



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

THE UNESCO-IICBA Newsletter

January – March 2018

Inside

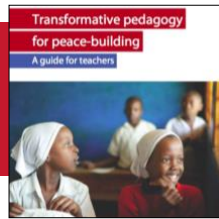
Keeping Schools Safe



Schools are thought to be safe havens, but during times of war and conflict they are often primary targets. What then can be done to keep schools and students safe? Continue reading on page 6.

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Transformative Pedagogy



Read about why transformative pedagogy is crucial for peace-building and how it can play a major role in peace education.

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Youth's Role in Peace Building



If 'war is not possible without youths,' then what role can youth play in combating war and promoting peace? Learn more on page 8.

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From the Director

The UNESCO constitution starts with the preamble

“since wars begin in the minds of men (and women), it is in the minds of men (and women) that the defenses of peace must be constructed.”

This is what UNESCO was established for, and this agenda is more relevant than ever before.

UNESCO-IICBA started peace-building through teacher development in the Horn of Africa in 2017 with Japanese funds. The project produced the Transformative Pedagogy Guide for Teachers as well as the School Safety Manual, both of which are available online. Eighteen educationalists were invited to Japan in 2017 for a study trip where they attended a Peace Ceremony commemorating the dropping of the Atomic Bomb on 6 August 1945. Trainings of trainers for peace-building education were followed by country trainings for almost 3,000 secondary school teachers.

These activities have been greatly appreciated by countries in the Horn of Africa, and the demands for something similar have become high in other regions in Africa. In March 2018, the second project agreement with the Government of Japan was signed for peace and resilience building for the Sahel countries. UNESCO-IICBA has learnt a great deal in implementing these projects. We are convinced that teachers and schools are the most strategic agents for peace and resilience building in Africa. We are investing in a peaceful and stable future.

UNESCO-IICBA also started workshops on teacher development for Prevention of Violent Extremism (PVE) in 2016. Both PVE and peace and resilience building are new areas for UNESCO-IICBA and we are excited to work with new partners. The most rewarding results have been that teachers themselves embrace peace in their teaching.

This newsletter is compiled around the theme of peace-building. Please read on and enjoy.

Sincerely,
Dr. Yumiko Yokozeki

Contents

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Article 26, The Universal Declaration of Human Rights



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UNESCO

BUILDING PEACE IN THE MINDS OF MEN AND WOMEN

The International Institute for Capacity Building in Africa, 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.



Peace Education: What Do We Need

“Peace education” is defined by UNESCO-IICBA in Transformative pedagogy for peace-building: A guide for teachers (2017) as the practice and process of developing non-violent skills and promoting peaceful attitudes and learning to pinpoint the challenges of achieving peace [see page 7 to learn more about the Guide]. To understand what we need to do for peace education, UNESCO-IICBA conducted needs assessments in the formal education sector of Ethiopia, Kenya, Uganda, Somalia and South Sudan in 2017, which provided information for the implementation of the ‘Teacher Training and Development for Peace-Building’ project.

While all five countries’ governments have been aware of the importance of peace education emphasis is placed at different levels. South Sudan, Somalia and Uganda precisely underscore the integration of peace education into education and training curricula in their national education policies, which is not the case in Kenya and Ethiopia. However, in practice, countries face similar issues when delivering peace education in the classroom. The major gaps are identified in curricula outline for peace education, teachers’ capacities and teacher training, teaching and learning materials, and monitoring and evaluation.

Curricula outline

In Ethiopia and Kenya, although the governments are keen on peace education, it is not yet incorporated in their education and training curricula; as a result, there is no curricula outline to guide teachers on the content and competencies that related to peace education. Uganda, on the other hand, stated peace education in its Education Sector Strategic Plan, but has not yet outlined any concrete content of peace education.

Somalia introduced its new curriculum framework in 2017, which the Ministry of Education Culture and Higher Education states, “aims to set a stage for peace-loving citizens” and to integrate peace education in all the academic subjects at primary and secondary levels; “[The curriculum produces citizens with] good personal character, [who] can build interpersonal relationships, defuse tensions, solve problems... [and respect] intergroup

cooperation...” However, as it is stated in the curriculum, “what is absent from the National Curriculum is the strategies and activities to guide teachers in delivering peace education in the classroom.”

Similarly, South Sudan is rolling out its new curricular framework that has set Citizenship Education as one of the required subjects in the four years of secondary schooling. Teacher training curriculums, accordingly, are currently being revised to include peace education as a cross-cutting issue. In the meantime, it is recommended to include physical activities and sports, personal development and life skills, careers guidance, community involvement and peace education, and school gardening.

Teachers’ capacities and teacher training

Each and every country assessment report underlined that teachers’ behaviours and capacities in elaborating peace/conflict related topics matter to the knowledge, attitude and practice of students in peace/conflict. Unfortunately, teachers in these five countries commonly display low capacities in “teaching peace” and/or poor behaviours in practice peace. It is found in Ethiopia that teachers’ low capacities in dealing with conflicts exacerbate violence in school. The assessment in Uganda revealed that the majority of teachers do not practice peace amongst themselves and are unable to be good role models of peace to the learners. In addition, the teaching methods used in delivering the existing curriculum for both primary and

The information and suggestions in this section have been adapted from the unpublished UNESCO-IICBA Summary Needs Assessment: Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries

secondary education is teacher centred, not learner centred, and hence deters the integration of peace.

In Kenya, it was only after the 2007/2008 violence that peace education was encouraged to integrate within the existing curriculum. As a result, teachers do not have the necessary skills, since it was not part of the curriculum during their pre-service training. Besides, most teachers are not conversant with experiential methodologies for delivery of peace education, as the current curriculum does not provide elaborate guidance on the methodologies. However, the new curriculum that will be rolled out in 2018 is very clear on methodologies for delivering values and competencies with peace education being well integrated.

To cope with the new curriculum framework, Somalia is developing a Teacher Education Policy. However, analysis on the draft shows little or no reference to peace education in detail and it does not provide adequate trainings for teachers on peace education. The assessment interviewed four prominent institutions that provide teacher training in the country; only Banadir Teacher Training Institute, operated by Formal Private Education Networking Somalia, provides a peace education program with a resource kit for teachers and pupils.

Meanwhile, the assessment did not provide data about peace education that has been delivered by teacher training institutions in South Sudan. With the new national curricular framework, peace education becomes a key aspect of teacher training program at early childhood development, primary and secondary school levels. Therefore, the need is urgent to develop national syllabus for teacher training, and training programs and materials.

Teaching and learning materials

Inadequate teaching and learning materials for peace education is an issue faced by all the countries. On one hand, there are needs to develop the materials that address corresponding issues of the countries; on the other hand, providing sufficient materials to teachers and students is also challenging. Given the capacity gaps in teachers and teacher training institutions to deliver peace education and its training, development of the materials and supporting teachers with tool kits and guidelines are deemed to be instantly crucial.

Monitoring and evaluation

How to monitor and evaluate the implementation of peace education is a big concern of the educators in the assessed countries. Conceptualization and measurement of life skills-based programmes is difficult due to a lack of quantifiable benchmarks, which poses a challenge in the measurement of peace education. Moreover, since peace education is not a separate subject in the curriculum or not being examined, it's hard to monitor or evaluate whether the regional administration, schools and teachers have delivered peace education.

Conclusion

Generally, there is a great need to develop structured curriculum with training and teaching and learning resources for peace education. Teachers need to be trained on knowledge, skills and pedagogy to deliver peace education. Furthermore, to assure the implementation and advance of peace education, it is required to design monitoring and evaluation frameworks and tools that include measurable indicators and special assessment methods for teaching and learning activities.

By: Jingxin Bao

Built on the above findings, UNESCO-IICBA worked with the Ministries of Education in the five countries to respond to the countries' needs. The actions thus far have included:

- Two teacher resource kits developed and disseminated for training and classroom practices on transformative pedagogy and school safety
- 3,000 pre-service and in-service secondary school teachers trained across the five countries with a goal of reaching 6,000 by June 2018
- One national policy dialogue, and five more at national level and one at regional level planned, with diverse stakeholders, including education policy makers, trainers, teachers and youth to deliberate on peace-building and the integration of peace education in the national curriculum reviews
- Training by education and peace experts in Japan for 18 African ministry officials, policy makers and secondary school teachers by professors, education officials, parliament members and teachers

More than 150,000 reached through a social media campaign and video. All the resources developed under this project are available for free at UNESCO-IICBA's website (<http://www.iicba.unesco.org/>).



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The Uganda Ministry of Education and Sports with UNESCO-IICBA and UNESCO Kampala Office hosted a [policy dialogue on teacher training for peace-building](#) in Kampala, Uganda on 6 March 2018.

The Honorable Deng Deng Hoc Hai, Minister of General Education and Instruction, South Sudan, at a [Training of Trainers \(ToT\) on Transformative Pedagogy for Peace-Building](#) closing ceremony. The ToT was held 23 – 26 January 2018 with the Ministry of General Education and Instruction (MoGEI) and UNESCO Juba Office and included 24 MoGEI staff and trainers of secondary school teachers.



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Keeping Schools Safe

At times of peace, schools are often automatically perceived as safe havens, where the youth can freely flourish and strive to realize their vast potential in a stable environment. At times of war, however, schools often turn into primary targets of armed groups, suddenly becoming an overwhelming source of chaos rather than knowledge.

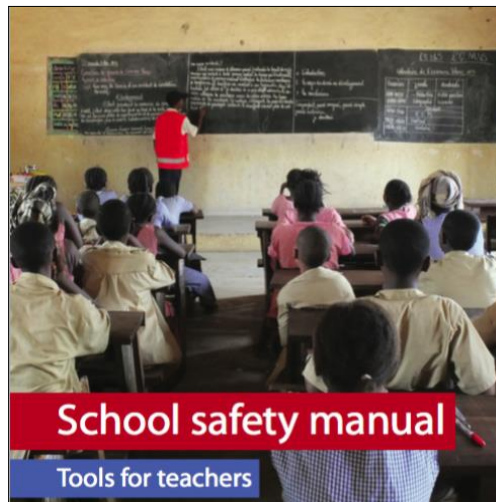
In Sierra Leone, for example, it is estimated that up to 70% of the school-age population had limited or no access to education during the civil war that lasted from 1991 to 2002 according to UNICEF's 2011 synthesis report *The Role of Education in Peacebuilding*. In Somalia, according to the Global Partnership for Education (2018), more than three-quarters of public schools have been either destroyed or closed during the ongoing conflict that started in the late 1980s. In Nigeria, Niger, Cameroon and Chad, the terrorist group Boko Haram has over the eight years of its insurgency forced more than 1,200 schools to close, killed over 600 teachers and abducted dozens of schoolgirls, as per a recent official UNICEF statement published in Maina Maina's 29 April 2017 article in the *Daily Post*.

The reasons for targeting schools during armed conflicts vary and are often hard to pinpoint. In rural areas, Graça Machel found in her ground-breaking 1996 report *Impact of Armed Conflict on Children* that school buildings often represent the only substantial permanent structure around, hence make for suitable fortresses. Otherwise, the incentives can also be traced down to the state itself, which the schools are inevitably connected to, even though they should not be seen as political symbols of any sorts, according to Shields and Rappleye's 2008 article 'Differentiation, Development, (Dis)Integration: Education in Nepal's 'People's War'.'

The obvious troubling aspect of these occurrences is that while schools might be turned into barracks, detention centres or torture chambers only temporarily, children are affected permanently. And it is not just them, but the community as a whole. Where the opportunity of education has been lost

due to a conflict, the whole of this process of post-conflict peace-building inevitably suffers due to the loss of social capital. It is precisely for this reason why we must always strive to make schools a safer, less vulnerable place.

There have been numerous official attempts at achieving just that in the recent years. First, the UN Security Council Resolution 1998 (2011) brought some much needed attention to the matter, urging all parties of armed conflicts to refrain from the "military use" of schools. Soon after, Resolution 2143 (2014) and Resolution 2225 (2015) followed, both calling for respecting the "civilian character" of schools at all times.



UNESCO-IICBA has recently contributed in its own way by publishing [School Safety Manual: Tool for Teachers](#) (2017). While not all unfortunate events are preventable, of course, there are some safety standards a school should aim to meet in order to, at the very least, limit the scale of eventual harm done. As stressed and thoroughly advised in the manual (particularly Units 4 and 5), every school should conduct a risk assessment and develop an

action plan as well as a safety manual of its own. Furthermore, the document suggests ways of how to plan an evacuation and recognizes different roles the teacher, student and community as a whole can or should play while facing an attack on the school (Unit 3.5).

Even such trivial actions like distributing unique ID tags to each school staff member may help to recognize an intruder early and, through that, set up a simple early warning system that could in the end prove to be instrumental in preventing a lamentable loss of lives.

By: Tomas Danicek

Transformative Pedagogy for Peace-Building

Conflicts, violence and discrimination hinder the development of communities, particularly in Sub Saharan Africa. One of the most effective ways to combat conflict is by creating peace-loving people interested and active in the peaceful and sustainable development of their communities. It is here that transformative pedagogy plays an important role.

According to UNESCO-IICBA, peace-building is “the practice and process of building or rebuilding of new relationships or transforming old ones... [to] address justice and human rights issues, among others” (p.6). It requires treating the deep-rooted or structural causes of conflict and transforming problem-causing habits and systems.

A central component of peace-building is peace education. Through the development of non-violent knowledge and skills and behavioral changes towards peaceful attitudes, a society can transform, and peace can be built. It is in this sense that transformative pedagogy is crucial for peace-building and peace education. It empowers both teachers and learners. Transformative pedagogy aids learners in reflection, critical thinking and contributing meaningfully to their local and global community and teachers as facilitators in supporting their students to develop their full peace-building potential.

Transformative pedagogy “is an innovative pedagogical approach that empowers learners to critically examine their contexts, beliefs, values, knowledge and attitudes with the goal of developing spaces for self-reflection, appreciation of diversity and critical thinking [which] is realized when learning goes beyond the mind and connects hearts and actions, transforming knowledge, attitudes and skills” (p.6).

It is a learner-centered pedagogy that places students at the center of the learning process by promoting them to actively participate through experiences of awareness, reflection and collaborative activities. Teachers, therefore, exist for guiding the learning process, not for simply

delivering knowledges and skills. It’s learners who develop their own learning process with their own curiosity and motivation. Teachers have a significant role to play in organizing context-specific learning opportunities and in getting the entire school community involved in the education process.

In order to build the capacity of teachers in why and how to educate for peace-building, UNESCO-IICBA published [*Transformative Pedagogy for Peace-Building: A Guide for Teachers*](#) in 2017, which has been disseminated throughout the five countries in the *Teacher Training and Development for Peace-building in the Horn of Africa and Surrounding Countries* project.

The guide discusses how to contextualize, analyze and map conflict (Chapter 1), encourage ethical reflections in the classroom (Chapter 3) and build the needed competencies for peace-building. The incorporation and understanding of the learner’s own context and social reality is essential for the effective use of transformative pedagogies. Teachers thus need to be aware of concerns affecting their students and communities. Context-sensitivity also requires safe learning environments that are welcoming and encourage diversity. By taking a Whole School Approach all members of the school community, such as students, teachers, administrative staff, parents and other community members, can be involved (Chapter 5). Simple actions such as promoting student councils in schools, peace clubs, or youth-led social entrepreneurship (Chapter 6) along with classroom activities (Chapter 8) go a long way in promoting peace and empowering learners to become agents of change ready to stand up for peace and take action.

By: Natsuki Hatakeyama and Beth Roseman

The information and references in this article have been retrieved and adapted from UNESCO IICBA. 2017. *Transformative pedagogy for peace-building: A Guide for teachers*. Addis Ababa, Ethiopia: UNESCO IICBA.

The Role of Youth in Peace-Building

The world has been embedded in series of conflicts, wars and terrorism. These issues have called to question best practices and effective approaches to resolving conflict, along with the root cause of conflicts, factors that promote violent extremism and their attendant effect on peace and development. These emergences have created opportunities to explore practical solutions to conflict prevention, peace-building, security and development.

The United Nations Development Program 2013 report *Youth and Violent Conflict: Society and Development in Crisis* states that 'It is often remarked that war would not be possible without youth – combatants of any war, in any part of the world, are made up primarily by young people' (p.17). The energy of young people is used to fuel crisis by warring factions. This makes young people susceptible to incitement, recruitment and violence.

Many young people in Africa are faced with several challenges, such as inadequate social amenities to unemployment, diseases, drug abuse, crime and inequality. These challenges also increase their vulnerability. Nevertheless, youths have potential that should be harnessed for national development and the promotion of peace and security. The United Network of Young Peacebuilders 2013 report *A Space for Peace: Inclusion of Youth and Peacebuilding in the Post-2015 Development Agenda* cites Bhuvan Poudel who believes that 'Young people can make a huge change in the society they live in. They have enthusiasm, motivation and creative minds in promoting development. Young people can take lead in any development efforts. Young people can inspire others, involve in action and promote peace and development' (p.28). When young people take the lead, it places them not just as leaders of tomorrow, but as leaders of today who have the capacity to promote and initiate societal and communal change.

The role of young peace-builders in conflict and post conflict situations has been at the fore of conversations on peace, conflict and post conflict reconstruction. Angela McIntyre's 2003 article on 'Rights, Root Causes and Recruitment: The youth factor in Africa's armed conflict' buttresses this idea when she highlighted that children and youths are

forces of change themselves, but without rights, guidance and political voices they become the target of political and military predation.

The role of teachers in peace, resilience building, preventing violent extremism (PVE) and nurturing the new generation of peace-builders cannot be over-emphasized; although it is often overlooked. Teachers and schools have the opportunity to provide guidance by educating youth about their rights, citizenship, diversity and inclusion. The African Union Commission's Continental Education Strategy for Africa 2016-2025 promotes peace education and conflict prevention and resolution at all levels of education, for all age groups. It calls for teachers to be trained as peace actors and mediators and for the development and dissemination of teaching and learning materials on peace education.

Therefore, UNESCO-IICBA has taken the responsibility to build the resilience of young people in PVE through education and teacher development. By building the capacity of teachers, both in formal and informal learning environments, on peace and resilience building, they can act as peace actors by transferring their skills to young people through teaching and learning. The school, as a citadel of learning, remains a key element in supporting young peace-builders to address challenges of violent extremism. The peace-building through teacher development project currently ongoing in the Horn of Africa and recently extended to the Sahel Region with the support of the Government of Japan re-echoes the value placed on teacher development for peace-building.

By: Ononuju Okwaraogoma

The Role Teachers Play in Teaching Peace in Quranic Schools in West Africa

Since the debates about wearing headscarves in French public schools, the role of religion in school remains a controversial issue in Europe. However, in many other countries, religion represents an integral part of education for children.

Especially in West Africa, Quranic schools (QS), which base their curricula on the study of Islamic theology and religious law, exist in large numbers. They are often the only form of accessible education for many young people, which is especially the case in remote and rural areas. For example, Mohammed Abu-Nimer, Ilham Nasser and Seddik Oubouhacem in their 2016 article 'Introducing Values of Peace Education in Quranic Schools in Western Africa: Advantages and Challenges of the Islamic Peace-Building Model' estimate that Niger has 55,000 QSs that educate a population of about 14 million people. Due to recent violent terrorist attacks around the world, schools in which Islam is the main subject are often perceived to play an active role in creating violence and promoting radical Islamic discourse.

Listening to these voices, peace and human rights seem to be incompatible with the curricula of Quranic schools. But looking more closely to the actual teaching contents, you can see a different image. Abu-Nimer, Nasser and Oubouhacem found that according to the Islamic framework of peace education, which emerged in the late 1990s, the primary message of Islam is peace, nonviolence and unity of humankind. Consequently, the values of *Adala* (justice), *Mossawat* (equality), *Rahma* (mercy), *Mosamaha* (forgiveness), *A' mal as kheir* (good deeds and action/service) and solidarity are guiding principles of human action. Additionally, there is an emphasis on the need to recognize principles of pluralism and diversity (*ikhtilaf*), which demonstrates that peace education and Islam are not as incompatible as the public might assume.

However, the philosopher and educational scientist, Fazlur Rahman, problematizes in his 1982 book *Islam and Modernity: Transformation of an Intellectual Tradition* the role of teachers in QSs. He supposes that they do not have modern knowledge, critical or analytical minds nor adequate educational methods to teach values of peace in a right way. Following this assumption, the question arises whether teachers in Quranic schools are the hampering element to teach peace education, or on

the contrary, if they can foster a culture of peace among their pupils. Since their role as a moral authority accords them a huge legitimacy, the role of teachers in religious schools should get more attention than it has had in the past.

In their article, Abu-Nimer, Nasser and Oubouhacem explored the teachers' role in Quranic schools in Niger and Chad. The case study was based on a Quranic schools' reform project, implemented by the *Salam Institute for Peace and Justice*, a non-governmental organization which focuses on designing and implementing training materials on interfaith dialogue and interreligious peace-building in Islamic contexts. The aim of the project was to introduce context-appropriate teaching tools for an effective integration of values of peace education in QSs and to enhance pedagogic skills conducive to the integration of more critical examination in the curriculum and teaching practice. Beneath the class observations during their field trips to several schools in Niger and Chad, they also organized workshops for the teachers. Although the work with the schools required in a first step of building trust, credibility and legitimacy in order to cooperate with teachers, the interventions had a successful output. All participants agreed upon the necessity of integrating systematically peace values in the curricula (through different methods such as role play, storytelling, open-ended questions etc.). They also recognized that these elements do not contradict with their Islamic beliefs.

What can we learn from this case study? It is evident that teachers are changing agents for peace. They have the responsibility to represent their institutions both in their local communities and on an international scale. They also have the power to teach values of justice, equality, mercy, forgiveness and peace and to show that religion is not a hampering but a constitutive element. Only if teachers are willing to focus their curricular on those aspects of peace, the negative image concerning religious schools will change in the near future.

By: Amélie Wurl

News and Events

January to March 2018

UNESCO-IICBA and the Embassy of Japan Launch a Project for Peace Building and the Prevention of Violent Extremism



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Dr. Yumiko Yokozeki, Director of UNESCO-IICBA, with H.E. Mr. Shinichi Saida, Ambassador of Japan to Ethiopia

[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 Sahel Countries through Teacher Development' project](#) on 6 March 2018 at a signing ceremony held at the UNESCO-IICBA office in Addis Ababa, Ethiopia that capitalizes upon the 2017 peace-building project in the Horn of Africa (see Page 5). The African Union Department of Human Resources, Science and Technology and UNESCO Dakar Regional Office are implementing partners in the project with support received from the Government of Japan.

The countries of the project— Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Mauritania, Niger, Nigeria, Senegal and Sudan—suffer from economic and social instability, which becomes the fertile breeding ground of violent extremism. The project aims to help tackle this situation in order to prevent further deterioration. It will do so by formulating teaching materials, working closely with the Ministry of Education, Universities, and Teacher Training Institutions in each country, and by sending selected teachers to Japan for further training in collaboration with Hiroshima University, Sophia University and Tokyo University.

UNESCO-IICBA Hosts a Peer Review Meeting to Discuss Preparing Children to be Resilient Through Play

Early Childhood Care and Education aims at the holistic development of a child's social, emotional, cognitive and physical needs, lays the foundation for lifelong learning and well-being, and is an excellent time to begin to build resilience. [UNESCO-IICBA hosted a peer review meeting on 'Play and Resilience: A China-Africa Collaboration Project for Building a Peaceful and Sustainable Future'](#) on the 6-7 February 2018. Representatives from the World Organization for Early Childhood Education, UNESCO Regional Office for Southern Africa in Harare, Zimbabwe, UNESCO Multisectoral Regional Office in Abuja, Nigeria, and the Victoria Charitable Trust Fund along with members of the Nigeria, South Africa and Zimbabwe project teams, professors and researchers from numerous Chinese universities, consultants and UNESCO-IICBA staff participated in the meeting (pictured below).

The goal of the Play and Resilience project is to enhance young children's resilience and potential to contribute to a peaceful and sustainable future, through awareness raising, tools development, capacity development and community relationship building. The main purpose of the workshop was to review some of the materials developed by the project teams, for the different countries to learn from each other and share best practices and also agree on a way forward.



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Capacity Development for Education

The [Capacity Development for Education \(CapED\) Program](#) is a central UNESCO program that provides targeted assistance and reinforces national capacities to undertake evidence-based national education reforms. Increasing quality education through teachers is one of CapED's priority areas and where UNESCO-IICBA plays a role. UNESCO-IICBA provides technical support to Burundi, Mali, Niger, Uganda and Zambia to develop holistic teacher policies, reinforce capacity of teacher training institutions and mainstream gender responsive pedagogy in teaching and learning.

UNESCO-IICBA attended [a planning mission to Lusaka, Zambia on 20–23 February 2018](#). The mission, which had positive outcomes, followed up on a policy review undertaken last year in collaboration with Zambia's Ministry of General Education that highlighted teacher development as the key priority of the country. Encouragingly, the Ministry reaffirmed the priority accorded to interventions around teachers, endorsed the proposed CapED program and accepted suggestions and proposals that emerged from the consultations with education partners. A particularly significant progress has been registered in certifying/licensing teachers by the Zambia Teachers' Council. As of now, it is planned that a practicing certificate, which shall contribute significantly to the professionalization of teaching in Zambia, will require renewal every three years.

From 19-23 March 2018, UNESCO-IICBA traveled to Bamako, Mali and assessed in designing the policy formulation process and met with the new leadership at the Ministry of Education.

China Funds-in-Trust Project

The China Funds-in-Trust (CFIT) project "Quality Teachers for EFA: Enhancing Teacher Education for Bridging the Quality Gap in Sub-Saharan Africa" supports the development of teacher capabilities in benefiting countries with a specific focus on building ICT capacities in teacher training and professional development. UNESCO-IICBA provides technical support and quality assurance to the ten CFIT beneficiary African countries and directly implements the CFIT project in Ethiopia. The project is currently in its second phase, which was launched in March 2017.

During the quarter, two missions were carried out in Ethiopia, to Hawassa College of Teacher

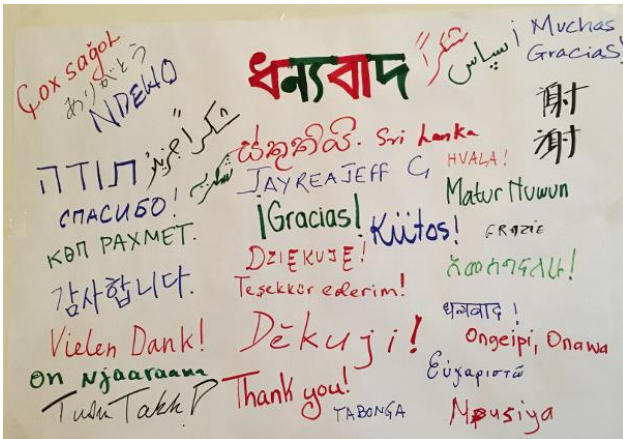
Education and Bahir Dar University from 28 February-3 March and 5-8 March 2018, respectively. During these visits video footage of the project's achievements was collected and later compiled into a four-minute CFIT Ethiopia video. This footage is currently being harmonized with clips from the other CFIT countries. Another two monitoring missions outside of Ethiopia were also conducted during the quarter. The first, 12-17 March 2018, was to Togo to learn about the progress made over the first year of implementation. The second, conducted 20-23 March 2018, was to Cote d'Ivoire, where the project was found to be fully integrated into the existing in-service teacher training structures and mechanisms.

Pan African Virtual and E-University



©Pan African Virtual and E-University Task Force

UNESCO-IICBA participated in the Pan African Virtual and E-University (PAVEU) Task Force and Experts meeting (pictured above) held at the University of South Africa in Pretoria from 27 February to 2 March 2018. PAVEU is one of the African Union's flagship projects proposed to address the Agenda 2063 needs for accelerating the development of human capital, science, technology and innovation through increasing access to tertiary and continuing education in Africa by capitalizing on the digital revolution. UNESCO-IICBA also attended a follow-up workshop of stakeholders and experts, held on 20-23 March 2018 in Addis Ababa, Ethiopia, to identify potential academic programs for the PAVEU. During the workshop, Dr. Temechegn Engida of UNESCO-IICBA, presented on ICT and Open and Distance eLearning for Capacity Building of Teachers in Africa, which highlighted UNESCO-IICBA's achievements in this area. The meeting concluded with an unanimously agreement to put teacher development as the top priority within the academic programs of PAVEU.



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International Mother Language Day 2018

International Mother Language Day is celebrated every year on the 21st of February and is a time when UNESCO reiterates its commitment to linguistic diversity. For the second year in a row, [UNESCO-IICBA co-organized a celebration with the Embassy of Bangladesh](#). Around twenty countries were represented at the event by their Ambassador or Embassy representative. The Honorable Ethiopian Minister for Culture and Tourism, Dr. Hirut Woldemariam, as well as numerous UN agencies and NGOs were also in attendance.

Enhancing Policies and Practices to Promote STEM-focused TVET for Women and Girls – the 2nd High-level Dialogue of African Union



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The [2nd African Union \(AU\) High-level Dialogue on Girls and Women's Education](#) held on the 24th January 2018 was co-hosted by the AU International Centre for Girls' and Women's Education in Africa and the Royal Norwegian Embassy in Ethiopia along with UNESCO-IICBA, UNICEF and Save the Children. A total of 105 delegates from 26 African countries were in attendance. Dr. Yumiko Yokozeki, Director of UNESCO-IICBA, facilitated a panel discussion and led the dialogue on enhancing investments in STEM and TVET that engage, inspire and empower women and girls to take up STEM studies and careers.

Next Einstein Forum Global Gathering in Kigali, Rwanda



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Dr. Binyam Sisay of [UNESCO-IICBA participated in the Next Einstein Forum \(NEF\) Global Gathering 2018](#) that was held in Kigali, Rwanda on 26-28th March 2018 under the patronage of H.E. Paul Kagame, President of the Republic of Rwanda. NEF Global gatherings are exciting biennial global events where the world of science and technology meet in Africa to unveil breakthroughs in science. The NEF gathering in Kigali was attended by about 1600 participants and it served as a platform to connect science, society and policy in Africa and the rest of the world.

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The UNESCO-IICBA Newsletter is published quarterly. This newsletter was designed and edited by Beth Roseman, UNESCO-IICBA Consultant, under the supervision of Dr. Binyam Sisay Mendisu, Program Officer of UNESCO-IICBA, and Mr. Mame Omar Diop, Program Specialist of UNESCO-IICBA, and under the overall guidance of Dr. Yumiko Yokozeki, Director of UNESCO-IICBA.

The next newsletter will be published in July 2018. We welcome editorial comments and inquiries about UNESCO-IICBA. Please reach out to us via mail, phone or email listed below.

UNESCO-IICBA

Menilik Avenue, UNECA Compound, Congo Building, First Floor

P.O.Box 2305, Addis Ababa, Ethiopia

Tel: +251 11 544 5284 / 544 5435

E-mail: info.iicba@unesco.org