



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

THE UNESCO-IICBA Newsletter

April – June 2018

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From the Director

Education transforms lives, and teachers play a key role. This issue of the UNESCO-IICBA newsletter features the theme highlighting the role of teachers. The main article of the newsletter covers how teaching and teachers transform the lives of learners in various ways in Africa.

Education has progressed, and classroom practices have evolved. ICT integration is one of the factors that has changed the landscape of education in the 21st century. On the other hand, the essence of education and its value have not changed. Children learn until they are adults and then continue learning. Learning is a lifelong affair with 'learning to know', 'learning to do', 'learning to live together' and 'learning to be'.

Quality education is vital in transforming the lives of children. Education's unique power to act as a catalyst for wider development goals can only be fully realized, however, if it is equitable. That means making special efforts to ensure that all children and young people – regardless of their family income, where they live, their gender, their ethnicity, whether they are disabled – can benefit equally from its transformative power. Education empowers girls and young women, in particular, by increasing their chances of getting jobs, staying healthy and participating fully in society – and it boosts their children's chances of leading healthy lives.

To unlock the wider benefits of education, all children need the chance to complete not only primary school but also lower secondary school. And access to schooling is not enough on its own: education needs to be of good quality so that children actually learn. Given education's transformative power, it needs to be a central part of any post-2015 global development framework.

Sincerely,
Dr. Yumiko Yokozeki

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UNESCO-HNA Training Workshop in Ghana held from 23-27 April 2018. Read more about the training and UNESCO-IICBA's work in empowering teachers to transform the lives of girls on page 6.

The Education 2030 Agenda is built on the fact that education drives development by transforming lives. To achieve this, education itself must be transformed: it must be open to all, inclusive and of good quality.

Excerpt from UNESCO's Education transforms lives (2017, p. 4)



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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.



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A photo taken during the planning meeting organized by UNESCO-IICBA in collaboration with UNESCO Dakar for the project "Youth Empowerment for Peace and Resilience Building and the Prevention of Violent Extremism in Sahel Countries through Teacher Development" from 28-29 June 2018 in Dakar, Senegal. Learn more about teaching to prevent violent extremism on page 4.

Teaching to Transform Lives

“Education lights every stage of the journey to a better life, especially for the poor and the most vulnerable. Education’s unique power to act as a catalyst for wider development goals can only be fully realized, however, if it is equitable. That means making special efforts to ensure that all children and young people... can benefit equally from its transformative power.”

- UNESCO’s 2013 ‘Education transforms lives’ brochure

Education has a transformative power and there are various ways that it can positively impact an individual’s life. It enhances secure and well-paying job opportunities, which lifts individuals and households out of poverty and boosts economic growth. It strengthens community and societal bonds and promotes tolerance and an understanding of democracy. It contributes to environmentally friendly lifestyles and behaviors, and it saves girls’ lives and improves children’s health (UNESCO, 2013).

Access to quality education is necessary to reach this transformative power though. In Sub-Saharan Africa, the region with the highest rates of education exclusion, more than one out of five children between the ages of roughly 6 and 11 are out of school. The number of out of school youth increases to one-third for those between the ages of roughly 12 and 14 and reaches nearly 60% for those aged roughly 15 to 17, according to UNESCO UIS (2018).

Even those children who are able to reach school, however, they are not guaranteed to receive a quality education and the transformative power of education though. Poor infrastructure, including inadequate sanitation facilities and access to drinking water and electricity, along with large class sizes and a limited number of textbooks plagues schools throughout Africa (UNESCO UIS, 2016).

One of the most important and influential factors for a quality education are teachers. Teachers are in short supply though, especially in Sub-Saharan Africa. The region needs about 17 million teachers to achieve universal primary and secondary education by 2030, of which roughly 40% are needed for primary school and 60% for secondary. However, quality education involves much more than just having the adequate number of teachers though. The teachers must be

properly trained, adequately supported via professional development and motivated and willing to continually learn and improve (UNESCO UIS, 2016).

UNESCO is the sole agency of the United Nations mandated to cover all aspects of education and promote education’s transformational power through the aims of achieving Sustainable Development Goal (SDG) 4, which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The UNESCO International Institute for Capacity Building in Africa (IICBA) specifically addresses SDG 4 Target 4C, aiming to “substantially increase the supply of qualified teacher, including through international cooperation for teaching training in developing countries” to ensure they transform lives through education (UNESCO, 2017).

UNESCO-IICBA works in several areas, including peace-building and the prevention of violent extremism, girls’ education and digital learning, to ensure that teachers have the resources and training required to transform their student’s lives. The Institute does so by working directly with Ministries of Education around Africa to ensure comprehensive teacher policies are properly formulated, implemented and monitored. They also publish guides for teachers, such as those on [Transformative Pedagogy for Peace-Building](#) and [School Safety](#) as well as a [literature review and analytical framework for the Teacher Support and Motivation Framework for Africa](#) and partner with universities and teacher training institutes all across the continent to ensure such publications and other relevant topics that can transform the lives of students, like global citizenship education and education for sustainable development, make it into the hands of teacher educators and teachers.

By: Beth Roseman

Teaching about the Prevention of Violent Extremism

“The growth of violent extremism [in Africa] - and the devastating impact of groups espousing violent ideologies – is not only setting in motion a dramatic reversal of development gains already made, but threatening to stunt prospects of development for decades to come.”

- United Nations Development Programme’s (UNDP) (2015) regional and multi-country project document ‘Preventing and Responding to Violent Extremisms in Africa: A Development Approach’ (p. 4)

For most African countries, including the Sahel, Northeast Nigeria, North Cameroon, and Northern, Southern and Horn of Africa, socio-economic issues are key factors for violent extremism. Poverty and underdevelopment combined with poor governance and the absence of even basic service delivery create grievances that can easily be exploited by extremist groups (UNDP, 2015). Search for Common Ground’s ‘Working Together to Address Violent Extremism: A Strategy for Youth-Government Partnerships’ explains that within many African countries’ governments, “a closed-door approach to security matters and the perception that youth are either troublemakers or are not credible or qualified counterparts” may discourage youth and push them towards violence (p. 5). Additionally, the Kofi Annan Foundation’s *Extremely Together* initiative’s ‘Countering Violent Extremism: A Guide for Young People by Young People’ describes how Populist and xenophobic movements are affecting migrants and other minorities in the name of protecting their own identities. Religious extremists have reached unprecedented levels, and the impacts are far reaching. According to UNDP (2015), there have been more than 21,200 fatalities from 2011 to 2015 estimated in Africa to be caused by religiously inspired extremism.

Youth are increasingly vulnerable because of low education standards, which fail to equip them for the competitive job market. Initiatives, such as youth entrepreneurship programs, skills-building activities and levels of education, etc. are already available to improve job opportunities under the framework of the United Nations’ Action Plan to Prevent Violent Extremism (2015) and the African Union Agenda 2063, which aspires for “good governance, democracy, respect for human rights, justice and the rule of law” and “a peaceful and secure Africa” (p. 2). The Continental Education

Strategy for Africa (CESA) 2016 to 2025 encompasses Agenda 2063’s aspirations and elaborates on the importance of holistic, inclusive and equitable education and lifelong learning for sustainable development, good governance and gender equality.

Education programming is not only about the content of the curriculum. It is also about fostering relationships between people and their communities to ensure a safe, collaborative and constructive environment. The most influential actors in this regard are teachers, families, students and local community leaders. Teachers play a key role inside and outside of the classroom in creating safe learning environments and engaging youth in co-curricular activities.

Teacher education programs therefore need to apply knowledge, evidence and transformative pedagogy from the field of education in conflict prevention, peace education and human rights education to the debate on countering violent extremism. Teachers, who are also vulnerable to violence, must also be equipped with knowledge and skills along with the pedagogy on developing critical thinking. In this sense, the role of UNESCO-IICBA is to encourage countries to integrate the prevention of violent extremism, which advocates transformative pedagogy for critical thinking, in their teacher education policies, curriculum and teacher training programs.

UNESCO-IICBA has done just this in the “Teacher Training and Development for Peace-building in the Horn of Africa” project (the Horn of Africa project) supported by the Government of Japan. The project was implemented in February 2017 in six countries—Ethiopia, Eritrea, Kenya, Somalia, South Sudan, Uganda—and has reached over 6,000 teachers. A second project on “Youth Empowerment for Peace and Resilience Building

and Prevention of Violent of Extremism (PVE) through Teacher Development in Sahel Countries" project (the Sahel project) which builds off the success of the first project, also supported by the Government of Japan, has begun in 11 Sahel countries—Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Mauritania, Niger, Nigeria, Senegal, and Sudan.

A consultation and experience sharing workshop was held between the Sahel and the Horn of Africa projects on the 22nd and 23rd of May 2018 at the African Union in Addis Ababa, Ethiopia. The workshop marked the conclusion of the Horn of Africa project and commemorated the launch of the Sahel project. Read the African Union's [press release of the workshop here](#).

This workshop led to a follow-up meeting in Dakar, Senegal from 28-29 June 2018 for the Sahel project. Organized by UNESCO-IICBA, in collaboration with UNESCO Dakar, the planning meeting consisted of 32 representatives from the Ministries of Education and Teacher Training Institutions in Algeria, Chad, Cameroon, Central African Republic, Mali, Mauritania, Niger, Nigeria, Senegal, and Sudan, as well as colleagues from UNESCO-IICBA and UNESCO offices in Abuja, Bamako, Dakar, and Rabat. They discussed the work-plan for the Sahel project, contextualization of UNESCO-IICBA's teacher training materials for peace-building and action plan for upcoming trainings and the Japan study tour schedule for July 2018.

By: Eyerusalem Azmeraw



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Participants of the consultation and experience sharing workshop held between the Sahel and the Horn of Africa projects on 22-23 May 2018 at the African Union in Addis Ababa, Ethiopia.

Empowering Teachers to Transform Girls' Lives through Gender Responsive Education

“Education is a fundamental human right for all. Yet girls still have fewer opportunities than boys to gain access to, complete and benefit from a quality education, particularly at upper primary and secondary levels. In many settings, girls face multiple layers of disadvantage, including social and cultural norms that privilege boys’ education, inadequate sanitation facilities in schools, violent and unequal classrooms and limited female teachers and role models.”

- UNESCO’s 2017 ‘UNESCO-HNA Partnership for Girls’ & Women’s Education’ brochure

This is especially true in Sub-Saharan Africa where 9 million girls ranging from about 6 to 11 years old will never go to school at all. Disadvantages for girls in education begins early with 23% of girls out of primary school compared to 19% of boys. The exclusion rate rises to 36% for adolescent girls compared to 32% for boys according to UNESCO UIS data (2018).

The teaching and learning environment and therefore, teachers themselves, play a critical role in achieving gender equality in education (UNESCO, 2017). An educated girl is more likely to delay marriage, averting child marriage and improve their own health and that of their children’s (UNESCO, 2013).

Under UNESCO’s Global Partnership for Girls’ and Women’s Education: Better Life, Better Future, the UNESCO-HNA Partnership was established in seven countries in Africa and Asia to accelerate gender equality in 2014. UNESCO-IICBA is providing technical support in gender responsive pedagogy and teacher training to the two African countries– Ethiopia and Ghana. The project aims to improve girls’ access to all levels of education through targeted policies and interventions, promote quality education and safe learning environments, eliminating school-related gender-based violence and ensure that girls stay, achieve and transition through school and into the labor force (UNESCO, 2017).

In this context, UNESCO-IICBA organized two training workshops in collaboration with the UNESCO Addis Ababa Liaison Office in Adama, Ethiopia on 14-18 May 2018 and with the UNESCO

Accra Office on 23-27 April 2018 in Ghana. Both workshops, on the utilization of a gender responsive education toolkit, which UNESCO-IICBA is still developing, included education professionals and experts, such as curriculum developers, deans, teacher educators and school teachers. The toolkit contains six modules: gender and schooling, understanding students, gender responsive teacher education and school policy and curricula, teacher education and the school environment, the classroom situation, and monitoring and evaluation.

The training focused on conceptual and practical issues of gender in education policies and programs, aspects of gender mainstreaming and orientation on the use of the toolkit in day-to-day professional practices. The toolkit contributes to the enhancement of institutional capacities to develop gender responsive curricula, evaluate and eliminate stereotypes in teaching-learning materials and organize gender responsive classrooms and interactions. For more information on the training held in Ghana, please read [the full report here](#).

Teacher education programs and school curricula are the vehicles for deconstructing perceived gender roles in societies. It is critical that teacher education policies, programs and curricula do not reproduce social and cultural norms that can hinder the learning and development of female students, but are instead developed to promote values of gender equality.

By: Carolina Goyzueta

Transforming Lives Through Mother-Tongue Based Multilingual Language Instruction

It is impossible to discuss quality education for all without discussing language of instruction (LOI). In many African contexts the LOI can serve as an obstacle for learning, whether it is minority students required to learn in the language of the majority, or a post-colonial education system that privileges a European language. The choice of LOI is a complex issue that brings the politics of national and cultural identity into the classroom.

Throughout the years, several international agreements and declarations have highlighted the importance of mother-tongue instruction as a linguistic right. In 1989, the International Labour Organization *Convention 169 on Indigenous and Tribal Peoples in Independent Countries*, required that “children belonging to the peoples concerned shall, wherever practicable, be taught to read and write in their own indigenous language or in the language most commonly used by the group to which they belong” (UNESCO, *Education in a Multilingual World*, 2003, p. 21). The 1998 *Convention on the Rights of the Child* states that “the education of the child shall be directed to... the development of respect for the child’s... cultural identity, language and values” (ibid).

UNESCO recognizes this linguistic right and has remained a steadfast advocate of mother-tongue language instruction for primary school since 1953 when it published *The Use of the Vernacular Languages in Education*. Research has shown that mother tongue instruction from the early grade years provides a foundation for learning and leads to achievement in other academic areas, including learning a second language. It has also been shown to improve enrolment, retention and pass rates for girls. Additionally, mother-tongue instruction simply provides students with the opportunity to focus on lessons and academically succeed, instead of struggling with language acquisition according to UNESCO (2014) and Carole Benson’s (2004) background paper on “The importance of mother tongue-based schooling for educational quality.”

However, the benefits of mother-tongue instruction reach far beyond learning outcomes. Studies have shown that using a child’s mother-tongue language improves self-esteem as they can better participate in class and confidently express their knowledge and competencies. Using mother tongue language in

schools also valorizes students’ language, culture and prior knowledge, and moves away from the social order of language that privileges some languages and stigmatizes others. Additionally, studies, such as Benson’s and Linda Christensen’s (2000) book, *Reading, Writing, and Rising Up*, have shown that using the first language (L1) of students and their families, increases parents’ participation in schools because they feel comfortable using their L1 to communicate with teachers.

While it is clear that mother-tongue instruction is transforming lives of students in a number of ways, mother-tongue instruction does not come without criticism. A big concern of mother-tongue language instruction is whether incorporating it will keep children from learning the lingua franca/national language or keep them from acquiring a “global” language like English. While students have the right to learn in their mother-tongue language, they also have the linguistic right to learn one of their country’s national languages. In view of that right, UNESCO has also been a proponent of multilingual education that is mother-tongue based. In a mother-tongue based multilingual education (MTB-MLE) system, education begins in the L1 and then other languages are introduced as topics with eventual transition to academic courses in the L2 or L3. With MTB-MLE, children have the opportunity to learn their L1, a regional or national language and an international language. This system strikes a balance between the needs of the learners and the needs of the state (UNESCO, 2003).

There is a difference between creating mother-tongue instruction policy and actual practice. Mother-tongue instruction faces several obstacles: L1 of students may be an unwritten language, the language may not be extensive enough for educational purposes, there may not be enough teaching and learning materials in the mother-

tongue language to adequately support classroom learning, etc. (UNESCO, 2003). If we truly want to transform lives and see improved learning outcomes, improved enrollment and increased self-esteem among students, then we need to go beyond policy. Obstacles of mother-tongue instruction need to be addressed and teachers need to be given the

tools and support to effectively implement mother-tongue instruction; adequate training, appropriate deployment of teachers and development of mother-tongue resources would be a good starting point to ensure students their linguistic rights and a quality education.

By: Raquel Araya

School Gardens

School nutrition programs in developing contexts are increasingly deemed as crucial since researchers and international organizations like the Food and Agriculture Organization (FAO) of the United Nations underscore that children are unable to learn without nutrition.

In their *Global Nutrition Report: Nourishing the SDGs* (2017), Development Initiatives point out that improving nutrition can be a catalyst for achieving global goals such as health, equity and peace throughout the Sustainable Development Goals. Especially in Africa, where the World Health Organization's *Nutrition in the WHO African Region* (2017) reports persisting malnutrition and undernutrition as well as their shocking consequences on children's well-being, school feeding projects like school gardens seem to be a promising approach.

Even though the growing body of research on school gardens and publications on guidelines for the creation of school gardens (for example FAO's 2005 *Manual for teachers, parents and communities*) convey the impression that they are a new phenomenon, maintaining school and community gardens are old and common practices in many African countries. Yet, the reason for the increasing interest in the school garden exceeds its function of food supply and is related to the large number of learning opportunities it offers.

In line with global trends of transformative pedagogy that includes concepts like student-centered and active learning, school gardens can provide a platform for ways of learning that enable students to engage actively with their environment. International research demonstrates that not only the content that can be learned by gardening in terms of knowledge on sustainable development, but also the contribution it can make to students' personal development can be highly valuable, according to Ohly et al.'s 2016 "A systematic review

of the health and well-being impacts of school gardening: synthesis of quantitative and qualitative evidence" (in *BMC Public Health*, 2016, Volume 16, Article Number 286, 25 March 2016, pp. 1-36). The findings point towards the fact that gardening in schools can transform lives: pupils around the world report that the gardening experience provided them with feelings of achievement, pride and enjoyment which enhanced their self-esteem. Adding to that, the collaboration among students, teachers, parents and community members for the garden is evaluated to enhance students' well-being and the cohesion within the community. Moreover, the knowledge on fruits, vegetables and healthy diet has a potentially positive impact on children's health. However, whether school gardens bring all those benefits depends on the involved actors and the available resources.

Teachers can actively create learning opportunities through tailoring tasks so that the individual needs of the students are met and giving responsibility about choices such as which vegetables to grow to the students. Small group projects, cooking meals together with other community members, recycling activities and monitoring the growing process of plants together are only a few of many activities though which teachers can promote self-centered and active learning. If the school garden is seen as a community project that is of value for everyone and not as a bulk source for food or income, it can develop its full potential. Funding of school gardens through public sources and adequate teacher preparation on environmental education can help to maintain the sustainability of the garden project.

By: Annika Weigele

News and Events

April to June 2018

Global Digital Library Launch



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On 26 April 2018, Ethiopia became the first country to launch the Global Digital Library (GDL), a worldwide effort to provide children with high-quality, open educational reading resources. UNESCO-IICBA in partnership with Global Book Alliance, NORAD, USAID and Save the Children organized a launch event for the GDL in the United Nations Conference Center in Addis Ababa, Ethiopia.

As of now, the GDL offers learning materials in seven languages used in Ethiopia– Amharic, Tigrigna, Afaan Oromo, Af-Somaali, Sidama Afoo, Wolayttatto and Hadiyyisa. It covers different levels of difficulty (for example, up to four in Amharic) and adds up to a total of 522 unique, government approved, curriculum aligned titles.

In the morning, a symbolic GDL handover took place and Mr. Elias Girma, the Ethiopian Ministry of Education’s Director of Planning and Resource Mobilization Directorate, delivered a speech. He acknowledged that without initiatives like GDL, Ethiopian children could not reach basic reading skills in the desired numbers, as there is otherwise a clear lack of learning materials. He also expressed the Ministry’s eagerness to tackle youth unemployment in the country, with the GDL hopefully being the key instrument in doing so. In the afternoon, there was a workshop in which prominent GDL creators demonstrated the platform and several voices were heard, including Dr. Temechegn Engida, UNESCO-IICBA Program Officer, who spoke on behalf of UNESCO-IICBA.

The GDL shall continue to develop and flourish, while expanding across the African continent, and we invite you to freely use the available material or even contribute by translating storybooks into your mother tongue by registering at www.digitallibrary.io.

First African Union Teacher Development Cluster Meeting During the Pan African High-Level Conference on Education

The Pan African High-Level Conference on Education (PACE) 2018, was held in Nairobi Kenya from 25-27 April 2018 under the theme “Bridging Continental and global education frameworks for the African We Want.” PACE brought together technocrats, experts and stakeholders in the field of education and was organized by UNESCO and the Government of Kenya in partnership with the African Union and other key partners. It was an opportunity to review progress made and assess challenges and lessons learned in achieving Sustainable Development Goal 4 on education and the Continental Education Strategy for Africa 2016-2025.

UNESCO-IICBA’s participation in the meeting was also marked by hosting the first meeting of the Teacher Development Cluster. The cluster led by Education International and coordinated by UNESCO-IICBA brought together a wide range of stakeholders, such as the African Union Commission, Member States, Regional Economic Commissions, the Global Partnership for Education, Varkey Foundation, Africa Federation of Teaching Regulatory Authorities, Coalition on Media and Education for Development Africa Forum, Teachers Service Commission of Kenya, Ethiopian Teachers’ Association, Kenya National Union for Teachers, FinnChurch Aid, Viviaciz and UNESCO field offices. They discussed their priorities and possible activities, identifying key institutions and Member States to lead and ways to raise awareness of such activities. They also formalized their operational mechanisms and adopted the Teacher Development Work Plan.



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Global Dialogue on ICT and Education Innovation held in Moscow

Dr. Yumiko Yokozeki, Director of UNESCO-IICBA, participated in the 'Global Dialogue on ICT and Education Innovation- Towards Sustainable Development Goal for Education (SDG4)' on the 18 and 19 April 2018 in Moscow, Russia. Organized by the UNESCO Institute for Information Technologies in Education in partnership with the Ministry of Education and Science of the Russian Federation, the meeting provided a platform to share policies and innovative experiences and promote partnerships. Dr. Yumiko presented the achievements and challenges in enhancing teaching and learning through ICT integration in Africa by sharing UNESCO-IICBA's experience during the panel session on ICT Potential for Future Teachers and Future Schools.



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8th International Conference of Young Scientists of the Global Young Academy in Thailand

Dr. Binyam Sisay Mendisu, Program Officer at UNESCO-IICBA, a member of the Global Young Academy, participated in the Conference held from the 7–11 May 2018 in Pattaya, Thailand under the theme "Forever Young? Sustainable and Healthy Longevity through Science and Technology." The Global Young Academy is a network of 200 members and 134 alumni from 70 countries committed to the voice of young scientists from around the world.

SEAMEO Lecture Series

For more information visit www.seameo.org



Teacher Support & Motivation Framework for Africa

Mr Mame Omar Diop,
Senior Programme Specialist UNESCO IICBA

21 May 2018, 14.00 - 16.00 Jakarta / 10.00 - 12.00 Addis Ababa

Target Audience: Lecturers of college of education / teacher trainers / policy makers
Prerequisites: Knowledge in education
Language of Delivery: English

Background of Lecture

African countries have seen a massive expansion in their education systems over the past two decades due to the global drive to meet the Education for All and the education-related Millennium Development Goals. However, the low motivation of African teachers has been well documented. The online lecture will introduce:

- Teacher and the Education improvement agenda in Africa
- Growth in interest in teacher motivation
- The importance of teacher motivation to policy and practice
- Analytical frameworks for understanding teacher motivation
- Factors impacting on teacher motivation

Register below before 17 May 2018

UNESCO-IICBA Hosts Second Online Lecture in Collaboration with the Southeast Asian Ministers of Education Organization

Mr. Omar Diop, Senior Program Specialist at UNESCO-IICBA, gave an online lecture on 21 May 2018 on the topic of Teacher Support and Motivation Framework for Africa as part of the Southeast Asian Ministers of Education Organization (SEAMEO) Lecture Series. It was the second online lecture that UNESCO-IICBA has conducted in collaboration with the SEAMEO Secretariat in Bangkok, Thailand.

Scoping Mission from the Seychelles Visits UNESCO-IICBA

On 11–14 May 2018, UNESCO-IICBA hosted a scoping mission from the Seychelles. The goal was to identify potential areas of collaboration regarding the Seychelles' upcoming teacher policy review. The Seychelles have struggled with many teachers leaving the profession as well as with attracting men to teach. During the visit, a work plan was drafted.



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Play and Resilience Project Study Visit to China

On 20–25 May 2018, Dr. Binyam Sisay Mendisu, Program Officer at UNESCO-IICBA, was in China for the “Play and Resilience: A China-Africa collaboration project for building a peaceful and sustainable future” of which UNESCO-IICBA is coordinating the project implementation in Africa. Representatives from Zimbabwe and South Africa were also in attendance and visited pre-schools, experienced play-based curriculum and had consultation meetings with strategic partners at OMEP-China and Victoria Charitable Trust fund. Read more about the project by [clicking here](#).



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African Forum on Youth Skills and Enterprises in the Digital Ages

Mr. Omar Diop, Senior Program Specialist at UNESCO-IICBA, represented the Institute at the African Forum on Youth Skills and Enterprises in the Digital Ages held on 17–19 April 2018 in Tunis, Tunisia. Under the theme “Harnessing Demographic Dividend through Investments in the Youth,” the forum discussed new approaches to youth empowerment through digital skills and entrepreneurship, addressing the skills gap and fostering inclusive growth, with one segment dedicated squarely to women and their opportunities.



New Publications

UNESCO-IICBA's 2016 publication *Teaching Policies and Learning Outcomes in Sub-Saharan Africa* has been published in French, *Politiques enseignantes et résultats d'apprentissages en Afrique Subsaharienne: résultats et modèles*. View it online here: <http://unesdoc.unesco.org/images/0024/002465/246501f.pdf>



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Contact us

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

The next newsletter will be published in October 2018. 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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