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Forum for African Women Educationalists
Forum des éducatrices africaines

Improving Girls participation and performance in SMT subjects - FAWE's experience

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Presentation Plan

- ❑ About FAWE
- ❑ SMT in Africa- Overview
- ❑ FAWE's SMT Model
- ❑ Lessons learnt
- ❑ Opportunities for partnership and collaboration





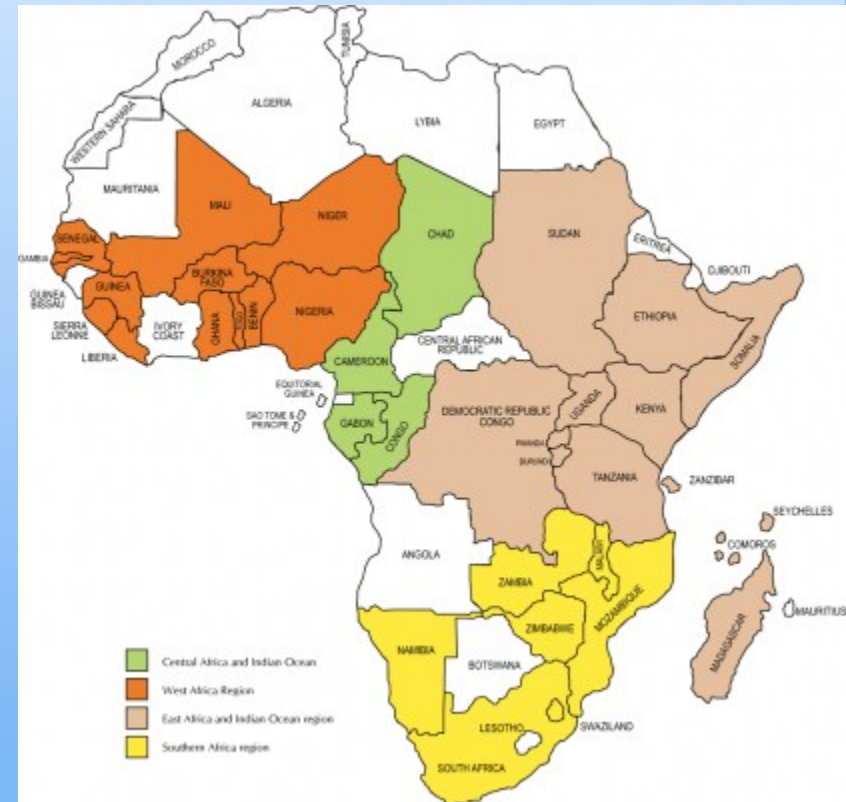
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Forum for African Women Educationalist- FAWE

Who is FAWE?

- ❑ A pan-African NGO
- ❑ Vision - Gender disparities in education in Africa eliminated.
- ❑ Mission- To promote gender equity & equality in education
- ❑ How?- Advocacy, develop & pilot gender- responsive models & replication if successful





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SMT Education in Africa

- ❑ Favourable policy environment
- ❑ Gender stereotype
- ❑ Gender insensitive learning environments
- ❑ Girls are under performing in SMT
- ❑ Very few professionals in SMT related fields.





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FAWE SMT Model

- ❑ FEMSA/FAWE SMT Model
- ❑ Objectives
- ❑ Approach
 - ❑ GRP in SMT Training for teachers
 - ❑ Empowerment of the students
 - ❑ Community mobilisation and sensitization
 - ❑ Policy advocacy





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FAWE's SMT Programme- Strategies

- ❑ Capacity building
- ❑ Partnership and networking
- ❑ Affirmative action
- ❑ Policy advocacy
- ❑ Community awareness





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FAWE's SMT Model

Key activities

- ❑ Training of teachers in FAWE's GRP approach through -INSET
- ❑ Baseline survey
- ❑ Mentoring and supporting the students in SMT
 - ❑ Organizing Science community days/camps/clinics /quizzes/Olympiads
 - ❑ Remedial teaching in SMT subjects
 - ❑ Women role models
 - ❑ expositions/visits to SMT work places
- ❑ Monitoring, documenting and evaluating
- ❑ Policy dialogue



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FAWE's SMT model

Key results:

- ❑ Students especially girls are motivated to work hard in SMT subjects = improved performance
- ❑ FAWE's SMT implemented in 79 schools and learning centres in 17 countries reaching over 15,405 students and 131 teachers.
- ❑ Improved attitude of the participating teachers towards the teaching SMT subjects.
- ❑ SMT model replicated by Governments and other partners. E.g MOE Zanzibar, MCF in Ethiopia and Rwanda and Intel enhancing SMT in COEs



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Lessons learnt

- ❑ **A one off TOT training in GRP is not adequate** to influence the integration of gender in SMT curriculum.
- ❑ **The target group at school level should be all inclusive**
- ❑ Partnership and networking with various players in the education sector and other sectors at all levels is a critical success factor
- ❑ Promoting SMT for girls requires a multiple-pronged approach and is time consuming.



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Opportunities for partnership scaling up SMT

- ❑ Development of FAWE GRP-SMT module into mobile or online content for students and teachers
- ❑ Scaling up of SMT in schools including mentorship, sponsoring regional and sub regional SMT fairs
- ❑ Research, documentation and evaluation of the SMT model
- ❑ Invest in affirmative action /SMT campaign for girls



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Merci
Thank you!