Support and monitoring will be conducted to regions, training institutions and universities to develop their own guidelines taking into consideration their own objective situation, based on the federal guideline.

Joint working procedure will be development and implemented with teacher’s association and women sector,

With the participation of the community anti-gender violence movement will be strengthened, and

Joint effort with other sectors will be strengthened. To play its part in the effort of building gender violence free country students, teachers, parent teaches associations will design and implement joint activities. Specially strong support and monitoring will be conducted so as to make women forums at all levels play significant role.

4.3.15. Follow-up and Ensure the Inclusion of Gender in the Already Developed and Upcoming Strategies of the Sector

To realize that education and training is a key tool for the development of the country, a variety of reforms are in progress. To support this, different strategies have been developed and are being in implementation. Depending on the needs, other strategies are expected to be developed in future.

Therefore, strong monitoring and assurance of implementation assessment and provision of corrective ideas gender issues on the existing different strategies, guidelines and implementation manuals will be undertaken. Side by side, capacity development on provision of support and monitoring will be strengthened so as to ensure newly developed rules, strategies, packages and guidelines are incorporating gender issues.

4.3.16. Strengthen National Girls’ Education Forums at all Levels

Joint effort is required by all stakeholders to ensure girls’ enrollment and achievement in education and support activities being undertaken in the education sector. In this regard as of 2003 national female education forum has been established and strengthened to carry out various activities. The forum was chaired by higher official of the Ministry of Education and coordinated by the gender and equity department, and includes high level representatives of the Ministry of Women’s Affairs, the women’s affairs standing committees of the house of peoples
representatives, the heads of regional women’s affairs bureaux, the heads of education bureaux, the university officials, the heads of gender education at all levels, the chairpersons of regional women associations, the teachers associations, the heads of women sector, and other local non-governmental organizations working on girls’ education. Besides, to support the forum and perform activities in close partnership, advisory committee coordinated by the Ministry of Education has been established as of 2008 by the international and local organizations working on issues of girls’ education. This advisory committee and the national forum were registered as member of the United Nation Girls’ Education Initiative (UNGEI). Therefore,

- By strengthening the national forum from regions to schools, in higher education institutions and other training institutions, efforts will further be initiated in an integrated manner to provide the necessary support to overall equal participation and achievement level of females in education, and
- To realize this explanation of its use and mobilization of higher teachers of education at all levels will be done to enable them make strong support and monitoring.

4.3.17. Design and Realize Action Plans that Support the Promotion of Girls’ Enrollment and Achievement at all Levels of Education

- Although the problems observed in female students at all levels of education resemble one another, there are also typical differences. As regards, taking into consideration the differences and based on studies, operational action plan will be prepared involving the participation of all stakeholders ensuring the balance of successive development programmes, exchange plans and a variety of strategies to be developed beginning from the implementation phase of the fourth education sector strategy,
- Continuous capacity development activities will be undertaken to develop skills and crate awareness among higher officials, other heads and experts to implement gender issues in regions and gender bureaus in educational institutions,
- Strong capacity building activities and monitoring will be performed to recognized implement as an agenda that can enable to assure gender equality by regions, institutions and other education implementers at all levels by setting targets taking into account their objective reality, and
- The necessary organizational set-up, man power and budget will be allocated to monitor, coordinate and support gender issues at all levels. To enable them act with commitment and accountability mobilization activities will be conducted to the sectors leadership at all levels.

4.3.18. Make Continuous the Motivation and Mobilization of Role Model Women in Science Technology Fields

To realize women all rounded equal participation, effectiveness and benefit in a short period of time recognition of role model women will have a significant role. Therefore,

- Both male and female researchers who will draw other countries best practices or engaged in creativity studies researches etc to contribute special support for girl’s education equal participation, quality and competency promotion will be encouraged,

- System will be established for women at all levels to compete in studies and researches. Regions, universities, teachers training institutes and TVET institutions will also run in competition among themselves in promoting female students, teachers and leaders participation and effectiveness, and

- To enable female students participate equally and increase their effectiveness motivation activities starting from grade one will continue to be undertaken

5. National Girls Education Strategy Implementation, Monitoring and Evaluation

5.1. Implementation of the Strategy

Implementation of Girls Education Strategy entails strengthened effort and cooperative work of all stakeholders at all levels. Therefore, the major activities to be performed by Federal and Regional bodies, Higher Education Institutions and mass-media are indicated below.

5.1.1 Activities to be performed by Federal Bodies

- Implement the strategy in harmonization with National Development Programmed to be prepared over – time and millennium Development Goals (MDGs);

- Follow-up the incorporation of gender issues in the strategies already developed or strategies to be developed in the future in the education sector;
- Coordinate the efforts of stakeholders working in girls education and gender areas to harmonize their activities;
- Create institutional capacity to practice activities listed in the strategy;
- Coordinated continuously mobilization activities of the society in collaboration with other concerned bodies for the promotion of girls education;
- Conduct studies and publish findings on gender, girls education access and their effectiveness in all educational institutions
- Conduct continuous assessment to reflect women and men, equality in the curriculum at all levels;
- Create well-established information system an gender issues in the sector coordinate and monitor continuously, and
- Work cooperatively with Ministry if Women Affairs and other stakeholders exerting efforts for girls’ education access increment and effectiveness.

5.1.2 Activities to be performed by Regional Education Bureaus
- Provide continuous capacity building training for those women assigned as supervisors, directors, etc to strengthen their leadership and make effective in their activities;
- Give priority for women teaches in the training opportunities diarized by their education and training institutions and cluster centers;
- Strengthen gender affairs offices established in education and training institutions by manpower and finance;
- Design mechanisms to increase the number of women teachers in teacher training institutions and colleges;
- Incorporate the concept of gender and gender issues in the pre-service and in-service teacher training programs;
- Crate enabling environment to girls who quite their training in higher education institutions due to different reasons to attend training in teacher training institutions in their subject area of performance;
- Strengthen reproductive health and HIV/ADIS Clubs in schools and colleges teacher education;
− Ensure the development and, implementation of genders violence regulations in education and training institutions and schools levels;
− Expand cost-effective village schools
− Strengthen alternative basic education (ABE);
− Provide priority to attend their 9th grade education in government schools to those girl students who successfully pass 8th grade and meet the criteria;
− Produce reference books by the incorporation of monitoring and evaluation criteria to measure the learning-teaching system effectively,
− Establish a system to provide gender education starting from childhood to all levels,
− Compile and distribute to schools as reference materials all those international agreements signed by our country, women rights decreed in the constitution and other regulations,
− Strengthen gender and civics and ethical clubs,
− Provide one book for a girl student as much as possible, if not create conducive environment to distribute a book for two girl students,
− Incorporate gender focused counseling services in teacher training programs,
− Distribute to schools gender focused learning-teaching materials to improve girls education access and effectiveness, and
− Collect and store gender related information, and support to conduct studies.

5.1.3 Activities to be performed by Regional TVET Agencies
− Provide continuous capacity building training for those women assigned as directors to strengthen their leadership capacity and make effective in their activities,
− Give priority for women trainers in the training opportunities organized in their area,
− Strengthen gender affairs offices established in education and training institutions by manpower and finance,
− Strengthen reproductive health and HIV/AIDS clubs,
− Ensure the development and implementation of gender violence regulations in training institutions,
− Increase the participation of women in informal adult education programs,
- Provide at least one year for those girls who completed 10th grade and interested to attend training in technical and vocational education and training areas,
- Strengthen gender counseling services,
- Provide special entrepreneurship and self-confidence building trainings for girl trainees to make them job creators and beneficiaries in their occupations,
- Strengthen the provision of counseling services on occupation selection for girls to enroll them in technical and vocational education and training,
- Develop and implement gender violence guideline in training institutions,
- Strengthen gender and civics and ethical clubs, and
- Collect and store gender related information, and support to conduct studies.

5.1.4 Activities to be performed by TVET Institutions
- Work in coordination with girls education forums,
- Develop and put into action a regulation to defend gender violence in the training institutions,
- Study the challenges of girl trainees and look for solutions jointly with the training institution Board,
- Conduct continuous assessment on the curriculum to insure the reflection of women and men equality, and
- Celebrate girls’ education day once in a year.

5.1.5 Activities to be performed by Higher Education Institutions
- Work in coordination with girls education forums,
- Incorporate the concept of gender and gender issues in the pre-service and in-service programs curriculums,
- Strengthen affairs offices with appropriate manpower and other capacity building materials to create awareness on gender and build the capacity of girls,
- Work at level best possible to make girls effective in their education and training, and place them in their preferred training areas natural gift,
- Make tutorial classes and counseling services strengthened to increase the effectiveness of female students, and
- Conduct continuous assessment on the curriculum to insure the reflection of women and male equality.

5.1.6 The Role of Mass-Media

- Provide news coverage on girls education and training access and gender issues
- Create awareness an parents to send their daughter to school;
- Transport programs that can promote awareness on girls education and training and their effectiveness;
- Create awareness on girls to enable them participation in training programs where broadly male students are engaged in rather than the traditional female occupations like secretarial science and household activities;
- Educate the society on the influence of gender violence on girls education and training access and effectiveness;
- Design of traditional practices influencing girls education and training;
- Present the experiences of successful women life experiences to make role model for others.

5.2 Implementation, Monitoring and Evaluation of the Strategy

Implementation, Monitoring and evaluation of girl’s education strategy will be executed as indicated below.
- Report will be presented in the Forums established by Women Associations who are following girls education in the Regions, Women Affairs Bureaus, Women teachers working in educational institutions and others;
- Report will be presented every three and six months in meetings to be held with ESDP development partners and other stakeholders;
- Before National Conference is held discussion will be conducted on girls education problems and possible solutions with Ed Bureaus and other stakeholders;
- Information work process to examine the activities performed by regions based on the National Girls Education Strategy. After Field visit and compiling report, it will be submitted to higher officials as deemed necessary,
- Joint planning and evaluation of implementation will be conducted in the annual General Girls Education and training Conference with Regional Women Affairs Offices, Girls Education Forum, Women Association and Non-Governmental Organizations (NGOs) and Association working in the area of girls education and training,

- Establishment and coordination of implementation, monitoring and leadership of the above activities is the sole responsibility of Ministry of Education.