



United Nations
Educational, Scientific and
Cultural Organization

International Institute
for Capacity Building
in Africa



Enhancing the Quality and Relevance of Education for Adolescent Girls in Africa

Ethiopia and Ghana

2016-2017 Activity Brief

The UNESCO-HNA Funds-In-Trust-Project (HFIT) on “Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning” is one of the two projects under the UNESCO-HNA Partnership for Girls’ and Women’s education. Coordinated by UNESCO Headquarters (HQ) and with a budget of USD 2.5 million for a period of five years (2015-2020), it aims to strengthen global and regional advocacy, networking and communication to ensure girls’ right to education, and develop national capacities for gender-responsive education in sub-Saharan Africa (Ethiopia, Ghana) and South Asia (Nepal) .

To facilitate flexible and timely delivery of the project overall, IICBA supports implementation of the project in Ethiopia and Ghana for specific technical 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 collaboration with UNESCO HQ and offices in Accra and Addis Ababa. In particular, it focuses on gender-responsive teacher training and institutional capacity-building.

Activities at a Glance

Gender-Responsive Pedagogy Training

IICBA conducted a Gender-Responsive Pedagogy (GRP) training in Ethiopia for teacher-training institutes, schools and the MoE in July 2016.

Thirty-four participants (including 11 women) were trained on how to develop gender-responsive curricula, evaluate teaching-learning material, organize/create gender-responsive classroom and interaction, and eliminate stereotypes in all teaching and learning materials. A training report with follow-up recommendations was finalised and disseminated to Teacher Training Institutions (TTIs), the MoE and UNESCO Liaison Office in Addis Ababa, as well as published online.¹

“I never noticed how the seating arrangement of female students affects their learning... When boys scored low on their exams, I used to tell them that I do not expect that from them, however, I rarely did this for females because I feel that they are soft and that they would feel ashamed. Now, I recognized that I should tell my expectations to female students like the way I do for boys.”

Bv a female participant who is a lecturer and researcher in

Regional Experience-Sharing Workshop

IICBA organised a regional experience-sharing workshop on “Enhancing Institutional Capacity for Gender Mainstreaming in Education” in November 2016 in Nairobi, Kenya.¹

The workshop promoted South-South exchange between Ethiopia, Ghana and Kenya on the topic and facilitated exchanges on the HFIT project implementation. It brought together 28 participants (18 women and 10 men) and facilitated the sharing of experiences and lessons on the promotion of GRP, gender-responsive STEM and ICT, and advocacy strategies. Participants also gained skills to improve communication on project achievements through news article writing. The workshop set some key action points to inform implementation of activities supporting gender equality in education:

- Establish a sharing platform for improving documentation;
- Strengthen capacity-building to ensure sustainability;
- Improve GRP pedagogy tools;
- Maintain strong partnerships to share expertise.

STEM Support for Girls through Effective ICTs Use

In April 2017, IICBA initiated a new activity to provide girls’ STEM education support interventions for Ghana and Ethiopia.

The proposal was approved and the activity started in the third quarter of 2017 in collaboration with the UNESCO country offices and key TTIs in Ghana and Ethiopia. It aims to strengthen institutional capacity to harness the productive use of ICT for quality gender-responsive STEM teaching and learning.

Workshop on E-Learning Content Development and E-Assessment

IICBA organized a one-week workshop on Gender Responsive E-Learning Content Development and E-Assessment in Acara, Ghana during 15-19 August 2017.

As one of the main activities, two trainings in each country will be provided to key teacher educators in gender responsive e-learning content development and e-assessment in STEM using instructional design approach. Another one will be organized for Ethiopia in September 2017.

Development of a Comprehensive GRP Toolkit

IICBA is developing a GRP toolkit to enhance institutional capacities in Ghana and Ethiopia to develop gender-responsive curricula, evaluate teaching-learning materials, organize/create gender-responsive classrooms and interaction and eliminate stereotypes in teaching and learning materials.

The toolkit specifically targets teacher-training activities in pre-service and in-service programmes and facilitate gender mainstreaming in teacher programmes and daily teaching-learning activities in the two countries. A training of trainers on the utilisation of the toolkit will be organised in 2017 once the toolkit is finalised.

IICBA took part in the Regional Meeting on Gender Assessment in Teacher Education in Asia (30-31 May in Bangkok, Thailand) and gave a presentation on the upcoming GRP toolkit.