



2014-16 PARTICIPATION PROGRAM REPORT

ICET, FAWE and ADEA COLLOABORATION TO
ADDRESS THE GENDER GAP IN BASIC EDUCATION

ABSTRACT

The ICET, FAWE, ADEA collaboration shares the vision of the agenda 2030, which identifies extreme poverty as the greatest global challenge and an indispensable requirement for sustainable development. We understand and believe that access to quality teachers and quality education will challenge intergenerational cycles of poverty in the least developed countries and small island developing states of Africa.

Professor James OMeara
ICET President



FAWE

Forum for African Women Educationalists
Forum des éducatrices africaines



ICET



Association for the
Development of
Education in
Africa

Contents

- Executive Summary..... 2
- Key Partners 2
 - Forum for African Women Educationalists..... 2
 - The International Council on Education for Teaching (ICET) 3
 - The ADEA Working Group on the Teaching Profession (WGTP)..... 4
- Workshop Rationale..... 4
- Workshop Scope 5
- Objectives of the Workshop 7
- Outcomes of the Workshop..... 7
- Draft Workshop Programme..... 7
- Approved Budget -UNESCO MSC Workshop -NAIROBI..... 8
- Budget Summary -UNESCO MSC Workshop -NAIROBI 8

Executive Summary

Through the support of the participation program the International Council on Education for Teaching (ICET) has delivered three successful workshop series in Africa. On each occasion the themes of the workshops have addressed the UNESCO priorities of Education and Gender Equality. Over the last decade of engagement with Africa, ICET has formed and sustained partnership with key groups working in the field of Gender Equality partnerships including FAWE and ADEA. In 2016, in alignment with the principles of *Ownership, Inclusive Partnerships, Capacity Development, and Delivering Results* as outlined in the Accra Agenda for Action¹, ICET adopted a technology enhanced approach to implementation involving video conferencing and emailing to avoid the need on funds being spent of travel for foreign delegates and allow 100% of \$15, 000 to be spent promoting participation from six African countries² and other key education stakeholders from Kenya, Burundi and 3 representatives from the different ADEA offices. An additional benefits of revising the approach include the expansion of the budget by \$6000 via a separate line of FAWE funding for workshop awards as well as additional funding from ADEA to support the participation of their delegates.

The implementation of the project, initially planned for March in Abuja, suffered from the two external challenges of the Ebola virus and security concerns within the West African region. To address these concerns ICET worked with FAWE to plan the relocation of the workshop to Kenya. This move created: a more balanced representation of countries from East and West Africa; expanded the project reach to Pan-African policy level advocacy via the involvement of ADEA; and created the possibility to adopt a long-term approach to promoting the themes of Ownership, Inclusive Partnerships, Capacity Development and Delivering results via ICET participation grants. The unexpected relocation of venues delayed implementation by 8 weeks from March to May. Consequently, the remainder of the report will provide a detailed implementation plan of the Workshop. In accordance with 37C/ Resolution 72, the required evaluation report will be completed. We expect the document to be completed and forwarded to UNESCO Paris within 10 days of the completion the workshop.

Key Partners

Forum for African Women Educationalists

The Forum for African Women Educationalists (FAWE) is a pan-African non-governmental organization working in 34 African countries and headquartered in Nairobi, Kenya. FAWE's mission is to promote

¹ <http://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm>

² Zimbabwe, Zambia, Uganda, Sierra Leone, Mali and Senegal

gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls' education. FAWE envisions a world in which gender disparities in education are eliminated and all African girls access education, perform well and complete their studies.

FAWE's work in the education sector includes the development of gender-responsive educational approaches and demonstrative interventions in order to transform school environments and make them more conducive to learning for children, especially girls. Through its national chapters which are the implementing arm of the organization, FAWE uses gender-responsive educational best practices to influence policy change and encourage the adoption of FAWE models by Ministries of education and other stakeholders in the sector. The focus on capacity development and the individual, organizational and country level has resulted in notable increases in girls' enrolment, retention, performance and completion rates in most of the countries where FAWE has a presence and also increased capacities of teachers in gender responsive teaching and learning methodologies.

The International Council on Education for Teaching (ICET)

As a member of the Teacher Taskforce for Education2030 ICET considers "Implementing the Teacher Target in the Sustainable Development Goal for education and Education 2030" a high priority. The advocacy work of ICET focuses on the right of all learners - rich or poor, young or adult, male or female, rural or urban, whatever their specific learning needs - to have access to well trained, professional qualified, motivated and supported teachers by 2030. Given the high percentage of female teachers in Africa we believe the most effective approach to reducing the gap between the teachers we have and the teachers we need is to create classrooms where young girls are encouraged to stay in school and inspired to become the teachers for the children of the 2030 era.

The ICET, FAWE, ADEA collaboration reflects a shared belief that quality education is essential for improving people's lives and sustainable development. Though major progress has been made towards increasing access to education at all levels (primary, secondary and tertiary) and increasing enrolment rates in schools particularly for women and girls; ICET, FAWE and ADEA believe much more needs to be done as we shift focus to implementing the Sustainable Development Goals (SDGs).

Globally SDG 4 articulates that, 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women worse still, in the SSA though enrolment in primary education in developing countries has reached 91%, 57 million children remain out of school. The six (6) countries targeted with this intervention not only show disparity in the enrollment at the secondary levels but also in their gender composition. Kenya is considered to be having the highest enrollment rate at 67% while Uganda is the

lowest at 27%. All the countries targeted have disparity towards female education since none has Gross enrolment ratio, secondary, gender parity index (GPI) equivalent to one (1) (World Bank, 2015).

The ICET, FAWE, ADEA collaboration shares the vision of the agenda 2030, which identifies extreme poverty as the greatest global challenge and an indispensable requirement for sustainable development. We understand and believe that access to quality teachers and quality education will challenge intergenerational cycles of poverty in the least developed countries and small island developing states of Africa. Bolder efforts therefore are needed to make greater strides for achieving the target of substantially increase the supply of qualified teachers , including through international cooperation for teacher training in developing countries, especially least developed countries by 2030.

The ADEA Working Group on the Teaching Profession (WGTP)

The ADEA Working Group on the Teaching Profession (WGTP) seeks to improve the quality of basic education in Africa by working with African ministries of education, teachers and education personnel, teachers' professional organizations, teacher training and research institutions, NGOs, and the private sector to create an enabling teacher education management and support system and an improved teaching and learning environment for all teachers and pupils. Their work involves supporting the professional development of the teaching force, reinforcing teacher support delivery mechanisms, and encouraging the development of new policies, strategies, and practices aimed at improving the conditions under which teachers serve.

The ADEA WGTP includes research among a five-pronged strategy to meet its strategic objectives. Research into the quality of teacher education is important to produce knowledge and insights to inform future policy interventions linked to Gender Equality within the Education2030 framework. Potential future contributions of the ADEA WGTP could include the use of research results on country-lead, classroom-based interventions to influence pre-service and in-service professional learning, national curricula and classroom practices.

Workshop Rationale

FAWE over the years has concentrated most of her efforts on demonstrative interventions which are directed towards enhancing girls' enrollment, retention and performance at all levels of schooling. FAWE has been able to expand and scale up the good practices through strengthen partnership and good working relationships with like-minded organizations and development partners including ICET and ADEA. FAWE is recognized for her various good practices dubbed "**FAWE's demonstrative Models**". They include; Gender Responsive Pedagogy (GRP), Tuseme 'Lets Speak Out' and Centers of Excellence (COE). The models

emphasize the need to create an enabling learning environment through a participatory approach in the design i.e. the community, school, students, teachers and development partners.

In bid to contribute to the realization of vision 2030 which envisions a world with equitable and universal access to quality education at all levels especially for girls, FAWE is putting in place efforts and strategies to harness innovations that have worked and contributed to promotion of education particularly at secondary level. The initial target is six countries (Zimbabwe, Zambia, Uganda, Sierra Leone, Mali and Senegal) which have been working on identifying innovative approaches in their countries that have promoted girls education at secondary level. The initiative which started in 2015 has seen FAWE National Chapters engage in the search for innovative interventions that advance girls participation in secondary education. The aim is to establish evidence based or demonstrated results focusing on the intervention's scalability and sustainability. The stories are to be collected from individuals, FAWE alumni as well as organizations which have had interventions aimed at promoting access, retention, and performance of girls in secondary education.

Considering that the participating countries have collected Most Significant Stories, vetted them at the national level and winners identified, the next step is to convene a workshop which will provide a learning and sharing opportunity. The winners will show case their stories, provide an opportunity for the participants to discuss further on the winning stories and work out strategies on how to embrace upon governments to adopt the innovative approaches as they work towards achieving the 2030 vision. The workshop will also provide an opportunity for the representatives from the Kenyan National Commission and participants to discuss and agree on the plan for extending the ICET, FAWE, ADEA collaboration to 2017 and 2018.

Workshop Scope

The workshop is planned for May 31, 2016 in Nairobi Kenya. It will draw participants from the six countries³ and other key education stakeholders from Kenya, Burundi and 3 representatives from the different ADEA offices. The workshop is targeting 25 participants including; winners from 3 different participating countries, representatives of Ministries of Education of the Participating Chapters, judges and representatives from 2 strategic partners UNESCO and ADEA and finally

³ Zimbabwe, Zambia, Uganda, Sierra Leone, Mali and Senegal

FAWE-RS the host organizations. Details of the same is in the table below;

S/N	Description of Participants	Number
1.	FAWE Head office staff	5
2.	ADEA representatives WGEMPS and Secretariat	3
3.	FAWE winning country representatives	3
4.	Winning stories participants	3
5.	Gracia Machel Trust	1
6.	UNESCO NatCom Judge and focal point person from the Kenya Office	2
7.	Burundi Judge	1
8.	Kenya Judge	1
9.	Ministry of education representatives from each of the 6 participating countries	6
	Total	25

During the workshop, presentations of the winning stories will be made by the story winners. The judges will also share their perspectives as to why the selected stories are the best. There will be room to discuss each of the presentations to gain deeper understanding of the innovation and how it contributes to access, retention and performance of girls at secondary school level. The discussions will further review the stories in view of the different country context and explore how best these good practices can be replicated and scaled up in each of the participating 6 countries. The discussions will be followed by awards to the winners as categorized below;

S/N	Description of the Category	Total Award	Contribution to the Chapter	Price to the Winner
1.	The Winning Most Significant Change Story	2700	250	2450
2.	The 1 st Runner-up	1920	250	1670
3.	The 2 nd runner up	1380	250	1130
	Total	6000	750	5250

At the end of the session, the Ministries of Education representatives will be given opportunity to express their views on the practicality of the presentations and make suggestions if possible on areas which need adjustments to fit their country specific circumstances. They will then provide strategies on how best the feasible innovations will be replicated or scaled up in their respective countries. Finally, the workshop shall be used as a brain storming session for the 2017 to 2018 work plan. This plan will serve as the basis of a 2017-2018 Participation Program application by the ICET, FAWE, ADEA collaboration.

Objectives of the Workshop

The objectives are based squarely on the May 31, 2016 workshop as highlighted herein;

- To review and discuss the innovations of the Most Significant Stories in promotion of girls' secondary education in the six implementing countries with the possibility of scaling up
- To use the platform to advocate with MoE representatives for the adoption and replication of the good practices identified.
- To agree on the work plan for the ICET, FAWE, ADEA collaboration for 2017 2018

Outcomes of the Workshop

- The winning innovations and Most Significant Stories documented and disseminated
- Empowered team with understanding on innovative approaches that work for girls' secondary education
- Signed commitment by the MoE representatives to support advocacy to enhance girls' secondary education
- Approved work plan for 2017 to 2018

Draft Workshop Programme

Timelines	Activities	Lead/Facilitator
0800-0825	Arrival and Registration	FAWE
0825-0830	Welcoming remarks	FAWE
08.30 – 0845	Brief over view of the workshop	ADEA
0845-1100	Country A story Presentation	Participant
	Country B story Presentation	Participant
	Country C story Presentation	Participant
1100-1115	Health Break	Hotel
1115-1300	Discussions on the presentations by participants and agreed way forward for the participating countries	FAWE
1300-1400	Lunch Break	Hotel
1400-1545	6 MoE representatives presenting their views and proposed strategies for scale up and replication	MOE Reps
1545-1600	Health Break	Hotel
1600-1730	Development of 2017-2018 work plan	FAWE
1730-1800	Announcing winners and presenting awards	ADEA
1800-1830	Closing remarks and departure	all

Approved Budget -UNESCO MSC Workshop -NAIROBI

Number	Participant's name	Passport No	Travelling from	Air fares	Accommodation	Airport transfers	Visa fees processing at airport.	Perdiems for DINNER	CONFERENCE PACKAGE	Travel Incidentals
1	Graca Machel Trust			1000	140	50	50	80	40	50
2	UNESCO Judge		Nairobi						40	50
3	Wining participant		Sierra Leone	1800	140	50	50	80	40	50
4	Burundi Judge		Burundi	500	140	50	50	80	40	50
5	Kenya Judge		Kenya					80	40	50
6	MoE Representative Uganda		Uganda	500	140	50	50	80	40	50
7	MoE Representative Zambia		Zambia	900	140	50	50	80	40	50
8	MoE Representative Mali		Mali	1200	140	50	50	80	40	50
9	MoE Representative Sierra Leone		Sierra Leone	1000	140	50	50	80	40	50
10	MoE Representative Zimbabwe		Zimbabwe	900	140	50	50	80	40	50
11	MoE Representative Senegal		Senegal	1500	140	50	50	80	40	50
12	FAWE SECRETARIAT								200	
13	ADEA team									0
	Total			\$ 9,300	\$ 1,260	\$ 450	\$ 450	\$ 800	\$ 640	550

Budget Summary -UNESCO MSC Workshop -NAIROBI

Items	USD
Air tickets	9,300
Accommodation	1,260
Travel incidentals	550.00
Visa fees	450
dinner allowance	800
Airport transfers	450
conference package	640
Coordination cost/workshop materials	1,500
TOTAL TRAVEL COSTS	\$ 14,950.00