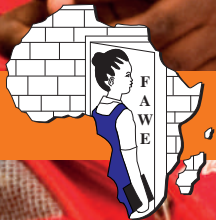




GENDER EQUALITY STRATEGY

FOR THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA

2016 -2025



FAWE

Forum for African Women Educationalists
Forum des éducatrices africaines



African Union-Union Africaine

GENDER EQUALITY STRATEGY FOR THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA 2016-2025

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Foreword

Africa's Agenda 2063 recognizes people as its most important resource; and that the key to national development lies in all nationals making effective contribution to the collective effort. Education, being the fundamental requisite for one to contribute meaningfully to such development, must therefore be guaranteed for all sections of society, including girls and women who comprise at least 50% of the African population. In articulating aspirations to guide Africa's development for the next 50 years, Agenda 2063 prioritises High Quality and Inclusive Education as a precursor to inclusive growth. However, various situational studies and analyses indicate that the majority of those most excluded from human resource development, education, science and technology, are women and girls. The 2nd Aspiration of Agenda 2063- an integrated continent for Africa's Renaissance- obligates states to end all forms of oppression and exclusion, including gender discrimination. The 3rd Aspiration on good governance, democracy, and respect for human rights, justice, and rule of law demands the enhancement of VALUES which entrench these principles. The 6th Aspiration, which defines a people-driven development, is the bedrock of all the other aspirations of Agenda 2063. Agenda 2063 demands that all the demographic constituents play their active roles in leadership and decision making, which necessitates achievement of full gender equality in all spheres of influence.

Gender equality and empowerment of girls, women, young people, men and boys remains at the centre of Agenda 2063. The Continental Education Strategy for Africa (CESA 16-25) goes further to make the principle of gender equity, equality and sensitivity as an anchor for the African Education and Training Systems. The mission of CESA 16-25 sets out to re-orient Africa's Education and Training systems to meet the values, knowledge, competencies, innovation and creativity required from Early Childhood Development through to tertiary level, especially in technical and vocational training, Science Technology Engineering and Mathematics (STEM), teaching and learning, and in education management and leadership. Girls and women must have equal access and opportunities to benefit from as well as contribute to this mission.

The African Union Commission (AUC) recognizes FAWA as a leading champion of girls' education in Africa; to work alongside the African Union's Centre for the Education of Girls and Women in Africa (AU-CIEFFA). For over 25 years, FAWA has demonstrated commitment to ensuring that Africa's greatest asset, the girls are empowered for leadership roles from a very early age so that they contribute effectively to Africa's sustainable development, whilst recognizing and ensuring that the boys are not left behind. The Gender Equality Strategy for CESA 16-25 is one such valuable initiative by FAWA, which is intended to provide detailed guidance to ALL AU Member States on mainstreaming and integrating Gender perspectives as they implement CESA 16-25. This includes recommending entry points for advancing gender equality and empowerment of girls and women and young people, for all the 12 Strategic Objectives of CESA 16-25. The Gender Equality Strategy for CESA 16-25 further recommends leadership, financing and management arrangements to ensure accountability, integrity and impact.

The AUC has demonstrated the importance it attaches to gender equality through the existence of specialized institutions such as AU/CIEFFA, which has set up a platform of partners co-chaired with FAWA. The AUC has also put in place thematic clusters for implementing CESA 16-25, bringing together all major agencies and stakeholders working in education in AFRICA. FAWA is a key partner in this stakeholders framework. The AUC recognizes and highly values FAWA's work in advancing Agenda 2063 and other continental policy frameworks, in particular the Gender Equality Strategy for CESA 16-25.

It is through the CESA implementation framework that the Gender Equality Strategy will be monitored and reported on. To that end, the AUC makes a strong appeal to ALL AU Member States and partners working in education development to utilize the Gender Equality Strategy for CESA 16-25 in implementing their programmes.

H. E. Prof. Sarah Anyang Agbor
Commissioner – HRST, African Union



Preface

The promotion of Gender Equality in education through the empowerment of girls and women, and the advancement of girls' education and inclusiveness are central to the Forum for Women Educationalists' Mandate and intrinsic to its developmental approach towards sustainable development. The Forum for African Women Educationalists' Gender Equality Strategy for CESA 16-25 is anchored in the commitment of the African Union (AU) to Gender Equality in all aspects of life; reflected in its Vision, Mission, Strategic frameworks, institutional arrangements and partnership frameworks at all levels. FAWE believes that for African member states to attain gender equality and equity in education, they need to understand the implications of each of the 12 Strategic Objectives and their respective areas as articulated in CESA 16-25. This Gender Equality strategy therefore compliments CESA 16-25 and presents an opportunity for African member states to take a strategic approach to addressing gender inequalities, the exclusion of females, in particular and vulnerable persons, in general and to integrating gender equality into and through Education, from Early Childhood Development to tertiary levels, including technical and vocational education and training. Rooted in human rights, and the Sustainable Development Goals 2030 (SDGs), particularly Goals 4 and 5 on Quality Education and Women and Girls' Empowerment respectively, the strategy provides an opportunity for improved engagement among female and male learners, partners, experts, and

donors supporting education development, young people advocating for equality, and marginalised females and males. This strategy drives towards alignment of national plans with the AU vision of inclusion in access, participation and learning.

The Objectives of this Gender Equality Strategy for CESA 16-25 are: to ensure that ALL learners- girls, boys, Adolescents, Youth, Men and Women, especially the historically excluded are assisted in achieving their full potential, with regards to access, participation and learning outcomes; and that education policy makers, planners, managers and teachers understand the implications of their interactions on the teaching and learning processes. The strategy provides guidance on how African member states may purposefully allocate resources –both human and financial in promoting gender equality and inclusion. African member states are further guided on how to purposefully create, grow and develop young women and men for the Leadership Agenda on promoting gender equality and inclusion in and through education, with special focus on advancing girls’ education in STEM; facilitating Learning in emergency situations, responding to the emerging need for Technology, Habitat and Climate Change. The Strategy further provides guidance and direction on how Education leaders and managers may best integrate Gender Equality in the agenda of creating and growing female and male leaders for African Education Systems’ Management development, and monitoring and evaluation.

The process of developing the Gender Equality Strategy for CESA 16-25 was highly participatory, from the preparation of the strategy outline through to its finalization and validation. Key partners included AU/CIEFFA, UNGEI, UNESCO IICBA, UNICEF ESARO, and Civil Society Organisations through the Gender is My Agenda Campaign (GIMAC) platform. The consultations that straddled every stage of the strategy preparation took into account the aspirations of various population groups, both state and non-state actors, thereby enhancing the gender and inclusiveness lenses. The partners’ inputs were systematically incorporated into the strategy. The initial draft strategy was reviewed and endorsed through the 29th GIMAC platform, which was attended by representatives from the AU Commission, UN, GPE, and other civil society organisations. The final draft was endorsed at the August 2017 FAWE Girls’ Education Conference attended by more than 580 people (79%:21%female/ male) in attendance. The participants included the AU Commission on Human Resources, Science and Technology (HRST); the AU Special Envoy on Women, Peace and Security, the AU Head of Education Division; Ministers of Education, Permanent Secretaries, Technical Experts, and representatives from ADEA, UN agencies, and local and international Non-governmental Organisations, as well as children and young people/youth and FAWE members and alumni from across Africa.

Ms. Hendrina Chalwe Doroba
Executive Director FAWE Africa

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List of Acronyms

ADEA	Association for the Development of Education in Africa	NCF	National Curriculum Framework
AfDB	African Development Bank	NER	Net Enrollment Ratio
ALP	Accelerated Learning Programmes	NFET	Non-Formal Education and Training
AU	African Union	NGO	Non-governmental Organization
AUC	African Union Commission	NQF	National Qualifications Framework
AU/CIEFFA	African Union Centre for Girls' and Women's Education in Africa	OAU	Organisation of African Unity
BEM	Boys Education Movement	OOSC	Out of School Children
CESA	Continental Education Strategy for Africa	RALS	Rapid Assessment of Learning Spaces
CFS	Child Friendly School	RQF	Regional Qualifications Framework
CGS	Community Girls School	SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
CPD	Continuous Professional Development	SADC	Southern African Development Community
CSO	Civil Society Organisation	SDGEA	Solemn Declaration on Gender Equality in Africa
DFID	Department for International Development (UK)	SDGs	Sustainable Development Goals
ECCD	Early Childhood Care and Development	STEM	Science Technology Engineering and Mathematics
ECD	Early Childhood Development	STISA	Science Technology and Innovation Strategy for Africa
EIE	Education in Emergencies	TVET	Technical Vocational Education and Training
EMIS	Education Management Information System	UIS	UNESCO Institute for Statistics
FAWE	Forum for African Women Educationalists	UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
GBV	Gender Based Violence	UNDP	United Nations Development Programme
GDP	Gross Domestic Product	UNECA	United Nations Economic Commission for Africa
GEM	Girls Education Movement	UNESCO	United Nations Educational, Scientific and Cultural Organisation
GER	Gross Enrollment Rate	UNGEI	United Nations Girls Education Initiative
GIS	Geographic Information System	UNICEF	United Nations Children's Fund
GPE	Global Partnership for Education	UPE	Universal Primary Education
GPI	Gender Parity Index	USAID	United States Agency for International Development
HMIS	Health Management Information System	USE	Universal Secondary Education
ICT	Information and Communication Technology	WHO	World Health Organization
IECD	Integrated Early Childhood Development		
ILO	International Labour Organisation		
LMIS	Labour Management Information System		
MDGs	Millennium Development Goals		



1. Conceptualizing Gender Equality for CESA 16-25

1.1 Introduction

The Organisation of African Unity (OAU) was established on 25 May 1963 through a charter whose main objectives were: to promote unity to better the lives of African people; to liberate Africa from colonialism and apartheid; to promote international cooperation within the United Nations framework and harmonise members' various sectorial policies. Later in 2001, the OAU was transformed into the African Union (AU) with a vision for "An integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena,"¹ supported by the mission of the African Union Commission, which is, "An efficient and value-adding institution driving

the African integration and development process in close collaboration with African Union Member States, the Regional Economic Communities and African citizens."² During the Golden Jubilee celebrations of the AU in 2013, Africa embarked on an ambitious development journey driven by Agenda 2063; a strategic framework for the socio-economic transformation of the continent over the next 50 years. Agenda 2063 brings an African development perspective to the global Sustainable Development Goals (SDG) Agenda 2030. The framework is meant to accelerate the implementation of the seven (7) aspirations for growth and sustainable development: 1) A prosperous Africa based on inclusive growth; 2) An integrated continent, politically united and

¹ African Union. The Vision and Mission of the AU. Website: <https://www.au.int>. Accessed in November 2016

² African Union. What is agenda 2063? Website: <https://www.au.int> Accessed in November 2016

based on the ideals of Pan Africanism and the vision of African Renaissance; 3) An Africa with good governance, democracy respect for human rights, justice and the rule of law; 4) A peaceful and secure Africa; an Africa with a strong cultural identity; common heritage, values and ethics; 5) An Africa where development is people driven and unleashing the potential of its men, women, youth and children; 7) Africa as a strong united and influential global player and partner.

While the aspiration of Agenda 2063 is for Africa's economic growth and social equity to be advanced through renewal and furthering of its cultural, scientific, technological and political knowhow, such economic prowess will continue evading the African continent unless both women and men become not only equal participants, but also beneficiaries of all consequential proceeds. To that end, the African Union, through various protocols such as the Solemn Declaration on Gender Equality in Africa (SDGEA) and the Durban Declaration on Mainstreaming Gender and Women's Effective Participation in the African Union, has expressed strong commitment to creating a more just and equitable regional order. A strong reaffirmation of the AU's commitment to addressing gender equality in Africa was reached in 2009 when the AU, through its Member States adopted its own gender policy and action plan, drawing its mandate from various AU documents and frameworks such as the AU Constitutive Act (Article 4L), the SDGEA, the protocol on the Rights of Women in Africa, among others. The purpose of the AU gender policy in parts reads; "establish a clear vision and make commitments to guide the gender mainstreaming and women empowerment to influence policies and practices which will accelerate achievement of gender equality... and fundamental human rights in Africa" (African Union Gender Policy, 2009, p.9)

Given that the vision, mission and strategic framework of the AU's Agenda 2063, Africa's common position on the Sustainable Development Goals 2030 confirms the significance of investing in girls, boys, youth, women and men,

efforts that will ensure that gender equality is the fabric on which sustainable development is etched are not farfetched. The AU has mandated specific Commissions, departments and directorates under the AU Commission; among them, the Education Division, the Directorate of Women, Gender and Development, the Department of Human Resources, Science and Technology,³ and the African Union International Centre for Girls' and Women's Education in Africa (AU/CIEFFA),⁴ to promote gender equality, in addition to establishing the African Trust Fund for Women to ensure funding for gender equity programmes. However, despite all the good intentions stated in policies and protocols, implementation or translation of such policies into action has remained a challenge, partly due to lack of practical guidance to Member States on how to best integrate gender or lack of technical capacity to translate such policies into action.

The post 2015 global resolution is that education holds the key to achieving most of the SDG goals. The global community, including African states, through the Incheon Declaration and Platform of Action with its targets and indicators,⁵ (world Education Forum May 2015) which focused on SDG 4: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,"⁶ made a commitment to promote inclusion and equity, gender equality, quality education and lifelong learning opportunities in education. Seizing the opportunity presented by SDG number 4, Africa is transforming its education to ensure girls and boys, youth, women and men participate and benefit equally from increased education opportunities and resources. The Continental Education Strategy for Africa 2016-2025 (CESA 16-25), is the AU's response to the call for Africa's education and training systems to fully shed off the encumbrance of its colonial legacy and embrace an education that will enable states "create" a new African citizen who will be an effective change agent for the continent's sustainable development. The CESA16-25 aims at building an efficient human resource composed of women and men who will

³ AU. African Union Commission (AUC). Website: <https://www.au.int> Accessed in November 2016

⁴ AU. The AU Centre for Girls and Women's Education in Africa (AU/CIEFFA). Website: <https://www.au.int> Accessed in November 2016

⁵ Unstats.un.org/sdgd. SDG Indicators – Revised list of global SDG indicators. Report of the Inter-Agency and Expert Group on SDG indicators. E/CN.3/2017/2. Annex 111. Accessed April 2017

⁶ Unesdoc.unesco.org/images/002456/245656e.pdf. Education 2030. Incheon Declaration and Framework for Action for the implementation of SDG 4. 2016. Accessed December 2016

be able to implement the seven (7) aspirations for growth and sustainable development of Africa, as articulated in Agenda 2063.

The AUC frameworks and protocols have provisions that expect Member States to incorporate gender equality in their strategies, plans and monitoring and evaluation frameworks. However, the AUC documents do not present much guidance and information regarding qualitative indicators, such as outcome indicators to measure change over time and particularly the impact of gender equality in education on other facets of development, as is expected by the African Union aspirations and the Agenda 2063. The AU acknowledges the role institutions like the Forum for African Women Educationalists (FAWE) has played in advancing gender equality in education. It is for this reason that the AU/CIEFFA has partnered with FAWE to develop the Gender Equality Strategy for CESA 16-25; a tool to guide African States on how best to integrate inclusion, equity, and gender equality in education. The Gender Equality Strategy for CESA 16-25 will, in addition, include an indicator framework to enable Member States measure progress towards gender equality and its benefits to development. It must be understood that gender in this strategy refers to both males and females and raises issues that have differentiated effects and implications whether intrinsically or as a result of practices or policies.

1.2 - Why the Gender Equality Strategy for CESA 16 -25?

Evidence, through the literature review demonstrates that in most instances, African development plans begin with a strong gender perspective, but this usually fizzles out when it comes to programming and implementation. To resolve this, the AU Gender policy crafted a vision that seeks to achieve an African society founded on democracy, gender equality, human rights and

dignity and also recognizes the equal status of women and men, girls and boys, with both sexes thriving together harmoniously, in a peaceful and secure environment characterized by equal partnership in decision-making in the development of the continent. Specific to education, CESA 16-25 presents a strong justification for the Gender Equality Strategy in its third pillar, which reads, “Gender equality and sensitivity throughout the education and training systems,” obligating nations to consider the gender implications of each of the 12 strategic objectives. As well, Strategic Objective 5 that talks of accelerating processes leading to gender parity and equity, includes developing relevant interventions to address constraints of access and success at all levels.

The Gender Equality Strategy is therefore a necessary tool to ensure that the CESA’s aspiration articulated in the third pillar is actualized. Given that the CESA 16-25 aims to set up a “qualitative system of education and training to provide the African continent with efficient human resources adapted to African core values and therefore capable of achieving the vision and ambitions of the African Union,” the Gender Equality Strategy will assist Member States to reorient their education and training systems to ensure as many girls and women and boys and men acquire the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels⁷ Other than the principles of engagement of CESA 16-25 defining a strong statement on the need to integrate gender equality, it also makes specific recommendations on the inclusion of African institutions such as AU/CIEFFA; civil society organizations such as FAWE and UN institutions like UNGEI to provide the necessary technical support in mainstreaming gender in planning, implementation and monitoring of the CESA 16-25.

⁷ AU.2015.Continental Education Strategy for Africa 2016-2025 (CESA16-25). Website: <https://au.int>. Accessed in November 2016





2. Strategic thrust towards Gender Equality

The ECA 2016 transitional report on MDGs to Agenda 2063/SDGs indicates that Africa has not been able to eliminate Gender disparities.⁸ The same ECA report indicates that some African countries failed to eliminate gender disparities even at primary school level, where the majority performed well. It is further noted by the UNESCO Institute for Statistics and UNICEF that in the primary school age bracket; more girls are out of school than boys. In five (5) Eastern and Southern African countries which participated in the Out of School Study, the results were that '16.5 % of girls in Ethiopia, Mozambique, Namibia, South Sudan, Tanzania and Zambia are Out of School compared to 14.6% of boys and 30.7% of girls against 28.1 % of boys at secondary school level are out of

school.' Further, in most African countries there are proportionately less girls compared to boys completing secondary education, represented in TVET, STEM and/or accessing Tertiary Education.

The SDG 4, target 4.5 obligates all countries to put in place measure to eliminate gender disparities in Education by 2030. In light of that, it is important that there be a renewed effort and targeted approach to push against discriminatory gender norms in education and to ensure that the out of school girls and boys, youth children and youth, especially females access all levels of education from ECD through Tertiary; that the girls and females in general participate effectively in literacy programmes and non-formal education and training programmes;

⁸ United Nations Economic Commission for Africa. MDG REPORT 2015: Assessing Progress in Africa toward the Millennium Development Goals- LESSONS LEARNED IN IMPLEMENTING THE MDGs; and THE MDGs to Agenda 2063/SDGs Transition Report 2016. Towards an integrated and coherent approach to sustainable development in Africa, on websites: http://www.uneca.org/sites/default/files/PublicationFiles/mdg-report-2015_eng_summary_rev2sept15.pdf; and <http://www.uneca.org/publications/mdgs-agenda-2063sdgs-transition-report-2016>. Respectively Accessed in December 2016

and, that they effectively participate, complete and achieve at the appropriate and expected levels of performance as do the boys and males in general. The importance of female-focused interventions are articulated by UNICEF, from its work on girls' education and gender equality, who have noted that; 'Girls' education is both an intrinsic right and a critical lever to reaching other development objectives,' emphasizing that, girls'/female education strategy must particularly target the girls and females with multiple disadvantages such as those with disabilities, remote rural dwellers, the urban poor, those in HIV/AIDS affected households and in child headed households; early girl child pregnancies; adolescent mothers, those in forced marriage situations, early marriages due to cultural/religious practices; the sexually abused, and those affected by Gender Based Violence in the home, on the way to and from school and in school.

To bring about systemic change and embed equity, equality and quality principles in education requires applying both upstream and downstream approaches. Given that Member States are at different levels of development, there is need for each Member State to prioritize selection of areas of focus from the menu provided below as they develop their own education plans and programmes. While a number of areas that have been successfully implemented in parts of Africa are known to have brought about positive transformation, Member States should make their selection based on need, context and available resources. It is therefore important for each Member State to utilize available lessons in the renewed focus on girls' education and inclusion to improve their own systems. Member States are especially encouraged to prioritize the inclusion of the most disadvantaged and marginalized; to close the learning gap particularly for girls with multiple disadvantages, including the economically disadvantaged, the orphans, the rural poor, those living with disabilities, the refugees, the internally displaced and those living in conflict and post conflict countries.

2.1 Towards the development of Quality Learning & Learner Friendly "Schools"

Promoting gender equality in the classroom requires providing an all-inclusive gender-sensitive environment that is conducive to learning at all levels; where the educational environment is safe, healthy and protective, endowed with trained teachers, adequate teaching and learning resources and has appropriate physical, emotional and social conditions for learning. Within such environments, girls' and boys' rights are protected and their voices heard. Learning environments must be a haven for girls and boys to learn and grow, with innate respect for their identities and varied needs. The gender friendly school in its totality must reference Human Rights Principles and Standards; promoting inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment. Where gender friendly schools operate effectively, they build partnerships between schools and the community to resolve and compensate for challenges that might make it difficult for girls and boys to enroll in school, attend regularly and succeed in their studies. At the national level, governments should encourage the development of regulatory frameworks on free enrolment, passing regulations that encourage the integration of girls and boys with disabilities into mainstream schools, allowing pregnant girls to complete their education, and mandating education/training institutions to allow girls and boys living with HIV and/or AIDS to attend school and continue learning. It must be emphasized that specific strategies focusing on girls and females do not automatically exclude boys and men and that in most cases, both sexes benefit in equal measures. However, in some Member States, the boys and males may be more disadvantaged and therefore the same targeted approach must be applied for boys and men.

2.2 Early Childhood Development: Engendering the foundation

One sure way of ensuring sustainability in integrating gender into and through education is through early learning. Early Childhood Development presents the greatest potential for a systematic way to more consciously and meaningfully influences children's social skills, basic values and attitudes, including

neutralizing gender stereotypes before they become a set of unconscious way of thinking and behaving. It is therefore important that each Member State develops gender mainstreamed policies, strategies, curricula and programmes for early childhood education, focusing on transforming the child, the parents, and the communities and on creation of safe and child-friendly spaces for early child care, education and development. Research has brought to light some of the key strategies that can work for African countries in engendering the foundations. Member States must put in place measures to adopt/adapt and scale them up according to country contexts.

The Early Childhood in Africa Newsletter of the Africa Early Childhood Care and Development Initiative confirms the importance of ECD for girls⁹. Early Childhood Development is important for both girls and boys to have a strong foundation for better brain development during the first 24 to 36 months of their life. It has been observed and noted that Early Stimulation, Gender Socialization and Social Skills are key to unlocking some of the inequalities, including gender inequalities that are currently observed in learning. Research

on ECD, analyzing links to education quality and equity later in life, concludes that ECD initiatives are particularly effective in increasing grade 1 enrollments and higher graduation rates, reducing grade repetition and dropouts, increasing the number of girls in school, and improving intrapersonal and interpersonal behavior.¹⁰ The Jamaican Study demonstrates the importance of integrating Nutrition and Early Stimulation in ECD and showed astounding results in terms of increasing cognitive development and positive long term outcomes of increasing average adult earnings.

One key message from the Lancet series on Advancing ECD; “From Science to Scale,”¹¹ is that; ‘Human brain development develops faster after conception through the ages 2 to 3 than any other time in life. This is also the time that the children respond most readily to interventions. The young children’s development depends on Nurturing Care (which is functionally defined as care which ensures health, nutrition, responsive care-giving, safety and security and early learning).

⁹ Early Childhood in Africa newsletter of the Africa Early Childhood Care and Development Initiative, Issue IV, January, 2011. Website:<http://www.ecdgroup.com/pdfs/Africa%20ECCD%20Newsletter%204%20Jan%202011.pdf>. Accessed in December 2016.

¹⁰ GTZ. November 2009. “Getting the basics right: Contribution of Early Childhood Development to Quality, Equity and Efficiency in Education.” On the website: <http://www.arneck.net/ecd-resources/getting-basics-right-contribution-early-childhood-development-quality-equity-efficiency-education/> accessed in December 2016

¹¹ Early Childhood Development: the foundation of sustainable development. www.thelancet.com published on line October 4, 2016 [http://dx.doi.org/10.1016/S0140-6736\(16\)03165-2](http://dx.doi.org/10.1016/S0140-6736(16)03165-2). Accessed in January 2017.



2.3 Education in Emergencies (EiE)

In emergencies and difficult to reach areas, the gender equality strategy must be viewed as the interface between education and protection: restoration of the dignity of girls and young women and affirmation of the intrinsic worth of boys and young men particularly during violence; provision of safe haven in schools spaces and platforms for promotion of peace building; reintegration of child soldiers; and, social mobilization and communication. Among some AU member countries, conflict, crises and in some cases natural disasters such as drought and floods have brought education to a screeching halt and deprived girls and boys; female and male adolescents and youth and men and women the opportunity to continue their schooling programmes; depriving them of their right to learn. In this regard, Member States must organize security for schools/school spaces to support “Go-to-School/Back-to-school/Stay-in-School campaigns,” and strategies to increase girls’ continued participation and gender equality in access and retention for girls, boys, adolescents, young people and men and women. These include reintegration programmes for women and men, young people and child soldiers, both girls and boys; provision of psycho-social support programmes for those affected by violence, child soldiers and young combatants, women and men; promoting peace building, protective measures and healing programmes which may vary according to context and culture; and, reconstruction of school infrastructure.

These campaigns are intensive advocacy and communication efforts aimed at mobilizing girls, boys and young people, communities, governments, NGOs, Faith-based organizations and development partners to ensure schooling continues and that the girls, boys, and female and male adolescents, young people and men and women enroll and stay in school. These initiatives are particularly important in jump-starting education particularly in fragile, conflict affected and post-conflict areas. Mobilizing communities and galvanizing resources for the Go-to-school/Back-to-school/Stay-in-school campaigns help in healing societies, putting them back on the road to recovery and normalcy and make them hopeful of a more peaceful and prosperous future.

2.4 Focus on Learning and improved performance for girls and boys

While the challenges of the African environment demand an immediate push to expand access, improved enrolment numbers will not prove sustainable without equivalent efforts to developing quality and building durable education systems that promote life-long learning for all. The global learning outcome paradigm focuses on students’ learning outcomes, improvement of assessment practices, and the refocusing of institutional missions onto student learning. With available evidence about girls’ performance, it is important to push for gender equality in all aspects of education, including quality of learning and positive learning outcomes.

It is therefore important for Member States to put in place systems that will strengthen the performance of the education system by operationalizing the global paradigm of quality learning outcomes. Whilst recognizing the importance of assessment of learning through end year/cycle examinations, the gender equality strategy deliberately focuses on Assessment for Learning as a strategy for enhancing quality. It is essentially a powerful diagnostic tool that can be used to provide information on the progress made by girls and boys; and young people; and men and women; what they know and can demonstrate; what they can create and how they may innovate as a result of the learning process. Assessment for Learning among many other things understands that better knowledge of how learners learn would lead to better teaching. However, Assessment for Learning is meaningless unless their results are used to inform the instructional and learning processes and make decisions for improving learner achievement. Member States must therefore provide support for the revitalization of gender responsive Assessment for Learning processes in order to improve learning and help shape instruction. This will involve putting in place measures for the integration of Assessment for Learning into teaching, including the development of assessment for learning/ continuous assessment guidelines and simple, learner-friendly instruments that may be used at school levels. As well:

- Aligning systems (cluster of schools, districts, etc.) to include common gender responsive assessments for learning tests developed through rigorous processes and tests which are reliable and valid;
- Creating opportunities for teachers, facilitators, inspectors, supervisors to develop gender sensitive assessment tasks and tests working collaboratively at school and other aligned systems; and,
- Regularly collect data on Learning outcomes.

Early Grade Reading has also been proven to be a key strategy for girls' and boys' future performance as it is the foundation for all the other aspects of learning, including for girls in STEM. It gives confidence to girls and boys to perform better when they know they can read they will perform better in STEM.¹² In this regard, each Member State must identify the methodology for early grade reading that works best for their respective languages.

2.5 Girls in STEM in Africa

It has been established that in most of the African Member States, girls perform worse than boys in STEM. According to UNESCO, despite the efforts made over the past 15 years in promoting STEM for girls and women, the progress has been slow and unfortunately, women and girls continued to be excluded from fully participating in science. UNESCO references some statistics which state that the probability of female students graduating with a Bachelor's degree, Master's degree and Doctor's degree in science-related fields are 18%, 8% and 2% respectively, while the probability for male students is 37%, 18% and 6%.¹³ With these statistics, African girls and women will face steep competition for business and jobs as the economy continues to become global. It is also said that Africa is set to be the home of a technology renaissance as African countries expand their infrastructure in all fields of development. In the next ten years, Africa will be impacted deeply by information and technology

changes. It is therefore imperative that the current generation of all Africans, including girls, Adolescents, and young women pursue STEM related careers and businesses. STEM education is concerned with developing adequate mathematical and scientific foundations in girls and boys and young people to competently function in the 21st century workplace. UN Women further notes that, "Technology influences the enjoyment of almost any right, almost every aspect of society, all corners of the development agenda and all dimensions of women's empowerment and gender equality. It is a source of solutions and opportunities."¹⁴

The AU is responding positively to the challenge by promoting STEM in Africa. In the 2014 Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024), the AU recognizes the need and significance of Science and Technology in the development of Africa. The strategy underscores the need for AU Member States, Regional Economic Communities and other key partners to contribute towards raising the profile of STEM and building a STEM culture amongst African citizens.¹⁵

African Member States need to deliberately and urgently promote gender socialization for STEM and un-stereotype the systems in which girls and boys play, learn and grow up. Across Africa at home, in schools, at play, in the work place and through the stories Africa tells, Africa Member States need to reflect and create an enabling environment where girls can thrive in science so that their success becomes as probable as they are capable.

- Early Childhood Development is one of the keys in encouraging girls into STEM; it is important for both girls and boys to have a strong foundation from conception for better brain development during the first 24 to 36 months of their life. It has been observed and noted that Early Stimulation, Gender Socialization and Social Skills are key to unlocking some of the inequalities, including gender inequalities that are currently

12 Breakthrough to Literacy (BTL). <https://www.changemakers.com/educationafrica/entries/breakthrough-literacy>. Accessed in November 20

13 UNESCO. International Day of Women and Girls in Science, 11 February 2017, Address to the General Assembly, NY. NY. Accessed in March 2017

14 Ms. Mlambo-Ngcuka, UN Women Executive Director, 2015 visit to South Africa where she interacted with Techno girls. The initiative is designed through mentorship, attachments and counselling to help girls make informed career choices, with an emphasis on STEM fields. Accessed in February 2017.

15 AU. 2014. Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024): Website: <https://au.int>. accessed in November 2016.

observed in learning in primary, TVET, secondary and tertiary levels of education including in STEM and even in adult life.¹⁶ Research globally¹⁷ has further demonstrated the importance of early language and early literacy (reading, Math/numeracy/Science, play, experimentation and writing) development begins in the first 3 years of life and is closely linked to a child's earliest experiences with the exploration of the environment, interaction with people, books and stories. This understanding of early literacy and STEM development complements the current research supporting the critical role of early experiences in shaping brain development.¹⁸

- Teachers' have an important role in perpetuating or changing gender norms in STEM, and this aspect must therefore be included in both the initial teacher professional training and the Continuous Professional Development.
- Increase the number of female teachers in STEM who will also serve as role models for girls to debunk the STEM gender stereo type.
- Creating a functioning national, sub-regional and Africa-wide network of STEM teachers, mentors and counselors to help young people, especially the girls to pursue their dream careers in STEM, is essential.

Rethinking science in the curriculum framework: It is important to explore ways in which the curriculum is taking any approach of how to best support the advancement of a science-based economy. The curriculum framework must ask critical questions such as, "What does the corporate world 10, 20, 50 years from now require from the current and future generation? What are the motivating factors for this requirement? How may STEM be optimally utilized in advancing creativity and innovation for 2063?" then immediately begin to work towards these solutions.

The issues that pertain to Girls in STEM are the same for girls in Technical Education and Vocational Training (TVET). CESA 16-25 notes that the female participation in TVET is low and performance for females is also low. In response to the TVET challenge, the AU has a continental strategy for Technical and Vocational Education and Training (TVET)¹⁹. It must be noted that most Member States still have more work to do in terms of developing technical and vocational skills for the 21st century: how to integrate the TVET policies and programmes into national systems and Financing of TVET.

2.6 Developing and Strengthening Partnerships for Gender Equality

2.6.1 Nurturing Transformative Leadership:

In order to sustain the integration of gender equality values into and through education, there is need for AU Member States to demonstrate strong political will, commit to implementation and build transformative leadership for now and for the future. Therefore, AU Member States should take steps to develop strategies focused on reducing gender disparities in education leadership at all levels of education to increase the participation of female students and female teachers in school leadership from primary to tertiary levels of education. Member States should therefore:

- Recognise the potential of young people to provide the current and the next generation of gender equality leaders and create opportunities for developing leadership in girls, boys, and young people for them to can lead this gender transformation in and through education;
- Take concrete measures to integrate gender equality principles in education systems, in transformative systems development and in educational leadership and management development;

16. Gertler, Paul. Jamaican study shows early childhood stimulation intervention yields later earnings benefits on: <http://news.berkeley.edu/2014/05/29/study-shows-early-childhood-stimulation-intervention-in-jamaica-yields-later-earnings-benefits/> . Accessed in December 2016

17. Early Language and Literacy development on <https://www.zerotothree.org/resources/401-early-language-and-literacy-development>. Accessed in November 2016

18. The New York Academy of Sciences. Shaping the Developing Brain: Prenatal through Early Childhood on <http://www.nyas.org/Events/Detail.aspx?cid=4757ae98-7fa3-4f07-a77d-d8693dd50a42> accessed in December 2016.

19. AU.2014. Continental Strategy for Technical and Vocational Education and Training (TVET) to foster Youth Employment in Africa. Website: <https://au.int>. Accessed in November 2016

- Strengthen the leadership role of women in gender transformation of education systems and management by Increasing numbers and improving the quality of female education managers and leaders at all levels;
- Strengthen gender equality leadership objectives through equity financing and gender, including, a mix of education, economic and social protection measures to reduce disparities; within national contexts and in unstable conflict and post conflict conditions for increased access to and participation in education management;
- Integrate gender equality principles in education curricula as well as sector policy and legal frameworks and regulations relating to management and coordination of the linkages to other sectors such as health, nutrition, water, sanitation, hygiene, justice, child protection, social welfare, social protection and security; and,
- Mainstream gender in Research, Quality Assurance, and Monitoring & Evaluation systems.

2.6.2 Strategic Partnerships for Gender Equality:

Member countries are expected to establish strategic partnerships on the lines of FAWE, UNGEI and GPE with a clear purpose, Terms of Reference (TORs) and partnership principles to strengthen coordination and information-sharing mechanisms. One guiding principle must be the meaningful participation of girls, boys, adolescents and young people in the partnership. Partnerships must have a clear purpose:

- Emphasizing clarity of government leadership and that whoever leads the development of the partnership needs to be recognized, empowered and trusted by the partners;
- Built on a shared and common vision and mutually agreed upon service principles. The partnership framework should be negotiated, reviewed frequently and signed off by members. Each partner should agree to the purpose and outcome of the partnership. This will assist the partnership in building a common purpose and shared commitment;
- Placed in a decision making mechanism to be applied accordingly with jointly agreed-to objectives, expected results, modalities of operation and understood by each partner;
- With clearly articulated and understood individual partner organizations' objectives and areas of focus which are understood by other partners;



- Be placed within a Strategic Partnering Framework;
- Have clear Terms of Reference (TORs), include the monitoring of budget execution to ensure that what is stated actually happens by applying a results monitoring and evaluation and communications framework;
- Be based on Mutual Accountability, reference Human Rights Principles and Standards, and Sustainable Development Goals (SDGs 4 and 5 and respective targets) which appear in Annex 3, for effective and gender responsive and inclusive dialogue and planning;
- Require that common goals, role/function and task definition are established by the partners; and,
- Be linked to other sectors, programmes and strategies, such as ECD, STISA, TVET, Health, Nutrition, Sanitation, Water, labour, child protection, social welfare, social protection, security and justice systems for peace building.

The partnership must ensure that gender equality is mainstreamed in the policies, legal instruments, regulations, operations of the education sector and other related strategic partners and their frameworks.

- On meaningful participation of girls, boys, adolescents and young people, there are successful young people's platforms such as Girls Education Movement (GEM) and Boys Education Movement (BEM) which have worked to deliver on the Gender Equality Results in Uganda and South Africa. Adolescent and Youth participation in a number of African countries contributed significantly to increased school enrolment at primary and secondary education levels in Uganda and South Africa.
- It is important that generations work together in an inter, intra, and trans-generational manner to achieve sustainable results.

2.7 Gender in Education Financing, Costing and Budgeting

According to the African Development Bank's Operations and Evaluation Department, some good practices exist and possible future options available

for integrating Gender Equality into Education and other sectors. However, the African Development Bank notes that there is a gap in the evaluative knowledge on the African continent²⁰. According to the AfDB, the gap is attributed to a leadership that has not consistently and persistently supported gender mainstreaming policies what is referred to as "policy evaporation". The same AfDB evaluation report noted lack of a systematized integration of gender equality with limited or poor results and weak financing and poor allocation of human resources as constraints. The report further notes challenges regarding inconsistent approaches to reporting, monitoring and evaluation of what has been learnt. It is noted that gender equality may be integrated at the design of the programmes but this fizzles out during implementation due to poor monitoring and evaluation practices which eventually lead to invisible gender results with a weak feedback loop in promoting gender equality in going forward and with future designs. This according to the report is exacerbated by a lack of gender expertise at Member State level and poor funding to finance Gender Equality in sector wide and programme support approaches. In light of this evidence, it is important that Member States utilize this and similar other evaluations to improve results reporting and learning through a systematic integration of Monitoring and Evaluation.

Member States therefore must:

- Take a two-pronged approach to Gender Responsive Budgeting by integrating gender equality in all sub-sectors and budget lines whilst at the same time allowing for a 2% of the total set aside to allow for equity and inclusion;
- Integrate Gender into the Public Expenditure/ Gender Budgeting framework and learn from each other as Africans. An example of integrating gender into public expenditure with lessons from country level is Ethiopia's framework on Gender budgeting for education²¹. For Member States, this would involve the adaptation of the results/ indicators framework to align with Agenda 2063 and with special focus

20. African Development Bank Group, Operations Evaluation Department. 2012. Synthesis Report. Mainstreaming Gender Equality: A Road to Results or a Road to Nowhere. Website: <http://www.operationsevaluation.afdb.org>. Accessed in November 2016

21. MOFED, MOE in collaboration with UNICEF, British council. n.d. Guidelines for Gender sensitive budgeting for girls' education in Ethiopia. PDF. Website: <https://www.eldis.org/go/>

on the three key strategies: 1) CESA 16-25; 2) Continental Strategy for Technical and Vocational Education and Training (TVET) to foster Youth Employment in Africa; 3) Science, Technology and Innovation Strategy for Africa 2024²⁴ which are all in support of the Member States;

- Planning for acceleration and expansion of quality provision of education for all girls, boys, adolescents, young people, men and women within a comprehensive costed framework for all levels of education from ECD through primary, TVET, secondary and tertiary levels of Education;
- Action plan towards the implementation of the recommendations of the Education Commission²⁵ regarding the financing compact focusing on Performance, Innovation, Inclusion and Financing;
- Development of costs and financing mechanisms for Gender Equality and related issues in the education sector;
- Mobilization of domestic resources for gender equality in education and earmarking resources to education and other sectors with symbiotic relationships with education such as Health and Nutrition and spending more money, earlier and smarter—more and better investment from domestic resources on ECD, UPE/USE, STEM and TVET with special funds allocated for STEM, TVET, Educational Innovations and tertiary education for girls²⁶;
- Improved and proper utilization of funding to education, ensuring that it is spent better with special focus on Learning and Inclusion of girls, persons with disabilities, the disadvantaged and the marginalized;

- Learning from other approaches and frameworks which extend beyond the Education System and touches on outcomes of education in the market place which is critical and in line with the aspirations of Agenda 2063. One such approach is The World Bank Group Strategy (FY 16-23) on Gender Equality, Poverty Reduction and Inclusive Growth²⁷ which, with reference to the SDGs, emphasizes that societies can only develop sustainably if they transformed the distribution of opportunities, resources and choices among males and females, is hailed as a good development approach. The World Bank strategic framework for Africa among its pillars has one which calls for investing in young people and the Youth to break intergenerational cycles of gender inequality. This pillar targets adolescent girls encouraging them to stay in school, encouraging them to engage in skills training and combat institutionalized gender Inequality²⁸. This World Bank Group supported Adolescent Girls' Initiative, is a public-private partnership which promotes the transition of adolescent girls from school to productive employment through innovative interventions and innovations that are piloted, tested and scaled-up if proven successful;
- Another promising strategy which extends beyond the education system is the Oxfam GB framework on Gender Justice and Women's Rights. 29 Oxfam GB framework focuses on, 1) Women's participation and transformative leadership; 2) Violence against women and girls; and, 3) Women's Economic Empowerment; and,

home&id=68941&type=Document, accessed in November 2016

22. AU.2015. Continental Education Strategy for Africa 2016 – 2025 (CESA 16-25). Website: <https://au.int>. Accessed in November 2016

23. AU. 2014. Continental Strategy for Technical and Vocational Education and Training (TVET) to foster Youth Employment in Africa. Website: <https://au.int>. Accessed in November 2016

24. AU. 2014. Science, Technology and Innovation Strategy for Africa 2024: Website: <https://au.int>. Accessed in November 2016.

25. International Commission on Financing Global Education and Gordon Brown. 17 October 2016 The Learning Generation Report and round table in NY on 18 October 2016: building the "Learning Generation." Website: <http://www.un.org/sustainabledevelopment/education>. and <https://gemreportunesco.wordpress.com>. Accessed in December 2016

26. International Commission on Financing Global Education and Gordon Brown. 17 October 2016 The Learning Generation Report and round table in NY on 18 October 2016: building the "Learning Generation." Website: <http://www.un.org/sustainabledevelopment/education>. and <https://gemreportunesco.wordpress.com>. Accessed in December 2016

27. World Bank Group 2015. World Bank Group Gender Strategy (FY16-23). Gender Equality, Poverty Reduction and Inclusive Growth. Washington, DC. Website World Bank <https://openknowledge.worldbank.org/handle/10986/23425> License: CC BY 3.0 IGO Accessed in November 2016

28. World Bank. 2014. Improving Gender Equality in Africa. BRIEF. <http://www.worldbank.org>. Accessed in November 2016

29. Oxfam. <http://policy-practice.oxfam.org.uk/our-work/gender-justice#726bb3ea-b31c-4fbe-83d7-ce1305ba3054>. Accessed in November 2016

Strengthen the African Education Observatory to be able to develop relevant tools for collecting and analyzing qualitative and quantitative data, and train Member States accordingly.

2.8 Education Management Information System (EMIS)

For the Gender Equality Strategy for CESA 16-25 to work effectively, there is need to address data and information and research issues in the education system. There is also need to strengthen the evidence base to include both quantitative, sex disaggregated and gender specific data. Currently the main tool and reporting system used by the Education Ministries of Member States is EMIS. EMIS has its strengths, but also has challenges in some of its modules. EMIS databases generally have good quantitative data but do not adequately capture qualitative aspects and nuances which are critical for Gender Equality strategies into and through education. Therefore in itself, EMIS as a data base is not sufficient for effective integration of Gender Equality. The EMIS modules do not sufficiently capture and provide the data required for an effective gender responsive and inclusive planning and management information system. EMIS data also tends to be exclusive in that most of the databases are solely focused on the schooling system and does not normally include Out-of-School girls and boys, adolescents and young people, youths and men and women. EMIS does not adequately and effectively capture non-formal education and literacy programmes and is weak on Early Childhood Development indicators. EMIS is not effective for emergency, conflict affected and post conflict settings because it does not integrate mapping of education facilities and infrastructure. Currently

and in light of digitalization, there is a move towards mobile communications in a few African countries. However, even where these exist, they are mostly at pilot stage and overall, EMIS has not leveraged current mobile communication growth in African platforms. In most cases, EMIS is not linked to a National/ Central Open Data system and therefore does not effectively link and speak to the other databases such as the Health Management Information System (HMIS) or the Water, Sanitation, Hygiene, Nutrition, Hygiene, Justice, Security, Labour Management Information Systems (LMIS) which are of direct relevance to the education of girls and boys, adolescents, young people, men and women. In light of these EMIS challenges, it is important for Member States to compliment EMIS with other tools, modules and methodologies to improve on the quality of gender responsive data and planning system. Some promising data collection tools and methodologies include:

a) Digitalization and use of mobile phones, social and other media for improved and timely data collection:

Mobile phones and the internet are becoming common all over the continent. However, the World Bank notes that there is less access for girls and women. However, this digitalization has the potential to improve data quality and provision of real time data and information for EMIS. Such developments are being observed in Rwanda, Uganda, Ethiopia, Kenya, South Africa, Namibia, Botswana and many other African countries. Digitalization also becomes a dynamic tool for improved data and information management in the hands of particularly girls, boys, adolescents and young people.



b) Rapid Assessment of Learning Spaces (RALS) and mapping

RALS mapping brings an understanding to particularly geographic and regional inequalities and other inequalities as may be defined by the Member State. RALS also brings an understanding on how to systematically address gender specific issues by bringing to light some of the environmental factors that affect girls negatively and inhibit them from attending school regularly such as distance, the terrain, safety and security to and from school; distribution and also inequalities between girls and boys in the education system. The GIS mapping of the location and quality of the learning spaces and the learning environment within the natural and human settlements and linking of both the spatial and non-spatial data clearly reveal the inequalities in national planning and development.

c) Inclusion of Gender-specific data in the Dimensions of Exclusion in the Out Of School Children (OOSC) and Young People

The framework for conceptualizing Out of School Children studies was produced by UNICEF and UNESCO Institute for Statistics (UIS) in 2010 as part of the Global Initiative on Out-of-School Children. It draws upon the idea of 'Dimensions of Exclusion'. The five (5) and seven (7) Dimensions of Exclusion provides a useful conceptualization of children and young people who are out of school.

As earlier noted, the majority of the OOSC in Africa are girls and it is therefore important that Member States conduct these analyses on OOSC towards universalization of primary and secondary education. More specifically, for integrating gender equality, it will be useful for Member States to focus on gender specific data by:

- Sharing among Member States, country-level data and evidence on girls and boys, adolescents and young people who are out of school; and, girls and boys, adolescents and young people who are in school but who are most vulnerable to dropping out;
- Improving data to identify vulnerable and marginalized groups of OOSC with a view to targeting and financing;
- Improving quality and quantity of education facilities and opportunities, to combat exclusionary cultures and practices among Member States;

- Improving incentives for inclusive education and high standards in schools and among teachers; and,
- Identifying and supporting analysis of expenditures that contribute to addressing the challenge and needs of OOSC and young people.

d) Data collection tools for inclusion of persons with disability

Article 31 of the 2006 United Nations Convention on the Rights of Persons with Disabilities encourages Member States to collect appropriate information, including statistical and research data, to enable them formulate and implement policies to give effect to the Convention. Recently the Education 2030 (Incheon Declaration) focuses on quality education and inclusion and also encourages Member States to do the same. The methodology for the rating scale relies on the International Classification of Functioning, Disability and Health (ICF), developed by the World Health Organization (WHO).

- **Measuring child functioning:** The Washington Group/UNICEF Module on Child Functioning which was finalized in 2016, covers girls and boys, adolescents and young people between 2 and 17 years of age and assesses functional difficulties in different domains including hearing, vision, communication/comprehension, learning, mobility and emotions on a rating scale. It identifies girls and boys by age and geographical location who are at greater risk experiencing limited participation in learning and other environments. The set of questions are meant for use with other surveys, such as in national household surveys and censuses, and can therefore complement EMIS data, or a module can be developed as part of EMIS.
- **Module on Inclusive Education is under development:** The Washington group /UNICEF team is currently developing another module on Inclusive Education to assess the school environment, interactions, bottlenecks and participation. The survey methodology is expected to capture attitudes of girls and boys and adolescents but with special focus on girls and boys and adolescents with disability. On the environment, the tool will capture accessibility of physical space, availability and type of toilets and

accessibility to other activities within the environment. The other part of the survey will focus on the out of school for a deeper understanding on the barriers.

It is important that Member States familiarize themselves with such developments and that the strategic partnerships on gender equality participate in the adaptation and administration of these tools at country level and incorporate the gender perspective in the tools and processes.

There is also need for Member States to strengthen their capacity to collect, analyze, understand, use and disseminate data on girls and boys and adolescents with disabilities in a manner that is accurate and comparable across different settings, countries, and populations.

e) Strengthen the African Education Observatory to be able to develop relevant tools for collecting and analyzing qualitative and quantitative data, and train Member States accordingly.

2.9 Gender in Research

It is important to conduct research to inform and strengthen the qualitative data to compliment EMIS. Such kind of research already exists within FAWE and her partners. FAWE through its FAWE Research Series³⁰ has a track record of commissioning research that informs policy formulation, interpretation and programming to strengthen the outcomes for girls' and women's education in Africa. The research places gender responsive education at the centre of socio-economic development in Africa. The Research series also brings to light the challenges faced by girls and women in learning situations from primary through tertiary institutions of learning. Volume 3 in particular raises critical issues which demonstrates the need to strengthen linkages between education and the world of work which is important for the empowerment of girls and women. Other key partners of FAWE such as DFID through its Research and Evidence Division produce evidence briefs on girls' education and gender

equality.³¹ Theory of Change is applied in the methodologies and analysis with evidence maps. The evidence points to opportunities for policy formulation and legal reforms for girls and women's empowerment through the promotion of Gender Equality into and through education as some other aspects and outcomes of education are external to schooling.

This type of research must be utilized in planning and in the integration of Gender Equality at country level and shared with EMIS and planning experts to compliment EMIS and to further improve on EMIS modules.

To improve data and information management for monitoring and evaluation, it is important for each Member State to establish a baseline with disaggregated data and gender specific data to set targets and indicators for monitoring progress and assessing impact. The establishment of a baseline for each Member State may be based on the outcome of the various analyses including the formal Education Sector Analysis. The baseline will help in setting of annual, biennial, five-year and ten-year targets, and in the preparation of the Monitoring and Evaluation plan.

30 FAWE. FAWE Research Series vol.1, 2 and 3. Strengthening gender research to improve Girls' and Women's education in Africa. Website: <https://www.fawe.org>. Accessed in November 2016

31 DFID. DFID Evidence Research and Evidence Division. 2014. Girls' Education and Gender Equality. Website: https://assets.publishing.service.gov.uk/media/57a089b540f0b652dd000380/Girls_Education_Evidence_Brief.pdf Accessed in November 2016



3. The Gender Equality Strategic Direction

3.1 The Purpose of the Strategy

The main purpose of the strategy is to support AU Member States to adhere to the guiding values and principles of the AU gender policy and create gender responsive education systems that can impact on the future gender relations by shifting the attitudes, beliefs and practices of male and female populations towards achieving gender equality and 'create' human populations that grow up respecting one another and recognizing the crucial role both can play in achieving gender equality. The Gender Equality Strategy will achieve this by:

1. Assisting African Member States to take strategic approaches to addressing gender inequalities and provide a mechanism for integrating gender into education strategies and plans towards attaining gender equality through education, in line with the AU vision.
2. Unpacking the Gender implications, relevance and importance of each of the 12 Strategic Objectives (SOs) in the CESA and thus help to better understand the positioning of gender in respective Action Areas, including how to operationalise monitoring and reporting frameworks.

3.2 Mission and Aim of the Gender Equality Strategy for CESA 16-25

Mission: To ensure that "African education systems provide equitable opportunities and resources to girls and boys, youth, women and men to enable them develop their potential and fulfill their aspirations."

Aim: To ensure that no girl, boy, young person, woman or man is denied access to education of good quality or full participation in learning inhibited on the basis of their sex.

3.3 The Objectives of the Strategy Member States are expected to:

1. Enable multi-stakeholder participation in applying the provisions of the Gender Equality Strategy to mainstream gender in national education strategies, plans and programmes;

- 2) Integrate capacity building programmes for all personnel within the implementing structures of CESA 16-25 on how to mainstream gender in their work;
- 3) Allocate adequate resources, both human and financial to promote gender equality interventions at all levels/sub-sectors of education and at ECD/ preprimary, primary, TVET, secondary, Tertiary and Informal, NFE, Training and Literacy levels; and,
- 4) Create opportunities for growing and developing new leaders to propel the gender equality agenda in education, with special focus on transforming education management and monitoring and evaluation systems.

3.4 Gender implications of the CESA 16-25 Strategic Objectives

The Gender implications of CESA 16-25, including the framework of Expected Results presented in Annex 1, provides direction to AU Member States towards the development of their own context specific plans, programmes and strategies to integrate gender considerations in the 12 Strategic Objectives and respective Action Areas, in line with the key principle of engagement recommended in CESA 16–25. While appreciating differentials in Member States’ developmental levels, resource availability, and technical capacity to mainstreaming gender in national education strategies, plans and programmes, the Gender Equality Strategy defines minimum standards that Member States should meet to ensure gender is integrated in each Strategic Objective of CESA 16-25. The key recommendations are summarized below.

SO1: Revitalize the teaching profession to ensure quality and relevance at all levels

- i) Given the critical role that education policy makers, planners, school managers, and specially teachers’ pedagogy play in promoting gender equality, and ensuring education quality and relevance at all levels, Member States shall prioritise the integration of gender into the teaching profession by taking the following actions:

- ii) Integrate gender responsive pedagogy modules into pre-service teacher training and continuous professional development curricula for all levels and in both formal and non-formal education and include performance monitoring frameworks to enhance the gender sensitivity of female and male teachers/literacy facilitators;
- iii) Introduce Affirmative Action policy, in favour of women, in student teacher recruitment and Continuous Professional Development to increase the number of female teachers/teacher educators of Science, Technology, Engineering and Mathematics (STEM);
- iv) Put in place gender sensitive national policy on teachers’ working and living conditions to ensure quality living standards, eliminate all forms gender biases in appointments and promotions, and guarantee equitable compensation and motivation;
- v) Integrate the gender dimension into national frameworks that guide the development of teaching and learning materials to ensure their relevance to both female and male teachers and female and male learners;
- vi) Create a regional compendium of Assessment of Learning Frameworks, which have successfully integrated gender in testing of core competencies, in results analysis and reporting and utilization; and,
- vii) Develop a system for identifying and rewarding dedicated and innovative teachers whose teaching approaches take into account the different circumstances of male and female learners.

SO2: Build, rehabilitate, preserve education infrastructure and develop policies that ensure permanent, healthy and conducive learning environment

- i) Unsafe and gender insensitive school infrastructure and facilities inhibit girls’ full participation in education. The Gender Equality Strategy urges AU Member States to include gender responsive infrastructure in learning and training institutions to the list of critical elements that contribute to education quality by ensuring that institutions:

- ii) Provide a national infrastructure development policy, which considers gender needs of female and male learners/trainers and provides for mapping, designing, construction, utilization and maintenance of learning and training institutions;
- iii) Integrate gender in administrative and legislative instruments to ensure the safety, maintenance and protection of school infrastructure in all circumstances
- iv) Design a school health, hygiene, sanitation and nutrition policy framework that takes into account the gender differentials in feeding, hygiene, sanitation and health needs to ensure harmonious development of the body;
- v) Provide a financing policy for books and libraries to ensure female and male learners and teachers' access gender responsive textbooks and learning and teaching materials in sufficient quantities;
- vi) Put in place legal frameworks and regulations to make education available and accessible to girls and boys from early childhood care and education, TVET and general secondary education to tertiary education; and,
- vii) Design equity programme to address female-specific and male-specific access constraints imposed by poverty, lifestyle, culture, location among others, and especially for absorption, retention, quality performance and completion of out of school children and youth.

SO 3: Harness the capacity of ICT to improve access, quality and management of education and training systems

- i) Formulate Affirmative Action policies in building ICT capacities of female and male learners and teachers to harness the potential of ICT in teaching and learning and eliminate the gender divide in ICT innovations;
- ii) Design in-service capacity building programmes for education managers and administrators on use of ICT in the planning, implementation, monitoring, strategies and programs;

- iii) Put in place frameworks to promote the development of gender responsive online content that takes into account African and local specificities;
- iv) Put in place mechanisms for scaling up existing gender responsive good practices and successful ICT-driven initiatives to enhance access and quality, including provision of sufficient quantities and modern equipment and facilities, connectivity, power and services; and,
- v) Formulate policy frameworks for flexible and functioning mobile and online education platforms that are accessible and responsive to both male and female trainees to all students regardless of their circumstances.

SO 4: Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration

- i) Establish a Gender Sensitive Assessment of Learning framework, which incorporates sex disaggregated examination reporting of learning outcomes at various stages;
- ii) Develop gender sensitive capacity building training manuals for female and male teachers in formative assessment and its utilization for the improvement and remedial of learning outcomes;
- iii) Incorporate gender provisions in the national qualification frameworks (NQFs) and regional qualification frameworks (RQFs) to facilitate the creation of multiple pathways for both female and male acquire skills and competencies as well as enable mobility across the sub-sector; and,
- iv) Gender mainstream quality assurance mechanisms and monitoring and evaluation Frameworks.

SO 5: Accelerate processes leading to gender parity and equity

- i) Develop mechanisms to scale up successful evidence-based innovations for addressing constraints of access and participation of at-risk girls and boys, out of school girls and boys and other marginalised groups, particularly in STEM, in educational innovations and in benefiting from accelerated emerging developments such as technology and climate change management;
- ii) Put in place National Investment Plans for expanded education opportunities from early childhood to tertiary and for enhancing education quality in order for girls and boys; adolescents, youth, and men and women to attain quality learning outcomes;
- iii) Develop Databases which disaggregate data by sex to track and report on progression of each sex, absolutely and in comparison to the other, from one level to another throughout the system; and,
- iv) Develop Community Partnership Strategy for mobilizing communities to become partners in ensuring that female and male learners (as appropriate) access school, making learning and training institutions safe and gender responsive, improving learning quality, supporting transitions through the education and training cycles, and onto the labour market, and achieving quality learning outcomes at all levels.

SO 6: Launch comprehensive and effective literacy campaigns across the continent to eradicate illiteracy

- i) Develop budgeted national literacy campaign strategies to increase the literacy rates of girls and women and attain gender parity in literacy;
- ii) Integrate gender in the National Curriculum Framework for teaching of languages, social sciences, math and sciences and the use of ICT in literacy programs for both female and male learners from Early Learning to tertiary;
- iii) Integrate gender provisions in the National Literacy Policy to promote girls and women's participation in reading and writing; and,

- iv) Invest in the establishment of gender sensitive national youth service corps through which students facilitate reading and promote reading communities of both females and males in homes, communities, work places and schools during school break.

SO 7: Strengthen the science and math curricula and disseminate scientific knowledge and the culture of science in the African society

- i) Mainstream gender in the Curriculum Framework for science from early stage of education and institutionalize successful extra-curricular innovations such as science parks and clubs for girls and boys;
- ii) Develop gender sensitive national programmes to improve learning outcomes for females and males in science through practical training and schemes to reward female and male innovation and innovators;
- iii) Develop implementation plans for female and male teachers' involvement in, and benefitting from incubator projects and mentorship programmes in science;
- iv) Put in place frameworks that take into account gender concerns in the promotion of scientific knowledge, indigenous scientific knowledge and culture to improve learning outcomes for female and male learners, using informal and non-formal means; and,
- v) Develop gender responsive curricula for contextualized scientific knowledge and alternative delivery modes.

SO 8: Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems

- i) Develop gender sensitive Labor Market Information Systems to identify skills and competency needs;
- ii) Develop TVET and polytechnics strategy, including quota systems, to increase the number of women entering non-traditional skills areas and provide incentives for career opportunities;

- iii) Provide a tripartite partnership policy involving tertiary and vocational training institutions and enterprises to jointly develop and implement relevant gender responsive skills development curricula and training programmes; and,
- iv) Put in place an incentives scheme for training institutions and private sectors involved in applying gender principles in promoting youth entrepreneurship, innovation and internships through incubation and research & development.

SO 9: Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness

- i) Develop gender mainstreamed National Investment Plans for Research and Innovation, which link research to the development of priority areas and enhancement of global competitiveness and provide adequate infrastructure and resources;
- ii) Develop national strategies for increasing the number of women in Centers of Excellence and enhance institutional linkages in the continent through international research and development cooperation based on continental interest and ownership;
- iii) Incorporate gender quotas in access to competitive grants and awards and other support mechanisms so as to nurture as many female as male academics and accomplished researchers; and,
- iv) Strengthen the gender sensitivity and quality of post graduate and post-doctoral education to cater for expanding tertiary education as well as meet demand for high level human capital.

SO 10: Promote peace education and conflict prevention and resolution at all levels of education and for all age groups

- i) Incorporate gender concerns in the policies and legal instruments for peace education, grounded in African values and mechanisms of conflict prevention and resolution;

- ii) Formulate gender responsive training curriculum and teaching and learning materials and train teachers, social workers, security forces, representatives of religious organizations and civil societies as peace actors and mediators;
- iii) Document ongoing innovative peace building experiences that take into account gender concerns in various African countries and networks and disseminate lessons learned; and,
- iv) Gender mainstream the initiatives and activities of the Inter-Country Quality Node on peace education which is a community of practice and a platform for policy dialogue and exchange of experiences.

SO 11: Build and enhance capacity for data collection, management, analysis, communication, and improve the management of education system as well as the statistic tool, through capacity building for data collection, management, analysis, communication, and usage

- i) Establish gender responsive regional and continental Education Management Information Systems (EMIS) and education observatories;
- ii) Produce and disseminate regular publications, such as digests and outlooks that feature girls and boys, youth and women and men and written by females and males;
- iii) Incorporate at least 30 percent women in educational think tanks; and,
- iv) Provide gender budgets to support educational research, dissemination, and communication.

SO 12: Set up a coalition of all education stakeholders to facilitate and support initiatives arising from the implementation of CESA 16-25

- i) Produce directories of education stakeholders, including gender oriented organisations, on the basis of their comparative advantages; and,
- ii) Develop analysis tools to identify and develop strategic initiatives and identify and mobilize champions to leverage priority areas of the strategy and publicize their achievements.

3.5 The Results and Indicators framework

The AUC framework expects Member States to incorporate gender equality in their Monitoring and Evaluation frameworks as a way of measuring differential effects on girls, boys, men and women. In line with this expectation, this proposed Results and Indicators framework expects member countries as a minimum to include both quantitative and qualitative data and indicators for monitoring progress, change over time and impact.

<i>Expected Results</i>	<i>Indicators</i>	<i>Means of Verification</i>
SO 1: Revitalize the teaching profession to ensure quality and relevance at all levels		
1. Gender Responsive Pedagogy in teacher training; CPD; NFTE and Literacy Programmes;	Results Based Financing include Equity dimensions; Gender Responsive budget for teacher education, NFTE and Literacy; GRP, Gender responsive training, curricula & materials	Education budget and detailed budget lines within subsectors; Integrated Financial Management Information System (IFMIS); teacher training materials
2. Professional Development Programmes exclusively for female teachers of STEM	Increased proportion of female teachers against total trained and upgraded and deployed in STEM; Increased Ratio of female learners in STEM	EMIS data; gender specific data and FAWWE Research reports
3. Framework for Quality Gender Responsive living standards and equitable compensation for both female and male teachers and other vulnerable groups	Teacher Quality & Status; Salary scales for female and male teachers & living conditions commensurate and linked with other Gender equity indices	Salary Scales and conditions of service for female and male teachers in context
4. Sufficient quantities of gender sensitive, relevant, quality teaching and learning materials available and accessible to male and female teachers and to female and male learners	Ratio of Teacher to teaching materials per level; Ratio of Learner to teaching/learning material by level/sub-sector	Teaching and Learning materials Review reports; EMIS data
5. A Gender Responsive data bank for Assessment for Learning and Assessment of Learning in core competencies. and which apply Gender in testing, in results, reporting and utilization	Improved Learning outcomes/performance on test scores for female learners against total	Assessment for Learning and Examinations/test Data Bank; SACMEQ reports; EGRA, EGMA reports
6. A gender Responsive, inclusive and objective criteria and system for identifying dedicated and innovative female and male teachers in place	Increased proportion of female teacher innovators	Annual Publications/Reports; EMIS data; Research Reports

<i>Expected Results</i>	<i>Indicators</i>	<i>Means of Verification</i>
SO 2: Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education		
1. A gender Responsive infrastructure investment plan and budgets for environmentally and Gender specific designed materials used for School Construction	Gender responsive budgeting in infrastructure development; Gender responsive Learning Spaces provided in the norms, standard design and regulations; dimensions of exclusion for OOSC; measures of child functioning and inclusive education.	Education budget as % of total public budget & national infrastructure budget; IFMIS, EMIS & RALS data; OOSC study reports; child functioning and inclusive education reports
2. Gender responsive school safety and maintenance Legislative and policy framework available and accessible	Gender Sensitive application of school safety regulations at school/site level; Learner environment as per standard CFS checklist; Ratio of female teacher/female learners to safe Learning Spaces	Reports on Gender Assessment of School Design and physical environment; child functioning and inclusive education
3. Gender mainstreamed in Financing and budgeting frameworks for ECD, Primary, TVET, General Secondary and Tertiary education	Results Based financing includes equity dimensions; Gender Responsive Budget for the Investment plan for the Education-Training continuum system; GER; NER; GPI for all sub-sectors	National and Education Investment plans and Budgets; IFMIS; EMIS data;
4. Gender responsive Out of School strategic plans based on evidence in place and being implemented	Improved reporting and targeting of OOSC; GER, NER and GPI for OOSC pool; Number of females and males enrolled by age geographic location; lowest wealth quintile of the OOSC and youth pool annually; reduction rates; repetition rates ; exclusion rates	EMIS data; RALS data; OOSC study reports; FAWA Research reports; child functioning and inclusive education reports
5. Gender Responsive Rapid Assessment of Learning Spaces Utilized for educational planning , management and decision making	Improved inclusive and gender disaggregated data reporting for underserved, fragile locations and disadvantaged communities	EMIS data, RALS mapping; national GIS mapping data base; digitalization for EMIS

<i>Expected Results</i>	<i>Indicators</i>	<i>Means of Verification</i>
SO 3: Harness the capacity of ICT to improve access, quality and management of education and training systems		
1. Affirmative Action policies and regulations for building ICT capacities of female, male teachers and male and female learners in place	Gender responsive policies, regulations for ICT; Proportion of female teachers and female learners applying technology in teaching and learning; GPI for ICT	Technology and Learning Reports; Web based Reports; Reports on Gender Assessment for Technology and Learning
2. Existing gender responsive successful ICT driven initiative to enhance learning Scaled up	National and Regional ICT programmes for girls and young women in place	Gender Specific reports on Technology and Learning
3. Sufficient quantities and quality equipment, facilities, connectivity power and services are accessible and appropriate to girls, boys, youth, men and women	Gender Responsive national policy on telecommunication and Learning; Level of development for females/males towards use of mobile technology and digitalization for Technology and Learning	Gender Assessment Reports for Technology and Learning; Web based platforms; FAWE Research Reports
4. Flexible and functioning mobile and online education platforms are accessible and responsive to both female and male trainees	Competency levels for young women and girls against total in Technology and Learning	Learning Assessment data base; EMIS data; Web based platforms; Reports on Gender Assessment for Technology and Learning
SO 4: Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration		
1. Evidence based, flexible and accelerated modalities of learning established for all levels within a gender responsive and inclusive multiple pathway framework	Contribution of ALPs; CGS to GER, NER and GPI.	EMIS data; FAWE Research Reports
2. A Gender responsive NQF, NCF and RQF for multiple pathways available, accessible, and reported on by each member state and Regional Community	Valid, functioning Research and Evaluation/ evidence based Gender Responsive NQFs and RQFs	NQFs; RQFs; EMIS data; FAWE Research Reports
3. Gender responsive costed frameworks for quality assurance, Monitoring and Evaluation; financing and budgeting available, their implementation reported on for accountability	Increased Gender budget for Monitoring & Evaluation; Increased Human resources for M&E and integration of Gender Equality; Improved Learning Outcomes for female learners against total	Financing and costing studies; Budget tracking studies; CSO data National and Education budgets by Equity; EMIS data; Learning Assessment data base; Examinations data base;

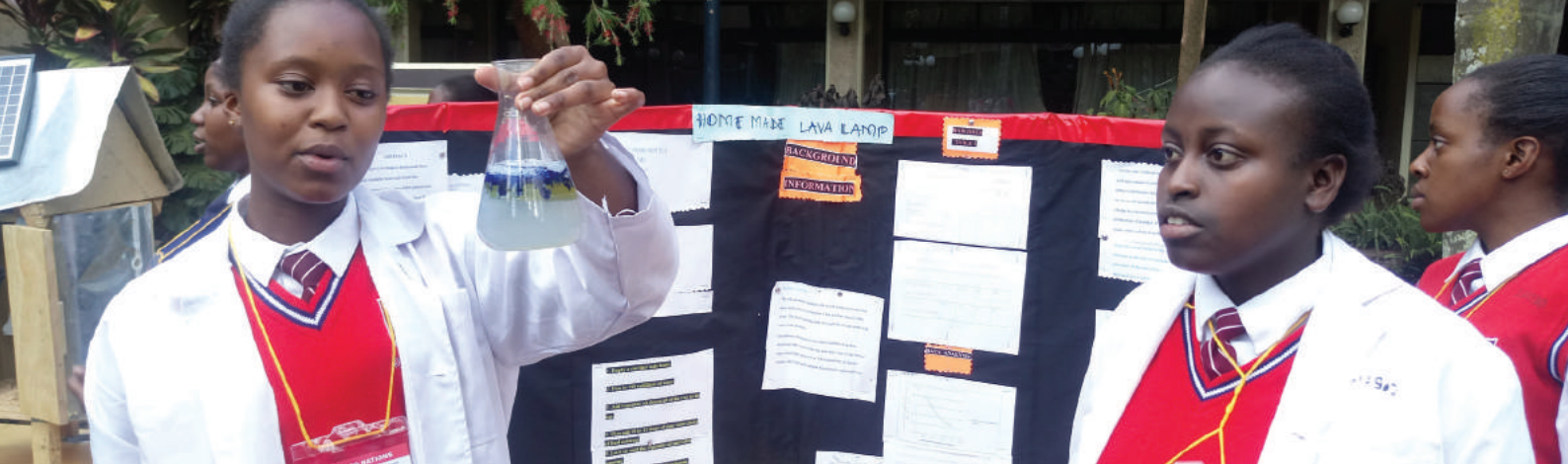
<i>Expected Results</i>	<i>Indicators</i>	<i>Means of Verification</i>
4. Gender sensitive capacity building programmes and training for male and female educators conducted, reported on and evaluated.	GER, NER, GPI; child functioning levels and inclusive education for disability; Competency levels for girls and young women against total attributed to the Gender Capacity building programme	Training manuals; Evaluation Reports
SO 5: Accelerate processes leading to gender parity and equity		
1. A Gender responsive Social mobilization and communication strategy targeting OOSC and girls and boys (where applicable)	GER,NER, GPI from the OOSC pool and disadvantaged girls	EMIS data; RALS data; OOSC study reports; FAWE Research Reports;
2. A gender responsive strategic plan to address access, retention and learning	GER, NER, GPI form disadvantaged girls pool	EMIS data; RALS data; Gender specific research reports
SO 6: Launch comprehensive and effective literacy campaigns across the continent to eradicate illiteracy		
1. A Gender responsive National Curriculum framework to advance Literacy available, accessible and being reported on	Increased Public expenditure on Literacy Programmes from at least 10% of Education budget to NFTE; Results Based Financing includes Equity dimension; Improved Literacy levels for over age girls, young women, women against total by geographic location and wealth quintile; GPI for literacy	Education and national budgets; Budget tracking studies; IFMIS, Literacy budgets across sectors; EMIS data; RALS data and Literacy Reports, EGRA,EGMA, SACMEQ reports
2. Languages, Social Sciences, Maths, Science, Art and ICT are Learning Areas in the National curriculum Framework and assessed in a gender sensitive assessment for Learning, and assessment of learning frameworks	Gender responsive curriculum framework and pedagogy; Language Proficiency levels; Literacy levels/rates for females—Reading, Writing, Numeracy and Other Literacies such as Art and ICT	NCF to advance literacy, Learning Assessment data base, Facilitators guides, SACMEQ, EGRA, EGMA, Literacy, Art and ICT Reports
3. Age appropriate and gender sensitive African language reading materials available and accessible	Quantities and quality of Gender Responsive Reading materials; Availability of Libraries and reading corners	NCF, Language Programme, detailed Literacy Budgets by Equity, Literacy Reports
4. Gender sensitive national youth service corps established to support reading communities	Gender Budget for Youth Corps; Results based Financing includes equity dimension; Functioning volunteer for facilitators; GPI; National volunteer plan and programme	National & Education budgets; IFMIS; National volunteer plan and reports

<i>Expected Results</i>	<i>Indicators</i>	<i>Means of Verification</i>
SO 7: Strengthen the science and math curricula and disseminate scientific knowledge and the culture of science in the African society		
1. Evidence-based and documented innovations in Early Science and Math; in Parenting; Play to develop early maths and science culture; Early maths and science Readiness; Screen time for digital literacy; and Social Skills and gender socialization mainstreamed and reported on	Number of documented and scaled up innovations; Scale up strategy; Competency levels for girls and boys, adolescents, youth; Adults (M/F) in STEM	Reports on gender responsive innovations, good practices and scaling up; The scale up strategy; EMIS data, Learning Assessment Reports
2. National/Regional/Continental mentorship programmes set up to promote girls'/women's empowerment in STEM participation and also to put them in innovation pathways	Number of documented female mentorship programmes in STEM placed in innovation pathways	Reports on programmes placed in innovation pathways
3. Costed and resourced strategies/programmes to develop and continuously feed-in a continental data base on indigenous scientific knowledge and culture which will also feature gender specific indigenous knowledge	Costed and Financed gender specific indigenous knowledge feeding into the continental database on Scientific knowledge and culture	Costed strategy, budget for gender specific indigenous knowledge; Gender Specific report on indigenous knowledge
4. Gender Responsive Research programmes promoting indigenous knowledge developed	Gender Responsive Research plan	Research Reports
SO 8: Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems		
1. A gender sensitive national LMIS established	Gender disaggregated data, GPI, gender specific data and inclusive LMIS	LMIS, TVET & Polytechnic data base, EMIS data, UIS, ILO data base, Gender specific data and reports
2. Public Private Partnerships established for the expansion and development of a gender Sensitive TVET sub-sector	NQF, NCF, RQF for the TVET sub-sector	Gender Assessment Reports on NQF, RQF, and NCF.
3. Investment plan and monitoring of learning outcomes and opportunities for girls and young women established and monitored	Increased Budget allocation and Human Resources for a gender sensitive TVET sub-sector;	National, Education and TVET sub-sector budgets, IFMIS and detailed budgets by Equity

<i>Expected Results</i>	<i>Indicators</i>	<i>Means of Verification</i>
4. Improved Gender responsive TVET plans meeting modern (21st century) and forward looking quality standards with gender specific indicators and sex-disaggregated data	Gender Sensitive and Gender Responsive TVET plans	TVET plans and Programmes, NCF,NQF, RQF
SO 9: Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness		
1.Investment plans for Gender mainstreamed Research and Innovations; and Gender Responsive budgeting in Research	Gender Sensitive and Gender Responsive Research and Innovations	Research Reports
2. Integration of Gender Equality in centres of excellence as a major criterion measure of excellence	Assessment and Evaluation for Gender Equality in centres of excellence	Assessment and Evaluation Reports
3. A vibrant Gender Responsive African Network on Research and Development on Gender Equality into and through Education	Gender responsive budgets for quality Research and Reviews on Gender Equality into and through Education by young African females	Research budgets, Reports, Reviews, evidence based advocacy materials
SO 10: Promote peace education and conflict prevention and resolution at all levels of education and for all age groups		
1.Gender concerns incorporated in peace building policies and legal instruments	Peace building policies and legal instruments meeting Gender Quality standards	National policy and legal frameworks and plans
2.Gender responsive training programme and gender sensitive teaching and learning materials available, being utilized and reported on	Gender Assessment and Evaluation Reports on programmes, teaching and learning materials and pedagogy	Assessment and Evaluation Reports
3.Gender Responsive Node of Peace education modelled at national/Regional community level, experience documented and scaled up	Evidence based documentation of modelling and scale up of innovations on peace building across sectors	Peace building initiatives reports, Scaling up strategies and reports

<i>Expected Results</i>	<i>Indicators</i>	<i>Means of Verification</i>
SO 11: Build and enhance capacity for data collection, management, analysis, communication, and improve the management of education system as well as the statistic tool, through capacity building for data collection, management, analysis, communication, and usage		
1. Gender Responsive and Inclusive Education Management Systems and Observatories functioning in every member state	Gender disaggregated, efficient and effective management information systems; Gender in Research and Qualitative data, RALS GIS mapping; measuring child functioning and inclusive education to enhance EMIS; EMIS linked to National open data system	Enhanced EMIS data, Education Observatories
2. At least 30% of women participate in identified Educational think tanks	GPI of identified Educational think tanks	Research and Evaluation Reports, Publications
3. Improved regular gender sensitive publications disseminated and utilized for action	Timely dissemination, and utilization	Publications, Reports on utilization
SO 12: Set up a coalition of all education stakeholders to facilitate and support initiatives arising from the implementation of CESA 16-25		
1. Directories of education stakeholders, including gender oriented organizations produced, disseminated and utilized for partnership building	Directory of Quality Learning & Gender oriented organizations	The directory on Quality & Gender oriented organizations
2. Analytical tools and champions identified to initiate and develop a partnership Agenda towards the implementation of Gender Equality for CESA 16-25	Existence of an "UNGEI/FAWE" type chapter, partnering framework towards the implementation of CESA 16-25	Country specific Gender Equality strategy, work plans and Reports





4. Engendered education sector development

4.1 Transforming Education Processes and Systems

Gender Equality needs to be integrated in the full cycle/process of the sector development planning. Sectors with strong symbiotic relationships with education such as health and nutrition, water, sanitation, hygiene, justice, security, labour, social services/development, economic planning and finance must be encouraged to incorporate principles and integrate Gender Equality in their respective programmes.

Most member countries carry out sector development process which includes; a) : Sector analysis b) Plan development c) Plan appraisal and endorsement d) Implementation e) Monitoring and Evaluation. The strategic partnership established in section 2.6.2 of this strategy will have to play a strategic role in

this process. The partnership on Gender Equality, Review and implementation of the January 2017 GPE/UNGEI/UNICEF guidance for developing gender responsive plans³²;

32.GPE, UNGEI, UNICEF. Guidance for Developing Gender Responsive Education Sector Plans.

- Must be familiar with the Sector Development process and the timelines for the various internal processes;
- Should endeavor to secure a seat at the table and also participate in the working sub-groups of the Local Education Working group where they exist;
- Wherever possible, must participate in the other Sectoral Working Groups to ensure strong positive linkages between Education and other relevant sectors;
- Must be familiar with the latest guidelines on the internal processes;
- Must realize that the modified and shortened forms of Sector Development processes are also conducted for Emergency, Conflict and Post Conflict settings; and,

http://www.ungei.org/resources/files/GPE_Guidance_for_Gender-Responsive_ESPs_Final.pdf. January 2017. Accessed June 2017.

- Must be familiar with other relevant tools such as the 2016 UNGEI-GPE Gender Responsive Education Sector Planning Guidance.

The partnership on Gender Equality,

- Should provide research findings, such as those conducted by FAWE and analyses as captured for and during the government sector analysis process, and share good practices and tested innovations which are ready for scale up at national level;
- Must add value to the processes through participation in other on-going processes such as monitoring, assessments, risk analyses and in measuring results and assessing the impact of programmes on girls, boys, adolescents, young people; men and women;
- Should actively participate in the drafting of the actual products/outcomes of the Sector development process;
- Should participate in Monitoring and Evaluation (M&E), in tracking progress and capturing other perspectives for accountability purposes;
- Should develop Gender Assessment Tools, which will be easily accessible and incorporated in the tools used by the Ministries of Education in the Sector Development Process; and,
- Must ensure that every report on the process includes a component on Gender Assessment and that this is used as a criteria for endorsement and approval.

Finally, the partnership can also participate during the endorsement and approval stages.

4.2 Gender in Educational Innovations

Educational Innovation demands the rethinking of how and where learning happens or occurs for girls, boys, young people, men and women. Research at Massachusetts Institute of Technology (MIT) has demonstrated that Innovation and creativity thrive where STEM meets Art. This is because Innovation in STEM is always linked to human experience and human experiences occur

whilst engaging with the arts. It is also known that to expand the horizon of possibilities, superior innovation comes from the divergent such as artists and designers; and the convergent such as science and engineering placed together.³³ In these thinking spaces, there is need for Member States to:

- Foster innovation across the education systems by creating an environment where innovation can take place and when innovation takes place, this must be scaled up;
- Identify Research topics in key areas where innovation must be prioritised for future success;
- Identify how teaching and non-teaching staff in the education system may be trained and professionalized cost-effectively without largely disrupting work;
- Develop practical strategies on how to fully harness technology through investment in digital infrastructure which requires a multi-sectorial approach, and Rwanda may provide lessons for other African countries;
- Develop the ICT skills and share best practices within the education sector in order to maximize the impact of digital innovation on teaching and learning;
- Identify ways in which non-state actors, girls and boys and young people may expand their roles and better contribute in the design of education as creative young minds, business, civil society, creators of employment, and most importantly improve state/non-state strategic partnerships for innovations in education;
- Make the Teaching Profession more professional and sustainable;
- Use Education Technology to advance personalized education and to accelerate learning;
- Create space for both teachers and learners, particularly girls and young women to become creators of information, best practices and educational resources that can be shared among Africans and even with the world at large;
- Effective projects such as Technogirls³⁴ must be scaled up to the whole

33. John Maeda: Innovation is born when art meets Science, in the Guardian, by Tom Lamont on Sunday 14 November 2010 00:05 GTM Accessed in November 2016.

34. Center for Education Innovations. 2015. Results for Development Institute

continent. A similar programme in Kenya will soon expand to other African countries through Samsung Electronic Academy whose primary focus is to address the critical shortage of technical engineering skills in Africa; and,

- Teaching and learning must change because educational innovations should not only help the girls and boys, Adolescents and young people to develop skills for own businesses and careers, but must make the young people captains of their future, creators of a better world/providers of solutions. Tests and Examinations should not ask for what the student knows but must move more towards design challenges with real life implications for Africa by 2063!

4.3 Gender in Emerging Issues such as Technology and Climate Change

Access to digital technology: According to a World Bank report, access to digital technologies in particular can make educational opportunities and working arrangements more flexible; can connect people to available opportunities in business, knowledge and to work; it can enhance e-commerce and e-trade for entrepreneurs. It can also enhance the accumulation of productive assets through mobile banking. However, in Africa, women and girls have less access to digital technology than boys and men. The 2016 World Bank Report on Gender Equality notes that women in Africa are 50 percent less likely to use internet than men.



The 2016 World Bank Report on Gender Equality notes that women in Africa are 50 percent less likely to use internet than men.

This lack of access to internet is a barrier to girls and women's empowerment and development. To tap the potential of technology will require thinking differently by Member States. It will be important for Member States to invest in:

- Rethink schooling how and where learning takes place in the technological era for 2050 economies in Africa. This will require developing learning models and personalized learning pathways and include education entrepreneurs in the development of these innovative education models;
- An enabling environment to promote innovation for girls and young women and revise regulations and other school requirements linked to time on task, teacher/pupil ratio; class design and class size;
- Creating and developing a mindset of creative confidence for girls and boys and young people for technology in education. One way of boosting the confidence of girls in technology is ensuring that girls are linked to successful female mentors in industry. The same applies to boys and youth in general. It is also important to encourage both girls and boys to work cooperatively and consultatively in generating solutions even as they work towards individual aspirations;
- Consulting the users of technology, particularly young people, on what their needs are and where they see their respective countries and the African continent going in technology-assisted learning;
- Preparing girls and boys and young people for the world of work and in creating jobs;
- Identifying ways of how to effectively use technology for inclusion of the girls, persons with disabilities, the disadvantaged and the marginalized. It must be noted that even before the target groups use technology, they need to first be knowledgeable on what technologies exists, how they may access it and eventually use it for their self-empowerment; and,
- Mentorship programmes which link the available industry players and professionals with the potential ones.

The Environment and Climate Change: Between 2012 and 2015, FAWE conducted reviews on TVET policies for gender and climate change issues in Zimbabwe, South Sudan and Burkina Faso which revealed that Climate Change is an issue and a challenge that affects girls and women differently from the way it affect boys and men.³⁵ There is need therefore for Member States to explore challenges presented by Climate change in their respective localities and identify opportunities to build climate-resilient and multiple level strategies that will bring together actors in Gender, Climate Change and in Education. These strategies must be at national, sub-national, and local school/community levels to ensure that girls and young women continue to access schooling, are retained and they learn even under these conditions.

The competencies defined for Environmental Education as a Learning Area must be reviewed in light of recurring drought like is being experienced cyclically in the Horn of Africa in the last quarter of 2016 and the first quarter of 2017 and cyclical floods in Mozambique and other parts of Africa. Lessons learnt in the section of this strategy referencing Education in Emergency, Building Resilience and Disaster Risk Management should apply to these emerging issues.

5. Reporting on and Evaluating the Gender Equality Strategy

As this Gender Equality Strategy is for CESA 16-25, as such the progress towards achieving the results will be measured against the 12 Strategic Objectives and respective Action Areas of CESA 16-25. It is therefore recommended that the Strategy be reported through the relevant thematic clusters and technical committees of the AU on Human Resources/Education, Science and

35. FAWE. 2015. Analysis of Zimbabwe TVET (Technical and Vocational Education and Training) Policies for Gender and Climate Change Issues. Final Report; Review of Burkina Faso's Technical and Vocational Education and Training (TVET) Policies for Gender and Climate Change Considerations. Final Review Report; and Analysis of South Sudan's Technical and Vocational Education and Training (TVET) Policies for Gender and Climate Change Considerations. Final Review Report.

Technology; and the Technical committees on Gender/AU/CIEFFA and Youth. Secondly, FAWE being a Civil Society, the progress on the implementation of this Gender Equality Strategy must also be reported through the relevant GIMAC and Young People/Youth processes and meetings.

FAWE, AU/CIEFFA and the AU Education Division of the Human Resources, Science and Technology Commission will conduct an independent evaluation of the implementation of the gender equality strategy for CESA16-25 upon its completion.

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