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474 participants successfully complete training on action guide

Thirteen successful trainings on gender-responsive school leadership and pedagogy took place between September 2018 and June 2019. 474 (269 female) teachers, school leaders and school support committee members of 20 primary and lower secondary schools were trained on gender-responsiveness and the prevention of school-related gender-based violence. The trainings were conducted by a highly motivated team, composed of a teacher trainer from Teacher Education College in Battambang and a representative from the TIGER team.

The participants were **familiarised with the action guide and their capacity to create a gender-sensitive school was strengthened**. They discussed school-related gender-based violence, reflected on attitudes and actively thought on how to adapt their respective schools. The participants appreciated the participatory approach of the training.

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I thought gender is very simple, but now I understand it's important to be aware of gender stereotypes in classroom and society in general. I enjoyed sharing ideas during this interactive training.

Anonymous teacher participant

To measure the impact of the training, the trainers conducted a pre- and post-test. The results show there was an increase in trainees' knowledge about gender and education. At the baseline, **101 participants had a very good understanding of gender. After the training 465 participants** had a very good understanding of gender.

When the participants will be working with the Action Guide in their schools, they will receive individual coaching on-the-job to address the challenges they experience.



First gender-responsive school self-assessment done

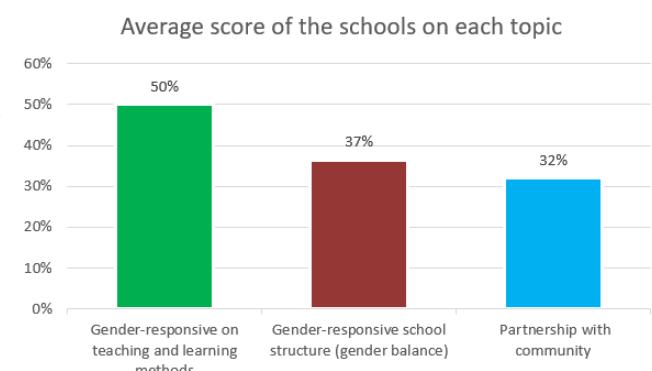
Based on the principles of the Action Guide, **Teacher Education College in Battambang, 20 schools of TIGER and 16 schools of CSOs conducted a self-assessment.** The assessment distinguishes four different levels of gender-responsiveness in school: no, low, average or high gender equality.

Two schools scored the lowest level in the self-assessment: no gender equality. The other 34 schools are scored with a low gender equality. The schools can improve in three areas: gender-responsive teaching and learning methods, gender-responsive school structure and partnership with community. The results of the assessment were shared with the schools and specific areas for improvement were highlighted.

In general, the schools received only 41% on average on the Gender Equitable Scale, which means that **most of the schools have low gender equality.**

If we look more in-depth at each topic, the average scores of the schools are 50% on gender-responsive teaching and learning methods, 37% on gender-responsive school structure (gender balance) and 32% on partnership with community.

All schools are to be supported by the project team through **continuous coaching sessions** and a refresher training on the assessment in the following months. The coaching session will stress the critically low performance areas to which special attention should be paid for improvement. In cases where the self-assessment yielded a positive outcome, the **schools can be recognised as gender-responsive schools.**



Sharing TIGER's progress with BEST members

On 27 June 2019, the **TIGER team presented the progress of the TIGER project** at Battambang Education Support Team (BEST) quarterly meeting. The participants were BEST's members in order to find a helpful cooperation and collaboration between the PoE and CSOs within the education sector. A total of 40 participants (14 female) joined this successful event.

Mr. Chhoun Chamroeun (PKO) shared how the TIGER project supports the creation of gender-responsive schools. He emphasised that all primary and lower secondary school children need protection from school-related gender-based violence, enabling their equitable participation in all spheres of life at school and at home. By discussing the achievements and the process of our project, he **inspired the BEST's members.**

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