



From the  
Government of Japan

United Nations  
Educational, Scientific and  
Cultural Organization



## Report of the regional training for Francophone Africa

### Cracking the code: Quality, gender-responsive STEM education

The African Union recognized the importance of science, technology, research and innovation in stimulating socio-economic development in Africa in its [Agenda 2063](#), and even earlier in the 2007 [Addis Ababa Declaration](#) on Science, Technology and Scientific Research for Development. There is a growing demand for professionals with science, technology, engineering and mathematics (STEM) skills in Africa, and the so-called [fourth industrial revolution](#) is expected to create a wide range of new jobs in these fields. However, unless efforts are made to address the mismatch between current skills and what will be needed for the future, this revolution will leave a large part of the continent behind.

One of the concerns of many African countries is the low participation and academic performance of girls in STEM studies.

UNESCO, with the financial support of the Government of Japan and the Ministry of National Education of Senegal, as well as many partners, organized a regional training to strengthen the capacities of education systems to provide gender-sensitive STEM education where all children can learn, grow and develop to their full potential.

This brief report presents the results and next steps.

## About the training

UNESCO, with the financial support of the Government of Japan and the Ministry of National Education (MEN), and in collaboration with the Ministry of Higher Education, Research and Innovation of Senegal, organized a regional training course for Francophone Africa on quality, gender-responsive science, technology, engineering and mathematics (STEM) education. The training was supported by the Institute of the Francophonie for Education and Training (IFEFF), the African Union International Centre for Girls' and Women's Education in Africa (AU/CIEFFA), Microsoft, the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), and the Forum for African Women Educationalists (FAWE).

From 12 to 16 November 2018, "Cracking the code: Quality, gender-responsive STEM education" was held in Dakar, Senegal, with more than 120 people from 12 participating countries, including: Burkina Faso, Burundi, Cameroon, Chad, Democratic Republic of the Congo, Comoros, Côte d'Ivoire, Djibouti, Madagascar, Mali, Niger, and Senegal. The country teams were composed of representatives from the departments responsible for teacher education and gender equality; teacher trainers; teachers, head teachers and school principals in primary and secondary education. The training was facilitated by nine trainers from Burkina Faso, Niger and Senegal who participated in a training of trainers organized by UNESCO at CEMASTEAM in Nairobi, Kenya in September 2018.

The overall goal of this initiative is to strengthen the capacities of education systems to provide gender-responsive STEM education, thereby increasing girls' participation in STEM education. The specific objectives of the training are to:

- Better understand the factors that influence the participation, learning outcomes and retention of girls in STEM studies;
- Strengthen the capacity of Ministry of Education staff to undertake intentional and deliberate actions to create gender-responsive STEM educational environments that engage, empower and inspire girls;
- Create a support network among French-speaking African countries to share good practices, knowledge and intensify efforts to engage girls in these areas; and
- Develop a framework for monitoring and evaluating progress on STEM and gender.



Participants after the opening call for a better life and a better future

The training adopted a theory to practice approach to explore relevant issues, drawing on the UNESCO report, Cracking the Code: Girls' and Women's education in STEM, and used a mix of interactive pedagogies to strengthen skills and knowledge.

It included activities such as: a world café, a gallery walk, case studies, guided group activities, a field trip to visit schools, resource person presentations, practical exercises and critical analysis exercises, as well as several other activities before and during the training on an online platform.

The key modules of the training are shown in the diagram on the right.



Delegates actively participated in various activities during the training

## Highlights



The opening and introduction to the training recognized that the implementation of the 2030 Sustainable Development Agenda will require transformative thinking and action. STEM have already made improvements in many aspects of life, such as health and well-being, infrastructure, sustainable energy production, agriculture and other sectors. STEM have the potential to transform and improve people's lives while ensuring environmental sustainability and providing the basis for new approaches and solutions to new and current global challenges.

**“Girls are often disadvantaged and in the minority in STEM-related fields, domains that will provide the "jobs of the future" and the drivers of sustainable development.”**

-Mr. Dimitri Sanga, Regional Director, UNESCO Multisectoral Bureau for West Africa

Globally, only 35% of higher education students pursuing studies in STEM fields are women. There are large differences between subjects, with women's participation rates the lowest in areas most likely to experience future employment growth.

The school was recognized as an important setting not only for learning, but also for socialization. The entire educational process can improve or compromise girls' engagement in STEM studies. Teacher specialization, professional development and support are critical factors that influence not only girls' performance, but also their choice of future studies and careers. This training aimed to influence this educational process and combat gender norms that hold girls back.

**“This activity provides an opportunity for participants from 12 French-speaking African countries to build the capacity of education personnel to provide gender-responsive STEM education.”**

-Ms. Ndeye Khady Diop Mbodj, Secretary General of Ministry of National Education of Senegal

The opening also recognized the importance of partnerships to improve education and advance gender equality. Ms Diop Mbodi called on all participants to listen, learn, share and commit to advancing action to ensure a better life and a better future for all.

**“Gender equality has more strength than just the simple question of gender. Rest assured that we are listening to you on this.”**

-Mr Emile Tanawa, Director of the Institute of the Francophonie for Education and Training (IFEF)



From left to right: Professor Coumba Thiandoum, Director of the Promotion of a Culture of Science, Ms Ndeye Khady Mbodj, Secretary General of the Ministry of National Education of Senegal, Mr Dimitri Sanga, Regional Director, UNESCO Regional Multisectoral Office for West Africa; Mr Emile Tanawa, Director of the Institute of the Francophonie for Education and Training (IFEF), Mr Stephen Njoroge, Director of the Centre for Mathematics, Science and Technology, Education in Afrique (CEMASTEA)

## STEM EDUCATION IN AFRICA

During this module, participants discussed the importance of STEM education in advancing continental, regional and national development priorities and the achievement of the Sustainable Development Goals in Africa. It offered participants the opportunity to share more about the situation of STEM in their countries through interactive exercises.

In the first activity, SWAP-STAT, participants received cards containing a question on girls' participation, learning outcomes and continuation in STEM education and careers in Africa and beyond, and the accompanying answer. Each card contained a different question, allowing participants to examine, for example, the representation of women in different areas of STEM in higher education and STEM careers, countries where gender differences appear in learning achievement from primary school onwards and countries making great progress in closing gender gaps in STEM. The activity served both as an icebreaker, allowing participants to discuss issues, while also gaining a better understanding of gender gaps in STEM education and the underlying factors for this situation.



Participants were able to examine the data more closely through a presentation of the situation globally, and in participating countries, as well as through a Gallery Walk. Each national delegation had prepared presentations on the situation in its country, which were printed in the form of posters. During the Gallery's walk, participants travelled from one country station to another to learn more about the situation and promising policies and practices aimed at closing gender gaps in STEM education and improve learning.






### Key points:

- The African Union (AU) recognized the importance of science, technology, research and innovation in stimulating socio-economic development in Africa in its [Agenda 2063](#). STEM education is included in the [Continental Strategy for Education for Africa 2016-2025 \(CESA\)](#) and the [AU Strategy for Science, Technology and Innovation in Africa \(STISA\) 2024](#).
- There are significant gender gaps in STEM fields in higher education in Africa, particularly in ICT and engineering, manufacturing and construction. In most countries with data, women represent less than one in four students in these fields.
- The 2017 UNESCO [Cracking the Code](#) report revealed that differences in girls' and boys' educational and career expectations, gender discrimination in the teaching process and the scarcity of female role models (including female teachers) in STEM are among the factors involved in these gaps.
- Data are key elements in the development of policies and programmes. Many African countries lack key data for evidence-based decision-making.

**GENDER AND STEM EDUCATION**

This module provided an opportunity to reflect on how gender roles and expectations influence participation, learning outcomes and the pursuit of STEM studies and how education systems can address prohibitive factors and take advantage of enabling factors to increase the number of girls entering these fields.

The session began with an excerpt from [a video](#) describing how gender roles influence the behaviour and treatment of men and women, as well as their opportunities in life. Participants examined the different expectations of women and men at different times in their lives, from early childhood to adulthood, and how these expectations change over time. There was consensus that these expectations can influence how students are treated in the classroom, how children perceive their abilities and potential careers, and that these gender norms can be harmful to both boys and girls.

At around age...	Social expectations of boys/men	Social expectations of girls/women	Social expectations of both
5			
10			
15			
In adulthood			
At the time of your grandparents			

As part of an extensive interactive exercise, participants considered factors that were found by UNESCO, in its publication [Cracking the Code](#), to influence girls' participation, achievement and continuation in STEM studies. These factors include those that are prohibitive or play a negative role in girls' engagement in STEM studies, and that allow or facilitate their interest, engagement and continuation in these fields. Participants identified the factors they consider important at the individual, family, school and societal level, as well as the actions that need to be taken to close the gender gaps.



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**Key points:**

- To ensure the elimination of gender disparities and equal access to education, attention must be paid to the roles that influence the expectations of girls, boys, women and men at home, in the community, at school, in the workplace and in society.
- Gender intersects with other characteristics, such as class or caste, race, age, religion, income level, to often create unequal treatment, prejudice and inequality.
- Strengthening the capacity of education systems to undertake gender analysis and put in place measures to address inequalities benefits all students, communities and societies.

## LEADERSHIP FOR GENDER-RESPONSIVE STEM EDUCATION

During this module, participants discussed the elements of effective institutional leadership to provide gender-responsive STEM education, good practices and the situation in participating countries related to institutional leadership at different levels.

The session began with an excerpt from a [short feature](#) presented by CNBC Africa that considers why Africa should prioritise STEM education, and the steps taken by Rwanda in this area. This video shows examples of leadership at the state level, in institutions, and even in the scientific community.

Participants recognized that leaders of educational institutions are important in all aspects of education, including teacher motivation, the creation of supportive teaching and learning environments and positive interactions with students, parents and the community at large. School leadership, staff collaboration and a positive school climate are among the essential institutional elements necessary for quality, gender-responsive education.



To share more about institutional leadership in Senegal, Maimouna Diakhate Leye, a French teacher at a high school in Dakar, spoke about her efforts to increase girls' participation in ICT. In 2016, she set up, in collaboration with the Ministry of Digital Economy, an ICT club to enable girls to take up coding, to raise awareness of cyber-security issues, to strengthen girls' self-confidence in the use of ICT, and to offer platforms for them to meet women executives of digital companies through partnerships with the private sector. These girls' clubs have now expanded to two other schools, and some girls are participating in international coding workshops.

Participants also examined five qualities of a good education leader and how they could themselves demonstrate leadership upon their return to promote quality gender-responsive STEM education.



### Key points:

- Leadership exists at multiple levels, including within central and decentralized ministries of education responsible for establishing laws and policies to guide education, at the school level among school administrators, principals, as well as among members of school management committees. Young people can also be leaders in their schools.
- Institutional leadership affects all aspects of education, including teacher motivation, the creation of supportive teaching and learning environments, and positive interactions with students, parents and the community.
- Without the commitment and action of education authorities at different levels, initiatives to create educational pathways in STEM will not be successful.

**GENDER-RESPONSIVE PEDAGOGY**

In this module, spread over two days, the concept of gender-responsive pedagogy and effective practices were discussed. Participants had the opportunity to explore how to model different pedagogies through a wide range of practical activities. School visits were organized to see the situation in Senegal.

This module reinforced that gender-responsive pedagogy considers gender in lesson planning, teaching and learning materials, pedagogical approaches, classroom design, and learning infrastructure, as well verbal interactions in the classroom. In a World Café format, participants travelled through six "cafés" to identify good practices in each of its areas. For example, at the verbal interactions table, it was suggested that there should be class rules that ensure positive and respectful interactions.



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Studies show that teaching that involves real-world experience and takes into account how science, mathematics and technology are applied to address real-world problems can improve students' understanding and interest in STEM fields. World competitions, such as "Technovation", presented in the film [Code Girl](#), capitalize on this interest to develop girls' skills and engage them to continue in STEM careers. Many participants confirmed that similar initiatives exist in their countries.

A CEMASTEIA report on training needs in Francophone Africa shared in Module 2 showed that many science and mathematics lessons are teacher-centred, with more chalk and talk than innovative and creative project activities. Participants had the opportunity to consider how to improve learner-centred STEM education using the ASEI-PDSI approach (**A**ctivity, **S**tudent, **E**xperience and **I**mprovisation), **P**lan, **D**o, **S**ee and **I**mprove. This approach was modelled in a lesson on "Dancing Raisins", where participants placed raisins in a soft drink. This real scientific experiment makes them use fruits found in nature, and requires learners to predict, manipulate and record. This example demonstrated how simple objects found around us can be brought into the classroom to enrich the learning experience at a low cost. Other strategies to integrate innovation into STEM teaching in difficult learning contexts were also been considered, as in some African contexts there are more than 70 students in a classroom and little access to water and electricity.



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## School visits

Four high schools opened their doors to participants, offering them the opportunity to observe STEM teaching in Senegal. It was a highlight of the training, where participants observed different classes and had the opportunity to meet with principals and students to better understand their initiatives and share more about their own trajectory towards STEM and what motivated them to pursue careers in these areas.



In the last session of this module, participants wrote lesson plans that applied the ASEI approach and considered gender. Among aspects that need to be considered while lesson planning, participants identified the following:

Gender	ASEI
<ul style="list-style-type: none"> <li>• Taking into account the number of students (M/F)</li> <li>• Putting an emphasis on equal participation of male and female students</li> <li>• Considering leadership roles for boys/girls</li> <li>• Clarifying and monitoring equal access to materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Considering students' interests, concerns, motivations and needs</li> <li>• Focusing on skills important to students' daily lives</li> <li>• Using materials available locally and in the real world</li> <li>• Performing experiments that allow students to make mistakes, try again and look for solutions</li> </ul>

### Key points:

- Gender-responsive pedagogy is a holistic approach that considers gender in lesson planning, teaching and learning materials, pedagogical approaches, classroom design, learning infrastructure, and verbal interactions.
- The measures include the following actions:
  - Consider in lesson planning where to position yourself in the room and how to move around the classroom during the lesson to involve all students
  - Provide diverse experiences that integrate social and scientific issues, provide opportunities for real research, involve real-world experiences, and provide opportunities for practice, reflection and experimentation.
  - Integrate activities that focus on solving real-world challenges, developing 21<sup>st</sup> Century skills such as creativity, critical thinking and collaboration.
  - Ensure that boys and girls are able to interact and manipulate models or objects, and that the materials are free of stereotypes and prejudices.
  - Use classroom language that treats boys and girls as equal partners and provides them with a supportive learning environment.
  - Create structured learning opportunities that allow learners to test their ideas, fail and learn from their failure to try again and succeed.
  - Cultivate learning outside school; camps, extracurricular activities, and mentoring can encourage girls' interest by providing them with learning opportunities and improving their understanding of careers in STEM.



In this unit, participants considered common elements of gender-responsive teaching and learning resources, and reviewed their own materials. A mini professional development workshop was organized by Microsoft, with innovative and practical exercises. The unit concluded on human resources, and the importance of female role models in STEM, mentoring, and other learning opportunities outside the school walls.

Teaching and learning resources can be any event, object, or product that provides a condition for students to acquire knowledge, skills and attitudes. These can be textbooks, videos, online resources, posters or other materials that teachers use to support learning.

A [recent UNESCO analysis](#) of more than 110 national curriculum frameworks in primary and secondary education in 78 countries revealed that many textbooks and learning materials in mathematics and science convey gender biases. [In many contexts](#), girls/women were significantly under-represented and, when included, they played stereotypical roles at home rather than in professions such as engineers, scientists or others.

In reflecting on the criteria for a gender-responsive teaching and learning resource, participants referred to the need for materials which:

- are free of stereotypes about men and women, boys and girls
- show equal representation of men and women, boys and girls
- show men and women, boys and girls in various professions and roles in the family and community
- reflect the needs and experiences of men and women, boys and girls
- refer to men and women who have made a significant contribution to their field of study

Many indicated that, although efforts have been made to undertake gender-based analyses of materials in some contexts, much remains to be done.

This was confirmed by a practical exercise, during which participants reviewed textbooks and other teaching and learning materials provided by participants in the training. Using a simple tool provided by UNESCO, participants examined the representation of boys and girls, men and women in different aspects of the material, as well as their representation in non-traditional and equal roles.



Participants acknowledged that curriculum and textbook revisions are not done on a regular basis. In the meantime, teachers can supplement the material with other resources that are free of stereotypes about men and women, or by inviting professionals who contradict common stereotypes to visit the classroom (e. g. a male nurse and a female engineer).

The mini-workshop by the Microsoft Hacking STEM team was one of the highlights of this unit. Participants were immersed in a collaborative learning environment based on project development.



During the mini-workshop, the teachers became students. Following three lessons of Hacking STEM, they were involved in scientific research and technical design. Using Excel software, dynamic data were visualized from scientific instruments built by participants using standard equipment such as lemons, straws and cardboard plates. All [Hacking STEM lesson plans](#) were also made available to participants by Microsoft in French

This session provided skills to enable teachers to integrate these lesson plans into their own classrooms and, more generally, to examine how to design interdisciplinary lesson plans using core materials to develop 21<sup>st</sup> Century skills. This practical session reinforced an earlier session which, drawing on an excerpt from a [video](#) made in Cambodia, encouraged participants to examine how science, technology, engineering and mathematics are linked and their practical applications.

The unit ended with a visit from Dr Ndeye Arame Boye Faye, Director of the Atomic Energy Agency of Senegal. She demonstrated how women can overcome the stereotypes that STEM fields are reserved for only for men. She reinforced a message [delivered](#) in 2017 when she explained, "What brought me to science, I was a very good student in primary and high school and I thought to myself why leave the science fields only to the boys?" The expanded use of facilitated exchanges between role models and schools, such as those supported by the [UNESCO Office in Nairobi, Kenya](#), presented during the training, can encourage girls' engagement by giving them access to role models and mentoring support.

#### Key points:

- In many contexts, women are severely under-represented in resources and, when included, they play stereotypical roles at home rather than in professions such as engineers, scientists or others.
- A gender analysis of educational resources can enable decision-makers to restore equality in both the presence and the quality representation in textbooks and learning materials.
- Beyond curriculum and textbooks, there is a wide range of resources that teachers can use to cultivate girls' interest in STEM. This includes online resources, resources available locally, including in the natural world, as well as students' exposure to extracurricular activities, clubs, camps and role models to better understand STEM studies and careers.

**DIGITAL  
SKILLS AND  
ICT  
INTEGRATION  
IN STEM  
EDUCATION**

This unit allowed participants to explore how to develop the digital skills, much in demand for the future of work in Africa and around the world, of girls and a better integration of ICT into STEM education by exposing them to online tools, including those of Microsoft.

Participants examined the gender digital divide in terms of access, skills and leadership in ICT. Women represent only **28%** of ICT graduates worldwide, an unprecedented disparity in other disciplines. In many contexts, men are **four times more likely** than women to have advanced ICT skills, such as the ability to program computers. They are even **25% less likely** than men to know how to use ICT for basic purposes, such as using simple arithmetic formulas in software.



The development of digital skills appears in [Sustainable Development Goal 5 \(SDG 5\)](#), which urges governments to "strengthen the use of key technologies, especially information and communication technologies, to promote the empowerment of women". Similarly, SDG 4, the education goal, calls on countries to "increase the proportion of young people and adults with information technology skills" and "eliminate gender disparities in education". As the [World Economic Forum](#) has pointed out, equipping a girl with even rudimentary ICT skills can make a difference in her future income as she grows older, with intergenerational benefits for the education, health and well-being of her children.

ICT-integrated STEM education can help fill gaps in digital skills and improve STEM teaching and learning. Teachers' use of ICT supports traditional learning methods by transitioning students from passive students of knowledge to active producers who are able to participate in the learning process.

The unit started with the [example of a school](#) supported by the Forum for African Women Educationalists (FAWE) in Rwanda that integrates ICT into the educational process as part of national efforts to make Rwanda a technology hub in Africa. Here, ICT is used as a teaching strategy and also as a potential career for students. Participants discussed where they stood in their own ICT integration process and the main challenges to be addressed.

Participants acknowledged that there is a wide range of online resources that can help teachers strengthen their teaching practice, including:

- [PhET Interactive Simulations](#) which allow live online simulations in many subjects
- [GeoGebra](#) a mathematical application that can inspire students
- [Khan Academy](#), an online learning platform with a wide range of STEM courses from kindergarten to senior high school

The participants' manuals included a long list of other resources, many of which were already known to participants and used in their teaching practice.

Ms Rosso Dieng Ndoye, and Seynabou Ndoye-Sene from the Microsoft Office for West and Central Africa shared a number of other resources available online, including:

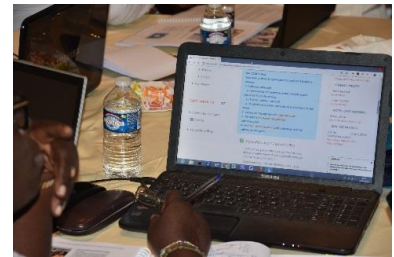
- [Educators' Community](#) which allows teachers to connect with other teachers around the world to share lessons and learning materials;
- [Learning Suite](#) which is a set of tools and applications to create a robust, creative and collaborative learning environments;

- [Imagine Academy](#) which offers online courses in technology education, and industry-recognized skills and certifications.

They also shared the programs that Microsoft supports in different countries to advance digital skills and ICT integration. This includes supporting countries in implementing student informatics policies and initiatives, as well as programmes to strengthen digital skills such as:

- [DigiGirlz](#) offers high school students the opportunity to participate in hands-on workshops on computers and technology, and to meet Microsoft employees to learn more about careers in technology; and
- [MakeWhatsNext](#) which offers a series of events, mentoring sessions and training to engage and inspire girls to do more and make a real impact in their communities.

The use of technology during training also made it possible to model how teachers could use free survey platforms to launch informal learning assessments. An online platform, created by the UNESCO International Institute for Capacity Building in Africa (IICBA), was used before and during the training to better understand the profile of participants and monitor their learning. It will also be used for monitoring purposes.



At the end of the module, participants were encouraged to reflect on how they could enrich the previously developed lesson plan with technology and, more generally, improve the integration of ICT into pedagogical practice.

#### Key points:

- Ensuring that everyone has the digital skills necessary to succeed in today's technology-oriented world is of global importance. ICTs, increasingly at the heart of work and education, and the acquisition of skills to take advantage of these technologies are necessary to address many of the global challenges outlined in the Sustainable Development Agenda 2030.
- There is a persistent and widening gender digital divide in many contexts. This is true in terms of access to the Internet and mobile technology, skills and commitment to technology development, as well as leadership positions.
- Teachers must have the opportunity to develop their own digital skills and understand how to use technology in their teaching practice. There are many online tools that can help them build their capacity, as well as educational resources for students.

## Looking forward

During the five days of the training, participants had time at the end of each day to discuss in the country teams the implications of the training for their work and the actions they would take to advance gender-sensitive STEM education upon their return to their countries. More specifically, participants considered actions that:

- improve understanding of the state of STEM education and gender gaps in participation, learning achievement and completion;
- fill capacity gaps at different levels and strengthen the education system and staff capacities;
- promote gender equality and inclusive education, positive social norms, innovation, creativity and critical thinking;
- draw on good practices and evidence on what works to attract, retain and advance girls' education in STEM;
- develop multidimensional education that integrates science, technology, engineering and mathematics.

On the last day of the training, participants produced a national roadmap that identified short-term (next 6 months) and long-term (after 6 months) actions they would undertake individually or collectively. A grid was placed on the wall, allowing participants to share their roadmaps in a way that is visible to all. By indicating one action per card (yellow for the short term, green for the long term), participants placed their cards in the following categories: strategic data/information; leadership/policies and strategies; teacher training and support; teaching and learning resources; learning environment; and commitments outside educational institutions.



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**Review of the roadmaps**

It was recognized that some participants would like others to participate in the exercise or that they may not feel able to indicate actions without the validation of their supervisor, organization or school. Participants were encouraged to continue to develop their roadmap and submit it to UNESCO after the training, if further changes were needed.

UNESCO expressed its interest in facilitating further cooperation between countries to advance the actions identified and to facilitate the acquisition of resources (technical and financial) to advance this field of activity. UNESCO is also interested in making greater use of the online platform created for the event to share resources and tools, and has proposed the creation of a WhatsApp group to share more information, resources and progress. Senegal, the host country of the training, has also expressed interest in creating a centre of excellence to further support Francophone Africa, as CEMASTEAs does for Anglophone Africa.

The event concluded with a closing ceremony presided over by Professor Abdou Abdoul Sow, Director General of Higher Education at the Ministry of Higher Education, Research and Innovation of Senegal, Ms Fatima Bâ Diallo, Director of General Middle Secondary Education at the Ministry of National Education of Senegal, Mr Gwang-Chol Chang, Head of Education at UNESCO Dakar, Ms Justine Sass, Head of the Section of Education for Inclusion and Gender Equality at UNESCO Headquarters and Mr Stephen Njoroge, Director of CEMASTEAs.

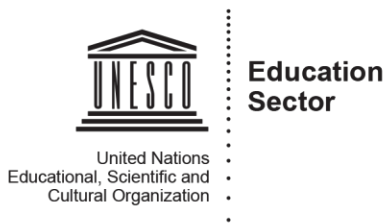


Senegal reaffirmed its high-level commitment to quality gender-responsive STEM education and the importance of STEM in advancing the continent's development. UNESCO and the Senegalese ministries supporting the event expressed their appreciation to the Government of Japan for the financial support that made this training possible, and to the partners, IFEF, AU/CIEFFA, Microsoft, CEMASTEAs and FAWE for their important contributions.

The trainers, participants and organizers concluded the training week tired, but with energy and commitment, to move forward and advance quality gender-sensitive STEM education.

### UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



### The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



## Stay in touch



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[#GirlsCrackTheCode](https://twitter.com/UNESCO)



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