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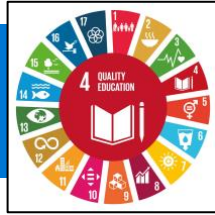
International Institute  
for Capacity Building  
in Africa

# THE UNESCO IICBA Newsletter

January–March 2019

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### Partnerships and Cooperation for Teachers



Collective partnerships and joint efforts are needed to improve both the quality and quantity of teachers in Africa. See page 3 to read more.

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## From the Director

An African proverb says “If you want to go fast, go alone. If you want to go far, go together.” Teacher development in Africa is a long journey and we must travel together; thus, partnership is very important for IICBA.

The African Union Commission’s 2015 “Agenda 2063: The Africa We Want” is a blueprint and master plan for transforming Africa. Within this framework, the Continental Education Strategy for Africa (CESA) 2016–2015 was established, and IICBA is a pivotal member. CESA has 12 clusters, of which IICBA coordinates the Teacher Development Cluster and works closely with many others. This partnership is vital for providing quality and sustainable achievement.

While IICBA’s partnership goes beyond the African continent, the intra-Africa cooperation it achieves is vital. When the “TeachHer” project - girls’ STEM education through teacher development in Africa - was launched in 2016, IICBA sought out African institutions for STEM education. The Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) in Nairobi was identified to implement learner-centered and activity-oriented science and mathematics education. They carried out very practical and enjoyable experiments with simple equipment. The one-week workshop excited teachers and equipped them with gender-responsive pedagogies in science and mathematics. This exemplifies our motto, which has always been, “African solutions for African challenges”.

Every year, African educationalists visit Tokyo and Hiroshima to learn peace and resilience education as a part of a Japanese Government supported project. They attend the Hiroshima Peace Memorial service and learn peace studies in the universities and disaster risk reduction programmes in schools. In one secondary school in Tokyo, the head teacher thanked the visitors and said, “Your visit made us realize that we are teaching for children’s happiness. We are busy every day and I forgot what we are here for. So, thank you for your visit.” Partnerships benefit both sides. Teachers from Africa and Japan enjoyed the dialogue about peace.

“Delivering as one” is fundamental to partnership. We learn from each other by walking together. The journey is long, but all of us are ready to walk together in strength and cooperation.

Dr. Yumiko Yokozeki

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UNESCO, 2019

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The Norwegian Teacher Initiative, “Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning” brings together seven cooperating partners– Education International, the Global Partnership for Education, the International Labour Organization, UNHCR, UNICEF, the World Bank, UNESCO and the International Task Force on Teachers. Learn more about the Initiative on page 6.

The International Institute for Capacity Building in Africa (IICBA), established in 1999, is the only UNESCO Category One Institute in Africa and is mandated to strengthen teacher policy and development throughout the continent. The Institute is also the Teacher Cluster Coordinator under the framework of the African Union’s Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.

Articles express the opinions of the authors and do not necessarily represent the opinions of UNESCO IICBA and do not commit the Organization.



# Why Partnerships and Cooperation are Vital for Teachers

*"The success of SDG4-Education 2030 will depend on collective effort."*

- UNESCO's 2016 'Education 2030 Incheon Declaration and Framework for Action', p. 60

It has been estimated that sub-Saharan Africa will need approximately 17 million new teachers in order to provide universal primary and secondary education for all of its children by 2030, according to UNESCO Institute for Statistics (2016).

Nonetheless, a sufficient number of teachers is not enough; there should also be a focus on quality education and highly-trained teachers. Therefore, it is not a surprise that last year's theme for World Teachers' Day 2018 was *'The right to education means the right to a qualified teacher'*.

It is evident that it's not possible to achieve these highly ambitious targets - both quantitative and qualitative - without collective partnerships. UNESCO recognizes that joint efforts at the national and global levels are crucial to the successful implementation of the Sustainable Development Goal 4 (SDG4)-Education 2030 Framework. Governments, non-governmental-, youth-, multilateral and bilateral organizations as well as different actors of civil society, private and teaching sectors play important roles in financing, planning, implementing and monitoring the 2030 Agenda for Sustainable Development.

In order to achieve the collective target of SDG4, UNESCO highlights the participation of education institutions, teachers and different educators in all stages of policy-making and project implementation. In addition, the youth organizations are encouraged to collaborate with governments and other partners to develop education and training programmes that target young people specifically. The youth and gender actors, including the most marginalized individuals, should be consulted so that education programmes can be designed to meet the cross-cutting needs of various groups.

UNESCO IICBA has outlined *Partnerships and Advocacy* as one of its priorities in its forthcoming Strategic Plan 2018–2021. UNESCO IICBA's results framework is divided in four categories, out of

which Programme Area 2 is for *Coordination, Partnerships and Advocacy for Teachers*. According to the plan this will include "working in partnerships to combine expertise, promote local ownership and responsibility, and increase sustainability, experience sharing and impact" (UNESCO IICBA Strategic Plan 2018 -2021, forthcoming).

Some of the highlights of UNESCO IICBA's partnership building throughout the quarter include:

- February 2019, IICBA hosted a coordination meeting for the Norwegian Teacher Initiative (NTI) on *'Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning'*. The Initiative brings together seven cooperating partners, namely Education International, the Global Partnership for Education, the International Labour Organization, UNHCR, UNICEF, the World Bank, UNESCO and the International Task Force on Teachers.
- February 2019, IICBA, together with the Global Digital Library team from Norway, organized a workshop on the role of a digital library in supporting language literacy in teacher training institutions in Ethiopia.
- March 2019, IICBA and the Government of Japan inaugurated the project *'Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in African Countries through Teacher Development'*. The African Union Commission and UNICEF Liaison Office to the African Union are strategic partners in the project.
- March 2019, IICBA hosted the concluding meeting of Phase II of its UNESCO-China Funds-in-Trust (CFIT) project *'Enhancing Teacher Education for Bridging the Education Quality Gap in Africa'*.

By: Anni Hannukainen

# Delivering as One for Teachers

The United Nations (UN) plays an increasingly critical role in uniting member states and organizations in a world with growing interdependence on peace, development, human rights, environment and other agendas. There is some fragmentation in the UN system though, which has led to duplication and competition between agencies; This should be overcome to promote a stronger, effective, responsive and more unified UN. Based on this, “Deliver as One”, an initiative proposed by eight pilot countries, was officially launched in 2006 aimed at enhancing the coherence, efficiency, effectiveness and coordination of the UN at the country level, while also reducing transaction costs for host countries (United Nations, A/61/583, 2006). In addition, the UN Report A/61/583 (2006) recommends “four ones” specifically, One Programme, One Leader, One Budgetary Framework and One Office, where appropriate.

In alignment with the “One UN” principle, UNESCO IICBA organized Joint Consultations on Teacher Development in Africa from 18-22 March 2019. “Delivering as one for teachers”, Dr. Edem Adubra, Chief of Section Teacher Development at UNESCO, stated that “everything we do is for all teachers. We should pay attention to every project and every sector of society”.

The consultations gathered colleagues from UNESCO, UN agencies, Ministries of Education, teacher training institutions, non-governmental organizations, private sector and teachers from various countries in Africa. In attendance there were around 120 participants in total for the following five meetings:

- UNESCO-China Funds-In-Trust (CFIT) Project Phase II Concluding Meeting
- The African Regional Focal Points of the International Teacher Taskforce on Teachers for Education 2030
- Consultation Workshop and Expert Group Meeting on Developing an International Guidance Framework for Professional Teaching Standards
- MasterCard Foundation Meeting on Secondary Education in Africa: Preparing Youth for the Future of Work

- Continental Education Strategy for Africa (CESA) 2016-2025 Teacher Cluster Meeting

The UNESCO-CFIT project on “Enhancing Teacher Education for Bridging the Education Quality Gap in Africa” was launched in 2012 and implemented in 10 African countries: Côte d’Ivoire, Congo Republic, Democratic Republic of Congo, Ethiopia, Liberia, Namibia, Uganda, Tanzania, Togo and Zambia. The project aimed to empower lead teacher education institutions in beneficiary countries by providing quality teacher education and training, especially integrating with information and communications technology and promoting networks of institutions for exchanging successful practices and strategies. This meeting reviewed achievements of the CFIT Phase II Project, discussed other teacher-related programmes and agendas in Africa, and reinforced coordination and synergy between various projects and sectors under the Education 2030 Agenda and CESA 2016-2025 framework.

The International Task Force on Teachers for Education 2030 was established in 2008 at the Oslo high-level meeting on Education for All. The goal is to enhance the global alliance of partners, bilateral and multilateral, and bridge the teacher gaps, including policy gaps, capacity gaps and financial gaps. During the consultation, sub-regional focal points presented background works, the 2018-2021 strategic plan and highlights of the 2019 work plan.



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Moderated by UNESCO Teacher Development Sections and the International Task Force on Teachers, the workshop of Professional Teaching Standards demonstrated a framework of teaching standards for teachers to enhance equitable and quality education for all, as well as to be adopted in

an international context for not only teachers but also teacher professional associations and education unions to improve professional work.



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The MasterCard Foundation Meeting presented results of a study conducted in October 2018 on the role of Secondary Education in Africa (SEA) in preparing youth for the future of work. The objectives of the meeting were to share experiences among secondary education teachers from different parts of sub-Saharan Africa, gain insights from teachers on issues of importance to secondary education and inform the final report of the SEA study and its recommendations. Furthermore, the meeting focused on specific topics on initial teacher training, curriculum reform, secondary student transitions to work and teacher status and motivation.

In addition, the CESA 2016-2025 Teacher Cluster Meeting first individually discussed ongoing works of cluster member institutions and a future work plan. During the second half, the CESA meeting group joined the SEA meeting and discussed recommendations to further the study.

Dr. Yumiko Yokozeki, Director of UNESCO IICBA, addressed the importance of “delivering teacher development in Africa as one”, in her presentation and highlighted the critical role of IICBA in this process. IICBA intimately coordinates with international and regional frameworks with the core aim of strengthening teacher policy and development in Africa.

By organizing this event, several significant results were achieved. First, it successfully provided a platform for participants to learn about each other’s work on teacher development in Africa and to share experiences and resources. In addition, by involving teacher delegates in the event their voices about their life and work conditions, national context and vision for the future were heard by policy-makers, research institutions, and regional and international organizations. Finally, it gave an opportunity to clarify misunderstandings and avoid duplicating work by identifying areas of overlap, in order to enhance coordination, synergy and efficiency between offices.

By: Ruixi Liu



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# Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning

*“Various initiatives worldwide support developing countries to enhance teacher policies and practices. However, many of those initiatives are developed and implemented in somewhat different ways, and more often than not, they stand alone, even in the same country. Consequently, although well intentioned, these initiatives lack synergies and coordination limiting their potential impact” (UNESCO, 2019).*

The Norwegian Teacher Initiative, “Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning” was created to address the issue. It does so by aiming to reinforce the coordination among key international organizations and national actors working on teacher policies by bring more coordinated support to countries. The initiative brings together seven cooperating partners– Education International, the Global Partnership for Education, the International Labour Organization, UNHCR, UNICEF, the World Bank, UNESCO and the International Task Force on Teachers. These partners will support education authorities at country level to elaborate strategies that will strengthen national teacher policies and the teaching and learning components of national education sector plans in four target countries– Burkina Faso, Ghana Malawi and Uganda– during the initial pilot phase.

Synergized partner actions on teacher issues is the idea behind the Initiative. The goal is that through the project, partners will enable their organizations to work in a more coordinated manner on inclusive and country level policy dialogue mechanisms and processes to advance effective teacher policies and actions on recruitment and deployment, training and development, and remuneration. The entire initiative is underpinned by coordinated efforts and consistent sharing of knowledge and best practices among the partner organizations, countries and other stakeholders at global, regional and country levels (The Norwegian Teacher Initiative– Cooperation Framework Draft, 2 February 2019).

To guide and document working structures and mechanisms put in place, the Initiative also is

developing at Cooperation Framework for Collaboration and Coordination for the partner organizations and countries involved. The Framework (and Initiative) recognizes that the key to ensuring an effective partnership is the definition of clear roles and contributions of each partner based on their comparative advantage. Everyone has something offer. The Framework also covers project governance, financial management, joint programme implementation, communication and transparency, reporting and monitoring and evaluation.

From 19 to 21 February 2019, a National Project Officers and Country Focal Points Coordination Meeting was held in Addis Ababa, Ethiopia, hosted by UNESCO IICBA. The meeting provided the opportunity for the various partners and country

representatives to gain a shared understating of the project, its development and implementation at both the national and international level. Partner organizations shared their competences, areas of interests and ongoing on initiatives that may be of benefit to the countries.

The countries themselves had a chance to brainstorm, draft and share their country implementation plan and next steps. They will then take their plans back home for approval from other in-country stakeholders and submit a final draft to the project team for approval and begin implementation. Education International is planning a social dialogue in Accra, Ghana in May 2019. This is the next opportunity for all countries and partners to come together again but they will remain in touch and continue project activities and their roles in the meantime.



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By: Beth Roseman

## Winds of Change at IICBA

*Mr. Omar Diop, Chief and Programme Specialist for Education at the UNESCO Cluster Office in New Delhi, India, reflects on his six years as Senior Programme Specialist at UNESCO IICBA.*

UNESCO IICBA is on the front line of global efforts to promote peace through teacher education and has been a key player in Africa since its creation. From 2013 to now, I have seen the Institute improve its delivery process and programme implementation approach from one-off interventions to longer sequenced technical assistance, as well as from targeted teacher training to more systemic involvement of the pedagogical and administrative chain (from policy-makers at the ministry to teachers in the classroom).

These changes took place for the repositioning of the Institute and its constant drive, which consisted of strategizing on how to better serve African Member States.

In this sense, IICBA has constantly been working with the African Union Commission and relevant stakeholders for teachers and teacher professionalization. The strategic approach led to the signature of important partnerships, which placed the Institute in the core of issues and different domains. This is the case with the African Federation of Teacher Regulatory Bodies (AFTRA) with whom a lot has been achieved. For example, in Teaching Professional Standards and National Qualification Frameworks.

Teaching itself is at a crossroads today, with traditional challenges to the profession merging with newer issues. The teaching profession is being shaken to the core with the rise of technology, digital networks and social media. Terrorism and migration (forced and wanted) are new trends in certain parts of Africa. We see the emergence of new players, such as religious and community-based, leading to new forms of education. These

challenges, combined with the phenomenon of teacher demotivation, are continually raising questions that strike at the heart of teaching as a profession. It was stimulating to deal with a wide range of stakeholders to kick off the core study around it and early findings of the study pointed at non-financial aspects, not salary.

IICBA believes that gender equality in the sector is a critical precondition for a better education of children. Women teachers in Africa are no longer willing to accept workplace harassment or discrimination, but more than that, gender was mainstreamed in policies and practices. IICBA partnered with key players, like the Federation of African Women Educationalists (FAWE), VVOB and UNICEF, to produce tools and instruments to help teachers in their pedagogical activities and empower women teachers.

In conclusion, the journey at IICBA was full of insights and quite rewarding in terms of achievements and lessons. After assisting countries in understanding their contexts through diagnostic studies, IICBA conceived tools to support policy formulation and teaching practice. I feel that a review of all these tools and instruments must be conducted, putting it in line with the new priorities of the education sector in an agile manner. IICBA has been proactive and very instrumental in various domains. For example, the Institute was the first to translate into practice the prevention of violent extremism for teachers in Africa. This particular role of the Institute has to be strengthened further by conducting research and producing factsheets and advisory reports.

By: Omar Diop

# Meet Our New Senior Programme Coordinator, Mr. Saliou Sall

## **Please tell us a bit about yourself.**

I am from Senegal and hold a master's degree in African Literature and a certificate of an Inspector of Education. I have more than 15 years of experience in teacher training and prior to joining IICBA was Director of a General Education Staff Training School in Dakar. I was also previously a primary school, secondary school and university teacher. I have attended many seminars throughout Africa on how to train pre-service teachers and build the capacity of in-service teachers.

## **So, you were a teacher at many different education levels. What did you love most about being a teacher?**

What I loved most about teaching, was being with my students.

Teaching is a passion for me and, most of the time, I would not count when spending extra hours or using my own money to find or reproduce materials for my students.

## **As a teacher, you taught English, among other subjects. Why did you decide to become an English teacher?**

I wanted to become an English teacher, because I love English. This is a love that developed because of my first English teacher in junior high school. On my first ever English test, I scored nearly perfect and was invited along with two classmates to my teacher's home, where we ate, listened to English music and were given many short story books. Ever since, I always performed well in English class.

## **What was one important take-away you learned about teacher development as a trainer and Director of an Education Staff Training School?**

I learned that training is the most important thing that a teacher can be provided with. At the beginning, we started working with teachers who had only received one or, maximum, two months of training, while others had received no prior training at all. When we went to the field to visit schools, we noticed a very large difference in the quality of teaching between those who had more training, both initial and in-service training, and the others.

## **What is your vision and hope for IICBA?**

My current vision for IICBA, what I would like to achieve with the team, can be summarized in the following seven points:

1. Increase IICBA's visibility throughout Africa. IICBA has been working for 20 years now, but still there are many countries where IICBA is not known. For example, I recently went on mission for IICBA to Madagascar and Democratic Republic of the Congo. Many people were surprised to hear about IICBA's work. They asked me why IICBA isn't working in their country.
2. Participate in Africa's structural transformation as outlined in Agenda 2063, which IICBA supports through the Continental Education Strategy for Africa (CESA) 2016-2025 and in partnership with the African Union.
3. Lead research on teaching issues in Africa; become a laboratory where people can come to take information.
4. Be a platform for the exchange of practices, for experience sharing. Many countries have various activities and achievements but often those are unknown to other countries who may benefit from such knowledge.
5. Produce more tools to help the professionalization of teachers from pre-primary to university, including non-formal education and technical and vocational education and training.
6. Better accompany countries, at the national level, in reforms to improve learning outcomes.
7. Promote social dialogues for a better quality of teaching and education.

## **Do you have a fun fact to share?**

I wanted to be a professional basketball player but unfortunately my career was stopped due to a knee injury.



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# News and Events

## January to March 2019

### UNESCO IICBA and the Embassy of Japan Launch a 3<sup>rd</sup> Edition Project for Peace Building and the Prevention of Violent Extremism

UNESCO IICBA and the Embassy of Japan in Ethiopia officially launched the “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in African Countries through Teacher Development” project on 5 March 2019 at a signing ceremony held in Africa Hall in the United Nations Economic Commission for Africa (UNECA) in Addis Ababa, Ethiopia. The project builds upon lessons learned from the “Teacher Training and Development for Peace Building” projects implemented in the Horn of Africa in 2017 and in the Sahel region in 2018, with the support of the Government of Japan. More than 6,500 teacher educators and teachers have been trained in transformative pedagogy for peace-building. This project will focus on sharing and scaling up good practices in the target countries.



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The agreement, for 500,000 USD for a one-year project concluding in 2020, was signed by H.E. Mr. Daisuke Matsunaga, Ambassador of Japan to Ethiopia, and Dr. Yumiko Yokozeki, Director of IICBA. H.E. Mr. Fumio Shimizu, Ambassador of Japan to the African Union (AU) and UNECA, and H.E. Mr. Aeneas Chapinga Chuma, Resident Coordinator of the United Nations in Ethiopia were also present.

The main objective of the project is peace and resilience building for youth through teacher development in order to instill peace values in the minds of students so as to prevent violent extremism in the regions. The project targets teachers in 20+ countries and their cross-border areas, including but not limited to Algeria, Burkina Faso, Cameroon, the Central African Republic, Chad, Eritrea, Ethiopia, Kenya, Libya, Mali, Mauritania, Morocco, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda. The AU Commission along with the UNICEF Liaison Office to the AU are strategic partners in the project.



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Above: Dr. Yumiko Yokozeki, IICBA Director, shakes hands with H.E. Mr. Daisuke Matsunaga, Ambassador of Japan to Ethiopia.

Left: From the left, Dr. Yumiko Yokozeki, IICBA Director, H.E. Mr. Chuma, UN Resident Coordinator, H.E. Mr. Matsunaga, Ambassador of Japan to Ethiopia, H.E. Mr. Shimizu, Ambassador of Japan to the AU and Ms. Azmeraw, IICBA Project Officer.

## IICBA Governing Board Visit

On 21 February 2019, the IICBA Governing Board came to the IICBA Office in Addis Ababa, Ethiopia. They met the IICBA team and were briefed on 2018 activities and accomplishments, and upcoming plans for 2019.



The Governing Board with the IICBA team.

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## Training of Trainers on Gender Responsive Pedagogy in Malawi

IICBA, the Forum for African Women Educationalist (FAWE) and UNICEF held a training of trainers on a Gender Responsive Pedagogy (GRP) Toolkit they developed together, with Creative Action Institute, in 2018 (based on FAWE's 2005 GRP Toolkit) for 42 participants from 9 countries from 25 February to 1 March 2019 in Lilongwe, Malawi. Participants included teacher educators from 20 different teacher training institutes and experts on teacher education from the Ministries of Education of Ethiopia, Uganda, Zambia, Rwanda, Kenya, Tanzania, Malawi, Ghana and Liberia along with representatives from UNESCO and UNICEF field offices, the UNICEF Regional Office for Eastern and Southern Africa, and the FAWE Regional Office and chapter offices. IICBA was represented by Ms. Eyerusalem Azmeraw, Project Officer and Ms. Indriyati Rodjan, Indonesian Seconded Expert.



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From the left: Mr. Omar Diop, former © UNESCO IICBA IICBA Senior Programme Specialist; Dr. Yumiko Yokozeki, IICBA Director; Dr. Victor Boges, Board Member and former Minister in Cape Verde; Dr. Patience Ekoh, Senior Education Analyst at the African Development Bank (AfDB), representing AfDB; Prof. Wang Li, Professor and Deputy Director at UNESCO International Research and Training Centre for Rural Education (INRULED) in Beijing, China; Mrs. Thokozile Ruzvidzo, Governing Board Chair and Director of the Social Development Policy Division at UNECA; Mr. Shem Bodo, acting Executive Secretary of the Association for the Development of Education in Africa (ADEA); and Ms. Astrid Gillet, Chief of the UNESCO Executive Office for Education, representing the ADG.

## Training Workshop on the Utilization of the Global Digital Library in Ethiopia

From 27–28 February 2019, IICBA and the Global Digital Library (GDL) team from Norway conducted a testing workshop in Hawassa, Ethiopia on utilizing a web-based system of digital library for language teacher educators and pre-service students of Hawassa College of Teacher Education. A total of 20 teacher educators and student teachers from Sidamuu Afoo and English language streams participated in the workshop. Dr. Temechegn Engida, Program Officer and Mr. Solomon Andargie, Project Officer, represented IICBA at the workshop, briefing participants about IICBA and translating some of the conversations into the Amharic language for proper understanding.

This intervention is part of the GDL initiative in Africa, which aims to stimulate the quality of language literacy and teaching and learning in schools and TTIs through an interactive use of a GDL (<https://digitallibrary.io/>) accessible on mobile phones, tablets and laptops in many different languages, including seven Ethiopian languages, Kiswahili, Husa (Nigeria), English and French. IICBA will continue to support and ensure that GDL is not simply used as a reading material but as a pedagogical approach employed by teachers to enhance students' learning.

## The 3rd High Level Dialogue on Gender Education and the Protection of Education in Humanitarian Settings

On 5 February 2019, IICBA, as Coordinator of the Teacher Development Cluster of the Continental Education Strategy for Africa 2016-2025, assisted in organizing the African Union (AU) high-level dialogue to promote girls and women's education. The dialogue, held annually since 2017, is a side-event during the AU Summit in Addis Ababa, Ethiopia. This year, the dialogue focused on the protection of education in humanitarian settings. The meeting was co-organized by the Education Division, the AU Centre for Girls and Women's Education in partnership with Save the Children International and IICBA, with support from Political Affairs Department and the Embassy of Norway.

Dr. Yumiko Yokozeki, Director of IICBA, participated in a panel session on actionable strategies and highlighted teachers' role in girls' education, peace and resilience building for youth and the importance of recognizing, motivating and providing professional support to refugee teachers to ensure the quality education for children in humanitarian settings.



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## International Mother Language Day 2019

On 22 February 2019, IICBA and the Embassy of Bangladesh in Ethiopia co-organized the Celebration of International Mother Language Day at the Ethiopian Academy of Sciences in Addis Ababa, Ethiopia. International Mother Language Day was approved at the 1999 UNESCO General Conference and has been observed since 2000. Ambassadors and Embassy representatives from over 10 countries performed in their mother tongue to around 50 attendees. Together we took a step for raising awareness of linguistic diversity, preventing world languages from extinction.

## Holocaust Film Screening

On 3 February 2019, IICBA, in partnership with the Embassy of Germany in Ethiopia and the Embassy of Poland in Ethiopia, hosted a film screening of the feature documentary "Who Will Write Our History – Resistance Comes in Many Forms" at Vamdas Entertainment in Addis Ababa, Ethiopia in observance of International Holocaust Remembrance Day, which is observed yearly on 27 January. There were around 70 attendees. This film tells the story of the clandestine group Oyneg Shabes, who collected thousands of documents and testimonies from the Warsaw Ghetto, creating the most extensive documentary record of the wartime fate of Polish Jewry, and was shown at 250+ locations around the world as part of a UNESCO global screening.



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## IICBA Continues Assisting Seychelles in the Formulation of a Teacher Development and Management Policy

From 8–11 January 2019, the Seychelles Teacher Management Core Team, consisting of Seychelles Ministry of Education and Human Resource Development and Seychelles National Commission for UNESCO, visited IICBA to jointly review their teacher policy development process and discuss next steps. This was a follow-up to the UNESCO mission to Seychelles in March 2018, Seychelles' scoping mission to IICBA in May 2018 and IICBA's visit to Seychelles in October 2018. It is planned for IICBA to pay a visit to the Seychelles in May 2019 to participate in the consultation workshop for the first draft of the policy document.



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## Contact us

The UNESCO IICBA Newsletter is published quarterly. This newsletter was designed and edited by Ms. Beth Roseman, Consultant for IICBA, under the supervision of Mr. Saliou Sall, Senior Programme Coordinator of IICBA, and under the overall guidance of Dr. Yumiko Yokozeki, Director of IICBA.

The next newsletter will be published in July 2019. We welcome editorial comments and inquiries about UNESCO IICBA. Please reach out to us via mail, phone or email listed below.

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