READ II Student Success and Support Toolkit

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Ethiopia

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Addis Abeba

The READ II Project

The Reading for Ethiopia's Achievement Developed (READ) II project's overall objective is to contribute to USAID/Ethiopia's goal of improving the reading proficiency and educational attainment of 15 million children by 2022, with a focus on six target regions - Addis Ababa, Amhara, Oromia, Somali, SNNP, and Tigray - so they can lead productive lives and drive Ethiopia's economic, social, and political development. READ II is implemented by Creative Associates International and its partners: Education Development Center (EDC), World Vision International (WVI), the International Rescue Committee (IRC), Viamo, and the blueTree Group.

Acronyms

CBO	Community Based Organization
CRC	Cluster Resource Centers
CS	Cluster Supervisor
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
ESDP	Education Sector Development Program
EWS	Early Warning System
IGA	Income Generating Activity
IR	Intermediate Result
IRC	International Rescue Committee
IDP	Internally Displaced Person
InEHD	Institute for Education, Health and Development
LMIC	Low and Middle-Income Countries
MEL	Monitoring, Evaluation, and Learning
MOE	Ministry of Education
PTSA	Parent Teacher Student Association
REB	Regional Education Bureau
SBSGBV	School Based Sexual and Gender-Based Violence
SD	School Director
SEL	Social and Emotional Learning
SIP	School Improvement Program
SNNP	Southern Nations, Nationalities, and People's Region
SSST	Student Success and Support Toolkit
USAID	United States Agency for International Development
WEO	Woreda (District) Education Office
WVE	World Vision Ethiopia

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Foreword

School dropout is a challenge for the global education system, making its prevention a focus of concern in schools across the world. In most cases, at-risk and vulnerable students are the most likely to drop out. At-risk and vulnerable students can be students at any level who, as a result of age, poverty, illness, disability, mental disorder, mobility, and/or war and displacement, are unable to safeguard their personal welfare. Vulnerable students are those who may be unable to protect themselves against significant harm or exploitation and need additional support or attention from their schools. There are at-risk and vulnerable students in Ethiopia who face similar challenges in their academic learning, and as a result, are dropping out of schools, both in rural and urban settings.

The Federal Ministry of Education, in collaboration with its development partners, currently supports vulnerable and conflict-affected students. The support includes provision of:

learning materials, student uniforms, and other clothing;
emergency school feeding activities;
temporary learning spaces.

READ II is currently working closely with the Federal Ministry of Education and Regional Education Bureaus to improve the reading and writing skills of students in their mother tongue and in English, with an aim to reach 15,000,000 children in the six regions of Addis Ababa, Amhara, Oromia, SNNP, Somali, and Tigray. In addition, READ II supports conflict-afflicted students through its cross-cutting programs in these regions.

Therefore, the introduction of the Student Success and Support Toolkit (SSST) is timely. Its intent is to support schools, particularly focusing on vulnerable and at-risk students, to increase student learning outcomes.

It is important to recognize all threats to a student's achievement and to create an environment where students who need help are comfortable asking for it and students succeed regardless of economic status, ethnicity, ability, or gender. READ II, with its primary role to help students learn, will rely on the partnership of schools to address students' extenuating challenges and improve learning outcomes.

Yasabu Berkneh
School Improvement Program and Support Director General (MoE)

What is the Student Success and Support Toolkit?

The Student Success and Support Toolkit is designed for schools and school communities who want to meet the needs of at-risk and vulnerable students in primary schools.

In each module you'll find tools that will help schools and school communities address school dropout, inclusive education, gender-based violence, and other concerns. The strategies and activities in the eight modules are not just for at-risk students. They should be used across the school to provide support and improve learning outcomes as best practice for _all_ students. The strategies and activities presented in this guide can also be used in refugee camps and IDP learning centers, as well.

The SSST consists of **8** modules:
1. Early Warning System
2. First Grade Screener
3. Back-to-School Campaign
4. Child Friendly School Environments
5. Positive Discipline and School Code of Conduct
6. Social Emotional Learning
7. Inclusive Education
8. Gender Equitable Schools

How Was the SSST Developed?

READ II developed the SSST using the results of a rapid assessment conducted in READ II's six target regions: Addis Ababa, Amhara, Oromia, Somali, SNNP, and Tigray. The rapid assessment identified the greatest concerns of parents, teachers, students, and Regional Education Bureau and Ministry of Education officials. The eight modules in the SSST present promising practices that schools should take to address these issues.

This toolkit was validated through a workshop with participants from relevant Ministry of Education Directorates, including the SIP General Directorate (Special Needs and Inclusive Education), Gender Directorate, Planning and Resource Mobilization Directorate, and related Directorates from the six target Regional Education Bureaus.

Who Should Use the SSST?

You! The SSST is for School Directors, PTSA Members, Gender Club Coordinators, Teachers, School Personnel, Community Leaders, and all members of the school community.

The SSST aims to strengthen the link between schools, teachers, students, parents, and the larger community to support student success as a team. READ II thanks you for being an advocate for at-risk children!

Why Should I Use the SSST?

The core goal of the SSST is for school communities to care for the **"whole child"** – their well-being and developmental needs – not only their academic needs. *Why?* Because students will have greater academic success if these needs are met. Below are the types of well-being and developmental needs that we will reference throughout the SSST.

Types of Well-being and Developmental Needs

Physical Well-being	Freedom from harm and physical abuse Having all basic human needs met (water, food, shelter, health, clothing, etc.) Ability to play and be physically active
Emotional Well-being	Feeling safe and supported Being able to feel and express a range of emotions and to cope with everyday life Sense of identity, self-worth, and self-esteem Responsibility and empathy Hopefulness/optimism about the future
Social Well-being	Being part of a supportive environment where people live peacefully Forming positive social relations with peers and adults Trust in others Sense of belonging
Cognitive Well-being	Having opportunities to learn, develop, and pursue goals Intellectual stimulation Adaptability and creativity Sense of control

What's Inside?

Module 1:   Early Warning System

Ethiopia has made great progress in expanding access to primary education. Student enrollment is higher than ever before. In total, 20,661,021 students were enrolled in Grades 1 to 8 across the country in the 2010 E.C. (2017/2018) school year.[1] Absenteeism and dropout, however, are still a challenge. Out of all grades, dropout in Grade 1 is the highest at 19.5 percent. Dropout from Grades 2 to 8 averages 10 percent.[2]

When students drop out of school, the Ministry of Education, schools, and families fail to obtain the full benefit of their investment in education. Student dropout is a waste of resources. If dropout is an issue in your school, an early warning system can help you prevent it.

This module walks you through implementing an early warning system in your school and gives you the tools you need to get started.

> **Student Attendance in Ethiopia:**
> • About 53 percent of the students who enter Grade 1 do not complete Grade 5. Survival rates to Grade 5 vary by region and by sex.
> • In Tigray, 84 percent of students who enter Grade 1 complete Grade 5.
> • In SNNP and Oromia, 46 percent of students complete Grade 5.
> • In Somali Region, 52 percent of students complete Grade 5.
> • In Addis Ababa, on average, 80 percent of students complete Grade 5.
> • Among Addis Ababa students, 83 percent of boys and 77 percent of girls

What is an Early Warning System?

An early warning system (EWS) can be used to identify, monitor, and support children who may be at-risk of dropping out. Using the EWS helps schools, communities, and parents to address the needs of at-risk students and strengthens their partnerships.

Rather than being a single event that occurs at one point in time, dropping out of school is a process that takes place over time.[3] This means that we can use the EWS to identify the patterns or warning signs that students show early on and work together to support at-risk students by preventing dropout before it happens. We'll talk later about what these warning signs are and how to track and act on them.

How Can I Implement an Early Warning System in My School?

An early warning system requires the collaborative efforts of different stakeholders in the school and community. This includes school directors, deputy directors, homeroom

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[1] According to the Federal Ministry of Education's draft Annual Statistics 2010 E.C. (2017/2018),10,981,533 boys and 9,679,488 girls, irrespective of their age, were enrolled in school.
[2] MOE, Annual Statistics 2010 E.C. (2017/18). 2009 E.C. dropout statistics, p. 40.
[3] USAID. (2015). Early Warning System Programming Guide. http://schooldropoutprevention.com/wp-content/uploads/2016/03/EWS_Guide_English_FINAL.pdf

teachers, classroom teachers, parent teacher student associations (PTSAs), religious and clan leaders, school clubs, and parents. Everyone has an important role to play in preventing dropout!

There are **three actions** involved in implementing the early warning system. An EWS is incomplete without all three. These three actions are:
Identify at-risk students
Deploy first response strategies
Rally the community to fight dropout

We'll explore the steps, roles, and responsibilities required of each action below.

Identify At-risk Students

Student absenteeism is a major predictor of student dropout. This includes both excused and unexcused absences. Too many absences can disrupt a student's learning and the learning of his or her classmates. Students with poor attendance are more likely to fall behind in their school work, lose interest in school, and drop out. Paying attention to and tracking absenteeism will help you identify students who are at-risk of dropping out and prevent them from doing so before it occurs.

Action 1a: Track Student Attendance on a Daily Basis

This action starts with the homeroom and subject teachers. They have the primary responsibility to track student attendance; and, in most cases, teachers are already doing this – and doing it well! Homeroom and subject teachers must track individual student attendance on a daily basis by using their daily classroom attendance sheets. They calculate student attendance at the end of every week. Homeroom teachers should keep attendance records in a file organized by week and month. At the end of every school week, homeroom and subject teachers should be in close communication about their students' attendance. This can help them take timely action to support students at risk of dropping out from school.

Remember that this simple action of tracking student attendance plays a fundamental role in dropout prevention.

Action 1b: Score and Rank Students at the Beginning of the School Year

Homeroom teachers should use their attendance records to score and rank each student at the beginning of the school year. After the homeroom teacher scores each

student as **no risk, low risk, medium risk, high risk or extremely high risk**, then she or he knows which students are at risk of dropping out.

Starting this practice, the first month of the school year will allow your school to identify the students who show early warning signs of dropout. When we identify students, who do not attend regularly at the beginning of the year, we can provide them with the extra support they need before the problem worsens. School Directors and Deputy Directors should regularly follow-up on the scores and rankings of all their students by grade.

> ***Quick Tips:***
>
> ❖ EWS does not rank students to stigmatize them.
> ❖ Not all *focus children* will drop out of school.
> ❖ EWS is not meant to evaluate the performance of the school.

Directions for homeroom teachers on how to score and rank their students:
The homeroom teachers should transfer their attendance data to a "Student Risk Tracker" and calculate student attendance at the end of the first two weeks and at the end of the second two weeks of the school year.

The teachers calculate the scores for each student in their classrooms based on their risk level for dropping out: **no risk, low, medium, high risk, and extremely high risk.** Every student receives a score between 0 - 4 (0 = no risk, 1= low risk, 2 = medium risk, 3 = high risk, and 4 = extremely high risk). An example of the Student Risk Tracker is on page 22.

Homeroom teachers should use the "Student Ranking Sheet" to rank students based on the scoring that was done (no, low, medium, high, or extremely high risk). Students at high and extremely high-risk level will become the *focus children* to receive additional support to prevent them from dropping out. You can see an example of the Student Ranking Sheet on page 23.

Soon after the student's attendance scores are reviewed, the School Directors, homeroom teachers and subject teachers should provide support to *focus children* to prevent them from dropping out. Special attention and considerations should be given to Grade 1 students since Grade 1 students are at the highest risk of dropping out. Determining who the *focus children* are in your school signals the need to deploy the first response strategies discussed in the next section.

Action 1 Recap: Roles and Responsibilities

Homeroom and Subject Teachers will:

Track Attenance on a daily basis

Score and rank students' attendance in their classroom at the end of every week

Fill out the Student Risk Track and the Student Attendance Ranking Forms

Follow up on children who miss 3 days or more of school in a row

School Directors and Deputy Directors will:

Support homeroom teachers in tracking student attendance

Closely work with PTSAs and parents to minimize student drop out

Champion the early warning system and provide oversight

Student Risk Tracker

Directions: Homeroom teachers copy students' names and student numbers from the student's master file into the Student Risk Tracker (shown below) at the beginning of the school year. Teachers use their attendance books to calculate student attendance for 2 months and divide by number of school days to calculate the % of school days the student attended. Homeroom teachers will score the students based on their risk level (0, 1, 2, 3, or 4). They can transfer data from the attendance book every week.

Score	Risk level by attendance rate
0	Extremely Low or Zero Risk = 1 to 4 days
1	Low Risk = 5 to 8 days
2	Medium Risk = 9 to 12 days
3	High Risk = 13 to 16 days or 3 days absent in a row
4	Extremely High Risk = 17 to 20 days

Homeroom teachers should contact parents or guardians of all students who are absent for **3 days** or more in a row in any week.

For the entire school year, students between 80% - 100% **(17 to 20 days)** are at extremely high risk for school dropout; between 60% and 79% **(13 to 16 days)** are at High risk; between 40% - 59% **(9 to 12 days)** are Medium risk; 20% - 39% **(5 to 8 days)** = Low risk and 0% -19% **(1 to 4 days)** Extremely low or Zero Risk.

Student Number	Student Name	Week 1-4 Attendance in every month	+	Second 2 Weeks Attendance	=	Total	/	Number of School Days	=	% of School Days Student Attended	SCORE/RISK LEVEL	CAUSES

Student Ranking Sheet

Guidelines: After homeroom teachers have recorded student's attendance at the end of the first month, they must complete the Student Ranking Sheet. Students will be ranked by scoring (0,1,2,3,4) on the EWS Risk Tracker to determine their level of risk. List your students in descending order based on their scores. The homeroom teachers should submit the record to the School Director for further action.			*Score*	*Total # Students*
			4	
			3	
			2	
			1	
			0	
Rating	**Student Name**	**Boy**	**Girl**	**Causes**

Action 2:   Deploy First Response Strategies

In the previous section, we discussed the importance of rapidly identifying students who are at-risk of dropping out of school, our *focus children.* In this section we'll discuss how to act on the data you've started tracking. The purpose of tracking attendance, scoring, and ranking students is to trigger interventions that can help prevent dropout. We refer to these interventions as the first response strategies. Once we have identified our *focus children*, we can intervene early before they drop out. **Three response strategies** are (1) Student Attendance Tracking Committee meetings (2) rapid alert cards and (3) peer visits. We'll explore these together below.

Action 2a: Follow up Immediately When a Child is Absent for 3 or More Days in a Row

At the end of every school week, homeroom and subject teachers should be in close communication about their students' attendance. This can help them take timely action to support students at risk of dropping out from school. If a student is absent for 3 or more days in a row, the school should take immediate action.

Action 2b: Hold Student Attendance Tracking Committee Meetings Twice a Month

Student Attendance Tracking Committees can carry out case management of the *focus children*, the students with high absenteeism. Case management is a collaborative process carried out in the school by the School Director, Deputy Director, PTSA representative, and homeroom teachers. In Student Attendance Tracking Committee meetings, members assess, plan, and coordinate the assistance required to meet the individual needs of *focus children*.

The Student Attendance Tracking Committee should have 3-5 members (based on the number of teachers at each school). The team should include the Deputy Director and the homeroom teachers. At least one of the team members should be a female teacher. The committee should discuss each *focus child* twice a month.

Here are some sample questions that the team might discuss at meetings:

What do we think are the reasons the focus children are missing school?

Has anything changed since the last meeting?

What have we done to support this student over the past two weeks?

Has the student made improvement? If not, why?

What can we do to support this student moving forward?

What policies and school-wide support can we introduce? [for example, a safe and clean environment for girls who are menstruating, or recognition or reward for good attendance]

The committee should document each meeting using the "student absenteeism management meeting form" and the School Director should keep these in a file organized by month. The form will help you monitor the student's progress and plan next steps of support. During the meeting, the team should also jointly review the "Classroom Communication Log" which is explained below.

Student Attendance Tracking Meeting Form

Date	
School Name	
Teacher Name	
Other Participants:	

Name	**Role**	
Name	**Role**	
Name	**Role**	
Name	**Role**	

Student Name	Progress	Next Steps

Classroom Communication Log

Directions: Homeroom teachers should fill out the Classroom Communication Log to document any communication with high risk students' families. The log should include short descriptions of the discussion, and how they will follow up. This log should be used by the Student Attendance Tracking Committee to provide support and follow up to students at high risk of dropout. This form should be reviewed at the bi-monthly meetings.

| Date | Student | Teacher | Form of Communication | | | | Summary of Discussion and Follow Up Steps |
			Rapid Alert Card	Peer Check-In	Home Visit	Parent/ Guardian Meeting	

Action 2c: Distribute Rapid Alert Cards

An important first response strategy begins with communication.

The first step is for homeroom teachers to gather information about why a student has been absent using easily available sources. The homeroom teachers should ask students' family members, friends and neighbors, or student representatives of the PTSA if they have any firsthand information regarding the student's absences.

The second step is to contact the absent student's parents or guardians. Parents and guardians are key to supporting at-risk students at home and in their communities. This action consists of outreach to parents or guardians as partners in the process of preventing dropout. After scoring, ranking, and identifying *focus children* at the beginning of the school year, the homeroom teachers should fill out **a "rapid alert card"** and send one home with either the student or his/her neighbor. The "rapid alert card" notifies the parent or guardian about the student's risk level and invites them to the school for a meeting with the homeroom teacher and School Director/Deputy Director. The card includes details about the student's absences and the invitation from the homeroom teacher. Hand-delivered cards are to be used to prompt a discussion with parents or guardians about their child's absences from school and what might be done to improve attendance.

Phone calls to parents or guardians are another effective way of creating initial contact with households when students miss school. The teacher or a community volunteer can call the parents/guardians of a student who missed a pre-determined number of school days. In the call, the school can find out the reason(s) why the student missed school. If student absenteeism continues after the phone call, the first response strategies trigger a home visit.

Action 2d: Conduct Home Visits

When Student Attendance Tracking Committees determine that a student's situation has worsened after two weeks or the student's absenteeism has become routine, you should facilitate a home visit. The home visit can be conducted by teachers, students and PTSA

representatives, as well as by the people surrounding the school community.

Home Visit Instructions:
Thank the parents/guardians for their time
Ask them about the reason(s) for their child's absences
Remind them they can request a meeting with their child's teachers or the school
director to discuss ways to support their child

A key feature of an EWS is to strengthen the lines of communication between the school
and the family through more direct and immediate channels. Peer visits show the
parents/guardians the level of commitment the school is making to support their
children.

Action 2 Recap: Roles and Responsibilities

Homeroom and Subject Teachers
Attend Student Attendance Tracking Committee meetings
Complete "classroom communication log"
Complete and send out "rapid alert cards"
Facilitate home visits
Schedule and facilitate Student Attendance Tracking Committee meetings
Complete "Student Attendance Tracking Committee meeting form"
Participate in meetings with parents

School Directors
Manage Student Attendance Tracking Committee meetings
Oversee and support Student Attendance Tracking Committee activities

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Quick Tips:
❖ EWS is not meant to identify parents or guardians who are not doing a "good job".
❖ Labelling a student as "high risk" or a *focus child* is not meant to punish students,
   isolate them or lower school and teacher expectations for their academic success.
❖ If at-risk students and their families share the reasons for the students' drop out,
   please keep this information confidential and private.
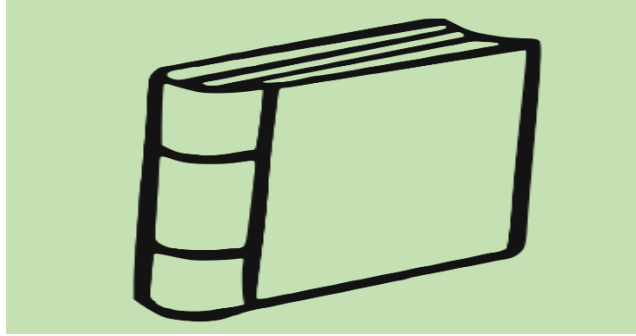
Rapid Alert Card

Knowing how to read and write is the key to success.

Send your child to school everyday!

Primary School: _____

Grade, Semester: _____

Dear _____,

Your child, (name) _____missed _____ days

during the month of _____, so he/she is at risk of dropping out.

Please, when you have received this card, meet with your child's teacher.

Thank you for supporting your child's education.

_____   _____

       Teacher   Date

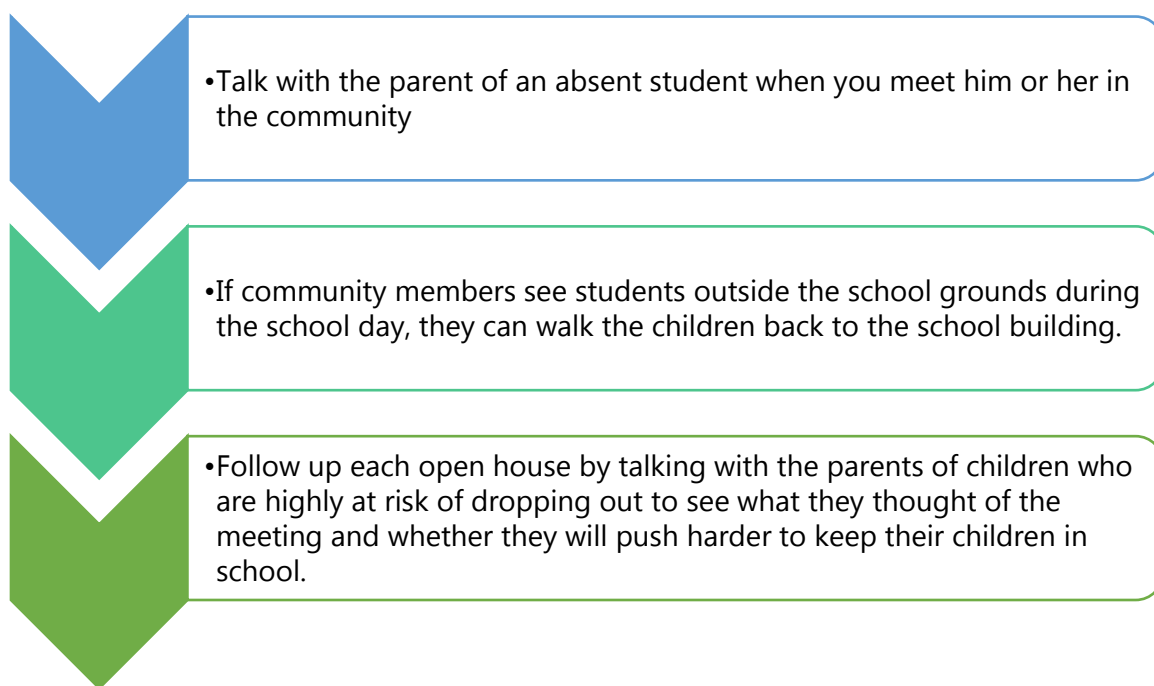*Action 3:   Rally the Community to Fight Dropout*

The final action in implementing the EWS is to engage the community to fight dropout together. Everyone in the community benefits from keeping children in school and everyone has a role to play, mainly PTSAs, Girls Education Advisory Committees (GEAC), Gender Clubs/Girls' Clubs and all other school clubs which can contribute to this effort.

Action 3a: PTSAs Help Students to Stay-in-School

PTSAs can carry out advocacy and awareness campaigns about the importance of school dropout and what can be done to prevent it. It is good if PTSAs can manage the **Stay-in-School activities**. The school should work with community leaders to form Stay-in-School Committees (SSCs). Stay-in-School Committees can support the school with some of previously mentioned actions and ease the burden of the school. Once SSCs are notified of at-risk student absences, they review logs, review Student Attendance Tracking Committee meeting decisions and as needed, participate in those meetings. They should participate in discussions with school personnel about which households need to be visited, what needs to be discussed, when the visit should take place, and possible options to address problems.

These are some other actions SSCs can assist the school with:

- Talk with the parent of an absent student when you meet him or her in the community

- If community members see students outside the school grounds during the school day, they can walk the children back to the school building.

- Follow up each open house by talking with the parents of children who are highly at risk of dropping out to see what they thought of the meeting and whether they will push harder to keep their children in school.

Action 3b: Host an Open House

An open house is a tool to create advocacy and awareness. While we know that school dropout is not a new phenomenon, sometimes communities do not know about the troubling impact it has on their lives in the short and long term – and more importantly, what they can do to combat it. PTSAs can organize and host community meetings and school open houses each year to talk to the community about the importance of education and children staying in school. Open houses that invite parents and guardians into the school setting can be informative and entertaining! They can feature games, skits, role-play, drama, reading and other academic competitions, and student performances. These events can also be open to the wider community to spread awareness.

Host an open house once every semester. Another purpose for the open house is to allow students to display what they have been learning, their talents, and skills. Some illustrative activities include:

Project displays: Hang student classwork on the walls

Performance: Students can put on plays, songs, or dances, or academic competitions

Student Attendance Tracking Committee discussions: Teachers and School Directors/Deputy Directors/homeroom teachers can use this as an opportunity to set up individual meetings with parents to discuss future steps to reduce risk levels

An open house can be a simple way to raise parental awareness, as well as to build important linkages to the school.

Action 3 Recap: Roles and Responsibilities

Teachers
Attend open houses

School Directors and Deputy Directors
Schedule and facilitate Student Attendance Tracking Committee meetings
Complete "Student Attendance Tracking Committee meeting form"
Participate in parent meetings

Parent -Teacher Student Association
Raise awareness of the importance of attending school and outreach to the community
Host open houses once a semester

Quick Tips:

- ❖ We say Early Warning Strategy because actions must be taken by the school quickly and proactively before a student's risk of dropout reaches a serious stage.
- ❖ EWS is not designed to bring students who have already dropped out of school back to school.
- ❖ Open houses must be "open" to the entire community – no one is excluded.

This module has walked you through key steps for implementing an EWS in your school. An EWS is implemented by school staff with the partnership of the community and fits within the duties already assigned to teachers, including student attendance-taking, recording, and tracking. Commitment of school staff to monitor and track indicators is vital to successfully create a safeguard for at-risk students. An EWS simply helps the school focus attention on serving struggling students, who are often overlooked and likely to drop out without extra support.

Module 2:   First Grade Screener

This First Grade Screener is designed for you to use with Grade 1 students at the start of the school year so that you can obtain information about your incoming students. This information is intended to give you and other teachers insight about what math and reading skills a student may or may not have as they begin school.

The information can help you in planning instruction that will meet the needs of each of your students. The First Grade Screener is designed to be given in a short amount of time (15 minutes) and to provide a simple snapshot of a student's skills.

This screener or inventory helps teachers to learn the level of skills the incoming students have in math and language:

Counting
Identifying Numbers
Sorting and Classifying
Adding and Subtracting
Patterns
Identifying Letters
Decoding and Word Recognition
Comprehension

The First Grade Screener:

✕ It is not used to test children's mastery of standards or influence report card grades.

✕ It is not intended to identify students for special education services. The results of the First Grade Pre-Screening may identify students who exhibit extreme difficulty with certain tasks or who display performance far beyond what is expected for their age. These students may require further monitoring or assessment.

✕ Teachers should not use the first-grade screener as a substitute for continuous assessment and day-to-day observation of student progress.

✓ It makes teaching more productive, collaborative, and meaningful

Materials Required: You will need the screener and handouts that are used for each student, as well as a pencil

Time: Allow 5-10 minutes per child

Procedure: Use this screener to assess your student's knowledge and skills and identify gaps.

Quick Tips:
- ❖ Let your students know ahead of time that this screening activity is being done and that each of them will have a chance to show what they know.
- ❖ Be sure to find a relatively quiet area where you will not be disturbed.

Instructions:
Greet the student by name.
Tell the student that this will take approximately 10-15 minutes
Ask the student if s/he is ready and if s/he says yes, proceed.
Record the answers for each student using the handouts.
If students do not know how to hold and use a pencil, do not force them to write. They can verbally answer the question or point to the answers on the handout.
Look for patterns so you have an idea of what your students know and do not know.

Working with the Results:
By testing each of your students in the first few weeks of class, you will have an idea of each student's basic math and literacy skills. Use these results to shape your instruction. If most students do not know their letters or recognize any numbers, spend extra time helping these students master these skills before moving on to higher order skills.

Quick Tips:
- ❖ Remember that this quick screener will only offer some hints into your students' background knowledge of letters and numbers. It does not reflect their intelligence or ability to learn.
- ❖ After screening is complete and you have your results, pair students who know their letters and/or numbers with ones who do not – practicing letter names and sounds with peers is often less intimidating than with a teacher.
- ❖ After screening is complete and you have your results, ask students to practice saying and spelling their names – meaningful words will be learned more quickly- offering students immediate success.

Rote Counting: Have the student count to 20. Circle each correct response below. **Note**: Circle the last number that the student reaches without any errors. It is not necessary for students to count past ten. If a student continues counting, you may want to record how far s/he can count in the comments section below.	
2 3 4 5 6 7 8 9 10 11 **12 13 14 15 16 17 18 19 20**	
Comments:	

1 2 3 4 5 6

7 8 9 10 11 1213

14 15 16 17 18 19 20

Handout 2   Mathematics: Number Sense – Identifying Numerals

Number Identification: Ask the student to identify numbers 1-20 in the order in which they are presented. Circle each correct response below.		
3 13 9 17 5 19 6 2 10 14 12 1 18 8 16 6 20 15 4 11		
Comments:		

3 13 9 17 5 19 6 2

10 14 12 1 18 8 16

6 20 15 4 11

Handout 3 Mathematics: Pre-Algebra – Patterns

	Patterns: Show the student the shape pattern. Ask the student to say what shapes come next. Then ask him or her to draw the shape to complete each pattern.	
	Say: *Look at this shape pattern: circle, square, circle, square. What two shapes come next in this pattern?* ● ■ ● ■ ____ ____ After the student answers, if s/he does not answer correctly, say: *A circle and a square come next. Draw a circle. Draw a square.*	
	Comments:	

Handout 4 - Mother Tongue Language Arts: Letter Recognition

	Ask the student to read the letters of the alphabet. Circle each correct response below. Say: *Read the letters of the alphabet (if they can)*	
	Comments:	

Handout 5 - English Language Arts: Letter Recognition

Ask the student to read the letters of the alphabet. Circle each correct response below. Say: *Read the letters of the alphabet (if they can)*	
Comments:	

Amharic Alphabet

	ä	u	i	a	e	ï	o
h	ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
l	ለ	ሉ	ሊ	ላ	ሌ	ል	ሎ
h	ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ
m	መ	ሙ	ሚ	ማ	ሜ	ም	ሞ
s	ሠ	ሡ	ሢ	ሣ	ሤ	ሥ	ሦ
r	ረ	ሩ	ሪ	ራ	ሬ	ር	ሮ
s	ሰ	ሱ	ሲ	ሳ	ሴ	ስ	ሶ
sh	ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
q	ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
b	በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
t	ተ	ቱ	ቲ	ታ	ቴ	ት	ቶ
ch	ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
h	ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ
n	ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
ñ	ኘ	ኙ	ኚ	ኛ	ኜ	ኝ	ኞ
a	አ	ኡ	ኢ	ኣ	ኤ	እ	ኦ
k	ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ

	ä	u	i	a	e	ï	o
h	ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
w	ወ	ዉ	ዊ	ዋ	ዌ	ው	ዎ
a	ዐ	ዑ	ዒ	ዓ	ዔ	ዕ	ዖ
z	ዘ	ዙ	ዚ	ዛ	ዜ	ዝ	ዞ
zh	ዠ	ዡ	ዢ	ዣ	ዤ	ዥ	ዦ
y	የ	ዩ	ዪ	ያ	ዬ	ይ	ዮ
d	ደ	ዱ	ዲ	ዳ	ዴ	ድ	ዶ
j	ጀ	ጁ	ጂ	ጃ	ጄ	ጅ	ጆ
g	ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
t'	ጠ	ጡ	ጢ	ጣ	ጤ	ጥ	ጦ
ch'	ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
p'	ጰ	ጱ	ጲ	ጳ	ጴ	ጵ	ጶ
s'	ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
s'	ፀ	ፁ	ፂ	ፃ	ፄ	ፅ	ፆ
f	ፈ	ፉ	ፊ	ፋ	ፌ	ፍ	ፎ
p	ፐ	ፑ	ፒ	ፓ	ፔ	ፕ	ፖ

Handout 6 - Language Arts: Decoding, Word Recognition, and Comprehension

	Ask the student to read the text below and circle the correct picture. Mark each word that the student correctly reads below.	
	Say: *Read the sentence and circle or point to the picture that describes the sentence.* If s/he cannot read the text below say, read it to them and say: *Circle or point to the picture that describes the sentence.*	
	Comments:	

The cat fell in the mud -   ድመቷ ጭቃ ውስጥ ወደቀች

Module 3: Back-to-School Campaign

One of the greatest challenges of the Ethiopian school system is student dropout. A back-to-school campaign encourages parents and guardians to enroll children in school at the right time and re-enroll those who have dropped out. At-risk children like refugee and internally displaced children, children with special needs, street children, and pastoralist children may need special encouragement to re-enroll in school.

What is a Back-to-School Campaign?

While the Early Warning System module focuses on dropout prevention, this module should be used by your school to enroll students at grade level *and* to bring back students who have already dropped out of school. Launching and carrying out a back-to-school campaign is a key factor in successfully enrolling and re-enrolling students.

> A back-to-school campaign is managed and coordinated by:
>
> - Woreda Education Offices (WEO)
> - Kebele Education and Training Boards (KETB)
> - School leadership
> - PTSAs
> - Kebele Administration
> - Teachers
> - Students
> - Clan and religious leaders
> - School clubs

How Can I Implement a Back-to-School Campaign?

There are **three actions** involved in implementing the back-to-school campaign in your school:
Mobilize the community
Conduct a community mapping
Follow up with students and celebrate!

1. Mobilize the Community

Action 1a: Select Your Team

Every year, rural and urban Kebele Administrations form campaign teams to encourage parents and guardians to enroll children in school. Work with your Kebele Administration to conduct the campaign. Your campaign team can include: teachers, students, PTSA representatives, parents, community representatives, role model families, clan and religious leaders and other community members.

The back-to-school campaign team will ultimately be responsible for alerting parents and guardians of the importance of enrolling their children in school. Each school should assign a back-to-school champion (campaign leader) who will lead the team and ensure the campaign meets its objectives.

Action 1b: Launch Your Campaign

Mobilizing the community for your back-to-school campaign is important. The goal of the campaign is to prepare communities to send children to school. The back-to-school campaign team should set the launch date and deadline for the campaign that will call on parents, communities, and tradition and opinion leaders to bring their children back to school.

Call for community meetings where influential persons and other role models, school directors, and teachers can host a campaign kickoff and community meetings throughout the campaign to share the objectives of the campaign, a target number of students to be enrolled, and ask for volunteers to help enroll and re-enroll all children in schools.

Build on existing opportunities including public meetings, Ider (a social institution based on volunteerism), religious gatherings in churches and mosques that are already occurring as a venue to share the message that parents, and communities should send children to school. Gain their pledge of commitment to spread the campaign message widely and discuss the roles they can play in promoting children's education.

Action 1c: Utilize Local / Regional Media

Utilize the local and regional media to mobilize communities, clan and religious leaders to bring and keep their children in school. A strong local media campaign will consist of posters, banners, flyers, radio and television messages, and print and electronic media designed by the back-to-school campaign team to spread your message widely and colorfully. The local and regional media can disseminate student and teacher-generated content that showcases the benefits of schooling, student success stories, and testimonies of parent satisfaction. The media products should be posted publicly and broadcast in both the school and community.

Post announcements about the registration days in all the main village centers and main venues where people meet and cross for various purposes. Also post announcements in your school noticeboard for parents to read and take note of the registration period.

Action 1 Recap: Roles and Responsibilities

Campaign Leader
Set the launch date
Line up community meetings and host a kickoff meeting

Campaign Team
Develop your messages to target parents and the community
Design community content
Gather community pledges to education

2. Conduct a Community Mapping

Action 2a: Identify Households with Non-enrolled Students

Community mapping is used at the kebele level to locate households with non-enrolled students or students at risk of not re-enrolling. Community mapping can help identify out of school students who would enroll in school if encouraged to do so. It helps you identify the target households of your back-to-school campaign interventions. The process allows community members to identify issues and potential strategies to undertake to reach all children (including street and pastoral children) using different contextual techniques and approaches. The maps provide a visual record that you can refer to as you monitor the progress of your campaign.[4]

Your back-to-school champion/campaign leader or a teacher will sensitize the kebele leaders and call volunteers of the kebele (including your back-to-school campaign team) to a specific place or central location. Welcome participants and explain that they will be participating in a community mapping activity designed to identify out-of-school students.

Divide participants into small groups and designate a section of the kebele for each group. Distribute a list of names of out-of-school children to each group. Ask each small group to use pen and paper to:

Draw the group's designated area starting with a central feature (e.g., road, river, village, neighborhood, or another boundary)

Quick Tips
❖ Make sure that you have both men and women in the campaign team
❖ Spread your message through existing opportunities
❖ Partner with the local media to share role models' experiences and aspirations for their children's education

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[4] Adapted from: Office of Overseas Programming and Training Support (OPATS). 2005. PACA: Using Participatory Analysis for Community Action. No. M0086. Washington D.C.: Peace Corps

Add features to the map that they believe is important (e.g., school)
Add individual households to the area, carefully marking those households with out-of-school students.

Action 2b: Make Household Visits

Assign role models: Families who send all their children to school should be assigned to be part of your team of volunteers. Ask them to speak with household members and share their strategies for sending all their children to school.

Visit each household: Reach out to families with out-of-school students by visiting the home as a team. Respect parents/guardians and offer warm greetings, then discuss student needs, and issues that have affected enrollment, and encourage them to send children to school. Remind the households of the registration days. The team can make notes about the visit on their community map.

After the household visits are made, bring back the campaign volunteers to meet again to review progress. Ask the participants to form the same small groups and discuss their community maps in light of what they learned during the household visits. Encourage participants to ask each other questions and look for similarities and differences in the maps and the parents'/guardians' needs, wants, and concerns that were shared during the household visits.

Some examples of questions for discussion are:
What patterns have you identified in these places?
What do you think would make students more likely to enroll? Why?
What are the possible reasons why parents are not enrolling their children in school?
What were the suggestions or remarks from parent/guardians about enrolling their children in school?

To wrap up, reflect as a whole group: Bring everyone back together in one large group. Post the maps where everyone can see them and have a reporter for each group describe what they learned about each area.

As a community, what did we learn from this exercise?
How might we use this information both for our campaign and for retention measures throughout the school year?

What are some possible next steps to help make sure that parents enroll their children in school, and the children attend regularly? For example, the Early Warning System is one way that the school can help keep children in school.

Action 2   Recap: Roles and Responsibilities
Campaign Leader
Bring volunteers, community, kebele and sub-kebele leaders together for the community mapping exercise
Explain objectives of the activity, break large groups into small groups, lead debriefing activity after groups have completed their maps
Oversee and follow-up on the school's readiness to enroll and register new and back-to-school students within the scheduled time

Campaign Team
Participate in subgroups and go house-to-house, door-to-door, areas where street children gather, IDP sites, and refugee camps and pastoral communities to visit households and out of school children themselves.
Identify patterns during mapping and brainstorm enrollment barriers and strategies.

3. Report Out
Action 3a: Report on Results
Report on the enrollment status of each child by name and address and include parent or student testimonies of the campaign. Celebrate families who enrolled their children in school! Call to thank them or send a note.

Organize an after-campaign meeting and prepare schools for new and re-enrolling students and registration during the scheduled time period before the school opens.

Action 3   Recap: Roles and Responsibilities
Campaign leader
Organize meetings of all campaign participants and lead the discussion on the success, achievements, challenges, and the way forward.
Lead report writing. Track the accomplishments and challenges of the campaign in your report. Include possible strategies and other recommendations to keep the new students in school in the report.
Campaign team
Thank families, parents and all collaborators for their roles in making the campaign a success.

Module 4:   Child Friendly School Environments

Child friendly schools ensure that **all students**, including vulnerable and at-risk children, are physically safe and emotionally secure. It is important for schools to be protective environments for students and teachers. This is also true for schools serving internally displaced children and refugees.

Child friendly schools can lead to:

Improved learning outcomes;
Improved attendance, particularly for female students;
Students who want to learn;
Teachers who want to work.

> How can teachers create child friendly classrooms?
>
> - Develop positive relationships with their students;
> - Engage girls and boys equally in their studies;
> - Use active teaching strategies;
> - Create teaching aids using locally available resources;
> - Use continuous assessment.

What is in this module?

This module has two parts.

In the first part, we introduce a checklist for your PTSA and SIP committee to assess how child friendly your school is during a school improvement plan meeting or another school meeting.

The checklist has five categories for self-assessment:
Inclusive education
Effective and Relevant Learning
Healthy, Safe and Protective Environments
Gender Responsiveness
Engaging Students, Families, Communities, and Clubs

You might find that you would like to add categories or items that are important to your school, community, parents and children for your own self-assessment.

In the second part of the module, we describe specific activities for schools that host IDP students and refugees to carry out. These activities are designed to help IDP students and refugees feel welcome and comfortable and catch up academically due to missed school days.

Part 1: Assess Your School Using the Child Friendly School Environment Checklist
Your PTSA and SIP committee should work together to assess your school using the Child Friendly School Environment Checklist and use the results develop an action plan.

Schedule a SIP committee meeting to assess your school using the checklist.
At the SIP committee meeting, break into five small groups for each category (inclusive education, etc.) to discuss each item in the category. For each item, tick **"Yes"** if your school demonstrates that characteristic of a child friendly school or tick **"No"** if your school does not demonstrate that characteristic of a child friendly school well. Tick **"N/A"** if that item does not apply to your school.
After each small group has completed their discussion and ticked all the boxes in their category, bring everyone back into the large group to discuss findings from each team. Develop an action plan for the school year to work on one or two categories of the checklist that need improvement at your school. Include milestones in the action plan.
PTSAs should review the work of the SIP committee every quarter to check on progress and milestones for the action plan.
At the end of the school year, report your progress to the PTSA and your school leadership.
In subsequent years, conduct the self-assessment to track improvement and choose other categories of the checklist to be the focus of a new action plan. Involve new members in the SIP committee.

Checklist for Child Friendly School Environment

Characteristics of a Child Friendly School Environment			
	Yes	**No**	**N/A**
Section 1: Inclusive Education			
Accommodations made for special needs students			
Study buddies assigned for struggling students			
Learning activities do not exclude students based on knowledge levels, ethnicity, religion, gender, etc.			
Child-centered pedagogy that builds on individual student learning styles			
Section 2: Effective and Relevant Learning			
Adequate learning resources (e.g., student textbooks)			
Mother tongue language of instruction in the early grades			
Teachers use continuous assessment to measure student mastery and progress			
Section 3: Healthy, Safe and Protective Environment			

Age appropriate furniture			
School compound and classrooms are clean and orderly			
Non-abusive discipline and management strategies (no corporal punishment, no chastising a student in front of other students or teachers, no screaming)			
Clean water			
Security fences or barrier			
Focuses on the whole child, including the non-educational needs of students, such as health and nutrition			
Teachers' attitude is warm, kind, encouraging, and welcoming to students			
Non-abusive discipline and management strategies (no corporal punishment, no chastising a student in front of other students or teachers, no screaming)			
Respects the rights of students			
Does not allow bullying/intimidation			
Code of Conduct is posted so all can see and is enforced			
Section 4: Gender Responsiveness			
Separate clean, latrines for girls and boys and with access to water			
Girls and boys are called on equally to answer higher-order thinking and problem-solving questions			
Girls and boys lead activities equally			
The school playground is used by both boys and girls			
No sexual harassment			
Section 5: Engaging Students, Families, Communities and Clubs			
School provides information to parents/guardians on their children's performance			
Parents/guardians visit school and are involved in special ways			
School welcomes and encourages effective school-parent communication and opportunities for parents and teachers to voice their concerns			
PTSA is active.			
Gender Club/Girls Club is active.			

Part Two: Creating Child Friendly School Environments for IDP and Refugee Students

Ethiopia has some of the highest numbers of refugees and internally displaced persons (IDPs) in the world. Creating inclusive and welcoming settings for learning is critical to keeping refugee and IDP children in school and learning. According to UNHCR[5] many refugees and IDP children are not accessing education.

- Only 1 in every 2 primary-school-aged refugees accesses primary education
- Only 1 in every 4 secondary-school-aged refugees accesses secondary education
- Only 1 in every 100 refugees accesses higher education or skills-based education

We know that going to school can provide stability and normalcy for internally displaced and refugee children. School can be a source of positive psychosocial and social emotional support. Schooling can also help reduce children's exposure to threats, including sexual exploitation, physical attack and other harassment. Access to education is an important element of a refugee or IDP student's integration into the local community or their return home. The school can potentially pave the way for integration for not only the student but also their family members.

One very concrete thing you can do is to create a safe space within the school that welcomes all children – refugee, IDP, disabled and street children! Below are steps for teachers and the PTSA to take to ensure that your school is a child friendly space for IDP and refugee students.

Make sure that refugee, IDP, pastoralist, and street children attend school in the earliest stages of an emergency. Offer children access to education programs as soon as they arrive in your community.

Arrange Catch Up or Bridging Classes
Refugee students may have had a gap in their studies, suffered trauma and separation from families, or have knowledge gaps due to differences in national curricula. Schools can arrange bridging or remedial courses to help students catch up and succeed in their new school. Schools can also provide after-school or enrichment programs.

Offer Recreational Activities
Recreational activities like games, singing, cultural play, sport, art, drama and similar activities can help counter trauma and distress children may have experienced.

Provide Social Emotional Learning Activities

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[5] UNHCR. (2017). UNHCR report highlights education crisis for refugee children. Retrieved from http://www.unhcr.org/news/press/2017/9/59b6a3ec4/unhcr-report-highlights-education-crisis-refugee-children.html

Include social emotional learning activities into classrooms or IDP learning centers. More resources for this can be found in Module 6.

Module 5:   Positive Discipline and School Code of Conduct

The psychological and physical environments of schools influence how and what students learn. Safe, respectful, and violence-free schools and classrooms build positive environments for children to learn and better realize their potential.

The use of corporal punishment, bullying, and emotional abuse such as harassment or humiliation negatively affect students. Unsafe, disrespectful school and classroom environments and corporal punishment in classrooms lead to student absenteeism and dropout, aggressive behavior, and academic problems.[6] Children might have difficulty building trusting relationships with teachers and others in their lives.

In schools with **positive learning environments**, students are more motivated, attend school more regularly, and are less likely to drop out. In these schools:

Everyone feels safe enough to be creative and explore ideas.	Everyone has the opportunity to realize their potential.	Girls and boys are valued equally.
The school encourages everyone to become active participants.	Everyone's views and ideas matter to the school.	The school compound is safe.

What are the Objectives of This Module?

In this module, we introduce two changes[7] that schools can use to make their schools positive learning environments and actions that schools can use when they introduce these changes. The two changes are:
1. Introducing Positive Discipline
2. Applying the School's Code of Conduct

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[6] UNICEF. (2015). Corporal Punishment in Schools: Longitudinal Evidence from Ethiopia, India, Peru, and Vietnam. *Young Lives Study.* Retrieved from: https://www.younglives.org.uk/sites/www.younglives.org.uk/files/Corporal%20Punishment%20in%20Schools.pdf
[7] The activities presented in this module are adapted from The Good School Toolkit (2011) by Dipak Naker. The toolkit can be found on the following website: http://raisingvoices.org/good-school/download-good-school-toolkit/.

These two things help transform schools! We want to help increase student confidence and academic success and make schools safe, respectful and violence-free.

What Resources Will We Need?

The only thing needed is your commitment and desire to create a school environment that motivates children to attend regularly and learn well. No special resources or budget is needed.

Who Will Do the Work?

School leaders - Creating a positive learning environment and applying the school's code of conduct well requires valued and trusted administrative leadership. The goal is to inspire everyone with a vision for the future and pride in what you will accomplish.

Change is challenging, no matter how positive. The first step is to carry out small, preliminary activities that spark people's interest and give you a sense of their perspectives. The goal is to launch the project with an inclusive culture and with the tools to measure and celebrate change.

Activities can be implemented by school staff, the leadership, the PTSA, the community, and students. Using the PTSA or a school level teacher meeting or committee are the perfect places to introduce the changes.

> **What Does Good Leadership Look Like?**
>
> - Accountable and transparent.
> - Open communication with teachers, students, parents, and other community members.
> - Everyone understands what is expected from them and what they can expect from their school.
> - A good administration monitors progress and celebrates achievements.

1. Positive Discipline

What is Positive Discipline?

In this step you will establish the school culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal of positive discipline is to help students understand their own behavior, to be responsible for their choices, and to respect themselves and others. There are no bad students, just good and bad behaviors. Positive discipline is different from punishment because punishment is used to control a student's behavior, while positive discipline helps to develop student's behaviors. Positive behavior is not just about correcting misbehavior; it is also about encouraging and modeling good behavior.

Benefits to Positive Discipline

Students will show more respect for the teacher

Fewer suspension and expulsions

Students will be focused and engaged

Students see rules as fair

Fewer disciplinary measures will be needed

Improved attendance
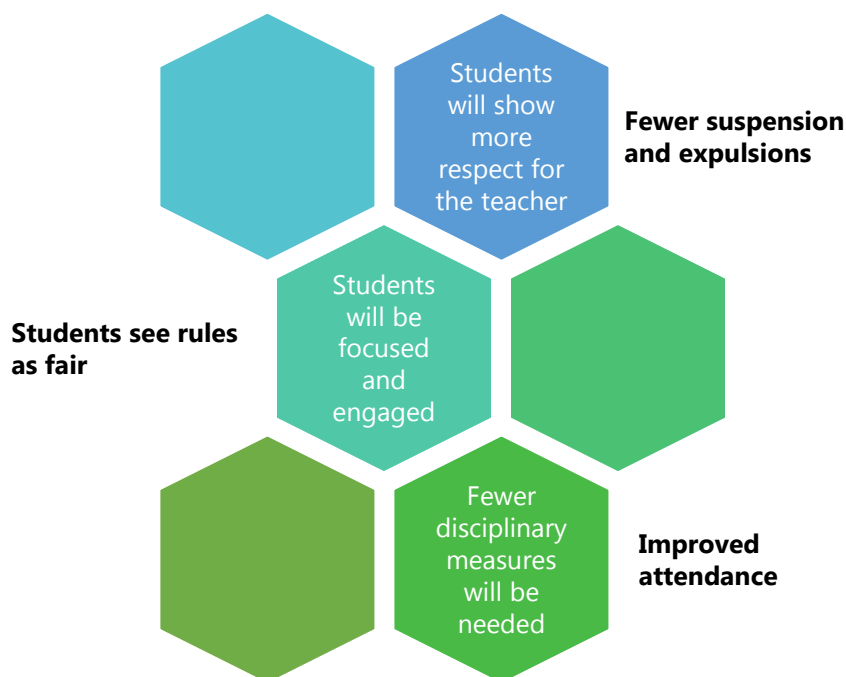
How Can Teachers Introduce Positive Discipline into Their Classrooms?

Most Ethiopian schools have homeroom teachers. Positive discipline can start at the beginning of the school year with the homeroom teacher. [8] Homeroom teachers are the first person to greet students every day and play a special leadership role in the classroom. Homeroom teachers set the tone for the school day. The subject teachers play an important role throughout the rest of the school day.

Action 1a: Incorporate Positive Discipline Techniques

There are many techniques that all teachers can use to reinforce good behavior with positive discipline, including:
Setting classroom rules at the start of the year
Having consistent expectations
Setting goals at the beginning of each class
Reinforcing appropriate and good behavior
Remaining neutral during conflicts
Searching for the root cause of the misbehavior
Creating individual plans for students

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[8] Save the Children Ethiopia. (2011). *Corporal Punishment of Children in Ethiopia.* Retrieved from https://resourcecentre.savethechildren.net/sites/default/files/documents/6743.pdf

Using praise to acknowledge student's good behavior
Modeling appropriate behaviors and teaching by example
Providing students with different choices
Listening to students

It is important that both the student and teacher understand what the problem behavior is and the expected consequence for the misbehavior. Positive discipline is most successful when an appropriate consequence is consistently applied every time the misbehavior occurs. Finally, by enforcing classroom rules and expectations in a calm manner (not aggressive) students will learn by the teacher's example.

Action 1b: Set Classroom Rules

Teachers should make a list of classroom rules together with their students at the beginning of each new school year. When students help to make the rules, they will have a better understanding of what they are expected to do in class. Below, we describe the process of creating and establishing classroom rules.

Teachers should try to establish classroom rules within the first week of school. In your classroom you should pick 8-10 rules that are most important. Ask each student to make up a rule and then have them share it with the class. Make sure to discuss why it is important to follow the rules, and how it benefits the students!

After teachers and students have created a list of potential classroom rules, have students vote on which rules are most important. Select the top 8-10 rules and make sure to explain the reason each rule is important and why students should follow the rules.

Once you have created classroom rules, make sure to display the rules for the students to see throughout the school day. This can be done by writing them on a blackboard in class or writing them out on a large piece of paper and hanging them on the wall. Displaying the rules will help students and teachers be mindful of what is expected behavior in the classroom.

Examples of Classroom Rules

- Raising hands before speaking
- Always being on time to class
- Speaking kindly to classmates and teachers
- Always coming to class prepared
- Saying please and thank you
- Listening quietly when others are speaking

Action 1c: Enforce Consequences

When students break the rules, teachers should try to discipline students in a way that will support their well-being and the well-being of the other students. There are four basic principles for setting consequences.

Consequences Should Be:	Relevant to misbehavior
	Proportional to the offense
	Focused on correcting the behavior not humiliating the student
	Aimed at rehabilitation (learning from mistakes) not retribution

2. Code of Conduct

Most Ethiopian schools have a Code of Conduct. A Code of Conduct is a statement of principles, rules, and values that establishes a set of expectations and standards for how your school community should behave. The Code of Conduct provides standards for ethical behavior and values. It sets out the consequences for violations based on the agreed rules and regulations that all teachers and school faculty should adhere to.

How Can We Uphold the Code of Conduct at Our School?

Action 2a: Establish Clear Penalties

First, it is important that you and your staff understand the difference between a penalty and a violation. A penalty is a formally agreed upon action that will occur if a teacher or staff member violates any of the rules in the code of conduct. A violation refers to the action of a misconduct of teachers or staff members that occurs and puts students or others at risk. It is important that you and the school administration establish clear penalties that will be put in place when violations of the Code of Conduct occur. This will help establish clear procedures that help keep your school and students safe.

Violations Could Include:

Physical abuse
Sexual abuse
Humiliating language
Frightening learners
Teacher absenteeism (coming late or leaving early)
Treating children unequally
Corruption or extortion

Action 2b: Support and Promote the Code of Conduct at the School and Community Level

It is important to obtain support for the Code of Conduct from your community and for school staff to determine what type of behavior is acceptable within your school. As a best practice, all of the teachers and staff members at your school should receive copies of the Code of Conduct and formally sign a letter to the school administration stating that they have read the Code of Conduct and understand that they must uphold it at all times. You can find an example of a formal letter below.

To promote following the Code of Conduct, recognize positive behaviors among school staff at staff meetings. Positive recognition will help create a culture of positive conduct.

RECEIPT OF SCHOOL CODE OF CONDUCT

I acknowledge that I have received a copy of the Code of Conduct, outlining the responsibilities of an employee and the responsibilities of the school. I agree that I have read it thoroughly. I agree to comply with the guidelines, policies and procedures of the Code of Conduct.

I agree that if there is any policy or provision in the code that I do not understand, I will seek clarification from the School Director.

Please sign, date and return this receipt to School Director.

Employee's Name Printed: _____

_____/_____
             Employee's Signature   Date

Module 6:   Social Emotional Learning

Social Emotional Learning (SEL) is the process through which children and adults gain and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions. It builds the interpersonal, emotional, and cognitive skills of individuals to help them succeed in life. In some countries it is taught in schools as a subject, like life-skills, that teaches the student skills they will need to learn core subjects, to interact with others, and to achieve what they set out to do.

SEL can be integrated into your school community through a whole school approach, by including SEL language and activities during staff meetings, student gatherings, and most importantly, in individual classrooms.

Why is it Important to Support Social Emotional Learning in My School?

SEL helps students develop a common language to communicate about the daily issues they face, both inside and outside the classroom. SEL has been shown to mitigate the effects of adversity by providing children who experience poverty, displacement, or violence with the tools to focus, control their emotional response, interact with others, and cope with stress and challenges. SEL can help improve your students' academic performance in the classroom.

SEL practices can also improve your teachers' psychological health and wellbeing. By improving the behavior and wellbeing of their students, teachers often report feeling happier, more organized and responsive, and more capable of managing stress.

There are **five SEL competencies** or domains. The five SEL domains used in education, as outlined by CASEL[9], are:
Self-awareness
Self-management
Social awareness
Relationship skills
Responsible decision-making

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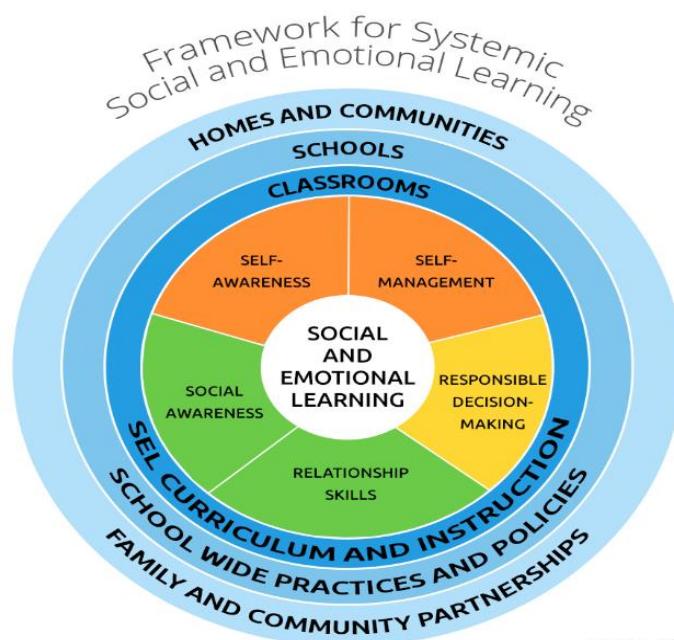
[9] CASEL. (2018). Core SEL Competencies. Retrieved from https://casel.org/core-competencies/

We will explore the ways that teachers can incorporate the five SEL domains in classrooms and lesson plans below, as well as the positive effects each domain has on the students.

The SEL skills discussed in this guide are intended to:

Build the mental capabilities of learners so they can have better outcomes in school and professionally
Expand the emotional understanding and capacity of learners so they build self-awareness
Improve learners' interpersonal skills so they can build strong positive relationships in classrooms and avoid negative interactions in schools
Increase resilience and goal-setting behavior so students can persevere through hardship toward a positive outcome
SEL Domain 1: Self-Awareness

Self-awareness is the ability to accurately recognize our own feelings and thoughts and understand how these may influence our behaviors.
Through self-awareness, students will be able to:
Correctly label their own emotions
Recognize that emotions are temporary and can and will change
Recognize that emotions can affect their behavior
Recognize that behavior can affect emotions
Recognize that emotions have physical effects

What can teachers do in their classrooms to help teach students self-awareness?

Provide age-appropriate vocabulary words to help students talk about feelings and emotions (e.g. happy, sad, hurt, mad).

Have students create a drawing of a self-portrait to depict feelings/emotions.

Discuss physical and emotional cues that indicate feelings/emotions.

Ask students to brainstorm things they can do to improve their mood.

Listen deeply to what students say and reflect what you heard about their feelings.

SEL Domain 2:   Self-Management

Self- management is the ability to control our own emotions, thoughts, and behaviors.

Through self-management, students will be able to:
Monitor and control emotions effectively
Use awareness of emotions to help guide their decision-making
Motivate themselves, both in and out of the classroom
Cope well with stress and anxiety
Exercise self-control
Express emotions appropriately

What can teachers do in their classrooms to teach students self-management?

Ask students to brainstorm ways to motivate themselves.

Some examples:

"With more practice, I'll get it."

"Everyone makes mistakes. I'll do better next time."

Some examples:

Put our feelings into words, draw a picture, show our feelings through dance, and more.

Lead discussions about positive ways we can express our feelings.

Help students relax and reduce stress and anger.

Some examples:

"Belly breathing" - Long, deep breaths help people relax.

If a child is angry, ask him/her to count to 10 before s/he speaks.

SEL Domain 3: Social Awareness

Social Awareness is the ability to use our own individual perspectives to empathize with others.

Through social awareness, students will be able to:
Put themselves in other persons' shoes
See the other person's point of view
Understand other person's thoughts and feeling and why they might feel that way

What can teachers do in their classrooms to teach students about social awareness?

Show a picture and/or have students make facial expressions and identify how others feel.

Discuss books and ask students questions about how different characters think, feel. Have students identify which words in the story helped them identify these feelings and emotions.

Ask questions about how students feel. Here are some examples: "How do you feel when you make a new friend?" or "How did you feel when you came to school today?"

SEL Domain 4:   Relationship Skills

Strengthening relationship skills allows us to establish and maintain healthy and rewarding relationships. These relationships can be with our family, friends, peers, or even strangers.

By building relationship skills, students will be able to:
Form meaningful connections with others
Share their thoughts and feelings
Express appreciation
Give and receive advice and help
Learn how to work in teams and groups

Contribute to group goals
Recognize and respect other people's boundaries
Take turns, share, and show fairness
Show forgiveness to others

Teachers can use the following techniques in ongoing teaching practices:	Give students praise when they show respect for boundaries	Some examples: "Thank you for waiting so well while I was talking to another student", "Thank you for raising your hand before speaking".
	Support students as needed when they resolve a conflict	
	Give students positive feedback for giving and receiving help well	
	Give students opportunities to work in small groups	

SEL Domain 5:   Responsible Decision-Making

Responsible decision-making is an important part of being able to think about consequences, and how our actions and decisions affect both ourselves and others around us.

Through decision-making, students will be able to:
Recognize and understand the importance of ethical behavior
Identify and develop one's own values to promote honesty, reliability and accountability
Share belief of treating others as you would want to be treated

What can teachers do in their classrooms to help teach students self-awareness?

Define responsibility and related terms (safe, values, honesty, ethical)
Support students through the steps for making a good decision whenever they face a choice
Lead by example and practice good decision-making

What can School Directors and Cluster Supervisors can do in supporting teachers to promote SEL in schools?

Monitor teachers in the classroom on developing students' self-awareness, self-management, social awareness, relationship skills and responsible decision-making capacities.

Encourage teachers to develop their teaching and mentoring abilities towards achieving the goals of SEL.

Establish performance goals and objectives for the school and for teachers and keeping records.

Closely work with parents and community leaders on students' progress on their self-awareness and related knowledge and skills.

Game Bank

The following three games were developed by the International Rescue Committee to boost SEL skills in young children.[10] We recommend teachers use these three games to promote SEL skills and the integration of refugee and IDP children into their classrooms.

Game 1:   Me to You

Goal: Students will build friendships in the classroom and learn each other's names.
Time: 30 minutes
Space: Space for everyone to stand in one big circle
Arrangement: Have children stand in one big circle. The teacher should join the circle.
Adaptation: If it is not appropriate for children to touch each other, give the 'tagger' a long slip of paper to tag children with.

How to Play:

Have one volunteer stand inside the circle – he or she is the 'tagger'.
Choose a child (for example, Fatuma) from the circle to start the game. She will say "Fatuma- to-Samuel", while pointing to another child (in this example, Kebede).
The person whose name was second (in this example, Kebede) will continue the game by saying "Samuel-to-Hiwot", while pointing to another child (in this example, Hiwot).
While this continues, the tagger must stand alert and listen carefully. She or he has to tag someone in the circle after the first name is said and before the second name is said. For example, when Fatuma says "Fatuma-to-Samuel", the tagger must tag someone after she says "Fatuma" and before she says "Kebede".
Children in the circle cannot move out of the circle, and if they do, they become the tagger.
Explain that they should say their name and another friend's name as quickly as possible so that the tagger has little time to tag someone.
If the tagger tags someone before they can say the second name, the person tagged comes into the middle of the circle and becomes the tagger.
The old tagger takes the new tagger's place and restarts the game.
Share the message of the game – "This was a fun game to help you all learn each other's names and become friends!"

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[10] International Rescue Committee. (2016). SEL Games Bank. Retrieved from https://shls.rescue.org/shlstoolkit/social-emotional-learning/

Game 2:   The Wind Blows...

Goal: Game to foster a bond of friendship in the classroom.
Time: 30 minutes
Space: Space for everyone to stand in one big circle
Preparation: Prepare a list of traits for the game
Arrangement: Have children stand in one big circle. The teacher should stand in the center of the circle.

How to Play:

Ask one child from the circle join you in the middle.
Ask all the other children to close-in and fill the gap left by the child who went to the middle of the circle.
Begin the game by saying "The wind blows for everyone who..." and add something that is true about the child in the middle "...is wearing socks!" or "...has black hair!"
Everyone who shares that trait or quality must walk (not run) to change their places in the circle. The child in the middle must also move quickly to take up an open space before it fills up.
There should be one child left who will join you in the middle.
The game continues in the same manner, with children moving from their space if they share the characteristic called out by you.
If you say – "Jumble!" then everyone must walk (not run) and change their places.
 Share the message of the game – "In this   fun game, we learned new things about each other. Also, playing games together is a great way to make friends!"

Game 3:   Say Something Nice

Goal: Work together to keep the ball from falling and to say something nice about someone.

Time: 30 minutes (flexible)
Space: Space for children to stand in one big circle
Resources: A soft ball
Preparation: No preparation required
Arrangement: Have children stand in one big circle.

How to Play:

Explain to the children that the entire class needs to work as a team to keep the ball from falling on the ground.
Pass the ball to a child in the group, who will then throw it to someone else.
When someone drops the ball, they have to say something nice about the person who threw the ball to them. Then the person who threw the ball will say something nice to the person who dropped the ball. For example, "You are really helpful!" Then both children will sit down.
Pass the ball to a child in the group, who will then throw it to someone else.
Explain to the children that the entire class needs to work as a team to keep the ball from falling on the ground.
When someone drops the ball, they have to say something nice about the person who threw the ball to them. Then the person who threw the ball will say something nice to the person who dropped the ball. For example, "You are really helpful!" Then both children will sit down.

Module 7:   Inclusive Education

This module focuses on including children with disabilities in education. When we talk about children with disabilities, we mean those with physical, sensory and intellectual impairments. The changes we need to make to education to include these students are often the same, or very similar to, the changes schools should make to ensure that **all students** receive a better-quality education.[11]

We can also think about learners with behavioral and emotional difficulties and those experiencing the effects of stress caused by emergency or displacement, those experiencing temporary or ongoing learning difficulties, and those affected by mental illness. They may not always be considered "learners with disabilities" but they face the same challenges.

Inclusive Education

Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen.

Inclusive education ensures the presence, participation and achievement of all students in schooling. Schools restructure their culture, policies and practices so that they can respond to the diversity of students in their communities.

Principles of Inclusive Education

- ❖ Education is a fundamental human right for all children.
- ❖ Inclusive education is also a child's right. It is not a privilege to be included.
- ❖ Inclusive education means placing children with and without disabilities together.
- ❖ Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences.
- ❖ Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present.
- ❖ It's about building friendships, membership and having opportunities just like everyone else.
- ❖ Inclusion is about providing the help children need to learn and participate in meaningful ways.

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[11] Save the Children UK (2008). Making schools inclusive: How change can happen. Save the Children's experience. Retrieved from http://www.eenet.org.uk/resources/docs/Making%20schools%20inclusive%20SCUK.pdf

This module presents two key action steps for making your school more inclusive:

1. Kickoff inclusivity in your school
2. Screen and refer students for additional support

Action 1:   Kickoff Inclusivity in Your School

Gather school staff together to kickoff inclusivity efforts in your school. The gathering should be a discussion to introduce the inclusivity messaging outlined below so that all school staff are aware of the importance of inclusion and will champion the values in classrooms and in the community.

Action 1a: Provide an Overview of Types of Disabilities

Deafness and acquired hearing loss; low vision or blindness and visual impairment

Autism spectrum disorders (a condition related to brain development that impacts how a person perceives and socializes with others)

Chronic health disorders/ hidden disabilities, such as epilepsy, diabetes, chronic fatigue syndrome, asthma

Types of Disabilities

Learning disabilities and learning difficulties

Mobility disabilities

Mental health issues that include depression or anxiety

Action 1b: Focus on Inclusion

Rather than exclusion, segregation, or integration, we want your school to focus on inclusion. For a long time, children with disabilities were excluded from education (exclusion), educated in separate classes or in separate schools (segregation), or brought into schools catering to the needs of mainstream students (integration). People got used to the idea that special education meant separate education, but we now know that when all children are educated together, and schools recognize that all students learn differently regardless of ability, positive academic and social outcomes occur for the whole school.[12] Everyone in your school will benefit from inclusive education! Inclusive education will help all students be more successful in social interactions and have greater success in life.
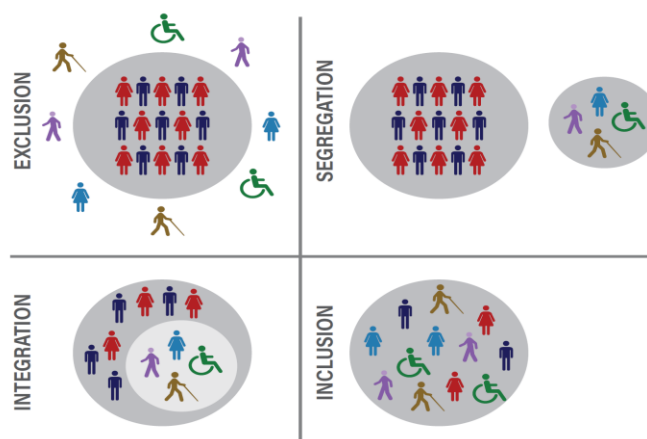
Characteristics of Inclusive Education
Acknowledges that all children can learn
Acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV status, and more.
Enables education structures, systems and methodologies to meet the needs of all children
Part of a wider strategy to promote an inclusive society
Dynamic process that is constantly changing
Essential to achieving quality education for all
No child is excluded based on type or degree of disability
Students with and without disabilities receive education to address their individual needs
Every student is accepted and regarded as a full and valued member of the class and the school community

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[12] Hayes, A., Turnbull, A., & Moran, N. (2018). Universal Design for Learning to Help All Children Read: Promoting Literacy for Learners with Disabilities. First Edition. USAID.

Bullying is an important topic because it affects all students in a classroom. A higher proportion of students with disabilities face bullying. Explain how teachers can focus on creating a safe space for their students in the classroom. Enforce that your school will have a zero-tolerance policy for bullying of any student by other students or by teachers.

Inclusive education makes possible the presence, participation and achievement of all students in schooling. It often involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their schools.

In your meeting, ask school personnel to brainstorm ways that your school can be made more inclusive for all students with and without disability. Challenge school personnel to pledge their commitment to making school inclusive.

Quick Tips
❖ Students (regardless of ability) learn in different ways
❖ Teachers need to create different opportunities for children to learn
❖ Students express what they are learning in different ways

Action1 Recap: Roles and Responsibilities

School Director and School Management Bodies

Set the schoolwide tone for acceptance of diversity
Work collaboratively with PTSAs, teachers, families and students to promote an inclusive environment for learning
School Directors that have a strong knowledge of teaching methodology can help teachers provide the best instruction to support students with disabilities
Give priority access, enrollment and re-enrollment to students with disabilities
Keep an open and creative mind to understand the learning challenges of students at their school
For instance, you may not know that a student has epilepsy or a chronic pain disorder unless she/he or parents or guardians choose to disclose it, or an incident arises. These "hidden" disorders can be hard for students and parents to disclose because many people assume, they are healthy
Provide priority support in the form of learning materials for students with disabilities
Call meetings with school personnel and outline inclusivity principles and develop a successful team approach to promote inclusion education

Teachers

Attend school personnel meeting
Participate in discussion, ask questions, and take learnings back to the classroom

Action 2:   Screen Students to Target Additional Support

Inclusive education means that schools can accommodate all students. Inclusive education centers around the idea that schools can adapt to accommodate the fact that students learn differently, regardless of ability. This means that teachers can adopt strategies that help students learn, regardless of their ability or learning differences.

Action 2a: Intervene Early

Start working with students as soon as you notice they are facing challenges to intervene as early as possible. Closely work with parents and guardians so they understand that they are not alone. Starts with vision and hearing screening for all

Conduct Hearing and Vision Screenings

- All children, starting as young as possible, should receive routine vision and hearing screenings to identify vision and hearing challenges for corrective action.
- Ruling out vision and hearing challenges is an important first step for all students for better learning.
- Screenings can be done by teachers or health care providers with minimal training within the school setting, using a few simple tools and accurate assumptions.
- The screening assessment is to identify students who would benefit from a more comprehension vision or hearing examination by a medical professional for latter classroom or academic support.
- Teachers can also be trained on classroom and environmental accommodations that can be provided to students with low vision or who are hard of hearing.
- Once vision and hearing screenings are conducted, families need be informed about results, especially if there is a need for referral for additional examination and evaluation.
- It is recommended that teachers continue to monitor students' outcomes even after referral and conduct routine follow-up to assess if there has been a change in vision or hearing.
- Schools should communicate and closely work with the nearby health centers to obtain support for their student disability identification and long-term treatment to accelerate their learning outcomes.

children. Involve screening for children who demonstrate challenges learning to read and write.

Conduct a Comprehensive Evaluation
- After ruling out challenges being associated with vision or hearing challenges, it is important to monitor if students continue to have challenges with their learning activities.
- Students who need more intensive individualized instruction may benefit from having an individualized education plan (IEP) and a more comprehensive evaluation to assess their learning needs and types of academic support.
- No singular tool should be used to assess what type of a disability a student may have or their specific learning and recreational interventions.

Support Students with Multiple Disabilities
- Students who have more than one co-occurring disability are considered to have multiple disabilities. These students often require higher levels of services and supports to function within school and the community.
- Students with multiple disabilities are an extremely heterogeneous group as the combination of disabilities can vary significantly.
- *For example, many students who are* visually impaired *have additional disabilities (such as hearing challenges, learning disabilities or intellectual disability) that are often not recognized or identified.*

Improve Learning Outcomes
- Keep the school environment – child-friendly and conducive learning site for disabilities and avoid all the learning obstacles inside and outside schools
- Work toward effective teaching techniques that help students with disabilities
- Children with disabilities and special needs (hearing and visually impaired, mentally handicapped, specific learning difficulties, etc.) must also be catered for within the context of formal education and special support must be provided

Action 2b: Adopt Classroom Quick Tools

The following Quick Tools (checklists) can be used by teachers in the classroom to identify students who may be at risk for hearing impairment, low vision, or reading delays/disabilities. The checklists also ask teachers to document classroom teaching strategies that cater to the needs of students.

Quick Tool

CHARACTERTICS OF STUDENTS WHO MAY BE AT-RISK FOR

HEARING IMPAIRMENT

SPEECH AND LANGUAGE SYMPTOMS	YES	NO	NOT SURE
Student show signs of delayed development of speech sound production or language including length of sentences and accurate use of grammar.			
Student has difficulty producing speech sounds that his or her peers produce without difficulty.			
PROBLEMS WITH SCHOOLWORK			
Student appears to hear fine in some situations but does not respond in other situations.			
Student shows a lack of attention or lack of interest in school work.			
Students shows difficulty following directions or instructions in the classroom.			
Student exhibits a lack of attention during listening activities.			
Student shows difficulties learning to read.			
Student gives incorrect answers to teacher's questions.			
GENERAL BEHAVIORS IN THE CLASSROOM			
Student appears to favor one ear over the other or student tilts head as if to favor one ear.			
Student uses a loud voice when speaking.			
Student appears to hear fine in some situations but does not respond in others.			
Student sometimes fails to respond when name is called.			
Student does not always respond to environmental sounds.			
Student frequently asks for information to be repeated.			
Student seems distracted or confused.			
Student often intently watches teachers face during conversation.			

Please describe the student's primary difficulties that you observe in the classroom.

_____

_____

Have you found any strategies that are working well to help these students in the classroom?

_____

_____

_____

Quick Tool

CHARACTERISTICS OF STUDENTS AT-RISK FOR LOW VISION

Possible Signs of Low Vision

APPEARANCE OF EYES		YES	NO	NOT SURE
1	Do the student's eyes water excessively?			
2	Are the student's eyes red or continually inflamed?			
3	Do the student's eyes seem full, wrinkled, or cloudy?			
4	Are the student's eyes swollen?			
5	Do the student's eyes look gray or white (one or both pupils)			
6	Do the student's eyes show a lack of alignment			
PROBLEMS WITH SCHOOLWORK				
4	Does the student complain that things far away are blurry?			
5	Does the student complain of blurry vision when reading?			
6	Does the student complain about having difficulty reading small print or discriminating between letters in print?			
7	Does the student complain of headaches when reading?			
8	Does the student complain that words seem to move around on the page when reading?			
9	Do the student's visual abilities in the classroom appear to be influenced by type of font, color contrasts, or lighting?			
BEHAVIOR AND MOVEMENT				
10	Does the student appear clumsy or trip over objects?			
11	Does the student show hand-eye coordination problems such as catching a ball?			
12	Does the student cover one eye while reading?			
13	Does the student tilt his or her head while reading?			
14	Does the student hold objects close to his or her eyes when looking at them?			

Please describe the student's most obvious signs or difficulties that you observe in the classroom.

_____
_____

Have you found any strategies that are working well to help these students in the classroom?

_____
_____

*Teachers may have access to an eye chart that uses the alphabet of their mother tongue. With appropriate instructions, this may serve as a useful screening tool for teachers, especially those in rural areas.

Quick Tool

CHARACTERISTICS OF STUDENTS WHO MAY BE AT-RISK FOR READING DELAYS/DISABILITIES

Checklist for identifying children at-risk for reading difficulties in Grades 1-3

	Compared to other children in the class, this student is *showing difficulty with*
	Print concepts such as sequences of letters make up a word
	Text is read from left to right
	The title of a book is on the cover
	Stories in books flow from one page to the next
	Some words share sounds (boy, toy) other do not (bat, hop)
	Phonemic awareness tasks that other children are learning efficiently
	Remembering names of letters
	Identifying some letters in his/her name
	Remembering how to pronounce words in print that are familiar
	Remembering how to decode words (sounding out)
	Forming letters and spacing words on a page when writing
	Reading words in isolation with appropriate accuracy and speed
	Spelling -- especially high-frequency words that should be mastered
	Slow and inaccurate oral reading fluency
This student is showing one of these patterns	
	Listening comprehension or spoken language expression are good compared to reading and spelling skills
	Listening comprehension as well as reading and writing are depressed
	Resistance to reading and writing, especially reading aloud

Checklist for identifying children at-risk for reading difficulties Grade 4-8

	Compared to other children in the class, this student is *showing difficulty with*
	Completing timed assignments that require reading and/or writing
	Reading fluency (accuracy, speed, prosody) when reading aloud
	Spelling familiar words and often misspelling the same word in different ways
	Difficulty with spelling especially longer, multisyllabic words
	Difficulty with writing conventions such as symbols used to indicate vowels in words, capitalizations, and punctuations
	Formulating spoken language clearly to convey thoughts
	Performing on (1) timed tests of word reading, (2) timed tests of word decoding, (3) tests of spelling, (4) tests of reading comprehension
	mathematical constructs that require rote memorization or recall of formulas
This student is showing one of these patterns:	
	Listening comprehension is a strength compared to reading and writing skills
	Listening comprehension as well as reading and writing are depressed
	Content of writing composition is much better than writing mechanics (i.e., spelling, punctuation)
	Resistance to reading and writing, especially reading aloud
	Difficulty with all academic subjects that involve reading and/or writing

Action 2c: Target Students for Additional Support

You can use the Quick Tools to see how students might need additional support. The checklists are not meant to diagnose students with disabilities. You can consider working with parents to refer students who may be at-risk for hearing or vision impairment for additional support and services in the community where these opportunities exist.

These checklists are meant to identify difficulties students are having so that you can identify where students are struggling and change their classroom strategies to meet their needs so that they succeed! Remember that inclusive education acknowledges that all children can learn.

Action 2 Recap: Roles and Responsibilities

School Director

Engage with parents to refer students who may be at-risk for out of school support
Champion the message that all children can learn

Teachers

Use checklists to identify target students
Modify classroom approaches to the different learning needs of students

Quick Tips
❖ Checklists are not for diagnosing students
❖ Remember not to label students as having a disability
❖ Spread the message that all children can learn

Module 8: Gender Equitable Schools

Section 1: Ensuring a Gender Equitable School Environment

What is a Gender Equitable Environment?
Access to a quality education is the right of all girls and women, boys and men, and is particularly important for improved family health, decreased maternal and child mortality rates and poverty reduction. Unfortunately, some students are at risk of not having access to quality education.

Students at risk are those who lack access to programs, opportunities, or support because of economic conditions, race or ethnic background, geography, disability, abuse, neglect and other various reasons. Although there is an exceptional number of students enrolled in school, there are fewer girls, especially in upper primary school and secondary school. Rural areas, including pastoral communities are among the highest at risk of facing gender disparity issues. Gender disparity begins at school entry.

Although both repetition and dropout rates are about the same for girls and boys, there are gender disparities in academic performance.

Gender parity in education is a top priority of the Ministry of Education. Another priority is increasing and improving female leadership in the education sector. Schools that promote a gender equitable environment can increase enrollment, retention, academic performance and completion. A gender equitable school environment has several components, including:

Gender parity in the student population as well as the teacher and school administration population.	School facilities that consider both boys' and girls' needs, such as sanitary, sex-segregated latrines, and sanitary pads for girls.	Classroom instruction is gender-sensitive.
Students and teachers feel safe, and there are clear policies and procedures for victims of violence.	School administration takes measures to support the most vulnerable students.	Participation in co-curricular activities is equal among boys and girls.

How can I make my school environment more gender equitable?

Before we start, here are a few helpful definitions:

Gender equality: Equal rights, responsibilities and opportunities of women/girls and men/boys, free from discrimination.

Gender equity: Fairness of treatment according to women's/girls' and men's/boys' respective needs, to make up for historical injustices.

Gender parity: Equal number of women/girls and men/boys; a female/male ratio of 1:1.

Although gender equality is the ultimate goal, gender equitable practices must be put in place to achieve that goal. The school environment is a place where social leaning occurs, and positive social change is possible. A more gender equitable school gives both girls and boys opportunities to participate fully in their learning, as well as help to improve a school's enrollment, retention and academic performance for both boys and girls.

There are several actions that you can take to make your school more gender equitable, as outlined below.

Self-assess gender equitability of the school environment using the Gender Equity School Self-Assessment Scorecard and the Gender Equity in the Classroom Observation Tool.

Incorporate improvement areas for school gender equity into the School Improvement Plan.

Improve school safety. [See Modules: Forming SRGBV Committees and the Prevention and Response to SRGBV and the Child Friendly Schools Module]

Steps, Roles, and Responsibilities Required of Each Step

1. Self-assess gender equitability of the school's environment

Relevant Tools and Materials:

Gender Equity School Self-Assessment Scorecard
Gender Equity in the Classroom Observation Tool

Action 1:   Utilize the gender equity school self-assessment

School Directors and /or Cluster Supervisors should use the Gender Equity School Self-Assessment Scorecard to determine areas in need of improvement to attain a gender-equitable school.

Go through each item and score accordingly. It is best if two or more people score independently, and then discuss together any differences between their scorings.
Sum up the score and determine where improvement is needed.
A score of 43-48 means that the school is largely gender equitable.
A score between 34 and 43 means that the school needs some improvement.
A score below 43 means that the school needs serious improvement.

Actions 2 below provides specific guidance to improve gender equitable school practices. Ideally, the Scorecard should be administered by school directors at the beginning of the year as a baseline. Then, school directors should share the results with teachers, cluster supervisors, and PTSAs. The tool can be used at the end of each school year to ensure the school is improving or maintaining gender equitable school environments.

Action 1b: Utilize the gender equity observation tool

School Directors or Cluster Supervisors should use the Gender Equity in the Classroom Observation Tool to see whether teachers are using gender-equitable and gender-sensitive teaching practices.
Be prepared to observe for a minimum of 40 minutes.
After the observation, the results should be shared with the teachers.
When sharing results, begin with the positive teaching practices and then discuss the areas for improvement.
The Observation Tool should be administered with all teachers near the beginning of the year as a baseline.
The tool should be used again near the middle of each school year to ensure the teacher is improving his/her gender equitable and gender sensitive teaching practices.
All teachers and school administrators should be trained in Gender-Sensitive Pedagogy.

Action 1 Recap: Roles and Responsibilities

School Directors and Cluster Supervisors
Administer the Gender Equity School Self-Assessment Scorecard at the beginning of the school year, then at the end of each school year.
Share results of the Scorecard with teachers, cluster supervisors, and PTSAs.
Administer the Gender Equity in the Classroom Observation Tool with all teachers at the beginning of the school year, and then near the middle of the school year.
Share the results of classroom observations with teachers.

Quick Tip:
❖ Both tools should be administered in a transparent way, meaning that everyone should understand the process and the reasons why they are being administered.

2. Incorporate improvement areas into the School Improvement Plan

To improve gender equity in the school, each school should incorporate specific actions in the School Improvement Plan (SIP). Using the results of the Gender Equity School Self-Assessment Scorecard, discuss with teachers, cluster supervisors, and PTSAs which major areas need improvement. Determine specific actions which will make the school environment more gender equitable. Each major area is discussed below:

Demographics

Gender parity in all realms of school increases the likelihood that both sexes feel represented and both sexes have equal opportunities to express themselves and participate fully in school activities. If there were one or more "0" scores in this section, gender parity is a problem in your school. If there are too few female teachers, administrators, or PTSA members, then there is a risk that the problems of girls and women are not well understood, and thus not adequately addressed. In addition, if girls do not feel represented and do not see women in leadership positions, they are less likely to achieve and seek opportunities. Similarly, girls are less likely to feel comfortable and less likely to achieve within a classroom when there are fewer female classmates than male classmates. Of course, the opposite can be true if boys are in the minority.

It is important that solutions to these problems are sought that will be feasible for your school, but below are some suggestions to keep in mind when evaluating the **demographics** of your schools.

Identify the causes of sex-differentiated enrollment, dropout, and performance.
Then develop practical, specific actions to overcome the barriers. Parental awareness is one step, but it is important to understand the problem from the parents' or students' point of view, then work with stakeholders to improve gender parity.
PTSAs can make a policy that there be gender parity in membership and in PTSA leadership. For example, the president can be alternating men or women each election.
Discuss with Woreda Education Offices about whether they use gender equitable hiring practices for teachers, to ensure that both men and women are getting equal opportunities for advancement to leadership positions.
Discuss with female teachers and administrators what are their challenges in the work environment and barriers for advancement to leadership roles. Discuss strategies for improving their work environment and give equal opportunities to women and men.

School Facilities

If there are "0" scores, it means that, **school facilities** may be affecting the school environment, which in turn may affect enrollment, dropouts, and poor academic performance. Below are a couple of things to keep in mind when assessing your school facility.

It is the right of children to have sanitary and safe latrines, meaning that latrines should be sex-separated, clean, and have doors that lock.

Latrines should be cleaned several times per day by sanitary workers (not students).

Each latrine should have a wastepaper basket for discarded sanitary pads.

Outside each latrine should have a hand-washing station with soap.

Ethiopia MoE's recommended number of latrines is 1 for every 50 students. School should also supply sanitary pads for female students (See Module: Menstrual Hygiene and Basic Reproductive Health, for how to make reusable sanitary pads.).

If schools do not meet these minimum standards, specific steps to meeting these standards should be included in the SIP. Fund-raising may be the first step.

Safety

Because **safety** can be improved in all schools, this section is discussed separately in Section: Forming SRGBV Committees and the Prevention and Response to SRGBV.

Teachers and Instruction

If there are "0" scores, it means **teaching and instruction** may need improvement. Use the results of the Gender Equity in the Classroom Observation Tool to discuss the weaknesses with each teacher and ask them to develop an action plan for improvement.

A good strategy for ensuring gender equitable practices should include specific practices in the school action plan development. A few examples are:

How will you ensure that boys and girls are called on equally to answer questions?

How will you ensure that both boys and girls are leading class activities?

How will you use teaching practices to cater to different learning styles?

How will you ensure that women are recognized and valued for their role in society and recognized for their roles in science, math, and literature?

In addition, all teachers should be trained on the Code of Conduct on Prevention of School-Related Gender-based Violence. There should be trained staff in every Woreda Education Offices to provide these trainings.

Support for Vulnerable Students

If there are "0" scores, it means, your school may need to improve their support for children with **vulnerabilities**. Oftentimes, these students are girls. There is much the school or community can do to support the most resource-poor families to increase their children's enrollment, retention, and performance.

SIP committees should discuss what is most appropriate for their school. One strategy is to initiate income-generating activities to support students who are struggling. The specific income generating activity will depend on the environment. Some projects you might initiate are:
Providing plots of land on school property for farming;
Sewing uniforms or reusable sanitary pads;
Operating a school canteen/cafeteria; or
Opening a school supplies store

Co-Curricular Activities
If there are "0" scores, it means, there may be inequities in student participation. It is important that both boys and girls use the school playground, and both engage in sports because these activities are good for their physical and mental health. It is not uncommon to believe that only boys should play sports. It may even be that girls say they do not want to play sports because this is what they are socialized to believe.

You must encourage both boys and girls to be active and to equally use the playground. The school must evaluate how the playground is used and devise ways to ensure that boys are not dominating the space. You can encourage girls' sports clubs and other physical activities for girls.

Girls and boys must also equally participate in clubs and other **co-curricular activities**. It is important to remember that even if enrollment is equal between girls and boys, that does not mean that participation is equal. One way to increase girls' participation is to ensure that girls are also leaders of clubs.

Gender clubs play an important role in ensuring educational equity and to improve knowledge of and the status of gender equality. Gender equality involves and benefits both boys and girls, and requires actions from boys, girls, men and women. For this reason, it is important that male teachers participate in the Gender Club and actively recruit boys. For the Gender Club to function, it must have a space to meet regularly and a budget to operate.

Action 2 Recap: Roles and Responsibilities

PTSAs
Ensure gender parity in PTSA membership and leadership.

School Directors, Deputy Directors and Cluster Supervisors
With PTSAs and teachers, use the results of the Gender Equity School Self-Assessment Scorecard and the Gender Equity in the Classroom Observation Tool in SIP development. Include actions in the SIP to make school environments more gender-equitable.

Quick Tips:
❖ Actions in the SIP should be feasible and specific, with the goal of a more gender-equitable school environment. Behavior change takes time and commitment.

Review and Conclusion
This module has walked you through key steps for measuring gender equity in your school and also provided examples of ways teachers can introduce gender equitable teaching practices. These tools should help you understand possible areas for improvement and ways to make your school more gender equitable. Specific actions should be included in the SIP. The tools should be administered often to track progress. A gender-equitable school will increase enrollment, retention, performance and completion for boys and girls.

READ II Gender Equity School Self-Assessment Scorecard

Region		School				Date
Woreda		Observer name/title				

Demographics						
No	**Indicator**		**Ratio**	**Scoring**		**Score**
1	Female to male ratio for students grades 1-4 *(Divide the number girls by the number of boys: Girls/Boys)*			If ratio is 0.98 – 1.02, score = 2 If ratio is 0.94 – 0.97 OR 1.03 – 1.06, score = 1 All others = 0		
2	Female to male ratio for students grades 5-8					
3	Female to male ratio for students who participate in the Gender Club					
4	Female to male ratio of students who participate in ALL clubs					
5	Female to male ratio of teachers					
6	Female to male ratio of PTSA (total committee and sub-committee)					
7	Female to male ratio in school leadership (add all Directors and Vice Directors together)					

School Facilities						
No	**Indicator**	**Yes**	**No**	**Scoring**		**Score**
1	Does the school have separate girl and boy latrines, and with doors?			Separate latrine + doors = 2; Latrine=1 Not separated =0		
2	There is both soap and water near the latrine?			Yes, always both =2 Only water no soap=1; Neither=0		
3	Is there at least 1 latrine for every 50 students?			Yes = 1; No=0		
4	How often do latrines get cleaned?			At least once per day =1; Not every day=0		
5	Is there a specific room (Safe Room) or separate latrine for menstruating girls?			Yes = 1; No=0		
6	Do all female students have reusable sanitary pads or are there *Modess* available to all female students at school?			Yes to both = 2 Either reusable OR *Modess* = 1; None =0		
7	Do female students know how to properly dispose of sanitary pads?			Yes = 1; No=0		

Safety						
No	**Indicator**	**Yes**	**No**	**Scoring**		**Score**
1	Is there a committee or a designated person to receive complaints of gender-based violence and support students?			Yes = 2; No=0		
2	Are all students aware of this committee/person in case of violence?			Yes = 2; No=0		
3	Is corporal punishment observed at school/in classrooms?			No, never=1; Yes, sometimes=0		
4	Is there a fence surrounding the entire school?			Yes, entire school = 1; No, or not entirely=0		
5	Are latrines monitored by school staff at all times?			Yes = 1; No=0		
6	Are ALL areas in the school closely monitored daily by school staff? (e.g., behind latrines, behind classrooms, recreation area, etc.)			If yes, ALL areas always monitored = 1; No=0		

No	Indicator	Yes	No	Scoring	Score
7	Does the school refer violence victims to services (e.g., police, Women and Children's Affairs Office, Child Protection Units, Health Clinics, etc.)?			Yes = 1; No=0	
8	Does the school work with community members to protect students and respond appropriate to gender-based violence?			Yes = 1; No=0	
9	Does the school speak to students about safe and risky places?			Yes = 1; No=0	
10	Is there a group of community members that monitor the paths to school? All paths?			Yes, all paths = 2 Yes, some paths = 1 None=0	

Teachers and instruction

No	Indicator	Yes	No	Scoring	Score
1	Do all teachers record daily the numbers of absent students (female and male) on the blackboard?			Yes = 1; No=0	
2	Have all teachers been trained or are well aware of the *Code of Conduct on Prevention of School-Related Gender -based Violence*?			All teachers = 2 School Director and some teachers =1 No one=0	
3	Were teachers observed and given feedback using *READ II Gender Equity in the Classroom Observation Tool* in the last 3 months?			All teachers = 3 75% of teachers = 2 50% of teachers = 1 Less than 50%=0	

Support for vulnerable students

No	Indicator	Yes	No	Scoring	Score
1	Does the school or community have income-generating activities to support students who are struggling due to lack of education materials?			Yes = 1; No=0	
2	Does the school physically meet with parents (at school and home visits) to support students who are often late or absent, bring back students who dropped out, and improve the academic performance of struggling students.			Yes to all = 1; No=0	
3	Are there tutoring classes available for both boys and girls equally?			Yes = 1; No=0	
4	Do all grades 5-8 receive sex education instruction on how to protect themselves from HIV/AIDS, sexually transmitted infections and unwanted pregnancies?			Yes = 1; No=0	

Co-Curricular Activities/Chores

No	Indicator	Yes	No	Scoring	Score
1	Do girls and boys use the playground for equal amounts of time and space (meaning there are NOT sex-specific spaces)?			Yes to both = 2 Yes to one = 1; No=0	
2	Do girls and boys participate in co-curricular activities equally? (Note: enrollment ≠ participation)			Yes = 1; No=0	
3	Does the Gender Club have a space AND a budget to operate?			Yes to both=2 Yes to one = 1 No for both = 0	
4	Do girls and boys conduct the same types of school chores AND spend the same amount of time for chores?			If yes to both = 1; No=0	
5	Girls are lead class monitors as often as boys (not including vice-class monitors)			Yes = 1; No=0	
SUM OF ALL SCORES FOR TOTAL SCORE:					

SCORE 45-54: GENDER EQUITABLE √	**SCORE 34-44: SCHOOL NEEDS SOME IMPROVEMENT**	**SCORE BELOW 34: SCHOOL NEEDS SERIOUS IMPROVEMENT**

READ II - Instructions for Classroom Observation Tool

The purpose of this tool is to demonstrate the quantity and quality of interactions between the teacher and the male and female students in the classroom. This tool can be used by a School Director, Cluster Supervisor, mentor or coach, or by project staff.

To score the observations in a fair and objective way, the observer uses the tool to document interactions between the teacher and students in the classroom. The tool has three parts: **Part 1: Observations of Teaching Practices of Gender Equality**, which is a series of questions on teaching practices to determine gender biases, and **Part 2: Matrix Instructions**, which appraises the interactions between the teacher and the male and female students, and **Part 3: Analysis of Parts 1 and 2**. Instructions below are for completing the matrix.

Classroom observations should take at least 40 minutes but can be as long as necessary.

After the observation, it is ideal to provide feedback to the teacher and/or school director. There are guides describing how to provide constructive feedback.

Part 1: Observations of Teaching Practices of Gender Equality

For questions 1-11, respond either "Yes", "No", "Girl", "Boy", "Both", or "Neither", as appropriate. It is important to note that some behaviors may not be observed at all, in which case it should be marked as either "Neither" or "NA", as applicable.

Part II : Matrix Instructions

Interaction Number
The numbers in this column correspond to each unique interaction, beginning with the teacher asking a question. For example, a teacher asks students a question, then a girl answers, and then the teacher asks a follow-up question is a unique interaction. Whenever someone else asks a new question, then it will be the next interaction. It may also be that a student initiates a question, in which case, this would be recorded separately. However, the same types of evaluation methods should be used (e.g., teacher feedback, level of question).

Question level
Note whether the teacher's question is high, low, or non-pedagogical. Below are the definitions:

High level: The level of question causes a high degree of reflection and participation. There are two (2) types of high-level questions: analysis and evaluation.

Analysis Questions

Connect ideas, compare advantages and disadvantages, challenge assumptions, and promote logical thinking

Key phrases or words: "Compare ...." "Place in categories" "Summarize"

Example: *Please compare differences and similarities between mammals and reptiles.*

Evaluations Questions

Requires students to advance their thoughts beyond facts to develop their own judgments;

Requires students to think and defend ideas based on facts, not emotions;

Key phrases or words: "What solutions do you suggest?" "Do you agree?" "What do you think about ...?" "What do you think is the most important?"

Example: *Do you agree with the elements of the Family Code in the Ethiopia?*

Low level: These are knowledge-level questions or questions with clear right or wrong answers.

Requires students to recall facts

Keywords - Who, What, When, Where, and How? Or, "Describe ..."

Examples: *What is the sum of 5 and 7?* Or, *Who was the protagonist in this story?*

Non-Pedagogical: Questions that are irrelevant to student learning, for example, their cleanliness or behavior.

Who responded?

Note who answered the question: a mixed-sex group of students (2 or more, in chorus), a girl, or a boy.

If a *student* initiates a question, please note this on the back of the paper as well as the qualitative information (e.g., teacher feedback, level of question).

Student raised hand?

Did the teacher choose someone who raised their hand, or did he/she choose a student who was not participating?

Wait time BEFORE choosing a student

This is the time between the question asked and the selection of the student to respond to the question. Note whether the time to select a student as: "**None**" (no wait time), "**2-5 seconds**" or "**more than 5 seconds**".

Used name?
Note whether the teacher used the student's name when selecting them to respond or giving them feedback.

Wait time for the selected student to respond

Sometimes it may take a few seconds for a student to gather his/her thoughts and formulate a response, especially more timid students (which often tend to be girls). Note the time the teacher waited for the student to respond as: "**None**" (no wait time), "**2-10 seconds**", or "**sufficient**" (more than 10 seconds).

Student went to the board?

Did the student go to the board to show his or her work? (Yes or no)

Teacher's Feedback

Note how the teacher reacted to the student's response. The observer can check <u>as many of the following as applicable,</u> or if the teacher's feedback cannot be categorized by any of these, it should be described on the back of the sheet.

No feedback: The teacher did not give any verbal or nonverbal responses.
Acceptance: The teacher's feedback was neutral, such as "uh huh" or "ok".
Praise on the form of response: The teacher gives praise on the *form* of the response, meaning the way the response was provided. This could be on the grammar (if the purpose of the question is not on grammar), the handwriting (if it's written on the board), or how it was said.
<u>Example</u>: "Good. You spoke very clearly and correctly used the verb tense." (assuming verb tense was not the purpose of the question)

Praise on the content of response: The teacher gives praise on the *content* of the response. Either the teacher indicates that the response was correct or, if a high level question, praises his/her thought process or ideas.
<u>Example</u>: "Good. I like your opinion on how your community can protect the environment!"

Probe to higher level question: This is when the teacher further probes the student to think more deeply about something or give his/her opinion on the subject.
<u>Example</u>: "Correct, the white rhino is the animal that has mostly recently become extinct. And, what do you think humans could have done to prevent this?"

Negative remark/criticism: The teacher gives negative feedback that is discouraging to the child.
<u>Example</u>: "You apparently have not done your homework, you should know better!" or,

<u>Example</u>: "You are an idiot! You would be better suited to work in the market"

Ask class to give feedback: The teacher asks the class to tell the student whether his/her response if correct or not.

A teaching strategy that is very empowering is when a teacher asks a student to find their own mistakes. For example:

"Look carefully at your first paragraph and find the sentence that is not a complete sentence."

This is not included in the matrix but should be noted whether there is a gender difference in using this strategy.

Distance from student

Note how far the teacher is from the student when he/she is responding, either 1 meter or less, or more than 1 meter. It should not be counted if the teacher simply walks by a student.

Body language of the teacher

Note the type of body language that the teacher uses during an interaction, below are some examples.

Positive:

Smiling,

Nodding head,

Making eye contact,

Approaching the student when he speaks,

Other positive gestures (e.g., thumbs up).

Negative

Frowning or other negative facial expression,

Turning the face or body away from the student,

Waving his/her hand at the student.

Neutral
No detectable body language can be observed.

Part III: Analysis Instructions

Analysis Part I
Write the item number for each response type (i.e., the item numbers that had "No" as the response, and those that had "Yes", etc.). The key is provided in the middle column. If a teacher were to exhibit perfectly gender equitable teaching practices, they would have the response pattern below. If there is a deviation from these item number and responses, then these are the areas in which the teacher should consider improving upon.

The following should be observed for a gender equitable classroom:		Observations
Response	**Item numbers**	**Item numbers**
No	1, 6, 7, 11	
Yes	4, 5, 8	
Both	2, 3, 9, 10	
Neither	3	

Analysis Part II

Use the table provided in the tool. For each of the 10 categories of observation (10 columns), count the number of each response type separately for each sex. If teaching was perfectly gender equitable, the number of responses for each category should be the same between girls and boys (assuming the number of girls and boys in a classroom is approximately equal). If there are differences between girls and boys, these should be areas in which teachers may need to improve upon.

Teacher Feedback Guidelines .

The observer should ask if he/she can speak with the teacher after class, and out of earshot of students. It is important to explain that the purpose of the classroom observation is to help teachers be aware of their behaviors and improve their teaching skills, especially in terms of equitable treatment of boys and girls. It is also important to explain that this is only a short observation and may not represent the whole picture. Nonetheless, this is to be taken as a positive discussion.

First, the observer should begin with the positive comments on his/her teaching practices.
Next, the observer will explain the tabulation of girls and boys for each evaluation area.
Then, the observer will list aspects of teaching that can be improved. The observer should provide suggestions for more equitable teaching practices - based on results.
The observer should ask if the teacher has feedback about the observation and / or suggestions.
The observer and teacher should make joint planning for improvement, which should be signed and dated by each party.

READ II - Gender Equity in the Classroom Observation Tool

Region	School		Date
Woreda	Observer name/title		
Teacher	Class	Sex (male/female)	
Instructions: Read Parts I and II carefully. The matrix in Part II (Part II: Matrix of Teacher-Student Interactions) should be completed first, while simultaneously noting observations in Part I (Observations of Teaching Practices of Gender Equality) as time allows. After completing Part II, spend time to complete Part I. **Note**: Not all teaching practices in Part I will be observed. If it is not observed, respond "NA".			

No	**PART 1: Observations of Teaching Practices of Gender Equality**	**Response (yes/no) (girls/boys/ Both/Neither/NA)**	**Please explain in detail.**
I	Is there separated classroom seating or grouping arrangements for girls and boys *(either teacher-assigned or self-selected)?* **(yes/no)**		
2	Who were <u>asked</u> to lead activities, **girls, boys, both or neither** (e.g. class monitor, group work)? *If "neither", but students decided who led, note in last column.*		
3	Did the teacher more often have social contact with **girls, boys, both or neither** (e.g., jokes, personal conversations, familiarity)?		
4	Did the teacher use examples of both men and women as the subject of instruction (e.g. female/male doctor, female/male student, etc.)? **(yes/no/NA)**		

5	Did the teacher use both male and female pronouns in lessons equally? **(yes/no/NA)**		
6	Did the teacher use stereotypical ways to describe girls and women (e.g., homemaker, emotional, obedient, quiet, shy, etc.)? **(yes/no)**		
7	Did the teacher use stereotypical ways to describe boys and men (e.g., leader, strong, controlling, quiet, shy, etc.)? **(yes/no)**		
8	Did the teacher describe either sex in <u>nontraditional</u> ways (e.g., girls being strong, professionals, etc.; boys being caring, doing domestic chores, etc.) **(yes/no)**		
9	Did the teacher praise more often **girls or boys** in classroom for <u>academic performance</u>? (yes/no)		
10	Did the teacher praise more often **girls or boys** in classroom for <u>behavior</u>? (yes/no)		
11	Did the teacher use physical force (hit, slap), verbal abuse (insult, mock) or physical punishment (student made to kneel, stand)? **(yes/no)**		
12	Was there harassment, mocking, teasing between students *(note if it was boys or girls)*? **(yes/no)**		
13	If so, how did the teacher respond?		
14	Note any other differences in treatment (e.g., chores, allowed to leave the classroom, corporal or other punishment, etc.)		

Part II: Matrix of Teacher-Student Interactions (See instructions)

Interaction number	1. Question level			2. Who responded?			3. Student raised hand?		4. Wait time BEFORE choosing student			5. Used name?		6. Wait time for student to reply			7. Student went to the board?		8. Teacher Feedback (check all that apply)							9. Distance from student		10. Body language		
	High	Low	Non-pedagogical	Mixed-sex group of students	A girl	A boy	Yes	No	None	2-5 seconds	Sufficient (> 5 sec)	Yes	No	None	2-10 seconds	Sufficient (> 10 sec)	Yes	No	No feedback	Acceptance	Praise on the form	Praise on the content	Probe to higher level question	Negative remark/Criticism	Asks class to give feedback	1 meter or less	More than 1 meter	Positive	Negative	Neutral
1																														
2																														
3																														
4																														
5																														
6																														
7																														
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Analysis Part I

The following should be observed for a gender equitable classroom:		Observations
Response	**Item numbers**	**Item numbers**
No	1, 6, 7, 11, 12	
Yes	4, 5, 8	
Both	2, 3, 9, 10	
Neither	3	

Analysis Part 2

No.	Evaluation Area	Category	Girls	Boys
1	Question level	High		
		Low		
		Non-Pedagogical		
2	**Total number of boys/girls who responded:**			
3	Total number of girls/boys raised his/her hand when selected to respond			
4	Wait time BEFORE choosing a student	None		
		2-5 seconds		
		Sufficient		
5	Total number of girls/boys whose names were used when selected to respond			
6	Wait time for the student to reply	None		
		2-10 seconds		
		Sufficient		
7	Total number of boys/girls who went to the board			
8	Type of teacher feedback by sex	No feedback		
		Acceptance		
		Praise on the form		
		Praise on the content		
		Probe to higher level question		
		Negative remarks/feedback		
		Ask class to give feedback		
9	Teacher's distance from student when he/she is responding	1 meter or less		
		More than 1 meter		
10	Body language	Positive		
		Negative		
		Neutral		

See Instructions for guidelines on teacher feedback.

Section 2:   Forming SRGBV Committees and the Prevention and Response to SRGBV

Per MoE Gender Directorate guidelines, School-Related Gender-Based Violence (SRGBV) Committees need to be established in all schools (See MoE's *Code of Conduct on Prevention of SRGBV in Schools*). Committees may include seven members including students, administrative and teaching staff, and members of the Ethiopian Teachers Association and PTSA. The SRGBV Committee's role is to build awareness about SRGBV in the school community and to respond to cases of SRGBV. In many schools, violence goes unreported. It is likely that students are reluctant to report because they fear they will not be believed, will be blamed for the violence, that there will be no action, or there will be retaliation. Having an SRGBV Committee in school is the first step to responding to and **preventing violence** in and around school.

How can you form SRGBV Committees and act to effectively prevent and respond to SRGBV?

There are two actions that you can take to form SRGBV Committees:
1. Elect members of the SRGBV Committee in your school.
2. Map appropriate services for survivors of sexual violence or severe physical violence.

We will explore the steps, roles, and responsibilities required of each action below.

1. *Elect members of the SRGBV Committee in your school*

SRGBV Committees should be elected, with the assistance of the student body. It is very important that students feel comfortable with the committee members; otherwise, the Committee will have no effect on violence. Elections should be announced at a school-wide meeting, and students should cast votes in their homeroom.

It is also important that there be gender parity or slightly more women than men on the committee. Both boys and girls are survivors of violence, and so both men and women should be part of the solution. In most cases, children prefer to divulge sensitive information to an adult of the same sex as them, or to a woman.

Within an SRGBV committee, there should be two elected members, one female and one male, who will be students' point of contact. The two elected members should

always be at the school during school hours, so teachers are often a good choice. It is best that the two members, are trained in SRGBV response.

Below are some key behaviors and actions for the elected members to remember when taking on this responsibility.

- Make sure that students are aware of the SRGBV Committee and the elected members' specific role of receiving complaints of violence.
- It is critical that the SRGBV establish safe and secure reporting structures – for both the survivor of the violence and those who may have witnessed the violence.

When receiving a complaint of violence, remember the three C's:

Compassion

- Always listen more than you talk,
- Ask questions without blaming (never ask what the survivor was wearing or what he/she might have doen to provoke the violence),
- Tell the survivor you are sorry this happened, and it is not his/her fault.

Competency

- Inform the survivor of every step of the reporting process and get his/her permission before proceeding,
- Know the laws on violence in Ethiopia,
- Know where the nearest competent medical and psychosocial (counseling) services are,
- Know how to report a case of violence to the police.

Confidentiality

- Ensure that you and the survivor can discuss in a private space, where no one can overhear you,
- Assure the survivor that you will not tell anyone of the violence without his/her permission (if you must inform the school director or SRGBV Committee, do not use the survivor's name unless he/she agrees).

Responding to Violence:

How to respond to the violence will depend on the severity of the violence and who the perpetrator is. All cases of sexual violence should be reported to the police, and the survivor should get immediate medical and psychosocial services (counseling). All cases of severe physical violence should also be reported to the police, once the survivor is

medically stable. In collaboration with the survivor, parents should be informed and involved. Discuss the cases with the SRGBV Committee (always respecting confidentiality) to decide the best course of action.

Remember to always keep the child's well-being in mind, and to involve the child and their parents in the decision. The perpetrator's reputation or employment should never be a factor in deciding how to handle a case. Surviving violence can be traumatizing and can affect school performance. The SRGBV Committee, or elected members, should regularly follow up with the survivor to ensure that he/she is healing.

In addition to receiving complaints of violence, SRGBV Committees should also map appropriate services for survivors of rape (Action 2) and build community awareness of SRGBV (Action 3).

> **Psychological violence** (bullying, insults, intimidation, ignoring, name-calling) is also a form of violence and should be taken very seriously. Research shows that psychological violence can have a greater negative effect than sexual or physical violence on a person's long-term physical and emotional health. Child marriage and FGM/C are also kinds of violence.

Action 1   Recap: Roles and Responsibilities

School Director
- Ensure SRGBV Committee member elections are fair and transparent, giving students a strong voice in the election,
- Fully support and authenticate the work of the SRGBV Committee,
- If possible, serve as a member of the SRGBV Committee, but not an elected member,
- Ensure that teachers and school staff who commit violence are subject to appropriate consequences.

Teachers
- Be committed to identify and prevent SRGBV,
- Create awareness about the SRGBV Committee,
- Support the work of the SRGBV Committee,
- Encourage students to report SRGBV,
- Identify SRGBV and report the case to the SRGBV committee.

PTSA
- Ensure parents are aware of the SRGBV committee and preventing SRGBV.
- Hold awareness campaigns and support teachers working to stop SRGBV

2. Map appropriate services for survivors of violence

To be a competent member of the SRGBV Committee, you must know how to refer survivors of violence to appropriate services. Please refer to the Mapping of GBV Services Tool at the end of this module.

This simple tool should be used to map each type of GBV service (medical – both hospitals and clinics, psychosocial or counseling, legal aid, law enforcement - including child protection units, women's and/or children's shelters, and associations or NGOs that work on GBV prevention).

Some services might not be local, but it is still important to be aware of the closest services, should they be needed. The mapping tool can be administered by several members of the SRGBV Committee. It is important, if possible, to visit each of the service providers for two reasons: 1) to ensure that services are appropriate for children, and 2) to inform the service providers of who you are and that you will be referring survivors to their facilities. Ideally, the completed mapping tool is posted in public areas in the school for all students to see.

Action 2   Recap: Roles and Responsibilities

SRGBV Committee members
- Visit GBV service providers and complete the mapping tool.

School Directors
- Post the mapping tool in a public area in the school for all students to see.

> *Quick Tip:*
> ❖ Some services providers have fees for services, thus it may be important to fundraise for survivors of violence. Survivors should not pay for services.

Review and Conclusion
Survivors of violence have the right to compassionate, competent and confidential care. Oftentimes students do not know what to do when they are a victim of violence. And, too many times survivors have not been helped by the adults in their lives when violence occurs. For this reason, survivors do not report violence, and thus many adults are unaware of the frequency and severity of violence that students endure or witness. Forming an SRGBV Committee and mapping services are crucial to responding to and preventing violence.

Mapping of GBV Services Tool

No.	Name of Provider	Indicate type/s of service: • Medical/hospital • Medical/clinic • Psychosocial (counseling) • Legal aid • Law enforcement (police, child protection) • Women's/children's shelters • GBV prevention (i.e., associations, NGOs)	Staff trained to help survivors of violence	Physical address and distance from school (is money needed for transportation)	Contact information (Responsible person/s and phone number/s)	Fee for service? How much?

Section 3:   Promoting Female Leadership

Facts about women leadership in Ethiopia

❖ Data show that men win more promotions, have more challenging assignments and more access to top leadership positions than women do.

❖ In 2013 women only accounted for a little over 30% of the total professional workers. Very few were in top leadership positions.

❖ In schools, there is a lack of female teachers and female role models, which is a barrier to education for girls, especially in rural areas.

❖ Of all primary teaching staff, 63% are male and 37% female. Of the males, 68% are qualified to standard versus 73% of females.

❖ Girls may have difficulty believing they can become a professional if they have no or few examples of successful women in their environment.

❖ Women and girls need support and coaching. But what is needed most is a major shift in men's attitudes, equitable sharing of home responsibilities, and even more female leaders.

How can you promote true female leadership in your school?
Even though Gender Clubs exist in every school, and there is both a male and a female Class Monitor in every class, this does not automatically mean the school is promoting gender equality and **female leadership**. Leadership is still mostly reserved for men and boys. In order to change this, actions must be deliberate and results-oriented. First, there must be a commitment to make true change.

There are three main actions that schools can take to promote genuine, and not nominal, female leadership.

Coach female leadership.

Model female leadership and increase the number of female leaders in school.

Promotegender equality and encourage boys and men to advocate for girls.

Increased Female Leadership
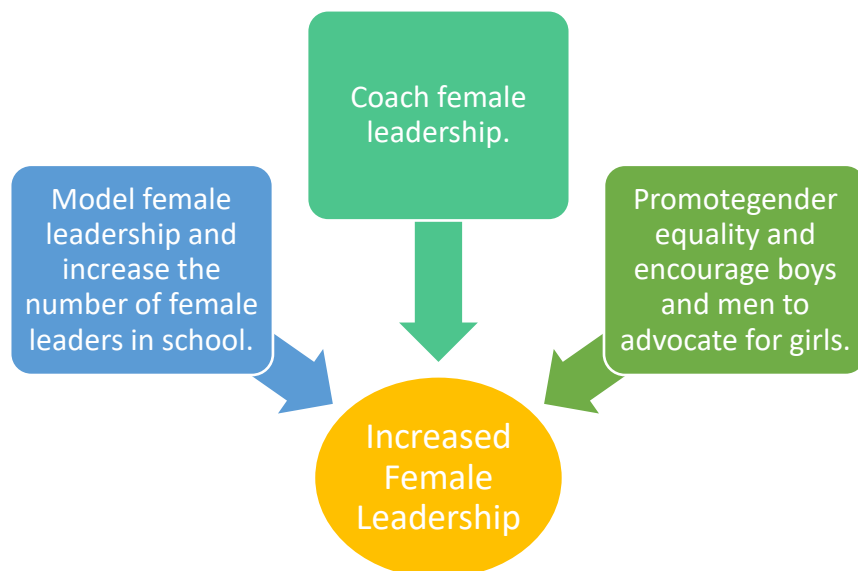
We'll explore the steps, roles, and responsibilities required of each action below.

1. *Model female leadership and increase the number of female leaders in school*
Modeling female leadership is as simple as insisting that more women be promoted to leadership roles and are encouraged and allowed to take on leadership roles.

Schools must insist that women take on the highest leadership roles in administration and the PTSA. The goal should be gender parity in leadership, meaning 50% women and 50% men. Even female teachers can take on leadership roles, such as heads of committees, spokespersons for outside events, and leaders of clubs.

Once students see that adults' value female leadership, they will be more likely to value girls' leadership. Modeling female leadership among students should also occur. For example, we must make sure that female Classroom Monitors have real leadership roles, not nominal roles. If male Classroom Monitors try to dominate, teachers must correct this. Girls cannot be expected to assume a strong leadership role when this has traditionally been denied them.

> **Quick Tip**
> ❖ If there are few women in your school, speak to the Woreda Education Office about increasing female teachers and leaders.

Leadership is built with specific skills, such as:
    Passion - Be passionate about what you do, and others will "catch" your passion and work hard to achieve the goal.
    Inclusivity - Be inclusive of everyone and encourage people to contribute their expertise.
    Good listening - Listen to others to know what they need and how to make working together better.
    Positive attitude - Even when there are problems, always try to find the solution with others.
    Recognizing others - When someone does a good job, let everyone know. When people feel valued, they are more likely to work harder.

These leadership skills should be modeled in and out of class, in clubs and at the PTSAs for an overall better environment. And, female leadership should be actively and deliberately promoted.

Action 1 Recap: Roles and Responsibilities

School Directors and Deputy Directors
- Ensure that women are in leadership roles as often as men.
- Model positive leadership skills.

Female leaders
- Model positive leadership skills.
- Encourage other women to take on leadership roles and mentor them.

Gender/Girls Club
- Discuss and encourage female leadership and gender equality with all students and teachers.

2. Coach female leadership

Leadership experts believe there are some common qualities in all leaders, but also some individuality. We can support and coach women and girls to be better leaders, but these tips are also to improve male leadership. First, let's define leadership.

> **Leadership:**   the art of motivating a group of people to act towards achieving a common goal.

Leadership does not mean 'giving orders', 'speaking the most', 'having all the good ideas' or even "making all of the decisions". Leadership inspires others to do their best and leaders should create the conditions in which those around them can do their best. Oftentimes women have mimicked male leaders who are domineering, and this can backfire. Making people fear you is not a good leadership style. Below are specific ways to encourage girls to be leaders[13]:

Coach Girls to Speak Confidently
Children are taught that boys should talk more than girls, and girls should listen. When girls lack confidence, it is because they were not encouraged to speak their minds. Girls are more likely than boys to speak with disclaimers or apologies. If you observe a girl falling into these same habits, explain how it undermines the point she's trying to make. Remind her it's not just what you say that matters, it's how you say it, too.

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[13] Adapted from *Lean In*. Retrieved from https://leanin.org/tips/role-model

Teach girls to problem-solve

Boys are conditioned to problem-solve, while girls are more likely to be given solutions. Encourage girls to solve problems and have the confidence that they can do it!

Teach girls (and boys) that conflict is inevitable, and not to shy away from conflict

Girls are also taught to suppress their feelings in order to get along with others. For this reason, they do not give honest opinions because they do not want to appear 'unkind'. Encourage girls to speak their mind. Role-play difficult conversations together and ask girls to reflect on what worked and what didn't. Explain that conflict is an inevitable part of relationships - it's the way we handle it that matters.

Encourage Girls to Own Their Success

Girls are often underestimated by others - and underestimate themselves - which erodes their confidence. When girls are complimented on their achievements, they also tend to deflect praise or minimize their accomplishments. Encourage girls to say "thank you" when they receive a compliment instead of deflecting it. When girls see that it is okay to own their success, they will feel more comfortable doing it themselves.

Encourage Girls to Take Risks and not Fear Failure

Because girls often struggle with confidence and fear making mistakes, they are less likely to take risks. Some girls don't speak up in class unless they're 100 percent sure they have the right answer. Others shy away from trying new subjects or activities. When you hear girls say they're "not ready" or "can't do it," gently push back and remind them it's an opportunity to learn and grow.

Celebrate Female Leadership

Girls and boys get very different messages about leadership. We expect boys to lead, so we applaud them when they do. On the other hand, we expect girls to be kind and communal. If you hear a girl being criticized for asserting herself or referred to as "bossy" or "aggressive," step in and explain she should be applauded, not criticized, for her developing leadership skills.

Action 2 Recap: Roles and Responsibilities

Female teachers, administrators, etc.
- Be a role model to girls by speaking your mind and being a leader in your domain.
- Model effective speaking and leadership skills.
- Applaud girls for speaking out and sharing their knowledge and their beliefs.

School Directors and Deputy Directors
- Actively create situation for girls to practice leadership skills and encourage girls to speak what they believe.

Gender Clubs
- Coach girls to be leaders and create situations in which they can practice their leadership skills.
- Encourage boys to be advocates for female leadership.

Quick Tip:
- ❖ Remember that 'leadership' is not a male quality, and we are not promoting that female leaders 'act like men'. Women and girls can be both leaders and feminine.

Review and Conclusion

Traditionally, girls and women have been deprived of leadership roles. Boys are actively socialized to become leaders, while girls are not. In fact, girls and women are sometimes actively kept out of leadership roles or even discouraged from speaking their thoughts. School administration and teachers must be deliberate in promoting female leadership by modeling leadership skills, promoting women to leadership roles and positions, and by coaching girls to be leaders.

Section 4: PTSA Community Advocacy for the Prevention of SRGBV, Child Marriage, and FGM/C, and Promoting Gender Equality

Gender inequality, gender-based violence (GBV) and harmful traditional practices (HTP), prevent millions of children, especially girls, from attending and completing school. PTSAs are the link between schools and communities. PTSAs are key actors in community advocacy to prevent the multiple forms of gender-based violence.

PTSAs can communicate awareness on these important social issues. Oftentimes, communities are lectured to on these topics, which can cause people to become defensive and shut down. Good community engagement and discussions, through respectful, culturally-appropriate dialogue can lead to well-informed sustainable social change. Communities must be involved in this process, participating in any efforts towards their own development, empowerment, as well as social and behavioral change.

How can you support PTSAs to hold effective community events to prevent SRGBV, child marriage, and FGC (female genital cutting)?

There are two actions that PTSA and Gender/Girls Club can take to hold effective community meetings about sensitive issues that lead to action. Together, we'll explore the steps, roles, and responsibilities required of each action below.
1. Use different culturally-sensitive strategies to hold effective community advocacy events
2. Use specific discussion questions on Child Marriage, FGM/C, SRGBV, and Gender Equality

1. Use culturally-sensitive strategies to hold effective community advocacy events
Community advocacy works best when people are invited to reflect on their own beliefs and reasons for those beliefs in a respectful, non-judgmental manner. We cannot assume that all people have the same beliefs for the same reasons.
1. First, PTSA members need to understand what the community beliefs are. The best way to do that is to discuss with community members from different ethnic groups, socio - economic status, and age in an inclusive manner that allows all to express their thoughts and beliefs.
2. Second, it is important to keep in mind cultural norms, but also be equitable. It may be customary to give elder men more time to talk. It is a delicate balance to respect norms, while not alienating other community members.

It is also important to consider the location of the event, the timing, and the messaging. We will discuss these separately.

Location of the event:

PTSA members should use a variety of venues to reach different groups of people, such as:

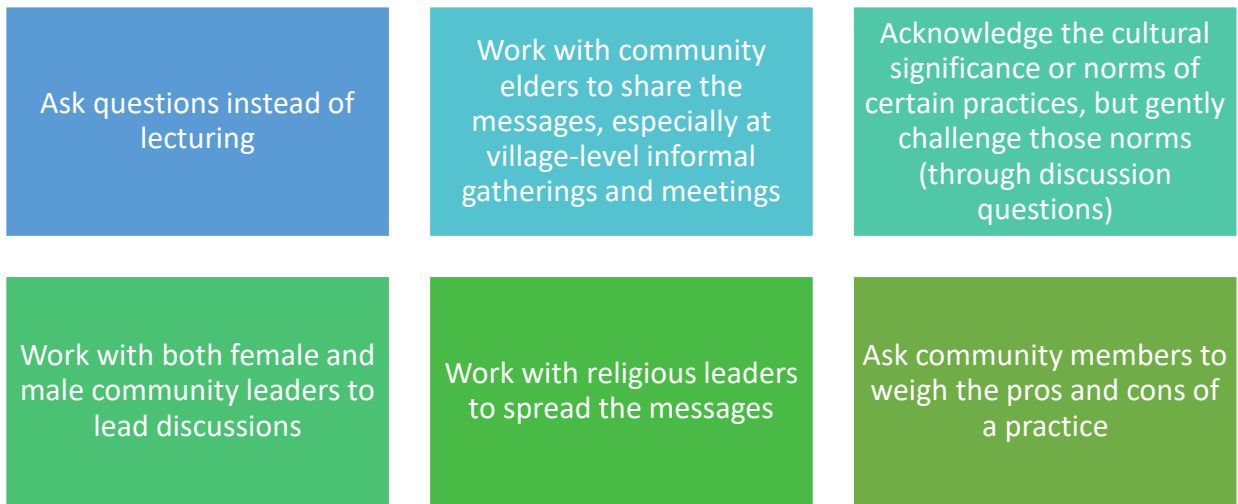|		
Community Meetings	Church, Mosques, and Religious Events	Marketplaces
Schools	Door to Door or Household Visits	Woreda or Kebele Events

Timing of the event:

It is important to time events so that they are convenient for the audience. Holding an event during school hours will not yield many community members because many need to work during that time. The PTSA members should work with school directors and community leaders to use events for community advocacy, such as:

- Weekends
- Parents' Day events
- Enrollment campaigns
- Any other campaign where community members attend
- Informal village meetings
- Church/mosque events
- Kebele events
- Events such as International Women's Day, World Literacy Day, and the International Day of the Girl Child

Messaging/communication of the event:

It is important that communities express their own opinions and are engaged in a dialogue. The PTSA members should be extra sensitive to community members' cues and body language when difficult topics are addressed.

Below are some tips for effective communication during meetings:

Ask questions instead of lecturing	Work with community elders to share the messages, especially at village-level informal gatherings and meetings	Acknowledge the cultural significance or norms of certain practices, but gently challenge those norms (through discussion questions)
Work with both female and male community leaders to lead discussions	Work with religious leaders to spread the messages	Ask community members to weigh the pros and cons of a practice

Action 1   Recap: Roles and Responsibilities

School Directors and Deputy Directors
- Always invite PTSA members to events to create awareness on SRGBV, child marriage, FGM/C, and gender inequalities.
- Share positive family stories on gender equality and true stories of community and families abandoning the practices of child marriage and FGM/C
- Involve health workers to work in collaboration with your school in raising awareness on SRGBV, child marriage, FGM/C and other health-related issues
- Involve clan, traditional and religious leaders to work in collaboration with your school in raising awareness on these issues

Gender Clubs
- Discuss the cultural significance of FGC/M as well as the dangers and discuss how to value positive cultural values without risking girls' health and education.

Quick Tip:
- ❖ Behavior change is a slow process. Allow community members plenty of opportunities to discuss community problems, and time to reflect on their own beliefs. Lecturing or being judgmental can reverse any progress made.

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2. Use discussion questions on Child Marriage, FGM/C, SRGBV, and Gender Equality

Using the above-mentioned community advocacy guidelines, here are additional tips on how specifically to engage community members on child marriage, FGM/C, GBV, and gender equality.

Child Marriage

Child marriage is violation of fundamental human rights and one of the most harmful practices that denies girls educational opportunities. It leads to poverty and economic insecurity and has a serious negative impact on health and decision-making capacities of girls.

Main reasons of child marriage[14]
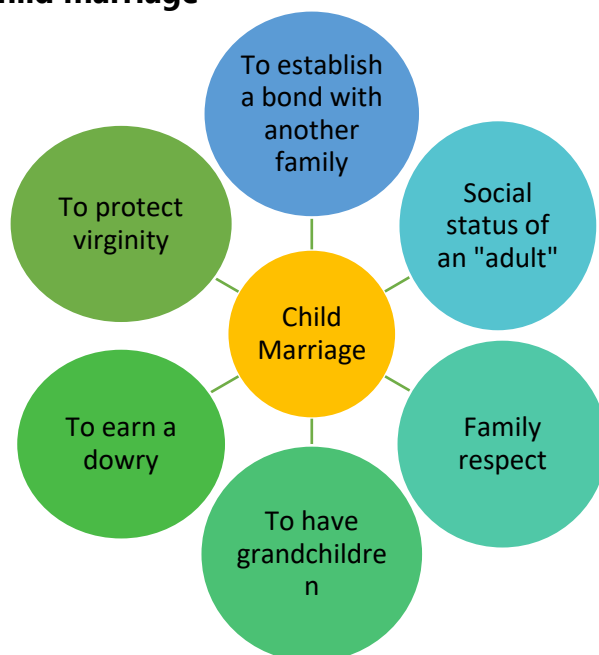
Consequences of child marriage on girls' education

❖ Girls married at a young age are often pulled out of school and denied further education.
❖ Domestic duties and childbearing may prevent a girl from re-enrolling.
❖ If a girl is married and moves in with her husband, she is unlikely to enroll in a new school.
❖ Being out of school limits the chances of girls learning about their rights and reproductive health.
❖ Being uneducated limits a girl's chances for formal employment.

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[14] ECMP - School club manual, 2014

- ❖ As mothers, girls with little or no education are less likely to send their children to school.
- ❖ Children of child brides are therefore more likely to be illiterate.

When holding a community advocacy event, try to ask questions rather than "tell" them about child marriage. Below are some discussion questions you could use.

- ❖ What are the advantages or disadvantages for **the family** when a girl is married before age 18, or when they finish school?
- ❖ What are the advantages or disadvantages for **the girl** when she is married before age 18, or when they finish school?
- ❖ Among the women you know, whose children are better off – those who have an educated mother or an uneducated mother?
- ❖ What are the advantages to getting an education, besides getting a job? Are there advantages to being educated in everyday life?
- ❖ Do men want to marry girls younger than 18? Why?
- ❖ What would Ethiopia be like if all boys and girls finished school?

Other tips on preventing and responding to child marriage
- ❖ Community/religious leaders can declare community-by law against child marriage.
- ❖ The community can refuse to attend the wedding ceremony of underage marriages.
- ❖ Student networks can serve as an eye and ear to investigate clandestine child marriage and report to the community leaders/police/school directors.
- ❖ Schools can install a locked box to receive anonymous reports on child marriage proposals in the community.

FGM/C
Female genital mutilation or cutting (FGM/C) is a practice that involves altering or injuring the female genitalia for non-medical reasons, and it is internationally recognized as a human rights violation. To promote the abandonment of FGM/C, coordinated and systematic efforts are needed, and they must engage whole communities and focus on human rights and gender equality. They must also address the sexual and reproductive health needs of women and girls who suffer from its consequences.

Main reasons for FGM/C[15]

Obtain social respect from the community

Reduce sexual desires and pleasure

To protect virginity

FGM/C

Ensure marriage

To be liked by others in their culture

Following long- held traditions
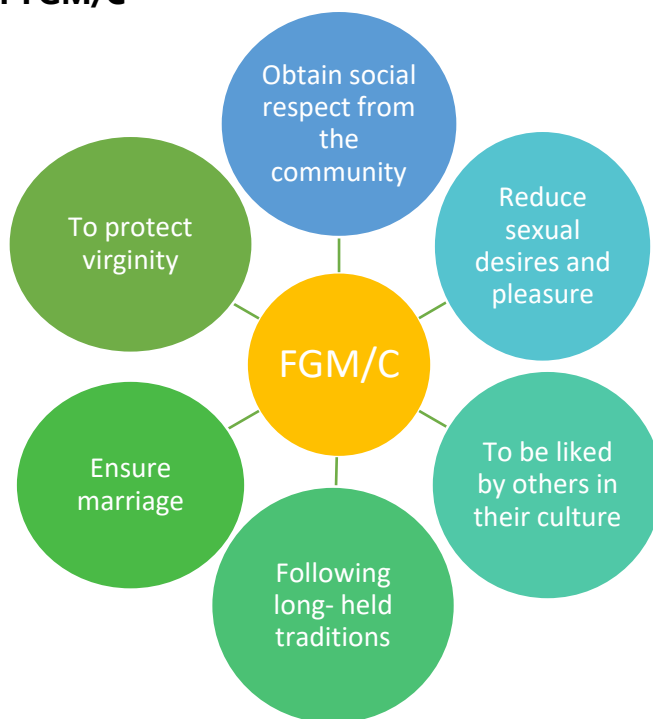
Consequences of FGM/C on girls' education
- ❖ Girls who undergo FGM/C are often pulled out of school for long periods of time, which affects either their short-term or long-term education.
- ❖ There are severe health risks when undergoing FGM/C, which will prolong their absence or permanently affect their education.
- ❖ Oftentimes, girls undergo FGM/C just before given away for marriage. Once they are married, their chances for further education is small.

As with child marriage, try to ask questions rather than "tell" them about how FGM/C is bad. Below are some discussion questions you could use. You may consider breaking groups into all-men or all-women groups due to the sensitivity. But, if you think they can handle discussing together, it would be better so that they hear what the other sex has to say about the issue.

Discussion questions on child marriage for community advocacy:
- What are the advantages or disadvantages for the family when a girl undergoes FGM/C?
- What are the advantages or disadvantages for the girl when she undergoes FGM/C?
- What are the risks and long-term effects of FGM/C?

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[15] ECMP - School club manual, 2014

- What are the risks of not performing FGM/C? Do you know of anyone who was <u>not cut</u>, and suffered because of it?
- Are there aspects of the culture associated with 'becoming a woman' that we can preserve, while abandoning FGM/C?

Other tips on responding to FGM/C
- Community/religious leaders can declare a community-by law against FGM/C.
- The community can refuse to attend the ceremonies celebrating FGM/C.
- Student networks can serve as an eye and ear to investigate clandestine FGM/C and report to the community leaders/police/school directors.
- Schools can install a locked box to receive anonymous reports on FGM/C in the community.

SRGBV (School related gender-based violence)

READ II conducted a study and found that many students, especially girls, are experiencing SRGBV, such as bullying, insulting, hitting, intimidating, touching private areas, and sexual assault. Students also say that some teachers practice corporal punishment (hitting/smacking/whipping, making students kneel or be in an uncomfortable position for long periods of time, or forced labor), which is against Ethiopia law and the MOE's policies. Violence occurs at school, on the way to and from school, and at home. SRGBV can make students uncomfortable, underperform at school, or even drop out. Physical, psychological, and sexual violence can all have long-lasting effects on people, into adulthood.

Communities need to be aware of the violence, but also should be active in responding and preventing SRGBV. PTSAs can hold discussions on SRGBV through questions. But it may be effective to understand the state of violence in your area. It may be good to evaluate the level and type of violence in your community. Be sure that someone trusted by students conducts interviews, as students are often afraid to divulge any violence to adults.

Holding a forum with community members is critical to beginning to grasp an understanding of the kinds of violence occurring in the community and advocating for changes. Holding a forum with community members that is based on questions rather than a lecture might be the best way to communicate these ideas.

Discussion questions on child marriage for community advocacy:
- What types of violence typical occur in school? Outside of school? At home?
- What are the risks and long-term effects of SRGBV?
- Why do adults hit children?

- Is there another way to educate children, that does not involve hitting?
- What can the community do to respond to GBV at school, to/from school, and at home?

Gender Equality

Oftentimes, families and teachers have differing expectations for girls and boys. Boys are more likely to be encouraged to go to school, have social interactions outside of the home, and pursue new activities and opportunities. Unfortunately, girls often have domestic responsibilities that prevent them from succeeding in school and fully enjoying activities and opportunities. When girls have less freedom and have less exposure to the wider world, they become less confident. PTSAs can create opportunities for community forums that challenge gender inequality by presenting following discussion questions:

Discussion questions on gender equality/inequality for community advocacy
- What do you expect of your daughter to become? Your son?
- If they are different, why? If they are the same, are you doing all you can to help them to achieve their dreams?
- What could you do better?
- Can boys help their sisters do domestic chores? If not, why not?
- What would happen if neighbors or family members see a man or boy washing dishes or cooking dinner?
- What can you do to make girls and boys more equal, and both to succeed in life?

Quick Tip:
- ❖ It may be helpful to talk about boys and men who do domestic chores, such as in Addis Ababa or other cultures. People may find it strange at first, but they can get used to it.

Action 2 Recap: Roles and Responsibilities

PTSA
- Take advantage of all school and community meetings to discuss child marriage, FGM/C, SRGBV, and gender equality.
- Challenge the traditions that surround GBV and HTPs and offer alternatives with community members.
- Strengthen and establish community networks and partnerships involving Gender Clubs, teachers, elders, local government officials, women and youth groups, community and religious leaders, etc. You can jointly work towards improving children's experiences and chances for success.

School Directors and Deputy Directors
- Closely collaborate with PTSAs, Gender Clubs, and community and religious leaders to openly discuss these topics
- Develop strong support systems to keep girls in school. Provide school materials for girls whose families cannot afford them and encourage teachers to support girls.

Girl/Gender Club Coordinators
- Empower girls to negotiate with their parents and say no to child marriage and FGM/C
- Empower girls to report cases of FGM/C
- Work with PTSAs to work towards improving children's experiences and chances for success.

Quick Tip:

❖ All community stakeholders should work together for a common purpose, and regularly meet to discuss progress.

Review and Conclusion

The community can be a catalyst for positive social change. When community members are listened to, met with respect, and invited to share their beliefs, they are more likely to listen to advocacy and change messages. Whether the advocacy topic be child marriage, FGM/C, SRGBV, or gender equality, communities are partners and not obstacles. Community Advocates should take the time to listen to community members, and gently challenge their beliefs.

Section 5:   Menstrual Hygiene and Basic Reproductive Health

Many girls in Ethiopia are absent from school several days per month because of menstruation. Many schools do not have clean, private facilities. Many girls do not have sanitary pads.

How can I prevent girls from being absent due to menstruation in my school?

There are five actions that schools can take to make girls more comfortable at school during menstruation. If girls are comfortable at school, they will be less likely to be absent from school during menstruation.

Quick Tip:
❖ Focal Women must be supported in their role by the school

1. School Directors identify two or more female teachers, including the Gender Club Coordinator, to be "Focal Women"
2. School Directors ensure there is either a Safe Room and/or separate toilets for girls
3. Focal Women hold menstrual hygiene and basic reproductive health awareness sessions for all girls, grades 5-8 (Note: boys would also benefit greatly from these sessions, if possible. But it may be better to separate boys and girls, for girls' comfort)
4. School Directors and Focal Women ensure there are sanitary pads, either disposable or reusable*, available at the school
5. Build community awareness on menstruation

Below are the steps, roles, and responsibilities required of each action.

1. *Identify Focal Women for Menstrual Hygiene*

School Directors ask female teachers to volunteer to be **Focal Women** for Menstrual Hygiene. Focal Women should be invested in helping girls and be trusted and liked by female students. The number of Focal Women will depend on the size of the student population and there should be about 1 Focal Woman for every 50 female students in grades 5-8. Having several Focal Women is best, the work load will be minimal and female students are likely to always find someone available when they need them. Once Focal Women are identified, students should be informed. You can introduce the women in each of your classes, for example. The Focal Women's names should be posted in an area where information is shared.

Action 1   Recap: Roles and Responsibilities

Focal Women
- Conduct menstrual hygiene sessions once per quarter for female students, grades 5-8
- Work with School Director to ensure there are sanitary pads for emergencies at school, and they are kept in a clean, locked storage area
- Be available to girls if they need advice or sanitary pads

School Directors and Deputy Directors
- Assign the role of Focal Women
- Ensure that all female students grade 5-8 are aware of Focal Women, through announcements and postings

Teachers
- Introduce Focal Women in your classes
- Make and post a list of the Focal Women in your classroom

2. Ensure there is a "Safe Room" or separate toilets for girls
There are two ways of ensuring there are clean, private facilities for girls to practice menstrual hygiene: A **Safe Room** or **Girls-only toilets**.

Safe Rooms
A Safe Room is an enclosed area where girls can go to get sanitary pads, change their sanitary pads, and rest if they are feeling tired or are in pain. Your school's *Focal Women* should be in charge of ensuring Safe Rooms are sanitary, equipped, and secured from outsiders. Safe Rooms should have the following:

Privacy: a locked room, where no one can look or walk in	Sanitary pads: disposable, reusable, or both	A sanitary toilet and wastebasket
A handwashing station with clean water and soap	A place to sit or lie down (a chair, a bench, or a mattress)	Some changes of clothes

Girls-only toilets

In case Safe Rooms are not possible, there should at least be separate toilets for boys and girls. Toilets should have most of the same features as Safe Rooms, as follows:

- Privacy: a locked room, where no one can look or walk in,
- A sanitary toilet,
- A wastebasket,
- A handwashing station with clean water and soap,
- As part of their role, Focal Women should keep sanitary pads and a change of clothes somewhere safe, in case female students are in need.

Action 2 Recap: Roles and Responsibilities

Focal Women

- With School Directors, set up either a Safe Room or an All-Girls Toilet
- Keep facilities sanitary and equipped with sanitary pads, changes of clothes, soap and water

School Directors and Deputy Directors

- With Focal Women, set up either a Safe Room or an All-Girls Toilet
- Support Focal Women with the support and budget to equip the facilities
- Ensure that facilities are cleaned daily
- Inform parents and the PTSAs of the facilities during general assemblies

3. Hold menstrual hygiene awareness and basic reproductive health sessions

Focal Women should hold **menstrual hygiene awareness** sessions once per month until all girls have attended. Holding sessions right after school will help more girls to participate. There are four one-hour sessions, which can be repeated if necessary. Each session's main points are below:

Quick Tips:

- ❖ Violence against girls is common around toilets. If Safe Rooms or toilets are not secure places, girls will not use them. Be sure that teachers monitor the area, safeguarding students who use them.
- ❖ PTSAs should be consulted, especially when first preparing the facilities. PTSAs can help raise funds.
- ❖ Supplies for menstrual hygiene should be budgeted and restocked regularly.

Session 1:   What is menstruation and myths about menstruation

> Facts about Menstruation:
> ❖ Menstruation is the shedding of blood and tissue about once per month, if the girl/woman is not pregnant.
> ❖ Menstruation is a natural process that is a sign that you can become pregnant if you have unprotected sexual intercourse.
> ❖ Menstruation is something that nearly all women share in common.
> ❖ Menstruation can be easily managed with the correct information.
> ❖ Menstruation usually happens every 21-35 days.

Many cultures have beliefs, myths and taboos relating to menstruation. In Ethiopia, there are social norms or unwritten rules and practices about menstruation. Please refer the below Table.

Activity: Myths and Truths
Begin by asking girls what they have heard about menstruation and discuss each one of them. Encourage the group to be open and to not be embarrassed. Below are some common myths on menstruation, and the facts. Read each myth and ask the group to tell you whether it is true or false. If the respondent thinks its false, ask her to tell you what the truth is.

Myths or Beliefs	The truth
You can't get pregnant when you're menstruating	**False.** It is possible to get pregnant while menstruating.
You should not do exercise during periods.	**False.** There is no reason why girls should not exercise while menstruating. In fact, it can sometimes ease menstrual cramping.
If you use Modess or a tampon, you are no longer a virgin. (**Tampon** is a piece of cotton or other absorbent material inserted into wound or body cavity to absorb fluids - especially blood).	**False.** The use of a tampon is not related to virginity. Virginity is related to sexual activity, while using a tampon is a hygienic activity.
Beginning to menstruate means a girl has already started sexual intercourse	**False.** Menstruation marks the onset of sexual maturity in girls
During menstruation girls/women should not drink tea	**False.** Drinking hot drinks can ease menstrual cramping, but too much tea or coffee could make cramping a little more painful. Otherwise, there is no harm in drinking tea.

Menstruation should be secret, particularly from men and boys	**False**. It is natural phenomena that almost all girls and women experience and should not be secret from anyone
Reusable rags/pads should be dried and kept in a hidden place	**False.** Reusable rags/pads should be washed with soap and then dried with sunlight, as this helps to kill bacteria that cause infections and irritations

It should be concluded that menstruation is nothing to be ashamed of and is a natural process.

Session 2:   Menstrual Hygiene and Disposal

Girls often feel shame around menstruation because adults do not take the time to discuss with them what happens and what they should do. Adults often feel embarrassed talking about it, which makes girls uncomfortable. Focal Women should be clear and honest about menstruation and should remind girls often that it is natural and nothing to be embarrassed about.

There are different ways of keeping menstrual hygiene, but the most common in Ethiopia are pieces of clothes or disposable sanitary pads. Here is what girls should know:

Material used	What you should know
Cloth, old clothes, reusable sanitary pads	Cloth should be cleaned well with soap and then dried in the sun after use. If it is not cleaned well, it can cause infections. Girls should bring extra cloth or reusable pads, so they can be changed at school. If there is nowhere to wash the cloth at school, a bag can store the used cloth or pad, and then can be washed at home.
Disposable sanitary pads	Convenient, but not good for the environment. Expensive. Most families cannot afford to buy them every month, so it's not a good long-term solution. Should never be flushed down toilets or burned. Chemicals used to make them may be bad for your body.
Tampons	Some cultures believe that girls cannot use tampons, as she will no longer be a virgin (untrue) Convenient, but not good for the environment. Expensive. Most families cannot afford to buy them every month, so it's not a good long-term solution. Should never be flushed down toilets or burned. Chemicals used to make them may be bad for your body.

What girls should know is that **they should not miss school because of menstruation**, and that Focal Women are there to help them. Action 4 deals with how to make reusable sanitary pads.

Session 3:   The Menstrual Cycle

Girls usually do not know when to expect their menstrual cycle. If they have their menstrual cycle at school, they may not be prepared, and that can make them embarrassed. Understanding some basic information, as found below, on their menstrual cycle will help them to guess when they might menstruate.

- Explain that the menstrual cycle is usually 28 days, but all girls are different. Normal menstrual cycles can be from 21 or 35 days, and sometimes the number of days change from month to month.
- Ask girls to track their menstrual cycle. Starting with the first day of menstruation, count the days until the next menstruation. This will tell you how many days are in your menstrual cycle.
- Girls may track their menstrual cycle by using a calendar, writing marks on a notebook, putting stones in a bag, or with beads on a necklace.
- Girls should track their menstrual cycle for several months, so they can be sure that it is the same number of days every month.
- Describe to girls that they are more likely to become pregnant if they have sexual intercourse when they are not menstruating. But, remind them that it is still possible to become pregnant during menstruation.
- Explain to girls to not be afraid, having their period is completely normal and shows they are healthy, and to know that almost all girls go through the same thing.
- Explain to girls to tell someone close to them whom they trust what they have learned.
- Inform girls that the number of times they need to change their pad depends on how heavy their menstruation is.
- It's important to change the pad at least twice a day.
- Describe for girls if they are having their periods; make sure to wash their private parts with water at least twice a day to reduce the risk of bad body odor and infections.
- Advise girls to only use soap and water for washing and to not use deodorant sprays or other scented products on their private parts to cover up the smells of menstruation. This can cause serious infections and make them smell more.

Conclude by explaining that knowing when their menstrual cycle may begin should help them to be prepared. Remind them that the school keeps some sanitary pads in case of

emergencies (if this is true), but they should try to be prepared. Remind them that they should not miss school when they are menstruating.

Session 4:   Basic Reproductive Health
In addition to menstrual health, girls should know basic **reproductive health** to protect themselves from undesired pregnancy and sexually transmitted infections (STI). Below is some basic information that you should share with students. It is best if information is discussed and everyone participates, instead of the Focal Person telling students information. Start the discussion with these two simple questions. Be sure that they feel comfortable discussing by assuring them that everyone is there to learn.
- What do you know about getting pregnant?
- What do you know about transmission of STIs and HIV/AIDS?

Below are some common myths and truths about pregnancy, STIs, and HIV and AIDS:

- Read out loud the myth or belief and ask the group if it is true or false.
- When a student gives you an answer, ask her/him to tell you whether it is true or false and why.
- Make sure to share the complete explanation of the truth. If a student only tells part of the reason, expand the response so that the class hears and understands the complete reason of the truth answer.

Myths or Beliefs	The truth
A girl cannot get pregnant the first time she has sexual intercourse.	**False.** A girl can get pregnant the first time she has sexual intercourse.
Virgins can't get HIV	**False.** Virgins can get HIV as HIV is transmitted through contamination of bodily fluids, including blood transfusions.
HIV can be transmitted through sorcery or a curse.	**False.** HIV is mostly transmitted through unprotected sexual intercourse with an HIV-infected person. Blood transfusions and breast milk from an infected person are also ways of getting HIV. Abstinence is the best way to prevent HIV, and correct condom-use is a very effective way to prevent HIV.
Birth control pills protect you from STIs and HIV.	**False.** Only abstinence and correct condom use can protect you from STIs and HIV.
Some birth control can make you sterile.	**False**. No form of birth control can make you sterile, unless you have surgery to block the fallopian tubes.
STIs can make you sterile.	**True and False**. While most STIs can be easily treated, there are some STIs that can make you sterile if left untreated for a

	long time. The important thing to know is to go to a medical center if you suspect an STI.
Girls should not ask boys to use a condom, or he will think she is a prostitute.	**False.** If a girl decides to have sexual intercourse, she should also decide to protect herself from STIs, HIV, and unwanted pregnancy. If a boy thinks poorly of a girl for protecting herself, then perhaps the boy is a poor choice as a sexual partner.

- Conclude the session in explaining that there are many myths about reproductive health, and they should not believe everything other youth are saying.
- Encourage the students to seek information from Focal Persons or Health Care Professionals.
- Tell them that no one should push them to have sexual intercourse if they are not ready, and being ready means knowing the risks of sexual intercourse and accepting the consequences.
- Encourage students to discuss what they have learned with their families.

Action 3   Recap: Roles and Responsibilities

Focal Women
- Develop and train on all three of the Menstrual Hygiene sessions.
- Each Focal Woman should hold sessions at different times to ensure a maximum number of female students attend. It may be helpful to hold each of the sessions more than once in case there were girls absent or if they want to review.

> *Quick Tip:*
>
> ❖ Menstruation can be embarrassing for girls, so be sure to be sensitive.

Teachers
- Be clear to students that you support the right of girls to menstrual hygiene and you have the right to allow them to leave class to use the toilet.
- Respect students' need for privacy, and do not draw attention to a girl student if she needs to leave the class.

School Directors and Deputy Directors
- Support Focal Women in organizing sessions on Menstrual hygiene.
- Ensure parents and PTSAs are informed of sessions, and that as many female students as possible attend.

4. Providing female students with sanitary pads

It can be expensive or even impossible for schools to provide **disposable sanitary pads** for all female students. It is suggested that schools help students and the school community to make reusable sanitary pads. The simple steps can be followed. It is best to get someone who has experience sewing sanitary pads to show you the first time.

Action 4 Recap: Roles and Responsibilities

Focal Women
- Can support or coach female students on preparation of reusable sanitary pads from local materials.
- Encourage female students and build their confidence to use reusable sanitary pads.

School Directors and Deputy Directors
- Support female teachers/students and provide necessary materials for production of reusable sanitary pads.

Quick Tip:
- ❖ Even if students have reusable pads, it is still important to have a supply of reusable pads at school, in case students unexpectedly need them. This will help minimize

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5. Build community awareness on menstruation

Menstruation is not only a taboo for girls, but for everyone. Mothers do not often talk about menstruation with their daughters because they are embarrassed or have negative beliefs about it – such as "it's a curse", or "it means you're dirty". Speaking openly about menstruation during events and meetings could help reduce embarrassment and misunderstandings.

Below are some suggestions for building community awareness about menstruation:

Speak with PTSAs about helping you to build awareness around menstruation

Discuss menstruation during parents' meetings and events

Discuss menstruation during student assemblies, as boys should also be aware to reduce stigmatization

Hold an event for Menstrual Hygiene Day on May 28
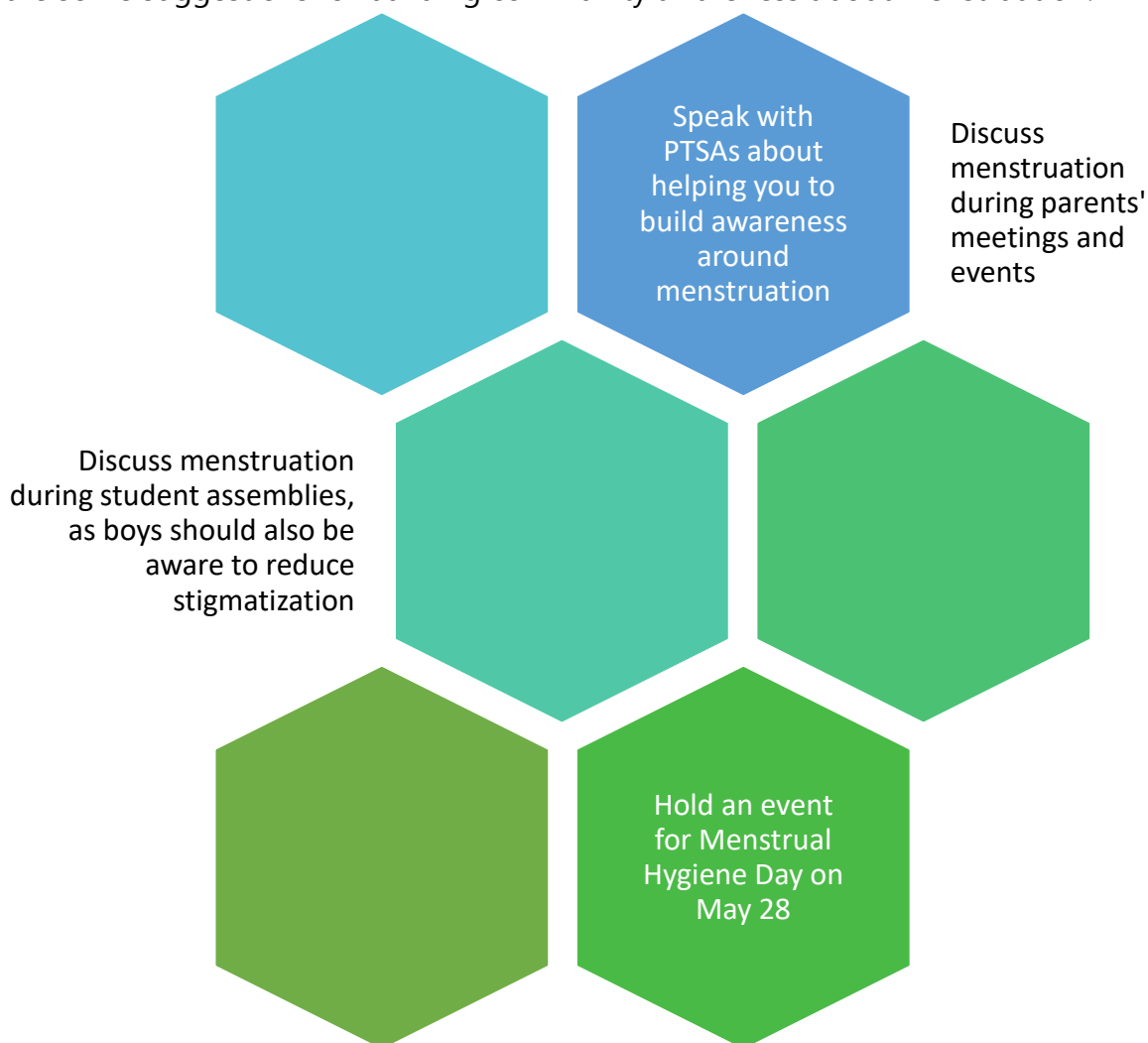
For more information on Menstrual Hygiene Day check out
http://menstrualhygieneday.org/about/why-menstruationmatters/

During these events and meetings, highlight the following points:
- Too many girls miss school due to menstruation, but this does not have to happen.
- Menstruation is natural and nothing to be ashamed of.
- Mothers need to speak with their daughters about menstruation. If they do not have the correct information, inform them that they should see the Focal Women.
- Boys should never make fun of girls for menstruation
- Don't forget to highlight all of the good work the school has been doing to help girls stay in school during menstruation!
- Be creative in passing the information. You can play games, have question-answer sessions, or one-on-one discussions to discuss this topic. You will know how best to

discuss this topic, so that no one is embarrassed. Encourage girls to speak with their mothers, sisters, aunts, and grandmother at home.

Action 5   Recap: Roles and Responsibilities

Focal Women
- Seek opportunities to speak about menstruation with the community.

School Directors and Deputy Directors
- Support Focal Women in discussing menstruation with the community.

Review and Conclusion
This module has walked you through key steps for guiding Focal Women to help female students to manage their menstrual cycle, and ultimately to reduce girls' absences from school. Oftentimes teachers do not know how often girls miss class due to menstruation. Many girls are embarrassed to talk about menstruation, especially with male teachers. Girls may tell teachers they were absent for other reasons, to avoid talking about menstruation. Thus, this small investment can greatly improve girls' attendance, and their performance in school.

How to Make Reusable Sanitary Pads[16]

Materials:
- Paper templates
- Cotton fabric (dark colors preferable)
- Fleece (Can be substituted with flannel or cotton, dark color)
- Sewing needles
- Pins
- Dark colored thread
- Plastic bag (sanitized)
- A pair of metal snaps (Can be substituted with metal hooks or Velcro)
- Marker

Instructions:

Make Paper Templates:
- Draw and cut out "Pad Template" with wings, similar to the one below. Length: 26 centimeters, Width: 23 centimeters, Wings: less than 8 centimeters
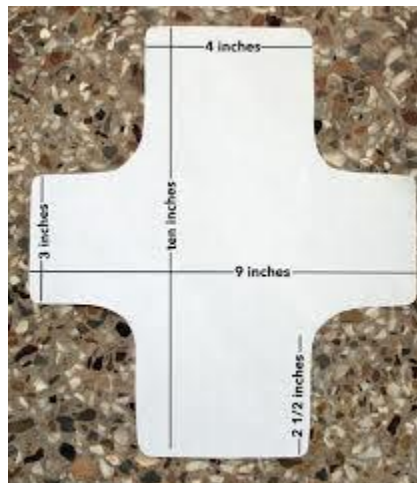
- Draw and cut out a rectangle "Pocket Template." Length: 13 centimeters, Width: 12 centimeters
- Trace 2 "Pad Templates" and 2 "Pocket Templates" onto the cotton fabric.
- Draw 2 squares "Liners" (22 X 22 centimeters) onto fleece fabric (or you can use the same cotton fabric if fleece is unavailable).

- Cut out all fabric pieces. Cut one plastic bag open by cutting off the glued edges and then down the center seam. Trim plastic bag to the same width and length as the pad (it will not extend onto the wings).
- Fold both pocket pieces in half along the width.
- Sew a line across the folded edge of both pockets with about a ½ centimeter gap. Use a small tacking stitch.
- Assemble the layers of fabric. From bottom to top: Plastic bag, Pad (1), both Pockets, and Pad (2). The sewn edges of both pockets must face towards the center of the pad.
- Pin only the top and bottom edges of the pad. Do not place any pins towards the middle of the pad because they will create holes and leakages. Trim the edges of the pad so that all edges are even.
- <u>Only sew</u> along the long edges of the pad leaving about a 1/4-inch gap. Use a small tacking stitch. <u>Do not sew</u> along the top and bottom openings. It is okay that the water sachet will not be sewn along the wing area.
- Use the openings to turn the pad inside out. The water sachet should now be in the middle.
- Smooth out seams so that the pad is flat. Sew lines across both openings with about a 1/4-inch gap. Use a small tacking stitch.
- Flip the pockets over. This side will be the pad interior.
- Use a hammer to attach metal snaps to each of the wings. Make sure that the snaps are in the center and are about 1/2 inch from the edge. If you cannot find metal snaps you can try using plastic snaps, metal hooks, or Velcro. These things can be found at most tailors' shops. The pad is fully assembled, now let's sew the liner!

Make the Liner:
Place the two liners (the 22-centimeter squares) together so that their edges align. Sew along the outer edge of the square using an overcast stitch.
Fold the liner into a trifold that will fit into the pad pockets. Congratulations, your pad and liner are now complete! For a full set make at least one more liner, so that the liners can be regularly changed and washed.

Washing Instructions:
Both the liners and pads can be hand washed like normal clothing with detergent and soap. The liners will soak most of the menstrual blood and should be changed and washed often. It is important that they dry in the sun to kill any bacteria.

Annex -1 Findings and Suggestions of the Rapid Assessment

Barriers of Learning	Factors Affecting Student Learning and Success	Suggested Possible Solutions
Student dropout	- Lack of parental /guardian support; - Lack of enough time to study particularly girl students; - Family economic problems and family influence; - Death of family; - Family divorce or separation; - Seek for income generation to support their families; - Early marriage seeking for dowry; - Distance from home to schools; - Health related problem; - Lack off role model female in the rural communities; - Academic dismissal; - Peer influences of awareness about the benefit of education; - Wrong perception on some of the subject matters like Mathematics, English language, Physics – consider them as difficult subject matters; - Peer pressure and school surrounding factors -video houses - Hopelessness about future life; - Educated unemployment; - Lack of counseling; - Teachers' behavior; - Lack of learning materials; - Lack of sanitary rooms; - Overcrowded classrooms; - Disciplinary issues -misbehaving in schools;	- Parents should encourage their children to study; - School Director to work with parents and students to safeguard children at -risk; - PTSA should work with the school director to reduce number of dropout students and to retain; - The school needs to communicate with parents about their student behavior; - Parents need to make close follow-up on their children's academic and behavioral progress or miss-behavior; - Parents and students need to discuss on issues related to early marriage and successful learning; - Parents need to follow up what the school is doing for increasing students learning success; - Establishing close relationships between communities and schools to reduce student dropout rate; - The school, through its teachers tracks students' attendance and advises students on the verge of dropping out of school; - School to encourage their students to improve their academic performance; - Provision of incentives for best performing students (both community and school); - Support low performing students (school); - Provision of special advice for female students and their parents to be successful.

	• Lack of food to eat;	
Low level of reading and writing skills	• English language is difficult in reading and writing for some of the student; • Some English language teachers didn't teach students properly as aid by students; • Some students have poor reading and writing practices; • High number of students in one classroom result in limited support to individual students by teachers; • Lack of student textbooks and supplementary reading materials; • Lack of teacher's academic capacity in English language; • Lack of libraries and reading materials in schools; • Domestic workloads at home particularly for girl students; • Lack of time for study; • Lack of tutorial classes; • Lack of support for low performing students; • Change of medium of instruction from mother tongue to Amharic;	• Some students love reading and writing mother tongue (MT) and English languages and should be encouraged; • Enhance peer support system in schools; • Fulfil necessary materials (reference books and supplementary reading materials); • Establishing library, reading, writing corners and clubs in the school (flexible library to borrow books); • Encourage teachers to support their students; • The need for teacher commitment to support student learning improvement; • Provision of special support for students who have reading and writing problems; • Work to avoid students' perceptions and belief on Mathematics and Physics subjects; • Work towards improving teacher-student positive relationships.
School general environment is not conducive for learning	• Bad environments around schools like (gambling, video-houses, chat chewing shops, alcohol and the presence of drug shops); • Lack of potable water and WASH facilities; • Lack of restrooms for adolescent girls during menstrual periods; • Shortage of classroom and caused student overcrowded; • Student-classrooms, student-teachers, and student textbooks ratio is very high; • Lack of school furniture; • Lack of laboratories, chemicals and laboratory materials; • Lack of user-friendly toilet rooms;	• Work towards school conducive environment for learning; • Work closely with kebele Administration and with Police to protect schools from harmful practices around the schools – • Develop strong school policies to protect students from vulnerability and danger of alcohol addiction; • Create fund raising programs and income generating activities to improve school infrastructures – water provision, separate latrine for boys and girls, libraries, and reading camps; • Constructions of additional classrooms and restrooms for adolescent girls to decrease absenteeism during menstrual periods;

	- Lack of play grounds; - Lack of interest of students for learning; - Negative family influence; - Lack of teachers and student's accountability, - Families giving less attention to education; - Shortage of supplementary materials; - Poor teaching skills; - Classroom sanitation; - Lack of textbooks; - Lack of quality teaching and learning; - Lack of full commitment of teachers; - Lack of school monitoring and supervision; - Lack of appropriate learning materials for students with disabilities; - Lack of special treatment for disable students- schools and classrooms are not friendly for disabilities.	- Establishment of close relationships and partnerships with communities and parents to improve student academic performances; - Provision of special treatment for disabled students based on the nature of their disabilities; - The importance of regular monitoring and supervision by the respective education offices; - Enhance teacher's capacity and commitment/ appropriate teaching and learning methodology; - Monitor teachers' attendance and check for high absenteeism; - Work to prevent gambling, video and alcohol houses from being schools.
Challenges for students with disabilities	- Lack of user friendly-toilet rooms for disable students; - Lack of teachers supports for disable students, - Lack of appropriate learning materials for students with disabilities; - No special treatment for disable students; - Classrooms are not friendly for their learning; - Schools are not prepared for students with special needs; - The schools and their surrounding areas are not conducive for learning; - Distance of schools from the communities;	- Provision of appropriate learning materials and supportive hearing aids and eye glasses including drinking water and toilet rooms; - Provision of sanitary materials for female students' is a high priority; - Identify problems of disabled students and provide support based on their needs; - Appropriate school arrangement according to the needs of students for disabilities; - Understanding children's need based on the type of disabilities; - School should be responsible for following up of their learning progresses; - Teachers should understand problems of disabled students and provide appropriate support accordingly;
Unfair family treatment of their boys and girls	Parents order girls to deal with household chores - cooking, cleaning and engaging them in domestic activities, while boys get free to play and study;	- Family treatment for boys and girls is not equal; families do give more attention to boys. - Families should be aware about the advantages of education.

	• Unemployment of other graduates discouraged families to send their children to schools; • There are families who believe that only boys should go to schools and give education priority to boys; • Most of the family give priority for boys' enrolment and learning and prefer girls to get married to protect them from unwanted pregnancies; • Girls do not have full freedom to go to the library and to attend tutorial class like their brothers; • Some family members have no awareness about the importance of girl's education.	• Schools and community leaders have responsibility to inform parents about the benefit of education for national development and for their self-awareness to lead their future life. • Different treatment is done at home by their fathers and mothers and students themselves should discuss the issue with their families and explain the benefit of education.
Early marriage	• Girls usually marry under 18 years in most rural areas and unable to complete their education; • Mothers mentioned that early marriage is unacceptable however, fathers agreed the practice of early marriage as a formal way of doing things; • Most community members do not support early marriage, however in some family's marriage took place at early stage due to the need for proud and dowry; • There is an expectation of parent's girls will get pregnancy before formal marriage and they consider early marriage as a safe strategy for the family to make girls engaging into marriage before 18; • Community need to condemn early marriage at public and teach their children the negative effects of early marriage such as their education attainment.	• A lot of work must be done combating early marriage and schools and community leaders should criticize this wrong parent practices and such parents should be asked by low; • Communities, parents, judiciaries, civil society organizations and police should give more attention to protect early marriage particularly in rural areas; • School Directors, PTSAs and Gender/Girls Club should be aware on matters related to early marriage and should protect it at an early stage and if happen inform to government institutions; • Lobby and advocacy should be the priority task of the schools.
Lack of school and community relationship	• A significant number of community members and parents do have good relationships with schools; • Some community members and parents do not have relationships with schools having low understanding about education of their children; • Parents visit schools only during children registration and admission period to sign as a guardian;	• School and communities need to work closely for the success of teaching and learning; • Schools in collaboration with communities should work on awareness raising about the negative consequences of violence and advice perpetuators to give up their attempt against girls;

	• In some communities' schools have strong relationships and communication with the community people and kebele leadership to benefit schools and to protect students from unwanted incidents;	• Awareness creation for students, parents, community members and school communities about the importance of education; • Schools should arrange regular discussion forums to get good result from school and community positive relationships;
Violence against adolescent girls	• Rape, sexual violence, beating and taking their learning materials forcefully; • Female students usually facing violence's by other boy students and students whom do have disciplinary problems; • Some fathers are causing violence against their daughters- beating and physical punishment; • There are students who are eating some girls lunch forcefully; • Schools are not always safe, and some female students can be insulted by their own teachers and by boy students; • Girls face violence while they walk to school particularly by boys/men/strangers; • Violence can be happened mostly while students walk to school and home; • Both girls and boys can face violence; mostly girls are vulnerable to violence; • Behavioral problem is mentioned as a reason for convicting violence; • Physical and psychological abuse is common in schools and the surrounding environment; • Making girls frightened, snatching their educational materials and insulting and throwing un appropriate words.	• Communities should be aware about the safety of girls anywhere; • Empowering girls to report if there is any act of violence and make sure that schools are safer; • Close communication with parents, kebele Administration and police to protect adolescent girls; • Awareness raising for students, parents, and community members on girls' protection; • Periodically organize and facilitate discussion among parents/caregivers, teachers and students; • Strengthen school guidance and counseling services and disciplinary measures; • Strengthen gender/girls' clubs in schools; • Schools should work in collaboration with the community police to safeguard female students; • Communities, schools, judiciary bodies, police and parents should responsive for any offence; • The School and families should report any violence cases to the police and legal courts;
Promising services to help adolescent girls or students at risk	• Schools do not have various services to support students at-risk and do not take any actions;	• Community dialogue particularly with schools and parents; • Subsidies for clothing, food, shelter and educational learning materials;

		• Awareness raising for the school community to support adolescent girls; • Preparing additional supplementary materials, • Support to study for better achievement and results; • Give advice to students the value of education • Reducing work load at home and parents to give more time to girls to get time for studying.
Lack of support for student who are most at risk	• Lack of minimum support for at-risk students (food, clothing and learning materials); • Lack of support for children with special need education; • Children with disabilities such as physical and mental disabilities including learning disabilities; • Children who live in drought and conflict affected areas; • Children which are highly vulnerable and those who missed their families because of HIV/AIDS;	• Provision of scholastic materials; • Provide additional reading materials; • Arranging time for reading and writing; • Provision of additional support for female students due to excessive workload at home; • Provision of more reading materials and furnish the library with suitable chairs; • Building the capacity of teachers to support students' success; • The need for close follow up of students by their teachers, parents, and PTSAs.

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