



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

THE UNESCO IICBA Newsletter

October – December 2019



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October 5th marked World Teacher's Day!

The IICBA team held an office celebration and shared stories about some of their favorite teachers who inspired, challenged and shaped them into who they are today.



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From the Director

During the past quarter, IICBA marked its 20th anniversary. IICBA has evolved over the years to meet the needs of teachers on the African continent. We realize that in order to meet the needs as well as the goals of Education 2030 we cannot do it alone. Partnerships are needed. Therefore, we work in close partnership with the African Union Commission Human Resources, Science and Technology Department. We play a key role in the African Union's Continental Education Strategy for Africa 2016–2025 and coordinate the Teacher Cluster.

IICBA remains with a small but dedicated team of multicultural staff. Our projects have grown and adapted to the changing education landscape, which has shifted from issues of access to education to issues of quality, equity and inclusion. IICBA began working in the areas of peacebuilding and prevention of violent extremism in 2017. This past quarter, we held an Anglophone Africa peacebuilding training in Addis Ababa, Ethiopia and are working to contextualize our peacebuilding guide to the Ethiopian context as part of the Peace Building Fund project. Our peacebuilding projects are continuing in 2020 and will contribute to the African Union's 2020 Theme of the Year: Silencing the Guns. Francophone and Arabophone peacebuilding trainings are planned for Dakar, Senegal and Rabat, Morocco respectively for the first quarter of 2020.

Other notable highlights from the last quarter of 2019 include the 3rd Ordinary Session of the African Union's Specialized Technical Committee on Education, Science, and Technology and the UNESCO 40th Session of the General Conference (GC) in November 2019, where IICBA's work was presented to the Education Commission by IICBA Governing Board Chair, Ms. Thokozile Ruzvidzo (pictured left).

We wish you a happy new year, enjoyable read and look forward to growing in the ways we support teacher policy and development in Africa in 2020!

Dr. Yumiko Yokozeki



COMING SOON: The Global Partnership for Education’s Knowledge and Innovation Exchange Hub for Anglophone Africa

IICBA, on behalf of UNESCO, is leading a consortium with the UNICEF Eastern and Southern Africa Regional Office and the African Union Commission that has been chosen to lead the Global Partnership for Education’s Knowledge and Innovation (KIX) Hub for Anglophone Africa, funded by the International Development Research Centre.

The Anglophone Africa Regional KIX Hub will seek out, collate, generate and disseminate evidence about how to scale up effective innovations in education that improve learning outcomes for education stakeholders in 19 Anglophone countries in Africa. The project is planned to kick off with an Inception Meeting in March 2020.



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Science and Technology

Phase II of the UNESCO-Korean Funds-in-Trust Project on ICT Transforming Education in Africa

Information and communication technology (ICT) can complement, enrich and transform education for the better and can accelerate progress towards Sustainable Development Goal 4 on Education. This is why we must incorporate information and communications technology (ICTs) in education and were excited to attend the Phase II Inception Meeting of the “ICT Transforming Education in Africa” project developed within the framework of the UNESCO-Korean Funds-in-Trust (KFIT) contribution by the Republic of Korea in Abidjan, Côte d’Ivoire from 9 to 11 December 2019. IICBA was represented by Mr. Temechehn Engida, IICBA Programme Officer and Ms. Beth Roseman, IICBA Consultant, at the meeting, which brought together UNESCO HQ and Offices in Abidjan, Dakar and Ghana, project focal points, project country teams, representatives from the donor and Permanent Delegations of Phase I and Phase II countries, and partner institutions.

The first phase of the project targeted Mozambique, Rwanda and Zimbabwe and ran from 2016 to 2019. This second phase will be implemented in Côte d’Ivoire, Ghana and Senegal over the next four years. Mr. Engida and Ms. Roseman shared IICBA’s achievements and challenges in ICT in Education in Africa and presented areas where IICBA can provide support to countries in the project.



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3rd Ordinary Session of the Specialized Technical Committee on Education, Science and Technology

Every two years a Session of the Specialized Technical Committee on Education, Science and Technology (STC-EST) of the African Union (AU) takes place to bring together experts, Ministers of Education and education stakeholders in Africa to discuss key topics. The 3rd Ordinary Session, STC-EST 3, took place from 10 to 13 December 2019 at the AU in Addis Ababa, Ethiopia. IICBA was represented at the event by Dr. Yumiko Yokozeki, IICBA Director, and Mr. Uju Okwaraogoma, IICBA Consultant. Ms. Ann Therese Ndong Jatta, Director of the UNESCO Regional Office for Eastern Africa, spoke on behalf of UNESCO about their work to support the AU in implementing the Continental Education Strategy for Africa 2016-2025. She addressed UNESCO’s achievements in teacher development, data and educational management information systems and Higher Education, and gave recommendations on the areas for improved collaboration.



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Science Advice and Science Leadership for Eastern African Early Career Scientists and Policy-makers

From 31 October to 2 November 2019, IICBA together with the Ethiopian Young Academy of Sciences, the Ethiopian Academy of Sciences (EAS), the International Network for Government Science Advice (INGSA), Global Young Academy and the African Science Leadership Programme of Future Africa and the University of Pretoria, jointly organized a workshop for Early Career Scientists and Policy-makers of the Eastern Africa Region on Science Advice and Science Leadership in Addis Ababa, Ethiopia. The workshop was facilitated by Dr. Connie Nshemereirwe from Actualize Africa, Mr. Timothy Walter Dunne from Inclusive Innovation,

and Dr. Binyam Sisay, Programme Officer from IICBA. In attendance were over 50 participants, including academics, policymakers from Eastern African Countries, and experts from partner organizations. The workshop aimed to enhance the capacities of education institutions to better relay evidence in policymaking at all levels of government.

The workshop opened with remarks from Dr. Yumiko Yokozeki, Director of IICBA, Prof. Afework Kassu, State Minister of the Ministry of Science and Higher Education in Ethiopia, Dr. Oladoyin Odubanjo, Chair of INGSA-Africa and Executive Secretary of the Nigerian Academy of Science and Prof. Tsige Gebremariam, President of EAS. This was followed by a creative introductory session and an overview of science advice for Africa. Dr. Victoria Kisaakye, Senior Program Specialist of IICBA, gave a presentation on the “Use of Scientific Evidence in Developing Teacher Policy in Africa” and shared IICBA’s experiences of providing evidence-based research and advice for policymakers on teacher policy formulation.



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Africa Science Week in Ethiopia

From 14 to 20 December 2019, IICBA co-organized Africa Science Week in Ethiopia with Next Einstein Forum (NEF). Dr. Binyam Sisay, IICBA Programme Officer, was the NEF Ambassador to Ethiopia from 2017 to 2019.

On 14 December 2019, IICBA joined Astrobus Ethiopia, a mobile science-art-innovation outreach programme, for a science fair in Mekele, Ethiopia to motivate student to engage in the study of science subjects. The event was supported by NEF, Mekele University, Ethiopian Space Science Society and the Tigray Bureau of Science and Technology, and

involved more than 200 students from six primary and secondary schools and Mekele University.



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From 19 to 20 December 2019, a training of trainers on gender-responsive pedagogy (GRP) for STEAM (science, technology, engineering, art and mathematics) teachers was organized in Addis Ababa for 35 teachers from nine primary and secondary schools in Addis Ababa. Ms. Mignot Getachew and Mr. Endalkachew Ademasu, GRP experts from Kotebe Metropolitan University, facilitated the training.

On the second day, 24 students from the teacher’s schools joined for a science exhibition and experiment, an ‘egg drop challenge.’ Later in the evening, there was a science cocktail with a panel discussion on the STEAM field and involvement of early-career scientists and students. Dr. Sisay moderated the panel, which consisted of Dr. Yabebal Fantaye, Cosmologist and Data Scientist, and Road and Activity Manager of Astrobus Ethiopia; Dr. Maryamawit Yonathan, Pharmacist, Director of Staff Affairs, Quality Assurance and Academic Standards at College of Health Sciences, Addis Ababa University and Chair of Ethiopian Young Academy of Sciences; and Dr. Haregewoin Fantahun, Senior Advisor to the Minister on Academic Capacity Building, Ministry of Science and Higher Education in Ethiopia.



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Peacebuilding

Cartooning for Peace and Democracy in Ethiopia: Teacher Training and Student Workshops

On the 7 and 8 October 2019, IICBA in collaboration with Cartooning for Peace* held a Cartooning for Peace and Democracy training for 16 Ethiopian teachers at Alliance Ethio-française in Addis Ababa, Ethiopia. The workshop connected teachers with eight cartoonists in order to develop a pedagogy that incorporates cartooning.

At the conclusion of the workshop, teachers better understood the efficacy of cartoons as a teaching tool for promoting peace, and cartoonists were granted a more intimate lens through which to view the realm of secondary education.

From 25 to 29 November 2019, the teachers from the October workshop, conducted Cartooning for Peace and Democracy Workshops in eight Ethiopian primary and secondary schools in Addis Ababa. The workshops taught students about peacebuilding through the use of cartoons.



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*Cartooning for Peace is an international organization that works in nine countries to build dialogue around cartooning and their role in peacebuilding as well as to support cartoonists under threat from political persecution.

Training of Trainers Workshop for Higher Education in Ethiopia

From 28 October to 1 November 2019, IICBA organized and hosted a weeklong workshop, with facilitators from Arigatou International, for 21 participants from Ethiopia, Kenya, Nigeria, South Sudan and Somalia, including university lecturers and representatives from the Ministry of Higher Education. Representatives from UNESCO Dakar and One African Child also participated.



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The workshop is part of the “Peace and Resilience Building and Prevention of Violent Extremism in Africa through Teacher Development” project, supported by the Government of Japan. The workshop targeted Anglophone countries in the project and is the first in a series of three trainings. The following two, scheduled for 2020, will target French and Arabic-speaking countries.

Training of Trainers Workshop in Mauritania

From 25 to 29 November 2019, IICBA organized, in cooperation with the Ministry of Secondary Education and Vocational and Technical Training of Mauritania a training of trainer’s workshop on peacebuilding and the prevention of violent extremism through education in Nouakchott, Mauritania. The workshop brought together 40 secondary school teachers from schools in areas of high crime. Each trainee is expected to train 20 other colleagues with the objective of reaching 800 teachers throughout the country.

During the workshop, the Arabic version of IICBA’s peacebuilding and prevention of violent extremism guide was tested by participants who will propose inputs for its improvement.



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Early Childhood Care and Education

African Conference on the Quality of Early Childhood Education and Professionalization of Educators

From 4 to 5 December 2019, IICBA, represented by Program Officer Dr. Binyam Sisay, attended the African Conference on the Quality of Early Childhood Education and Professionalization of Educators in Casablanca, Morocco. The conference was attended by high-level officials and technical representatives from 19 African countries and was jointly organized by the Ministry of National Education, Vocational Training, Higher Education and Scientific Research of the Kingdom of Morocco, UNESCO, the International Labour Organization, German International Cooperation, International Task Force on Teachers, the Moroccan Foundation for the Promotion of Pre-School Education (FMPS), the Regional Center for Quality and Excellency in Education (RCQE), the Monegasque Cooperation for Development and Royal Air Maroc.

Dr. Sisay moderated a session dealing with ‘tools for planning, data and practice improvement’. The session introduced some international tools and resources that exist for improving the planning, data collection and practice development that impact the capacity and working conditions of early childhood education personnel. In the session, Dr. Sisay also introduced IICBA’s recently published toolkit on Play and Resilience and distributed copies of the publication. Check out the toolkit, available online here:

<http://bit.ly/PlayAndResilienceToolkit>.



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Early Childhood Care and Education Project Advisory Committee Meeting

From 25 to 27 November 2019, IICBA attended a Project Advisory Committee Meeting in Kigali, Rwanda, organized by the Danish Union of Early Childhood and Youth Educators, Education International and the Teacher Unions of Rwanda.

Dr. Yumiko Yokozeki, Director of IICBA, gave the opening speech as well as made a presentation on IICBA’s work on early childhood care and education. Dr. Binyam Sisay, IICBA Programme Officer, who also attended the meeting, gave a presentation on Reflections of the “Learning through Play” workshop, an IICBA perspective.



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Girl’s Education

Capacity Building Workshop on Gender Responsive Pedagogy in Early Childhood Care and Education

On 17 and 18 October 2019, IICBA together with Addis Ababa University and the project team Beyond Access: Improving Quality of Early Years Reading Instructions in Ethiopia and South Sudan, sponsored by Norad, organized a capacity building workshop on Gender Responsive Pedagogy (GRP) in Early Childhood Care and Education (ECCE) in Adama, Ethiopia. In attendance were 28 participants, including professors, researchers and master students from universities in Ethiopia, as well as practitioners of GRP and ECCE.

Dr. Binyam Sisay, Program Officer of IICBA, presented IICBA’s work in capacity building in Africa and projects on GRP and ECCE. Ms. Ruixi Liu and Ms. Danat Tesfaye, IICBA Interns, gave an introduction on a toolkit of GRP in ECCE for

teachers and school leaders co-produced by IICBA, VVOB, Forum for African Women Educationalists, and the African Union Commission with financial support from Belgium Development Cooperation and Flanders.



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UNESCO-HNA Girl's and Women's Education Project

From 1 to 3 October 2019, IICBA, in collaboration with the UNESCO Liaison Office to the African Union, Kotebe Metropolitan University and Hawassa College of Teachers Education, organized a three-day UNESCO-HNA Partnership for Girls' and Women's Education workshop on improving teacher training courses through quality assurance in Bishoftu, Ethiopia. Dr. Temechehn Engida, IICBA Program Officer and Mr. Solomon Andargie, IICBA Project Officer, facilitated the workshop and provided theoretical frameworks and perspectives on development and quality assurance of teaching, learning and training modules.



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The workshops aimed to improve the quality of selected teacher training course modules in the aspect of gender and pedagogy through critical review. Seven teacher training courses in the areas of Curriculum, Psychology and STEM were reviewed through the application of quality frameworks.

Altogether, 17 teacher educators specialized in the subject areas and pedagogy took part in the quality review exercise.

From 17 to 18 December 2019, IICBA organized a Regional Experience Sharing and Consultation Workshop on Quality and Relevance of Education for Adolescent Girls in Africa in Addis Ababa, Ethiopia, as a part of the UNESCO-HNA project. There were around 30 participants, including the State Minister of Education in Ethiopia, the Mission of the People's Republic of China to the African Union, country representatives from the two project countries- Ethiopia and Ghana- UNESCO colleagues and partners from other organizations. During the workshop, knowledge was shared on girls' education in Africa, with a spotlight on the two project countries, and the sustainability of the project was discussed.

Climate Change

Strengthening Comoros' Resilience Against Climate Change

From 11 to 16 October 2019, IICBA had a mission to Comoros as part of the United Nations Development Programme (UNDP)–IICBA project “Strengthening Comoros’ Resilience against Climate Change and Variability Related Disaster through Education”. IICBA was represented by Dr. Yumiko Yokozeki, Director of IICBA, and Mr. Saliou Sall, Senior Programme Coordinator for IICBA.

On 30 October 2019, IICBA held a meeting in Addis Ababa, Ethiopia with UNDP Comoros to discuss the ongoing project. A draft work plan for 2020 is currently being developed.



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Teacher Policy

The Capacity Development for Education Programme

The Capacity Development for Education (CapED) Programme was originally created in 2003 by UNESCO as the Capacity Development for Education for All Programme. The name change came in 2016 to better align with the Sustainable Development Goal (SDG) 4-Education 2030 agenda. The programme aims to translate dialogue and advocacy for the global education agenda into concrete action at country level to offer quality education opportunities for all in line with SGD4 targets. IICBA supports CapED countries in Africa through technical backstopping on the development of teacher policies and strengthening teacher capacity. Learn more about our work in each of the following countries below:

Burundi

On 4 and 5 November 2019, UNESCO and the Burundian Ministry of Education, Technical and Vocation Training and Ministry of Higher Education and Scientific Research jointly organized a Validation Workshop to discuss Burundi's Teacher Policy draft in Bujumbura, Burundi. There were roughly 90 participants, including policy-makers, teacher educators, teacher union representatives, teachers and even parents. IICBA was represented by Dr. Victoria Kisaakye, Senior Project Coordinator, and Dr. Binyam Sisay, Program Officer. Dr. Kisaakye shared with participants experiences of teacher policy development in Uganda.



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Niger

From 13 to 15 December 2019, UNESCO and the National Technical Team for Teacher Policy Development in Niger held a workshop in Niamey, Niger on the continuation process of developing a national teacher policy, which began in 2018. There were about 30 participants in total, including representatives from the Niger Ministry of Education, other state structures, civil society, technical and financial partners, teachers' unions and student parents as well as Mr. Boubacar Salifou, in charge of CapED in Niger, to represent UNESCO. Priority teacher policy options were reviewed and consolidated, a follow-up report was drafted and group work was adopted.

Uganda

From 11 to 15 November 2019, as part of the CapED programme in Uganda, IICBA, in collaboration with the Ugandan Ministry of Education and Sports Teacher Instructor Education and Training and Makerere University's Department of Science, Technical and Vocational Education, organized a five-day training of trainers workshop on quality assurance in teacher education for five primary teacher training colleges, five national teachers colleges and three government aided universities. The training aimed to enhance the knowledge, skills and attitudes of the teacher education experts to support the colleges towards piloting the newly developed quality assurance in teacher education framework in line with the new Education Agenda.

Zambia

On 19 December 2019, Zambia's standards of practice for the teaching profession that IICBA provided technical support for throughout their development, were officially launched. The launch brought together a wide variety of education stakeholders, including the Ministry of General Education, teacher unions, the Teaching Council of Zambia, as well as teacher, learner and parents. Dr. Temechegn Engida, IICBA Program Officer, represented IICBA at the launch and moderated a panel discussion on the importance of standards in Zambia. The next challenge for 2020 will be to implement the new standards.

Partnership and Advocacy

Continental Dialogue on Youth Perspectives on Human Rights-based Approaches to Conflict Prevention and Peacebuilding

From 4 to 6 December 2019, IICBA, represented by Mr. Uju Okwaraogoma, Consultant, joined the Continental Dialogue on Youth Perspectives on Human Rights-based Approaches to Conflict Prevention and Peacebuilding, organized by the Office of the United Nations High Commissioner for Human Rights, Conflict Prevention and Early Warning Division of the Peace and Security Department of the African Union Commission and the German International Cooperation. The dialogue brought together 50 young people from across Africa to gather youth-centric data that will inform policymaking on issues of human rights, conflict prevention and peacebuilding.



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International Task Force on Teachers 12th Policy Dialogue Forum

From 8 to 11 December 2019, Mr. Saliou Sall, Senior Programme Coordinator, and Dr. Victoria Kiskaaya, Senior Project Coordinator, attended the 12th Policy Dialogue Forum organized by the Teacher Task Force Secretariat, Ministry of Education of the United Arab Emirates and UNESCO Offices in the Region, on behalf of IICBA. The Forum brought together over 300 participants from around the world to reflect on current teaching policies and practices and discuss visions of teaching and learning that respond to emerging realities and challenges of the 21st century. Mr. Sall presented during the roundtable on school leadership about IICBA's manuals on school leadership and management, which are currently being updated.



Inaugural African Union Teacher Prize and Stakeholder Validation of the African Union Teacher Professional Development Guidelines and Continental Teacher Qualification Framework

From 21 to 23 October 2019, IICBA attended the Inaugural African Union (AU) Teacher Prize Award Ceremony and Stakeholder Validation of the AU Teacher Professional Development Guidelines, and Continental Teacher Qualifications Framework at the African Union Headquarters in Addis Ababa, Ethiopia. Dr. Yumiko Yokozeki, Director of IICBA, moderated a session on the Situational Analysis of the Continental Frameworks, to which there are three-standards for the teaching profession, teacher qualifications, and guidelines for the teaching profession.



© Uju Okwaraogoma/UNESCO IICBA

Congratulations to Gladyce Kachope from Uganda, Augusta Lartey from Ghana, and Erick Ademba from Kenya on winning the inaugural AU Teacher Prize!

Research and Development

Peacebuilding Training Guide for Ethiopia

On 2 October 2019, the Peace Building Fund project members, including IICBA, United Nations Development Programme Ethiopia, International Organization for Migration and UN Women, organized a validation workshop for the upcoming publication *Peacebuilding Training Guide for Ethiopia*. In attendance were 23 representatives from the Ethiopian Ministry of Education and Ministry of Peace, UN Resident Coordinator Office in Ethiopia, Ethiopian Regional Education Bureaus, Addis Ababa University and teacher training institutes in Ethiopia.

The upcoming publication is being adapted and contextualized for Ethiopia from IICBA's 2017 [Transformative pedagogy for peace-building: A guide for teachers](#) publication, which has trained more than 6,000 teachers in the Horn of Africa. The guide for Ethiopia will be translated into three local languages and used for training of trainers in the coming months.



© Birhanu Kindu



Arabic Version of IICBA's Peace and Resilience Building Guides for Teachers in Sahel and Surrounding Countries Published

IICBA's 2019 publication *Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel and Surrounding Countries: A Guide for Teachers*, has been translated into Arabic. The guide was developed as part of the "Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel Countries through Teacher Development" project, funded by the Government of Japan. Be on the lookout for the Arabic version coming soon to our webpage.

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To learn more about our work along with our past and current projects, please visit our website at <http://www.iicba.unesco.org>

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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 April 2020. 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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