Back2School Piloting and Testing activity

Gender mainstreaming guidelines

November 2023
Graça Machel Trust

GRAÇA MACHEL TRUST

IDRC · CRDI
International Development Research Centre
Centre de recherches pour le développement international

Canada

African Child Policy Forum
ACPF

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

DIOCESE OF MUSOMA

I_REP FOUNDATION
Empower a girl, Empower the community

PARS Research
Pan African Research Services Ltd

CONTENTS

ABBREVIATIONS

AEP	Accelerated education programme
ALP	Accelerated learning programme
FGM	Female genital mutilation
GBV	Gender based violence
GESI	Gender equity and social inclusion
GMT	Graça Machel Trust
IDRC	International Development Research Centre
MERL	Monitoring evaluation research and learning

INTRODUCTION

This report focuses on issues of gender equity and social inclusion (GESI) in the IDRC /GMT Back2School projects in Ethiopia, Tanzania and Kenya. Its primary purpose was to pilot, through a research field visit, the draft GESI guidelines that had been developed from a desktop review. In addition, the visit aimed to better understand the gender and social inclusion dynamics in each country context and the extent to which GESI has been a part of the Back2School project activities already.

In the first phase of this work, I reviewed the academic and grey literature that documents promising practices for mainstreaming GESI into primary education generally and Accelerated Learning Programmes (ALPs[1]) specifically. At the same time, I undertook key informant interviews with the implementing partners in each country in order to obtain information about the context, priorities, challenges and successes in each country.

Based on this desktop research, the GESI guidelines developed had two sections. The first was a brief review of literature focussing on what appeared to be a promising practice and why. Where possible, I focussed on interventions/approaches that had completed outcome evaluations, although there are few interventions that have had such evaluations. I provided a summary of the literature with a focus on the theory of change that could be extracted, as well as the core areas for possible intervention for the countries that are part of the Back2School project. The second section of the GESI guidelines proposed a series of applied activities that stakeholders could use to implement these identified strategies in their own schools/communities. These activities aimed to translate the research findings into practical interventions so that the schools could take an evidence-based approach to their GESI work. Based on the desktop review and discussions with the implementing partners we decided that the guidelines should be structured according to the audiences that they target so that different stakeholders could focus only on the aspects of the guidelines that are relevant to them. The audiences are: Head teachers and school management, teachers of the ALPs, parents / community members, and policy makers.

In the second phase of the research, these practical activities were piloted with stakeholders in each country. The purpose of the piloting was to assess whether and which of these activities could be effectively used in the three country contexts and ensure that local knowledge and conditions were used to revise the guidelines. From this combination of international best practice and local knowledge and experience guidelines could be developed that could guide future upscaled work in ways that ensure GESI is integrated.

The methodology for piloting the GESI guidelines was as follows:

• Review of the curriculum to assess the content and use this review to guide questions for the overall project.

• Key informant interviews with stakeholders such as the School Committee, Head Teacher, Education Co-ordinator.

• Focus group discussions with parents, learners and teachers (professional and paraprofessional/facilitator).

• Observations of school activities including meetings and children's interactions in class and with peers.

• Observations of community meetings with stakeholders such as government officials, implementing partners, religious leaders and community representatives.

• Practical completion of GESI activities to assess their appropriateness.

In Tanzania, we visited 10 schools over a one-week period. The full list of schools can be seen in Appendix 1. In addition, I conducted key informant interviews with Ms. Judith Mrimi, Regional Adult Education and no-formal education officer, Ms Florence Njiku, District adult Education Officer and Mr. Nollasko Mgimba the Back2school Project Officer. At each school the education co-ordinator for the ward was also present and they were also interviewed, sometimes alongside the teacher / head teacher and sometimes separately. We also met with the members of the school committee in each school as well as parents.

---

[1] In this report I am using ALPs and AEPs interchangeably. In some contexts there is an explicit preference for one term over the other but this was not consistent across all the schools.

In Kenya, we visited one school and one community centre over a two-day period. At the school we held in-depth interviews and focus group discussions with the teachers, head teacher, children and members of the school governing body. The community meeting was attended by the Chiefs, religious representatives, Village Elders, and head teachers. I observed the meeting, participated in small groups discussions and did in-situ interviews with community members including one chief, a former FGM 'cutter' and a Church elder. I also held in-depth interviews with Ms Domtila Chesang and other members of I_REP. For more detail see appendix 1.

In Ethiopia we visited one urban school based in Addis Ababa, three rural schools (in Sebedino and Yirgalem) district outside Hawassa and1 TVET college. At the urban school we were able to spend time with the deputy director of the school, the former teacher who had taught the programme for 3 years and who had recently been made a supervisor and the former supervisor. At the rural school we observed classroom interactions, held interviews with one supervisor and had discussions with the head teacher.

IMPLEMENTATION APPROACHES USED IN PILOTING AND TESTING

Based on the desk review, the initial intention was to structure the GESI guideline on 4 different spheres of the school environment. These were the internal (including attitudes and perceptions) the interpersonal (including relationships between learners, teachers and school management), the instructional (including classroom activities) and the institutional. This is an approach that has been taken in many other countries, particularly in the global North. However, following consultation with the implementing partners in each country this was changed to rather focus on key audiences. These audiences are policy makers, head teachers/school management, teachers and community members. This was partly done so that the guidelines could be used by each stakeholder without them having to read the whole document looking for activities that relate to their work. It was also partly decided on because there was increased need to include and develop relationships with community members given the challenges ALP programmes face with enrolment and retention of vulnerable children. This approach allowed for a more far-reaching community focus than is typical in contexts where there is universal enrolment of children in school. An additional decision was taken early on in the drafting of the GESI guidelines to exclude policy makers from this document and rather create a separate policy brief that could feed into existing policy processes in each country.

Before beginning the piloting, the draft gender guidelines were sent to the implementing partners in each country for comment. In addition, they were sent to the MERL officer and the project coordinator for input. At this stage, the guidelines were purposefully kept rough so that there was scope to edit them as the piloting took place.

The first version of the gender guidelines was divided into three sections. Section 1 targeted head teachers. Based on a review of existing literature I identified three main areas of intervention that fell under the responsibility of the head teacher. These were:
• Creating a culture of inclusion and respect for diversity.

• Teacher training on GESI awareness and recruitment activities.

• GESI aware record keeping and performance management.

• Designing safe and inclusive school infrastructure.

The second section of the gender mainstreaming guidelines focused on the teachers. Based on the review of the literature, the following main areas of intervention for teachers were identified:
• Curriculum analysis to identify GESI opportunities in the curriculum content.

• Gender equitable and inclusive classroom practices.

• Possible gender games to challenge social norms.

The third section of the GESI guideline focussed on the parents and broader community. The desktop review suggested the following areas of potential intervention:
• Creating a school culture that welcomes parents. This includes but is not limited to good parent school communication (reports, meetings, regular discussions);

• Advocacy for GESI in particular the valuing of girls education;

• Mentorship of girls and provision of role models;

• Drawing on community resources for example: conduct a community scan of resources, survey parent expectations and approach to involvement, communicate results back to parents.

The guidelines necessarily included lots of activities and each with different audiences. This meant that every activity could not be piloted in every school. I therefore took an approach of focussing on whether the content of the guidelines was deemed usable and suitable, and identifying where scalable best practices could be identified and documented. Where there was the opportunity, I piloted activities in their entirety. The decision on which activities to pilot in which school was made based on what the school was already doing to promote GESI. I began with a brief interview with the head teacher and with key teachers from the ALP. Based on this interview, I then decided which activities I could pilot that would give the richest information

based on who was available and their existing work on GESI. Thus, the piloting activities were led by who was available for interviews and FGDs in the school and what activities they could best participate in.

To be as efficient as possible I obtained some of the information I needed from other activities that were also happening at the time of the piloting. For example, in Tanzania, the sensitization workshops with parents were taking place during the piloting of the GESI guidelines and much of the information I needed on parent involvement could be gained by simply observing these activities. Similarly, the MERL officer was collecting enrolment data, and this allowed me to assess the school's record keeping system and have a discussion with the head teachers about what record keeping adjustments were feasible at the same time. Similarly, since mapping exercises had been part of the previous round of implementation, I did not undertake mapping exercises as their suitability as a method had already been established. I did however record instances where communities and schools had initiated their own mapping exercises and gather reflections from stakeholders about their experience of mapping methodologies. In these cases, I got detailed information about the methods so that it could be compared to the proposed method in the GESI guidelines. This approach to piloting allowed me to complete the activities in the most efficient way and visit as diverse a range of schools as possible.

SAMPLING OF SCHOOLS AND PARTICIPANTS

After receiving feedback from implementing partners on the first draft of the GESI guidelines, I met with them virtually to plan the visit. In these meeting we discussed who I would need to meet in the schools and what activities would be possible. Overall, the visits were useful in getting in -depth information.

The schools were selected by the implementing partner. See appendix 1 for a full list of schools visited. My impression is that the schools represented an appropriate variety of COBET centres as there was a diversity of socio-economic status, ethnic/cultural breakdown, gender of parents and learners and region. There was a lack of gender diversity among teachers and most teachers were male. However, after discussion with the implementing partners it was established that this represents the profile of teachers in the COBET programme.

In Kenya the schools were also selected by the implementing partner. The implementing partner was new to the Back2School project, and this project was being integrated into previous work on prevention of FGM and girls rights. This meant that the piloting was less in-depth than in Tanzania as only a few schools were part of the project. However, in Kenya the curriculum analysis exercise was completed and reflected on by teachers – something that had not been possible in other contexts as described below. The additional time in a school in Kenya meant that there was scope for very rich informal discussions that gave useful insight into the everyday challenges faced by schools. As a result, in Kenya there is scope for crafting a new programme of work as the interventions are scaled.

In Ethiopia three schools and one TVET college were visited. Again, the implementing partner selected these schools. At these visits we were with other NGOs and colleagues, and this did mean that there was more formal interactions and fewer opportunities for in-depth discussion. However, at two schools there was a chance to have in-depth conversations with some of the teachers which proved very informative and gave the depth of information needed. Again it was difficult to get equal gender representation of teachers as there were few female teachers in this context.

On arrival at the schools / community, we did introductions. We then asked for the different stakeholders we would like to meet. With children this was all children supported by Back2School. I then asked to speak to teachers with eh most experience working with the Back2School children regardless of gender. I also interviewed the head teacher and education co-ordinator/government officials where possible regardless.

PILOT ACTIVITIES' IMPLEMENTATION: OUTCOMES OF PILOTING AND TESTING

In the section below I reflect on the piloting of each of the sections of the GESI guideline. I focus on whether the promising practices from existing literature could also work in the Back2School programme and whether the practical activities are useful and appropriate. After this I focus on why these findings may have occurred and the extent to which they may be scaled. A summary table of the activities/areas of intervention, the changes made and the extent to which they are likely to be scalable and in what form can be seen in appendix 2.

INTERVENTIONS FOR HEAD TEACHERS

In the original guidelines I proposed the following areas of intervention for head teachers:

- Record keeping and performance management: the GESI guidelines included a system of record keeping that was GESI aware and that could be used for planning GESI interventions within the school.

- Creating a culture of inclusion and respect for diversity: This included:
  - creating a GESI focused vision and mission statement
  - creating a teachers' forum for GESI
  - Teacher training and recruitment

- Designing safe and inclusive school infrastructure: This included a school safety mapping exercise that could allow the school to identify areas of harm or risk for vulnerable people in the school.

In the section that follows I discuss the results from the piloting of these interventions.

CREATING A CULTURE OF INCLUSION AND RESPECT FOR DIVERSITY: RECORD KEEPING

Within this area of intervention, I piloted a record keeping system for school management that had two functions: Firstly, it would allow for a more nuanced recording of gender and other kinds of demographic information alongside incidents of GBV, discrimination and violence. This goes beyond current information about enrolment and throughput that the schools are already keeping. Secondly it was designed to ensure that the records were kept consistently within and across schools and could be therefore used for strategic planning regarding GESI activities the school may want to undertake.

Overall, all head teachers were extremely positive about a GESI sensitive record keeping system. They all expressed a willingness to undertake it. However, in observing their current school records it was clear that the capacity and current practice for systematic record keeping among head teachers varied considerably. For example, some basic records that the MERL officer had requested in advance, such as enrolment numbers, were not accurately or systematically kept. However more than half of the schools were keeping accurate records, albeit not of GESI, and this is a strength to draw on.

GESI sensitive record keeping is particularly important because interviews with teachers and head teachers suggested that there are a number of tensions with regard to how gender equality is conceptualized and implemented in schools. For example, in some schools they repeatedly said that when it came to selection

they always prioritized girls over boys. And yet, not all teachers and head teachers supported this focus on girls. They also emphasised the alienation and social exclusion of boys who had dropped out of school and were tempted by drugs and alcohol suggesting some disconnect between the needs of girls and boys. In these schools, the understanding of gender and social exclusion was, at times, limited to a simple focus on girls enrolment and yet there is scope for a more nuanced approach that recognizes how gender shapes children's whole experience of education.

Beyond simply keeping the records, there was a problem with many of the schools ability to collate and use the records. In most instances, although the school kept records, they did not do anything with them or use them to make decisions. For example, there were several instances where, a school would identify low enrolment of girls as a problem. However, when we looked at the enrolment records together it was clear that enrolment of boys and girls was almost identical. However, through interviews with teachers we were able to establish that, for example, the absenteeism of girls was a greater problem than enrolment. In another instance, the registration records of the school were complete but showed 100% attendance among all children. This is unlikely to be accurate. Again, through interviews with teachers we established that the full attendance was because the girls often came to school very late due to their domestic responsibilities. Thus, in the case of this school, they needed a record keeping system that monitored partial rather than full absenteeism. It was clear that the records kept needed to be adjusted in order to capture the GESI challenges that each school faced and there needed to be a way for schools to collate and use them in order to identify and respond to GESI challenges.

Three schools in particular had records of instances of GBV but these were kept separately from records of enrolment and retention. The connection between absenteeism of children and their experiences of GBV was not being made even though the information as kept and had the potential to provide the school with clear areas for intervention. There was one school which kept excellent records and the recording system almost entirely matched the one designed in the GESI guidelines. I spent additional time with this Head teacher brainstorming the proposed GESI record keeping system. Head teachers that were keeping more detailed records expressed enthusiasm for being able to use them for their own planning purposes.

RECOMMENDATIONS FOR ADJUSTING THE GESI GUIDELINES

I would recommend that school be asked to implement the adjusted record-keeping system in order to monitor GESI. There are some very strong schools that could be used as peer trainers on this system of record keeping given that their current practice is fairly close to the record-keeping system designed in the GESI guideline. Implementing partners could also support this. However other schools will need more ongoing assistance. I would therefore recommend that after initial peer training by the stronger schools / implementing partners in each country, schools are asked to take photographs of their records every month and submit them so that there can be early interventions in cases where record keeping is not correct. This training in GESI record keeping can be ongoing and can ensure careful monitoring by GMT. In particular, the record keeping system in the GESI guidelines has been edited to ensure it captures more nuanced aspects of GESI than just enrolment and retention data. It includes notes for a facilitated process whereby they are shown how to aggregate the information and use the data to make evidence-based decisions on the GESI priorities of the school. Whilst this would ideally be done by individual schools it might be best facilitated by implementing partners with several schools at a time so that the practice can be clearly explained, particularly for those schools that have relatively poor record systems currently.

RECOMMENDATIONS FOR SCALING

Based on the piloting of the GESI record keeping system it would be possible to scale this to all schools within the project. This would allow standardised information across all Back2School ALPs that can be analysed over time in order to provide outcome evaluations of the effect of GESI in the programme.

An important, but more medium-term intervention would be to ensure that schools themselves are using this information to plan activities and interventions that promote GESI. This was only being done by two schools (one in Tanzania and one in Ethiopia) and both schools did indicate that they could / would like to do much more of this. The guideline does include a form that allows the school leaders/management to take the information collected over a 6 month – 1 year period and summarize it in order to reveal patterns in the data. This allows them to use this evidence to set priorities for the next period. One school in Ethiopia had gone beyond this to also keep records that track students after they complete primary school. This allows them to assess the longer term impact of the ALP. This activity would be best done using a train-the-trainer approach so that experiences of strategic planning at the school level can be shared alongside some expert input.
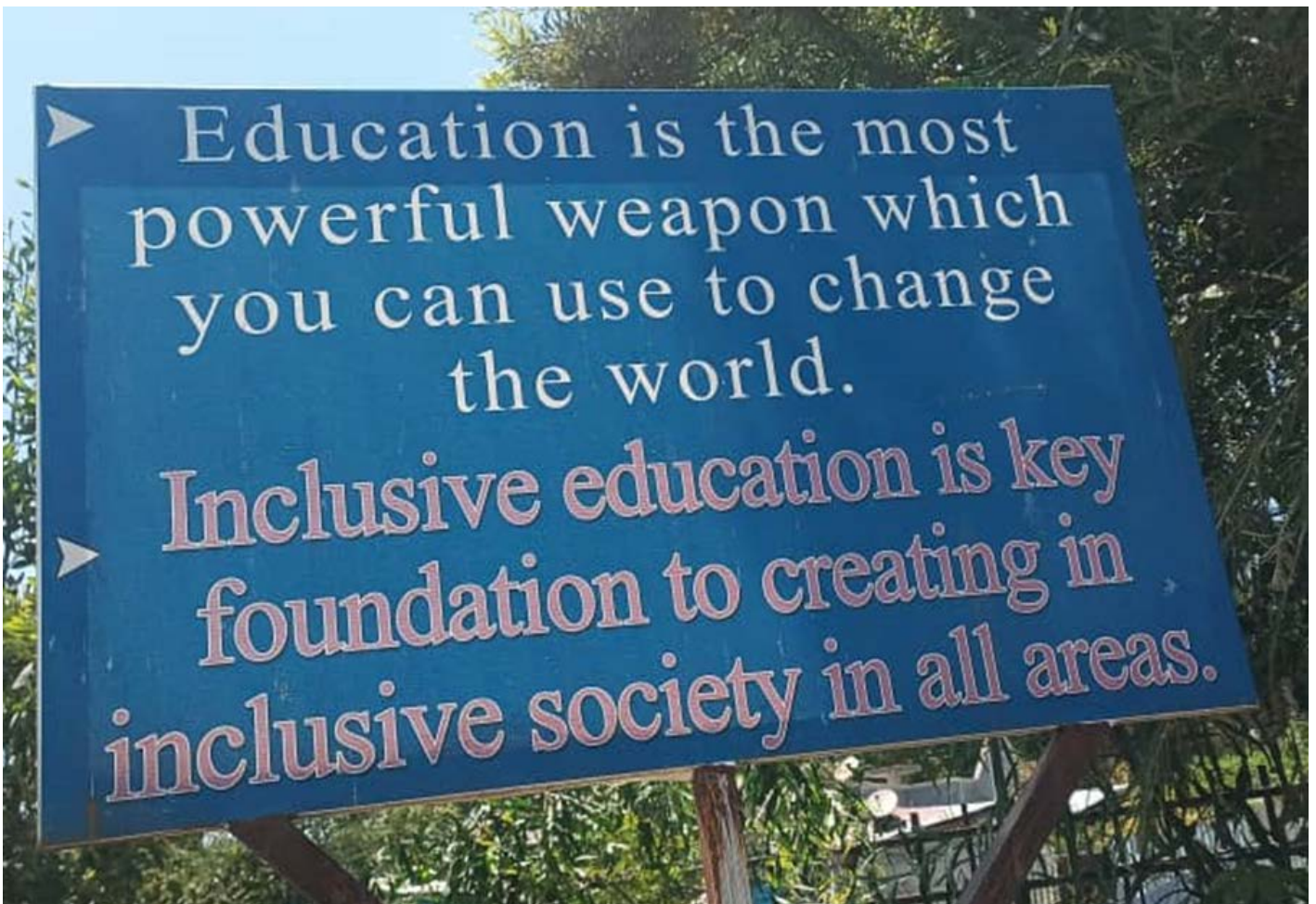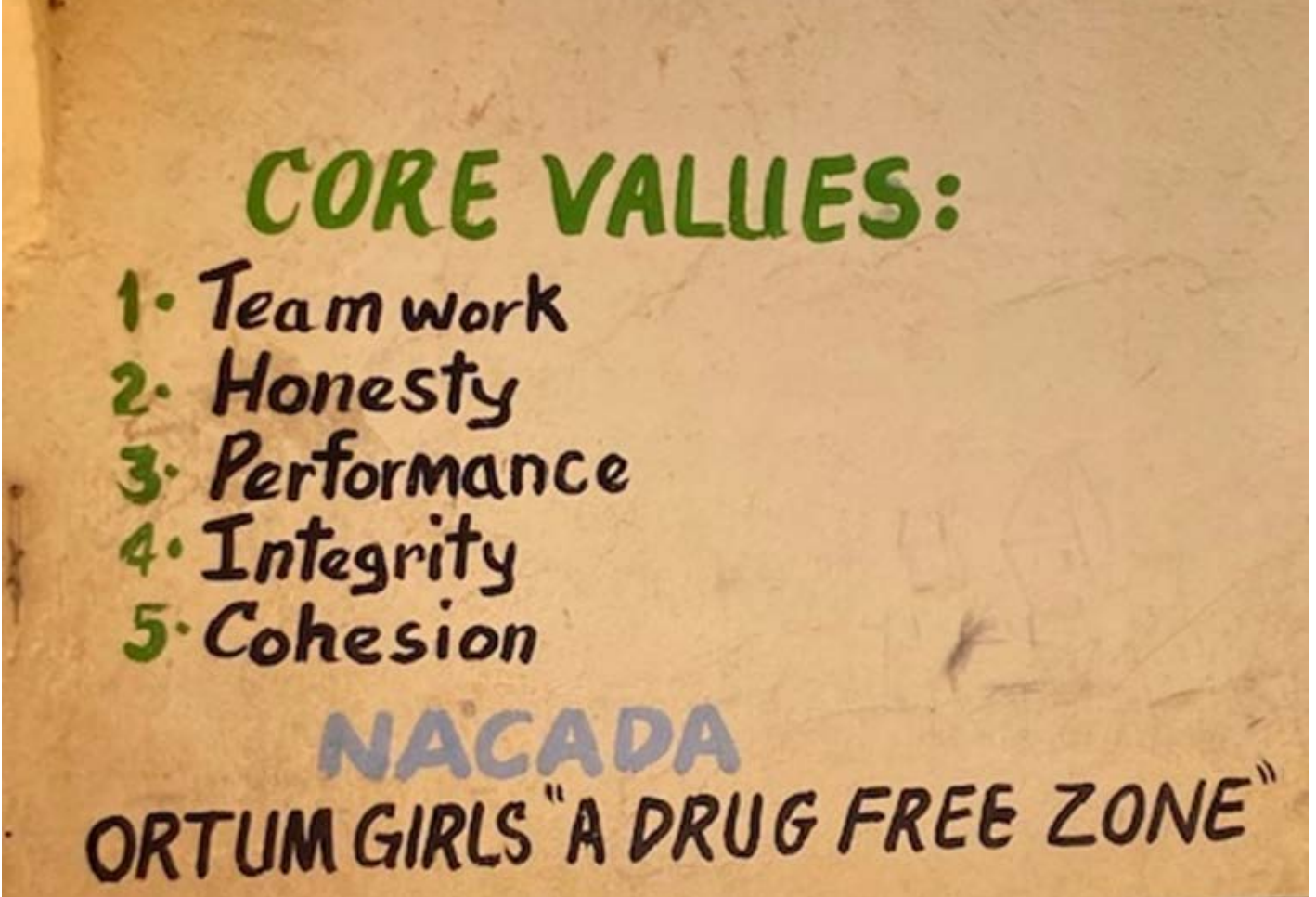
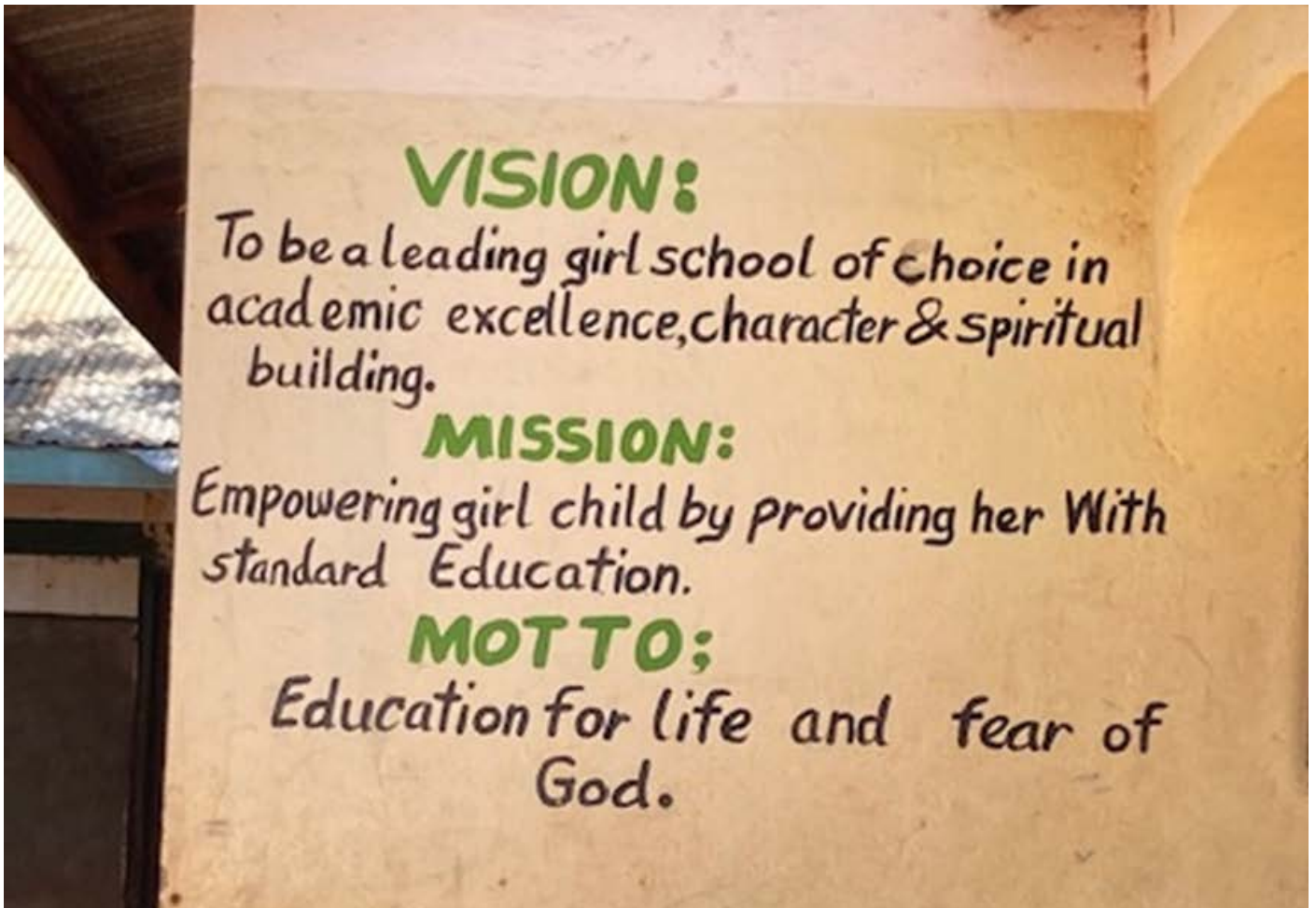# CREATING A CULTURE OF INCLUSION: VISION AND MISSION STATEMENT

International promising practices suggest that the vision and mission of the school is one area where an explicit statement of commitment to GESI can be made by a school. Beyond this, it is necessary that the vision and mission be democratically agreed and publicised across the schools' stakeholders including pupils, teachers, management parents and broader community. In this way there can be buy in regarding the core values of the school. In every country, having a mission and values statement is a government requirement and this provides a platform for integrating GESI into the existing mission and vision.

Across the schools there was a great deal of variability in how vision and mission statements were used and promoted. Several schools in Tanzania had such as vision and mission but it was not always widely known, even among teachers head teachers and school committee representatives. In some cases, even the teachers could not remember it and had to get it from a file in the school office. Key to using the mission to communicate the school's commitment to GESI is making it visible in key parts of the school.

The two schools (one in Kenya and one in Ethiopia) that had a well-known vision and mission statement and that had publicised it widely both also went the extra mile in adding other statements in public areas of the school about their commitment to inclusiveness. See the images below:

CORE VALUES:
1. Team work
2. Honesty
3. Performance
4. Integrity
5. Cohesion

NACADA

ORTUM GIRLS "A DRUG FREE ZONE"

What was clear in all schools as mentioned above was that there was a great deal of stigma faced by learners in the ALPs. In both countries head teachers spoke of how other children referred to the learners in SLPs as 'Mother' or 'Father', because of how much older they were than the other children in their grade. In addition. head teachers spoke of the risk that having much older children in a class with younger children poses to bullying of the younger children which, they said had become severe and violent in some cases. Head teachers noted that this exclusion was sometimes though subtle things like exclusion from a government programme. For example, they described how there had been a programme to provide mosquito nets to all children. However the children in the ALP had not been given the nets. These subtle acts reproduced the sense of exclusion and stigma that many learners in the ALP experienced. On the contrary, provision of uniforms, stationary and other basic needs helped ALP learners to feel they were part of the school community. In response a clear vision and mission statement that emphasises access to education for all and non-discrimination can be a first step in changing cultures of discrimination within schools.

CREATING A CULTURE OF INCLUSION: SAFETY MAPPING AND INTERVENTIONS

The original guidelines imagined a series of school safety mapping exercises that were initiated (but not facilitated) by the school leadership. Given that school mapping was an activity that had already been undertaken by GMT, albeit for different purposes, it was anticipated that this would be a familiar activity that could easily be initiated by head teacher and used to map areas of safety and harm in the school environment.

There are a number of reasons to be cautious about the scalability of this activity. The first is that the original school mapping exercise undertaken by GMT was difficult for partners in some countries to implement without clear guidance from the GMT. In addition, the schools were often geographically smaller spaces

than I had originally imagined and teachers were very aware of the areas of poor safety. For example, a fence was needed in one Kenyan school and in Tanzania the walk to school was often cited as a risk. The extent of awareness among head teachers of the areas of risk and safety in the school and the consistency with which learners, teachers parents and head teachers could describe the safety needs means that a full mapping may not be needed in each school. Rather this could be an optional activity for those wanting to brainstorm their safety needs and use the information to prioritise them. However, the flexibility of mapping as a methodology means that it can be adapted for identifying other kinds of priorities and needs. In the section below on guidelines for parents/community members I describe how this had been done organically by one school committee with great success.

CREATING A CULTURE OF INCLUSION: A TEACHERS' FORUM FOR GESI DISCUSSIONS

The original guidelines suggested creating a forum where teachers could discuss aspects of GESI in their teaching. This was an activity that was difficult to pilot in the field visit as it involves a establishing and implementing an ongoing process. However, the feasibility of this was discussed with teachers and there was broad agreement that it could be a useful activity. One way to institutionalize it would be to include it in the existing teachers training activity as an example of good practice that can be shared among teachers. For example, in Tanzania there are already teacher training workshops and these could be a forum for teachers to discuss their GESI in their pedagogy and curriculum. Some of this discussion is already taking place at teacher training workshops but it tended to be at the end of a training session and covered very quickly. There is scope to expand the discussion on GESI to cover the full range of activities including teaching pedagogy, curriculum interventions, classroom management etc.

ADDITIONAL GOOD PRACTICES

In Tanzania every school is required to have a gender desk. The gender desk includes a chairperson, a secretary, a treasurer and two pupils one boy and one girl from each class. The gender desk monitors incidents of gender-based violence and gender discrimination and report through the government structures as necessary. Although this is a government requirement, not all schools had implemented gender desks.

Two schools however had gone a step further than creating gender desks. One school argued that reporting to the gender desk can be intimidating for pupils. They therefore had chosen students and trained them to be peer mentors. These students could hear the concerns of others and get support from teachers to deal with them as needed. In this way, the system was designed to be less intimidating to children. Another school had created a suggestion box for members of the school community to raise concerns anonymously. They said that they opened the box was publicly in front of the Wawa/School committee with teachers and parents present. The issues raised in the suggestion box are then privately read and responded to. In the beginning, they said they had about 20 issues per week ranging from GBV to poor teaching to administrative challenges in the school. With time, however, the complaints were decreasing.

Finally, several schools had created child safety or gender clubs within the school. In one example this club was made up of 11 children and 2 trusted teachers. The children acted as peer educators and reporters of instances of gender and other kinds of discrimination.

In addition, other schools have a privacy room for girls. This room provides girls with privacy during menstruation which teachers and head teachers felt would reduce absenteeism among girls. In most schools, I did observe lower numbers of girls after puberty. When asking why head teachers and teachers concurred that these girls faced additional challenges such as menstruation and lack of sanitary materials and pressure to marry. This is therefore a high risk group. This is addressed further in the intervention on mentoring below. More information on peer support is also included in the section on parents and community.

RECOMMENDATIONS FROM LESSONS LEARNED

This was a section where there was a great deal of local experience that could be used to adapt the GESI guidelines. The way that some schools had used their vision and mission statement to promote GESI could be enhanced and shared with other schools. Whilst this cannot completely address the discrimination faced by ALP students it is an important first step in developing a culture of inclusion. Whilst the original GESI guidelines had imagine school safety mapping as a technique for identifying areas where ALP students were at risk, in reality many schools have already moved beyond this and created interventions that were locally relevant. Three good practices in this regard were gender desks, safety clubs and privacy rooms for girls. Again, this suggests that peer learning among head teachers could be the most useful method for expanding on these existing good practices.

The focus on recruitment of teachers with high knowledge of GESI, whilst an important focus area was largely abandoned as this was not in the control of head teachers. This was adjusted for inclusion in the policy recommendations. It remains an essential intervention as there was a significant lack of female teachers in many of the schools.

RECOMMENDATIONS FOR SCALING

Activities for creating a culture of inclusion can be scaled in two ways. Firstly, they can be deepened and made more focussed on GESI. For example, although there were very good practices regarding well publicised visions and mission statements, the extent to which they explicitly emphasised social inclusion varied. This could be made more consistent. In addition, there is scope to expand this to other schools through peer learning sessions where school leaders share these examples.

School safety mapping is unlikely to be scalable as head teachers were very clear on the safety risks in their schools and had already moved to respond to them through a range of locally appropriate interventions. Rather than focussing on identifying safety risks, it would be useful to share the existing good practices regarding gender desks, girls clubs and privacy rooms among school leaders.

INTERVENTIONS FOR TEACHERS

There were three primary areas for intervention by teachers in the original gender guideline. They included:

•   Emphasising GESI in the curriculum and teaching it in a way that promotes GESI

•   Attending to the hidden curriculum

•   Creating inclusive pedagogical practices

GESI ANALYSIS OF THE CURRICULUM

This activity was based on work that has been done in a number of different projects around the world. It involved a structured process of analysing the curriculum in order to assess the extent to which gender and other forms of social discrimination are evident in the curriculum, not in its content but in how it is taught and the subtle ways in which men and women are represented.

The curriculum analysis activity designed in the first draft of the gender guidelines did not work particularly well with teachers. Teachers expressed and interest in it and a willingness to complete the activity but there were two important reasons why this tool was not particularly valuable for the context. Firstly, the curriculum, particularly in Tanzania has been carefully constructed to reflect gender equity. Text and images show equal numbers of male and female characters. It also shows men and women boys and girls taking part in non-traditional gender roles and activities. Several of the topics also cover the topic of gender equity including for example poems in English lessons, history lessons etc. The Tanzanian curriculum materials can be used as a good practice example in this regard. In Ethiopia the materials are designed for the Teacher's use, rather than as textbooks given to children and they tend to be very content focussed with limited illustrations examples etc included. So whilst this does not mean the activity has no value at all, it was not a priority for teachers. What some teachers in Tanzania did argue was that there was a need for gender to be a topic in the curriculum as it is in high school. In some ways this is the opposite of the international experiences identified in the desk review which highlighted gender bias in the curriculum.
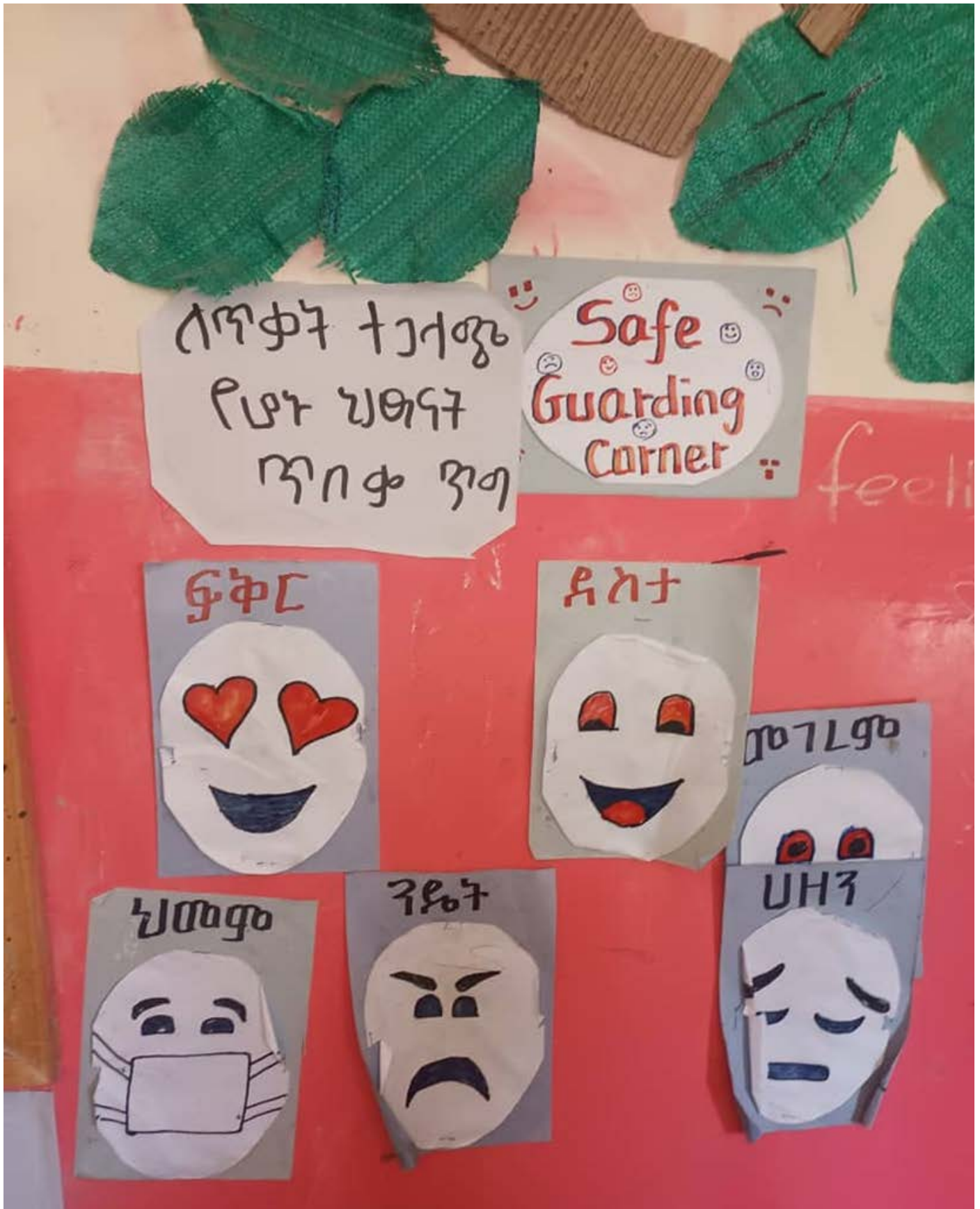
The term hidden curriculum, used extensively in the research and policy literature, was not one that ALP teachers used themselves. However, it was clear that they had high levels of awareness of the hidden curriculum and in particular the importance of the teaching environment and culture for children's success in education. For example, teachers became very animated when discussing how they attend to the gender and other social dynamics in the everyday life of the school. They were thus able to reflect on and refine the 'tips for creating a gender equitable classroom' that had been suggested in the first version of the GESI guideline. They preferred to call this section "tips for creating a equitable school" – an idea that I would fully support. In Tanzania, teachers claimed that had very impressively disrupted all gender norms in the school environment. They described how boys and girls always got equal chances to speak in class, had equal leadership roles in the classroom and beyond and undertook equal chores and activities. They ensured boys and girls seating was always mixed up. They also described how they organized sports days with mixed gender teams and playing sports that were seen as typically for boys and girls. I was sceptical at first but observed this closely and it was very impressive. Not once were boys and girls separated into lines or groups, in every school I observed boys and girls doing their equal share of carrying water, chopping trees, hoeing etc. I found it very difficult to gather any evidence that suggested gender inequality on the school environment.

What is most significant from these teacher tips is how many of them focused on the psycho-social wellbeing of children. Teachers described the shame and fear children had and how this impacted their learning. They described how they use participatory and respectful loving interactions as a basis to build their confidence and help them to remain in school. This makes psychosocial intervention aimed at improving child wellbeing an important part of increasing retention. In addition to participatory teaching approaches one teacher described student led learning as her model whereby she would introduce the topic and then get students to develop and present their own research based on their abilities and age.

In Ethiopia, one teacher had developed a 'safeguarding corner'. This is a wall with images of different emotions including happy, sad, sick, angry etc. As children enter the class, they touch and image to describe how they feel so that the teacher can follow-up on children who are regularly sad or angry. What is unique about this is that the teacher recorded this on a daily basis allowing her to track each child's emotional

state over time. She then aslo made notes of follow-up conversations she had with the children which led to information about GESI vulnerabilities. For example, she shared how she had uncovered a case of a child living with extreme GBV that had led to homelessness using this system. In addition to the actual activity was the fact that the teacher recorded the responses over time allowing her to see, at a glance, children who might need additional support and using the system to predict long term psychosocial problems children were facing. Images of the system are included below:

Sete garding word

(Handwritten tally table in Ethiopic/Amharic script with numbered rows 1–22, each listing a name and tally marks across several columns.)

This teacher also held advice day where students could ask advice on any area of concern to them. Another teacher emphasised the need for disaggregated teaching where students each have their own work to do even though the class shares a topic. This allows teaching according to student ability and reduces stigma for children who are very far behind others. Overall teachers constantly emphasised the need to treat learners positively and build self-confidence. They felt this was the key to student success.

The obvious question then was how children and parents felt about the equitable nature of the classroom given that this was often not the case in their homes. For the most part, in Tanzania teachers said that parents accepted it. They may not have the same norms in their house but the respect granted to teachers and a general valuing of education meant that parents did not openly object. There were two exceptions to this. In one of the Serengeti schools (see the final section for how and why these schools are outliers) a female

education co-ordinator for the ward indicated that she had been a victim of GBV as a result of taking up the position of education co-ordinator. Secondly the same school described how some parents intervened to try and prevent their boys form doing 'girls work' claiming carrying water on their heads gave them a headache for example. Teachers in these schools argued that they could fall back on the legal requirement of gender equality if they were pressured by parents to change.

In the Kenyan school we visited, this was a girls only, boarding school. This means that there were different aspects of gender equality that needed attending to. At first it was difficult for teachers to see how gender was relevant in their school but through discussion they began to recognise the gendered dilemmas they faced. In particular, these included issues of sexual health and reproduction. They said there were high rates of pregnancy among girls. They attributed this to them having come from a closed and conservative environment where they had little knowledge of sexual and reproductive matters. Although not mentioned as much by teachers I also observed that they have few opportunities for positive non-sexual interaction with boys. The few young boys that are in the school (about 10 of them) kept to themselves at playtime and there was not the kind of gender mixing that was evident in the Tanzanian schools.

In terms of pedagogical practices for ALPs that ensured children caught up to the correct grade, there were two main strategies that were employed. In Tanzania the children were in a separate class until they had reached the required grade after which they joined the appropriate grade in the mainstream school. The curriculum for the ALP is separate to the mainstream curriculum. In Kenya they use the regular curriculum and the classes are not separate. However, given that is a boarding school there were many after school and holiday school catch up programmes which made integration of classes and curriculum possible form the outset. In Ethiopia, the separate curriculum is being developed and in Kenya the mainstream curriculum is being reviewed. Each of these activities provide an opportunity for interventions to promote GESI in the new curriculum as described further below. But this does show impressive flexibility among teachers for ensuring the teaching approach matches with the needs of children.

All schools felt that the point of menstruation was a moment where girls were most at risk of dropping out of school. At this point interventions to retain girls who were going through puberty were most important. These include the mentoring interventions described below and the provision of sanitary ware as well as privacy for menstruating girls described in the previous section. In the case of the two Serengeti schools in Tanzania as well as the schools in Kenya, one concern raised by teachers was that girls with education were often considered less valuable for marriage than those who had not attended school. Teachers worked hard in the classroom to debunk this but it is an ongoing challenge. This is addressed further in the sections below on community interventions.

Beyond gender, the biggest form of social exclusion that teachers identified was age. All schools mentioned how older children felt stigmatised and were sometimes teased by younger children who called them mother or father. In Ethiopia they were very enthusiastic about their decision to separate the age groups into different classes. They felt this reduced stigma but just as importantly it allowed for age-appropriate pedagogy to be implemented. In Tanzania a similar sentiment was expressed although age-segregated classrooms were often not possible due to the number of teachers available. They also identified that it reduced bullying of younger children by older children. However, even within age groups, there are wide discrepancies between children in ALPs regarding their educational background and abilities. For example, one teacher in Ethiopia explained how two children, both of whom were 10 years old might have had different levels of education. One may have only dropped out of school at the age of 9 and another may never have attended school. She dealt with this by structuring the classroom around a topic for the week. Within that topic each child would be given work based on their ability and would have to prepare their own independent work for assessment. In this way she could meet eh needs of each learner and ensure no one was left behind. This was very different to the pedagogical approach in some classrooms where a question would be addressed to the whole class and all students would shout out the answer. This method, whilst fun and engaging for students meant that if a child was falling behind it might be difficult for the teacher to identify this. Another pedagogical approach was of asking questions to the whole class and expecting learners to raise their hands to answer. This too can mean that children who are struggling are overlooked although many teachers had strategies for ensuring that the quiet children spoke up. Whilst a full description of inclusive pedagogical approaches is beyond the scope of this report, what is clear is that there are several examples of good practice that can be shared among teachers.

Another commonly cited risk factor for children dropping out of school was high rates of family mobility. Two schools in Tanzania and one in Kenya were pastoralist and this had a significant impact on the retention of

children. Similarly in Ethiopia, teachers felt it was the rural children that were most likely to drop out compared to the urban children. In Ethiopia in particular they mentioned how rural children tend to drop out. This is discussed further in the final section.

The precarity of the paraprofessional teachers in Tanzania and the shortage of teachers in Kenya was a constant concern for the teachers I interviewed. Whilst on the surface this may not appear to be GESI issue, it, in fact, had a significant impact on teachers' ability to implement the ideas that they have for promoting GESI in the school environment. For example, they were sometimes unable to separate age groups as they might want to. Similarly given that there are only two teachers (one professional and one paraprofessional) in each school ensuring that girls have access to a female teacher they can confide in was sometimes difficult. The sensitization workshops did try to convince parents to contribute to the paraprofessionals salary, but in some cases they were unpaid. Whilst they still seemed very motivated, this can limit how much additional training (such as GESI training) paraprofessionals are willing to undertake given their precarious position. The teachers were so committed to the paraprofessionals that in some schools they were paying them from their own salaries to ensure they continued to work.

However, teachers within the ALP progrgammes also got a great deal from their work. They spoke of their new status in the community, they also spoke of the ir commitment and passion for assisting students to take up the opportunity provided by the ALP.

RECOMMENDATIONS FROM LESSONS LEARNED

This section of the guideline was the one that perhaps needed the greatest adaptation to local conditions. Whilst it was possible to conduct the curriculum analysis activity the teachers felt it was not a priority for them and rather pointed me to other kinds of interventions that were more important. The focus of GESI in the curriculum has therefore been adjusted as a policy intervention given that in each country curriculum review is underway in some form. The tips for creating a gender equitable school can be refined and is likely to be well received among the teachers in Tanzania and Ethiopia. The interactions with teachers in Kenya in this regard was positive but there aware only 3 teachers.

The need for psychosocial interventions that focus on self-confidence were identified by teachers as key for retention and for children's wellbeing. The example above is a simple yet powerful illustration of how this can take place without excessive administrative burden on teachers.

RECOMMENDATIONS FOR SCALING

Although they may be useful in written form, I would recommend that any scaling of this activity take place in a facilitated learning workshop, like the Tanzania teacher training workshops which is peer led with teachers sharing their best practice tips. It can also be integrated into activities such as the existing sense making workshops and sensitization workshops that schools are experienced in participating in. This allows for detailed discussion of lesson plans and classroom management strategies all of which were areas that teachers had extensive experience in.

The particular challenges facing pastoralist schools were a reminder that country level scaling might not be the most appropriate in all cases. The two Serengeti schools in Tanzania had more in common in terms of GESI challenges with the Kenyan schools than with the other Tanzanian schools and I would structure the teacher workshops so that those schools with high rates of internal mobility are able to share good practices among themselves.

I would recommend scaling the psychosocial intervention to other schools. This is because although all teachers commented on the stigma and other emotional challenges facing learners in ALPs, this was one of the only interventions that sought to address it. No doubt that in this scaling it would be adapted to local conditions, and this would require ongoing piloting and reflection on how it is being used.

INTERVENTIONS FOR PARENTS AND COMMUNITY

The third audience in the GESI guidelines was parents and community members. In the GESI guidelines the following areas of intervention for parents and community members were identified:

- Creating a school culture that welcomes parents. This includes but is not limited to good parent school communication (reports, meetings, regular discussions)

- Advocacy for GESI (value of girls education)

- Mentorship of girls and provision of role models

- Parenting styles and home management

- Drawing on community resources from disgorges, conduct a community scan of resources, survey parent expectations and approach to involvement, communicate results back to parents.

PTAS AND SCHOOL CONNECTIONS

In each country it was possible to observe parent/school interactions and to engage with parents in some depth regarding their views on the role they can play in the ALP. In all contexts there is a government requirement for a parent/school body although the name varies across contexts (PTA, school committee, Board of governors etc). This structure has a gender equity requirement in all cases. Although the structure varies across schools all school heads and parents were generally able to say what the structure was and what the gender and teacher/parent representation requirements were. In some cases, learners were included as representatives but this was the minority of cases. In spite of widespread awareness of these structures, parental participation in them varied considerably. Nevertheless, they functioned as important connections between the school and the broader community connecting the school to village meetings, to other projects such as the reproductive rights and sexual health project in Kenya or sports programmes in Tanzania. Whilst School Committees and Boards of Governors are government mandated structures, this was not the source of their success. In some cases, they were largely inactive and instead there was a self-initiated WAWA which operated just as effectively as a government mandated structure. In other cases, a school had created a special parents sub-committee tasked with creating awareness on the community of the Back2School programme thus expanding the mandate of the School Committee. What mattered most was the leadership in each structure and those that were successful tended to have a strong relationship between the school management and parents as well as active and committed parents leading the committee.

In one example, a particularly active School Committee had undertaken a community mapping exercise much like the one imagined in the GESI guidelines. They had begun by brainstorming the businesses and other resources in the community that could support the school. They approached them sponsorship and donations of materials. They had managed to upgrade the toilets and build two modern classrooms like this. They had also built a strong room to store examinations in and upgraded the teacher housing on the school grounds. In another school the committee ran a school feeding scheme for the children and teachers. School feeding schemes were routinely identified as key to retention of children and in some schools these were provided by the parents. In another case they had mobilized funds for provision of water, had rented out front of the school grounds as an income generating activity for the school. Indeed parents often provided labour by building structures or planning trees.

As mentioned above paraprofessionals and facilitators were essential to the equitable implementation of the programme. In some cases, in Tanzania there had been commitment from parents to contribute to the salaries of the paraprofessional to ensure sustainability of the programme. Similarly, parents, teachers and community leaders had been central, to varying degrees, in identifying and tracing out of school children and finding children when they had been absent for some time. All of these examples were indicative of school committees/PTAs that had assessed their own school needs and responded accordingly.

In many cases, PTAs or school committees saw themselves as agents of social change in their communities. They emphasised their role in shifting community perceptions particularly those that valued early marriage of girls. They focused on changing social norms that kept girls out of school such as the higher dowry that was often possible for uneducated girls oradvocating against FGM. A good practice was the inclusion of existing community structures that had the respect of community members. For example, in Kenya, Chiefs were active participants in the programme. Similarly in Tanzania there were good examples of how Hamlet meetings, which a regular occurrence anyway, were used to spread the word of the Back2School programme and the importance of sending girls to school. In this way, schools became sites of broader social change.

AMBASSADORS PROGRAMMES

Ambassadors programs as imagined in the GESI guidelines had support in every context and in many cases was part of their practice already. Several schools in Tanzania spoke about how they had gained ideas from the teacher training about how to mobilize the community to send the children to school. In one school the head teacher described how the pupils had also been trained to be ambassadors for bringing out of school children back to school. However, the extent to which this was implemented varied across schools. What was agreed was that the teachers, paraprofessionals and pupils were all ambassadors used to create community awareness of the Back2School programme.

In addition, the message that ambassadors were spreading varied according to local conditions and needs. In some cases, it was simply a matter of getting parents in the community to accept the importance of girls' education. In others however it was a message of improving parents' involvement in the school and their contribution to their children's education. At one school a teacher spoke of how they met a nurse at a conference that had been through the ALP and this had made them realise the importance of profiling such people as ambassadors of the project. In this regard, the paraprofessionals were an important constituency that straddled the community and the school environment. They held a great deal of influence in the community and had the potential to expand their community awareness activities. Similarly, children themselves also acted as community ambassadors and some schools spoke of how children changed for the better after being in school and this meant that other children wanted to join as well.

MENTORSHIP PROGRAMMES

Mentorship programmes, as described in draft 1 of the guidelines had a great deal of support among the teachers, head teachers, learners and parents. They spoke about how important mentorship was for motivating girls and marginalized children to return to school and remain in school. In spite of this, no school had a formally developed and implemented mentorship programme in place. Rather they spoke of it as something they would like to see in their school. Schools felt that alumni of the ALPs were important mentors to the girls in the programme, particularly if they had transitioned into mainstream schooling or vocational training. Given the dropout risk for girls around puberty this would be an important time to ensure that girls in the ALP were assigned a mentor. Several schools mentioned the possibility of group mentorship and support through girls clubs. In one school, girls who had completed the programme had been trained as mentors but they were few and the programme not systematically implemented.

RECOMMENDATIONS FROM LESSONS LEARNED

Across and within countries there were remarkable differences in the community engagement, structure and levels of support for schools. This means that careful thought is needed as to what kinds of interventions can be used in what contexts as there may need to be different interventions for different schools. Based on the pilot information there are three main factors that are likely to impact on whether the interventions can be upscaled or not. The first is the mobility patterns of the community. For example, two schools in Tanzania and one in Kenya were pastoralist communities. This meant that at any time parents and even communities could leave the area thus interrupting the child's education – even if this meant going to another school. This group of schools will require interventions for very mobile populations. This was not something that had been anticipated to this extent in the first draft of the guidelines nor does it feature in the international literature.

A second yet related contextual factor influencing the nature of the interventions that are possible is the relationship between the school and the community. In a minority of contexts (often the pastoralist ones), relationships between the school and parents were strained and in a few cases were openly hostile. For example, in these schools parents often referred to sending their children to school as "surrendering" a child or giving the school a child. Implementing partners and teachers noted how, after sending the child to school, the parents no longer saw the child as their responsibility and the school was now required to take over the full parental role. In addition, drawing from the prior work of the implementing partner on FGM, taking girls to school was at times referred to as rescuing them. Whilst the hostility was less extreme in the two Tanzanian pastoralist communities, teachers did report very high levels of gender discrimination in these schools and greater hostility to girls education which was in contrast to the other schools. In Kenya there had been experiments with a Shepard school and there are international best practices of schooling for highly mobile populations that can be drawn on.

The third key issue was the nature of the school. Single sex schools and boarding schools will require different kinds of parental and community engagement that day schools that are mixed gender. Finally, the distance that children and parents travelled to school and the distance between schools will impact on the nature of the activities that can be undertaken. These factors have been used to shape the scaling recommendations below.

RECOMMENDATIONS FOR SCALING

There is promising practice in both ambassadors and mentorship programmes in ALPs already. Schools value these interventions and have attempted them in various forms. The next step would be to formalize these as interventions which could involve support for materials development and for mentors and ambassadors themselves. Both programmes would however require detailed design, drawing on evidence, since they are well documented in many contexts. Formalizing these could take what Is currently a self-initiative and ensure it is evidence based and systematic.

Community awareness would need to be adapted to different school. For example, it was not always the case that there are fewer girls enrolling in ALPs than boys. This was very clearly the case in the communities but not in others. For others, retention was the key issue and in yet others throughput was the biggest challenge. In schools where there are very hostile attitudes to girls schooling the nature of the community engagement will be very different to contexts where parents are very supportive of schooling but lack the resources to send their children. Thus the guidelines are edited to reflect an abbreviated community mapping exercise that can help PTAs or other parent-teacher groups to prioritise their interventions with the community.

The format of the community school relationship appears to be less important than its acceptance, integration and energy. There were many varying formats each of which worked successfully because they 1) were integrated into existing, respected systems of community governance and 2) because they had dynamic leadership that had a sensitivity to issues of gender equity and social inclusion. In some cases, these were the same structures as the government legislated committees/PTAs but in others they were self initiated ambassadors and mentors.

Community mapping has been self-initiated in some schools and a more systematic and guided approach to this is likely to receive a good reception from parents and schools. In a school in Tanzania it had been used as anticipated in the first draft of the guidelines as a way to identify community resources that the school could draw on. This had led to sponsorships from businesses and other roleplayers. In another school in Kenya a mapping had been done within the community to identify out of school children which allowed them to monitor progress towards enrolling all children. In addition, Chiefs reported at regular meetings that were held with Head teachers and NGOs on the progress towards registering children. Whilst this is a very positive development, it also cannot be assumed that existing community structures will promote GESI in contexts where this is not already a social norm.

There was sometimes a complex balance between a punitive approach taken when parents abused or neglected children and an encouraging approach that aimed to build a constructive collaboration between parents and schools. This varied considerably in different communities and the approach taken needs to be tailored according to the community dynamics. Furthermore, in some schools, parents live very close to the school facilitating ongoing involvement but on others they are far from the school.

Finally, there were a number of good examples of connection to other programmes which can ensure greater awareness of GESI in schools. For example, in Kenya there is a relationship with a reproductive health NGO, in Tanzania there are relationships with sports programmes run by NGOs.

INTRACTABLE PROBLEMS AND RISKS TO EFFECTIVE SCALING
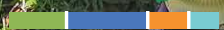
There are a number of contextual challenges that are complex and difficult to influence that are likely to have an impact on the scaling of the project.

Firstly, the amount of time children spend in school seems to vary considerably across (and sometimes even within country contexts). In some cases, it was as little as 2 hours per day in others it was a 5-hour day and in yet others it was 5-hour school day as well as after school and holiday catch up programmes. On the one hand flexibility in how classes are delivered is essential to the success of ALPs and schools accommodated a range of contextual factors such as children's economic and domestic responsibilities. An overly standardised format of teaching would risk excluding the most vulnerable children. However, there can be a standardized requirement for the number of learning hours completed and some standardized continuous assessment prior to writing the state set examinations that would ensure the quality and consistency across ALPs.

Secondly, the broader socio-economic conditions in each country influence the value that education has for a family. Vocational training was seen as key in all the countries, and yet in contexts of high poverty this risks all children following a vocational pathway because of pressures to earn an income as early as possible. This can result in an unintentional limiting of children's employment opportunities rather than expanding them. This the nature of the reintegration into mainstream school and its results for the child and their family are difficult to anticipate.

A central contextual factor that shapes attitudes to girl's education is the regulation of the sexuality and reproduction of girls and women. The association of education with immorality in some contexts is a difficult one that requires long-term intervention. A scenario was described to me by some teachers whereby girls go to school but are tainted by this and referred to as prostitutes. In cases where girls in school have fallen pregnant this confirms community stereotypes. Furthermore, it creates a lose/lose situation where girls cannot marry and generate Dowry for the family and cannot continue education because of the policies and attitudes of the school system. In Ethiopia and Tanzania contraception is available. In Kenya, the remoteness of the community makes family planning it difficult. Thus, information for girls on sexual and reproductive rights and health seem important but are likely to face community resistance.

A particular set of challenges was described for the two Tanzanian schools in pastoralist communities and for the pastoralist communities in Kenya. These schools had attempted interventions designed for highly mobile populations such as Shepard schools and teaching an afternoon session as an attempt to accommodate the responsibilities children have for looking after animals. I would recommend a particular programme of intervention for those in contexts of high mobility. For example, satellite schools were mentioned by one head teacher as a way to address the vast distances in pastoralist communities and the responsibilities children had for animal keeping. Similarly, one of the schools in a pastoralist area in Tanzania requested a specific COBET school for out of school children given the numbers of out of school children and given their unique circumstances as a highly mobile population. However, this needs further research and development of a programme of good practice to ensure it would be successful. These schools also had the most extreme gender disparities in enrolment with fewer girls than boys enrolled. They also had the highest rate of FGM. These were the only schools in Tanzania where it was reported that there was overt hostility form parents towards the education of girls. The same was reported in Kenya. In Kenya this was the most extreme with the parents often referring to children as 'surrendered' to school and the schools referring to girls enrolment as 'rescue'. No doubt, in the Kenyan case this is because the NGO has focussed on preventing FGM and there is a conflation within the community of resistance to FGM with education of girls. Given the gender disparity in girls and boys enrolment (in one school there were 240 boys and 160 girls) in these contexts and their unique circumstances they warrant a specific intervention. For this project, it would be useful for these schools to connect across countries as the forms that GESI take in these contexts are similar and different to those in Ethiopia and the rest of Tanzania.

CONCLUSIONS

This report has presented the findings from the piloting of a set of GESI guidelines developed from a desktop review. I have focussed on the lessons learned and possibilities for scaling. Overall there was a reasonable amount of overlap between the interventions that were proposed based on existing good practices and the practices within the schools that are part of the project.

At this stage the report focussed on what the piloting suggests can be scaled rather than what should be scaled. Where possible, I have attempted to draw out the local context and conditions that are likely to make scaling particularly successful or challenging. Diversity among the schools means that the answer to the question of what should be scaled is likely to be context specific and not all activities will be priorities for all schools. I have also commented where possible on the nature of the scaling that seems most likely to ensure impact. Among the schools and implementing partners, there is a tendency to think of scaling as country level activity. However, there were instances where cross country collaboration would be more useful.

GESI came late to the project. Although the project focussed on girls and so was gender aware from the outset, the piloting showed that the nature of the gendered exclusion facing girls goes beyond them simply returning to school and takes many forms throughout their school career. In future projects, there is a need to integrate these learnings from the outset of the intervention.

From the piloting activities I suggest that scaling be undertaken according to the following key principles:

It is possible and desirable to draw on and extend what is already happening in schools. The report identifies many good examples of record keeping, attending to children's emotional wellbeing, creating school structures for GESI such as gender desks and engagement with communities. Many of these local practices are already in keeping with the evidence in the literature. Thus they can be scaled and adapted to other contexts.

Peer learning and sharing good practice is possible and likely to achieve the best results. There are already ongoing teacher training activities in the countries, and these could be expanded to also include head teacher workshops and other forums where those in ALPs can share experiences.

The content of the GESI guidelines should remain open and instead the guidelines focus on guiding a process that stakeholders can follow in order to establish their own priority areas for interventions. This accommodates the diversity of schools and contexts that form part of this project.

The integration with mainstream education is important for the success of the ALPs. If participation in an ALP does not lead to improved education outcomes and livelihood opportunities for children, their value within their communities will be limited.

In all countries there were existing initiatives run by government that ALPs can be part of. For example, curriculum reform was happening in two of the countries and ensuring the integration of ALPs is essential. Furthermore, ensuring that gender equity and social are part of this agenda can be an effective way of mainstreaming GESI.

Experiences from the schools that form part of this project suggest that schools can be and already are being used as sites for social change. This means that connecting to other projects run by the state and NGOs can be an efficient way to create impact. It also means however, that implementing partners have to manage a delicate balance between advocating for social change whilst not alienating communities entirely. Where this is difficult, working alongside other NGOs with different mandates can be effective. For example, advocacy to eliminate FGM can be separated from projects to encourage parental involvement in school in order to ensure that the relationships between the school and community does not become adversarial. Similarly, where there are strong taboos against contraception these sexual health projects can be run separately from programmes to build community relationships with school.

A summary of the recommendations for scaling of activities can be seen in appendix 2 below.

APPENDIX 1: SCHOOLS VISITED

SCHOOL NAME	REGION
TANZANIA	
Nyamwiru Primary school	Musoma DC
Musoma Primary School	Musoma DC
Komaswa Primary School	Tarime DC
Ingri Juu	Rorya
Nyamisangura Primary School	Tarime TC
Nyansurura Primary School	Tarime TC
Gwitiryo Primary School	Tarime DC
Marasomoche Primary School	Serengeti
Maburi Primary School	Serengeti
Itununu Primary School	Serengeti
KENYA	
Ortum Girls school	West Pokot
Community meeting	West Pokot
ETHIOPIA	
Yeko Tafo School	Addis Ababa
Qonsore Ano Primary School	Shebedino district
Diramo Afarar Primary School	Shebedino district
Menafesha Primary School	Yirgalem Town

APPENDIX 2: SUMMARY OF SCALING LESSONS

INTERVENTION	MOTIVATION FOR SCALING	POSSIBILITY OF SCALING: RESULT OF PILOTING	NATURE OF SCALING	ASSUMPTIONS REGARDING ENABLING CONTEXT
INTERVENTIONS TARGETING HEAD TEACHERS				
GESI record keeping toolkit	Focus has been on returning girls to school. But the GESI problem varies in different context. Often girls are the majority. Need to understand the nature of the inequality in the context. Also to understand the intersectional nature of GESI.	Has a high level of buy-in from head teachers and teachers. Has been edited to be more straightforward in its goal setting and has added psychosocial well-being activity.	All schools supported by GMT.	Commitment from Headteachers. Willingness to collect data for their own purposes not for external actors. Will require training and support for head teachers, especially in the early stages.
Culture of inclusion through public statements (vision, mission etc.)	Also was supported by Headteachers. It is a straightforward activity and although it is unlikely to create behaviour change on its own it is a necessary starting point.	Discussion and refining of Missions etc is more medium-term. Publicization is possible and relatively straightforward – it requires minimal resourcing.	All schools supported by GMT.	Assumes the process of assessing GESI in the mission and vision has a commitment from Headteachers. The need for this can be included in training activities.
Teacher discussion forum on GESI	Allows teachers to share good practices at the local level which can then feed into more regional and even national sharing sessions.	Would likely be best to scale this at the ward/regional level first. This would also depend on where there are meetings that this activity can be integrated into.	Content should focus on pedagogy that emphasises psychosocial well-being and attention to GESI in the hidden curriculum. Teacher led as a peer learning activity.	Would require more than just a request to do it. Integrated into existing teacher training activities to ensure sustainability. Thus, first requires an assessment of training opportunities provided by donors and government in the area – and where funder may supplement these. Assumes head teachers have sufficient understanding of GESI to facilitate such sessions. The evidence suggests teachers do.

INTERVENTION	MOTIVATION FOR SCALING	POSSIBILITY OF SCALING: RESULT OF PILOTING	NATURE OF SCALING	ASSUMPTIONS REGARDING ENABLING CONTEXT
School safety				This has been done through the school mapping exercises and the reflections of the method captured.
INTERVENTIONS TARGETING HEAD TEACHERS				
Curriculum analysis				Not recommended for scaling in this form. Was moved to policy interventions section.
Tips for inclusive pedagogy	The enthusiasm from teachers for this was clear. They were able to offer revisions and new ideas on the document and were interested to hear what other teachers had suggested.	It can be available in all contexts.	It would need further development so that there can be explanations of some of the tips and even peer learning. Teachers would need to be able to select the strategies that are best suited to their context. This should account for age and mobility differences as discussed above.	That there are existing teacher meetings or trainings where this intervention can be included.
Daily emotional assessment of pupils	All teachers indicated that key barriers were lack of self-confidence, stigma etc. This strategy would be important as it can feed into the mentorship programmes mentioned below.	Because this was a new suggestion by one of the teachers it has not been piloted. It could therefore be scaled up modestly and an initial set of feedback obtained to assess its usefulness for teachers.	In a pilot form initially to be reviewed and scaled up if appropriate.	Can be easily implemented – success depends on ability of the head teacher and teacher to analyse and use the data over the longer term.

INTERVENTION	MOTIVATION FOR SCALING	POSSIBILITY OF SCALING: RESULT OF PILOTING	NATURE OF SCALING	ASSUMPTIONS REGARDING ENABLING CONTEXT
COMMUNITY INTERVENTIONS				
Mentorship	There was extensive support for this activity and some indication that it was happening informally in a few places. It was deemed key to dealing with the psychosocial issues that teachers felt were barriers to GESI, particularly retention and graduation rates.	It is possible in all schools but will be more difficult in the Pastoralist communities due to small numbers of available mentors (especially girls).	The idea will first need to be developed into a full mentorship programme and funded for implementation. A manual is needed to guide implementation and this should be based on the extensive examples available worldwide.	Will take action to make these systematic if it is funded, with resource materials and if paraprofessionals are recognised for this role.
Ambassadors programme	Again there was very high support for this kind of programme, and it was happening in informal ways already.	It can be done in all schools but will not take the same form in all places. In some close distances to communities and paraprofessionals who are part of those communities will allow for a much more intensive intervention that is more likely to see success. In those wit high mobility and vast distances, existing leadership structures in the community will need to be mobilized.	All schools but with a different form to account for local conditions. A more developing manual for the implementation of an ambassadors programme will be needed.	Can be easily implemented – success depends on ability of the head teacher and teacher to analyse and use the data over the longer term.
Community mapping				See outcomes of mapping exercises.

GRAÇA MACHEL TRUST