



United Nations
Educational, Scientific and
Cultural Organization

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

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United Nations
Educational, Scientific and
Cultural Organization

International Institute
for Capacity Building
in Africa



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

Project goal: To Increase opportunity for adolescent girls to complete quality basic and secondary education in Ghana.

Specific Objectives:

- i. Strengthen the GEU's strategy to coordinate girls' education interventions in the pre-tertiary education level;
- ii. Enhance the mandate of the Girls Education Unit (GEU);
- iii. Strengthen the technical capacity of GEU staff to effectively carry out their mandate;
- iv. Increase the participation of girls in science related courses in selected secondary schools.

Alignment with National Strategic objectives on gender equality in education

Ghana's Education Strategic Plan (ESP) 2010-2020 outlined its commitment to gender with its first guiding principle, to *'Eliminate gender and other disparities that arise from exclusion and poverty'* and its third policy objective, to *'Bridge gender gaps in access to education'*.

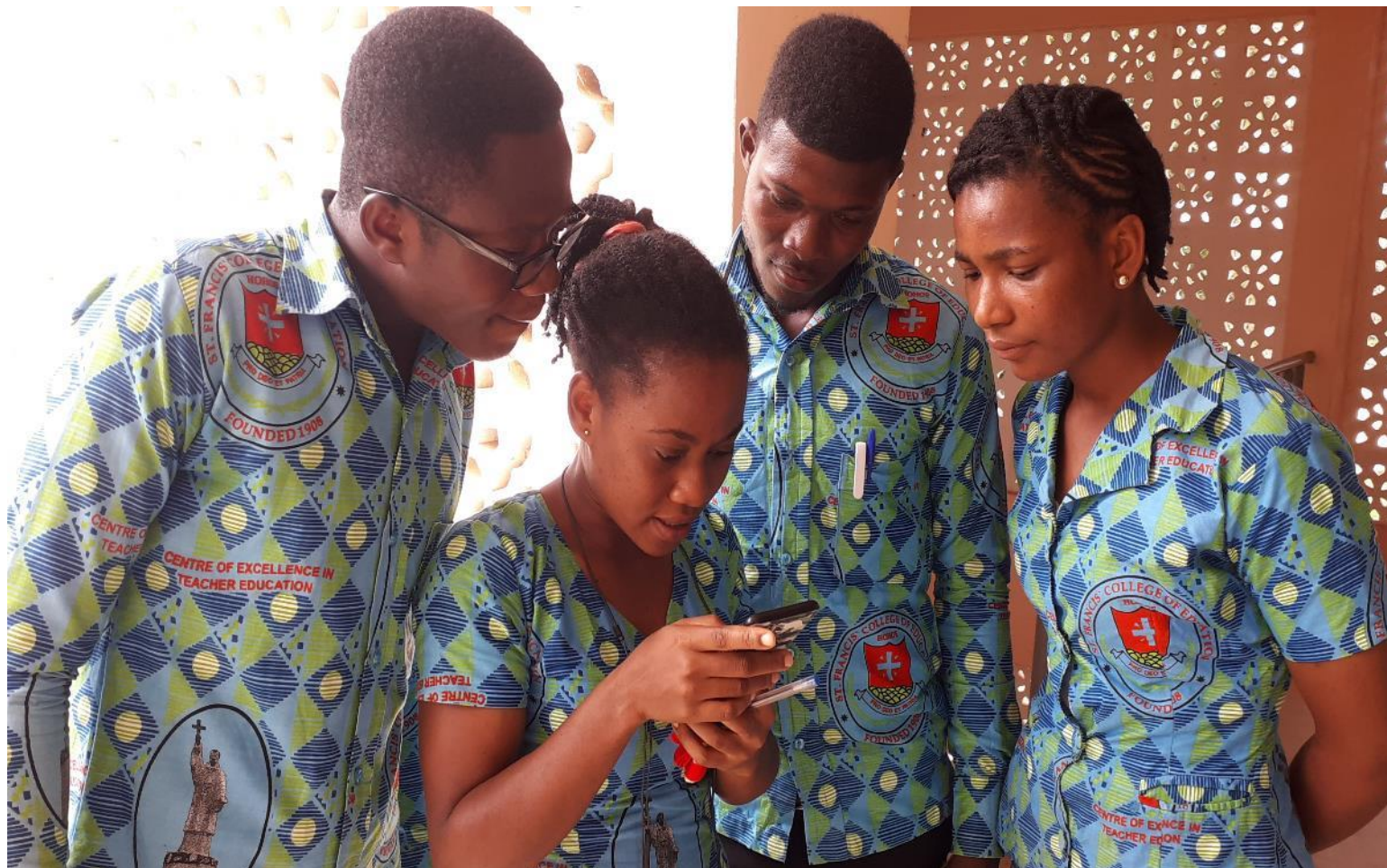
Education Strategic Plan (ESP) 2018-2030: Policy Objectives;

- BE.1: Improved equitable access to and participation in inclusive quality education at all levels.
- BE.2: Improved quality of teaching and learning and STEM at all levels.
- SE 2.2: Improved learning outcomes for girls in all subjects, and for all students in STEM subject.

Our Strategy

- Identify 3 districts and 3 teacher training colleges for the intervention;
- Conduct a baseline study in the target districts;
- Implement key STEM activities in the target districts. e.g. STEM Clinics;
- Monitor and systematically collect data on the results;
- Document the results, challenges and lessons learnt for sharing with government, CSOs and development partners for advocacy, replication and scaling up.

1. The most significant HNA moments and impact



Final year Student Teachers at FRANCO using an app provided by IICBA to solve STEM questions

2. The most significant HNA moments and impact



More girls are eager to study STEM in the beneficiary schools

3. The most significant HNA moments and impact



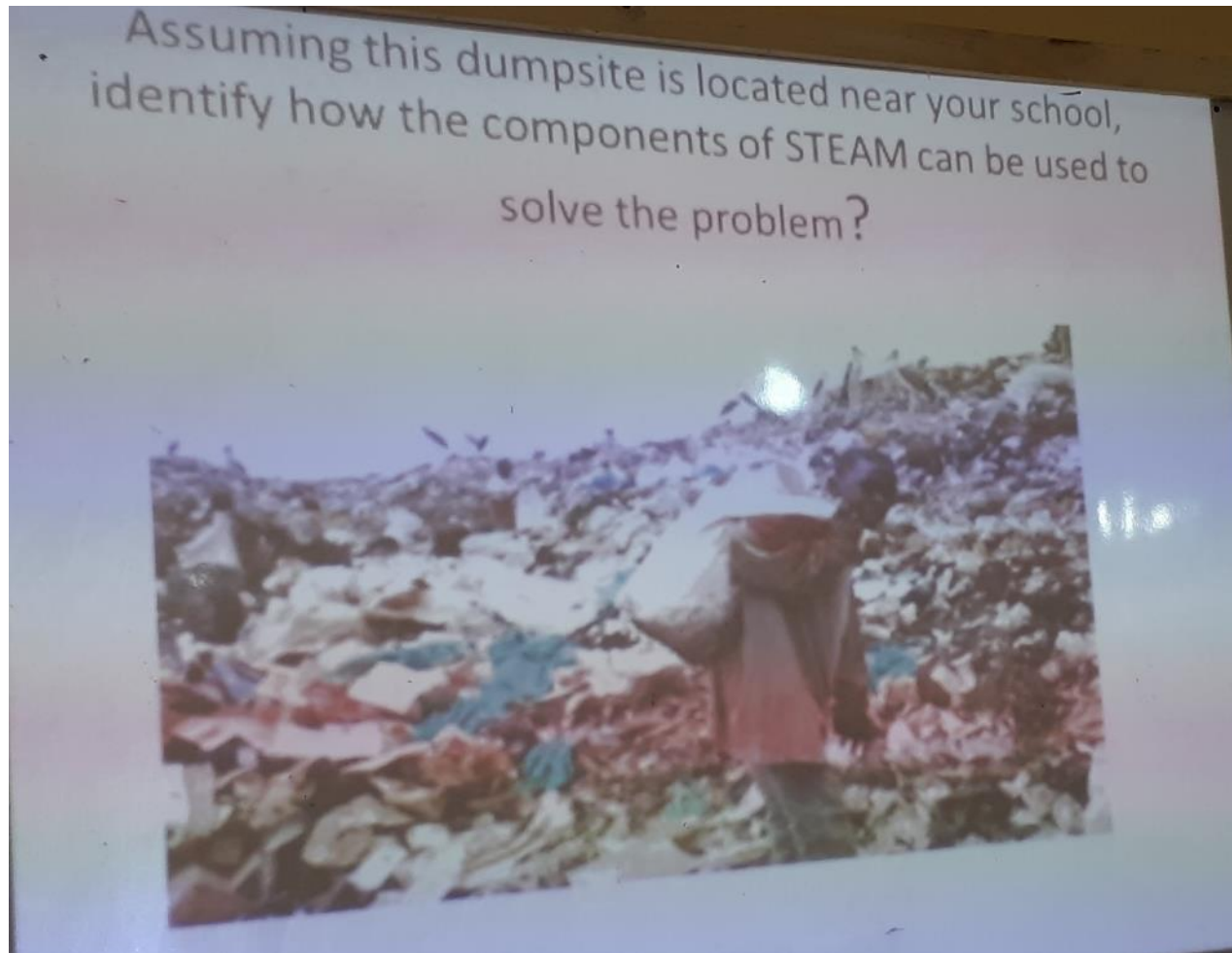
Many Girls Education Officers are mobilizing local resources to implement projects. 176(169 women & 7 men) equipped with skills in project devt & resource mobilization.

4. The most significant HNA moments and impact



Increased awareness about STEM among 2000 Junior High School Girls in target districts.

5. The most significant HNA moments and impact



Improved pedagogical practices by STEM Teacher Educators. Over 70 STEM Teacher Educators (30% females) have acquired new skills.

6. The most significant HNA moments and impact



Bernice studying science in secondary school after participating in a STEM Clinic

Strengths

1. Ownership of the project by key implementing partners (Girls Education Unit of GES + 3 Colleges of Education);
2. The institutionalization of the IICBA STEM Teaching Models in the 3 colleges.
3. Increased visibility and recognition of UNESCO as key actor in promoting girls education in Ghana. *e.g. UNESCO Accra has been consulted by DFID, Canadian Embassy and the Millennium Challenge Cooperation.*

Challenges

1. The on-going structural changes that are taking place at the Ministry of Education (MOE) and the Ghana Education Service (GES) to shrink the organogram. The Girls Education Unit was nearly scrapped. This adversely affected the achievement of some project objectives.
2. The promotion of some of the Girls Education Officers, who have benefited from the UNESCO-HNA Project capacity building programmes, to higher/senior management levels.
3. Changes in leadership of partner government agencies due to transfers and retirement. This results in loss of institutional memory.

lessons learned

1. Collaboration with other UN agencies and other CSOs is key in enhancing project results and visibility at a minimal cost, e.g. *UNICEF/GEU and KOICA have adapted and are replicating the STEM concept of the HNA Project in a few districts in Northern Ghana. Also, Guidelines have been developed for Re-entry of Pregnant School Girls after delivery.*
2. Deliberately budgeting for documentation of project results is very useful. It has enable us in Ghana to be identifying the real impact of the project.
3. Partnership with key national institutions (GEU and MoE) in implementation of the project has led to increased results at a relatively minimal cost and pointing to long term sustainability.
4. The support from IICBA has added a lot of value to our work in promoting GRP and active learning methods.

Way forward in sustaining the gains

1. Further documentation of the project results to be done in 2020. The results will be shared with government and development partners for replication;
2. Follow up to ensure institutionalization of the IICBA STEM Teaching Models in the 3 colleges.
3. Organize project monitoring visit to some of the colleges and districts;
4. Organize project closure event and share more information with key stakeholders including potential donors.



Thank you

5. Q&A

Time for Q&A