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ASSESSMENT ON APPLICATION OF GENDER RESPONSIVE AND INCLUSIVE EDUCATION PRACTICES IN SCHOOLS

FINAL REPORT FOR ASSESSMENT OF LEVEL OF GENDER RESPONSIVE AND INCLUSIVE IN SCHOOL PLANNING AND TEACHING PROGRAMS

EDUCATION OUT LOUD PROJECT

ACTIVITY 2.2.1.3: WORK WITH TEACHER UNIONS TO ASSESS APPLICATION OF GENDER RESPONSIVE AND INCLUSIVE EDUCATION PRACTICES IN SCHOOLS.

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ABBREVIATION

EFASOM	Education for All Somalia
FGD	Focus Group Discussions
GIT	Goal Institute for Training and Consultancy
KII	Key Informants interview
M&E	Monitoring and Evaluation
SONUT	Somali National Union of Teachers

Executive Summery

This assessment provides a comprehensive evaluation of the integration of gender-responsive and inclusive practices into school planning and teaching programs within the Banadir region. The study involved 60 participants, including 20 administrators and 40 teachers from both public and private schools and utilized a mixed-methods approach that included surveys, two focus group discussions (FGDs), and five key informant interviews (KIIs). The findings reveal significant progress in adopting gender-responsive policies but also highlight persistent gaps in implementation, resource availability, and training effectiveness.

The representation of women in both administrative and teaching roles remains limited, with 80% of school administrators and 72% of teachers being male. This imbalance points to the underrepresentation of women in key decision-making and instructional roles, which may hinder efforts to address gender-specific needs effectively. While 80% of schools reported having formal gender-responsive policies, only 40% conduct annual reviews, and 10% have never reviewed their policies, indicating a lack of consistent evaluation. Governance structures to oversee gender initiatives were present in only 30% of schools, reflecting a significant gap in accountability and institutional support.

Training opportunities were available in 85% of schools, primarily through workshops, but their frequency was low, with 70% of schools conducting just 1-2 sessions annually. Alarmingly, 42% of teachers reported having no access to training on gender-responsive teaching. Among those trained, 32.5% rated the sessions as effective, but the limited reach of these programs underscores the need for more comprehensive capacity-building efforts. Resources for gender-responsive teaching were also inconsistent, with 20% of schools reporting that these were inaccessible. While mentorship programs were present in 80% of schools, engagement with parents and community members in gender equity efforts was lacking in 35% of schools, limiting the broader impact of these initiatives.

The adoption of gender-responsive teaching practices was mixed, with 40% of teachers consistently applying such strategies but 7.5% rarely or never doing so. Teaching materials were often rated as "neutral" in terms of gender inclusivity, suggesting that many resources fail to adequately represent diverse gender perspectives. Furthermore, 65% of teachers had not adapted their methods to address gender-specific needs, despite 35% actively working to implement inclusive practices. Classroom norms promoting inclusivity were established in 62.5% of cases, but the remaining 37.5% lacked structured approaches, perpetuating potential biases.

Curriculum inclusivity emerged as a significant area of concern. While 32.5% of teachers considered the curriculum somewhat inclusive, 35% felt it did not meet the needs of all genders, citing insufficient representation and a lack of gender-sensitive materials. These gaps highlight the need for curriculum reforms to ensure that diverse gender perspectives are integrated meaningfully into educational content. Cultural attitudes were identified as the most significant barrier to implementing gender-responsive practices, cited by 50% of respondents, followed by resource constraints (45%), insufficient training (30%), and resistance from staff (20%). Additionally, 15% of respondents reported occasional incidents of gender discrimination, while 5% cited frequent occurrences. Monitoring and evaluation systems were generally effective, with 80% of schools rating their practices positively. However, only 5% used audits, indicating limited rigor in evaluating gender equity initiatives. These findings underscore the progress made by schools in adopting gender-responsive practices but also highlight critical areas for improvement. Addressing cultural barriers, increasing training frequency and accessibility, enhancing governance structures, and revising curricula to reflect diverse gender perspectives will be essential for creating truly inclusive learning environments. By implementing these changes, schools can foster equity and empower all students to achieve their potential.

In conclusion, this assessment reveals significant strides and critical gaps in the integration of gender-responsive and inclusive practices within school planning and teaching programs in the Banadir region. While many schools have taken steps to incorporate gender equity into their operations through policies and training, the depth of implementation and sustainability of these initiatives remain uneven. The findings underscore the importance of addressing structural, cultural, and resource-based barriers to ensure that all students, regardless of gender, have equitable access to quality education and supportive learning environments. Key challenges, such as cultural attitudes, resource constraints, and limited capacity-building efforts, continue to hinder progress. Schools with formal gender-responsive policies often lack the governance structures or regular evaluation mechanisms necessary to implement these policies effectively. The underrepresentation of women in both teaching and administrative roles further exacerbates the difficulty of creating truly inclusive environments. Moreover, while some teachers and administrators demonstrate a commitment to inclusive practices, their efforts are frequently constrained by a lack of training, resources, and institutional support. The findings highlight the necessity of an integrated approach to address the gaps and challenges identified. This strategy should encompass several key components: enhancing governance and accountability within educational systems, expanding training opportunities for educators, and ensuring the allocation of adequate resources. Additionally, revising curricula to reflect diverse perspectives is essential, as is fostering cultural shifts through active community engagement.

This study is recommending to:

- **Establish Robust Governance Structures:** Ensure that all schools set up governance committees or task forces dedicated to overseeing gender-responsive and inclusive education initiatives.
- **Implement Comprehensive Policy Reviews:** Develop and enforce policies that promote gender equity within schools, ensuring that there are clear guidelines and accountability mechanisms in place for addressing gender-related issues.
- **Incorporate Diverse Gender Perspectives:** Ensure that curricula include diverse perspectives and address gender issues, promoting materials that reflect the experiences of all genders and encourage critical discussions around gender roles.
- **Advocate for Legislative Support:** Work with local and national education authorities to endorse and enforce policies that mandate gender-responsive practices in schools, including equal representation in leadership roles.
- **Expand Training Opportunities:** Organize regular, intensive training programs for both teachers and administrators on gender-responsive teaching strategies, unconscious bias, and equity-focused leadership.
- **Foster Peer Learning and Mentorship:** Establish mentorship programs where experienced teachers guide new staff in adopting gender-responsive methods.
- **Increase Funding for Gender-Inclusive Initiatives:** Advocate for additional funding from government, NGOs, and private donors to support gender-responsive infrastructure, such as separate washrooms for boys and girls.
- **Strengthen Community Resource Engagement:** Develop workshops and informational materials for parents and community members to promote awareness of gender equity in education.
- **Conduct Awareness Campaigns:** Organize community-wide campaigns to challenge cultural norms and stereotypes that hinder gender equity in education.
- **Incorporate Student Feedback:** Create anonymous feedback mechanisms for students to share their experiences and perspectives on gender equity in the classroom.
- **Combat Discrimination and Bias:** Develop clear policies and reporting mechanisms to address incidents of gender discrimination within schools.

1.0 Introduction

Access to quality education is a foundational pillar for achieving social equity and empowering individuals across different genders. Gender-responsive and inclusive education practices are not just ideals; they are essential components that contribute to an effective learning environment. Understanding how these practices are currently applied in schools provides critical insights into existing gaps and areas for improvement, ultimately leading to better educational outcomes for all students.

In this assessment, we aim to comprehensively evaluate the degree to which gender-responsive and inclusive practices are integrated into school planning and teaching programs. The involvement of key stakeholders—including teacher unions, education umbrellas, and school management—will facilitate a holistic understanding of the current landscape. By identifying challenges and opportunities, we can foster recommendations that create a more equitable and inclusive educational experience for every learner in our schools.

1.1 Background

Globally, educational systems are increasingly recognizing the importance of gender responsiveness and inclusivity as vital to the holistic development of students. In Somalia, where traditional norms can sometimes hinder equitable access to education, it becomes even more crucial to assess and improve practices that can lead to better outcomes for all genders. The integration of gender perspectives into educational policies and classroom practices is essential for overcoming barriers that may prevent students from realizing their full potential.

This assessment focuses not only on identifying existing practices but also on understanding the cultural and institutional dynamics that influence the implementation of gender-responsive education. Engaging with key informants, including teacher unions and education umbrellas, allows us to capture a diverse range of perspectives and insights that will inform the creation of actionable strategies. Our goal is to foster an environment where all students, irrespective of their gender, feel valued and supported throughout their educational journey.

1.2 Purpose of the Assessment
- Evaluate the current state of gender-responsive and inclusive education practices in schools.
- Identify gaps and challenges in implementation at both managerial and teaching levels.
- Provide actionable recommendations for enhancing gender and inclusivity across educational programs.

1.3 Objectives
- Engage Stakeholders: Collaborate with key informants from teacher unions, education umbrellas, and school administrations.
- Conduct Comprehensive Assessments: Gather data from managerial and teaching levels regarding practices related to gender and inclusivity.
- Analyze and Report Findings: Capture insights and develop recommendations to enhance gender-responsive practices in schools.

2.0 Technical Approach and Methodology

The assessment employed a mixed methods approach to thoroughly evaluate the implementation of gender-responsive and inclusive education practices in schools. Quantitative data was collected through survey questionnaires administered by trained freelance enumerators using real-time data collection software, Kobo Toolbox. This method ensured high data reliability and quality while also capturing GPS coordinates and photographs. A sample size of 60 participants—comprising 20 school administrators and 40 teachers—was determined by EFASOM.

Qualitative data was gathered through two Focus Group Discussions (FGDs) and five Key Informant Interviews (KIIs). The FGDs included teachers, headmasters, and parent Members in Mogadishu while the KIIs involved discussions with relevant stakeholders, including Teacher Unions (SONUT & SOTES), Education Umbrellas, and Banadir Unions of Schools. These interactions provided valuable insights and perceptions about the program. The mixed methods approach facilitated a comprehensive evaluation of the extent to which gender-responsive and inclusive practices are integrated into school planning and teaching programs.

2.1 Sampling Technique

The assessment specifically targeted school teachers and administrators within the Banadir region. The sampling methodology employed was Stratified Random Sampling, where schools were stratified based on type (public/private) and location to ensure diverse representation. Approximately 20 schools were selected, with the aim of gathering data from at least one administrator and two teachers from each school. This approach ensured a balanced and representative sample, enhancing the validity and reliability of the study's findings.

3.0 Assessment Findings

3.1. Demographic Information

The selection of schools for this assessment was driven by the objective of evaluating how effectively gender-responsive and inclusive practices are integrated into educational planning and teaching programs. We aimed to gather insights from both administrators and teachers to highlight their roles in fostering an inclusive environment. In each targeted school, one administrator and two teachers were selected, resulting in a total representation of 20 administrators and 40 teachers across various districts. This structured approach facilitates comprehensive feedback from both leadership and teaching perspectives, ensuring that diverse experiences inform our assessment.

In terms of district representation, Hodan has 4 administrators (20%) and 8 teachers (20%), while Kaaraan includes 3 administrators (15%) and 6 teachers (15%). Dharkenleey, Wadajir, and Waaberi each have 2 administrators (10%) and 4 teachers (10%). Shibis features 2 administrators (10%) and 3 teachers (7.5%), whereas Xamar Weyne has 1 administrator (5%) and 3 teachers (7.5%). Garasbaaley, Yaaqshiid, Boondheere, and Howlwadaag each contribute 1 administrator (5%) and 2 teachers (5%).

Table 1: District representation

District	Number of Administrators	Percentage	Number of Teachers	Percentage
Hodan	4	20%	8	20%
Kaaraan	3	15%	6	15%
Dharkenleey	2	10%	4	10%
Wadajir	2	10%	4	10%
Waaberi	2	10%	4	10%
Shibis	2	10%	3	7.50%
Xamar Weyne	1	5%	3	7.50%
Garasbaaley	1	5%	2	5%
Yaaqshiid	1	5%	2	5%
Boondheere	1	5%	2	5%
Howlwadaag	1	5%	2	5%
Total	20	100%	40	100%

The data on respondents' sex sheds light on the extent to which gender-responsive and inclusive practices may be integrated into school planning and teaching programs. The significant gender differences across both administrative and teaching roles suggest potential gaps in ensuring gender inclusivity and equity within these educational institutions.

For administrators, males account for 80% (16 individuals), while females represent only 20% (4 individuals). This stark imbalance raises questions about whether school leadership structures are intentionally designed to include female voices in decision-making processes. A lack of female representation in administrative roles may result in limited consideration of gender-specific needs and priorities when planning and implementing school programs, potentially reducing the inclusivity of these initiatives.
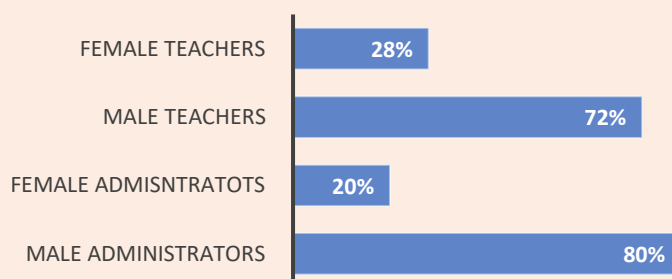
Respondent's Sex

Figure 1: Gender of Respondent

Similarly, within the teaching workforce, 72% of teachers are male (29 individuals), compared to 28% female (11 individuals). This disparity might influence the inclusiveness of teaching practices and curriculum delivery.

A predominantly male teaching staff could unintentionally overlook the importance of addressing diverse gender perspectives, potentially affecting how students—especially girls—engage with and relate to the learning environment.

The data emphasizes the need for deliberate efforts to promote gender equity in both leadership and teaching roles.

Type of Schools

60%

40%
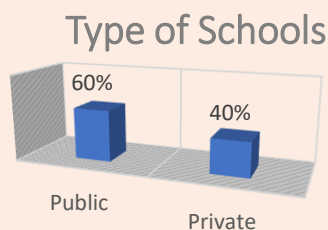
Public

Private

Figure 2: Categories of schools visited

The data indicates the distribution of school types visited during the assessment. Public schools represent 60% of the total, while private schools account for the remaining 40%

3.2 Policy and Planning

Policies serve as the backbone of any institution's effort to address systemic challenges, providing clear guidelines and frameworks for consistent action. In the context of gender responsiveness, formal policies are critical in setting institutional priorities, ensuring accountability, and promoting inclusive practices. These policies typically outline measures to foster gender equity in teaching, planning, and resource allocation while addressing discrimination and bias. In this analysis, we examine the presence of formal gender-responsive policies in schools, as reported by the respondents.

Formal policy promoting gender responsiveness in planning and teaching

No 20%

Yes 80%

Yes
No
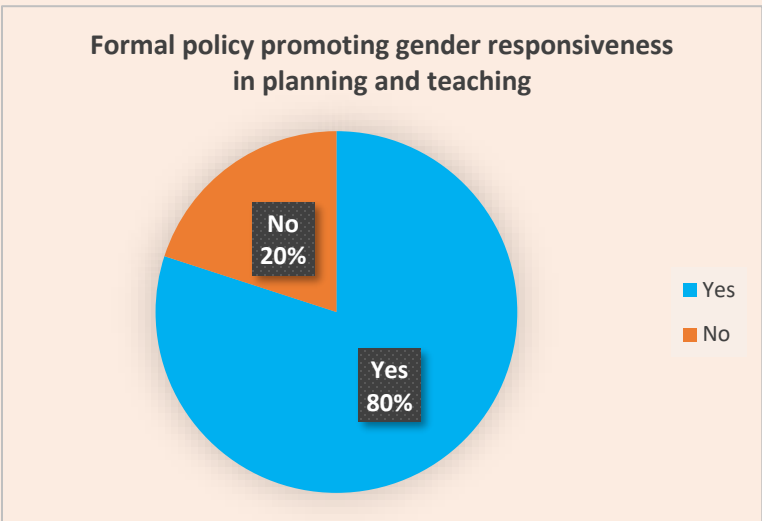
Figure 3: Formal Policy

A large majority (80%) of schools reported having formal gender-responsive policies, demonstrating significant progress in institutionalizing inclusivity. However, the 20% of schools without such policies represent a foundational gap that requires immediate attention. Schools lacking formal frameworks may struggle to address systemic gender inequities effectively.

"When boys and girls see themselves equally represented in leadership roles, it sends a powerful message that they can achieve anything" Mohamed Omar Ali from Benadir Schools"

Among the schools with formal gender-responsive policies, 40% reported conducting annual reviews, highlighting a proactive approach to maintaining and updating their frameworks. This regular cycle allows schools to align their policies with dynamic educational needs and societal changes, ensuring ongoing relevance.

Policy Review

40%

30%

10%

Annually

Every 2-3 years

Never

Figure 4: Policy review

However, 30% of schools review their policies every 2-3 years, reflecting a less frequent but structured approach to policy maintenance. While this timeframe may still be effective, it risks lagging behind fast-evolving challenges or opportunities in gender responsiveness. Additionally, 10% of schools reported never reviewing their policies, indicating a critical gap in maintaining effective frameworks. Without regular reviews, these schools may face challenges in addressing emerging issues or aligning with broader educational priorities.

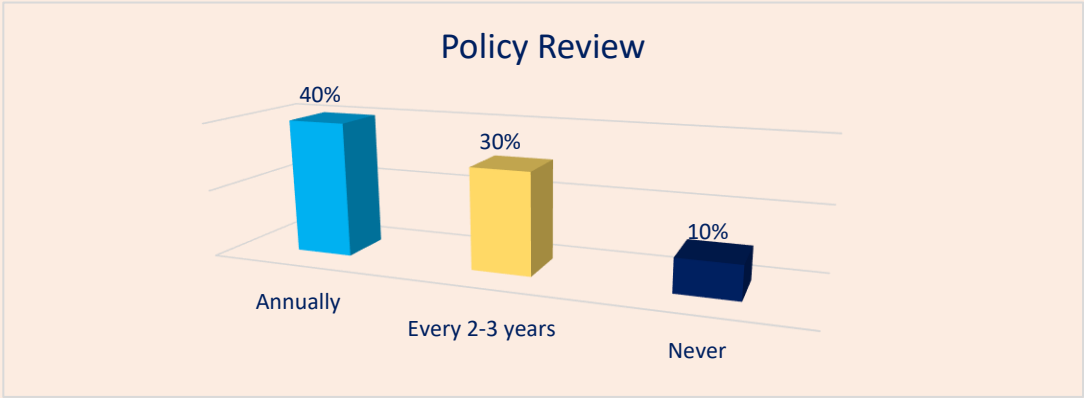The below table revealed that 55% of respondents rated their policies as "very effective," while 10% deemed them "effective." These findings indicate that many schools perceive their policies as impactful in promoting gender equity. However, 15% expressed neutrality, suggesting either limited implementation or inadequate evaluation mechanisms. This neutrality points to opportunities for strengthening policy monitoring and refining their implementation.

Table 2: Policy Effectiveness

Effectiveness	Frequency	Percentage
Very effective	11	55%
Neutral	3	15%
Effective	2	10%

Governance Structures

Governance structures play a pivotal role in ensuring the effective implementation, monitoring, and evaluation of gender-responsive initiatives in schools. These structures, such as committees or task forces, provide oversight and accountability while facilitating coordination among stakeholders. A well-established governance framework enables schools to allocate resources effectively, engage with the community, and address challenges systematically. This section examines the prevalence of governance structures in schools and their impact on promoting inclusivity.

Only 30% of schools reported having governance structures in place to oversee gender-responsive initiatives. These schools often utilized committees or designated teams to monitor progress, evaluate the impact of their policies, and coordinate training programs or community engagement activities. These governance structures provide a clear framework for accountability and ensure that gender equity remains a sustained focus within the institution.
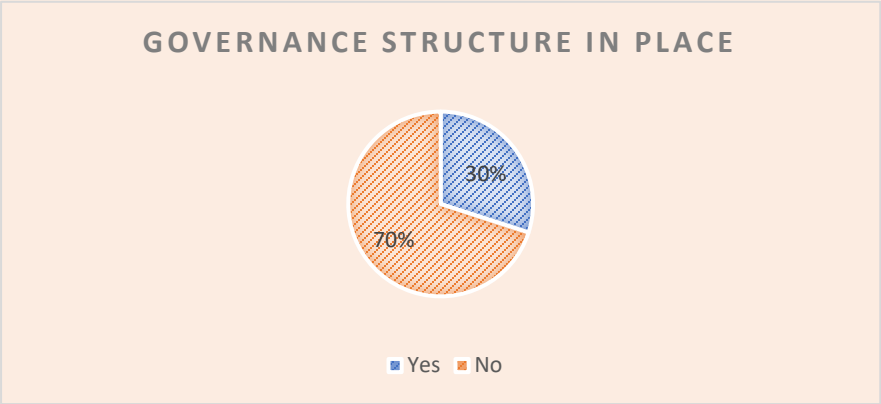

Figure 5: Governance Structure

However, 70% of schools lacked formal governance mechanisms, indicating a significant gap in the institutionalization of gender-responsive practices. The absence of such structures can lead to fragmented efforts, insufficient follow-up, and a lack of clarity regarding roles and responsibilities. Schools without governance structures may struggle to sustain their initiatives or measure their impact effectively.

The findings reveal a critical need for governance structures in schools to ensure that gender-responsive policies and practices are consistently implemented and evaluated. Without formal oversight mechanisms, efforts to promote gender equity may remain ad hoc or lack strategic direction. Governance structures not only enhance accountability but also foster collaboration among stakeholders, including teachers, parents, and community members.

Table 3: School conduct workshops or meetings focused on gender responsiveness?

Frequency	Number of Schools	Percentage
Quarterly	7	35%
Monthly	5	25%
Annually	3	15%
None	3	15%
Bi-annually	2	10%

Workshops focused on gender responsiveness are critical tools for raising awareness, building capacity, and fostering inclusivity in schools. These sessions provide opportunities for teachers, staff, and students to engage in discussions, develop skills, and address biases. Regular workshops help sustain momentum for gender equity initiatives and ensure that best practices are shared and adopted across all levels of the institution.

The majority of schools (60%) conducted workshops frequently, either monthly or quarterly. These regular sessions indicate a strong commitment to continuous professional development and awareness-building.

Frequent workshops provide consistent reinforcement of gender-responsive practices and allow schools to address emerging challenges promptly. A smaller proportion of schools held workshops annually or bi-annually. While these sessions still contribute to awareness and training, their infrequency may limit the opportunities for participants to engage deeply with gender-related topics or sustain progress over time. 15% of schools reported not conducting any gender workshops. The absence of these sessions highlights a significant gap in capacity-building efforts. Schools without workshops may struggle to equip their staff and students with the knowledge and tools needed to address gender inequities effectively.

3.3 Resources and Training

Training opportunities are essential in enabling teachers and school administrators to implement gender-responsive practices effectively. These programs are designed to equip participants with the necessary knowledge and tools to address gender biases, foster inclusivity, and promote equity in their schools. This analysis explores the types of training opportunities schools offer and identifies patterns in their implementation.
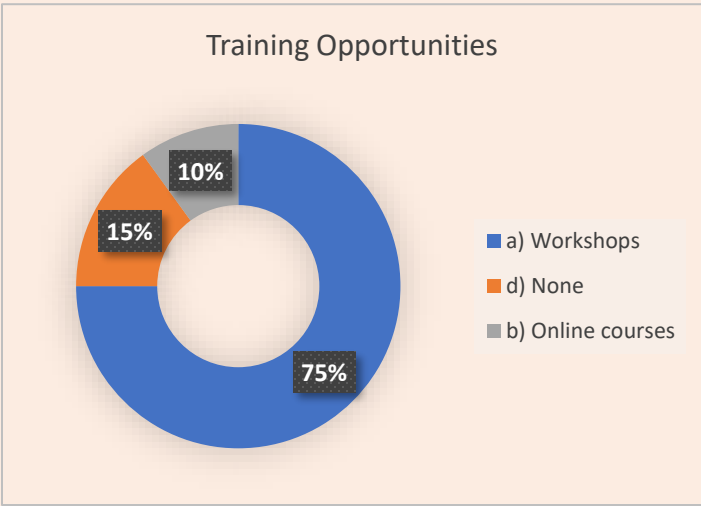
Workshops emerged as the most widely used training method, reported by 75% of schools. These sessions are valued for their interactive nature, which allows participants to engage with peers, discuss real-life challenges, and develop actionable strategies for fostering gender equity.

Only 10% of schools reported utilizing online courses. While online platforms can be a cost-effective and scalable method for delivering training, their limited adoption indicates that schools may not yet be

Figure 6: Training Opportunities

leveraging digital tools to their full potential. This gap may be due to resource limitations or lack of familiarity with online training formats.

Alarmingly, 15% of schools provided no training opportunities on gender responsiveness. This lack of professional development suggests a critical gap in capacity building, potentially leaving teachers ill-equipped to address gender-related challenges effectively.

Training teachers on gender-responsive practices isn't just about policies; it's about changing mindsets. When teachers understand the impact of inclusivity, they inspire a generation to see beyond gender differences." – FGD-Abdinasir Omar

The frequency of training sessions on gender responsiveness conducted annually is a crucial indicator of a school's dedication to enhancing the capacity of its staff and implementing inclusive practices. Regular training sessions play a vital role in ensuring that teachers and administrators are well-equipped to tackle gender-related challenges effectively. This commitment to ongoing professional development not only fosters

a deeper understanding of gender issues but also promotes a proactive approach to creating an inclusive educational environment. By prioritizing such training, schools demonstrate their willingness to address systemic biases and provide equitable opportunities for all students, ultimately contributing to a more supportive and responsive educational framework.

Table 4: Number of training sessions conducted annually

Value	Percentage
1-2	70%
3-5	15%
0	10%
6 or more	5%

A majority of schools (70%) reported conducting 1-2 training sessions on gender responsiveness within the past year. While this demonstrates some level of engagement, it may not provide sufficient reinforcement to fully address the complexities of gender equity in education.

Approximately 15% of schools conducted 3-5 sessions annually, reflecting a higher degree of commitment to regular professional development. These schools are more likely to have staff who are better prepared to integrate gender-responsive practices into their teaching and administrative roles.

About 10% of schools indicated that no training sessions were held in the past year. The absence of training opportunities in these institutions represents a significant gap that could hinder progress in promoting gender equity and addressing biases effectively.

Only 5% of schools conducted 6 or more sessions annually, signifying an intensive approach to professional development. These schools likely prioritize gender responsiveness as a core component of their operations, enabling continuous learning and improvement.

Strategic Integration: Strategic integration of gender considerations into school planning and operations is essential for ensuring that gender equity becomes an integral part of institutional culture and decision-making. This involves embedding gender-responsive principles into key areas such as curriculum development, teaching methods, resource allocation, and broader school policies. The following section explores the extent to which schools have successfully integrated gender considerations into their strategic planning processes.

A significant majority (75%) of schools reported integrating gender considerations into their strategic planning processes. This indicates that these schools are proactively aligning their operations and policies with the goal of promoting gender equity. Such integration likely includes developing gender-sensitive curricula, allocating resources to support inclusivity, and setting institutional goals to reduce gender disparities.

Despite the progress observed in most schools, 25% have not incorporated gender considerations into their strategic planning. This gap suggests that these schools may lack the frameworks or awareness necessary to institutionalize gender-responsive practices effectively. Without such integration, efforts to address gender equity may remain fragmented and inconsistent.

That reflects commendable progress, with three-quarters of schools embedding gender equity into their strategic priorities. This approach ensures that gender considerations are not treated as isolated initiatives but are instead woven into the broader operational and cultural fabric of the school. However, the absence of integration in 25% of schools highlights a critical gap that could hinder the sustainability and effectiveness of gender-responsive practices. These schools are likely to face challenges in addressing systemic issues and measuring progress toward gender equity goals.

Mentorship Opportunities: Mentorship opportunities play a vital role in empowering teachers and students to embrace and implement gender-responsive practices. These programs provide guidance, support, and skill-building opportunities, fostering an environment where gender equity can thrive. This section explores the availability, effectiveness, and gaps in mentorship opportunities related to gender issues within schools.

The

majority of schools (80%) reported providing mentorship opportunities related to gender issues. This reflects a strong commitment to building the capacity of teachers and students to address gender-related challenges effectively. Mentorship programs often include one-on-one guidance, group discussions, and peer mentorship focused on fostering inclusivity and addressing unconscious biases.

Despite the progress, 20% of schools reported a lack of mentorship opportunities. This gap indicates that some institutions may lack the resources, awareness, or frameworks necessary to implement structured mentorship programs. These schools risk missing out on a critical tool for fostering gender equity.

Resources for Parents and Community Members to Promote Gender Responsiveness: The engagement of parents and community members in gender-responsive initiatives is crucial for fostering a supportive and inclusive school environment. By involving these stakeholders, schools can strengthen efforts to promote gender equity, extend the impact of their initiatives beyond the classroom, and address cultural or societal barriers to inclusivity. This section examines the availability of resources for parents and the community and evaluates their effectiveness.

A majority of schools (65%) reported offering resources to parents and community members to support gender-responsive initiatives. These resources often include educational materials, workshops, and communication strategies designed to raise awareness and encourage active participation in promoting gender equity. However, 35% of schools indicated that they do not provide any resources to parents or the community. This lack of engagement represents a significant gap, as schools without such programs may face challenges in building widespread support for gender equity initiatives or addressing cultural barriers.

> **20% of schools reported a lack of mentorship opportunities. This gap indicates that some institutions may lack the resources, awareness, or frameworks necessary to implement structured mentorship programs.**

Accessibility of Gender Responsiveness Resources for Teachers: Approximately 45% of schools rated their resources as accessible or very accessible, indicating efforts to ensure stakeholders can easily benefit from the provided materials. 35% of schools described the accessibility of their resources as neutral, suggesting room for improvement in distribution or communication strategies. A concerning 20% of schools rated their resources as not accessible, highlighting a critical need for better dissemination and outreach strategies.

The findings indicate that while most schools recognize the importance of involving parents and the community in gender-responsive initiatives, significant differences exist in the availability and accessibility of resources. Schools that provide easily accessible resources are likely to experience stronger community support and more effective implementation of gender equity practices. Equally, the absence of resources in 35% of schools, combined with accessibility issues in others, limits the broader impact of their initiatives.

3.4 Monitoring and Evaluation

Evaluation methods are a critical component of monitoring and evaluation frameworks, providing schools with the tools to assess the effectiveness of gender-responsive practices. Effective evaluation allows schools to identify gaps, refine initiatives, and ensure that gender equity objectives are met. This section explores the different evaluation methods employed by schools and their prevalence.
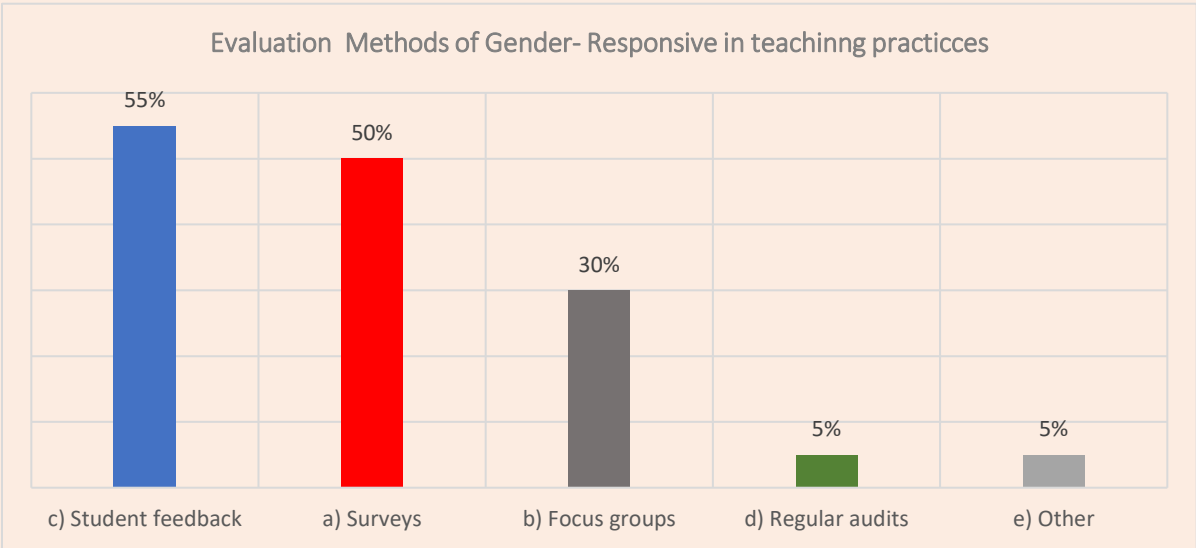
Figure 7: Evaluation methods

The most widely used method, student feedback, is employed by 55% of schools. This approach allows schools to directly gauge students' experiences and perceptions of gender equity in their educational environment. It is particularly valuable for understanding the day-to-day impact of policies and practices on students.

Surveys are the second most common evaluation tool, used by 50% of schools. Surveys provide quantitative data on attitudes, behaviors, and perceptions, making them useful for tracking changes over time and comparing outcomes across different schools or contexts.

Focus groups are used by 30% of schools to facilitate in-depth discussions with specific groups, such as teachers, parents, or students. These sessions provide qualitative insights that can complement the quantitative data collected through surveys.

Only 5% of schools reported conducting regular audits as part of their evaluation process. Audits offer a structured and comprehensive assessment of policies, practices, and outcomes, but their limited use suggests that many schools may lack the capacity or resources to implement this method.

A small percentage of schools employ alternative or context-specific evaluation methods. These might include informal discussions, stakeholder meetings, or customized assessment tools designed to address unique challenges or needs.

"Educating our daughters is just as important as educating our sons. When a girl learns, she lifts her entire family and community. We must give them the same opportunities to succeed and develop" Abdinasir Parent"

The findings suggest a strong reliance on student feedback and surveys, which are accessible and effective tools for collecting data on gender equity. However, the relatively low use of focus groups and regular audits highlights gaps in the depth and rigor of evaluations. Focus groups and audits can provide richer, more nuanced insights, enabling schools to address complex issues more effectively.

Hassan Roble highlighted the value of collaborative monitoring: "When communities are involved in evaluating our programs, it strengthens accountability and ensures that our solutions are both practical and sustainable."

The limited use of regular audits, in particular, reflects a potential lack of formalized evaluation frameworks in many schools. This gap may result in incomplete assessments and hinder the ability of schools to make data-driven decisions to improve gender-responsive practices.

Table 5: Rating the Effectiveness of School Monitoring Practices for Gender Responsiveness

Effectiveness Level	Frequency	Percentage
Very Effective	7	35%
Effective	9	45%
Neutral	3	15%
Ineffective	1	5%

A majority of schools (80%) rated their monitoring practices as either "effective" (45%) or "very effective" (35%). This reflects a general satisfaction with existing monitoring systems and their ability to track progress and improve gender equity initiatives.

A smaller percentage of schools expressed neutrality, suggesting that their monitoring practices may be adequate but not robust enough to yield significant results. This indicates opportunities for improvement, particularly in standardizing practices and enhancing their scope.

A small fraction (5%) of schools rated their monitoring practices as "ineffective." This highlights a critical need for capacity building and the introduction of better tools and methodologies to strengthen evaluation efforts.

The findings indicate that while most schools have effective monitoring systems in place, there is still room for improvement, particularly for the schools that reported neutral or ineffective monitoring practices.

Gender-Related Incidents in Schools
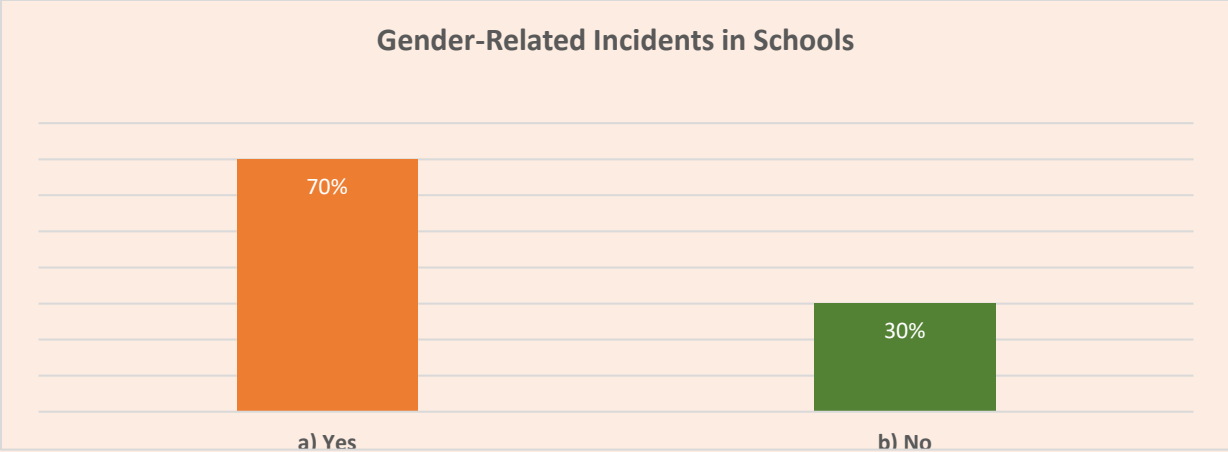
70%

30%

a) Yes

b) No

Figure 8: Gender- related incidents in schools

70% of schools collected data on gender-related incidents, using it primarily for policy development (40%) and Improving Awareness and Training (35%). Incident prevention and monitoring progress were fewer common purposes, at 20% and 10%, respectively. The 30% of schools not collecting data represent a critical gap, as data-driven approaches are essential for identifying issues, tracking progress, and refining interventions.

3.5 Challenges

The implementation of gender-responsive practices in schools often encounters significant barriers that can hinder progress and limit the effectiveness of initiatives. Identifying and addressing these challenges is essential to creating inclusive learning environments. This section explores the key barriers schools face and their prevalence based on the responses collected.

Cultural attitudes remain the most significant barrier to implementing gender-responsive practices in schools. Rooted societal norms, gender stereotypes, and traditional beliefs about the roles of men and women create resistance to initiatives aimed at fostering equity. For instance, in some communities, education for girls may still be viewed as less important than for boys, which can hinder efforts to promote inclusivity. Furthermore, teachers themselves may inadvertently perpetuate these biases due to their own cultural conditioning. Addressing this challenge requires sustained, community-wide awareness campaigns, dialogues with parents and local leaders, and embedding gender equity principles into the broader cultural fabric.

Table 6: Key Barriers to Implementing Gender-Responsive Practices

Barrier	Frequency	Percentage
Cultural Attitudes	10	50%
Lack of Resources	9	45%
Insufficient Training	6	30%
Resistance from Staff	4	20%
Other (Context-Specific)	1	5%

Cultural norms and stereotypes were identified as the most significant barrier to implementing gender-responsive practices, cited by half of the respondents (50%). These attitudes often stem from deeply ingrained societal beliefs that perpetuate gender inequality, making it difficult to foster inclusive practices.

Nearly half of the schools reported that resource constraints, including inadequate funding, insufficient teaching materials, and lack of infrastructure, hinder their ability to implement gender-responsive initiatives effectively. Limited access to professional development and training for teachers and administrators was cited by 30% of respondents. Without adequate training, staff may lack the knowledge and confidence to address gender-related challenges. Internal resistance to change was highlighted by 20% of respondents. This resistance often arises from a lack of awareness or misconceptions about the importance of gender equity, which can undermine the implementation of initiatives. A small percentage of schools reported localized challenges, such as logistical issues or unique cultural dynamics, that impede progress in implementing gender-responsive practices.

"Our challenge is not just about teaching; it's about changing mindsets. Gender inclusion in schools starts with leadership." Nurto Mohamed Adow from Boondheere Orphan Girls Center"

Resource constraints significantly limit schools' ability to implement gender-responsive practices. These constraints include inadequate funding to develop infrastructure, such as gender-inclusive washrooms, and a lack of teaching and learning materials that address gender equity. In many schools, there is limited access to educational resources, such as books and tools, that support gender-inclusivity training. Without proper financial and material support, schools may struggle to execute workshops, mentorship programs, or capacity-building initiatives. Developing partnerships with NGOs, government agencies, and private donors can help bridge this gap and ensure equitable resource allocation.

A lack of professional development opportunities for teachers and administrators was identified as a significant barrier. Teachers often lack the knowledge or confidence to integrate gender-inclusive practices into their classrooms due to limited training. This can result in missed opportunities to address gender biases in teaching methodologies, classroom interactions, and the curriculum. Regular and comprehensive training sessions are essential to empower teachers to recognize and address unconscious biases and create an inclusive learning environment. Schools should prioritize capacity building, with a focus on practical, actionable training tailored to their specific contexts.

Internal resistance from staff members poses another significant challenge. This resistance may stem from a lack of understanding about the importance of gender responsiveness or from discomfort with change. For instance, some teachers might feel that gender initiatives add to their workload or question their relevance in improving educational outcomes. Overcoming this resistance requires fostering a culture of inclusion through open communication, shared goals, and involving staff in the design and implementation of gender-responsive policies. Recognizing and addressing these concerns early can help build consensus and collective ownership of gender equity initiatives.

A small percentage of schools identified other localized or context-specific barriers to implementing gender-responsive practices. These challenges might include logistical issues such as language barriers, geographical isolation, or community-specific gender norms that complicate the implementation of standard practices. Tailored approaches, such as employing local champions of gender equity or customizing programs to align with specific community dynamics, can help address these unique challenges effectively.

"We continue to face resistance, even in Mogadishu, where education is more accessible. Parents still perceive educating girls as less important, which requires us to engage them continuously." Mohamed Keynan Ali from Banadir Union of Schools"

In addition to these barriers, gender discrimination remains a recurring issue in some schools. While 40% of schools reported rarely encountering such issues, and another 40% indicated it was never a problem, 15% occasionally faced incidents of gender discrimination, and 5% reported frequent occurrences. These incidents may involve unequal treatment of boys and girls in classroom settings, biased assignment of leadership roles in extracurricular activities, or harassment. To Combat this, schools must establish clear reporting mechanisms, provide counseling and support to affected students, and conduct regular awareness sessions to educate both staff and students about the importance of gender equity.

3.5 Teaching Practices

The data reveals how often teachers integrate gender-responsive teaching strategies into their classroom practices. This analysis offers valuable insights into the extent of adoption of inclusive teaching approaches, allowing for the identification of strengths and areas that may require improvement. By examining this rate, teachers and administrators can better understand the effectiveness of their efforts to foster an inclusive learning environment and make informed decisions about necessary enhancements or training.

Table 7: Frequency of Incorporating Gender-Responsive Teaching Strategies in the Classroom

Frequency	Number of Teachers	Percentage
Always	16	40%
Often	11	27.5%
Sometimes	10	25%
Rarely	3	7.5%

The results show that 40% of teachers reported always incorporating gender-responsive teaching strategies in their classrooms, indicating a strong commitment to inclusivity and equitable teaching practices. An additional 27.5% incorporate these strategies often, while 25% do so sometimes, suggesting that a majority of teachers regularly employ gender-responsive methods to varying degrees. However, 7.5% of teachers acknowledged using these strategies rarely, indicating a small portion of teachers who may require additional support or training.

Inclusivity of Teaching Materials Regarding Gender Representation
The inclusivity of teaching materials is a critical aspect of fostering equitable and supportive learning environments. Materials that fairly represent genders, challenge stereotypes, and acknowledge diverse identities play a significant role in shaping students' understanding of gender roles and equity. Inclusive resources empower students to think critically, promote diversity, and create classrooms where all learners feel valued and respected. This section evaluates teachers' perceptions of how inclusive their teaching materials are with regard to gender representation.

Table 8: Inclusivity of teaching materials regarding gender representation

Inclusivity Rating	Frequency	Percentage
Neutral	17	42.5%
Inclusive	13	32.5%
Very Inclusive	7	17.5%
Not Inclusive	3	7.5%

The majority of respondents rated their teaching materials as "neutral" 42.5% regarding gender representation, indicating that the materials neither strongly promote nor hinder gender inclusivity. A significant proportion of teachers viewed their teaching materials as "inclusive," 32.5% suggesting that these resources reflect a balanced representation of gender roles and identities. A smaller group of respondents felt that their materials were "very inclusive," 17.5% demonstrating best practices in addressing gender equity and diversity in educational content. A minority of teachers acknowledged that their teaching materials are "not inclusive,"7.5% indicating the presence of gaps or biases that fail to promote gender equity.

Assessing Student Engagement in the Classroom with Respect to Gender
Assessing student engagement in relation to gender is crucial for understanding how classroom dynamics affect learners of different genders and ensuring inclusive participation. Teachers employ various methods to evaluate student engagement, which provides valuable insights into the effectiveness of teaching strategies and the inclusivity of the learning environment.
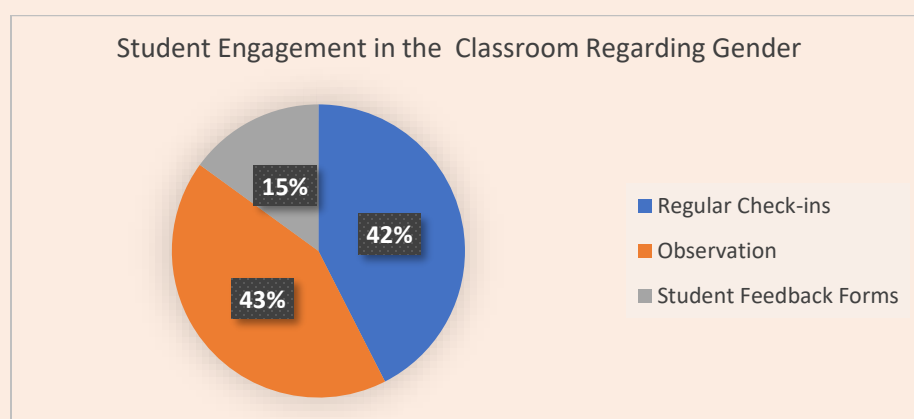

Figure 9: Student Engagement in the Classroom Regarding Gender

The survey highlights a variety of approaches teachers use to assess student engagement regarding gender dynamics in the classroom. The findings demonstrate a preference for real-time, interaction-based methods, with regular check-ins and observation each being employed by 42% of respondents. These methods enable teachers to identify and address gender-related engagement issues promptly. Regular check-ins involve direct conversations with students, which help to uncover individual concerns or experiences that might not surface in a broader classroom setting.

This method also fosters a supportive environment where students feel comfortable discussing gender-specific challenges. Similarly, observation allows teachers to monitor classroom dynamics, interactions, and participation patterns over time. Through observation, teachers can identify trends, such as whether students of a particular gender are less likely to engage in discussions or leadership roles. This method is particularly effective for capturing non-verbal cues and unspoken behaviors that may indicate disengagement or discomfort related to gender dynamics.

The use of student feedback forms, reported by 15% of respondents, reflects a less common but structured approach to assessing engagement. Feedback forms allow students to provide their perspectives on classroom inclusivity and teaching practices in a formalized manner. This method can yield valuable insights, especially when coupled with anonymous submissions, as students may feel more comfortable expressing concerns or suggestions in this format.

The findings suggest that while teachers are actively engaged in monitoring gender-related student engagement, the reliance on informal methods such as check-ins and observation may limit the depth of data collected. These methods, though effective for immediate adjustments, may not provide the comprehensive, trend-based insights that structured tools like feedback forms can offer. The relatively low use of feedback forms indicates an area for potential improvement, as incorporating these tools could enhance teachers' understanding of student experiences and enable more strategic interventions.

Moreover, the reliance on direct teacher-driven assessments like check-ins and observation suggests that these approaches are shaped by the teacher's perspective and awareness of gender dynamics. While this reflects initiative and attentiveness, it may also introduce biases or blind spots, which could be mitigated by supplementing these methods with more formal, student-centered tools.
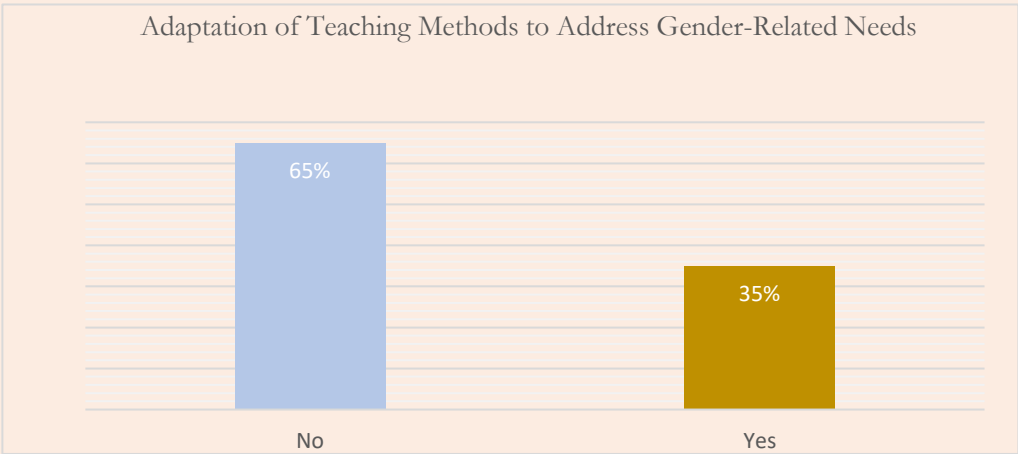

Figure 10: Adaptation of Teaching Methods to Address Gender- Related Needs

The survey reveals that a majority of teachers (65%) have not adapted their teaching methods to address students' gender-related needs, indicating that gender-specific considerations are not yet fully integrated into classroom practices. This could reflect a lack of awareness, resources, or training on implementing gender-responsive teaching strategies. However, 35% of teachers reported adapting their methods, demonstrating an understanding of and responsiveness to the unique needs of students based on their gender. These teachers are likely incorporating approaches such as differentiated instruction, challenging gender stereotypes, or promoting equitable participation. The findings highlight a significant gap in the adoption of gender-responsive pedagogy, emphasizing the need for targeted professional development to equip teachers with the knowledge and tools necessary to address gender-related needs effectively and create inclusive learning environments.

3.6 Curriculum Design

In this section, we examine into the essential aspects of curriculum design and its role in promoting gender-responsive education. A well-structured curriculum serves as the foundation for effective teaching and learning, ensuring that all students receive equitable opportunities to engage with the material.

The design process involves not only the selection of content but also the incorporation of teaching strategies that address the diverse needs of students, particularly in relation to gender. By examining how curricula are developed and implemented, we can gain insights into how effectively they promote inclusivity and support all learners.

Reflection of Diverse Gender Perspectives in the Curriculum

Integrating diverse gender perspectives into the curriculum is a fundamental aspect of fostering inclusivity in education. A curriculum that addresses a variety of gender roles and experiences is crucial for challenging stereotypes, promoting equity, and creating a more inclusive learning environment. Such integration allows students to see themselves represented in the material they study, which can enhance engagement and learning outcomes.

The following table summarizes teachers' perceptions regarding the extent to which the curriculum they teach reflects diverse gender perspectives. This data provides valuable insights into teachers' views on inclusivity in their teaching materials and highlights areas where further development may be necessary to ensure that all gender experiences are adequately represented. By examining these perceptions, we aim to identify strengths and opportunities for improvement in the curriculum design process, ultimately working towards a more equitable educational landscape for all students.

Table 9: Extent of Curriculum Reflection on Diverse Gender Perspectives

Extent of Reflection	Frequency	Percentage
Somewhat	13	32.5%
Neutral	13	32.5%
Not Much	7	17.5%
Very Much	7	17.5%

The survey reveals that teachers have mixed perceptions regarding the inclusivity of the curriculum in reflecting diverse gender perspectives. A significant proportion of respondents (32.5%) felt that the curriculum somewhat reflects diverse gender perspectives, suggesting that some efforts are being made but are not yet comprehensive or impactful. Similarly, 32.5% of respondents took a neutral stance, indicating that the curriculum neither strongly promotes nor entirely neglects gender inclusivity. A smaller group of respondents (17.5%) rated the curriculum as very much inclusive, showcasing that some schools or subjects have successfully integrated gender diversity into their teaching materials. Similarly, another 17.5% of respondents indicated that the curriculum reflects not much in terms of diverse gender perspectives, pointing to significant gaps in representation.

These findings highlight a polarized view, with a significant number of teachers perceiving moderate to strong inclusivity, while others experience limited or negligible emphasis on gender diversity in the curriculum. The neutral responses suggest that gender-related content is often understated, failing to make a meaningful impact on learners.
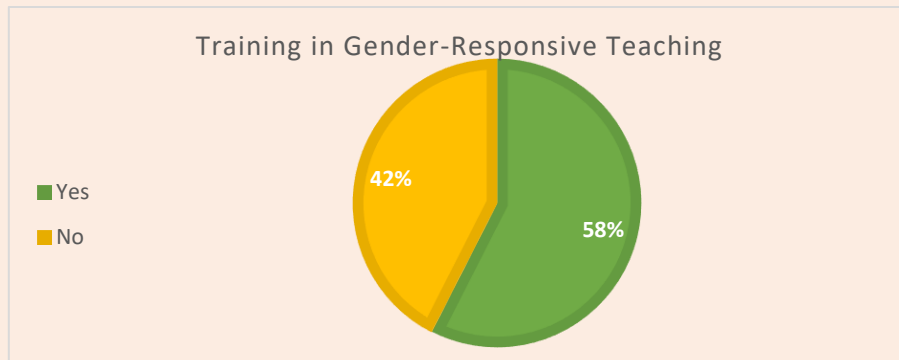
Figure 11: Training in Gender Responsive Teaching

The data indicates that 58% of teachers have received training related to gender-responsive teaching, while 42% have not. This shows a majority of teachers are at least somewhat equipped with the necessary knowledge and tools to address gender equity in the classroom. However, a significant proportion of teachers have not undergone such training, which may limit their ability to implement gender-responsive practices effectively.

For teachers who have received training in gender-responsive teaching when asking evaluating its effectiveness, A notable portion of the respondents (32.5%) rated the training as effective, suggesting that these programs equipped teachers with practical tools and strategies to integrate gender equity into their classrooms. This indicates that the training helped participants better understand gender dynamics, address biases, and foster inclusive learning environments.

Table 10: Effectiveness of Gender-Responsive Teaching Training

Effectiveness Rating	Frequency	Percentage
Effective	13	32.5%
Very Effective	4	10%
Neutral	4	10%
Ineffective	2	5%

A smaller segment (10%) rated the training as very effective, indicating a significant impact on their teaching practices. These teachers likely experienced a transformative shift in their approach, gaining both knowledge and confidence to consistently apply gender-responsive methods. Similarly, 10% of teachers expressed a neutral stance, pointing to limited influence on their teaching methods. This neutrality may reflect challenges in applying theoretical concepts in practical settings, suggesting a potential need for improved follow-up support or more interactive, hands-on training experiences.

Additionally, 5% of respondents rated the training as ineffective, highlighting dissatisfaction or a perceived lack of value. This feedback could indicate issues such as inadequate customization of training content, insufficient engagement during sessions, or a misalignment between training objectives and the real challenges faced by teachers in their classrooms.

Overall, while many teachers found the training beneficial, there are clear opportunities for enhancing the effectiveness and relevance of future iterations to better meet the needs of teachers and their students.

Use of Additional Materials Promoting Gender Inclusivity in Lessons

The incorporation of additional materials that promote gender inclusivity is essential in creating a well-rounded and equitable learning environment. These resources enhance traditional curricula by offering diverse perspectives and experiences, allowing students to engage with content that reflects various gender roles and challenges. By utilizing a range of supplemental materials, teachers can facilitate discussions that encourage critical thinking about gender dynamics, foster empathy, and challenge stereotypes. The table below summarizes how frequently teachers use such resources in their lessons.

Table 11: Incorporating Additional Resources for Gender Inclusivity in Lessons

Frequency	Number of Teachers	Percentage
Sometimes	17	42.5%
Often	11	27.5%
Always	7	17.5%
Rarely	5	12.5%

The findings indicate varied levels of engagement among teachers in using additional materials to promote gender inclusivity. A majority of respondents integrate such resources into their teaching, although with opposing frequencies. 42.5% of teachers reported using these materials sometimes, suggesting irregular inclusion in their lesson plans. Another 27.5% stated that they use such materials often, reflecting a more regular commitment to incorporating gender-inclusive resources.

A smaller group (17.5%) reported always using gender-inclusive materials in their lessons, indicating a strong and consistent approach to fostering equity. In contrast, 12.5% of teachers acknowledged using these materials rarely, demonstrating limited prioritization or access to resources that promote inclusivity.

These findings highlight that while there is a general awareness of the value of gender-inclusive materials, their consistent application remains a challenge for many teachers. The relatively high percentage of teachers who use these materials sometimes or rarely points to potential barriers, such as limited availability, lack of institutional emphasis, or competing curriculum demands.
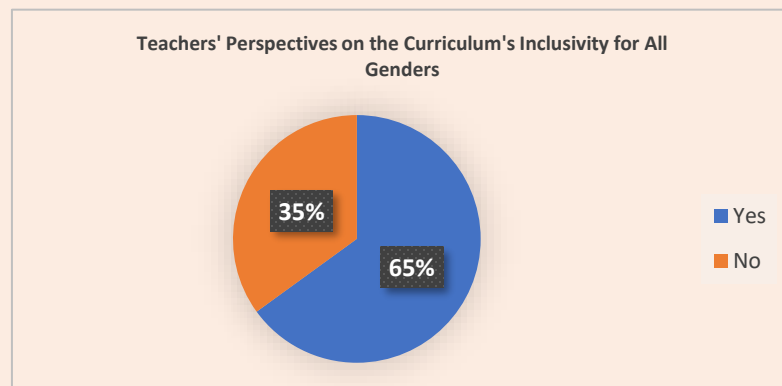
Figure 12: Teachers' Perspectives on the Curriculum's Inclusivity for All Genders

The data reveals that 65% of teachers believe the curriculum meets the needs of all genders, suggesting that a majority of teachers perceive it as inclusive and equitable. These respondents likely see the curriculum as addressing the diverse experiences, roles, and challenges of all genders, contributing to a balanced educational approach.

However, 35% of teachers indicated that the curriculum does not meet the needs of all genders, pointing to areas where it may fall short in inclusivity. This could reflect gaps in representation, limited focus on addressing gender-specific challenges, or outdated content that fails to align with modern standards of equity.

The mixed responses highlight that while the majority of teachers view the curriculum positively, a significant minority perceive inadequacies, emphasizing the need for further examination and potential revisions to ensure comprehensive inclusivity.

Reasons Why the Curriculum Does Not Meet the Needs of All Genders

Category	Value
Lack of Systematic Feedback Mechanisms	15%
Lack of Gender-Sensitive Materials	10%
Insufficient Representation	5%
Limited Discussions on Gender Topics	2,50%
Lack of Diverse and Balanced Representation	2,50%

Figure 13: Reasons Why the Curriculum Does Not Meet the Needs of All Genders
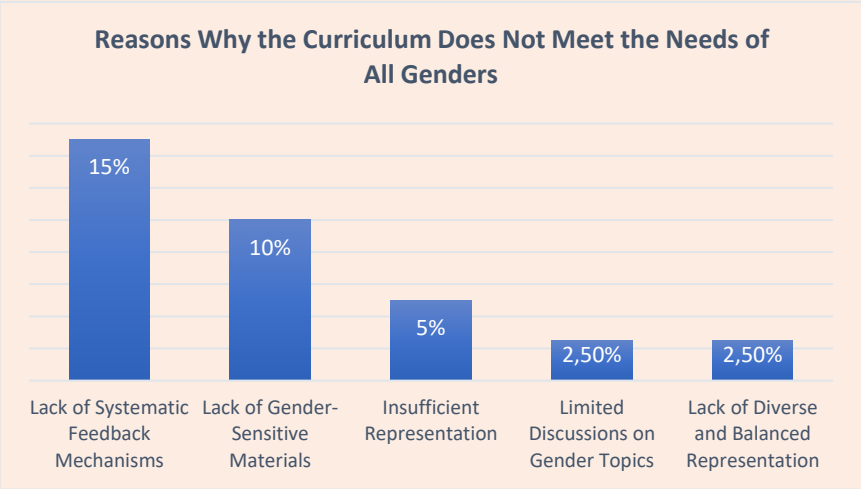
The most frequently quoted issue was the lack of systematic feedback mechanisms (15%). Teachers noted that the absence of structured channels for evaluating the curriculum's inclusivity makes it challenging to address and resolve gender-related shortcomings effectively.
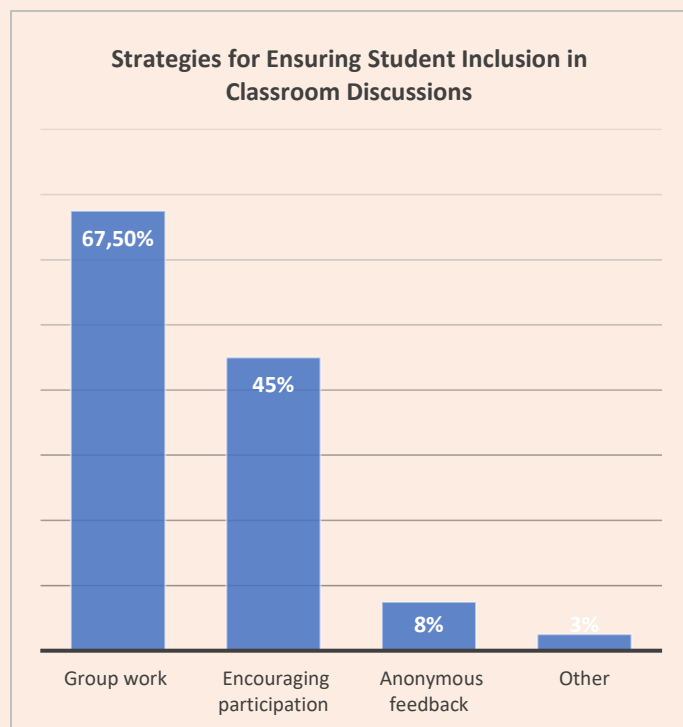
The lack of gender-sensitive materials was identified by 10% of respondents, indicating that resources explicitly designed to address gender equity are not readily available. This shortage likely impacts teachers' ability to deliver content that reflects diverse gender perspectives.

Insufficient representation (5%) points to limited inclusion of diverse gender roles and experiences in the curriculum. This gap may perpetuate stereotypes or fail to acknowledge marginalized identities, creating an unbalanced portrayal. A smaller percentage of teachers highlighted limited discussions on gender topics (2.5%) and the lack of diverse and balanced representation in teaching materials, examples, or case studies (2.5%). These issues suggest that gender-related content is either minimal or skewed, failing to provide comprehensive or equitable perspectives for students.

Children at a temporarily learning space in an IDP camp at Mogadishu corridor, © EFASOM

Strategies for Ensuring Student Inclusion in Classroom Discussions

67,50%   45%   8%   3%

Group work   Encouraging participation   Anonymous feedback   Other

Figure 14: Ensuring Student Inclusion in Classroom Discussions

The data on strategies teachers use to ensure all students feel included in classroom discussions highlights various methods employed to foster inclusivity. A significant portion of teachers, 67.5%, indicated that they utilize group work as a key strategy. This approach not only encourages collaboration among students but also helps to create a supportive environment where individuals can share their ideas more comfortably.

Following closely, encouraging participation was noted by 45% of teachers, demonstrating an active effort to solicit input from all students, which is crucial for building confidence and ensuring that diverse voices are heard.

Meanwhile, only 7.5% of teachers reported using anonymous feedback as a method to include students in discussions.

This suggests that while some teachers may seek to create a safe space for expression, it is not the primary strategy among the majority.

Lastly, a minimal percentage, 2.5%, cited other methods, indicating that there are few unique or varied strategies being utilized outside of the more common practices.

Overall, the findings suggest that group work and active encouragement of participation are foundational approaches among teachers for promoting inclusivity in classroom discussions. However, the low engagement with anonymous feedback indicates an area for potential development, as this method could further enhance student involvement and comfort in sharing their thoughts.

3.7 Student Engagement

Student engagement within schools is vital for creating an enriching educational experience that fosters learning and growth. Engaged students are more likely to participate actively in their studies, demonstrate motivation, and achieve higher academic outcomes. Schools that prioritize student engagement implement various strategies, such as interactive lessons, collaborative projects, and inclusive curricula that resonate with diverse student interests and backgrounds.

By focusing on engagement, schools can cultivate a sense of belonging and community among students, encouraging them to take ownership of their learning journeys. This section examines the strategies and practices that schools can adopt to enhance student engagement, ultimately leading to a more vibrant and effective educational environment for all learners.
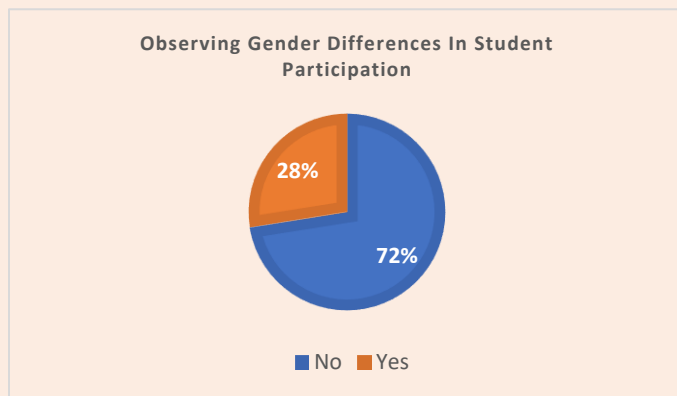
Observing Gender Differences In Student Participation

28%

72%

■ No ■ Yes

Figure 15: Observing Gender Differences in Student Participation

The data indicates that the majority of teachers (72.5%) do not observe any differences in student participation based on gender, suggesting that their classrooms are generally equitable in terms of engagement. These teachers likely employ strategies and create environments that promote balanced participation, ensuring that no particular gender dominates or feels excluded during discussions. This could reflect a deliberate effort to address potential barriers and foster inclusivity in their teaching practices.

However, a significant number of teachers (27.5%) reported noticing differences in participation based on gender. These differences might manifest in various ways, such as one gender being more vocal, assertive, or confident in sharing their opinions, while another may appear more reserved or hesitant. Such differences could stem from a range of factors, including cultural norms, social expectations, or internalized confidence levels influenced by prior experiences. Additionally, the way classroom activities are structured or the dynamics between peers may unintentionally favor one gender over another.

Teachers who notice these differences may also be more agreed to understated participation patterns, such as who volunteers answers, takes leadership roles in group work, or dominates classroom discussions. These observations could indicate underlying challenges in achieving full inclusivity, where certain students might feel less encouraged or supported to contribute due to their gender.
The data underlines the importance of recognizing these dynamics, as even a small percentage of perceived disparities can point to broader systemic issues that need to be addressed to ensure equitable participation for all students.

Establishment of Classroom Norms Promoting Inclusivity and Respect for All Genders
Creating a welcoming and supportive classroom environment is vital for ensuring that every student feel valued and respected, regardless of their gender. Establishing norms that promote inclusivity helps students understand the importance of treating each other with kindness and fairness. These guiding principles not only set the tone for interactions but also foster a sense of belonging, where every student feels safe to share ideas and participate in discussions.

 By encouraging students to engage openly and respectfully, these norms can significantly enhance classroom dynamics, making learning more enjoyable and effective. The figure below summarizes teachers' responses regarding whether they have established these norms in their classrooms.

Figure 16: Creating Classroom Norms for Inclusivity and Gender Respect
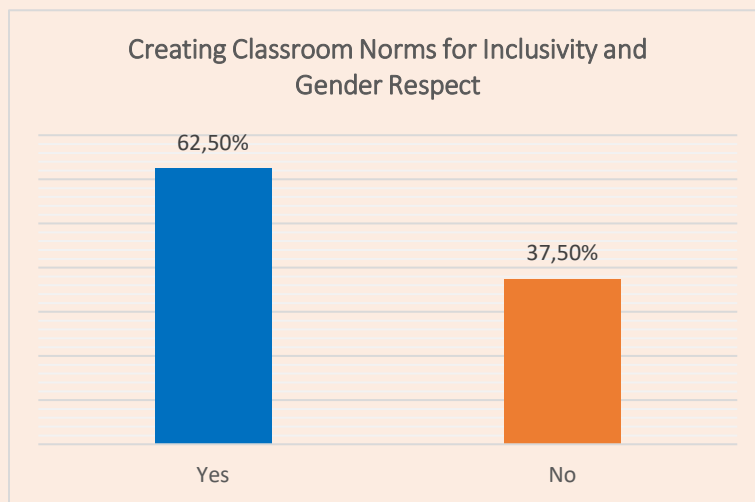
A significant majority of teachers (62.5%) reported that they have established classroom norms that promote inclusivity and respect for all genders. These norms likely include practices such as encouraging equitable participation, challenging gender stereotypes, using gender-neutral language, and addressing discriminatory behaviors promptly. Such efforts reflect a proactive approach to fostering a respectful and inclusive classroom culture.

However, 37.5% of teachers indicated that they have not established these norms, suggesting potential gaps in addressing gender inclusivity within their classrooms. This group may lack awareness, training, or resources to develop and implement such norms effectively. The absence of explicit inclusivity norms can result in unaddressed biases or behaviors, hindering the creation of equitable learning environments. The data underscores a divide between classrooms with established frameworks for promoting gender inclusivity and those that lack structured approaches. This gap highlights opportunities to support teachers in developing and implementing practices that ensure respect and inclusivity for all students.

For the respondents who answered "Yes" to establishing classroom norms that promote inclusivity and respect for all genders, specific norms were identified. These norms reflect the strategies and practices teachers use to foster an equitable and respectful classroom environment. The figure below summarizes the responses.
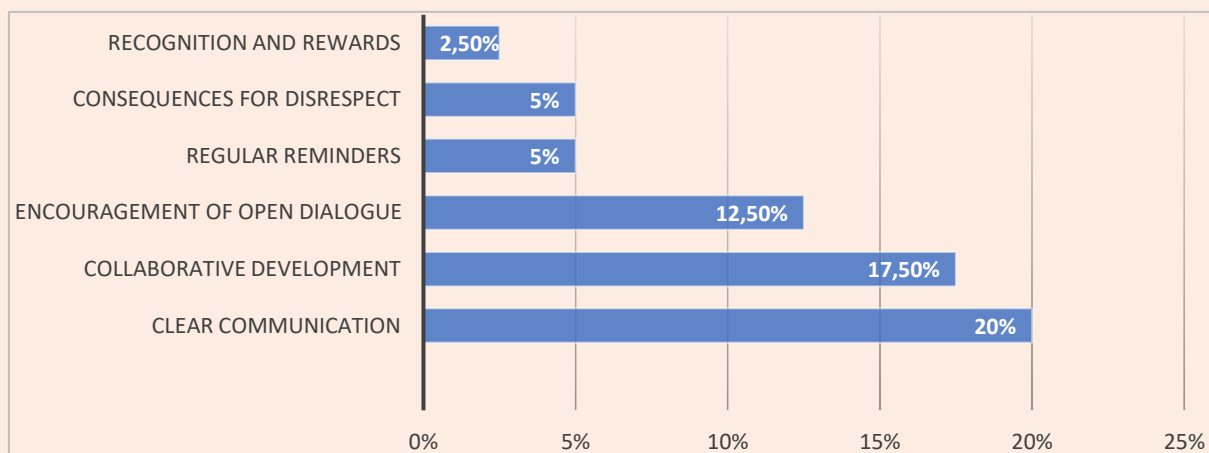

Figure 17: Norms Established to Promote Inclusivity and Respect for All Genders

The most commonly reported norm was clear communication (20%), where teachers ensure that

expectations regarding inclusivity and respect are explicitly articulated. This may involve setting

guidelines on respectful language, equitable participation, and addressing inappropriate behaviors.

Collaborative development of norms (17.5%) was also frequently cited, indicating that some teachers involve students in the process of creating classroom expectations. This collaborative approach fosters ownership and commitment among students, making the norms more meaningful and effective. Encouragement of open dialogue (12.5%) reflects efforts to create a safe space where students feel comfortable discussing gender-related issues and expressing their perspectives without fear of judgment. Other norms include regular reminders (5%), where teachers periodically reinforce expectations to ensure consistent adherence, and consequences for disrespect (5%), highlighting accountability for actions that violate inclusivity standards. A small percentage (2.5%) also emphasized recognition and rewards for positive behavior, which encourages and reinforces respect and inclusivity.

3.8 Support and Resources

To faithfully make a difference in promoting gender responsiveness in the classroom, teachers need access to a variety of support and resources. These tools are vital for helping teachers understand the complexities of gender dynamics and empowering them to create inclusive spaces where every student feel valued and heard.

Having ongoing professional development opportunities, access to diverse instructional materials that reflect different gender experiences, and avenues for collaboration with peers can greatly enhance a teacher's ability to foster an equitable environment. When teachers are equipped with the right resources, they can confidently adapt their teaching strategies to meet the unique needs of all students. This section will highlight the essential supports that can help teachers make gender responsiveness a meaningful part of their teaching practice, creating a richer and more inclusive learning experience for everyone.

Table 12: Essential Support for Promoting Gender Responsiveness in Teaching

Type of Support	Frequency	Percentage
More Training Opportunities	25	62.5%
Access to Resources	12	30%
Administrative Support	2	5%
Peer Collaboration	1	2.5%

The majority of respondents (62.5%) identified more training opportunities as the most necessary support for promoting gender responsiveness in teaching. This response underscores a significant demand for professional development programs that equip teachers with the knowledge and skills to address gender-related challenges effectively. Training may include workshops, seminars, or hands-on sessions focused on inclusive teaching strategies, addressing unconscious bias, and fostering gender equity in the classroom. Access to resources was the second most frequently cited need (30%).

Teachers emphasized the importance of having gender-sensitive materials, teaching aids, and technological tools to implement gender-responsive practices. These resources can help teachers integrate inclusive content into their lessons and create a more supportive learning environment. A smaller percentage of respondents indicated a need for administrative support (5%), highlighting the role of school leadership in creating a culture that prioritizes gender responsiveness. Administrative support may involve policy changes, funding, or encouragement of gender-related initiatives within the school.

Finally, peer collaboration was identified by 2.5% of respondents as a necessary form of support. This suggests a minority of teacher's value opportunities to share experiences, discuss strategies, and learn from colleagues to enhance their gender-responsive teaching practices.

On the other hand, Teachers' efforts to seek additional resources reflect a genuine commitment to enhancing inclusive practices and meeting the diverse needs of their students. Among them, the largest group (37.5%) indicated that they sometimes look for extra materials, which shows a moderate but inconsistent effort to support inclusivity. This suggests that while many teachers recognize the importance of these resources, they often face challenges such as time constraints or limited access, making it difficult to incorporate them regularly.

A smaller but notable group (22.5%) reported that they often seek out resources, demonstrating a proactive approach to integrating inclusive practices into their teaching. These teachers are likely taking the initiative to find materials that promote gender responsiveness and support diverse learning needs. Interestingly, 20% of teachers stated that they always seek additional resources, showcasing a consistent dedication to improving their teaching practices.

These teachers are deeply engaged in creating an environment where every student feel valued and included. However, 17.5% of teachers indicated that they rarely seek resources, and 2.5% admitted they never do so. This highlights a group that may be facing barriers like limited awareness, lack of access, or insufficient support from their institutions. Understanding and addressing these challenges is essential to empower all teachers in their quest to foster inclusivity in their classrooms.

Barriers to Accessing Resources for Gender-Responsive Teaching

Accessing resources for gender-responsive teaching is essential for fostering an inclusive learning environment, but many teachers face obstacles that can hinder their efforts. These barriers can range from limited funding and availability of materials to inadequate training and institutional support.

Teachers often feel passionate about creating a classroom where every student feel valued and respected, yet they may encounter challenges that make this goal difficult to achieve. For instance, time constraints might prevent them from researching and integrating new resources into their lessons. Additionally, some teachers might lack awareness of the tools available to them, making it hard to address gender-related dynamics effectively. The figure below summarizes teachers' responses regarding whether they face barriers in accessing such resources.
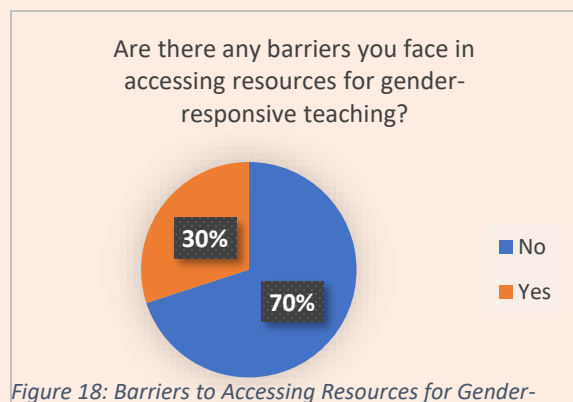

Figure 18: Barriers to Accessing Resources for Gender-Responsive Teaching

The majority of respondents (70%) reported that they face no barriers in accessing resources for gender-responsive teaching, indicating that many schools provide adequate access to the necessary tools and materials for fostering inclusivity. This group of teachers likely benefits from well-established resource channels, supportive administrations, and effective communication about available materials, which facilitate the incorporation of gender-responsive practices into their teaching.

However, a significant number (30%) of teachers mentioned that they do encounter barriers, underscoring challenges in obtaining resources required for implementing gender-responsive teaching effectively. These obstacles may include limited availability of gender-sensitive materials, a lack of institutional support, or insufficient awareness of existing resources. Teachers facing these issues may struggle to fully integrate gender inclusivity into their practices, potentially hindering the overall effectiveness of their teaching in creating equitable learning environments. Addressing these barriers is crucial for empowering all teachers to foster inclusivity in their classrooms.
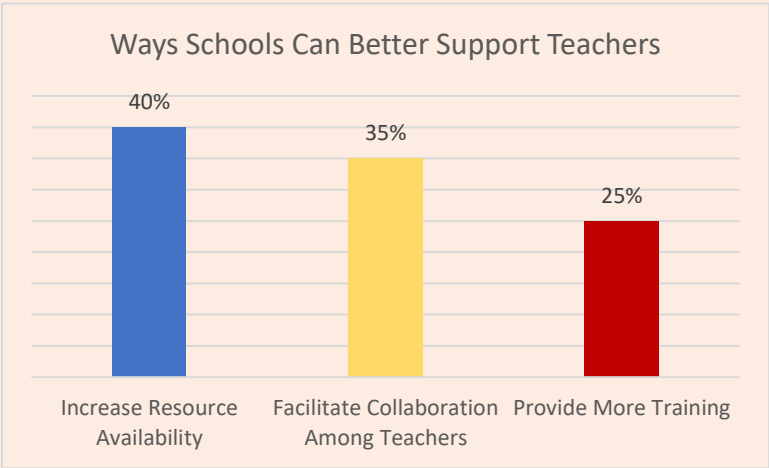
Ways Schools Can Better Support Teachers

Figure 19: Ways Schools Can Better Support Teachers

The most commonly suggested improvement, noted by 40% of teachers, was to increase the availability of resources. Teachers emphasized the necessity for more gender-sensitive materials, tools, and teaching aids to effectively support inclusive classroom practices. Access to a diverse array of practical resources is essential for addressing gender equity and tailoring lessons to meet the unique needs of all students.

Additionally, 35% of respondents highlighted the importance of facilitating collaboration among teachers as a key way to enhance gender-responsive teaching. Collaborative efforts allow teachers to share best practices, discuss challenges, and develop innovative strategies for promoting gender inclusivity within the classroom. Establishing forums, workshops, or regular meetings can foster a collective commitment to inclusivity.

Furthermore, 25% of teachers indicated a need for more training to equip them with the necessary knowledge and skills for gender-responsive teaching. This feedback underscores the significance of professional development programs that focus on topics such as gender equity, bias mitigation, and inclusive teaching strategies. Addressing these areas will empower teachers to create more equitable learning environments for their students.

4.0 Conclusion

This assessment reveals significant strides and critical gaps in the integration of gender-responsive and inclusive practices within school planning and teaching programs in the Banadir region. While many schools have taken steps to incorporate gender equity into their operations through policies and training, the depth of implementation and sustainability of these initiatives remain uneven. The findings underscore the importance of addressing structural, cultural, and resource-based barriers to ensure that all students, regardless of gender, have equitable access to quality education and supportive learning environments.

Key challenges, such as cultural attitudes, resource constraints, and limited capacity-building efforts, continue to hinder progress. Schools with formal gender-responsive policies often lack the governance structures or regular evaluation mechanisms necessary to implement these policies effectively. The underrepresentation of women in both teaching and administrative roles further exacerbates the difficulty of creating truly inclusive environments. Moreover, while some teachers and administrators demonstrate a commitment to inclusive practices, their efforts are frequently constrained by a lack of training, resources, and institutional support.

Despite these challenges, there are clear indications of progress. Most schools recognize the importance of gender equity, with 80% reporting formal policies in place. Training opportunities, though limited in frequency and scope, have started to equip teachers and administrators with the tools to address gender biases and promote inclusivity. Mentorship programs and parent-community engagement efforts in some schools reflect a growing awareness of the need to foster collaboration for sustained impact.

The findings highlight the necessity of an integrated approach to address the gaps and challenges identified. This strategy should encompass several key components: enhancing governance and accountability within educational systems, expanding training opportunities for educators, and ensuring the allocation of adequate resources. Additionally, revising curricula to reflect diverse perspectives is essential, as is fostering cultural shifts through active community engagement.

By implementing these measures, schools can cultivate an equitable and inclusive educational environment that empowers all students. Such efforts not only benefit individual learners but also contribute to broader societal progress, promoting a culture that values diversity and inclusivity in all aspects of life. This comprehensive approach can lead to meaningful change, ensuring that education serves as a powerful tool for transformation and empowerment.

5.0 Recommendations

Based on the data gathered from school teachers, administrators, and various stakeholders—including Teacher Unions (SONUT & SOTES), Education Umbrellas, and Banadir Unions of Schools—the following recommendations are proposed to enhance gender responsiveness and inclusivity in school planning and teaching programs:

- Ensure that all schools set up governance committees or task forces dedicated to overseeing gender-responsive and inclusive education initiatives.
- Define clear roles and responsibilities for committee members, including administrators, teachers, parents, and community representatives, to foster accountability and collaboration.
- Mandate annual policy reviews to evaluate the effectiveness of gender-responsive frameworks and adapt them to emerging challenges and societal changes.
- Develop and enforce policies that promote gender equity within schools, ensuring that there are clear guidelines and accountability mechanisms in place for addressing gender-related issues.
- Work with local and national education authorities to endorse and enforce policies that mandate gender-responsive practices in schools, including equal representation in leadership roles.
- Organize regular, intensive training programs for both teachers and administrators on gender-responsive teaching strategies, unconscious bias, and equity-focused leadership.
- Establish mentorship programs where experienced teachers guide new staff in adopting gender-responsive methods.
- Facilitate teacher exchange programs and peer learning forums to share best practices and lessons learned.
- Advocate for additional funding from government, NGOs, and private donors to support gender-responsive infrastructure, such as separate washrooms for boys and girls.
- Prioritize resource allocation to underfunded schools to ensure equity in access to materials and training.
- Create and distribute teaching aids, textbooks, and lesson plans that include diverse gender perspectives and challenge stereotypes.
- Regularly review and update teaching materials to ensure relevance and inclusivity.
- Develop workshops and informational materials for parents and community members to promote awareness of gender equity in education.
- Increase resource allocation for gender-responsive initiatives, including teaching materials, counseling services, and facilities that support all students equally.
- Establish resource centers within schools to provide students and teachers with access to gender-sensitive materials.
- Ensure that curricula include diverse perspectives and address gender issues, promoting materials that reflect the experiences of all genders and encourage critical discussions around gender roles.
- Use participatory approaches to involve teachers, students, and parents in curriculum design.

- Implement structured feedback systems to gather input from teachers and students on the inclusivity of the curriculum and make necessary adjustments.
- Organize community-wide campaigns to challenge cultural norms and stereotypes that hinder gender equity in education.
- Engage influential community leaders and role models to advocate for inclusive education.
- Identify and empower individuals within communities to act as advocates for inclusive practices in schools.
- Recognize and reward schools and community members who demonstrate leadership in promoting gender equity.
- Continuously assess and monitor the effectiveness of gender-responsive practices in schools through regular feedback from students, teachers, and community members to identify areas for improvement
- Train school administrators and teachers on effective monitoring and evaluation techniques to track progress and address challenges.
- Create anonymous feedback mechanisms for students to share their experiences and perspectives on gender equity in the classroom.
- Publish regular reports on the effectiveness of gender-responsive initiatives and share best practices across schools.
- Conduct dialogues with parents, staff, and community members to address cultural attitudes that hinder gender equity.
- Partner with NGOs and private sector organizations to provide financial and material support to schools.
- Develop clear policies and reporting mechanisms to address incidents of gender discrimination within schools.
- Provide counseling and support services for students and staff affected by bias or harassment.

6.0 Annexes

Structured Questionnaire for   Structured Questionnaire for   Key Informant Interview   Focus Group Discussions.docx   FGDs and KIIs Participants