

# Cambodia

## TIGER

### Title

Teaching for Improved Gender Equality and Responsiveness (*TIGER*)

### Location

Battambang Province

### Timing

2017 - 2020

### Budget

€782,834

### Donor

Belgium and European Union

### Education sub-sector

Primary education and lower secondary education

### Focus

School-related gender-based violence; gender-responsive pedagogy; professional development of teachers (PRESET and INSET) and school leaders; equity



PROJECT CO-FUNDED BY THE EUROPEAN UNION

### Challenge

Violence against girls and women in Cambodia is still a big problem, perpetuated by traditional gender norms. Schools, homes and wider communities are enabling environments for the construction of gender identities and relations based on social inequalities. School-related gender-based violence (SRGBV) is a serious obstacle to achieving gender equality.

Education is critical in empowering and transforming the lives of young people, especially girls, yet widespread SRGBV seriously undermines the achievement of quality, inclusive and equitable education for girls and boys. Teachers and school leaders are fundamental in transforming practices, attitudes and values, including instilling in learners the understanding and practice of gender equality, non-violent behaviour and acceptance of differences. Education stakeholders are aware of this challenge, but feel insufficiently equipped to create safer environments and positive attitudes towards girls. Planned reforms in initial teacher education offer opportunities to equip future teachers with skills in gender-responsive pedagogy.

### Goal

The *TIGER* project ensures primary and lower secondary school children are protected from school-related gender-based violence, enabling their equitable participation in all spheres of life at school and at home.

### Approach

The *TIGER* project transforms the Teacher Education College and 40 schools in Battambang Province into **centres of excellence for gender-responsiveness**.

The project centres on improving **initial training and professional development of teachers and school leaders** so they have the capacity to identify the key spaces in school life where gender is important. They are provided with tools to address gender biases through changing attitudes and beliefs.

The project is built around 3 pillars:

- Development of an **Action Guide** for the gender-responsive transformation of schools into safe and learning-friendly environments
- Improved **knowledge and practice** of student teachers, inset teachers and school leaders for enabling gender-responsive environments
- Organisation of an outreach, sensitisation and communication **campaign** on the prevention and protection of girls from all forms of violence

An important aspect of the *TIGER* project is the financial and capacity development support given to **third party CSOs** that are members of the Battambang Education Support Team. Five local CSOs transform at least an additional 20 schools into gender-responsive schools on their own account.

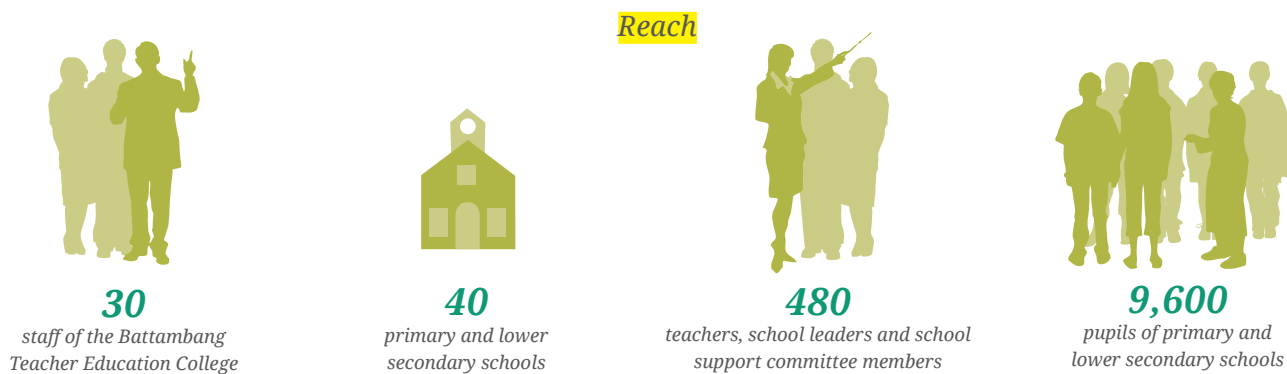
By the end of the TIGER project:

- A **Consultative Group** of representatives of the most relevant stakeholders (i.e. the partner organisations and the MoEYS), will have developed, piloted and disseminated the Action Guide.
- **Teacher trainers** of the Teacher Education College (TEC) in Battambang will have strengthened skills to train gender-responsive student teachers using the Action Guide.
- **Management staff** of the TEC will have improved support competences towards their teaching staff in implementing the Action Guide.
- **Teachers, school leaders and school support committee members** will have strengthened capacity on how to make their schools gender-responsive, safe and learning-friendly environments for all children.
- **Teachers and school leaders** will have successfully implemented the Action Guide in their teaching and general professional context, supported by modalities of coaching and peer learning.
- **Five selected CSOs** will have the capacity to transform schools into gender-responsive schools themselves, ensuring **sustainability** after the project ends.

To reach its goals, **VVOB Cambodia develops the capacity of its education partners**. VVOB uses capacity development trajectories that give partners maximal responsibility in the execution and management of their own change processes. This is done through technical assistance provided by the VVOB Cambodia team, which includes both local and international educational and change management experts.

**Partners**

- Puthi Komar Organization (PKO)
- Kampuchean Action for Primary Education (KAPE)
- Gender and Development for Cambodia (GADC)
- 5 local CSOs – members of the Battambang Education Support Team)
- Ministry of Women’s Affairs (MoWA), Provincial Office
- Ministry of Education, Youth and Sports (MoEYS), Provincial Office



**Intervention area**  
**Cambodia**

★ VVOB office