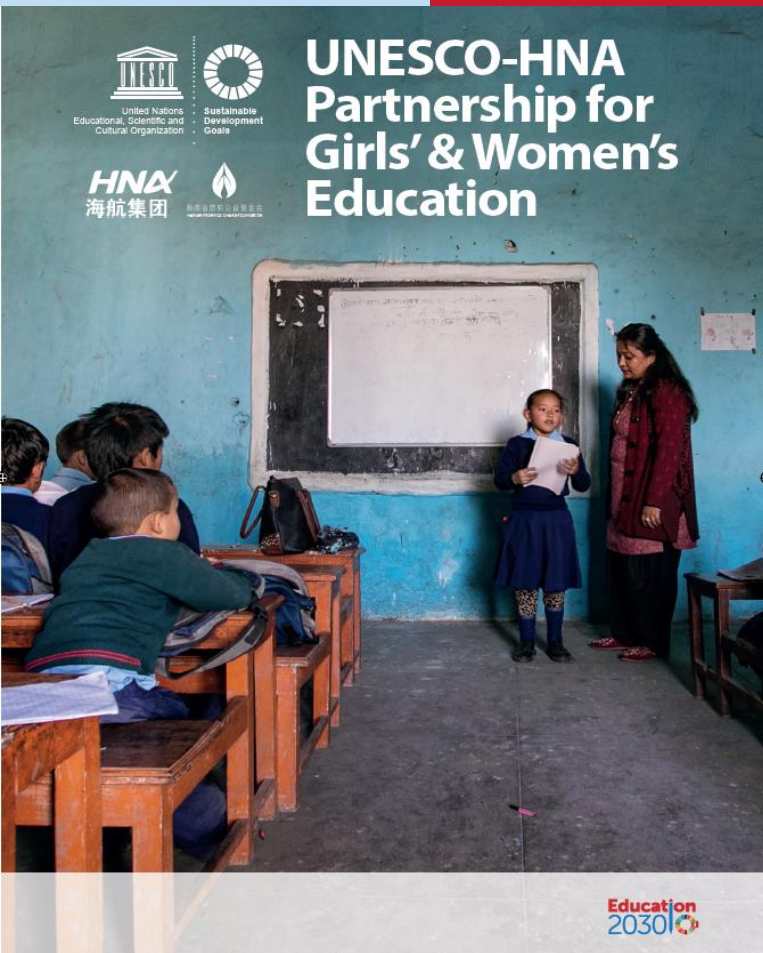




United Nations
Educational, Scientific and
Cultural Organization

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

Yuchi ZHAO

UNESCO/ED/ESC/IGE

Education
2030

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

“Better Life, Better Future” Global Partnership for Girls’ and Women’s Education (2011)

- 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

UNESCO Priority Gender Equality Action Plan (GEAP, 2014-2021)

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

Background

“Better Life, Better Future” Global Partnership for Girls' and Women's Education (2011)
UNESCO Priority Gender Equality Action Plan (2014-2021)

UNESCO-HHA Partnership for Girls' and Women's Education (2014, 2015)

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)

Enhancing Girls' and Women's Right to Quality Education through Gender-sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast and Central Asia (2015-December 2020, Bangkok)

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

I. **Gender assessment** of teacher education

II. **Capacity building** of education policymakers and planners on gender-responsive teacher education policies

III. Development of a **Gender and Education course** for teacher educators

IV. **School leadership** training programmes for female teachers

V. 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/>



HNA
海航集团



TRAINING MANUAL ON
GENDER MAINSTREAMING
IN TEACHER EDUCATION
IN ASIA-PACIFIC

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

Country/org anization	Key implementation area
IICBA (Technical support)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

Country	Key implementation area
Ethiopia (TEIs + secondary schools) (Gender responsive teaching and learning and life skills)	<ul style="list-style-type: none">• 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