

## **Addressing Gender and HIV and AIDS in ATTSVE: Project Summary**

### **About the Project**

The Agricultural Transformation through Stronger Vocational Education (ATTSVE) project is a six year (2014-2019) project designed to enhance the capacity of the Ethiopian Agricultural, Technical and Vocational Education Training (ATVET) system. The project aims to contribute to the national TVET strategy to train development agents (DAs) and equip graduating students with the practical and theoretical competencies prescribed in the Ethiopian Occupational Standards and that support the national priority of entrepreneurial, market-oriented agricultural production. The project is led by Dalhousie University Faculty of Agriculture in Canada, in collaboration with McGill University, Canada, the Mennonite Economic Development Associates of Canada (MEDA), and Jimma University College of Agriculture and Veterinary Medicine (JUCAVM), Ethiopia, and funded by the Department of Foreign Affairs, Trade and Development (DFATD), Canada.

Four ATVET colleges in Ethiopia (Nedjo, Woreta, Maichew, and Wolaita Soddo) were selected for focused training and investment, with the intent that they will become leaders in change, sound institutional management and innovation, while at the same time serving as models for teaching and curriculum reform and demand-driven programming for the ATVET system. Under the ATTSVE project, ATVETs are receiving customized, short-term trainings that meet the unique needs of farmers, rural youth, agri-industry and the broader rural communities. Training design and delivery has granted specific consideration to the unique needs of women as farmers and female rural youth.

### **Gender and HIV and AIDS Strategy in ATTSVE**

ATTSVE's Gender and HIV and AIDS Strategy sets out to address a number of key issues, which include:

- Enhancing ATVETs' capacity to develop and implement a HRD strategy which provides for empowerment of women through recruitment, employment, and career planning initiatives;
- Improving the teaching, learning and living conditions particularly for female instructors and female students (housing, on-campus safety, access to resources; addressing sexual harassment and reproductive health issues);
- Developing and implement gender mainstreaming in the curriculum, along with indicators for monitoring mainstreaming;
- Inclusion of gender and HIV and AIDS awareness and sensitivity components in all training programs for ATVET administration, instructors and staff.

The direct outcomes of the strategy and programming are meant to focus on (1) building institutional capacity; (2) providing instructor training and support; (3) contributing to networking and linkages.

### *Institutional Capacity*

- Enhanced capacity of ATVETs to embark upon gender planning and gender monitoring (especially through support to establishing and/or maintaining Gender Offices);
- Increased participation of women in the decision making of ATVETS through increased numbers of women in management positions of ATVETS;

- Increased number of female instructors and reduced attrition rates;
- Increased participation and representation of female students in student leadership groups;
- Increased attention to the needs of a growing female student population in relation to living conditions, the general climate of learning (particularly in relation to combating gender-based violence) and the need for increased pedagogical support to improve graduate rates and employment opportunities;
- Extra-curricular support to gender and HIV and AIDS through development/expansion of Gender and HIV and AIDS clubs

#### *Instructor Training and Programming Support*

- Enhanced capacity of instructors to mainstream gender into curriculum and pedagogy;
- Greater recognition of the role of women in post-production value-added agricultural activities and agri-business and mainstreaming of gender into applied research in the area of agri-business and value change entrepreneurship;
- Enhanced capacity of instructors to integrate HIV and AIDS into general curriculum and pedagogy;
- Enhanced capacity of instructors to address the needs of female Landless Youth particularly in relation to entrepreneurship and income generation

#### *Networks and Linkages*

- Enhanced capacity of ATVETS to engage locally, regionally and nationally in policy and practice dialogue on gender equity and transformation (across Education and Agriculture) through participation in a Community of Practice on Gender.

### **Current Work in ATTSVE on Gender and HIV and AIDS**

#### *Community of Practice*

The Gender and Leadership Community of Practice (GLCoP) was set up in 2015. The GLCoP involves the four ATVETs, as well as the collaborating institutions and was created to facilitate sharing of issues, resources, and best practices within the four ATVETs as well as outreach through the ATVET network to other ATVETs. A wordpress was set up in order to maintain and facilitate communication among the ATVETs after the training: <https://glcop.wordpress.com/>

#### *Organizational Structures*

Each ATVET has appointed a Gender Focal Person and an Associate Gender Focal Person.

#### *Training*

Gender training began in April, 2015. Participants included the vice-dean and three instructors from each ATVET. In line with the project's commitment to a participatory approach, the training highlighted ways of mainstreaming gender into the curriculum, integrating of HIV and AIDS into the curriculum, addressing sexual violence at the colleges, and strategies for gender-sensitive pedagogical practice through group activities and photovoice.

The Gender and Leadership training taking place at the University of KwaZulu-Natal, August-September, 2015 is meant to provide in depth training for one Gender Focal Person (or Associate Gender Focal Person) from each of the four ATVETS.

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