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**Department of Human Resources, Science and Technology**

**AFRICAN UNION –**

**INTERNATIONAL CENTRE FOR GIRLS AND WOMEN**

**EDUCATION IN AFRICA**

**(AU/CIEFFA)**

**STRATEGIC PLAN**

*Category 2 Institute*

logocieffa**2015-2017**

1. **INTRODUCTION**

The African Union - International Centre for the Education of Girls and Women in Africa (AU/CIEFFA) is a specialized institution of the African Union since 2004, dealing with women and girls’ education following Decision Assembly/AU/DEC.44 (III). The centre is located in Ouagadougou, Burkina Faso.

AU/CIEFFA has been established under the Department of Human Resources Science and Technology at the African Union Commission to coordinate the promotion of girls and women’s education in Africa, with a view of achieving their economic, social and cultural empowerment.

The centre works closely with AU member States and government, civil society and international partners to implement its programme and activities and maintains specific working relationship with UNESCO to ensure a strong partnership in the implementation of its programs.

1. **CONTEXT**

The EFA Global Monitoring Report (2013-2014) underlines that in sub-Saharan Africa, only 23% of poor girls in rural areas will have completed primary education by the end of 2020. In many African countries, girls face a distinctive set of barriers to learning, especially when they reach post-primary levels of education. Girls drop out from schools for many reasons: early marriage and pregnancy, gender-based violence in and around schools, poverty, household chores, lack of gender-sensitive learning contents and environments.

Thus, simply getting girls into primary school does not ensure that they complete their schooling. Statistics show that out of 75% of girls starting school, only 8% finish in the African continent. Measuring this progression is an important indicator for girls’ access to school, as the goal is not just that girls enrol in school, but that they finish the full cycle. Additionally, as boys are just as likely to drop out as girls, simply measuring access by the girl-to-boy ratio in primary school is not sufficient. If equal but small numbers of boys and girls are completing school, there are problems with access and completion for both genders.

Gender disparities must be addressed, and education and learning adapted to the needs, interests and expectations of boys, girls, women and men. As regards gender, girls are the most excluded in many countries, however in some countries, more boys are excluded.

Targeted measures are needed to get girls and boys to school and keep them there until they complete a full course of education, up to university level, equipped with the adequate skills they need for their lives and livelihoods. It is thus important to map out the teaching and learning processes in schools so as to develop gender-sensitive learning environments.

1. **MISSION**

AU/CIEFFA will contribute to building an integrated, prosperous and peaceful Africa by ensuring that all girls and women have the required competencies to respond to life challenges, as well as sustaining Africa’s sustainable development**.**

The mission of AU/CIEFFA is in line with the vision of Agenda 2063, 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 violence and discrimination.

1. **AIM**

AU/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 learning environment in order to create gender sensitive schools, to increase girls’ access and retention in education systems in the African continent.

1. **OBJECTIVES**

AU/CIEFFA’s objectives are in line with the Continental Education Strategy (2016-2025) and are manifold:

1. promote girls’ and women’s education at primary, secondary and tertiary levels
2. Promote gender mainstreaming in education policies and development programmes;
3. Build the operational capacities of Member States on girls and women’s education issues;
4. Establish network for information and experience sharing on girls and women’s education;
5. Develop strategies and innovative approaches for advocacy and a fruitful partnership to promote and consolidate girls and women’s education.
6. Promote research on girls and women’s Education issues
7. Conduct observatory activities on the status of education and training for girls and women in Africa.
8. Organize training on information and data collection, management and programmatic use
9. Monitor and report on decisions and programmes implementation at national, regional and continental levels.
10. **APPROVED STRUCTURE**

A structure was approved at the 18th Ordinary session of the Executive Council in January 2011 with total of six staff, as follows:

1. Coordinator
2. Senior Policy Officer (Education)
3. Policy officer (ICT & Documentation)
4. Administration and Finance Officer
5. Secretary
6. Mail Runner/Driver

The Coordinator and the Finance Officer have been recruited and the other recruitments are being processed. The Coordinator assumed duty in November 2014.

Currently, twelve local staff are working for CIEFFA and all of them were seconded from the Ministry of Secondary and Higher Education of Burkina Faso.

1. **HUMAN RESOURCES REQUIREMENT**

Even though staff are been recruited, there is only one staff for program implementation, monitoring and reporting. In order to implement and monitor AU/CIEFFA’s strategic Plan 2015-2017, there will be need for:

1. Recruitment of 2 short-term consultants (12 months)
2. Capacity-building of existing staff
3. **ROLE AND RESPONSIBILITIES**

*The role of AU/CIEFFA will be as follows:*

1. Liaise with HRST through Education Division and meet regularly to review implementation of the continental education Strategy, hence strengthening synergies for optimal outcomes
2. Coordinate the development and piloting of appropriate indicators through the AU Education Observatory, and strengthen the position of girls and women’s education in the continental education management information systems (EMIS) in collaboration with Member States, RECs and major agencies working on women and girls education in Africa
3. Lead the advocacy and communication for change whilst promoting girls and women’s education in Africa in order to raise funds for implementation of activities
4. Attending international and regional gatherings together with and/or on behalf of Member States;
5. Calling and organizing the necessary international meetings and conferences with stakeholders

*The role of RECs is to:*

1. Assist Member States draw up comprehensive Plans for girls and women’s education
2. Facilitate regional Conferences of Ministers in charge of education and women emopwerment/promotion as well as technical workshops to review country plans and integrate them with activities at regional and continental levels;
3. Sensitize and advocate for regional efforts to build gender sensitive environment in all socio-economic initiatives at regional level;
4. Coordinate the work of the Member States regionally to cooperate in the implementation of the Strategic Plan of AU/CIEFFA

*The role of Member States is as follows:*

1. Draw up comprehensive country plans incorporating women and girls education for sustainable impacts
2. Ensure that teaching and learning resources are gender-sensitive
3. Ensure that learning environments are safe and free from violence
4. **ENABLERS FOR IMPLEMENTATION OF STRATEGIC PLAN**

The implementation of this strategic plan will be possible if the following conditions are met:

1. Needs assessment on the competencies of staff
2. Adequate funding is provided to AU/CIEFFA for operational costs and implement the approved Strategic plan
3. Additional financial resources are mobilized for AU/CIEFFA’s program implementation and support to innovative initiatives from partners
4. Staff (short-term and regular) have been recruited; capacity-building of existing staff
5. Hosting agreements between Burkina Faso and AUC and Burkina Faso and UNESCO have been reviewed
6. Adequate building facilities for housing AU/ CIEFFA headquarters until new building is constructed
7. **DETAILED STRATEGIC PLAN FOR 2015-2017**

In order to maximize efforts which are the most needed and which will have the highest impact on girls’ and women’s education education in Africa, **AU/CIEFFA is focusing its policy advocacy efforts on four key strategic priorities for 2015-2017:**

1. Legal framework for Rights of girls and women in schools and universities
2. Gender-responsive curricula in schools and universities
3. Retention of girls in schools
4. Documentation, advocacy, communication and publications

**ROADMAP FOR AU/CIEFFA 2015-2017**

| **Outputs** | **Activities** | **Tasks** | **Indicators and deliverables** | **Partners involved** | **Time frame**[[1]](#footnote-1) | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **T1** | **T2** | **T3** | **T4** |
| 1. *Legal framework for Rights of girls and women in schools and universities* | 1. Understanding gender-based violence(all types of violence) in schools and universities | 1. Research and review all existing studies and reports on schools and university gender-based violence; 2. Outline factors related to gender-based violence in African countries 3. Identify good practices in countries concerning application of the national law related to gender-based violence and impact created 4. Develop indicators to monitor and evaluate psychological, sexual and physical violence in schools and universities 5. Ensure that Member States enforce laws to punish gender-based violence | Reduced gender-based violence in schools and universities | UNGEI  UNICEF  ADEA  NGO’s  Member States | X | X | X | X |
| 1. Recognising the importance of hygiene in schools for girls | 1. Propose frameworks for actions conditions and strategies that promote girl-friendly schools 2. Provide support for better hygiene facilities in schools as required 3. Include hygiene learning and other relevant life skills in the curriculum at primary and secondary | Safer and cleaner schools – This indicator will not necessarily inform the activity – there is need to specify or to address each aspect of a safe and clean schools | UNICEF    NGO’s |  | X | X | X |
| 1. Understanding socio-cultural factors | 1. Identify countries implementing the Maputo Protocol on harmful practices 2. Advocate for implementation of Maputo protocol 3. Envisage law enforcement where required | No. of countries addressing the implementation of Maputo Protocol  No. of socio-cultural factors addressed  No. of legal and relevant instruments in use | OHCHR |  | X | X | X |
| 1. *Gender-responsive curricula in schools and universities* | 1. Outline the type of learning environments in schools (such as gender-sensitive) | 1. Identify countries with good practices on inclusive education, esp. girls education 2. Identify the positive impacts of gender sensitive schools on girls education (access and retention) | Approved list of criteria for gender friendly schools  Number of countries with Gender-friendly learning environments  No. of gender-sensitive schools with high access and retention rates for girls | UNESCO  Brookings Institute | X | X | X | X |
| 1. Ensuring that curriculum and assessment design take into consideration learner diversity | 1. Identify key elements in gender-sensitive teaching and learning (T&L) resources 2. Organize Capacity-building workshops for teachers/curriculum designers in including those key factors 3. Designing gender-sensitive and intercultural T&L resources 4. Strengthen strategies for inclusive education | Existence and use of cross-cultural approaches  Gender-friendly Teaching and Learning (T&L) resources | UNESCO  FAWE |  | X | X | X |
| 1. Review the contents and strategies for teacher training, especially female teachers | 1. Train more qualified teachers, especially women 2. Ensure that pre-service and in-service trainings (Continuous Professional development) includes teaching & learning strategies based on critical dialogue with girls 3. Sensitize male teachers on girls education | Increase in the number of trained teachers on gender issues in schools  Increase of female teachers in urban and rural areas  No. of male teachers involved in gender-based training in urban and rural areas | International Teachers Task Force |  |  | X | X |
| 1. *Retention of girls in schools* | 1. Understanding high rates of drop-out in primary and secondary schools | 1. Research/review all the existing studies and report on access and retention rates for girls 2. Identify key factors facilitatiing girls’ attendance and completion rate for girls at primary and secondary levels 3. Developing strategies to increase attendance and completion rates | Retention rates for girls in schools (disaggregated data – sex, age, gender, year, rural, urban) | UNDP | X | X | X | X |
| 1. Increasing enrolment rate at university levels | 1. Identify key factors enabling girls/women access to higher education 2. Developing strategies to attract girls to universities | Increase in the number of girls/women attending higher education institutions | FAWE  ADEA |  | X | X | X |
| 1. Ensuring access of all girls to schools and universities | 1. Capacity-building workshops for Ministries of Education on importance of access to schools and universities 2. Advocacy with Member States in collaboration with civil society and RECs | Higher rate of girls and women attending schools and universities in Member States | UNESCO  FAWE |  |  |  | X |
| 1. Ensure access to non-formal education for girls drop-outs | 1. Develop a framework for non-formal basic education for girls who have dropped out of the system 2. Design a curriculum in line with the needs of these learners | Decrease in drop- out rates for girls | UNICEF  ADEA |  |  |  | X |
| 1. *Documentation*, *advocacy, communication and publications* | 1. Ensuring visibility of AU/CIEFFA on the continent and impacting girls and women education | 1. Produce the necessary documentation on AU/CIEFFA to share information and strengthen its visibility 2. Produce advocacy tools and communication strategy to inform and facilitate constructive changes and resource mobilization 3. Produce and publicize periodic newsletter to strengthen partnership | More funds allocated to AU/CIEEFA | Member States | X | X | X | X |
| 1. Finalizing legal status of AU/CIEFFA | 1. Clarify legal status of AU/CIEFFA 2. Develop statutes according to AU/CIEFFA’S legal status 3. Present the finalized status to appropriate AU Structures | Legal status of AU/CIEFFA | AUC Legal Counsel | X | X |  |  |
| 1. New Building for AU/CIEFFA | 1. Refurbishment of existing building | 1. Discuss with owners and Ministry of Education on refurbishment of building until construction of new building | Refurbished and secure building | Burkina Faso | X | X |  |  |
| 1. Construction of new building for AU/CIEFFA | 1. Discuss with Government on the MOU concerning the construction of building for housing AU/CIEFFA | New building of AU/CIEFFA in line with international norms of security | Burkina Faso |  | X | X |  |

1. T1:Feb-July 2015; T2 :Aug.2015-Jan.2016; T3: Feb. –July2016; T4: Aug.-Dec 2016 [↑](#footnote-ref-1)