AFRICAN UNION
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DEPARTMENT OF HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

REPORT OF ACTIVITIES

AFRICAN UNION-
INTERNATIONAL CENTRE FOR GIRLS AND WOMEN
EDUCATION IN AFRICA (AU/CIEFFA)

NOVEMBER 2014-JUNE 2015
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.

This report has as objective to outline the activities undertaken by AU/CIEFFA since November 2014 until June 2015; it is divided up in two main parts:

1. Operationalization of AU/CIEFFA
2. Activities addressing AU/CIEFFA’s mandate

1. Operationalization of AU/CIEFFA

The operationalization of AU/CIEFFA comprises the following areas:

- Legal status of AU/CIEFFA
- Structure of AU/CIEFFA
- Human resources
- Existing host agreements between Burkina Faso and AUC; and Burkina Faso and UNESCO
- Budget
- Office premises

1.1 Legal status of AU/CIEFFA

Following Assembly Decision (Assembly/AU/DEC.44 (III)), on the need for requisite studies to be conducted on the operational modalities of AU/CIEFFA, discussions have been held with Legal experts from AUC on the best way of operationalizing AU/CIEFFA.
Presently a legal expert is looking at all the legal documents of AU/CIEFFA. On-going discussions are being held with UNESCO on AU/CIEFFA having both the status of an AUC institution and a UNESCO Category 2 institution.

A letter has been sent to the Assistant Director-General of Education, UNESCO, to request to maintain the status of UNESCO -Category 2 institution.

1.2 Structure of AU/CIEFFA

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

a. Coordinator
b. Senior Policy Officer (Education)
c. Policy officer (ICT & Documentation)
d. Administration and Finance Officer
e. Secretary
f. Mail Runner/Driver

The Coordinator and the Finance Officer have been recruited and the other recruitments (short-term and regular) are being processed. The Coordinator, Dr. Rita Bissoonauth, assumed duty in November 2014.

TOR’s for the other international staff have been developed and the posts are being advertised.

1.3 Human resources of AU/CIEFFA

Currently, twelve local staff are working for AU/CIEFFA in the Ouagadougou office, and all of them are seconded from the Ministry of Secondary and Higher Education of Burkina Faso.

A questionnaire (Appendix 1) has been administered to the existing staff in view of finding out on their profiles, roles and responsibilities but also to see if they can fit in the new structure of AU/CIEFFA.

Most of the staff members have been working at CIEFFA for at least five years and if the programme budget permits, the staff can be given the opportunity to choose on whether they stay at CIEFFA or go back to their Ministry of origin.
1.4 Host agreements

Presently there are three host agreements: 1 between the Government of Burkina Faso and the AUC (March 2008) and two between the Government of Burkina Faso and UNESCO (April 2006 and April 2014).

There is need to re-negotiate these host agreements as AU/CIEFFA is presently both an AU institution and a UNESCO Category 2 institution.

1.5 Budget

There is currently no program and operational budget for 2015. The operational budget for 2016 has been approved by the Heads of State and Government during the July 2015 Summit held in Johannesburg, South Africa.

1.6 Office premises

AU/CIEFFA is presently based in Ouaga 2000, in a rented house, paid for the Government of Burkina Faso. As an AU institution, the offices need to comply with certain international regulations such as security. The AUC is presently negotiating with the Government of Burkina Faso for more adequate offices.

2. Programme activities addressing AU/CIEFFA mandate

During this period from November 2014 to June 2015, several activities have been undertaken by the Coordinator as well as the staff in the Ouagadougou office. They are:

2.1 Strategic Plan AU/CIEFFA -2015-2017

In order to operationalize activities of AU/CIEFFA, a strategic plan has been developed with its mission translated into broadly defined aims and objectives as well as a sequence of steps to achieve them (Appendix 2).

The AU/CIEFFA strategic Plan for 2015-2017 includes four key strategic priorities:

a. Legal framework for Rights of girls and women in schools and universities

b. Gender-responsive curricula in schools and universities

c. Retention of girls in schools

d. Documentation, advocacy, communication and publications
The key strategic priorities stem from Agenda 2063 and discussions with partners.

2.2 Resource mobilization and collaboration with partners

The Coordinator has held meetings with partners for mobilization of funds for the implementation of activities proposed in the AU/CIEFFA Strategic Plan.

These partners include UNDP, European Commission, USAID, Norway, African Development Bank, UNICEF.

Concept papers have been shared with partners for request for funding and are:
   a. Empowering girls and women: keeping girls in schools
   b. Ensuring rights of girls in schools and universities
   c. Gender-based violence in Higher Education

Response is being awaited from partners for funding of these projects.

2.3 UNESCO/AU CIEFFA -Case studies on girls’ education and inclusive education in Africa

AU/CIEFFA in collaboration with UNESCO is preparing in-depth case studies of countries providing education to diverse groups of learners, with special emphasis on girls’ education in the five geo-political regions of the continent. Choices of Member States to be involved in these case studies were made by RECs based on certain specific criteria.

This case study compilation will contribute to bridging the gap amongst practice, research and policy in this area and will contribute to the global knowledge data base for inclusive approaches to teaching and learning.

2.4 Audit mission to Ouagadougou office, Burkina Faso

A fact-finding mission was carried out from 5-12 February 2015 to discuss on existing agreements, look at the infrastructure status, initiate the inventory of the human resources present in the centre to date, its financial situation, the office materials and logistics available, as well as the relationship of the Centre with the Government of Burkina Faso and other partners.

Visits were also undertaken to the Ministry of Foreign Affairs and Ministry of Secondary Education and the Officer in Charge of the CIEFFA Office in Ouagadougou also accompanied the Coordinator.
2.5 Meetings attended by the AU/CIEFFA Coordinator

As a UNESCO institution of Category 2, the Coordinator was invited to attend the 4th meeting for UNESCO Education Centres of Category 2, which was held in Manila, Philippines. The aim of this meeting was to enhance partnerships and cooperation among Education UNESCO Category 2 centres and Category 1 centre, regional/field offices, UNESCO headquarters and national commissions.

The Coordinator also attended the 2nd AU High Level Panel on “Financial Inclusion of Women in Agribusiness” held on the margins of the 25th AU Assembly in June 2015 in Johannesburg, South Africa.

2.6 Advocacy and communication resources

Pamphlets and brochures on AU/CIEFFA’s mission, aim and objectives as well as its activities have also been produced.

2.7 Activities carried out by staff in Ouagadougou Office

The Officer-in-charge has already sent the report of 2014 to the UNESCO office. During the period between January-June 2015, requests from the Coordinator have been made to the Office for the following:

a. **Create a newsletter for AU/CIEFFA**

   Letters have been sent to Member States asking them for articles. Several articles have been sent by Member States.

b. **Revamp the website of AU/CIEFFA**

   The staff has been requested to look at examples of other layouts and designs of websites and propose a framework for the new AU/CIEFFA website.

c. **Meetings organized by partners**

   Officers in the Ouagadougou Office have attended several meetings organized by partners in Ouagadougou during this period.
FICHE INDIVIDUELLE DE RENSEIGNEMENT

CIEFFA
OUAGADOUGOU, FEVRIER 2015

Mission de la Commission de l’Union africaine 15-20 février 2015

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<td>14.</td>
<td>Suggestions pour améliorer les programmes du CIEFFA</td>
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AFRICAN UNION –
INTERNATIONAL CENTRE FOR GIRLS AND WOMEN EDUCATION IN AFRICA
(AU/CIEFFA)

STRATEGIC PLAN
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.

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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.

2. 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.
3. 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.

4. 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.

5. OBJECTIVES

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

i. promote girls’ and women’s education at primary, secondary and tertiary levels

ii. Promote gender mainstreaming in education policies and development programmes;

iii. Build the operational capacities of Member States on girls and women’s education issues;

iv. Establish network for information and experience sharing on girls and women’s education;

v. Develop strategies and innovative approaches for advocacy and a fruitful partnership to promote and consolidate girls and women’s education.

vi. Promote research on girls and women’s Education issues

vii. Conduct observatory activities on the status of education and training for girls and women in Africa.

viii. Organize training on information and data collection, management and programmatic use
ix  Monitor and report on decisions and programmes implementation at national, regional and continental levels.

6. 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:

- g. Coordinator
- h. Senior Policy Officer (Education)
- i. Policy officer (ICT & Documentation)
- j. Administration and Finance Officer
- k. Secretary
- l. 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.

7. 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:

- a. Recruitment of 2 short-term consultants (12 months)
- b. Capacity-building of existing staff

8. ROLE AND RESPONSIBILITIES

The role of AU/CIEFFA will be as follows:

- a. Liaise with HRST through Education Division and meet regularly to review implementation of the continental education Strategy, hence strengthening synergies for optimal outcomes
b. 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

c. 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

d. Attending international and regional gatherings together with and/or on behalf of Member States;

e. Calling and organizing the necessary international meetings and conferences with stakeholders

*The role of RECs is to:*

a. Assist Member States draw up comprehensive Plans for girls and women’s education

b. Facilitate regional Conferences of Ministers in charge of education and women empowerment/promotion as well as technical workshops to review country plans and integrate them with activities at regional and continental levels;

c. Sensitize and advocate for regional efforts to build gender sensitive environment in all socio-economic initiatives at regional level;

d. 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:*

a. Draw up comprehensive country plans incorporating women and girls education for sustainable impacts

b. Ensure that teaching and learning resources are gender-sensitive

c. Ensure that learning environments are safe and free from violence
9. ENABLERS FOR IMPLEMENTATION OF STRATEGIC PLAN

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

a. Needs assessment on the competencies of staff

b. Adequate funding is provided to AU/CIEFFA for operational costs and implement the approved Strategic plan

c. Additional financial resources are mobilized for AU/CIEFFA’s program implementation and support to innovative initiatives from partners

d. Staff (short-term and regular) have been recruited; capacity-building of existing staff

e. Hosting agreements between Burkina Faso and AUC and Burkina Faso and UNESCO have been reviewed

f. Adequate building facilities for housing AU/CIEFFA headquarters until new building is constructed

10. 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 in Africa, AU/CIEFFA is focusing its policy advocacy efforts on four key strategic priorities for 2015-2017:

e. Legal framework for Rights of girls and women in schools and universities

f. Gender-responsive curricula in schools and universities

g. Retention of girls in schools

h. Documentation, advocacy, communication and publications