

Stakeholder Workshop Report for the Association for the Development of Education in Africa (ADEA) held virtually on 28 March 2024

Introduction

The virtual stakeholder co-creation workshop, held on March 28, 2024, was a collaborative effort between the Association for the Development of Education in Africa (ADEA), the African Population and Health Research Center (APHRC), and the University of Johannesburg (UJ). To better reach its STEM stakeholders, ADEA was supported by Prof. Modou Diome (Dakar College of Technical and Vocational Education), Prof. Bernard Dione (Centre de Documentation Scientifique et Technique, Senegal), Prof. Joëlle Compaore (Nazi Boni University, Burkina Faso), and Prof. Alpha Kabinet Keïta (Gamal Abdel Nasser University, Guinea). The workshop brought together stakeholders focusing on Science, Technology, Engineering, and Mathematics (STEM) within the Western Africa region focusing on the higher education ecosystem. The stakeholders shared invaluable reflections and insights to help shape the research framework of the Pedagogies of Inclusion project supported by the International Development Research Center (IDRC) and implemented by APHRC and UJ. As a flexible and open Pan-African organization, ADEA is committed to promoting high quality African education and training for accelerated and sustainable development in Africa. This drives it to inform and facilitate transformation of education and training that promote Africa's accelerated and sustainable development.

Outcomes of the Thematic Discussions

Reporting on student success in STEM

1. In some countries, best performing female students in science subjects at high school and university levels are awarded to encourage them to pursue STEM programs.
2. Some stakeholders mentioned that they required reporting tools in their institutions to provide information on students' success in STEM programs.

Policies regarding women and inclusion

1. In some countries, female students in secondary schools and universities are offered scholarship opportunities to pursue STEM subjects.
2. Some universities implement inclusive education and gender transformative policies on STEM programs that encourage women's participation and leadership in universities.
3. Some countries have committed to establishing Science, Mathematics, Assessment, Resource, and Technology (SMART) classrooms to encourage young students to pursue STEM courses.

Literature on women, inclusion, and pedagogy

1. The establishment of the Center for Mathematics, Science and Technology Education in Africa (CEMASTEA) promotes the sharing of reports and toolkits on STEM.
2. UNESCO conducted a study in francophone countries that revolves around promoting quality gender-responsive STEM education in the region. The link can be found [here](#).
3. In certain countries within the ADEA network, institutions of higher learning are the only ones offering STEM and science courses.

Innovative practices: women, inclusion, pedagogy, and STEM

1. Certain countries have integrated technology and innovation techniques in offering STEM courses in higher learning institutions.
2. Some countries organize annual science tours and clubs that leverage associations of women in science to encourage female students in STEM programs.
3. In some countries, institutions of higher learning have incorporated STEM courses and techniques in teacher training programs to encourage women in this field.
4. Certain countries have established science gender laboratories that are led by women to build research capacity in STEM disciplines.

Demographic Characteristics of the Stakeholders

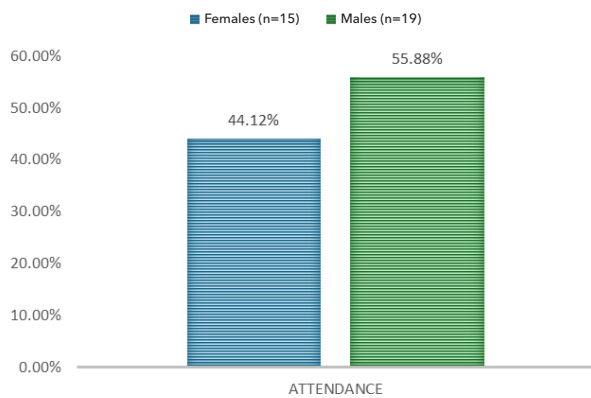


Figure 1: ADEA stakeholder workshop attendance by gender.

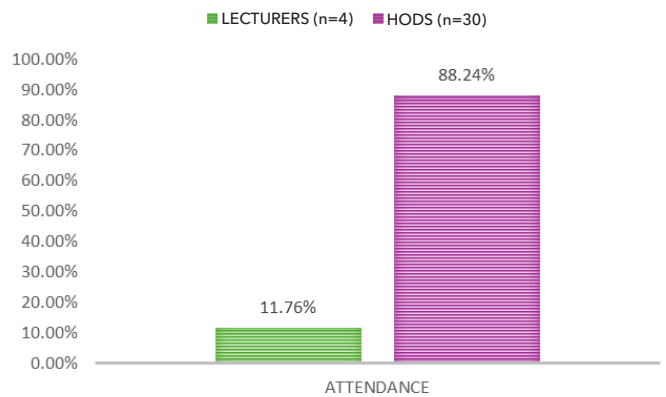
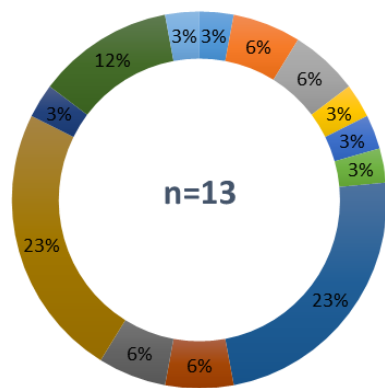


Figure 2: ADEA stakeholder workshop attendance according to the position held.



- Algeria
- Burkina Faso
- Co'te d'Ivoire
- France
- Ghana
- Guinea
- Kenya
- Nigeria
- Rwanda
- Senegal
- Tanzania
- South Africa
- Zambia

Figure 3: ADEA stakeholder workshop attendance by country.

Way Forward

In collaboration with ADEA, we look forward to continued engagement and inclusion of stakeholders' voices in successive stages of the research process, with validation of findings at the end of the project. The ultimate aim is to build a collaborative research agenda and develop communities of practice with the stakeholders, including practitioners and policy makers, on how pedagogical practices can address issues of social exclusion, particularly gendered exclusion, in STEM disciplines in Africa's higher education institutions.

The ADEA workshop was part of a series of regional virtual stakeholder co-creation workshops. The other workshops were held in collaboration with the Association of African Universities (AAU) across the continent, the Southern African Regional Universities Association (SARUA) in Southern Africa and the Inter-University Council for East Africa (IUCEA) for Eastern Africa.

Contributors:

Dr. Lucy Wakiaga, A/Prof. Zach Simpson, Dr. Helen Inglis, Dr. Esther Matamba, Baatseba Ramushu, Paul Otwate, Charity Waweru-Mwangi, Davis Muli Musyoki, Wendyjoy Gitari, Hildah Jepkorir and Clifford Simiyu Sichangi.



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African Population and Health Research Center

P.O. Box 10787-00100,
APHRC Headquarters, Kitisuru, Nairobi, Kenya
Email: info@aphrc.org

Telephone: +254 (20) 400 1000, 266 2244, or 266 2255
Mobile: +254 722 205 933, 733 410 102
Fax: + 254 (20) 400 1101