



Building resilience to foster African human capital through girls' and women's Education for Sustainable development







African Union / International Centre For Girls And  
Women's Education in Africa (AU/CIEFFA)

## STRATEGIC PLAN

2021-2025



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Girls' and women's education in Africa is a vital pillar in the process of social, economic and political transformation to achieve the goal of prosperous, inclusive growth and sustainable development on the continent. Girls and women on the continent are estimated to comprise more than half of the entire population. With significant growing economies emerging from Africa, it is critical to mobilize effectively and efficiently a competitive and quality human capital. To this effect, quality, relevant knowledge and 21st Century skills have emerged as a driver of economic growth and development.

The AU/CIEFFA has been advocating and championing the promotion of girls' and women's education in Africa as a transformative strategy for enabling a people driven sustainable development. Their mission is in line with Agenda 2063 and related AUC policies such as Science, Technology and Innovation Strategy for Africa (2024) and the Continental Education Strategy for Africa (CESA, 2016-2025) and the Gender Equality Strategy for CESA.

Over 250 million children are out of school in Sub-Saharan Africa due to Covid-19 related school closures, with more than half of them being girls. From this cohort, one million are at risk of not returning to school due to policy and practices of re-admission which discriminate against pregnancies or early marriage. The little strides and gains achieved for the past two decades in pushing forward the gender equality agenda in education have been swept away over-night. The burdens of disease, such as Ebola and Covid-19 (including its variants), humanitarian crises (conflict, terrorism, child abduction) and climate change adverse effects (flooding, drought, locust invasion) have in an unprecedented manner exacerbated existing inequalities and given rise to new complexities.

This Five Year Strategic Plan (2021 - 2025) intends to provide an effective culture-sensitive way of solving African challenges in education and training, in the "new normal" through an innovative focus on gender intelligence. Since any strategy is at the mercy of culture, the approach is to bring to the table both male and female Africans to understand and value each other's contributions and to trigger a new mindset that enables both genders to operate in a spirit of partnership. The focus, nonetheless, remains on creating environments, infrastructures, curricula, pedagogy, and leveraging ed-tech in order to ensure that African girls and women access and create sustainable livelihoods. This Strategy Plan, therefore, leverages the intelligence, skills and power of African girls and women to create the African we want at a more rapid pace.



**Dr. Rita Bissioonauth**

AU/CIEFFA, Head of Mission

# ACRONYMS

<b>AGI</b>	African Gender Index
<b>AI</b>	Artificial Intelligence
<b>AU</b>	African Union
<b>AUC</b>	African Union Commission
<b>AU/CIEFFA</b>	African Union International Center for Girls and Women's Education in Africa
<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination against Women
<b>CESA</b>	Continental Education Strategy for Africa
<b>COVID-19</b>	Coronavirus disease of 2019
<b>ESPs</b>	Education Sector Plans
<b>FAWE</b>	Forum for African Women Educationalists
<b>GBV</b>	Gender-Based Violence
<b>GES</b>	Gender Equality Strategy
<b>GES4CESA</b>	Gender Equality Strategy for the Continental Education Strategy for Africa
<b>GPE</b>	Global Partnership for Education
<b>GWE</b>	Girls and Women's Education
<b>HIV/AIDS</b>	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
<b>HLDs</b>	High Level Dialogues
<b>ICT</b>	Information, Communication and Technology
<b>IT</b>	Information Technology
<b>KPIs</b>	Key Performance Indicators
<b>LEG</b>	Local Education Group
<b>MDGs</b>	Millennium Development Goals

<b>MIT</b>	Massachusetts Institute of Technology
<b>MS</b>	Member State
<b>NGOs</b>	Non- Governmental Organizations
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>PAP</b>	Pan African Parliament
<b>RECs</b>	Regional Economic Communities
<b>SDGs</b>	Sustainable Development Goals
<b>SGBV</b>	Sexual Gender Based Violence
<b>SDGEA</b>	Solemn Declaration on Gender Equality in Africa
<b>SMEs</b>	Small and Medium Enterprises
<b>SP</b>	Strategic Plan
<b>STC</b>	Specialized Technical Committee
<b>STEAM</b>	Science Technology Engineering Arts and Mathematics
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>STISA</b>	Science Technology and Innovation Strategy for Africa
<b>SWEDD</b>	Sahel Women's Empowerment and Demographic Dividend
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>TVET</b>	Technical and Vocational Education and Training
<b>UN</b>	United Nations
<b>UNECA</b>	United Nations Economic Commission for Africa
<b>UNESCO</b>	United Nations Education, Social and Cultural Organization
<b>UNGEI</b>	United Nations Girls' Education Initiative
<b>UNICEF</b>	United Nations Children's Fund
<b>UNSCR</b>	United Nations Security Council Resolution
<b>UN Women</b>	United Nations Women's Organization



## MISSION

The mission of AU/CIEFFA is in line with the vision of Agenda 2063, the Continental Education Strategy for Africa (CESA 2016-2025), the Science and Technology and Innovation Strategy for Africa (STISA 2014-2024) and the global commitment on the Sustainable Development Goals (SDGs), which outlines that the African woman will be fully empowered in all spheres, with equal social, political, and economic rights and opportunities and enabled to fight against all forms of gender-based discrimination and inequality.



## OBJECTIVES

CIEFFA aims to provide necessary policies, lines of actions, strategies and guidance to all relevant stakeholders to address gender equality, equity, leadership and advocacy in a learning environment in order to create gender sensitive schools, to increase girls' access and retention in education systems in the African Continent towards sustaining Africa's development.



## CIEFFA SHAFT

- a. Promote girls' and women's education at both formal and non-formal levels;
- b. Promote gender main-streaming in education policies and development programmes;
- c. Build the operational capacities of Member States on girls and women's education issues;
- d. Establish networks for information and experience sharing on girls and women's education;
- e. Develop strategies and innovative approaches for advocacy and a fruitful partnership to promote and consolidate girls and women's education;
- f. Promote research on girls and women's Education issues;
- g. Conduct observatory activities on the status of education and training for girls and women in Africa;
- h. Organize training on information and data collection, management and programmatic use; and
- i. Monitor and report on decisions and programmes implementation at national, regional and continental levels.







# Introduction



# INTRODUCTION

Approximately 77% of Africa's 1.3 billion population is below 35 years old, and this group will constitute the largest working age population in the world by 2035. With the growing demand for professionals with STEM skills in Africa and the Fourth Industrial Revolution, a wide range of new jobs will be created. More effort needs to be made to address the mismatch between current skills and what is needed for the future. Africa has to equip girls and women to be “work ready” through relevant skills and competencies to enable them to stay relevant and competitive in meeting with the global, continental and regional demands.

The variations in Africa's landscape, ranging from stable social, political high and middle economies to conflict and terrorist ridden; drought, flooding, locust to pandemic hit nations, further add challenges to sustainable development, and yet hope lies in the investment in young people.

However, despite the grounds covered for gender equity, girls and women are not advancing at a fast enough pace across key educational and economic sectors. Rather than doing more of the same, it is time to take stock and find innovative ways going forward. Gender initiatives often fail for two main reasons : (i) they take gender diversity into account without factoring in “gender intelligence”; and (ii) they leave boys and men out from the conception to the implementation stages.

The last two Strategic Plans of the African Union/ International Centre for Girls and Women's Education in Africa (AU/CIEFFA), (2015-2017 and 2018-2020, respectively) and their corresponding evaluation reports have set a strong basis for this current Strategic Plan (2021-2025). Moreover, the contexts of crisis resilience, global trends, digital transformation, the need for 21st Century skills and demographics have also set the foundation in the orientation of this 3rd Strategic Plan.

With an extended remit of 5 years, this 3rd Strategic Plan situates the education of girls and women in the context of human capital and sustainable livelihood and is supported by a new approach that will enable it to make a leapfrog in African history. Therefore, gender intelligence and the active collaboration of boys and men constitute key and innovative approaches to this 3rd Strategic Plan.



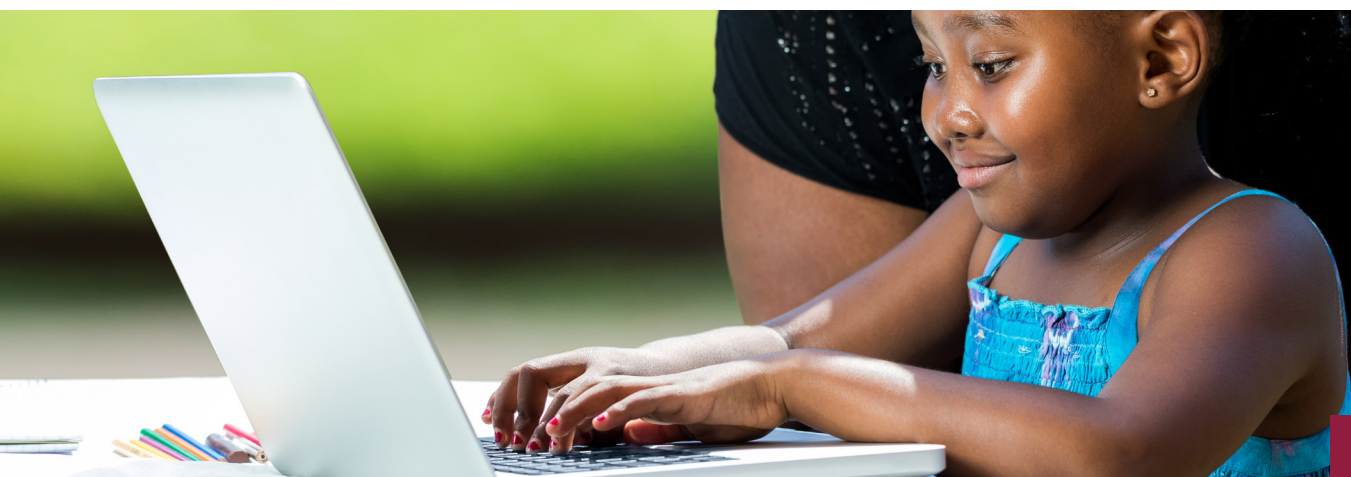
Approximately **77%**  
**of Africa's**  
**1.3 billion**  
**population is**  
**below 35 years**  
**old**



# Situation Analysis



# SITUATION ANALYSIS



Following a Strength, Weaknesses, Opportunity and Threats (SWOT) analysis (Table I), this 3rd Strategic Plan will leverage on its existing resources to propel the education of girls and women, in line with the AU policies and strategies on gender, education, Science, Technology and Innovation.

This Plan is aligned with existing supportive frameworks such as the Gender Equality Strategy for the Continental Education Strategy for Africa (GES4CESA), the AU African Women's Decade (2020-2030), the African Development Bank's Gender Strategy (2021-2025) and the African Young Women's Beijing +25 Manifesto.

.....

## **"Build resilience to foster African human capital through Girls' and Women's education for Sustainable Development."**

.....

It leverages new Opportunities around emerging tools and approaches such as Gender Intelligence, development of 21st century skills and tackles head on the fundamental Weaknesses at the core of the current education provision, such as curriculum development, Teacher Education and inadequate infrastructure for internet provision.





This Plan also provides mitigating factors to three key Threats that are of concern in advancing the education of girls and women in Africa for the next five years. These include Culture, climate and humanitarian crises, and insufficient data and monitoring mechanisms which work against the gender parity ambitions of this Strategic Plan. This is why this Plan seeks to seize the Opportunities to create a virtual circle and bring a culture change through gender intelligence.

The recommendations are not only designed to attract, retain and progress girls and women in education, but they are also engineered for wider societal change. The endgame is that transformed education and training systems become drivers of socially and economically just development as per the Theory of Change.

The existing gender gaps amplified through the Covid-19 has put on the front the urgency of supporting African girls and women during the recovery period in building their resilience with access to "skills on the go" wherever they are. It is for this reason that the overarching theme of this Strategic Plan is to ***"build resilience to foster African human capital through Girls' and Women's education for Sustainable Development."***



**Table 1** Strength, Weaknesses, Opportunity and Threats (SWOT) analysis of the Situation regarding the education of girls and women in Africa over the next 5 years

 <b>STRENGTHS</b>	Groundwork established through previous Strategic Plans	 <b>WEAKNESSES</b>	Teacher training
	Existing supportive frameworks : Agenda 2063, CESA, STISA, Maputo protocol, AU Gender Strategy , SDG 4 & 5		Curricula
	Gender Education Strategy for CESA		Infrastructure such as accessible & affordable connectivity
	African Women's Decade on Financial and Economic Inclusion of African Women 2020-2030		
 <b>OPPORTUNITIES</b>	AU 2021 theme : Arts, Culture and Heritage : Levers for building the African we want	 <b>THREATS</b>	Culture
	Gender intelligence		Climate and humanitarian crises
	Acceleration of digital transformation in education		Insufficient data and monitoring mechanisms
	Science, Technology, Engineering, Arts and Mathematics (STEAM) and 21st Century skills development		



# Proposed theory of change





In view of obtaining real changes and create adequate conditions for sustainable impacts, our theory of change in the context of this Strategic Plan is related to change strategies in order to accelerate implementation and to ensure that achievements can be visible, measurable and concrete so as to make the changes real and effective.

Fostering women human capital is not simply adding more girls in schools or women as team members in the workplace. This will not be enough to ensure equity and impact, even though equalising numbers at all levels of education in Africa, albeit an important goal, is not enough to realise the main impact of this Strategic Plan

The theory of change for this Strategic Plan is adapted from the principle of complementing the dimension of gender intelligence to gender equality. Although gender intelligence was developed in relation to the workplace, it can be effectively adapted to the education institutions. Education institutions, just as the workplace, were originally designed by men for boys and men. Gender intelligence has the goal of enabling women and men to better understand each other, appreciate each other's contribution and see value in their differences in the workplace. This goal, transferred to the education setting, will not only, in itself, be enabling to both genders, but sowing these seeds in education would also prepare girls and boys to join the workforce with the tools to enable them to navigate gendered identities productively and with equity.

Furthermore, Gender intelligence, combined with the active collaboration of boys and men is key to accelerating culture change. Boys and men do not necessarily understand how some of their behaviours are exclusionary and discriminatory to girls and women. Education, at all levels, must incorporate an element of self-awareness and self-reflection enabling boys and men to take cognisance of the impact of their discourse and action on girls and women. Education becomes the habitus to enable boys and men to move away from what has previously felt right across many generations by patriarchal rules to embrace new ways of seeing themselves, being, and doing in the world.

This combined approach, of Gender Intelligence and inclusion of boys and men, will be a key lever in overcoming gender blindness and in altering gender cultures. Such an approach will help both boys and girls, men and women to let go of gender stereotypes which have previously blocked progress.

The theory of change is also tailored to the increasing violence and fractured societal norms that tend to accompany initiatives to empower girls and women. The end outcome will be one of economic advantage and win-win benefits for both genders. Co-opting the active support of boys and men takes the pressure away from girls and women having to challenge disabling patriarchal norms on their own and helps to convert resistance to the economic empowerment of girls and women into a lever for that goal. For such an approach to be truly transformational, systemic change must involve a review of all practices and tools to ensure that they all incorporate gender intelligence.



# Strategic Axis





Based on the initial findings and recommendations from stakeholders' perspectives on the on-going work of the AU/CIEFFA, as well as the SWOT analysis in regards to the education of girls and women in Africa, 4 Axes were defined :

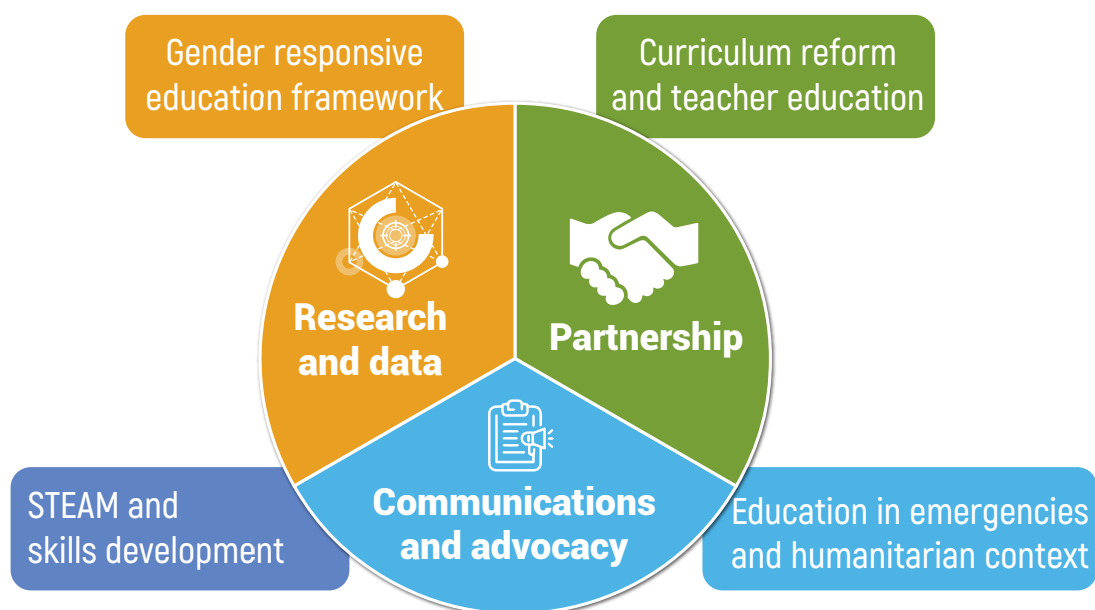
- i. Gender Responsive Education frameworks
- ii. Curriculum reform and Teacher education
- iii. STEAM and Skills development
- iv. Education in emergencies and humanitarian contexts

**The key enablers are :**

- Research and data
- Communication and Advocacy
- Partnerships

**The conceptual design of the four axis is as per Figure**

**Figure 1** Strategic Axis





“

Gender equality in education requires moving beyond counting the numbers of boys and girls in school to exploring the quality of girls' and boys' experiences in the classroom and school community, their achievements in education institutions and their ability to realize their aspirations for their futures.

”

**H.E. Graça Machel**

Founder of The Graça Machel Trust

## 4.1 Gender Responsive Education Frameworks

Gender Responsive Education Frameworks, comprising of both gender policies and practices, remain the most crucial axis in enabling the main theme of this Strategic Plan. This axis refreshes the intentions spelt under the Gender Equality Strategy for the Continental Education Strategy for Africa (GES4CESA) for African Member States to adhere to the guiding values and principles of the AU gender policy and the need to create gender responsive education policies and plans that place gender equality at the heart of education provision. In addition, efforts were made in the previous Strategy in regards to the development of the GES4CESA, which needs a follow-up leading into a roll-out by MS and their partners in view of incorporation of gender equality strategic outcomes into relevant education sector plans (ESPs). This activity will involve the support of civil society organizations (CSOs), respectively.

During the next 5 years, AU/CIEFFA will be monitoring the implementation and reinforcement of legal frameworks by Member States on girls and women's education (GWE). This will involve support from RECs and partners in ensuring that the voices of the girls and women are heard in influencing policy change. Gender-responsive education policies have as aim to mitigate against increased risk of teenage sexual abuse and pregnancy. The monitoring of existing sex education provision to girls and boys will determine its effectiveness and areas of improvement in the African education system.

In support of the many out-of-school girls who may not be able to return to school, education policies should also respond to their needs by extending curricula opportunities for condensed (short term) learning packages, which include entrepreneurship, digital and financial literacy. The generated desired impact is for future gender relations to acquire a shift in attitudes, beliefs and practices of male and female populations towards achieving gender equality and 'creating' gender intelligent human populations that grow up respecting one another and recognizing the crucial role that both can play in achieving gender equality.

The documented data obtained through AU/CIEFFA support will assist Governments to reinforce their commitment, coupled with gender intelligent strategies and actions. In remaining relevant to the global, continental and country context labour market demand, African girls and women must gain skills and competencies on the go, given their multi-tasking roles, wherever they are.



“

Education is also more than just schools, and its synergies with other social sectors means we must also prioritize children and their teachers as essential workers so that more girls return to school.

”

H.E. Uhuru Kenyatta  
President of the Republic of Kenya



## 4.2 Curriculum reform and Teacher Education

Proposed reform in curricula should consider gender sensitive and intelligent skills, in facilitating attitudes, beliefs and practices of both female and male learners that are conducive to achieving gender equality in educational environments and also in wider social and economic spheres of human development. There is an opportunity to leverage African-centered knowledge, history and models in promoting the visibility of women role models and generating gender-sensitive curriculum.

Technology assisted education, leveraged as a gender-inclusive tool, will be one of the main drivers of the economic growth and particularly transformative. The deployment of digital technology for the purposes of teaching and learning during crises will need to be gender intelligent and take into account the current different realities of girls and boys in order to ensure that this tool does not exacerbate existing inequities. African Governments will need to invest in home grown solutions through public private partnerships and re-imagining the delivery of education services by leveraging technology.

It is a key recommendation of this Plan to redefine the role of the teacher on the continent at a time of transformation in education; in this instance teachers need to be partners in reform. They need to become the change agents who accelerate the pace of gender inclusive curriculum reform, which will also involve acquiring and leading digital technology. Those teachers who demonstrate excellence in this area must be officially recognised for their effort so they may become trend setters.

A targeted approach to all levels of education is required. All levels of education from pre-primary education, non-formal education to doctoral studies for girls and women are key building blocks requiring investment and reform. While there has been a clear political commitment across the continent to basic education including budgetary resource allocations, secondary education, and more so post-secondary education opportunities however, remains a challenge. Moreover, women with secondary education earn twice as much as women without and, therefore, secondary schooling needs to prepare students for what are referred to as 21st Century skills.

“

The need to rapidly expand skills relevant to the world of work will require tailored and practical approaches – especially for girls and STEM-focused technical and vocational education training (TVET).

”

**H.E. Jakaya Mrisho Kikwete**  
Former President of Tanzania



## 4.3 STEAM and skills development

In an increasingly interconnected and converging world, and in the African common market, STEM and Arts can beneficially be maximized through a faster flow, movement and dissemination of African creative and positive ideas and information as well as endogenous systems of knowledge databases, toward Africa's renaissance as creative and cultural expression in the global arena.

Embedding Arts, culture and heritage within Education enables us to preserve, restore and rehabilitate strong values as well as create an unparalleled enabling environment for the promotion of girls and woman in every strata of society, in line with the aspirations of the AU's Agenda 2063. Science, Technology Engineering and Mathematics (STEM) underpins the objectives underlined in Agenda 2063.

Science, Technology, Engineering, Arts and mathematics (STEAM) is an unparalleled medium in communicating and disseminating information in their various components such as audio-visual arts, textbooks, handicrafts which if delivered as educational programs contents or curricula such as history, geography, technology, cybernetics and plastics Arts, can strengthen past and present intergenerational dialogue and strengthen positive, beliefs, memory and identity to build the Africa for tomorrow. We are not far from an age where Artificial Intelligence will replace humans in the tasks that used to require academic knowledge. In the future, therefore, human traits like imagination, creativity, entrepreneurship, empathy will become key skills.

With the growing demand for professionals with STEM skills in Africa and the advent of Artificial Intelligence, a wide range of new jobs will be created, requiring new skills set such as critical thinking, creative problem-solving, resilience, teamwork, social, emotional skills. UNESCO defines skills development as the acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the labour market. The lack of these 21st century skills, will constitute an increasingly significant constraint to business growth and economic transformation on the continent. The empowerment of African girls and women should comprise of education and training systems that carry these as fundamental components to fuel the social, economic and political spheres of human development.

It is equally imperative to create equal opportunities for girls and women in economic growth through small and medium enterprise businesses or the private sector. The establishment of the African Continental Free Trade Agreement (AfCFTA) offers an important and viable avenue to inclusive economic growth and poverty reduction for the majority of its population, girls and women included. As a follow-up to previous strategic support, AU/CIEFFA plans to extend activities geared towards pushing the agenda of girls and women as capable partners within the AfCFTA. The design will be to ensure adequate acquisition of skills, including in financial literacy and digital technology, to enable these young women in their respective enterprises to grow in business, access relevant markets and meet demands. The experiences shared in past Alumni capacity building activities should serve as a good platform to carry the group to realize potential businesses and expand opportunities.

Secondary school enrolment is expected to double by 2030 representing an additional 40 million students over the next 10 years, and requiring over 10 million additional teachers (Mastercard Foundation: Secondary Education in Africa, August 2020).



“

In times of conflict, no one wins, everyone is affected, especially women and girls...90% of young women are more likely to be out of school in conflict areas.

”

**H.E. Uhuru Kenyatta**  
President of the Republic of Kenya



## 4.4 Education in emergency and humanitarian situations

Education in emergency and humanitarian situations refers to contexts where learners lack access to their national education systems, due to man-made crises or natural disasters. At a practical level, evidences have been produced in regards to the extensive number of girls missing out on education and training opportunities during times of emergencies and humanitarian crises. During a conflict or disaster, a young person's educational, social and emotional development may be interrupted. Women and girls are affected disproportionately, facing multiple sexual and reproductive health challenges as well as multiple forms of gender-based violence, undermining their educational paths. It is thus urgent to find sustainable responses and interventions to support, build knowledge and skills, and to break the circle of violence of post conflict assistance.

Interventions such as teaching and learning in safe environments where possible, is an absolute must. These imply connecting to national education sector plans as well as national policies on girls' and women's education by developing national gender sensitive comprehensive policies and operational plans that integrate peace education and protection of girls and young women in education programmes for the displaced populations in Africa. Whilst struggling for safe and secure learning environments, there is also need to address multi-level contents and interventions to simultaneously remove all sorts of barriers such as gender based discriminations.

Recent pandemics and the increasing threat of climate change, both of which have a disproportionate impact on the education of girls and women, warrant crisis-sensitive education planning. Over and above long-term educational vision of the national authorities that can prepare for and mitigate the impact of crises, Ministries of Education must continue to prioritize development and implementation of rapid response measures. This is an opportunity to build indigenous communities' knowledge to deal with sustainable development into the curriculum on climate resilience and sustainability.



# Enablers



Three key enablers have been identified in being key to ensuring the implementation of the four Strategic axis. They are:

## 5.1 Research and Data

Good data will inform decision-making, transparency, accountability, continued improvement and impetus towards reaching gender equity targets and cost effectiveness in education. In turn these data will act as Key Performance Indicators (KPIs) for AU/CIEFFA to measure progress as this Strategic Plan gets implemented. Strengthening the evidence base will include both quantitative, gender-disaggregated and specific data and more.

Given that Member States are at different levels of development in Africa, there is need to build evidence from availed practices of on-going projects to inform decision and policy. Based on findings from these evidences, AU/CIEFFA will be able to support Member State to prioritize selection of areas of focus relevant to their country specific contexts.

There is need for more gender-disaggregated data on learning outcomes, curriculum reviews, patterns of inequity and exclusion exacerbated by crises, consolidated data on numbers of girls returning to school after Covid-19, assessments of distance learning programmes and available resources for open learning.

**AU/CIEFFA will be able to support Member State to prioritize selection of areas of focus relevant to their country specific contexts**

## 5.2 Communication and advocacy

Multi-level, multi-directional communication is a key enabler in a process of culture change. As a first step, girls' and women's voices need to be strengthened at school, in the workplace, in communities, on political platforms so that their challenges and the solutions they wish to create can be aired and taken into account in gender intelligent decision-making around the future of their education.

The importance of intergenerational dialogue and the role of grassroots and youth organisations in advancing girls' rights and provides a sustainable model of co-creative voices that can be leveraged. Youth movements have an increasing voice and impact on the continent and represents a key advocacy tool to propel girls' and women's education.

.....  
**Parents may be ill-equipped to support their children's education at home during crisis times**

Parents may be ill-equipped to support their children's education at home during crisis times. The involvement of parents and communities through radio and television programmes, social media, social networks and community-based initiatives can reinforce Gender Equality in education policy practices and knowledge management in Africa. Educational entertainment and social media can provide effective means for helping to shift social norms by delivering key messages at scale.

## 5.3 Partnerships


Bringing about systemic change and embedding equity, equality and quality principles in education requires the application of both upstream and downstream approaches while paying particularly attention to the role played by actors inside and outside education systems.

Multi-stakeholder partnership and increased coordination is a key recommendation as the findings make it clear that there are already a number of macro and micro initiatives that take place across the continent in the field of gender and education. This exercise will ensure complementarities and avoid duplication but also keep par with emerging and global, continental and regional trends and standards. Therefore, there is a need to :

- Close collaboration with AU/CIEFFA focal points in Ministries of Education, UN Agencies, Civil society, youth networks to ensure quality, relevant, equitable education for all.
- Create pathways for governments, RECs, private sector, Local education Groups (LEG), development partners, research and academia to develop a common strategy.
- Seek support and responsibility from the private sector: Many multinationals with branches in Africa have set themselves the goal of gender parity at all levels.
- Engage religious and traditional leaders, their female counterparts, and their wives, citizens in building pathways for girls to sustainable livelihoods through education.
- Partner with key stakeholders targeting women in STEM, Coding for Empowerment, and Technologies for African Agricultural Transformation.



# Conclusion



**T**his Strategic Plan recommends an alignment of both strategic axis and enablers, so that all converge towards a common set of re-defined gender-intelligent educational goals. Therefore, by investing in the recommendations of this Plan, the different stakeholders concerned will be investing in the human capital of the continent while leveraging its demographic dividends.

A successful implementation of this Strategic Plan will require consistency in political will, investments, coalitions and focused attention on girls and women while leveraging the support of boys and men in a gender intelligent way.

**A schematic design sums up this proposed Strategic Plan.**



# → STRATEGIC AXIS

## Schematic Description of the Strategic Plan for 2021 – 2025

### THEME

Building resilience to foster Africa's human capital through girls' and women's education for sustainable development

### STRATEGIC AXIS

Gender-Responsive Education Frameworks

Curriculum reforms and Teacher education

STEAM and Skills development

Education in emergencies and humanitarian contexts

### OUTCOMES

- Gender-sensitive educational policies and practices for improved livelihoods
- Gender-responsive curricula and Teacher education
- Upscaling skills development and expanding opportunities in Science, Technology, Engineering, Arts, and Mathematics (STEAM) for girls and women
- Resilience for girls and women on the move and in humanitarian contexts

### Enablers

- Research and Data
- Communications and Advocacy
- Partnerships

### Assumptions

- Gender Equality
- Political Stability
- Economic Growth

### Key Milestones





# Strategic Axis 1

Gender Responsive Education Frameworks

## OUTCOME

Gender sensitive educational policies and practices for improved livelihoods of girls and women in Africa

## OUTPUTS

Advocacy on legal and institutional frameworks on Girls' and Women's Education (GWE)

Roll-out of Gender Equality Strategy for CESA

Out of school (OOS) programmes for girls

## CHANGE STRATEGIES

- Capacity building of stakeholders (Member States, RECs, CSOs)
- Showcasing positive experiences among education actors
- Change mindsets to remove gender blindspots

## ENABLERS

- Innovation communication tools (TedTalks, Concertos)
- Strong network of partners
- Monitoring of gender-specific data

APPROACHES  
Rights based approaches for GWE  
Advocacy for monitoring and reinforcing legal frameworks



ASSUMPTIONS  
Awareness of gender Equality in education environments  
Political stability and social cohesion





# Strategic Axis 2

Curriculum Reform and Teacher Education

## OUTCOME

Gender responsive curricula and teacher education

## OUTPUTS

Gender-sensitive and gender intelligent Teaching and learning resources

Gender-sensitive Digital Technologies

Gender led Teacher Education

## CHANGE STRATEGIES

- Pedagogy based on gender intelligence
- Awards for Gender-sensitive Teachers
- Digitally savvy women teachers as influencers

## ENABLERS

- Innovation communication tools
- Monitoring Gender Intelligence approaches
- Buy-in of Education actors

Tracking Inclusion of gender dimension in Teaching and learning resources  
Gender-friendly Teacher Training

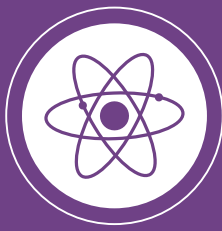


APPROACHES

Collaboration with Education stakeholders  
Buy-in for Intelligence in education spheres



ASSUMPTIONS



# Strategic Axis 3

STEAM and Skills Development

## OUTCOME

Upscaling skills development and expanding opportunities in Science, Technology, Engineering, Arts and Mathematics (STEAM)

## OUTPUTS

Enhance skills development for all genders

Women entrepreneurs and AfCFTA

Linking TVET to the job labour market

## CHANGE STRATEGIES

- Capacity-building on STEM, financial & digital literacy, Entrepreneurship
- Identify and recognize women role models in STEAM
- Mobilize youth networks, women entrepreneurs associations, women artists.

## ENABLERS

- Active engagement with AfCFTA Secretariat, private sector, philanthropists
- Establish a database of role models
- Innovative communication skills

Inclusive and innovative approaches to change mind-sets  
Flexible training programs to support Entrepreneurship,  
financial and digital skills



APPROACHES

Gender-sensitive working environments in private sector  
and businesses  
Economic resilience post crisis



ASSUMPTIONS



# Strategic Axis 4

Education in emergencies and humanitarian contexts

Flexible and relevant training programs for girls on the move  
Catch-up strategies for girls with no access to continued learning



APPROACHES

## OUTCOME

Resilience for girls and women on the move and in humanitarian contexts

## OUTPUTS

Ensure continued learning

Protect Teaching and Learning Environments

Address humanitarian impact on gender equality in education

## CHANGE STRATEGIES

- Recognize that emergency and humanitarian situations impact more girls and women
- Promote adoption of Safe School Declaration by Member States
- Leverage GWE to create climate resilience

## ENABLERS

- Key Partnerships with AU Organs, UN agencies, RECs, Ministries, Private sector
- Improved Communication channels
- Data on impact of Emergencies and humanitarian situations on GWE



ASSUMPTIONS

Buy-in of education actors  
Social cohesion and political stability in AU MS





