



2<sup>nd</sup> High-level Dialogue



AU/CIEFFA



Enhancing policies and practices to promote

# STEM-focused TVET for women and girls

24<sup>th</sup> January 2018

Addis Ababa,  
Ethiopia



NORWEGIAN EMBASSY

unicef 



Save the Children

***CALL TO ACTION***

## **A- PREAMBLE**

**WE**, Ministers of Education and Scientific Research, Gender and Women's Affairs and Ministers of Economy and Finance of the African Union (AU) together with Regional Economic Communities (RECs), development partners, civil society organizations (CSOs), institutions, private and public sectors amongst the stakeholders present at the 2<sup>nd</sup> AU High Level Panel on Gender Equality and Education held on the 24<sup>th</sup> January 2018 at the AUC Headquarters in Addis Ababa, Ethiopia;

**REITERATE** our commitment to promote Science, Technology, Engineering and Mathematics (STEM)-focused Technical Vocational Education and Training (TVET) for women and girls;

**CONGRATULATE** AU/CIEFFA, Government of Norway, UNICEF, UNESCO, Save the Children and all partners for the joint organization of this 2<sup>nd</sup> High Level Dialogue (HLD) on gender and education and the emphasis on STEM-focused TVET for women and girls;

**HAVE EXCHANGED on** our countries' experiences (achievements, challenges and next steps), their investment in human capital and financial resources to build self-confidence of girls and young women as well as boost their interest in STEM and TVET and;

**NOTE WITH CONCERN** that in many African countries girls' participation and learning outcomes in STEM education and TVET are still low and gender gaps in STEM/TVET are not due to differential cognitive abilities, but the socialization and learning process within which girls are raised shape their identities, beliefs, behaviours and choices;

**HAVE DISCUSSED on** the legal and institutional frameworks that our countries have adopted or not yet, implemented or not yet to eliminate gender stereotypes in teaching and learning environments and

**OBSERVE** that non-implementation of adopted legal and institutional frameworks contributes to negatively increase gender stereotypes in teaching and learning environments, making girls and young women more vulnerable in our education systems.

## **B-CALL TO ACTION**

**WE**, AU Ministers of Education and Scientific Research, Gender and Women's Affairs and Ministers of Economy and Finance present at this 2<sup>nd</sup> AU High Level Panel on Gender Equality and Education together with Regional Economic Communities (RECs), development partners, civil society organizations (CSOs), institutions, private and public sectors amongst other stakeholders commit ourselves to the following actions and call upon all African Union member states to also take action on the following:

- I. Adopt, domesticate, implement and fully finance existing national policies to invest in girls' and women's quality education, with a special focus on retaining girls' and women in schools, building girls' and women's self-confidence and boost their interest in STEM and TVET, by improving the quality of STEM teachers, promoting female role models in STEM sectors, mainstreaming gender responsive teaching and learning skills and prioritizing the financial support for girls and women to pursue STEM and TVET education;

- II. Continue efforts on prohibiting child marriage and sexual harassment so as to provide a safe and healthy learning environments for girls, as well as to promote gender equality and STEM education in both humanitarian and conflict zones;
- III. Support rural girls and women in formal and informal sectors, by improving school infrastructure, labs and electricity among other facilities, documenting the scientific activities in real life, utilizing the existing learning resources for teaching and learning of STEM, improving life-skills and technical trainings for women who cannot access the formal education;
- IV. Support ICT and digital literacy trainings and entrepreneurship trainings for girls and women, equipping them with knowledge and skills linking ICT, finance, STEM and innovation to empower them;
- V. Enhance collaboration and partnerships with development partners, public and private sectors, NOGs, scientific think-tanks and teachers unions to advocate and promote girls and women's STEM and TVET education and professional opportunities;
- VI. Review gender policies and strategies at national, regional and continental levels in line with the AU agenda, education sector plans, and gender-responsive budgeting, especially in STEM education and TVET;
- VII. Improve data collection and report (during the next STC on Education, Science & Technology) on progress made by countries towards the national, continental and global goals, and challenges faced in terms of retention of girls and young women in STEM and TVET as well as their access to labor markets;
- VIII. Promote experience and information sharing among Member States, institutions and local communities through all levels and forms of media and platforms on the STEM and TVET education and career opportunities;
- IX. Engage key stakeholders, including female youth and teachers, in the planning, formulation and implementation of gender responsive legal and structural frameworks to promote STEM and TVET education and professional development for girls and women;
- X. Strengthen multi-sector efforts and accountable governance to ensure gender equality through legal and structural frameworks implementation to eliminate all forms of gender stereotypes in the state, school and society for inclusive and equitable quality education, lifelong learning opportunities and professional development for all.

**TAKE NOTE OF THIS CALL TO ACTION**