UNESCO-HNA Partnership for Girls’ and Women’s Education

17-18 December 2019, Addis Ababa, Ethiopia
1. Diverse contexts

<table>
<thead>
<tr>
<th></th>
<th>Ethiopia (%)</th>
<th>Ghana(%)</th>
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</thead>
<tbody>
<tr>
<td>Enrollment of girls in primary school</td>
<td>96.09 (82.44)</td>
<td>104.4 (96.68)</td>
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<tr>
<td>Enrollment of girls in secondary school (9-12 Grade)</td>
<td>34.25</td>
<td>70.79</td>
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<tr>
<td>Girls’ primary school completion rate (grade 8)</td>
<td>52.2</td>
<td>70.6</td>
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<tr>
<td>Girls’ secondary school completion rate (9-10)</td>
<td>20.98</td>
<td>51.57</td>
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<tr>
<td>GPI (primary)</td>
<td>0.91</td>
<td>1.01</td>
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2. Framework interventions

• Improving Institutional capacity for GRP and teacher training

• Improving STEM for girls and learning through ICT

• Reviewing gender policies, strategies and tools

• Improving school environment and community participation

• Networking and partnership in girls’ education
7 main activities

- Reviewing teacher training curricula and providing tools on GRP, STEM and ICT for girls
- Training & workshops (using the updated / newly developed materials to train teacher educators, teacher trainees, in-service teachers & school management)
- Improving school safety, community participation and girls’ empowerment
7 main activities

• Organizational assessment and support on coordination of girls’ education (policy review and capacity development)

• Purchasing equipment (mini media equipment for Ethiopia)

• Local level monitoring & feedback (to make sure the project runs smoothly and effectively on the ground)

• Advocacy and knowledge sharing (workshops, knowledge sharing through audio-visual materials and publications)
Focus of each country

Ethiopia – GRP, STEM and ICT for girls, Life skills and school improvement (safe learning environment, community participation, strategic planning), and advocacy/knowledge sharing

Ghana – Review of girls’ education policy/strategy, capacity development, STEM and ICT for girls, Local level advocacy and knowledge sharing
3. Main strategy of the HNA project

- Alignment with National priorities – contextualized, fits the need of the country, TTIs and schools
- Participatory planning and implementation
- Country ownership (MOE, TTI, schools)
- Partnership (NGOs, community) – synergy, avoid repetition, mobilization of more resources
- Knowledge-sharing/peer learning
- Technical backstopping-from IICBA and HQ
- Monitoring and feedback
### Summary of achievements

<table>
<thead>
<tr>
<th>items</th>
<th>Ethiopia</th>
<th>Ghana</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM training for teacher educators and coordinators</td>
<td>77+</td>
<td>70+</td>
<td></td>
</tr>
<tr>
<td>Girls reached through various programs (STEM, life skills, girls’ clubs)</td>
<td>10,000</td>
<td>2000+</td>
<td></td>
</tr>
<tr>
<td>GRP training for teachers and ed. professionals</td>
<td>240+</td>
<td>50+</td>
<td></td>
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<tr>
<td>Teacher modules revised</td>
<td>10</td>
<td>-</td>
<td></td>
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</table>
## Summary of achievements

<table>
<thead>
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<th>items</th>
<th>Ethiopia</th>
<th>Ghana</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers trained through revised modules</td>
<td>5000+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy guides and tools produced</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Key MoE staff received capacity development support on policy</td>
<td></td>
<td>176</td>
<td></td>
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**Impact so far**

- Teacher educators and teachers have improved GRP skills; teacher trainees were trained through improved modules.
Impact so far

• Both the teachers and the students are gradually being equipped with the relevant knowledge and skills on gender responsive STEM teaching and learning.
Impact so far

- Girls’ participation and leadership in school and local initiatives has been improved
Impact so far

• Schools have improved their strategic plans by bringing gender knowledge and skills into the planning exercise
Impact so far

- Girls’ education units in MoE are capacitated for better coordination of girls’ education through generating resources and use of advocacy campaigns.

- Cooperation between TTIs, MOE and UNESCO and local partners has been well established – the foundation for future impact.
Challenges

• There has been increased need for support in the TTIs and schools, however, the need has been partly addressed due to budget constraint

• Implementation has been slowed down in partner TTIs in Ethiopia due to local unrests and shifts on academic calendars

• Mobility of project personnel (Ethiopia)
Thank you