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DEPARTMENT OF HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

**STC-EST III**  
**12<sup>TH</sup> DECEMBER 2019**  
**ADDISABABA, ETHIOPIA**

**Creating Gender Responsive Education systems**



**AFRICAN UNION**  
International Centre for Girls' and  
Women's Education in Africa  
**UNION AFRICAINE**  
Centre International pour l'Education  
des Filles et des Femmes en Afrique



**FAWE** Forum for African Women Educationalists  
Forum des éducatrices africaines

## Creating Gender Responsive Education systems

### Side Event

#### 3<sup>rd</sup> Ordinary Session of the Specialized Technical Committee Education, Science and Technology (STC-EST) 11:00 – 13:00, 12<sup>th</sup> December 2019

#### 1. Context

Despite progress made on gender parity, especially with regards to access at primary school level, gender equality in education still remains a challenge. According to UNESCO Institute for Statistics (2019), 97.5 million of boys and girls are out of school in Sub-Saharan Africa, and 52 Million (53%) of them are girls.

This is one of the highest levels of exclusion with 52 million (54%) girls. As one goes up in the education system, gender disparities increase, resulting in shrinking number of girls' transitioning from primary to middle school and an even higher from middle to high school.

Harnessing Africa's demographic dividend calls for a robust education-training continuum to enable all youth, with a special focus on adolescent girls and young women, to acquire the necessary knowledge and skills to drive the continent's development and to fulfil their own aspirations. According to the World Bank Study (2018) on "*Return on investment in education*", each additional school year can increase a woman's earnings to up to 20%.

For this to happen, it is necessary to ensure that African education systems adequately plan their development, driven by evidence to inform the national policy making processes (policy formulation and planning) as well results-based management of service delivery with the aim of elaborating feasible education sector plans that are gender responsive.

#### 2. Background and rationale

The Gender Equality Strategy for CESA 16-25 (GES4CESA) enables member states to reorient their education and training systems to ensure that girls, 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 levels.

The GES4CESA draws its relevance from the Continental Education Strategy for Africa (CESA) 16-25's aspiration in the third pillar: "*Gender equality and sensitivity throughout the*

*education and training systems,*” which obligates Member states to account for gender in each of the twelve strategic objectives in CESA 16-25. It is a guideline to assist member states to integrate gender in their education planning, programme design, implementation and monitoring processes.

The African ministers of Education endorsed the GES4CESA during the PACE meeting in Nairobi and during the 2<sup>nd</sup> African Union Specialized Technical Committee on Education Science and Technology (STC-EST) meeting in Cairo, implying commitment of Member States.

The GES4CESA points to “what” needs to be done to make education systems gender responsive by including the gender and inclusion aspects of the education sector analysis. The “how” process has been made possible with a tool enabling Gender-Responsive Education Sector Plans (GRESP) developed by UNGEI in collaboration with GPE, and the rollout process has included both AU/CIEFFA and FAWE.

Gender integration into education sector planning is a process involving both technical integration of gender issues/analysis into Education Sector Plans with a deeper engagement of stakeholders on how gender issues impact educational outcomes.

AU/CIEFFA and FAWE are organizing this meeting, in collaboration with UNGEI and Plan International, to show the link between these two processes and how to effectively integrate the GES4CESA into the Education Sector Planning development process.

### **3. Objectives**

This ministerial side event, organized by AU/CIEFFA and FAWE, as co-leaders of the AU CESA Girls and Women’s Education Cluster, has the following objectives:

- Inform Member States about GES4CESA on mainstreaming gender in education systems.
- Outline the link between GES4CESA and GRESP.
- Share experience in implementing the GES4CESA and lessons learnt on mainstreaming gender in education systems through GRESP.
- Discuss on strategies to deliver gender responsive Education sector plans at national levels using the GES4CESA.

#### 4. Schedule of activities

Time	Theme	Facilitator
<b>Moderator: Dr Rita Bissoonauth, AU/CIEFFA Coordinator</b>		
19.00- 19.10	<b>Welcome remarks</b>	H.E. Prof. Sarah Agbor Anyang, Commissioner, HRST
19.10-19.20	GES4CESA and implications for mainstreaming gender in education plans	Ms Martha Muhwezi, Executive Director, FAWE
19.20-19.30	Defining GRESP	Ms Houraye Mamadou Anne, FAWE
19.30- 20.00	Sharing of experiences of GES4CESA & GRESP	<ul style="list-style-type: none"> <li>• Representative Malawi</li> <li>• Representative Kenya</li> <li>• Ms Angela Muriithi, Country Director of Plan International, Zimbabwe</li> </ul>
20.00- 20.15	Discussions & Questions	
20.15-20.30	Wrap- up	Ms Simone YANKEY Ouattara, AU/CIEFFA