Regional Experience-Sharing and Consultation Workshop on Quality and Relevance of education for Adolescent Girls in Africa

17-18 December 2019, Addis Ababa, Ethiopia

An Overview of HNA FIT Project

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Background

• Girls still have fewer opportunities than boys to gain access to, complete and benefit from quality education, especially at upper primary and secondary levels (transition from primary to secondary).

• Girls face multiple layers of disadvantage, including social and cultural norms that privilege boys’ education, inadequate sanitation facilities in schools, early marriage and pregnancy, gender-based violence, unequal classrooms, and limited female teachers and role models.
Background


- Two weakest links: secondary education and literacy
- “Providing access to education to women and girls means fewer begging bowels and helpless hearts, more families transformed and a more harmonious society”.
  - Professor Peng Liyuan, First Lady of People’s Republic of China and UNESCO Special Envoy for the Advancement of Girls’ and Women’s Education


- Expected result: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and empowerment
Background


Donor: Hainan Airlines Group and Hainan Cihang Foundation (USD 5 million - 4 million)

Enhancing the Quality and Relevance of Education for Adolescent Girls in Africa and Asia Through Gender-responsive Teaching and Learning (2015-June 2020, HQ)

Objectives of UNESCO-HNA FIT Project

• Support gender assessments of education policies, curricula and teacher training materials;

• Institutionalize gender mainstreaming in teacher education institutions, through improved gender awareness and gender-responsive teacher education curriculum and pedagogy;

• Build the capacity of education policy makers and planners in developing and implementing gender-responsive education policies and teaching materials;

• Empower female teachers with the capacities and skills to take leadership roles in schools;

• Facilitate gender-sensitive pedagogical innovations through school-based action research and girls’ engagement in science, technology, engineering and mathematics (STEM) subjects
Project countries

- UNESCO HQs coordinated Project:
  - Ghana
  - Ethiopia
  - Nepal (closed in 2017)

- UNESCO Bangkok Coordinated Project:
  - Uzbekistan
  - Sri Lanka
  - Myanmar
  - Cambodia
  - Nepal
Bangkok coordinated project-framework

**Strategy**

- **National level**
- **TEI level**
- **School level**
- **Teacher level**

**Five components**

1. **Gender assessment** of teacher education
2. **Capacity building** of education policymakers and planners on gender-responsive teacher education policies
3. Development of a **Gender and Education course** for teacher educators
4. **School leadership** training programmes for female teachers
5. Promoting gender-sensitive pedagogical innovations through school-based **action research**
Key deliverables of Bangkok coordinated project

**Gender Assessment of Teacher Education in Asia**

Tool 1: Gender Dynamics in Classrooms within Teacher Education Institutions-Classroom Observation Form

Tool 2: Gender Assessment of Teaching Learning Materials - Assessment Tool

Tool 3: Gender Assessment of School Textbooks - Assessment Tool

Tool 4: Questionnaire for Teacher Education Institutions

Tool 5: Questionnaire for Heads or Deputies of Curriculum and Textbook Development Authorities for Teacher Education OR School Education

Tool 6: Questionnaire for Textbooks Writers for Teacher Education OR School Education

https://bkkproj.com/
HQs coordinated project-framework

Component 1: Capacity building for gender responsive education

Component 2: Global and regional advocacy, networking and communication

Component 3: Project management, evaluation and documentation
HQs coordinated project - Component 1

Implementation area 1

- Institutional capacity building in gender mainstreaming and in developing innovative approaches for adolescent girls’ education.

Implementation area 2

- Improve quality and relevance of learning for adolescent girls at upper primary and secondary level, including through non-formal education, through gender-responsive teaching and fostering of safe and enabling learning environment.

Implementation area 3

- Awareness raising and community mobilization and engagement for promoting girls’ and women’s education.
## HQs coordinated project

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<tr>
<th>Country/organization</th>
<th>Key implementation area</th>
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| IICBA (Technical support) | • Mainstream gender in teacher training and school management  
                              • Promote knowledge-sharing and exchange of good practices on girls’ education among key institutions  
                              • Improve the monitoring, evaluation and reporting on project activities |
| Ghana (GEU + STEM for girls) | • Strengthen the Ministry of Education’s Girls Education Unit (GEU)’s strategy to coordinate girls’ education interventions in the pre-tertiary education level.  
                              • Enhance the mandate of the Girls Education Unit (GEU)  
                              • Strengthen the technical capacity of GEU staff to effectively carry out their mandate  
                              • Increase the participation of girls in science related courses in selected secondary schools |
## HQs coordinated project

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| Ethiopia (TEIs + secondary schools) (Gender responsive teaching and learning and life skills) | - Enhance institutional capacities of Teacher Education Institutions (TEIs) and upper primary and lower secondary schools to apply gender responsive teaching, learning and management  
- Improve the knowledge and skills of at least 50% adolescent girls on gender and life skills  
- Create a gender responsive and safe learning environment for the promotion of girls’ education through community engagement |
Thank you