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Pan-African Forum for the Culture of Peace

Women's Forum: Panelists' Bios and interventions

Vulnerability of girls and women to violence



Ms. Askah Buraci Otao, Educator for the Gionseri Girls Highschool, and beneficiary of the "UNESCO Mentorship Programme for unlocking the potential of Girls in STEM", Kenya

BIOGRAPHY

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Ms. Askah Borasi Otao is a High School Chemistry and Biology Educator for the last 12 years. She holds a Bachelor of Education Degree in Science (Chemistry and Biology) from Kampala International University (KIU) in Uganda, a Diploma in Science Education from the Kenya Science Teachers College (KSTC) in Kenya and a Diploma in School Management. Askah is currently pursuing a Master of Science (MSc.) Degree in Organic Chemistry at Kisii University in Kenya (KSU). She is a mentor to girls for increased participation in STEM.

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Mme. Askah Borasi Otao est éducatrice en chimie et en biologie au secondaire depuis 12 ans. Elle est titulaire d'une licence en sciences (chimie et biologie) de la Kampala International University (KIU) en Ouganda, d'un diplôme en éducation scientifique du Kenya Science Teachers College (KSTC) au Kenya et d'un diplôme en gestion scolaire. Askah poursuit actuellement des études de maîtrise en chimie organique à l'Université Kisii au Kenya (KSU). Elle est un mentor auprès des filles pour une participation accrue à STEM.

PAPER

An assessment of UNESCO's Stem Mentorship Program at Kereri Girls High School in Kenya

Introduction

One day I heard a school administrator say 'let the girls drop any subject they want, let them go to the university first, the university will sort them in terms of what courses they will take' my heart sunk – the administrator just like many teachers is more concerned with performance and not what the child is going to pursue when she joins tertiary institution. The outcome of this unfortunate statement was that most girls dropped sciences and preferred to take art-based subjects.

I kept wondering how to help the many girls in my school and beyond to open their eyes and see the many wonderful opportunities out there in the job market in science and technology fields which they could not seize due to their poor attitude to sciences and mathematics leading to them registering low grades in those subjects. Not long after that, I came to know through my principal about the Scientific Camp of Excellence: Mentoring girls in STEM' that was being organized by UNESCO in collaboration with the Ministry of Education in Kenya. I accompanied the four selected students to participate in the UNESCO STEM Camp – the program was later to revolutionise me as a teacher and my students' perspectives on STEM subjects.

The societal norms and prejudices work against the progress of the african girlchild. She needs to be guided to shine above her enormous challenges and this is where UNESCO's STEM mentorship program comes in handy as it is all inclusive. The mentors involved in the camps are well informed – they leave the learners challenged , motivated and filled with hope that it is possible. The visits to industries and tertiary institutions raise curiosity of the learners and relate science to their daily lives. All they are left to wish for is for time to fly so that they can join those institutions. The life and survival skills session is so rich with information equipping the girls with essential life skills that helps them to go through adolescence stage successfully without interfering with the academic performance.

We shall discuss this impact of the UNESCO-STEM programme in several levels:

The students' level:

In January 2016, the four girls that attended the mentorship camp decided to venture into mentorship for fellow students, leading to the formation of a club consisting of 20 students drawn from all classes spreading one gospel – *Girls can do and perform better in mathematics and sciences*. The girls encouraged one another. Between 2016 and 2018 the club membership increased to 50 students.

The academic performance of the students gradually improved in the STEM subjects for example, in the 2017 Form 4 class, the performance of chemistry improved from a mean of 3.706 of term three in 2015 to 5.277 in KCSE. Individual student performance in Mathematics and sciences equally improved for example, Shirly Kenyanya who joined the club in form two, had her mathematics performance improve from 62% at the beginning of 2016 to 82% in form four. She had this to say about the program: *'Girl in technology club made me believe in myself. We were always reminded that girls could also make it in the sciences and mathematics. This always gave me the push to work hard' Am glad I listened to my class mentor as now I will be taking civil engineering in the university, a dream come true – Shirly Kenyanya class of 2018*

Not only did the students' performance improve but also the number of students taking Physics, which is an elective subject, increased. For example, in 2017, only 57 students registered to take physics for their final year examinations. The number increased to 79 in 2018 and in 2019 a total of 145 form three students chose to take physics.

Equally, a number of students chose to do science based courses in tertiary institutions for example, Bachelor of Science (BSC) in Civil Engineering at the Technical University of Mombasa, BSC in Information Technology at the University of Nairobi and Kenya College of Accounts University; Industrial chemistry at Masinde Muliro University of Science and Technology; Pharmacy at Mount Kenya University as well as at Jomo Kenyatta University of Agriculture and Technology; to mention but a few.

The four students who had benefitted directly from the UNESCO STEM Mentorship programme improved in their studies and were admitted for the following courses at the university:

- i. DELPHINE KERUBO – Bachelor of Science in Actuarial Science at Jomo Kenyatta University of Agriculture and Technology
- ii. SHARON NYABONYI - Bachelor of Science in Health Systems Management at Mount Kenya University.
- iii. GETRUDE MAGUTU – Bachelor of Education Science – Chemistry and Physics at Masinde Muliro Univesity.
- iv. HILDAH NCHABERA – Diploma in Nursing at Kenya Medical Training Institute.

Teacher' level

Not much progress can be made without involving the teachers – the actual implementers of this curriculum that is stressing the girlchild. It is on this fact that I recommend that a parallel program for science and mathematics teachers should be rolled out to sensitize teachers.

A tired teacher who is overwhelmed, who has equally given up is what I saw every day in my colleagues and staff as Chair of the Science Department. We seemed okay with being ranked position 15 out of 15 in the examinations analysis. It is like we had accepted defeat. Some of us could openly confess that mathematics and sciences are hard to teach and equally hard for the learners. The atmosphere was tense. However, this changed once the mentorship program was rolled out.

With the help of the administration, the teachers were taken through a training on GENDER-responsive teaching. This helped them to change/improve their teaching and content delivery approaches, i.e., the number of hands-on-activities used increased, learning was more learner centered than teacher centered. This made learning more interesting. The Guidance and Counselling Department came in handy in managing emotional needs of the learners and teachers of mathematics and sciences. The teachers enjoyed teaching the science subjects and were able to consult one another whenever they encountered any difficulties in addressing a particular concept. Better still, they embraced ICT to make the teaching and learning of their subjects more interactive and interesting for the students and to their satisfaction as teachers.

Commitment from the School Administration: The school Principal of the Girls' school was an understanding and a supportive administrator – she had the girls at heart. She supported all our programs in all aspects – materially, financially, with human resource etc.. She mobilized the rest of the staff to support our programs and equally be involved. Change in performance of mathematics and sciences needs a lot of sacrifice and commitment. It needs change of attitude of all stakeholders. The learners need to constantly be talked to, teachers of mathematics and sciences need training on gender-responsive pedagogy and all these require material and financial support.

Recommendations

i) Increased access of the programme to learners

This noble program needs to be accessed by all the girls in Kenya, in Eastern Africa and the African continent at large. This is the only way we can narrow and eventually close the gap between boys and girls pursuing STEM-based courses and careers. Someone needs to make a drastic decision to revert this trend and that person is you and I. Let's do a small act of holding the girl child's hand and show her the way. As they say, educate a girl – educate a society.

ii) Involvement of more teachers in the programme

Some of these glaring facts have not been brought to the attention of all teachers of science and mathematics. Not much progress can be made without involving the teachers – the actual implementers of this curriculum that is stressing the girls. It is on this fact that I recommend that a parallel program for science and mathematics

teachers should be rolled out to mentor the teachers and inform them of the widening gender gap in STEM and its root causes.

iii) Sensitization of school administrators and parents

Implementation of the programme requires the support of administrators. Parents and guardians equally need to be informed of the need for attitude change and the capabilities of both boys and girls. These two groups can enhance or dismantle the gender stereotypes that continue to impede equal access for girls and women to STEM courses and careers. Both parents and school administrators are also products of the same societies that socialize the girls to believe that STEM is a male domain. They should all be informed of the benefits of STEM courses for sustainable development and exposed to the available courses and future STEM careers because they are involved in guiding their daughters during course selection.

The UNESCO STEM Mentorship programme for secondary school girls is very noble and critical in giving the girls the self-esteem and confidence that they need to break through the societal barriers that impeded their good performance even in science subjects which they should enjoy. This programme creates interest in studying among girls which results in many of them being retained in school as they perform better to continue with their studies in tertiary institutions. The Life and Survival skills programme empowers the girls to understand their bodies and their vulnerability and know when to say NO and to mean it. Such empowered girls are capable of identifying instances that may lead to sexual exploitation, reducing their vulnerability to any form of gender-based violence.



Ms. Loise Danladi Musa, Executive Secretary of
the Bauchi State Agency for Mass Education,
Nigeria

BIOGRAPHY

EN

Lois Danladi Musa is currently the Executive Secretary, Bauchi State Agency for Mass Education in Bauchi State of Nigeria, coordinating all activities of

implementing partners in non-formal education in the State. Prior to her current appointment, she was the Director Policy implementation at the Ministry of Education, Bauchi State. She was also school principal in various secondary schools within the state. Her trajectory in the field of education is indeed robust, having gained decades of experience within the educational system.

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Lois Danladi Musa est actuellement secrétaire exécutive de l'Agence d'éducation de masse de l'État de Bauchi, dans l'État de Bauchi, au Nigéria. Elle coordonne toutes les activités de mise en œuvre de partenaires de l'éducation non formelle dans cet État. Avant d'occuper son poste actuel, elle était directrice de la mise en œuvre des politiques au ministère de l'Éducation de l'État de Bauchi. Elle a également été directrice d'école dans plusieurs lycées de l'État. Sa carrière dans le domaine de l'éducation est vraiment solide, après avoir acquis des décennies d'expérience dans le système éducatif.

PAPER

Northeast Girls and Women Basic Education Initiative School Meet the Learner Approach (SMLA)

Background

The benefits of education are now well established. Education raises the quality of life; it improves health and productivity in market and non – market work; it increases individuals' access to paid employment and often facilitates social and political participation. The total benefits of education to the society are multiplied when basic education is extended to girls. Females who participate in basic education do not only aspire to further their education, but also have smaller families, fewer of their children die in infancy, and their children are healthier and better educated than women who have never had access to, or who have limited exposure to basic education.

The **UNESCO Global Monitoring Report, 2015** indicated that Nigeria has 10.5 million children who are out of school, which is about the highest number in the world. Of the number of children who are out of school, nearly 6.3 million or 60 per cent, of them live in the northern part of the country. Of this figure, over 71% are girls and women. The report also observed that, almost one of every three primary school children are out of school, and roughly one of every four junior secondary school children are out of school.

Nigeria's **National Bureau of Statistics (NBS, 2014)** report further indicated that the north –east region of the country was on top of the nation's table of out-of-school

children and required immediate intervention to get back on track. Similarly, In Bauchi State, according to the State's Ministry of Education data (2015), the rate of school age children especially females, who are out of school are amongst the highest the North – East region of the country.

The high incidence of out-of-school children has been occasioned by the Boko Haram insurgency in north-east Nigeria, which has had a profound impact on an entire generation of school children. Schools, students and teachers have been attacked repeatedly, reducing school enrolment and increasing the probability of school dropouts. The crisis has contributed to a deterioration in the quality of education in public schools, worsening pre-existing education conditions such as inadequate school infrastructure, the absence of teaching and learning materials and insufficient or overcrowded classrooms. Other factors include the inability of parents to meet the associated costs of sending children to school (uniform and school lunch); and shortage of qualified teaching staff.

Consequently, millions of children in the north-east remain out of school. Girls are disproportionately affected. Apart from the insurgency, low perceptions of the value of education for girls, cultural and religious barriers and early marriages are among the reasons for poor enrolment or early drop out. In North East Nigeria, 26% of women aged 20-49 years are married by the age of 15, over 56% are married by the age of 18. (MICS 2015).

The **School Meet the Learner Approach (SMLA)** is an innovative approach developed by UNESCO, which is being piloted in Bauchi State, to increase access to education, taking into account cultural, socioeconomic, and religious and security situation in the northeast geo-political zone of Nigeria. The target beneficiaries are 50,000, young girls and women from ages 9 – 45 years. These include girls who are in school, but are at the risk of dropping out, as well as those who have dropped out of schools so early that they could not acquire basic literacy skills, or those who have not attended school at all.

Overall goal: The goal of the project is to provide basic literacy and livelihood skills to 50,000 girls and women in Bauchi State. They include those who could not access education, due to a number of reasons including, insecurity especially in the Northeast region, cultural and or religious challenges.

Others are those who are in school but stand the risk of dropping out as well as those who have dropped out of school so early that they could not acquire the basic literacy skills and those who have not attended school at all. This is with the intention of reducing the imbalances and disparities in the education of males and females that exist in this region, over a project period of two years.

The specific project objectives include:

- Increased access of 50,000 girls and women to basic literacy and empowering them to obtain basic education and skills development through the use of ICT by 2017.
- Increased enrolment, retention and transition rates to higher level of education and prevention of school drop – out of girls in selected LGAs and communities in Bauchi State.
- Second opportunity provided to girl dropouts to reinsert into the mainstream education and complete their studies within the appropriate level.
- Enhanced Teaching and Learning Process through the provision of e-Learning content for girls and a follow up guide for Teachers, focusing on students’ progress assessment and documentation, as well as skills acquisition for economic empowerment of out-of-school girls and women.

The Project aligns strongly with the Nigerian Education Sector Plan (Education for Change : A Ministerial Strategic Plan) developed to guide the implementation of the Education 2030 Agenda and the National Economic Recovery and Growth Plan, which emphasize investment in human capital as vital for national growth. The Project also contributes to the national priority placed on out-of-school children, skill acquisition and non-formal education in the Ministerial Strategic Plan, as well in the United Nations Sustainable Development Partnership Framework in Nigeria (UNSDPF 2018-2022) on quality learning and skills development. Therefore, the intervention focuses on contributing to national development by creating access and reducing the impact of out-of-school children, especially girls.

A combination of delivery model

SMLA is a combination of different mode of delivery. The connecting point is still ICT. These initiatives comprised of the use of other available ICT devices, including desktop computers, laptops and televisions. The chart above shows how the target of 50,000 was attained in addition a multiplier effect of several thousand students and learners, far above the target group.

📌 **Tablets: The Project procured 1,195 devices as a start for the virtual classes; the Universal Basic Education Commission (UBEC), contributed 95 devices and Bauchi State Government contributed 3,000 devices (on going procurement process), bringing the total to 4,195 devices available for the Project.**

- **Multimedia centre:** Almost all the targeted schools have desktop computers in the schools. The Lesson Contents were migrated into these Desk Top computers for use by the 800 students. In addition, there are Computer Centers in all the targeted Local Government Areas where the Lesson Contents were also migrated for the use of the Non Formal Education Learners.

- **Television:** Two Media houses in Bauchi State are involved in the Project. These are the Bauchi State Television Authority (BATV) and the National Television Authority (NTA). The BATV airs the Lesson contents three times a week, while the NTA, airs the lesson contents two times a week. This programme has reached more than 100 000. However, 25 000 girls and women are officially registered for monitoring purpose.

Key Achievements

The main results achieved, which were targeted for the project, include:

☑ **A full program for junior secondary school and basic education developed:** 56 Digitized lesson contents in six subject areas, including Basic Science, Basic Technology, Physical and Health Education, Information Communication Technology (ICT), Mathematics and English were improved; appropriate Application developed; 85 lessons for Non Formal Education learners were developed, digitized and migrated onto mobile devices for students and learners.

- **Capacity building:** Capacities of 10,000 low-performing girls in JSS 2 are being strengthened; 40,000 illiterate women and girls school dropouts became literate. 80 facilitators for Literacy and Non Formal Education trained; 120 State Universal Basic Education Board (SUBEB) teachers trained.
- **Provision of Learning materials:** 4,500 devices were distributed and used by the learners; 40,000 assorted exercise books and writing material were provided.
- **Advocacy:** Leaders at all levels have been sensitized and mobilized effectively to support the Project; visibility materials were produced;

Key Challenges

The School Meet the Learner Approach being a new initiative, presented quite a number of challenges and many lessons were learnt in the process, among which are:

1. Although the Project was targeting girls and women, it was impossible to keep out the men, who were also very hungry for education, and they saw the opportunity to learn alongside their wives.
2. Number of Learners per virtual classroom, could not be restricted to 250 per Facilitator, as initially planned. As project implementation continued, some classes increased to "between" 300 to 400 Learners per virtual classroom.
3. In the bid to ensure that Lesson Contents for the Project meet both UNESCO and the Government of Nigeria Policy standards and achieve the Project goals of providing Basic Literacy and Livelihood Skills to 50,000 Girls and Women in Bauchi

State, the Project Team had to work very carefully to achieve the required standard and this took a lot of time;

4. The development of digitized Lesson Contents, which necessitated putting in place a Project Technical Team, comprising of Experts with different expertise in Pedagogy and ICT, who used their expertise to ensure quality control also posed some challenges; This Technical Policy Dialogue, took more time, due to the complexity of that process;

5. Data collection and documentation of the appropriate target groups by the Implementing Agencies, has been time consuming due to the challenges of reaching the hard to reach areas and getting adequate resources from government for the exercise;

6. Acquisition of Devices: The Project had planned to buy 1,100 devices as a start for the virtual classes; the procurement process of the mobile devices, between Administration and the Head Quarters in Paris, carefully taking into consideration, UNESCO rules and procedures, posed some challenges, thereby contributing to some delays which has affected the school calendar in the targeted Project State;

7. Bauchi State Government has responded by contributing the sum of US \$150,000, toward the procurement of about 3,000 devices for the Learners. The Project has purchased additional 1,100 devices and will purchase another 1005, bringing the total to 5,200 devices, but has not reached required number;

8. The number of devices available for the Project is a far cry, from what is required for the 50,000 Target groups. As such, the project team had to devise other ways of reaching the target group using ICTs.

9. With the guidance of UNESCO Project Team, the Project Implementation Agencies undertook the documentation of all the computer centers that can be used, in the six Project LGAs for the SMLA Project.

10. After the documentation, UNESCO ICT team and the officials of the Implementing Agencies embarked on the installation of the lesson contents on all the Desktop computers, Laptops, etc. in the Computer Centers and target schools of the six target

Local Government Areas in Bauchi State.

Lessons learnt

1. For effective Project implementation and the achievement of outstanding results, it was necessary that the required number of mobile devices for Teachers, Facilitators, Students and Non-formal Education Learners are secured before the commencement of Teaching and Learning.

2. All target groups, the Non Formal Education learners and the formal students in the six LGAs can access their relevant contents and learn independently in the computer centers;

3. In addition, the Non Formal Education learners, who have Television sets in their homes, were documented. This group of learners are learning through their TVs, when the lessons are aired by the three TV Houses in the state, including, BATV, NTA and AIT.

4. The BATV being the state TV coordinated the success of the airing through their airing timetable, which promoted ownership of the project, by the state Government.



Dr. Carmel Stella Matoko Miabanzila, Director of Bacongo Base Hospital, Republic of Congo

BIOGRAPHY

EN

Doctor Carmel Matoko in charge of the care of victims of gender-based sexual violence since 2007. Trainer and public speaker on gender issues and gender-based violence since 2009 for the United Nations System in Congo. UNFPA and SNU consultant for diagnostic studies on GBV management and in hospitals, Diagnostic analysis of actions and gender perspectives in the Republic of Congo. Director of the Bacongo Base Hospital.

FR

Médecin Carmel Matoko chargée de la prise en charge des victimes de violences sexuelles basées sur le genre depuis 2007. Formatrice et conférencière sur les questions de genre et violence basées sur le genre de 2009 à ce jour pour le Système des Nations Unies au Congo. Consultante UNFPA et SNU pour les études diagnostiques sur la prise en charge des VBG et en milieu hospitalier, Analyse diagnostique des actions et perspectives genre en République du Congo. Directrice de l'Hôpital de Base de Bacongo.

PAPER

Dr. Carmel Stela Matoko Miabanzila spoke about her experiences as a physician caring for women who have suffered sexual violence. She is the director of Bacongo Base Hospital in Brazzaville, with extensive experience in gender-based issues.

She reiterated that the Republic of Congo has suffered recurrent internal armed conflicts between the years of 1998-2012. In the aftermath of these conflicts, a programme was put in place towards the physical and psychological treatment of girls and women victims of sexual violence during conflicts.

Awareness raising campaign of the culture of peace for students in schools and academic institutions for the prevention of violence with the aid of UNESCO and UN agencies. Manuals on the culture of peace that were prepared by UNESCO and distributed to academic institutions are now present in all institutions for students in the Brazzaville area.

She recalled that in 2012, an incident involving a series of explosions at a munitions depot in Brazzaville resulted in high number of casualties, a fire that ravaged the city, and consequently in the displacement of many families. The sites where displaced persons were allocated saw the elevated numbers of incidents of violence, particularly against women. A UN contingency plan was enacted to aid in the wave of violence, and UNESCO took into its efforts to train the teachers and educators with the aim of eradicating violence in these precarious situations and raise awareness in school environments.

These teachers helped raise awareness regarding gender issues and prevention violence, the values of a culture of peace in schools environments.

In 2016, from the experiences of UNESCO's programme in instrumentalizing teachers as agents of peace, preventing violence prevention through education, a manual was produced.

These teachers helped raise awareness regarding gender issues, dangers linked to gender based violence and the lack of a culture of peace, and living together. All these themes are part of the school curriculums for educators in Brazzaville.

Transmission of the values of the culture of peace to students by means of a Manual produced by UNESCO for the use of the local authorities. This Manual has become part of the school system for educators, as a basis for moral and civic classes. Thanks to these UNESCO efforts, teachers raise awareness on gender based issues, violence

Dr. Matoko Miabanzila recalled that in the past she was responsible for 700 young girls victim to sexual violence, and this in the times of peace. There is a desperate need for a culture of peace, because more often than not, violence against women

is unseen, hidden, or neglected in Africa. Furthermore, she stressed that psychological trauma as result of sexual violence leaves lasting invisible scars on victims, hence its treatment is of vital importance. Teachers and educators need to be trained on how identify signs of trauma – both physical and psychological - in students, at early stages, and how to adequately address these sensitive issues in a school environment.

Teachers can encourage victims to seek medical treatment, and build up their resilience enabling them to help others in the same precarious situations. In this regard, victims become agents of peace themselves.



Dr. Iqbal El-Samaloty, Secretary General of the Arab Network for Literacy and Adult Education, Egypt

BIOGRAPHY

EN

Iqbal ElSamaloty is Professor of Planning and Development at the Higher Institute of Social Work and was formerly the Dean of the Institute. She holds the position of Secretary General of the Arab Network for Literacy and Adult Education, and Chairman of the "Future Eve" Association. Prof. Iqbal is the author of the curriculum and methodology entitled "women and life", the first curriculum specialized in the education of illiterate women in the Arab world, which has been digitized by UNESCO and successfully applied in the field in the neediest areas in Egypt.

FR

Iqbal ElSamaloty est professeur de planification et de développement à l'Institut supérieur du travail social et était auparavant doyen de l'Institut. Elle occupe le poste de secrétaire générale du Réseau arabe pour l'alphabétisation et l'éducation des adultes et présidente de l'association "Future Eve". Le professeur Iqbal est l'auteur du programme et de la méthodologie intitulés « Les femmes et la vie », le premier programme spécialisé dans l'éducation des femmes analphabètes dans le monde arabe, numérisé par l'UNESCO et appliqué avec succès dans les domaines les plus nécessaires en Afrique Egypte.

PAPER

Technology-enabled Literacy for Marginalized Girls and Women in Giza Governorate, Egypt

I. Background

UNESCO has been at the forefront of global literacy efforts since 1946, advancing the vision of a literate world for all. It views acquiring and improving literacy skills throughout life as an intrinsic part of the right to education. The “multiplier effect” of literacy empowers people, enables them to participate fully in society and contributes to improved livelihoods.

According to the UNESCO Institute for Statistics, the illiteracy rate in Egypt for those aged 15+ is 28.8% (23.5% for males and 34.5% for females). The illiterate population for those aged 15+ reached 18.8 million (7.6 million males and 11.2 million females).¹ Egypt’s Ministry of Local Development recently announced targeting the elimination of illiteracy in Egypt, along with raising Egyptians' capabilities in the next three years. The Ministry affirmed working toward achieving the zero percent illiteracy goal in Egypt.²

With regards to unemployment, the Central Authority for Public Mobilization and Statistics (CAPMAS) indicates an unemployment rate of 11.8% for the population aged 15+ in 2017. When segregated by gender, statistics for the same year reveal that unemployment among males reached 8.2%, while that for females reached 23.1%.³

Girls and women are not only subjected to the burdens of unemployment and illiteracy, but also domestic violence. Statistics from the National Council for Women (NCW) indicate that 36% of women who are (or have been) married were subjected to physical violence. Yet less than 1% of those women have sought assistance to confront this violence, either through the police or institutions which offer social services for women.⁴

II. Summary and Introduction

¹ UNESCO Institute for Statistics (2017 data): <http://uis.unesco.org/country/EG>

² Egypt Today (June 2018). Egypt to Achieve Zero Illiteracy within 3 Years: <https://www.egypttoday.com/Article/1/51632/Egypt-to-achieve-zero-illiteracy-within-3-yrs>

³ CAPMAS. (2019). *Statistics-Egypt in Figures*. Retrieved from CAPMAS: http://www.capmas.gov.eg/Pages/StaticPages.aspx?page_id=5035

⁴ The National Council for Women (NCW): <https://ncw.gov.eg/ar/العنف-الأسري/>

Technology-enabled Literacy for Marginalized Girls and Women in Giza is an ICT-based literacy pilot mobilized by UNESCO Cairo Office and relevant partners in March 2017 till present. The project's objective is to pilot innovative ICT-based learning materials and tools that could harness the potential of ICT in promoting literacy. The genesis of the project's design was a desire to test the concept of linking technology with literacy and assess the impact it would have on the learning process and outcomes. This pilot project was made possible through the generous funding received from Microsoft in 2017/ 2018, and from WeiDong Group of China via UNESCO HQ in 2019.

This project aims to demonstrate that technology can provide solutions to address the literacy and learning needs of populations that have been underserved by conventional programmes, by identifying marginalized local communities and developing appropriate online and offline literacy materials with sensitivity to the language and cultural context.

The project does not only address alphabet literacy, but also numerical and digital literacy. It also enables learners to acquire a diversified set of life skills, economic and legal empowerment, thereby illustrating the notion of “multiple literacies (functional)” conceptualized by UNESCO.

III. Achievements

From the outset, UNESCO Cairo Office sought to create a good model for collaboration between relevant governmental bodies, private sector, civil society and development partners. This project is an exemplary model of demonstrating public-private-partnership (PPP) in realizing commitments of the 2030 Agenda, not only in education but in various other domains covered by the Sustainable Development Goals (SDGs).

From 2017 to date, the project reached out to **685 women and girls** in the age groups from 16 – 35 in Giza governorate using a literacy curriculum entitled “*Al Mar’ah Wal Hayah*” (Women and Life), a curriculum that revolves around the **empowerment of girls and women**, and enabling them to become active members in their families and communities. The curriculum was developed by Dr Iqbal El Samaloty and her team from the Arab Network for Literacy and Adult Education (ANLAE).

A core group of well-selected facilitators and supervisors received training on delivering “*Al Mar’ah Wal Hayah*” literacy curriculum, followed by a series of training workshops on using ICT and creating simple digital activities and templates as ancillary materials that accompany the literacy curriculum. Literacy facilitators were accompanied by an IT coach, each and every time the class convened, to support both the facilitators and the learners in achieving the maximum benefit

from this technology-enabled literacy model, since this concept was still novel for them.

Moreover, an educational, interactive, cross-platform digital application was developed based on “*Al Mar’ah Wal Hayah*” literacy curriculum through a specialised digital solutions agency, and the application was used in the literacy classes to accompany and complement the curriculum.

The project had also invested substantially in hardware, where 20 modern laptops and 150 tablets were provided to both facilitators and learners to commence a journey of digital literacy and empowerment, as well as projectors and Mifi’s to enhance the learning experience/ environment within literacy classes.

The learning phase also provided a comprehensive empowerment programme to build the knowledge, skills and character of learners. Different subjects such as early marriage, FGM, political participation, family relationships, violence against women, etc. were tackled. The project also supported women to start their own small business. **This comprehensive programme empowered the female learners to act as key agents of change and peace within their communities, and reduced their vulnerability to violence and exploitation.**

At the end of the learning phase in 2017/ 2018, learners sat for the Adult Education Authority (AEA) examination to receive their literacy certificates. **Success rates in the examination reached 92%, which is much higher than average national success rates.**

Learners engaged in the 2019 learning phase will sit for the AEA examination by October of this year.

IV. Link to the Sustainable Development Goals (SDG’s)

Due to the comprehensive and inter-sectoral nature of this project, it not only addresses SDG-4 on quality education, but also tackles other goals in the 2030 Agenda including:



V. Challenges

- More ICT training was required for literacy facilitators and supervisors due to the novelty of this literacy program.
- The high cost of providing a tablet for each learner, so the project used a ratio 1 tablet for each 3 learners.
- Utilization of modestly equipped learning spaces (NGO's, nurseries, youth centers, etc.) to operate as computer labs.
- The diversity of ages inside classrooms - as younger learners have the ability and quick response to dealing with new hardware and software, while the relatively older learners have some difficulty in dealing with tablets and with technology in general.

VI. Lessons Learned and Recommendations for the Future

- Investment of more time and resources in facilitators' training.
- More formalization and systematization of the empowerment component to trace the impact on learners.

VII. A Success Story

Basma (19 years old) is one of the beneficiaries of the pilot phase. Basma never thought she would have another chance to continue learning after her unpleasant experience in school, when she dropped out at a very young age.

Basma felt her life was meaningless and empty before joining the program. She believed she was inferior to her siblings because they were educated and she could not read nor write, making her feel that everyone else was better than her.

After completing the program, Basma now loves socializing and talking to people. She created with her fellow learners a WhatsApp group to communicate, and she even corrects them when they miss-spell any words. Basma's dream now is to continue her education and attend university.



Ms. Elisa Ravengai, National Coordinator of
Federation of Organization of Disabled
People, Zimbabwe

BIOGRAPHY

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Sr. Elisa Ravengai is a renowned disability activist. She is currently the National Coordinator of the Federation of Organizations of Disabled People in Zimbabwe (FODPZ). She is a university graduate and a holder of two Post-Graduate Diplomas in Education and Development Studies. Worked as a high school Teacher for fifteen years, and later joined the civil society because of her passion for advocacy work. Elisa facilitates dialogues and negotiations with both government and the civil society on disability inclusion in national plans and programs. Elisa is a member of the Presidential Advisory Council representing the interests and aspirations of persons with disabilities and to drive the inclusive agenda in the country.

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Mme. Elisa Ravengai est une militante reconnue pour les personnes handicapées. Elle est actuellement coordinatrice nationale de la Fédération des organisations de personnes handicapées du Zimbabwe (FODPZ). Elle est diplômée de l'université et titulaire de deux diplômes d'études supérieures en éducation et développement. Professeur d'école secondaire pendant quinze ans, elle a ensuite rejoint la société civile en raison de sa passion pour le travail de plaidoyer. Elisa facilite les dialogues et les négociations avec le gouvernement et la société civile sur l'inclusion des personnes handicapées dans les plans et programmes nationaux. Elisa est membre du conseil consultatif présidentiel et défend les intérêts et les aspirations des personnes handicapées et est chargée de promouvoir ce programme inclusif dans le pays.

PAPER

Gender equality and the empowerment of women in the African context: The role of persons with disabilities as agents of peace; with special focus on women.

The honour bestowed on FODPZ is taken with great excitement and gratitude to be afforded the opportunity to participate at this first edition of BIENNALE of Luanda. It is anticipated that Africa wishes to cooperate towards the shared growth and prosperity of the Continent that will leave no one behind including persons with disabilities. We would like to applaud the excellent collaboration with UNESCO in advancing the disability rights in Zimbabwe that really looks into empowering the most vulnerable.

My presentation shall underline how UNESCO can continue to help us further improve the social inclusion and participation of girls and women with disabilities.

BACKGROUND AND CONTEXT

Globally, persons with disabilities comprise an estimated population of one billion people (15% of the world's population lives with some form of disability) according to the World Report 2011. Persons with disabilities are a key constituency in Zimbabwe and are crucial to shape the development discourse of a country. According to the national census of 2012, persons with disabilities constitute 7% of the population. While Zimbabwe has a progressive constitution, persons with disabilities have remained invisible in all levels of society and face numerous challenges in accessing healthcare, jobs, education, and justice. Persons with disabilities are affected by national events in diverse and unique ways. The National Dialogue process in Zimbabwe as enunciated by the Peace and Reconciliation Commission (NPRC) presents an opportunity for persons with disabilities (PWDs) to exercise their right to civic participation. As the nation charts a new social, political and economic order, persons with disabilities should not be left out in the national dialogue process as it relates to peace, conflict prevention and inclusive development.

Regretably, women and girls with disabilities are particularly vulnerable to discrimination due to their marginalized gender. According to UN Women, one in five women in Zimbabwe has some form of disability but the figure may be much higher. Culture is a significant driver in the marginalization of persons with disabilities, and this is why UNESCO has a very important role and mandate to carry out to change mindsets. In certain Zimbabwean societies, disability is associated with witchcraft; they consider it to be a curse and the birth of a child with disability as a bad omen for the family. This hostile view of disability translates to the low

social acceptance and isolation experienced by persons with disabilities. Communities play a key role in perpetuating the discrimination and stigma; hence, the fear and shame surrounding disability propels parents to leave their children in solitary thereby segregating them from other children and the wider community. This form of protective abuse increases the likelihood of sexual violence and solidifies their invisibility in public spheres especially within the Sexual Reproductive Health (SRH) and justice domains. Women and girls face unique issues due to the intersection of gender and disability. Article 6 of the UNCRPD confirms that States Parties recognize that women and girls with disabilities are subject to multiple discrimination. According to Zimbabwe's Ministry of Health & Child Care's Living Conditions among Persons with Disability Survey, (2013) girls with disabilities are especially vulnerable to gender based violence (GBV) as they are twice as likely to experience sexual abuse relative to their male and non-disabled female counterparts. There are numerous factors contributing to this heightened vulnerability to GBV namely social isolation, the lack of support systems, and negative perceptions propagated by the shame and stigma surrounding disability, all of which together create a high risk environment in which abuse can go undetected.

Women and girls with disabilities face multiple barriers in accessing SRH services. The widespread misconception of their asexuality result in healthcare providers ignoring their SRH needs. access to healthcare facilities is also a critical issue as many are not equipped with ramps or assistive communication devices such as braille signs and sign language interpretation services. , accessible transportation is limited and and girls with disabilities face abuse in the process. Furthermore, women and girls with disabilities face communication and structural barriers to receiving post-violence services. Despite the lack of SRH rights and heightened vulnerability to GBV, they are significantly disadvantaged and have limited access to justice. There is very little accessible information on what to do after experiencing crime/ GBV. Police stations and court houses are poorly equipped to handle persons with disabilities; reason being, they have limited knowledge on dealing with survivors with disabilities and many resort to victim blaming.

II. INTERVENTIONS

Recognizing the plethora of challenges facing persons with disabilities, In 2013, Zimbabwe adopted a new Constitution that contains a comprehensive Declaration of Rights that provides for, among others, the rights of persons with disabilities (PWDs). The Constitution contains provisions on the application of international human rights agreements that Zimbabwe is party to. This means that all laws must be in full compliance with the Constitution. Laws that were in existence before the promulgation of the Constitution are being amended to bring them in alignment with the Constitution. Development of new laws is also in progress to ensure

regulatory outcomes that are aligned to the Constitution. The recognition of the inherent worth of all human beings means that the dignity of people with disabilities must be ensured and protected by the law.

In the same year, Government ratified the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and this has prompted increased awareness & initiatives to promote the rights of persons with disabilities.

The Zimbabwe Human Rights Commission Act provides for the establishment of Thematic Working Groups (TWGs) to deal with specific human rights themes and issues. Of the 8 TWGs, persons with disabilities have been adopted into the Gender Equality and Women's Rights and Special Interest Thematic Working Groups to promote and raise awareness on gender and women's rights and rights of vulnerable groups respectively.

Since 2018, we have been involved with UNESCO in a project titled: *"Advancing the Rights of Women and Girls with Disabilities"*, under the joint United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD)¹. Access to justice for persons with disabilities and particularly women & girls with disabilities, as well as addressing discriminatory social and cultural norms, and promoting SRH rights of persons with disabilities are the main focus areas of the project.

UNESCO commissioned two qualitative studies on: "Investigating the needs, concerns and aspirations of girls and women with disabilities" and a "Review of the interface of Culture, Gender & Disability" the preliminary findings have already been shared with stakeholders. These studies also integrated a critical component of access to justice in gathering qualitative data regarding the experiences of this target group in order to contribute to dialogue and recommendations to government around issues of improving service delivery and access to justice services.

Also, the United Nations Development Programme (UNDP) Country Office & the Ministry of Justice, Legal and Parliamentary Affairs conducted a national consultative technical meeting to discuss issues on promoting access to justice for women & girls with disabilities in Zimbabwe.

III. KEY RESULTS AND OUTCOMES

United Nations seeks to strengthen its partnership with National Human Rights Institutions in advancing the implementation of the CRPD in Zimbabwe. And they have since received training on disability rights under the UNPRPD project. Research findings of the UNPRPD have been instrumental shaping the legislative and policy discourse whose consultations are still underway. Zimbabwe is in the process of repealing the Disabled Persons Act of 1992 and finalising the development of the National Disability Policy courtesy of support from the UN agencies.

Peace has remained a major concern for persons with disabilities. Their organizations are laboring tirelessly to lobby government to address issues around access to justice for persons with various impairments. Persons with disabilities have been instrumental in discouraging hate speech by the media and influenced the use of appropriate disability terminology which is aimed at addressing stigma and stereotypes.

A call has been made for the increase of representation in Parliament and other decision making structures. A mechanism was put in place for persons with disabilities to constitute gender-sensitive provincial Peace Committees. Honest Advocacy can be intensified by strengthening coordination, networking and creation of strategic alliances with mainstream organisations. Leaders in the sector are strongly exhorted to have consensus and speak with one voice on national issues that are core to inclusive development and sustainable peace, in order to establish the role of persons with disabilities promoting peace and sustainable development.

IV. CHALLENGES, OPPORTUNITIES AND LESSONS LEARNT

The Government of Zimbabwe has indeed over the years undertaken major steps to establish legal and institutional framework in support of the inclusion of persons with disabilities. However, despite these achievements (and in line with obligations of the CRPD, Zimbabwe as many other countries in Africa continues to face challenges in addressing the issues of disability inclusion. For instance, the CRPD has not been domesticated and its implementation remains in a state of limbo. As of today, the country has a very weak coordination mechanism with no national strategy or framework to implement the convention.

Be that may, Multiple barriers continue to prevent women and girls with disabilities from equally and effectively enjoying all human rights and fundamental freedoms. To ensure full and effective participation of persons with disabilities particularly women and girls in promoting sustainable peace, appropriate measures must be put in place for their full development, advancement and empowerment.

The Gender Policy was reviewed to be disability compliant and those recommendations are hereby made within the framework of the UN joint initiative, as follows:

the independent **Human Rights Commissions created under Chapter 12 of the Constitution particularly the Gender and the Human Rights Commissions should continue to receive training to appreciate Disability Rights.**

As the nation is forging ahead in a spirit of tolerance and reconciliation, the disability sector must be assisted with resources to build consensus and bring issues affecting its constituency onto the national discourse.

National unity is a function of dialogue and the participation of all people including those with disabilities in the national dialogue will ensure inclusion and credibility of the process.

The national Peace and reconciliation commission (NPRC) to be capacitated on disability education as it is creating space for national conversations aimed at achieving social, economic and political cohesion and transformation in Zimbabwe. The Federation needs support to engage and sensitise relevant line ministries to mainstream disability in their programmes. and girls with disabilities must be empowered economically through livelihood programmes to address their poverty which fuels their vulnerability.

Women and girls must be capacitated with advocacy skills for confidence building to be able to articulate their concerns since they are often relegated to society's periphery due to their low social and economic status.

Resources must be harnessed by both AU and UN agencies in collaboration with the Federation to influence government to domesticate the CRPD and ratify the African disability Protocol and develop strategies to implement these and other regional and international treaties favouring gender equality.

It is the obligation of every state therefore according to Article 6 Section 2 of the CRPD that "States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms" in order to strengthen their role in peace building. "Peace begins with me, Peace begins with you and Peace begins with us All" and Nothing About Us

Without Us remains our motto.

Women's Networks for the Culture of Peace in Africa



H.E. Ms. Specioza Naigaga Wandira-Kazibwe, Former Vice-President of Uganda and Co-President of the Pan-African Network of African Women in conflict prevention and mediation (FemWise-Africa)

BIOGRAPHY

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Dr. Kazibwe began her political career as a member of the youth and women's wings of the Ugandan Democratic Party. She won her first election as a village leader, on the ticket of the National Resistance Movement (NRM). She was later elected Women's Representative for Kampala District and became Chairperson of the Advisory Committee for President Museveni's election campaign. She first began serving the administration of President Museveni and was subsequently appointed Deputy Minister for Industry until 1991. She also served as Minister for Gender and Community Development and was a member of the Constitution Assembly which drafted Uganda's new constitution in 1994. Dr Wandira also served as Uganda's Vice President and as Minister of Agriculture, Animal Industry and Fisheries. She has been an advocate for women in their position in Africa. In collaboration with the Organization of African Unity and the United Nations Economic Commission for Africa, she founded the African Women Committee on Peace and Development (AWCPD).

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Le Dr Wandira a commencé sa carrière politique en tant que membre des sections jeunesse et femmes du Parti démocratique ougandais. Elle a remporté sa première élection en tant que chef de village, sur le ticket du Mouvement de la Résistance Nationale (MRN). Elle a ensuite été élue représentante des femmes pour le district de Kampala et est devenue Présidente du Comité consultatif pour la campagne électorale du Président Museveni. Elle a d'abord commencé à servir l'administration du président Museveni et a ensuite été nommé vice-ministre de l'industrie jusqu'en 1991. Elle a également été Ministre de l'égalité des sexes et du développement communautaire et membre de l'Assemblée constituante qui a rédigé la nouvelle constitution de l'Ouganda en 1994. Le Dr Wandira Wandira a également été vice-présidente de l'Ouganda et ministre de l'agriculture, de l'industrie animale et de la pêche. Elle a défendu la cause des femmes dans leur position en Afrique. En collaboration avec l'Organisation de l'unité africaine et la Commission économique des Nations Unies pour l'Afrique, elle a fondé le Comité des femmes africaines pour la paix et le développement (AWCPD).



Ms. Victoire Lasseni-Duboze, President of the Pan-African Women's Peace Culture Network (Gabon)

BIOGRAPHY

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- President of the Pan-African Peace Network;
- Former Gabonese Minister;
- Former Member of Parliament President of the CEO Group in the Senate, APF Policy Officer for Africa President of the CEO Group in the Senate, APF Policy Officer for Africa;
- First Female Candidate in the 2009 Presidential Election;
- Founder of NGOs;
- Decorated in Gabon;
- Commander of the order of the pleiad;
- Knight of the Order of French Merit.

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- - Présidente du Réseau Panafricain pour la Paix ;
 - Ancienne Ministre ;
 - Ancienne Député Présidente du groupe PDG au Sénat, Chargée de mission de l'APF pour l'Afrique Présidente du groupe PDG au Sénat, Chargée de mission de l'APF pour l'Afrique ;
 - Première Femme Candidate à l'élection Présidentielle de 2009 ;
 - Fondatrice d'ONG ;
 - Décoré au Gabon ;
 - Commandeur de l'ordre de la pléiade ;
 - Chevalier de l'ordre du Mérite français.
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Ms. Awa Ndiaye Seck, UN Women
Representative in the Democratic Republic
of Congo

BIOGRAPHY

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Ms. Awa Ndiaye Seck has held the following positions: - UN Women Resident Representative in Liberia - Regional Coordinator for Africa for Crisis Prevention and Recovery (CPR) at the UNDP Regional Service Centre for Africa (Ethiopia, South Africa) - Currently she is the UN Women Representative in the Democratic Republic of Congo She has over 30 years of experience in gender, governance, conflict prevention, peacebuilding, decentralization and electoral processes at the national, regional and international levels

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Madame Awa Ndiaye Seck a occupé les fonctions ci-après : - Représentante Résidente de ONU Femmes au Liberia - Coordonnatrice Régionale pour l'Afrique de la Prévention des Crises et Relèvement (CPR) au Centre Régional de Service du PNUD pour l'Afrique (Ethiopie, Afrique du Sud). - Actuellement elle est la Représentante de ONU Femmes en République Démocratique du Congo Elle a plus de 30 ans d'expérience dans le genre, la gouvernance, la prévention des conflits, la consolidation de la paix, la décentralisation et les processus électoraux au niveau national, régional et international.



Mrs. Jeanne d'Arc Kanakuze, Executive
Secretary of the Pro-Women/Twese Hamwe
Collective (Rwanda)

BIOGRAPHY

EN

Ms. Jeanne d'Arc Kanakuze is a Rwandan working as an independent consultant and gender equality advocate for over 25 years. In the post genocide Rwanda, she initiated and organized women around peace building programs for a better and peaceful Rwanda through Action Campaign for Peace, a campaign that later earned PROFEMMES a UNESCO award, "Premier Prix Unesco Madanjeet Singh pour la promotion de la Tolerance et la non Violence, in November 1996". Ms. Kanakuze effectively contributed to empowering women for leadership positions at different levels both as a facilitator and trainer along with other institutions like the Ministry of Gender and Family Promotion and UN Women through the implementation of "**Women can do it**" program. Her contribution in collaboration with others coupled with the good political will towards gender equality contributed to a big number of women in parliament in Rwanda since 2003. As a Founder member and present Chairperson of Pro-femmes Twese Hamwe, Ms. Kanakuze spearheaded the construction of the **Women Leadership Center of Excellence** to enhance Women Political Leadership, Fighting against GBV, promote Peace Building and Women Economic Empowerment among others. When she was a Chairperson for the Great Lakes Region Initiative in Peace Building COCAFEM/GL (Concentration des Collectives et Associations Féminines de Grands Lacs), Ms. Kanakuze initiated a platform where women civil society actors in the three countries (Burundi, DRC and Rwanda) effectively contributed to peace and conflict Resolution within the Region. Ms Kanakuze is a member of a number of civil society organizations in Rwanda and in the Great Lakes Regions including Reseau de Femmes, Rwanda Girl Guides Association, SEVOTA, Association Nzambazamariya Veneranda) which are making great contributions in National Transformation agenda. At the International level, Ms. Kanakuze regularly leads the civil society organizations delegates to the Commission on the Status of Women at UN in New York to discuss substantive issues facing women and girls and make relevant resolutions. Ms. Kanakuze is one

of the 7 Commissioners of the National Public Service Commission of Rwanda and a Vice Chairperson of the Gender Monitoring Office in Rwanda.

Ms. Kanakuze, holds a Degree in Education from Kigali Institute of Education (KIE) in Rwanda and is currently pursuing her Master's Degree in Peace Studies and Conflict Transformation at the University of Rwanda.

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Mme Jeanne d'Arc Kanakuze est de nationalité rwandaise et est consultante indépendante et militante pour l'égalité des sexes depuis plus de 25 ans. Dans le Rwanda post-génocide, elle a initié et organisé des femmes autour de programmes de consolidation de la paix pour un Rwanda meilleur et pacifique à travers la Campagne d'action pour la paix, une campagne qui a ensuite remporté le prix PROFEMMES de l'UNESCO, « Premier Prix Unesco Madanjeet Singh pour la promotion de la tolérance et la non-violence, en novembre 1996 ». Mme Kanakuze a contribué efficacement à l'autonomisation des femmes à des postes de direction à différents niveaux, à la fois en tant qu'animatrice et formatrice, aux côtés d'autres institutions comme le Ministère du genre et de la promotion familiale et ONU Femmes, en mettant en œuvre le programme "Women can do it". Sa contribution en collaboration avec d'autres et sa bonne volonté politique en faveur de l'égalité des sexes ont contribué à la présence d'un grand nombre de femmes au Parlement du Rwanda depuis 2003. En tant que membre fondatrice et présidente actuelle de Pro-femmes Twese Hamwe, Mme Kanakuze a dirigé la construction du Centre d'excellence pour le leadership des femmes afin de renforcer le leadership politique des femmes, de lutter contre les violences de genre, de promouvoir la consolidation de la paix et l'autonomisation économique des femmes entre autres. Mme Kanakuze est membre d'un certain nombre d'organisations de la société civile au Rwanda et dans les régions des Grands Lacs, dont le Réseau de femmes, l'Association des Guides du Rwanda, SEVOTA, l'Association Nzambazamariya Veneranda qui contribuent grandement au programme national de transformation. Au niveau international, Mme Kanakuze dirige régulièrement les délégués des organisations de la société civile à la Commission de la condition de la femme de l'ONU à New York pour discuter des questions de fond auxquelles sont confrontées les femmes et les filles et prendre des résolutions pertinentes. Mme Kanakuze est l'une des 7 commissaires de la Commission nationale de la fonction publique du Rwanda et vice-présidente du Bureau de surveillance de l'égalité des sexes au Rwanda.



Dr. Yemisi Akinbobola, Co-Founder of the African Women in Media Network, Nigeria

BIOGRAPHY

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Dr Yemisi Akinbobola is the co-founder of African Women in Media and a lecturer at Birmingham City University. She holds a PhD in Media and Cultural Studies, and has a research interest in African feminism and Media Entrepreneurship. She is an award-winning journalist with experience in communications management roles for charities.

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Dr Yemisi Akinbobola est la co-fondatrice de African Women in Media et conférencière à l'Université de Birmingham City. Elle est titulaire d'un doctorat en études médiatiques et culturelles et s'intéresse à la recherche sur le féminisme africain et l'entrepreneuriat dans les médias. Elle est une journaliste primée qui a acquis de l'expérience en gestion des communications pour des organismes de bienfaisance.



Ms. Coumba Fall Venn, Administrator of the Pan-African Centre for Gender, Peace and Development of Women Africa Solidarity, Senegal

BIOGRAPHY

EN

Coumba Fall Venn is the Administrator of the Pan-African Centre for Gender, Peace and Development and Regional Director of Femmes Africa Solidarité (FAS) programmes. She is responsible for the implementation of the organization's programs focused on advocacy for gender equity and equality in Africa, the creation of coalitions of women's organizations, civil society, youth groups and their capacity building in conflict prevention and resolution for peacebuilding. Ms. Venn has completed several basic training courses on gender and conflict analysis, including the PASA (Peace and Security in Africa) cycle organized by Uppsala University, Sweden. She holds a Master's degree in Hospitality Management from the Ecole Hôtelière de Lausanne (Switzerland).

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Coumba Fall Venn est l'Administratrice du Centre Pan-Africain pour le Genre, la Paix et le Développement et Directrice régionale des programmes de Femmes Africa Solidarité (FAS). Elle est en charge de la mise en œuvre des programmes de l'organisation axés sur le plaidoyer en faveur l'équité et l'égalité de genre en Afrique, la création de coalitions d'organisations féminines, de la société civile, des groupes de jeunes ainsi que leurs renforcements de capacités dans la prévention et la résolution des conflits pour la consolidation de la paix. Mme Venn a suivi plusieurs formations de base sur le genre et l'analyse des conflits notamment le cycle PASA (Peace and Security in Africa) organisé par l'Université de Uppsala, Suède. Elle est titulaire d'un Master en Hospitality Management de l'Ecole Hôtelière de Lausanne (Suisse).