



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

Experience-Sharing Workshop Enhancing Institutional Capacity for Gender Mainstreaming in Education

Nairobi, 24-25 November 2016

Kenya Institute for Curriculum Development

Summary Report



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Background

The UNESCO-HNA Partnership was created following the 2014 Framework Agreement between UNESCO, the HNA Group and the Hainan Cihang Foundation, which was signed in recognition of the critical role of the teaching and learning environment in achieving gender equality in education. The partnership led to the launch of two Hainan Funds-in-Trust (HFIT) projects in September 2015 for a duration of five years: one on “Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning”, coordinated by UNESCO Headquarters (HQ) and operational in sub-Saharan Africa (Ghana and Ethiopia) and South Asia (Nepal); the other one on “Enhancing girls’ and women’s right to quality education through gender sensitive policy making, teacher development and pedagogy in South, Southeast, and Central Asia”, coordinated by the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok and operational in Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan.

As part of its mandate on teacher training in the African continent, the UNESCO International Institute for Capacity Building in Africa (UNESCO-IICBA) is providing technical support to the project in Ghana and Ethiopia for HFIT project implementation in specific areas (e.g. national capacities for gender mainstreaming in teacher policies, Science, Technology, Engineering and Mathematics (STEM) education and Information and Communications Technology (ICTs)). In this context, IICBA organised an experience-sharing workshop to facilitate learning and the sharing of lessons and best practices for the benefit of the two countries and the continent of Africa.

Objectives of the meeting

The first experience-sharing workshop was organised on 24-25 November 2016 in Nairobi, Kenya.

The objectives of the workshop were to:

- ❖ Increase awareness on girls' education activities through South-South interaction.
- ❖ Exchange experiences and lessons on HFIT project implementation.
- ❖ Enhance institutional networking and interaction on issues related to girls' education.

Format of the meeting and participants

The meeting took place on 24 and 25 November 2016 at the Kenya Institute for Curriculum Development (KICD) in Nairobi, Kenya. **The first day** of the meeting included presentations and discussions organised around three main panels: **panel I** on policy, practices and lessons learned on gender mainstreaming in education by Ethiopia and Ghana; **panel II** on various themes from other partners with a focus on the panel I theme; and **panel III** on advocacy for enhancing institutional capacity in gender mainstreaming. **The second day** focused on an **internal discussion** around the UNESCO-HNA Partnership and HFIT programme experience in Ghana and Ethiopia, and included designing a roadmap for the way forward.

There were 29 participants at the meeting, which included key policy-makers and technical personnel from Ethiopia, Ghana and Kenya; Ministries of Education from Ethiopia, Ghana and Kenya; the Nairobi UNESCO Regional Office for Eastern Africa and country offices in Ethiopia and Ghana; UNESCO HQ; UNICEF regional office representing the United Nations Girls’ Education Initiative (UNGEI); the Forum for African Women Educationalists (FAWE); as well as partners with extensive experience and involvement in girls’ education, namely the UK Department for International Development (DFID), the Centre for Mathematics, Science and Technology Education in Africa (CEMASTE), the Kenya Institute of Curriculum Development (KICD) and Save the Children.

This summary report presents the main points that were discussed over the two days and concludes with a roadmap for the next steps.

First day: 24 November 2016

Opening remarks



From left to right: Ms Muhwezi, Ms Ndong-Jatta and Mr Juvane

Mr Virgilio Juvane, Senior Programme Coordinator at UNESCO IICBA

- Mr Juvane outlined the objectives of the meeting and the context of the UNESCO-HNA Partnership for Girls' and Women's Education. These include sharing lessons and exchanging learning experiences of the HFIT project; critically assessing progress and challenges in light of the continental and global perspectives; and looking into the future.
- Mr Juvane emphasised IICBA's central role in providing technical support to Ethiopia and Ghana, in particular: teacher training and support, quality assurance and cross-country learning. Given the global scale of girls' education issues, other partners working on gender issues and girls' education were essential to cross-fertilise experiences and shape lessons towards concerted efforts for meaningful gender equality.

Ms Martha Muhwezi, Senior Programme Officer at FAWE Regional Office

- Ms Muhwezi stressed the many obstacles that hinder gender equality and the opportunity brought by this workshop to gather collective inputs and work together to break these barriers and make significant strides for girls' education in Africa. She focused on the importance of involving and supporting teachers, who are pivotal in ensuring a quality education for girls (from attendance, performance to completion). She recognised the previous work done in this area by UNGEI, UNICEF, IICBA and UNESCO HQ and introduced FAWE's work in 33 African countries and close partnership with the Ministry of Education in Kenya.
- Ms Muhwezi highlighted Gender Responsive Pedagogy (GRP) training as the best way to build the capacity of teachers and introduced FAWE's GRP model. She recognised the model could be further strengthened and would benefit from discussions during the workshop and inputs from development partners.

Ms Ann Therese Ndong-Jatta, Director of the UNESCO Regional Office for Eastern Africa

- Ms Ndong-Jatta emphasised the value of knowledge-sharing for the successful advancement of the project and congratulated IICBA for an innovative initiative to exchange and build the way forward. She also thanked FAWE and the Chinese donors for their support to the HFIT project, and stressed the opportunity of this workshop to scale up the technical and innovative practices into other countries like Kenya.

- She reminded participants that education is a human right but also a foundation for sustainable and peaceful development, and that gender equality is the key to foster progress in Africa. She welcomed the HFIT project as it shows that education and gender equality remain important priorities.

“Data from the 2015 UNESCO Institute for Statistics study and the Global Education Monitoring Report indicates that globally there are 65 million out of school children, of which almost two-thirds are girls. In sub-Saharan Africa, 56% of out-of-school girls will never enter a classroom compared to 41% of out-of-school boys.”

- Ms Ndong-Jatta stressed the importance of ensuring that no one is left behind. Our interventions need to focus on excluded groups such as people with disabilities and go beyond gender parity towards gender equality.
- In addition to GRP and teacher training issues, Ms Ndong-Jatta encouraged participants to consider the broader learning environment of boys and girls and examine the role played by the community and parents. She highlighted the potential for synergies, acknowledging FAWE’s extensive work to keep girls in schools and ensure they are equipped with the right skills and DFID’s work with civil society organisations. She mentioned that it is important to address school facilities (such as water and sanitation) and the content of the curriculum. She also underlined how drop out challenges link with discriminatory social norms and girls’ transition into the world of work. It is important to unpack the meaning of ‘gender mainstreaming’ and reflect this in gender budgeting, monitoring and evaluation, and ensure that the HFIT project encompasses the various dimensions affecting girls’ education.
- Ms Ndong-Jatta emphasised the opportunities this workshop brought to engage with other countries to understand the changes we want to see through the HFIT project. She challenged participants to think beyond the mechanics of mainstreaming and pedagogy and think innovatively so that improvements can be made, and to focus on the outcomes.

Mr Juvane welcomed this invitation to address what is happening outside of school and the education system and to reflect collaboratively on the next steps. The HFIT project has to be addressed within the African Union 2063 Agenda and the 2030 Agenda for Sustainable Development, with emphasis on Sustainable Development Goal 4, and take into consideration the good practices in Africa, and establish a clear road map for the countries.

I. Policy, practices and lessons learned on gender mainstreaming in education

Mr Shiraz Chakera, Education Specialist at UNICEF moderated the first panel, which started with country presentations, followed by a plenary discussion and a panel discussion on enhancing institutional capacities for gender mainstreaming in education.



From left to right: Mr Nyavor, Ms Macharia, Mr Arega and Mr Chakera

Presentations from the countries: Ethiopia, Ghana and Kenya

Mr Berhanu Arega, Gender expert and representative from the Ethiopia Ministry of Education

- Mr Arega gave some background information on the country and introduced the **policies in Ethiopia benefitting women**, including the Education and Training Policy which encourages the recruitment of female teachers and education managers; and the Education Sector Development Plan (ESDP), which has gender as a cross-cutting issue since 2004 and is currently under revision. Gender mainstreaming guidelines also guide general education, technical vocational education and training (TVET) and higher education to integrate gender at all levels.
- Mr Arega gave some **practical examples of academic support, tutorial and guidance for girls**. The '*F of X*' mechanism is a system that helps retain students by including them in a retention programme if they do not pass the examinations. There are also high achiever female students who take part in graduation celebrations and act as role models for other students. In addition, there is an anti-harassment conduct to prevent Gender-Based Violence (GBV) and GRP training for pre-service teachers.
- He pointed to the socio-economic and socio-cultural **challenges affecting girls' education** and outlined some institutional challenges such as the lack of gender-sensitive physical facilities in school learning centres and limited knowledge and skills on gender equality in practice among teachers, management and service providers. As a result, low levels of GRP implementation and gender mainstreaming persist.

Mr Prosper Nyavor, National programme officer at the UNESCO National office in Accra, Ghana

- Mr Nyavor gave a brief **overview of girls' education in Ghana**, where gender parity has been achieved at pre-primary and primary levels, but enrolment and completion rates decrease among girls and women as levels of education progress. Socio-cultural practices constitute a main challenge in Ghana, in addition to the limited capacity of the Girls' Education Unit (GEU) in the Ghana Education Service and lack of clarity as to which government agency is responsible for girls' education beyond secondary school level. There is also limited coordination among the different ministries; many girls' education projects in Ghana could be better coordinated (including those supported by the Global Partnership for Education, Camfed, T-Tel, and Packard Foundation).

- **Mr Nyavor** shared some **good practices**: The GEU has staff at national, regional and district level; stakeholders were actively involved in the design and implementation of many interventions; teachers successfully contributed to limit incidences of drop out; and a national strategic framework was developed to address child marriage.
- **Lessons learned** from Ghana include the need to: provide for girls' basic needs; establish strong coordination mechanisms to monitor and track the impact of gender equality interventions; and dedicate public funding for gender equality. There are some opportunities for improving the coordination in the country, including between the GEU, the taskforce, the advisory body and the girls' education network.

Ms Loice Macharia, Principal Education Officer at the Kenya Ministry of Education

- In terms of the **legal framework** in Kenya, a reform of the Education Sector is taking place to address regional gender disparity issues and persons with disabilities. The 2010 constitution makes education a basic right under the Bill of Rights, where basic education is guaranteed for all children. Gender-specific education policies in Kenya include the Gender in Education programme in the National Education Sector Plan, the 2007 Gender in Education Policy and the review of the 2015 Education and Training Gender Policy.
- **Challenges** in Kenya include: Inadequate sanitary facilities in schools; the lack of role models, especially in rural areas; sexual abuse and sexual harassment of girls and boys by the community and teachers; inadequate support for sexuality and reproductive health education in schools; and discriminatory cultural practices, such as early marriage.
- Ms Macharia shared many **government-led interventions**. For example, low-cost boarding schools and mobile schools were established in arid and semi-arid areas to enable students from nomadic communities to continue their education; free primary education and free secondary education were introduced in 2003 and 2008, respectively; and guidelines to enable the re-entry of girls who drop out of school as a result of pregnancy are currently being prepared. Advocacy for girls' education takes place through community mobilisation campaigns via the media, role modelling and mentorship programmes. The government also promotes capacity-building of educators and the appointment of qualified female managers.
- **Lessons learned** include the need for: an institutional framework to coordinate girls' education activities, the importance of expanding and strengthening partnerships and of developing guidelines on gender policy.

Plenary discussion

The country presentations highlighted the richness of policies and programmes across the countries and through their exchanges participants raised the following points:

Policies making an impact: Free compulsory education in Ghana and free primary and secondary education in Kenya were identified as leading policies making an impact. However, there are also challenges in practice which need to be addressed. For example, there are hidden costs such as school infrastructure for school managers, which such policies should take into account.



From left to right: Mr Asnake Wollie, Mr Arega, Ms Mengesha, Mr Melaku and Mr Zewdie from Ethiopia.

Shortcomings of policies: Participants agreed that while some gender policies help girls' education in terms of access and participation, they do not address the challenges of achievement and completion of education.

Understanding the factors affecting women and girls: The main challenge beyond having a good policy is implementation, so it is important to look at the mechanisms and strategies in place and how they can be improved. This involves examining the factors that affect girls' school attendance or women's participation in trainings.

- **Gender-based violence:** At the institutional level, there are guidelines being developed in Kenya, which aim to build the capacity of teachers and school managers to address gender-based violence in and around schools.
- **Reaching girls through school clubs:** The use of school clubs for building girls' life skills are good vehicles for reaching girls. Ghana's GEU also shared how attendance and performance are tracked in schools in a very transparent way.
- **Making trainings available to mothers:** Trainings are decentralised in Ghana to minimise women's travel time, and women with children are able to attend as they can bring their baby-sitters with them.

Partnerships are essential in addressing the challenges: For example, through the HFIT project Ghana successfully engaged with the Ministry to improve the situation of the GEU. Ministries together with partners play a powerful role in improving access to education for girls and such collaboration should be further emphasised via targeted mechanisms to identify where the marginalised girls are and decide on next steps. Another important partnership strategy is to sensitise the community to reduce school dropout for girls.

Panel discussion: Enhancing institutional capacities for gender mainstreaming in education

Mr Juvane moderated the panel discussion, and panellists identified the following key points:



From left to right: Ms Muhwezi, Ms Holst and Mr Juvane

Ms Martha Muhwezi, Senior Programme Coordinator Officer at FAWE

- **Having a clear understanding of gender mainstreaming at institutional level:** Ms Muhwezi explained that an assessment and analysis at institutional level needs to first take place to examine the existing conditions within an institution and identify the institutional challenges to providing education to girls and boys. The next step is the development of an action plan based on the assessment outcomes.
- **Building capacity in understanding “gender”:** All of the concerned persons and institutions should have a good understanding of gender. Capacity-building should therefore take place not only in the form of training, but also by establishing systems that support long-term implementation. This includes identifying the most influential people in decision-making or implementation, and training them based on their needs.
- **Gender mainstreaming at all levels:** Ms Muhwezi stressed that budgeting processes should be engendered. For teacher deployment, measures such as the promotion of more female role models should also be taken, especially in the field of science. School facilities should respond to both girls’ and boys’ needs. In addition, basic tools such as monitoring frameworks should be developed to ensure that gender mainstreaming is successfully addressed throughout the process.

Ms Sarah Holst, Manager of DFID’s Girls’ Education Challenge Fund in the East Africa region

- **Understanding the different contexts:** Ms Holst emphasised the importance of understanding the context to improve interventions. The next phase of the Girls’ Education Challenge Fund in East Africa will focus on supporting girls to transition from primary to secondary or lower primary to upper primary, as there are many drop out points. It is essential to understand the reasons for this to identify solutions. A good analysis on the barriers to girls’ education is critical to address them in a holistic manner.
- **Working directly with girls:** Ms Holst mentioned the importance of working with girls through counselling, mentoring and guidance mechanisms, such as girls’ clubs. She gave the example of Rwanda’s mother-daughter clubs, which led to income-generating activities, and Ethiopia and Kenya’s father-daughter clubs, where fathers share with other fathers the importance of girls’ education.

- **Engaging with all relevant stakeholders:** Ms Holst stressed the importance of looking at the broad school environment, which includes teacher training, inclusive education, GRP, mentorship and learning spaces. It is essential to understand all the stakeholders who are part of this environment and fully engage them. For example, funds obtained from school-owned businesses can cover important purchases such as sanitary pads.

Discussion

The discussion covered the following themes:

Measuring results: Participants highlighted the need for systematic analysis and data generation. UNESCO HQ shared the work done with UNESCO field offices and IICBA to develop strong log frames for HFIT implementation, including outcome-based performance indicators to help measure the change brought by the project within the community as well as at an individual-level. Outcome indicators focus on the level of knowledge, capacity or skills acquired as a result of the project, and include the perspective of the beneficiary, which is very informative to measure the impact of a project. DFID also shared information on their quarterly monitoring visits, and log frames that include baseline, mid-line and end-line indicators. More work needs to be done to measure intermediate outcomes and final outcomes, such as girls' school attendance, girls' self-esteem, the quality of teaching or retention rates, and new technologies should be harnessed to better track this kind of information.

Engaging boys: DFID has conducted a study on the impact of female genital mutilation, which pointed that attention also needs to be paid to the boy child's cultural rites of passage. Several participants recognised the issue of boys' completion and performance, but also the lack of data on the topic. DFID explained how sometimes a small change in an existing programme can include boys too, and understanding each context is key in this regard. For example, in pastoralist areas boys migrate to other areas, which explains their low level of attendance in schools. Ms Mikado Nutsugah from Ghana's GEU said it would be important to also sensitise boys through the STEM clinics in the HFIT project.

Committing stakeholders to gender mainstreaming: Participants exchanged on the best strategies to obtain commitment from the stakeholders to implement gender mainstreaming in education effectively. In FAWE's experience, it is important to involve the relevant stakeholders (i.e. leaders of institutions) throughout the process to get their commitment. The first step would be to start with an assessment form to see the teachers' needs in the targeted school. This assessment then enables to personalise each approach. Similarly, DFID recognised the importance of tailoring teachers' trainings based on their needs. One approach is ongoing teacher mentoring and coaching, another one is to find and involve teacher champions in extra-curricular activities, so that they learn new skills and develop a sense of ownership and investment (e.g. through school clubs).

Recognising girls with multiple vulnerabilities: To ensure that no one is left behind, specific interventions should address the hardest girls to reach. For example, including not only girls with physical disabilities, but also those with intellectual disabilities.

The importance of partnerships and a holistic view: Participants recognised that partnerships are the best tool to create synergies, use strengths and address weaknesses of each other and avoid duplication of work. Ministries of Education were seen as central to all interventions, as the coordination body for girls' education activities in the country. Participants also recognised the value-added brought by each organisation and the need to bring different types of expertise. The Ministry of Education (MoE) has a key role to play in identifying the key policy areas in that regard. In order to best maximise the value added of collaboration and working as a team, feedback loops from the different actors are important and capacity should be viewed holistically in institutional set up.

II: Thematic presentations

Ms Jane Mutua from Save the Children moderated the second panel, which was an opportunity to listen to several thematic presentations.

Ms Priscilla Ombati, National Trainer, CEMASTEА

- Ms Ombati started by sharing some key definitions of gender-responsive science education and GRP, after which she shared **CEMASTEА’s experience in mainstreaming gender in in-service teacher training**. The Ministry of Education, Science and Technology reports large STEM education gender disparities in Kenya. CEMASTEА’s mandate is to provide continuous professional development to STEM teachers. It has set up a gender mainstreaming committee that develops and implements the institution’s gender policy.
- CEMASTEА undertook a **gender survey** in 2013 which identified that most training structures are not gender-responsive and that there are many factors preventing women’s involvement in science. These include socio-cultural factors, attitudes and practices, poverty, the lack of role models, classroom pedagogy, and child labour, among others.
- CEMASTEА also carries out **lobbying and advocacy activities** for more gender awareness. This includes enhancing the participation of female teachers, for example by making facilities gender-responsive, giving special attention to expectant and nursing mothers, promoting gender awareness and sensitisation, and carrying out research on gender issues in science, mathematics and technology.



During Ms Ombati’s presentation

Ms Peris Njoroge, Curriculum Developer, KICD

- Ms Njoroge defined **gender mainstreaming in the curriculum** as a systematic inclusion of male and female concerns and needs; a constant gender-responsive lens when addressing gender differences in learning; and an engendered process for curriculum development.
- She presented **approaches and practices of gender mainstreaming in the teacher training curriculum at KICD**, which ensure that gender issues are addressed through the design, material development and implementation stages. KICD uses inclusive pedagogy and encourages teachers to broaden their understanding, use practical strategies and materials, and be good role models. Since 2013 KICD was also mandated to develop and evaluate non-formal programmes.
- KICD’s experience in mainstreaming gender in the teacher training curriculum includes **flexible education programmes**. For example, *Elimika* is an online teacher orientation programme which allows teachers to connect with their tutor online at a given time to chat and discuss gender issues and the *Adult Basic Education Training programme* (ABET) is for out-of-school learners. Despite these programmes, differentiated learning persists in classrooms. There are still assumptions that some subjects are more suited for one gender or another, or some students may have not been exposed to certain experiences to prepare them to enter such

courses (e.g. cooking, mechanics...). In addition, teachers' encouragement is important for the students' career decisions. Curriculum reform will require rethinking what type of knowledge is valued in the curriculum, how it is made available and how it is taught.

Mr Solomon Andargie, Project Officer, UNESCO-IICBA

- Mr Andargie presented some of the factors contributing to the **under-representation of women in STEM**, including the learning environment and gender bias, which is often unconscious but limits women's progress in scientific and engineering fields. He shared some of the interventions that could help address this: the supportive role of teachers and parents in making girls believe in their potential, making efforts to attract and retain women at colleges and universities; and early intervention programmes in STEM, which should target young girls to increase the number of women engaging in STEM careers.
- Mr Andargie shared **possible curricular and classroom strategies for enhancing girls' and women's participation in STEM** which include hands-on activities to everyday life, female role models and mentors, conscious efforts by teachers to treat girls and boys as equals in the classroom, and presenting gender-neutral and gender-inclusive images of scientists. In addition, gender-responsive classroom set-up for STEM education is crucial (e.g. equipment, wall pictures, seating arrangements). In terms of gender-responsive STEM pedagogy, ensuring an all-encompassing gender approach in planning, teaching and management processes is essential for an equal participation of boys and girls which addresses their individual needs.
- Mr Andargie presented **ICT's great potential to improve the participation of girls in STEM** and introduced IICBA's ICT-enhanced teacher development model, ICT-enhanced teacher standards for Africa, and training modules for science and mathematics teachers to help integrating ICT and gender in the teaching of STEM.

Ms Alice Ochanda, National Programme Officer in Sciences and Gender at the UNESCO Regional Office for Eastern Africa

- Ms Ochanda presented the **UNESCO-Government of Kenya Programme for Mentoring Girls in STEM in Kenya**. Given that only 22% of students are enrolled in STEM university courses in Kenya, UNESCO joined hands with the Kenyan MoE, the National Commission for Science, Technology and Innovation and other partners to develop the Scientific Camps of Excellence concept. Mentorship in STEM is provided to secondary school girls through Scientific Camps of Excellence since 2014, with the aim to demystify sciences and give girls the necessary skills to pursue careers in STEM fields.
- The **strategy** included working in close partnership with the MoE; involving Kenya county directors and local governments to identify schools and students for the camp; exposing students to STEM courses requirements; arranging student visits to the different partner industries; and using opportunities such as the Africa Engineering Week (once a year) to enhance mentorship in STEM for students. Girls were also asked to think as scientists and propose solutions to a problem at country, county or school levels. The proposals were then selected by a jury and trophies were given to the three best proposals.

Key results achieved

- 80 secondary schools have participated in the programme.
- A total of 731 secondary school students have been mentored in STEM, covering 25 counties.
- Model STEM schools were identified in each county.
- An online tracking tool has been developed by UNESCO to assist in tracking the performance of the girls and follow enrolment numbers in STEM courses at university level.
- The programme is ongoing and plans to cover the remaining 22 counties.
- A similar mentorship programme for science teachers is being developed to provide teachers with skills in gender-responsive teaching of science subjects.

Ms Terry Qtieno, National Coordinator, FAWE

- Ms Qtieno introduced **FAWE's GRP model**, which is composed of three components: gender assessment and policy analysis in the institutions and countries; GRP training of teachers; and GRP training of the school management team. The scope of GRP includes classroom set-up, lesson planning, teacher-learning interaction, delivery methodology and language use. In addition, the role of school management in creating a gender-sensitive and conducive physical environment is seen as critical. However, for GRP to be sustainable, it must be integrated into the college curricula and supported by the Teacher Training Colleges (TTCs) senior management team.
- Ms Qtieno shared **some of the results of GRP training**: Teachers' attitudes and practices become more gender-sensitive; girls' and boys' attitudes in the classroom also become more gender equitable; girls' levels of confidence increase and they participate more actively in the classroom; teachers are more aware of gender bias in language; girls' enrolment, retention and performance are improved; the school management becomes sensitised to the challenges faced by women and girls; female and male teachers are treated on an equal basis; and there is better understanding between learners and teachers, leading to greater respect and a good learning environment.
- Ms Qtieno acknowledged that **there are many factors hampering girls' completion of quality education**, including poverty, school insecurity, distance from schools and gender-based discrimination. In addition, there is generally a low level of gender-responsive pedagogy. In many communities in Africa, teachers are socialised in patriarchal structures and many of them have not been trained to apply a gender lens to their pedagogy and if they are, they do not apply it.
- **FAWE holds seminars and in-service trainings for teachers** to create more gender awareness, but often find that it is insufficient to lead to a true gender transformation in schools and improve retention (especially for girls). Future efforts to refine the GRP model will need to incorporate the gender dimensions of the teaching and learning processes as well as the overall learning environment. Suggestions include: reviewing the GRP handbook and

popularising GRP as a good practice; advocating for the integration of GRP in the teacher training curriculum; lobbying all African governments to expand GRP to all TTCs; and more research around GRP in TTC for continuous learning and improvement of the model.

Discussion

UNESCO HQ shared with participants that IICBA will be working on a GRP toolkit in 2017 and stressed opportunities to explore synergies and collaboration in this regard with FAWE, given FAWE's upcoming work in making their GRP handbook more comprehensive.



From left to right: Ms Nustugah-Mikado, Ms Amoako-Arhen, Mr Wellington and Mr Ankomah from Ghana

III: Advocacy for enhancing institutional capacity in gender mainstreaming

Ms Eyerusalem Azmeraw, Project Officer at IICBA introduced the last panel on advocacy strategies, given that the UNESCO-HNA Partnership has an advocacy component.

Mr Shiraz Chakera, Education Specialist, UNICEF

- Mr Chakera briefly **introduced UNICEF's work** in the Eastern and Southern Africa region at both policy and programmatic levels to address barriers to education, and to improve the learning environment through GRP. He explained how the United Nations Girls' Education Initiative (UNGEI) provides a platform to bring partners together to advocate for girls' education.
- Mr Chakera shared **data about girls' education** and why girls' secondary education is the most consistent driver of development goals. He insisted on the importance of knowing the facts and being convinced about the importance of girls' education when doing advocacy.
- He emphasised **institutional capacity-building** as essential but difficult to achieve on a sustainable basis and highlighted the value of advocacy work. He stressed the important role of civil society organisations in shifting societal bias which are often reproduced in institutions. Advocacy is a deliberate process, based on evidence, that aims to influence decision-makers to support and implement actions to change policies, budgets and laws.
- **Some lessons about advocacy include the need for:** multi-sectoral partnerships; community engagement (including adolescent girls and boys) to convince the sceptics; accountability and policy engagement; and capacity-building. Mr Chakera shared some examples of gender

advocacy in teacher training and concluded that it is important to have clear messages, understand institutions and their approach, and to work strategically.



Mr Chakera and Ms Azmeraw

Discussion

Participants identified the following strategies for successful advocacy:

- **Know your facts:** Participants agreed that successful advocacy needs to be based on facts. For example, good knowledge of what girls' education means for the economy and for society is essential. Similarly, addressing the absence of gender issues in the curriculum can be done by using good data. For example, UNESCO's publication on '[Promoting Gender Equality through Textbooks](#)' has a lot of factual information and was mentioned as a powerful tool to advocate to Ministries for change.
- **Strong partnerships:** Partnerships with civil society organisations was seen as crucial to ensure the sustainability of advocacy. UNESCO HQ also announced their partnership with the OECD Development Centre to organise a series of global online discussions on their [Wikigender](#) platform in 2017. The first one will take place from 16-20 January 2017 on addressing gender stereotypes in the classroom. There will also be one on Comprehensive Sexuality Education and one on STEM education late in 2017.
- **Frame your discourse:** It is important to frame the advocacy strategy using existing mechanisms such as the SDGs, the regional forum on SDG 4, and the 2030 Agenda which includes inclusion and equity but also learning outcomes. The [Global Education Monitoring Report](#) is a flagship report that can also provide good advocacy material.
- **Exploring communication work:** The STEM education programme in Kenya is a good example of successful advocacy. Several participants identified potential synergies to address STEM, with the HFIT STEM clinics activity in Ghana and UNESCO HQ's current and upcoming work on STEM. UNESCO HQ is working on a report that will be published in 2017 on the underlying factors behind the under-representation of girls and women in STEM studies and careers.

Solomon Andargie concluded the day by thanking all participants and highlighting the need to keep this network expanding and engaging, by sharing resources and continuing bilateral communication.

Second day: 25 November 2016

Summary of Day 1

Mr Juvane briefly summarised the discussions from the first day and stressed the need to establish mechanisms for continuous exchange between Ghana and Ethiopia.

- **Unpacking gender mainstreaming:** An important part of the first day focused on understanding gender mainstreaming and how to operationalise it. This included differentiating gender parity from gender equality; identifying the obstacles to gender equality and discussing how we can break the barriers by analysing the education system, the schools, and the community to identify solutions; and recognizing the role of teachers as key players that should be involved in the whole process. In this regard, it is important to revisit FAWE's GRP model in light of the new development agenda and new trends.
- **Understanding changing dynamics and contexts:** This included the need to move beyond education systems and classrooms and tackle excluded social groups; engaging out of school actors such as parents and the communities; ensuring equitable deployment of teachers and resource allocation; and looking at the long-lasting impact of interventions.
- **Persisting challenges** should be addressed in a systematic manner. These include completion (the quality of learning and the acquisition of knowledge are more difficult to measure); socio-cultural issues; the absence of clear policy guidelines on gender education; ensuring the process is consultative and participatory during implementation; data and reliable information; M&E frameworks; staff and institutional capacity-building; and the sustainability of interventions.
- **Building Alliances:** There was consensus on the value of partnerships and synergies, as we are working to achieve common goals. This includes: sharing knowledge and information (on a regular basis but also at initial stages of programme planning); working together to build advocacy strategies; and being accountable, including to parents and to the community.

Solomon Andargie added that with technological advances and changes in the school context, management and leadership, teachers are no longer controlling processes in the school, so the GRP module should be revised in this context.

Implementation progress report from Ghana and Ethiopia

Mr Nyavor and Mr Asnake presented the HFIT programme experience in Ghana and Ethiopia:

Mr Nyavor introduced the main challenges in **Ghana**, which include GEU's low capacity to play its role effectively, weak coordination of interventions, and low participation of girls in STEM courses. The status of the HFIT project is as follows:

1. A needs assessment and capacity assessment of the GEU was undertaken, and in mid-November the GEU had a workshop to draft the framework document.
2. Activities to enhance the mandate of the GEU will start once the elections are over.
3. Strengthening the capacity of GEU staff will start in early 2017: the West Africa Civil Society Institute (WACSI) was identified to facilitate the training courses.
4. On STEM clinics, the contracting process to undertake a baseline survey is currently underway.

Strategies for implementation include: quarterly meetings of the project steering committee and working with state institutions to implement some of the key project activities (rather than CSOs).

Strategies for sustainability include: working with the state institutions, which ensures that activities continue after the project ends; aligning the project with Ghana’s national action plan; involving many stakeholders, including CSOs; and ensuring cost-effectiveness of activities, as in the case of the STEM clinics which will be led by the GEU.

The **challenge** is the difficulty in convening project steering committee meetings to make critical decisions. Some of the **lessons learnt** include the need to deepen consultations with the MoE and development partners in Ghana to foresee changes in the context, and exploring ways of involving the steering committee through online meetings.



From left to right: Mr Nyavor, Mr Andargie and Mr Asnake Wollie

Mr Samuel Asnake Wollie, Education Programme Coordinator at the UNESCO Liaison Office in Addis Ababa, explained that the project in **Ethiopia** focuses more on downstream activities. One of the advantages is that the HFIT project complements the previous UNESCO-Chinese Funds-in-Trust (CFIT) project led by IICBA, so the project builds on the same 12 secondary schools. The status of the HFIT project is as follows:

1. Identification of 6 courses to be reviewed with a gender-responsive lens. These courses will be included in pre- and in-service programmes, and school directors will also be trained in GRP.
2. Training of school club leaders is underway to improve the knowledge and life skills of adolescent girls through existing school clubs.
3. Capacity development in GRP for school directors, teachers and institutions will start in 2017.

Strategies for implementation include: a multi-sectoral approach for a strong foundation; using non-formal and flexible delivery modes; engaging community-level stakeholders in the promotion of girls’ education; and risk analysis and mitigation (examining the political context, distance between the schools). Strategies for sustainability include: ensuring ownership of the MoE, Regional Economic Bureaus and key stakeholders; partnership agreements with the Higher Learning Institutions (HLIs) and project schools; and networking and creating synergies between actors.

Current challenges include increasing security issues in the country, especially in the Amhara region; late start of the academic calendar; and shortage of staff fully in charge of the project.

Discussion

Participants reacted to the presentations and exchanged on the broad spectrum of downstream to upstream activities of the HFIT project. Collaboration opportunities with Kenya and other partners were also mentioned, and participants acknowledged that what works in Ethiopia may not work in Ghana, so it is important to recognise the diversity of contexts. The main discussion points can be summarised as follows:

Project implementation: Participants exchanged on their country experiences and presenters gave more information on how activities are implemented in the context of the HFIT project:

- In **Ethiopia**, the UNESCO Liaison Office liaises with the African Union to identify areas for advocacy for girls' education while engaging at the same time with the Federal MoE and the girls' education taskforce¹ in the context of the national programme. The HFIT project reaches the regions, districts and schools through Implementation Partner Agreements, maximising the use of resources while at the same time strengthening the confidence of these institutions through the implementation of activities.
- In **Ghana**, the main focus of the HFIT project is to ensure that the GEU is in the driving seat in terms of setting the standards, data collection and deciding the next steps for the intervention.

Addressing discriminatory social norms: The persistence of socio-cultural challenges, especially in rural areas, needs to be acknowledged. One key issue is parents' questioning of the returns on investment of girls' education. In Ghana, some NGOs are trying to address these challenges by organising girls' camps and bringing girls to the capital. In Ethiopia, the government is making efforts to improve the conditions of girls' education. The government has created units to deal with women's issues by working with religious institutions and legal bodies, including the court and the police. Kenyan colleagues also stressed the importance of engaging the community to address cultural barriers so that girls go to school and GBV is reduced.

Mainstreaming gender in the curriculum: Participants exchanged their experience in mainstreaming gender in the curriculum, teacher training and continuous professional development. While integrating a GRP course in a curriculum may take several years, they agreed that one strategy is to integrate gender in a selected course like it is done in Ethiopia.

Areas for improvement: In Ethiopia, it would be good to further engage teacher associations in the project activities, for example in the area of gender mainstreaming. Kenyan participants showed interest in the HFIT project and expressed that it would be very relevant in Kenya also.

Establishing feedback mechanisms: It was suggested to establish feedback mechanisms or a reporting system for UNESCO to elicit the project implementers' views. The Wikigender platform was mentioned as a possible way to centralise such views.

HNA programme global experience

Ms Estelle Loiseau, Project Officer, Section of Education for Inclusion and Gender Equality

- Ms Loiseau presented the **broader frameworks** within which work on gender equality in education through the HFIT project operates at UNESCO, and gave a **brief overview of**

¹ The taskforce includes: UNICEF, UNESCO; DFID, Plan International and Save the Children

progress made in terms of the implementation of the two HFIT projects which were launched at the International Seminar on Girls' and Women's Education in Beijing in September 2015.

- **The HFIT project coordinated by UNESCO Bangkok Office** focused in its first year on developing a set of 6 instruments to assess the gender-responsiveness of the education system and country guidelines on how to use these tools. These instruments are being pilot-tested in the 5 project countries (Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan). **The HFIT project coordinated by UNESCO HQ** focused on country-specific interventions in Ethiopia, Ghana and Nepal to enhance the quality and relevance of education for adolescent girls through gender-responsive teaching and learning.
- Ms Loiseau highlighted some of the main **next steps from the HFIT Annual online review meeting** which took place in October 2016 for the project coordinated by UNESCO HQ. These included: establishing good practical mechanisms for sharing resources, including project documentation, tools and visuals such as photos and videos; continuous knowledge exchange within HFIT project partners and beyond; and ensuring that good practices and impact stories from the field are documented and widely shared.
- On this last point, Ms Loiseau organised a **group activity** to improve the documentation and reporting of activities from the field on a regular basis, and to increase the project visibility. After brainstorming on what makes a successful news article based on examples, participants were split into three teams: Ghana, Ethiopia and IICBA. Each group was asked to: 1) identify a recent, current or upcoming activity they could report on; 2) write a tentative title and main points for their news article; and 3) present the key points of their article idea in the plenary. Participants discussed the proposals and summarised the criteria for what makes a good news article.
- An important recommendation was that news articles can be powerful vehicles for telling a compelling story and showing the direct positive impact of a project.

“News articles should go beyond the traditional reporting of activities such as workshops or other events to present real-life stories and individual perspectives from project beneficiaries.”

- A news article based on an individual experience (e.g. teacher, student or administrator) which uses strong key words, good data, quotes and photos helps to bring a story to life. Each project officer from each team committed to writing one news article, which will be published on the UNESCO website by December 2016.



Group activity

The way forward: roadmap from countries

The workshop drew some important lessons and insights to inform implementation of activities supporting gender equality in education, including those under the UNESCO-HNA Partnership for Girls' and Women's Education. The key action points for the roadmap were:

Establish a sharing platform for improved documentation: Participants highly welcomed the idea of further sharing and exchanging through in-person meetings and via technology. It was suggested to use the Wikigender platform as a means for further exchange (e.g. through online discussions). Exchanging on a regular basis and furthering collaboration was seen as key in reviewing some of the priorities, generating evidence and documenting from activities.

Strengthen capacity-building: Participants called for capacity-building to strengthen monitoring and evidence documentation, while communicating this to a wider audience and beneficiaries to ensure continuous learning and sustainability of practices.

Improve GRP pedagogy tools: Participants agreed on the need to create a holistic GRP toolkit that addresses the management, teaching and learning and continuous professional development practices in schools.

Maintain strong partnerships: Ongoing collaboration between Ghana, Ethiopia, but also Kenya and other partners is essential for the advancement of the project, to avoid duplication of work and build on existing expertise. There are clear opportunities to collaborate on STEM education for girls and on GRP. UNESCO National Commissions were suggested as a channel to share evidence with Member States.

Ongoing advocacy activities: An advocacy strategy should be developed at UNESCO HQ level together with IICBA, for the UNESCO-HNA Partnership and HFIT project in Ethiopia and Ghana. Participants argued for the need to also advocate for an enabling legal environment for students (e.g. maternity leave, etc.).

Closing remarks

- **Ms Loiseau** thanked all participants and IICBA as the organizer of the workshop together with Kenyan colleagues. She further emphasised the possibilities of further cooperation and making use of existing synergies to advance the project (e.g. GRP, STEM).
- **Kenyan colleagues** voiced appreciation for the opportunity to exchange in this workshop and learn more about the work done through the HFIT project. Participants indicated an interest in being included in future discussions and developments. This was felt to add value to the HFIT project as well as enabling Kenya to benefit from project lessons learned.
- **Mr Juvane** acknowledged the consensus to continue exchanging experiences between Ethiopia, Ghana and Kenya and emphasized that the STEM programme constitutes a very good bridge in this regard. He concluded with the commitment of IICBA and UNESCO HQ in continuing the communication, which should go beyond the three countries to also involve other countries in Africa.