



## EVALUATION REPORT

### I Evaluation submitted by

- The Association for the Development of Education in Africa (ADEA)
- The Forum of African Women Educationalists (FAWE)
- The International Council on Education for Teaching (ICET)

### II Number and title of request:

The Pan-African Awards for Innovative Approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers Conference (#82901173111PPP)

### III Evaluation of the project or activity implemented:

#### a) Purpose and objectives

*The Pan-African Awards for Innovative Approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers Conference built on the FAWE repository of Most Significant Change stories of 2017*

The ultimate purpose of the **Pan-African Awards for Innovative Approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers Conference** was to identify interventions with proven results for inspiring girls and women to become inspiring teachers. These interventions once identified would receive international exposure at a gathering of educationalists with a view to creating opportunities for learning and replication.

The project design reflected careful consideration of the goals and indicators of the Education 2030 Framework as well intentional alignment to the advocacy efforts of the International Teacher Taskforce for Education 2030.

The specific objectives of the project were;

- To work with national governments in the identification of innovative interventions that have or are working to motivate girls and women to be educators.
- To objectively review and evaluate the stories collected against guidelines provided to identify winners for the awards in September, 2017.
- To hold a learning and dissemination forum for stakeholders from across Africa during which, winners of “The Pan African Award” shall receive the awards.
- Promote the Most Significant Change (MSC) methodology as a means of telling stories of change from the perspective of beneficiaries.

#### b) Benefits, major results obtained and impact of the project:

The expected benefits were-twofold:

1. to build on the FAWE repository of Most Significant Change stories of 2017 in the teaching sector specifically and
2. to identify stories of change from the perspective of beneficiaries and in their own voice, something which is sometimes lacking in development work which is conducted at the Macro level.

Both of these benefits were achieved.

It is also important to note that there was a strategic decision to combine the awards ceremony, the FAWE Conference On Girl's Education In Africa and the 25<sup>th</sup> anniversary celebrations of FAWE in Lusaka, Zambia. The combination of these three events ensured the MSC stories reached senior Government officials from various Ministries of Education and Training in Africa including thirteen Ministers of Education and the 500 African and International delegates attending the FAWE celebration.

An additional dissemination activity designed to enhance project reach involves the production of the second volume of the *Most Significant Change Stories Compendium* based on the 2017 Innovative Approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers is currently in draft stage.

The successful production of two collections of tangible stories describing working interventions in the area of inspiring girls and women to become inspiring teachers and to share these interventions with stakeholders in the teaching sector from across the continent of Africa provides a strong motivation to scale up this strategy. Consequently plans have already commenced for a third collection of the Most Significant Change stories for 2018.

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By the close of the competition, a total of 14 stories of change were collected from the following countries as follows:

Country	Stories	Region	Language
Burkina Faso	2	Western Africa	Francophone
The Gambia	3	Western Africa	Anglophone
Kenya	3	Eastern Africa	Anglophone
Mali	3	Western Africa	Francophone
Zambia	3	Southern Africa	Anglophone

No modifications were made to the initial objectives. As this was the second phase of the Most Significant Change series, no challenges were encountered.

c). As a result of the project UNESCO's profile was spread across Burkina Faso, The Gambia, Kenya, Mali and Zambia where the local level competitions to identify the best Innovative Approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers took place. Additionally, UNESCO received a significant degree of visibility during the actual Pan African awards for Innovative Approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers Conference where 500 participants from across Africa and outside of Africa were present.

All five participating countries Burkina Faso, The Gambia, Kenya, Mali and Zambia used various forms of media engagement to publicise the initiative. These include; FAWE websites, Ministry of education and school noticeboards and in some countries radio announcements.

The five local level competitions were open to innovators of all walks. The only condition was that the stories being submitted be true and that permission to publicise the stories be sought from the protagonists in the event that they were not the writers. The 500 participants at the conference included the First Lady of Zambia, Several Ministers of Education, and Senior Government officials, School Children, University Students, FAWE Alumni, Community Based Organizations and International Agencies. The FAWE Network includes other non-governmental organizations working in the education sector and these were informed about the call for stories and asked to assist to publicise the event.

*The UNESCO Office in Nairobi was among the key participants that witnessed the award ceremony of the MSC stories winners in Lusaka Zambia in August 2017... UNESCO offered technical support through the focal point person.*

- c) The UNESCO Office in Nairobi was among the key participants that witnessed the award ceremony of the MSC stories winners in Lusaka Zambia in August 2017. While implementation was mainly by FAWE and supported by the Association for the Development of Education in Africa (ADEA), UNESCO offered technical support through the focal point person. The support immensely contributed to the success of the project

#### IV

In 2018, it is expected that FAWE and its partners will begin the process of selecting at least one of the stories identified during the competition and scale this project up. This will be done following the due process. A compendium is also being compiled, as a sum of all the stories.

This event incorporated an opportunity for delegates and organizers to reflect on what is needed in the Member States in coming years. Prior to the selection of **Innovative Approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers** as the topic for the 2017 and second phase of the Most Significant Change stories series. Key activities during the reflection process included a review of global and local frameworks. This review helped to identify the need to scale up efforts to encourage girls and women to contribute to a sustainable pipeline of teachers across Africa. The five countries where the competition took place also indicated interest and willingness to take part in the competition. Through their National FAWE chapters, they will also be encouraged to use the stories that have been identified to address the future need of teachers-especially female teachers. The awards ceremony was also designed to inform the participants about the MSC stories initiative in 2017, its objectives and the impact of each intervention.

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The project received additional funds from FAWE's partners the Association for the Development of Education in Africa (ADEA). This support increased the overall project budget to \$65,000 USD. In addition to financial support, ADEA provided a significant degree of technical support to the project. The cost of the project was lowered by taking advantage of the economies of scale arising from having held the

awards ceremony alongside FAWE's 25<sup>th</sup> anniversary celebrations and the FAWE Conference on Girl's Education in Africa.

## VI Any other observations

Overall, the most significant change story has attracted a lot of interest from education Practitioners within and outside Africa. ADEA, FAWE and ICET all agree this project warrants serious consideration for future funding. We base this recommendation on the following points:

1. the project involves the implementation of national, sub-regional, inter-regional and regional projects directly related to the core missions of ADEA, FAWE and ICET as well as the following **UNESCO priorities**
  - a. *By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States(SDG4)*
  - b. *By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations(SDG4)*
  - c. *Improved teacher quantity (Strategic Goal 1, International Taskforce on Teachers for Education 2030)*
2. the levels of **interest** in this project ranging from the local to the Ministerial levels across Africa
3. each of the countries had **local ownership** over the selection and writing of their stories of change. Their stories are to shape development policy formulation and using country systems for implementation.
4. the project reflected an **inclusive partnership** where members of the collaboration used technology to meet regularly and participate fully in the design and cost- effective implementation of a successful project that engaged participants from across Africa
5. the project yielded **tangible results** that included authentic stories of significant change in approaches for Supporting and Encouraging Girls and Women to Be Inspiring Teachers
6. the proposed scale up and dissemination strategies place an emphasis on **capacity development** among education stakeholders that will build the ability of countries to manage their own efforts to substantially increase their supply of qualified teachers by 2030

