UNESCO

International Institute
for Capacity Building
in Africa

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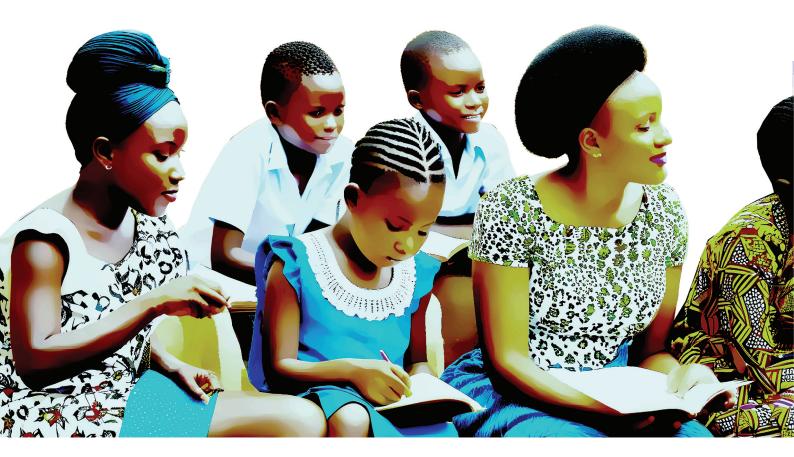Empowering teachers for all learners to thrive

Executive Education and Policy Academy in collaboration with the Global Partnership for Education's KIX Africa 19 Hub

Community of Practice in Gender-Responsive Education in Sub-Saharan Africa

In partnership with the Global Partnership for Education's KIX Africa 19 Hub

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE
AFRICA 19 HUB

IDRC | CRDI
International Development Research Centre
Centre de recherches pour le développement international

unicef
for every child

African Union

Education 2030

About IICBA

The UNESCO International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform educational policies, strengthen teacher professional development, and strengthen capacity in education institutions including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits. IICBA's strategic plan for 2023-25 is built around three main lines of action: (i) Research and knowledge; (ii) Policy dialogue and advocacy; and (iii) Capacity enhancement.

About the GPE KIX Africa 19 Hub

The Knowledge and Innovation Exchange (KIX) Africa 19 Hub is a joint project of the Global Partnership for Education (GPE) and the International Development Research Centre (IDRC). The KIX Africa 19 Hub supports 19 GPE member countries in sub-Saharan Africa in accelerating progress toward equitable, inclusive, and quality education under Sustainable Development Goal 4 and the African Union's Continental Education Strategy for Africa (CESA) 2016-2025. The Hub is managed by UNESCO IICBA, the UNICEF Eastern and Southern Africa Regional Office (ESARO), and the African Union Pan-African Institute of Education for Development (AU IPED).

About the Executive Education and Policy Academy

Education systems in Africa are in crisis. Learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. Teachers are key to improving education outcomes, but many lack the training they need to ensure that children learn. Beyond the current learning crisis, education systems face a range of medium- and long-term challenges, including changing labor markets that require individuals to acquire new skills, climate change, and conflicts. Education systems have a fundamental role to play for sustainable development, but often fall short. IICBA's aim is to empower teachers for all learners to thrive. Through a range of course of various lengths, the Executive Education and Policy Academy targets officials in Ministries of Education and other education and civil society leaders to equip them with the knowledge they need to improve teacher policies and education systems in Africa.

About this Course

Evidence shows that girls who are educated earn higher wages, have better health outcomes and healthier families, and contribute more to the development of their societies. However, in many countries in sub-Saharan Africa, girls are dropping out of school and marrying early, falling behind in core subjects, and not completing secondary school and college. Gender inequalities in education are reinforced by education systems, education planning, funding choices, curriculum, textbooks and teaching materials, and the limitedness of data and evidence. This community of practice will provide a platform for policy actors interested in gender equity to share and learn about gender-responsive good policies and practices across sub-Saharan Africa. Through a series of workshops and an applied learning task, participants will enhance their ability to diagnose and address gender inequities and barriers in their own education systems.

Learning Journey

This course consists of six initial virtual workshops in November and December 2023, an optional and practical learning task, and a reflective plenary session. Participants who complete the three modules including the practical learning task will receive certificates of course completion. Participants will also be invited to stay connected and continue their learning through a community of practice at the conclusion of this short course.

Module 1: Module 1 is a three-week webinar series comprising six virtual workshops focused on learning topics previously identified by Ministries of Education, including a.) contextualizing and diagnosing gender barriers in sub-Saharan Africa; b.) measuring the benefits of evidence-based programs that are improving girls' enrollment, retention, and achievement; c.) examining gender-responsive education sector planning; and d.) identifying strategies and alliances to prioritize gender equity in participants' contexts.

Module 1:
(Virtual) Six workshop dates: November 21st, 23rd, 28th, and 30th; and December 5th and 7th, 2023. Time: Two hours each, 3:00 – 5:00 p.m. East Africa Time (UTC +3).

Module 2 : Module 2 is a one-month period in which participants will work independently on a practical learning task related to the topics they have explored in Module 1. Participants will be invited to create professional action plans summarizing their commitments to prioritize gender responsiveness in their departments and regular work agendas, as well as strategies and partners that will help them to do so.

Module 2:
Virtual; independent participant work

Module 3: Module 3 is a plenary session in which participants will present the action plans they created in Module 2 and provide each other with peer feedback, drawing on what they learned in Module 1. Upon completion of Modules 1 (all sessions), 2 and 3, participants will receive digital certificates of completion. Participants will then be invited to join a community of practice of policy actors, experts, and stakeholders who are interested in continuing their learning about gender equity in education in sub-Saharan Africa. Participants will help structure and lead the community of practice.

Module 3:
(Virtual) Starting January 2024

Course Coordinators

Ms. Mercy Mupavayenda

Mercy Mupavayenda is an experienced gender and development trainer, lecturer, policy analyst, program manager, and researcher. Her PhD research at the University of the Witwatersrand in South Africa interrogates policy and program interventions aimed at reducing HIV/AIDS, school dropout rates, early-unwanted pregnancies and marriage, and gender-based violence among adolescent girls and young women (AGYW) in Sub-Saharan Africa. Mercy's teaching pedagogy is premised on an inclusive, learner/participant-centred, and participatory framework which aims to encourage participants to develop critical thinking skills to engage and challenge hegemonic and harmful discourses, including gender and other stereotypes at various system levels.

Dr. Victoria Kisaakye Kanobe

Victoria is a Senior Program Specialist in Education at UNESCO IICBA. She has 26 years of experience supporting Member States and Regional Economic Bodies (such as AUC, EAC, IGAD & SADC) in Africa. Her technical areas include curricula/instruction design for formal and non-for- mal education; pre-service & in-service teacher education, use of ICTs in education, designing of quality assurance programs, education for health and wellbeing, education in emergencies, and inclusive education. Victoria holds a PhD in Education, a Med, and a BS in chemistry from Makerere University, Uganda, and a MSc. in Public Health from Jomo Kenyatta University, Kenya. She is a member of several education associations, the UNAIDS interagency task team on education, and the Global technical team for balanced and inclusive education at the Education Relief Foundation in Geneva.

Dr. Eyerusalem Azmeraw

Eyerusalem is a Program Officer with UNESCO IICBA where she recently coordinated a peace education project on preventing violent extremism implemented in 24 African countries. She also supports work on girls' education and teacher professional development, among others. Before joining IICBA, she worked in several non-governmental organizations including Save the Children International as Education Cluster Coordinator. She holds a PhD in International and Comparative Education from Addis Ababa University. Her main research interests are in peace education and multicultural education.

Ms. Maryann Dreas-Shaikha

Maryann is an international educator, former school leader, and education consultant currently managing the GPE KIX Africa 19 Hub at UNESCO IICBA. Maryann has been involved in education for 12 years primarily in Pakistan and the Republic of Georgia, and has extensive experience in teaching English, student-centered and inquiry-led learning, assessing learning through formative and authentic assessment, designing curriculum, leading departments, and facilitating teacher professional development. She has a M.S.Ed. in International Education Development from the University of Pennsylvania and certificates in Montessori education, teaching and learning, and educational leadership.