

IIEP-UNESCO Dakar
Short Course 2023 on Gender-Responsive Educational
Planning

September to November 2023

Call for Candidates

OVERVIEW OF THE IIEP-UNESCO DAKAR 2023 SHORT COURSE ON GENDER RESPONSIVE EDUCATIONAL PLANNING

Course Objective: To build the capacity of technical, planning, managerial and executive staff to integrate gender into all stages of educational planning.

Dates: 11th September to 24th November 2023.

Course Duration: 11 weeks (including an orientation phase).

Modalities: Online sessions, distance learning and self-study as well as and interaction with facilitators and other participants through synchronous and asynchronous activities on IIEP Global campus.

Participants: This course is aimed at mid- and senior-level education professionals involved in the formulation, planning and implementation of educational policies, plans, programmes and projects. They may be based in ministries of education, finance, planning, health or other, and may have technical, planning or managerial roles within these ministries. Participants may also be drawn from relevant non-governmental institutions and organisations.

Language: English

Workload: Approximately 8 hours/week of activities and self-study via the IIEP-UNESCO course platform.

Certification: An IIEP-UNESCO certificate of successful completion will be awarded to participants who have completed all the required course assignments and fulfilled the evaluation requirements.

Price: Free of charge

Application deadline: June 30, 2023

PLEASE READ THE COURSE DESCRIPTION CAREFULLY BEFORE SUBMITTING YOUR APPLICATION

Training to better integrate gender into all stages of educational planning

Inequalities between women and men persist all over the world and education continues to reflect these disparities, even though it can be a major lever for strengthening equality. Despite significant progress in recent years, parity in enrolment has only been achieved by fewer than two out of three countries at primary school level, by one out of two countries in lower secondary and by only one out of four countries at upper secondary level (UNESCO, 2019). Moreover, while the issue of gender equality is often reduced to a simplistic examination of parity in schools, the reality is more complex and disparities persist in many other dimensions of education, including learning, career guidance and post-school opportunities: women are, for example, under-represented in vocational and higher education in the engineering and technology sectors. Gender intersects with other inequalities (including class, background, location and ability) to create educational exclusion.

Achieving gender equality in and through education requires equitable institutions that generate policies, budgets and plans that enable all learners to succeed, regardless of their demographic characteristics (GPE, 2019; GPE/UNGEI, 2016). Such an approach involves paying attention to institutional arrangements and structures, as well as to social norms and their dynamics inside and outside school. In order to drive change and build the future of education on a sustainable foundation, gender equality - and issues of equity and inclusion more generally - must be considered from the outset of the education sector planning exercise. However, in many cases, sector plans still fail to give the necessary priority to measures designed to target the most vulnerable learners and thereby to achieve gender equality (UNESCO, 2019).

With this in mind, and in the context of the [Gender at the Centre Initiative](#), the Africa Office of the UNESCO International Institute for Educational Planning in Dakar (IIEP-UNESCO Dakar) is launching a new English edition of its Short Course in Gender Responsive Educational Planning, aimed at national executives and managers from Ministries of Education involved in the formulation, planning and implementation of education policies and plans. Participants may be working at central or decentralised levels of education administration, or in related fields (finance, health...), or with other relevant institutions such as research, training, civil society or development organisations. The course aims to equip participants with the skills to integrate gender into all stages of educational planning by addressing the multidimensional factors that perpetuate gender inequalities in and through education, both inside and outside the classroom.

Since 2020, between 35 and 50 participants have taken part annually in the different editions of this Short Course in Gender Responsive Educational Planning (in French, English and Portuguese).

The Gender at the Centre Initiative (GCI)

The Gender at the Centre Initiative aims to build government capacity and strengthen existing structures to advance gender equality in education systems, primarily in eight sub-Saharan African countries: Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria and Sierra Leone.

Launched in 2019 as part of the G7, the Gender at the Centre initiative recognises the urgent need to ensure equal access to quality education for all and to remove barriers to education for girls and young women.

The initiative is led by an Alliance of partners, coordinated by UNGEI. IIEP provides technical leadership, working closely with the Ministries of Education in the eight countries involved. The Alliance also includes UNESCO headquarters and country and regional offices, the United Nations Children's Fund (UNICEF), the Global Partnership for Education (GPE) and the African Union International Centre for Girls' and Women's Education in Africa (AU/CIEFFA), as well as a consortium of non-governmental organisations: the African Network Campaign on Education for All (ANCEFA), Plan International and the Forum for African Women Educationalists (FAWE).

Objectives and learning outcomes

The objectives of this Short Course are as follows:

1. To increase participants' understanding and appreciation of gender equality issues in and through education;
2. To strengthen participants' capacity in gender analysis and sector planning.

Specifically, at the end of the Course, participants should be able to:

- ⇒ Understand and explain the issues and challenges of gender equality in and through education;
- ⇒ Identify and analyse the school and non-school factors that cause gender disparities in education and establish links between gender norms and gender disparities in education;
- ⇒ Identify relevant indicators (quantitative and qualitative) and data sources and analyse them;
- ⇒ Explain the policy planning process and identify (including through case studies) concrete strategies and actions to address gender disparities in education, as well as their costs, timeframe for implementation, monitoring and evaluation frameworks.

Who can apply?

Priority will be given to people in positions of responsibility, at the central or decentralised administrative level, who are involved in the formulation, planning and implementation of

education policies in English-speaking UNESCO member countries in Africa. More specifically, but not exclusively, participants are likely to come from:

- government institutions at the central or decentralised administrative level, such as ministries of education, finance, planning or health (non-exhaustive list);
- national decentralised structures such as inspectorates;
- national research and training institutions;
- NGO or other similar institutions;
- Development partners.

They may occupy positions such as:

- Planner or manager in a technical directorate of a ministry of education, finance, planning or health (non-exhaustive list) or in a decentralised unit;
- Education inspector;
- Training manager or trainer of trainers;
- Researcher or trainer in a national research and training institution;
- Education planner in an NGO or other institution;
- Staff from Development partners.

All English-speaking African Member States of UNESCO are invited to nominate candidates. Priority places are reserved for participants from anglophone Gender at the Centre Initiative (GCI) focus countries, namely **Sierra Leone** and **Nigeria**.

To ensure interactive sessions, the number of participants will be limited to about fifty (50). Care will be taken in the selection of candidates to ensure a balance in terms of gender, geographical representation, type of function (leaders, planners, and managers), and administrative level (central/decentralized).

Criteria for participation:

- Candidates should have a minimum of three years' professional experience at the central or regional administrative level, or in research, training or advocacy related to education policy formulation, planning and implementation.
- Candidates should have at least a Bachelor's degree (three years of higher education), or equivalent, preferably in a field related to education or social and economic sciences. Candidates with another relevant degree and relevant experience will also be considered.
- Candidates must be fluent in English (reading, writing and speaking). Candidates whose first language or working language is not English must provide a certificate of competence in English.
- Candidates must be proficient in the use of the Microsoft Office Suite, in particular Microsoft Word, PowerPoint and Excel.

How to Apply

Prospective candidates should fill in the application form (on this link: <https://forms.gle/bCbKg6GBcMFxG8GE8>) as fully and accurately as possible by midnight

(GMT) on June 30, 2023.

Timetable

June 1st 2023	Publication of the call for applications
June 30, 2023	Closing date for applications
July 3rd – 14, 2023	Shortlisting and final selection of candidates
September 2023	Orientation phase on the platform
September – November 2023	Course takes place online

COURSE OBJECTIVES <ul style="list-style-type: none">▶ Understand and explain the issues of gender equality in and through education and the challenges that arise▶ Identify and analyse the school and non-school factors that cause gender disparities in education and establish links between gender norms and gender disparities in education▶ Identify relevant indicators (quantitative and qualitative) and data sources and analyse them▶ Explain the policy planning process and identify (including through case studies) concrete strategies and actions to address gender disparities in education, with consideration of costs, implementation timeframes, and monitoring and evaluation frameworks.	KEY DATES <ul style="list-style-type: none">▶ Apply to IIEP-Dakar between June 1st and June 30, 2023▶ The Course will run for 11 weeks (3 weeks per module plus two weeks orientation)Orientation phase: 11/9/23-22/9/23 (2 weeks)Module 1: 25/09/23-17/10/23 (3 weeks)Module 2: 16/10/23-3/11/23 (3 weeks)Module 3: 06/11/23-24/11/23 (3 weeks)
CONTACT : <p>If you have any questions, please contact gendercourse@iiep.unesco.org. Applications must be made using the online form https://forms.gle/bCbKg6GBcMFXG8GE8 only. Applications sent by email will not be considered.</p>	