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Integration of Gender-Responsive Pedagogy in pre- and in-service teacher training courses in Ethiopia

Regional Meeting on Gender Assessment in Teacher Education in Asia

Bangkok, Thailand
30-31 May 2017





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Country context

- Ethiopia is a diverse country with a population of over **95 million**, more **than 90 ethnic and linguistic groups**.
- 1.1 million square km, with a population density of **86 people per** square km.
- It has a decentralized federalism structure
- Ethiopia is driven by its vision to become a **middle-income** country by 2025



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Country Planning Context

- Education Sector Development Programme started since 1997 G.C.
- Each Sector Development Programme builds on the former and adapts to the changing demands of society, of the economy and of the development and transformation goals (SDPRP, PASDEP, GTP)
- Currently, the fifth Education Sector Development Programme is on board (2015/16-2019/20)
- It Cascades from GTP-II with common objectives and targets.
- Serves as a foundation for human capital development as prioritised in GTP-II
- Each region has developed its own Regional Education Sector Plan in line with the national ESDPV



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Define the concepts of GRP and GRA

Different literature give almost related meaning for GRP and GRA. The following definition/concept support the interest of the programme.

- *Gender responsive pedagogy (GRP)* refers to teaching and learning processes which pay attention to the specific learning needs of girls and boys.
- *The Gender-Responsive Assessment (GRA)* is a tool by which program administrators, program evaluators can evaluate the gender responsiveness of programs for women and girls and obtain feedback that can be used to improve the quality of a program's services.
- Based on this, HNA Project is designed to apply appropriate, culturally sound Gender Responsive Pedagogy (GRP).

Findings of current status and needs in gender responsiveness in government bureaus in the education sector

The Major findings in the need assessment to implement GRP:

- Most of the experts working in gender units have little practical knowledge and skills regarding GRP.
- Capacity development at different level lack follow ups, tracking and tracing and feedback mechanisms and; sharing information is a problem.
- There is observable problem in easy accessing and using the WASH facilities for girls.
- Teacher educators at the universities and teacher training colleges have little or no background knowledge on integrating gender into course/subject teaching learning and gender responsive pedagogy, gender responsive planning, management and assessment.
- Both the in-service and pre service programs do not have formal courses related to the topics mentioned earlier.
- HNA project is working on GRP to reflect on the assessment findings



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Policy framework in gender responsiveness in the education sector

MoE	ESDP V (2015- 2019)	2015/16-2019/20
MoE	Gender strategy	2014/15

Gender Responsiveness in the Ethiopian Education System has been a focus attention for policy and programming. However, the inclusion of GRP in the subject is in a piece meal. For instance:

- Gender responsiveness is one of the priority areas for action in the Education training policy
- The last Four phases of the Education Sector Development Plans mentioned the gender responsiveness as one of the crosscutting issue
- The current five year sector development plan also included the importance of the inclusion of gender responsiveness in all components of the plan and as a cross cutting issue.
- At the moment there is an exercise to do “ gender Responsive Pedagogy Tool kit” supported by UNESCO-IICBA.The toolkit is supposed to strategically address future capacity development needs in the TFLs and schools



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Some Achievements regarding the Curriculum updates

Five Key courses reviewed and updated in pre-service and in-service teacher training programmes in the three HLIs:

- In Bahirdar university 1 course
- In Hawasa Teacher Training College 2 courses
- In Kotebe Metropolitan university 2 courses
- Different institutions used different procedures and steps while reviewing and updating the courses.



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A. Bahirdar university





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Bahirdar university....

In Bahirdar University the course reviewed was:

- A core course entitled “Secondary education curriculum and Instruction” for PGDT (Post Graduate Diploma in Teaching) program was selected in consultation with the department head and PGDT coordinator.
- The course selected for two reasons. First it was an ideal course where GRP and GRA can seamlessly be integrated. Second, the course is offered both in the pre-service and in-service programs so that it can help to reach a wider group of trainees.



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B. Hawasa Teacher Training College





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Hawasa Teacher Training College...

In Hawasa Teacher Training College Two courses selected:

- The two core courses entitled “Cross cutting Issues in Education” and “Child Development and Learning” offered both in in-service and pre-service teacher training programme
- The two professionals assigned to review and integrate the courses considered modules that are Gender neutral or biased or responsive by setting criteria to evaluate the responsiveness



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C. Kotebe Metropolitan university





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Kotebe Metropolitan university...

In Kotebe Metropolitan university 2 courses reviewed and updated.
These are:

- Primary School Curriculum and Instruction
- Application of learning theories in primary school
- The activity has been assigned to four instructors who have been participated in GRP training sponsored by UNESCO HNA Project in July 18-21/2016.



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The way forward

- Follow up the implementation of the reviewed courses in the college
- Evaluate the validity of those courses
- Organize a workshop with the Ministry of Education, Regional Education Offices, the three partners to show the importance of the curriculum adaptation in including the GRP
- Work with the Ministry of Education to use those reviewed courses to the rest of the Teacher Training Colleges and universities
- Work on the policy level GRP using the experiences of the colleges and schools
- Undertake continuous and need based capacity developments and dialogues both through face-to-face and through the use of various media.

Thank you

Demissew Lemma, Project Officer
Addis Ababa UNESCO Liaison Office
Email: d.lemma@unesco.org



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