



United Nations
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United Nations
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International Institute
for Capacity Building
in Africa



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1. Overview of the project

Project Objective:

- ❖ By the end of the project, learning of adolescent girls in target schools improved through application of gender responsive teaching and learning, full community participation, and advocacy activities on promotion of gender equality in education.

Specific Objectives:

- To build human and institutional capacities in 3 Higher Learning Institutes (HLIs), 12 upper primary and secondary schools to apply Gender Responsive Pedagogy (GRP) in teaching-learning process and planning and management.
- To create a gender responsive and safe learning environment at 3 HLIs, within and outside 12 upper primary and secondary schools, including at home and in communities for girls' (and also boy's) successful promotion and completion of education.

1. Overview of the project

Specific Objectives:

- To improve the knowledge and skills of at least 50% adolescent girls (and also boys) aged 10-19 on gender responsiveness and basic life skills in 5 upper primary and 7 secondary schools in the three project regions.

Major Partners:

- Bahir Dar University
 - Kotebe Metropolitan University
 - Hawassa College of Teacher Education
- And
- 12 Primary and Secondary Education

2. Achievements and Key Results

Component 1 : Build the human and institutional capacities at 3 HLIs and 12 schools in gender responsive pedagogy

- Gender Responsive Pedagogy (GRP) incorporated in pre-service and in-service training programmes of HLIs.
- HEIs updated 10 courses with the lens of GRP, incorporated GRP and applied in the pre-and in-service programmes.
- Improved teachers' understanding about gender responsiveness and applied the knowledge and skills gained in assisting girls' learning in and outside of the classroom. (**309 teacher educators (58 F) trained**)
“Teachers started to analyse students' exams in line with gender responsiveness and make the utmost care during preparation to make sure that no stereotypic and gender bias had been reflected in the exams and their administration.” (Head teacher, project school and teachers)

2. Achievements and Key Results

- HLIs prepared Participatory Gender Audit (PGA) tools, utilised and shared with the 12 target schools.
- Provided training on Participatory Gender Audit (PGA) and their implementation for 61 (40 male and 21 female) project schools' management bodies, Parent-Teacher-Associations' (PTAs) members, school improvement program (SIP) leaders and Woreda education office officers and teachers .
- This assisted to improve implementation of schools' activities through auditing and revising SIP in line with gender responsiveness and improving the schools' plan.

“PGA was instrumental in identifying gender gaps in diverse activities and programmes of the college and addressing those inadequacies with the account of gender responsiveness”. (HNA project focal person and teachers)

2. Achievements and Key Results

“School teachers and head teachers used the PGA tool to review their work such as school annual plan and see the activities and planning of SIP with the lens of gender responsiveness.”
(HNA focal person)

“PGA Results helped as an input for the development of school strategic plan (a three years plan that begins in September 2019)” .
(project school in Amhara).

2. Achievements and Key Results

Component 2: Improve the knowledge and skills of adolescent girls on gender responsiveness and life skills

Enhanced girls' engagement in schools through participation in clubs, mini-media and girls' corners activities.

- HLIs developed a life skills training manual (included study habits/skills, problem solving, communication skill and decision making)
- 11,413 girls received life skills training, improved their knowledge and skills on gender issues, rights and promoted gender equality through school clubs.
- This enabled girls to build self-confidence and assertiveness, improve their classroom participation and promote girls' education in and outside their schools.

2. Achievements and Key Results

- 12 project schools are capacitated on clubs management and mini-media interventions.
- 120 (80 female) club leaders trained in club management and media promotion in 12 project schools.
- The training cascaded the training to 1518 girls in the 12 project schools.



2. Achievements and Key Results

Component 3: Create gender responsive and safe learning environment for the promotion of girls' education through community engagement

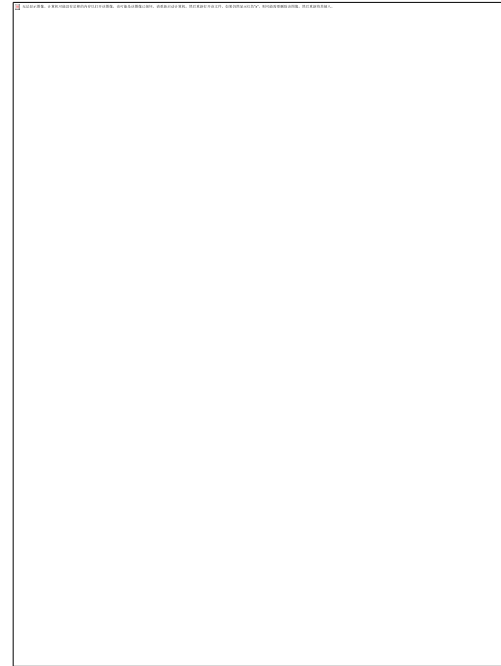
- Different stakeholders (e.g. PTA, SIP committee) built their capacity on gender and began to support schools in facilitating safe spaces and learning environment for girls.
- 96 (24F) stakeholders trained on GRM from project school.
- Improved the technical capacity of PTA and other stakeholders on gender responsive school management and their support to project schools.
- Improve the participation and contribution of different stakeholders to school planning and management activities.

2. Achievements and Key Results

- Conducted experience sharing workshop for 72 (10 female) head teachers, vice head teaches of 17 secondary and primary schools and other stakeholders
- Strengthened the collaboration of multiple stakeholders with teacher educators and teachers of project schools.
- This facilitated learning and sharing of good practices on promotion of girls' education and gender equality among schools and their application in their respective schools.

3. Major Outcomes

- Attitudinal changes among teachers and other school personnel on gender issues along with framing their practices.
- Improved teachers' support of girls' success in school life, retention and academic performance through assessing the gender responsiveness of their lesson contents and methodology.



Four Girls from Top Twelve Students at Grade 8 Regional Exam in Halaba Primary School in 2009 E.C (2017/18); Nine Girls from Top Twelve Students at Grade 8 Regional Exam in Halaba Primary School in 2010 E.C (2018/19)

3. Major Outcomes, Challenges and lessons learned

Major Outcomes

- Teacher educators began to analyse the academic performance (grade reports) of girls and provided a remedial support (tutorial program) to lift up their achievements.
- Life skills training, club activities and mini media interventions helped girls (including boys) to adapt the new college, university, school environments and being assertive and build confidence and freely express their ideas and feelings to others.
- Improved schools' efforts towards creating safe space and friendly learning environments.
- Enhanced community participation and their contributions in management, planning and budgeting in project schools to strengthen safe space and school environment, to purchase sanitary pad from its income.

3. Challenges

- The workload of teachers and their more engagement in completing their courses and other related academic tasks within a limited timeframe would not fully allow them to apply what had been trained (e.g. GRP) in their teaching as intended.
- External influences on the project (e.g. political instability and civil unrest in some aspect).
- Delay of budget release and project implementation, financial utilisation and reports from IPAs
- Activities in relation to ICT had not been undertaken due to the high cost of internet which affected the use of already established ICT infrastructures

3. Lessons Learned

- The importance of linkage between and among Universities and CTI and primary and secondary schools in strengthen the collaboration, share knowledge and experience and encourage inward looking for HLIs and make possible revision of their courses, contents, and pedagogy.
- Partnering and networking with and linking different levels of the education system (MOE, REBs, HEIs and schools) enables to understand what is happening in schools, strengthen their interconnections from grassroots through to the higher level and support efforts to facilitate safe spaces and enhancing students' learning outcomes.
- Close follow up and monitoring of the project assist for timely implementation of the planned activities, budget utilisation and results-based reporting.
- Implementation of PGA in schools helped to assess their education programs (SIP components) and discuss findings and use them for planning and improving their work
- At school level, strengthen clubs, life skills and mini media interventions to create awareness and promote gender equality within and out of the school.
- Work more on documentation of project activities and performance and reporting in terms of results (Apply results-based monitoring and reporting).

4. Sustainability

- Higher Learning Institutions will continue using the revised and adapted course in the in-service and pre-service programs (this can address many students in the universities and college on yearly basis).
- Teacher educators and school teachers will continue to use the knowledge and skills on gender responsive pedagogy and participatory gender audit gained during the project period.
- Students will continue promoting girls education and gender equality in schools and beyond as a result of their knowledge and skills gained so far.
- The materials and documents developed (e.g. participatory gender audit) will be used by schools and higher learning institutions after the project period.
- Strengthen the support and linkage among HEIs and 12 project schools in relation to promoting girls' learning and implementing of GRP (HLIs and schools continue the results of the project by their own budget)

Thank you,

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