



What Works Hub
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Advancing Gender Equality, Disability and Social Inclusion in Education: Insights from WWHGE Focus Countries

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Study focus and approach



- How is Gender Equality, Disability and Social Inclusion (GEDSI) understood and addressed within WWHGE-supported education reforms, and what happens to equity as programmes move towards scale?
- Reaching disadvantaged learners does not necessarily mean that different inequalities are identified or addressed.

- Comparative qualitative study across Pakistan, India, Rwanda and Ghana.
- Interviews with research teams, programme actors and government counterparts.
- Programme documents and related scaling evidence.

Ghana

Pakistan

India

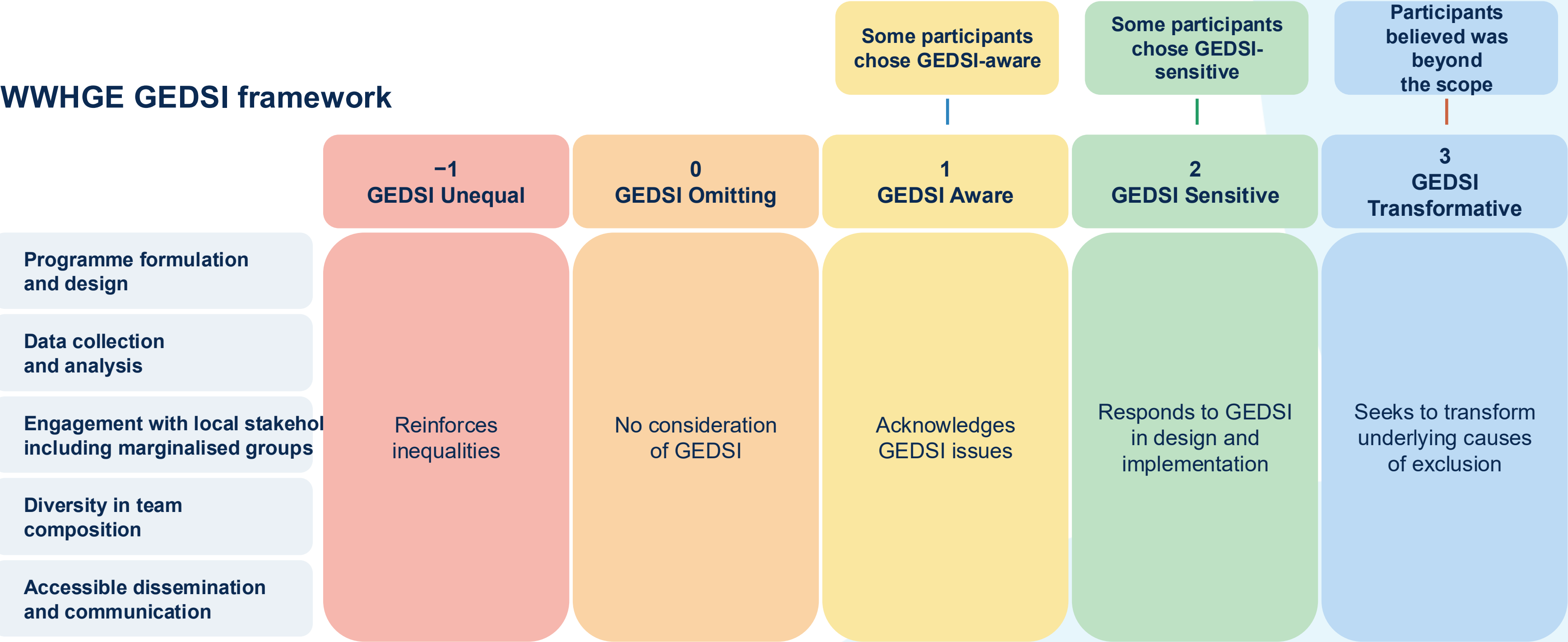
Rwanda

Ghana



Finding 1: Respondents said programmes sit between GEDSI-aware and GEDSI-sensitive

WWHGE GEDSI framework



Finding 2: What enables or constrains transformation?



01 DESIGN

Reach is not enough

Working through government schools can be equity-enhancing, but inequalities within disadvantaged groups may be overlooked. Not targeting these differences can leave interventions at just **GEDSI-Aware**.

02 EVIDENCE

Visibility enables adaptation

Disaggregated data can deepen a **GEDSI-sensitive** approach. Transformation requires addressing why particular groups are disadvantaged.

03 SCALE

Transformation becomes political

At scale, costs, feasibility and political priorities shape which groups are prioritised and whether underlying inequalities are tackled which makes interventions **GEDSI-transformative**.

For learning at scale with equity: make inequalities visible → adapt in response → address the structures that reproduce exclusion



Contact information



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- **Scan to read related WWHGE work on GEDSI in implementation science**

