



United Nations
Educational, Scientific and
Cultural Organization

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

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Addis Ababa, Ethiopia



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa



海航集团



海南省慈航公益基金会
HAINAN PROVINCE CIHANG FOUNDATION



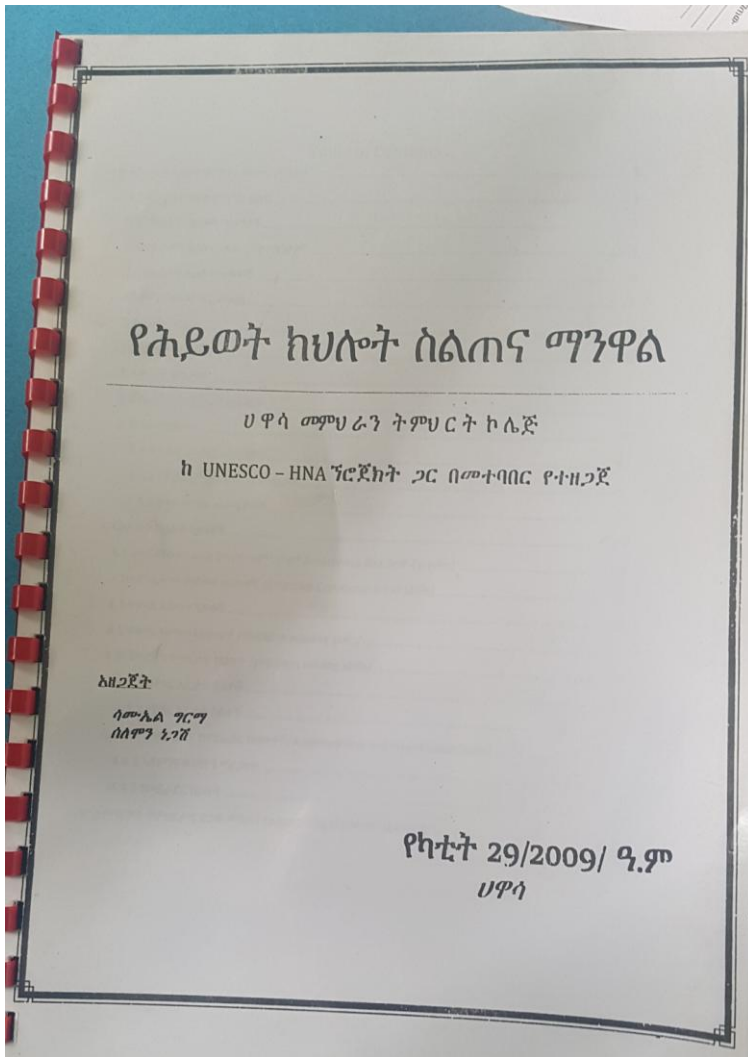
1. Diverse contexts

	Ethiopia (%)	Ghana(%)
Enrollment of girls in primary school	96.09 (82.44)	104.4 (96.68)
Enrollment of girls in secondary school (9-12 Grade)	34.25	70.79
Girls' primary school completion rate (grade 8)	52.2	70.6
Girls' secondary school completion rate (9-10)	20.98	51.57
GPI (primary)	0.91	1.01

2. Framework interventions

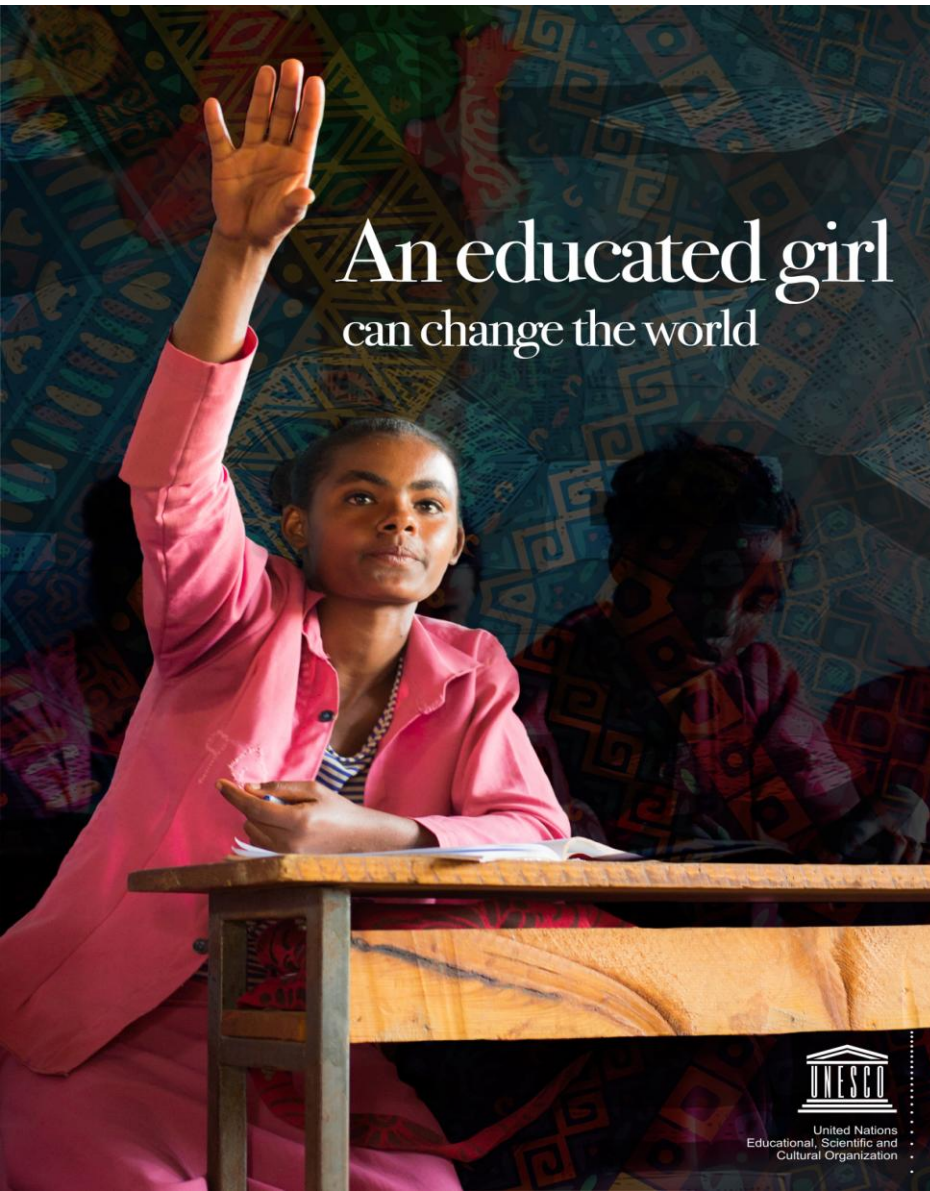
- Improving Institutional capacity for GRP and teacher training
- Improving STEM for girls and learning through ICT
- Reviewing gender policies, strategies and tools
- Improving school environment and community participation
- Networking and partnership in girls' education

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

items	Ethiopia	Ghana	Total
STEM straining for teacher educators and coordinators	77+	70+	
Girls reached through various programs(STEM, life skills, girls' clubs)	10, 000	2000+	
GRP training for teachers and ed. professionals	240+	50+	
Teacher modules revised	10	-	

Summary of achievements

items	Ethiopia	Ghana	Total
Teachers trained through revised modules	5000+		
Policy guides and tools produced	2	1	
Key MoE staff received capacity development support on policy		176	

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

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የትምህርት ተቋማትን በመፍጠር ጥራት
ያለው ትምህርት ለሁሉም ግብ እናሳካ!!!

PUNESCO HNA ግብይት ለማስፈጸም የሚያስፈልገውን የገንዘብ ጠቅላይ ለውጥ ለማሳካት ለተፈጻሚዎች ለማድረግ የተዘጋጀው ሰነድ

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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