THE UNESCO-IICBA
Newsletter

July - September 2018

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From the Director

World Teachers' Day is annually celebrated on the 5th of October and this year's theme for 2018 is "The right to education means the right to a qualified teacher". It is true that teachers play a central role in the quality of education and learning. This is emphasized in the 2015 Sustainable Development Goals, which shifted the focus of educational development from access to quality.

Quality teachers need proper training and professional support, but also must be motivated to teach. Teachers' socioeconomic status has been eroding since the 1980s in many parts of the world, especially in Africa. Teacher motivation is closely linked to economic, social and professional factors. A 2017 study conducted by IICBA revealed that teachers feel motivated when their work is acknowledged and professionally satisfied. It is important that the teaching profession is highly recognized and attracts able young people. This brings a 'virtual cycle' of quality learning and quality education.

In anticipation of upcoming World Teachers' Day, we are reflecting on our work over the quarter (July to September 2018) as it relates to the right to education and the right to a qualified teacher. These rights are to be ensured to everyone, boys and girls, in times of conflict and in times of peace. Therefore, we work to ensure that teachers have the support and motivation that they need to provide the highest quality education. We currently have projects that encourage peace-building and the prevention of violent extremism along with combating corruption and supporting girls in science, technology, engineering and mathematics.

We must remember our teachers and appreciate the profession – the most important profession among all – to ensure that everyone attains the right to education.

Sincerely,
Dr. Yumiko Yokozeki

Education
2030

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Education is a fundamental human right and an essential tool for achieving the objectives of equality and sustainable development.

UNESCO, 2018

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International Institute for Capacity Building in Africa

The Right to Education

Education is a human right and the foundation on which to build peace and drive sustainable development.

The Universal Declaration of Human Rights (UDHR) (1948) states in Article 26 that "Everyone has the right to education." This milestone document marks the first time that fundamental human rights are outlined as a common standard to be universally protected (United Nations, 2018). The right to education is indispensable to the fulfillment of other human rights. It aims to ensure full human development and is one of the most powerful tools for poverty alleviation and narrowing of the gender gap (UNESCO, *What you need to know about the right to education,* 10 October 2018).

The right to education, according to UNESCO (ibid.) entails the following:
- Primary education that is free, compulsory and universal
- Secondary education, including technical and vocational, that is generally available, accessible to all and progressively free
- Higher education, accessible to all on the basis of individual capacity and progressively free
- Fundamental education for individuals who have not completed education
- Professional training opportunities
- Equal quality of education through minimum standards
- Quality teaching and supplies for teachers
- Adequate fellowship system and material condition for teaching staff
- Freedom of choice

The right to education is ensured not only in the UDHR but in a number of legally binding (usually conventions and treaties) and non-legally binding (mainly declarations and recommendations) standard-setting instruments and governmental political commitments (UNESCO, 2018). These include United Nations legal instruments, such as:
- Convention on the Elimination of All Forms of Racial Discrimination (1965)
- International Covenant on the Economic, Social and Cultural Rights (1966)
- Convention on the Rights of the Child (1989)
- Convention on the Elimination of All Forms of Discrimination again Women (1979)
- Convention on the Rights of Persons with Disabilities (2006)

UNESCO also has several legal instruments and recommendations that cover a variety of issues from the status of teachers to the recognition of studies and qualifications to technical and vocation education and training. More notably is the Convention against Discrimination in Education (1962), the first international UNESCO instrument extensively covering the right to education, ratified by 101 States with binding force in international law (ibid.).

These instruments underpin the Education 2030 Agenda and rights-based Sustainable Development Goal (SDG) 4 on education, which the international community has adopted. SDG4 Target 4C aims to "substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries" which is why UNESCO-IICBA not only aims to increase the supply of qualified teachers but also to enhance teacher support and motivation; for the right to education means the right to a qualified teacher.

Qualified teachers are vital to ensuring the right to education. They are needed to ensure that all children can access education, particularly in standard-sized, not over-crowded, classrooms. Currently, the UNESCO Institute for Statistics (2016) estimates that 17 million teachers are needed to achieve universal primary and secondary education by 2030. The quality of the teacher will also determine the quality of the education that a student receives. Teachers can have a major impact on students, particularly girls, and the community and society at large by teaching about peace, learning to live together, global citizenship and the prevention of violent extremism as well as by encouraging girls' participation in the classroom. It is through promotion, development and monitoring of qualified teachers that IICBA contributes to the right to education.

By: Beth Roseman

The Right to Education Includes Internally Displaced Persons, Refugees and Teacher Mobility

The 31st African Union Summit in Nouakchott, Mauritania declared the year 2019 as the "Year of Refugees, Returnees and Internally Displaced Persons in Africa: Towards Durable Solutions to Forced Displacement". This theme takes into consideration ongoing conflict across the African continent and its impact on refugees and internally displaced persons (IDPs). One of the greatest challenges that refugees and IDPs face is the right to education.

According to the United Nations High Commission for Refugees (UNHCR)'s 2016 report "Missing Out Refugee Education in Crisis", refugee education is not taken into consideration in national development plans or in the education sector. This marginalizes IDPs and refugees and leaves their right to education unfulfilled. The report continues to say that the failure to provide education for 6 million refugees of school-going-age can be damaging to the young person themselves as well as to their family and society, perpetuating conflict and leading to further displacement, loss of opportunities, peace and sustainability.

The *Incheon Declaration Education 2030: Towards inclusive and equitable quality education and lifelong learning for all* (2015) emphasizes that Member States should commit themselves to "developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults…including internally displaced persons and refugees" (p.8). The UN General Assembly in 2016 further recommended that educational opportunities at all levels, including secondary and beyond, should be expanded and available to all refugee children.

Wars and conflicts continually interrupt educational systems and restrict the quality and access to education for learners. The destruction of schools makes it difficult for learners to get an education, leading to a decline in enrollment and completion rates. According to UNHCR's (2015) Issue Brief 6 on "Secondary Education for Refugee Adolescents", "without access to secondary education, refugee adolescents are vulnerable to child labor, exploitation and negative coping behaviors (drugs, petty crime, etc.) associated with idle time and hopelessness" (p.2). This highlights why education is

so vital to refugees and IDPs who without it are at great risk.

The consequence of conflicts are not only borne by the students but also teachers, because teachers are also forced to flee the conflict and to migrate to seek safety. In addition, qualified teachers may also migrate to seek better opportunities in other countries. However, the absence of a continental qualification or mobility framework has made it difficult for teachers, especially refugee teachers, to migrate freely and to receive recognition of their credentials. Managing this process requires a framework that encourages the mobility of teachers in the continent. The need for such a framework was first recognized at the Fifth Ordinary Session of the Conference of Ministers of Education of the Africa Union in 2012.

In support of the African Union's Continental Education Strategy for Africa (CESA) 2016-2025 and Agenda 2063, the UNESCO International Institute for Capacity Building in Africa (IICBA) took the lead in developing a draft Continental Teacher Mobility Protocol (CTMP). The CTMP seeks to safeguard and promote the rights and conditions of migrant teachers, ensuring that they are treated properly by the receiving country. It aims to help host/receiving countries to develop concrete policies that ensure the security of employment for migrant teachers, create and strengthen mechanisms to support refugee teachers and ensure the speedy registration of teachers in the host countries.

IICBA organized several meetings with the African Union Commission (AUC) and hired a consultant to finalize the draft CTMP as a joint activity of the CESA 2016-2025 Teacher Development Cluster. As a result, on the 5th and 6th of September 2018, the

AUC and IICBA organized a 'Technical Consultation on AU Continental Teacher Mobility, Motivation and Qualification Framework and Teacher Prize' to validate the draft CTMP. The workshop brought together Member States and other partners such as UNICEF, International Organization for Migration, Education International and the African Federation of Teaching Regulatory Authorities to discuss progress and provide feedback and recommendations for the improvement of the CTMP. The inputs from these partners and stakeholders are instrumental in ensuring that all relevant issues are covered before the protocol is presented to the Specialized Technical Committee on Education, Regional Economic Communities and African Union Members States.

By: Ononuju Okwaraogoma

Participants of the 'Technical Consultation on African Union Continental Teacher Mobility, Motivation and Qualification Framework and Teacher Prize' held the 5th and 6th September 2018 at the African Union in Addis Ababa, Ethiopia.

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Encouraging Gender Equality Through Gender Responsive Pedagogy

"…Evidence shows that African women are the backbone of Africa's economy and remain key actors in many of the core economic sectors, in particular agriculture where women account for more than 70 per cent of the labor force (Food and Agriculture Organization of the United Nations, 2011). However, they tend to be concentrated in the lower rungs of these sectors, working in difficult environments with minimal pay."

- African Union Commission's 2015 'Africa Gender Scorecard', p. 5

Gender equality in education implies both a human rights and development perspective. Quality education for all is a basic human right and integral to achieving all dimensions of inclusive and sustainable development. Education enables girls and boys, women and men to participate equally in social, economic and political life and is foundational for democratic societies. Though the gender gap has nearly been eliminated in primary education in recent years in terms of access, gender disparities remain deeply entrenched in terms of learning environments, school completion rates and learning outcomes. Discrimination is more severe in marginalized areas, including conflict and post-conflict areas, where limited educational resources are unevenly distributed with preference to males. There are significant gender and geographical disparities in the performance of primary and secondary school leaving students. Besides performance, the values transmitted through books and learning materials and the pedagogical approaches used in the classroom perpetuate gender inequality.

Experience reveals that Gender Responsive Pedagogy (GRP) ensures that both girls and boys are valued in their uniqueness. GRP has furthermore been identified as a critical component of efforts to enhance the engagement of girls in learning, therefore improving learning outcomes and contributing towards gender equity and equality in all levels of education. In the context of existing glaring gender disparities in education, where girls' progression beyond primary education are limited, primary and secondary teachers are indispensable in strategies to achieve the global and continental targets.

UNESCO plays a strategic role in promoting gender equity. UNESCO's work is aligned with Sustainable Development Goals 4 and 5, which focus on quality education and gender equality, respectively. Specifically, UNESCO focuses on retention of girls in school, gender capacity-building in teacher training institutes, the production of gender sensitive teaching materials, and literacy training for women utilizing information and communication technology (UNESCO, 2017) as a part of the UNESCO Priority Gender Equality Action Plan for 2014-2021.

UNESCO-IICBA is working with UNICEF and FAWE, a key player in promoting a holistic approach to girls' and women's education in Sub-Saharan Africa, in the development of a GRP Toolkit. Along with UNGEI and in collaboration with the consultancy of Creative Action Institute (CAI), FAWE's 2005 *Gender Responsive Pedagogy: A Teacher's Handbook* is undergoing revisions to meet the current needs in the post-2015 Sustainable Development Goals' environment.

The draft 2018 GRP Toolkit has been reviewed by teams of African teacher development professionals to enhance its relevance and efficacy for diverse African contexts through a validation workshop held from 14 to 17 August 2018 in Nairobi, Kenya. In attendance were participants from Burkina Faso, Ethiopia, Ghana, Kenya, Malawi, Rwanda, Tanzania and Uganda, who included two representatives from each country's Ministry of Education and one representative from a teacher training college. The workshop was also attended by representatives from UNESCO-IICBA, FAWE and UNICEF's Eastern and Southern Africa Regional Office (ESARO) and West and Central Africa Regional Office (WCARO). The toolkit's two primary aims are to one, enhance

the capacities of teacher educators and teachers in creating inclusive learning environments/classrooms and two, enhance leadership and management skills of school administrators and educators to create and maintain gender-responsive and safe school environments.

Teachers play a pivotal role in setting norms and nurturing the next generation of learners. When they have the training and support to create a gender responsive classroom, teachers are eager to do so. Research and interviews conducted by CAI showed that those who were directly exposed to FAWE's 2005 GRP training changed their attitude and teaching practices to become more gender-sensitive. In fact, teacher training colleges and schools that implemented GRP showed that some teachers stopped using discriminatory, abusive and threatening language. Consequently, the learners felt more encouraged to participate and support

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each other in learning. The teachers' improved ability to motivate and provide appropriate feedback increased students' self-esteem and confidence, particularly in girls who were able to answer teachers' questions and engage in classroom activities (Wanjama & Njuguna, 2015). Specifically, teachers have noted improvements in their own ability to make classroom planning, management and teaching strategies more gender responsive, as well as an increased capacity to analyze teaching materials for gender bias and counter negative stereotypes of girls and boys (Bever, 2014).

For UNESCO-IICBA, the project of GRP, in accordance with its mandate on teachers in Africa, supports the improvement of pedagogical practices in schools and teacher education institutions and mainstreams gender in teacher education and school management in Africa.

By: Indriyati Rodjan

Girls' Right to Pursue Science, Technology, Engineering and Mathematics Education

At the beginning of October 2018, Dr. Donna Strickland became the third female scientist awarded the Nobel Prize for Physics, and the first woman to do so in an astonishing 55 years. In Ethiopia, where UNESCO-IICBA is based, the newly established Ministry of Science and Higher Education is now run by a woman, Dr. Hirut Woldemariam, as per October cabinet appointments.

On the face of it, that might suggest that the tide is turning for women in science, however the raw statistics do not quite support the idea. In Ghana, for instance, women still make up less than a quarter of students enrolled in STEM (science, technology, engineering and mathematics) degree courses, as per the recent UNESCO 2017 report titled *Cracking the code: Girls' and women's*

education in STEM. In Nigeria, according to Hakeem Onapajo's 2016 article "Ten Distinguished Nigerian Women In Science" in *The Nigerian Academia*, women account for a mere 17 per cent of all science researchers. And the number of females obtaining bachelor degrees in sub-fields like physics or engineering has, alarmingly, even declined over the past few years according to Dale Baker's 2013 article

"What Works: Using Curriculum and Pedagogy to Increase Girls' Interest and Participation in Science".

These trends continue to exist through persisting assumptions that boys are better suited for science than girls, whose interests may lie elsewhere. Boys are hence often given preferential treatment in class, which makes for a hostile environment for their female classmates to thrive in. By extension, girls may be afraid to ask questions or, conversely, raise their hands to answer questions posed by teachers in the classroom. Since school textbooks often exclusively depict men performing scientific experiments or holding engineering jobs, it is indeed rather easy to feel discouraged as an aspiring girl.

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Accordingly, research from Microsoft's 2018 study "Closing the STEM Gap: Why STEM classes and careers still lack girls and what we can do about it" shows that upon reaching high school, 40 per cent of girls assume that jobs specifically requiring coding and programming are just "not for them". At college, that percentage jumps to a staggering 58%. Especially the age group of 10-15 year olds is critical, since those are usually the formative years with regards to children's interests and wider perceptions, and rather tellingly, precisely that is the school level where girls mostly start losing their interest in STEM subjects (UNESCO, 2017).

If we are to truly achieve "inclusive and equitable quality education", as envisioned in SDG 4, this can no longer be the reality we live in. That is also why, in 2015, the United Nations agreed to establish the International Day for Women and Girls in Science, celebrated every year on February 11.

IICBA itself has been working on promoting gender-responsive STEM teaching at both multinational and national levels, notably in countries like Ethiopia, Ghana, Rwanda and Uganda. To advance gender-responsive pedagogy in STEM, UNESCO-IICBA has also systematically advocated for the use of information and communication technologies (ICT). The reason is simple: since old textbooks perpetuating stereotypes cannot simply be re-written, the Institute believes e-content development is the way forward to tackle common assumptions and spark girls' early interest in pursuing STEM.

In September 2018, IICBA participated in the launch of "Quality Gender-Responsive STEM Education for Francophone countries in Africa", a training workshop for 10 educators from Senegal, Niger, Mali and Burkina Faso. In further collaboration with the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), IICBA will also conduct a practical seminar on gender-responsive e-content development at the 16th Regional Conference for Mathematics, Science and Technology Education in Africa, taking place in Maun, Botswana, on 5–9 November 2018.

However, teachers need to be led to not only pay equal attention to boys and girls in classrooms and drop any assumptions they may hold, but also to promote female role models along the way. The candidates are aplenty, after all, stretching way beyond the usual suspects spearheaded by Marie Curie. Pamela Ofori-Boateng's 2018 article "5 African women breaking stereotypes in STEM careers" in *Face2Face Africa* explains how Nigerians owe to Funke Opeke, founder of MainOne, for improved internet connectivity. Learning how to code is now easier for all children in West Africa thanks to Soronko Academy, idea of Regina Honu. And Blessing Kwomo, with her therapeutic studio De Roroboth, is making sure that even low-income families in Nigeria have crucial access to home-based healthcare.

In other words, women have long been making a difference in various STEM fields. They just need to be talked about as often as their male counter-parts are. Furthermore, we then need to make sure they always have an adequate number of passionate followers and successors, via continuous promotion of gender-responsive pedagogy in science, teachnology, engineering and mathematics.

By: Tomas Danicek

To Ensure the Right to Education, We Must Combat Corruption

"Corruption is often hard to track and measure, but is found at different levels in countries' education systems and is hampering access to education and children's learning" (UNESCO, 2014).

Content of the Right to Education

The right to education is most comprehensively defined in Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966). Its normative content includes:

1. the objectives of education:
   a. education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms;
   b. education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace;
2. free and compulsory primary education;
3. available and accessible secondary education (including technical and vocational education and training) made progressively free;
4. equal access to higher education on the basis of capacity made progressively free;
5. fundamental education for those who have not received or completed primary education made progressively free;
6. actively pursued development of a system of schools at all levels, established adequate fellowship system, and continuously improved material conditions of teaching staff;
7. freedom of parents to choose schools for their children in conformity with their religious and moral convictions;
8. freedom of individuals and bodies to establish and direct education institutions in conformity with minimum standards established by the State.

The articulated content also implies quality education both in public and private schools, and the academic freedom of teachers and students. The United Nations Economic and Social Council through the Committee on Economic, Social and Cultural Rights expounded the implementation of Article 13 on the right to education in General Comment 13 (1999). It argued that while the precise and appropriate application of the normative content of the right to education will depend upon the conditions prevailing in a particular State party, education in all its forms and at all levels shall exhibit the following interrelated and essential features, known as the '4As':

- **Availability**- functioning educational institutions and programmes have to be available in sufficient quantity;
- **Accessibility**- educational institutions and programmes have to be accessible to everyone, without discrimination; this breaks down into non-discrimination, physical accessibility and economic accessibility;
- **Acceptability**- the form and substance of education, including curricula and teaching methods, have to be acceptable (e.g. relevant, culturally appropriate and of good quality) to students and, in appropriate cases, parents;
- **Adaptability**- education has to be flexible so it can adapt to the needs of changing societies and communities and respond to the needs of students within their diverse social and cultural settings.

In addition, General Comment 13 states that "when considering the appropriate application of these 'interrelated and essential features' the best interests of the student shall be a primary consideration" (p.7).

How does corruption violate the right to education?

Violations of the right to education may occur through the direct actions of state actors or through their failure to take the required steps to ensure, respect, protect and fulfil the normative content of the right to education. Failure to monitor the results of education may also constitute violations of the right to education, as states are obliged to establish and maintain a transparent and effective system that monitors whether or not education is, in fact,

directed to the educational objectives set out in the ICESCR (Committee on Economic, Social and Cultural Rights, 1999).

Corruption can violate the right to education directly when bribery interrupts the admission to educational institutions. It can also violate the right indirectly through exhausting revenues that are supposed to be used for ensuring universal and quality education, thus leading to the failure to fulfil the education objectives and the 4As of education.

Corruption can happen at any level in an education system- from individual teachers to educational officials and from schools to ministries of education. Some actions may affect the right to education for an individual immediately. For example, teachers could request pocket money in exchange for favorable grades or the dean of an educational institution could abuse the funds for teacher materials and school facilities. Whereas, corruption of an education system can jeopardize the right to education insidiously and on a larger scale.

One profound damage of corruption in education systems is forming a culture of dishonesty among young people who should instead be accountable for their behavior in their communities and for the sustainable development of their societies. Many of them may become state actors in ensuring the right to education, or main actors in education systems, and it will be our failure in the objectives of education if they continue this vicious circle.
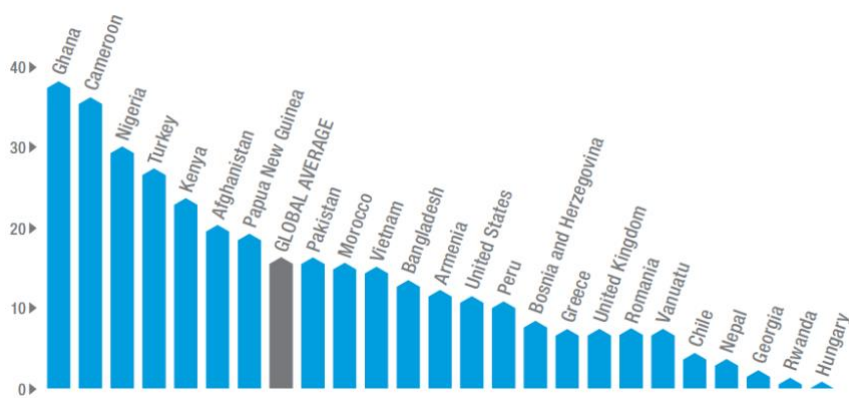
Education for anti-corruption

Unmistakably, countries should immediately reform or clean up their education sectors and strengthen transparency and accountability of their education system starting from policy formulation and implementation. It is commensurately imperative to cultivate or reinforce a culture of integrity, entrench

Percentage of people who paid a bribe in education

Source: 'Global Corruption Barometer 2013', Transparency International.

the concept and value of human rights, justice, transparency and accountability among educators, school leaders, teachers, students and parents. School is the first institution that most children and youth encounter, and provides a primary context for their development. Teachers have a critical role to play in shaping young people's values, attitudes and practices. Schools and teachers are responsible for creating an honest environment for students, providing guidance on solving ethnic dilemmas and captivating students' critical thinking skills and a quality of integrity as preparation for responsible adults.

UNESCO-IICBA fundamentally believes that governments, educational institutions and teachers should strive to achieve the right to education for all, including fulfilling the objectives of education. IICBA addresses education policies and teaching pedagogies directed to the full development of the human personality and the sense of human dignity, and to promote understanding, tolerance and friendship in order to reinforce a culture of peace. To sustain the outcomes of implementing education agendas and to fulfill the right to education progressively, IICBA also tackles corruption issues through its peace education projects and is developing a Teacher's Guide on Anti-Corruption in Africa.

This Teacher's Guide on Anti-corruption will help teachers and other education professionals who are willing to combat corruption in and through education to gain more knowledge about the concept and approaches to integrating anti-corruption education into the main curricular and extra-curricular activities. It hopes to contribute to the wholesome development of children and youth in Africa, reinforce the value of honesty and integrity, enhance a sense of social responsibility, and eventually foster a culture of integrity and rejection of corruption.

By: Jingxin Bao

Want Quality Education? Create an Education System that Supports Teachers and Fosters Quality Teaching

"We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems"

– Education 2030 Incheon Declaration (2015)

Teachers are, and have always been, an invaluable part of any education system. With the global pursuit of Sustainable Development Goal 4 and the shift in focus to quality education, instead of access to education, teachers have come to the forefront of the international conversation on learning. This is with good reason; teachers play a prominent role in the formal education of children and having qualified and motivated teachers is an essential part of the road to quality education for all. While ensuring that teachers are entering the classroom with the necessary qualifications is important, it is also crucial to ensure that teachers are working within a well-functioning education system that supports them.

Teachers cannot succeed in a flawed system and expecting them to deliver certain learning outcomes in such a system is impractical. If we truly believe teachers are the answer to quality education, then the systems they are expected to work in need to be looked at and reformed holistically to provide support and create conditions where they can excel as educators. A few examples of where education systems need to be systematically reformed to provide teachers the circumstances to be successful are in the curriculum teachers are expected to teach, pedagogy they are expected to use and the assessments they are expected to prepare their students for.

Curriculum

While providing effective pre-service and in-service training for teachers is essential to a functioning education system, supporting teachers goes beyond teacher training; expectations put on teachers for delivery of curriculum needs to be critically looked at. Ebele Maduewesi explains in "Emergent curriculum issues: how are the teachers coping?"

(2011) that it is a common problem in the African context, that required curriculum is often overloaded with content and is focused on irrelevant knowledge and skills (in *Strategies for Introducing New Curricula in West Africa*, 2003, pp. 27-31). Curriculum that is burdened with too much content and poorly designed, is not only an obstacle for the learner, but also the teacher. Often, teachers are expected to effectively deliver knowledge when the main tool they have been given, the curriculum, is inadequate.

Pedagogy

Pedagogy expected in classrooms can be problematic for teachers. Frances Vacrus, Matthew Thomas and Lesley Bartlett explain in *Ensuring quality by attending to inquiry: Learner-centered pedagogy in sub-Saharan Africa* (2011) that over the last twenty years, Africa has seen a wide spread of learner-centered pedagogy (LCP). While there are definite strengths to LCP, similar problems to implementation of the pedagogy can be seen across African contexts: class sizes are too large to implement, limited resources for hands on learning that LCP requires, language of instruction creates obstacles to creating dialogue that LCP encourages and lack of alignment between learner-centered methodology and the content teachers are expected to teach and national assessments. Teachers in many contexts are expected to create learner-centered classrooms to produce children who can critically think and move away from current low achievement trends. However, the current education systems they are working in do not support them to do so.

Assessments

Many African countries have prominent examination cultures. Learning outcomes are often measured by

national assessments given to students at regular intervals of their education. There is insurmountable pressure put on teachers to deliver students who perform well on these national exams. However, it's been seen in various contexts that national exams do not align with the mandated curriculum or with LCP (World Bank Working Paper No. 128, *Curricula, Examinations, and Assessment in Secondary Education in Sub-Saharan Africa*, 2008). Teachers are being asked to prepare students for national assessments and yet the curriculum they are required to teach and the pedagogy they are being asked to used do not create circumstances for them to do so.

It may be thought that quality education starts with teachers, but it does not end there. Curriculum, pedagogy and assessment are just the beginning of a long list of issues that need to be addressed to create space and opportunity for teachers to deliver the quality of education expected of them. Teachers have an incredible amount of power to transform education, but the expectation for them to do so, without an effective education system to support them, is a burden teachers do not deserve.

By: Raquel Araya

eLearning and the Right to Education

Improving education systems in Africa and other developing countries had until recently been overshadowed by programs focusing on national economic and infrastructure development. Currently, the modernization of education systems to produce a workforce capable of leading countries into globalized, knowledge-based economies has become a key goal. Consequently, new policies and projects have begun to introduce information and communications technologies (ICTs), known collectively as electronic or e-learning, into schools and colleges. E-learning is the use of technology (electronic media) to enable people to learn anywhere and anytime. It is not just adding audio to presentations and uploading them on an LMS. Rather it requires sound knowledge and practice in instructional design (ID).

The right to education has been treated as a human right and is accepted by many international conventions. The basic idea is to recognize and implement a right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all as well as an obligation to develop equitable access to higher education.

Achieving such a right requires significant investment by governments and development partners. For instance, close to 69 million new teachers are needed to provide quality universal primary and secondary education by 2030 (SDG). Sub-Saharan Africa faces the largest teacher gap: it will need a total of 17 million primary and secondary teachers by 2030.

Traditional approaches to content development and delivery are very costly and lack contextualized content. The key question is how e-learning approaches can help address these challenges and provide students a leap forward in their school learning and in their future employment opportunities. It is for these reasons that e-learning becomes a complementary approach to addressing the right to education.

It is, however, necessary to recognize that not all people can benefit equally from e-learning programs. For some students, e-learning is engaging and motivational. These students are successful because the e-learning format suits their preferred learning style and offers many challenges and rewards. In general, students who can work well independently, who are comfortable navigating the internet, and who are organized and manage their time well can benefit the most from e-learning programs.

In conclusion, investment in e-learning is not an alternative to investment in education generally; the two should be seen as complementary. Implementing a comprehensive e-learning program would mean changes to the curriculum, infrastructure, teacher professional development, textbooks and exams.

By: Temechegn Engida

News and Events

July to September 2018

The Japan Study Tour 2018

The Japan Study Tour, co-organized by UNESCO-IICBA and the Center for the Study of International Cooperation in Education at Hiroshima University, was held from 25 July – 8 August 2018 in Tokyo and Hiroshima, Japan for 21 teacher trainers and technical staff of Ministries of Education from Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Mauritania, Niger, Nigeria and Senegal along with Ethiopia who was invited to attend. The tour is part of the "Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in the Sahel and Surrounding Countries through Teacher Development" project, supported by the Government of Japan.

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Above: Visit to the Japanese Ministry of Foreign Affairs for a meeting with H.E. Manabu Miyagawa, Manabu, Assistant Minister, Director General for cultural affairs and H.E. Prof. Sarah Anyang Agbor, Human Resources, Science and Technology Commissioner, African Union Commission, pictured in the middle

Left: Participants at the Hiroshima Peace Memorial (Genbaku Dome)

Below: Participants met with Japanese Parliament Members

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ICT-Policy Workshop for Ethiopia

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From the 24 – 26 September 2018, the Ministry of Education of Ethiopia, UNESCO Headquarters, UNESCO-IICBA and UNESCO Liaison Office in Addis Ababa launched a policy workshop on developing a national information and communications technology (ICT) in education policy and master plan for Ethiopia, with financial support of WeiDong Cloud Education Group in Addis Ababa, Ethiopia. National participants of the workshop were ICT specialists from different universities in Ethiopia, the Federal TVET Agency, the Ministry of Education and the Oromia Education Bureau. The main objectives of the workshop were to develop the national ICT in education policy and master plan by incorporating open educational resources, enhancing the capacity of the Government and planning next steps through to completion, which include a wider consultation, finalization, adoption and launch. Dr. Temechegn Engida, UNESCO-IICBA Program Officer, and Ms. Annika Weigele, UNESCO-IICBA Intern, attended the workshop on behalf of IICBA.

Welcoming speeches were given by Mr. Teshome Lemma, the State Minister for Educational Training and Strategies of the Ministry of Education in Ethiopia, Dr. Yumiko Yokozeki, Director of UNESCO-IICBA, and Dr. Fengchun Miao, Chief of the Unit for ICT in Education from UNESCO Headquarters. Dr. Engida gave a presentation on establishing and enabling the policy environment, while Mr. Dai Shen, Senior Vice President of the WeiDong Cloud Education Group, presented on the promotion of smart education for Sustainable Development Goal 4 through partnership building.

The participants worked in groups to develop draft policy documents for the three different sectors: General Education, Higher Education and Technical and Vocational Training. On the last day of the workshop, the draft documents were presented by each group. It was then decided that these documents will be further refined separately and then synthesized into one policy document through various consultative workshops that will take place in the coming months and will become the new ICT in Education Policy in Ethiopia.

Launch of the Continental Education Strategy for Africa Early Childhood Education and Development Cluster

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The Continental Education Strategy for Africa (CESA) Early Childhood Education and Development (ECED) Cluster was officially launched on the 3rd and 4th of September 2018 at a workshop in Addis Ababa, Ethiopia organized by the African Union Commission and African Early Childhood Network with the support of UNICEF and UNESCO-IICBA. Dr. Binyam Sisay, Program Officer and focal point for early childhood care and education programs, represented IICBA at the launch.

Member States, Regional Economic Communities and other key stakeholders came together to review draft terms of reference, map ongoing ECED activities and discuss the Cluster roadmap. In addition, partners presented on their ongoing programs and activities in the area of ECED, and Member States described their respective status of ECED. In the end, the work plan, terms of reference and organizational structure were validated.

Supporting Teacher Policy in Burundi

Mr. Omar Diop, Senior Program Specialist, and Dr. Binyam Sisay, Program Officer, were in Bujumbura, Burundi from 9 – 13 July 2018 supporting ongoing development and preparation efforts of a teacher policy. The first two days consisted of meetings with H.E. Dr. Gaspard Banyankimbona, Minister of Higher Education and Scientific Research, various in-country partners and H.E. Dr. Janvière Ndirahisha, Minister of Education, Technical and Professional Training. The final three days consisted of the induction workshop with the national technical team of Burundi, responsible for the development of the teacher policy. Participants included teachers, teacher educators, teacher association representatives, academics and experts and directors of ministries. Mr. Diop led the workshop sessions on prioritizing the issues to be address in the policy document shaping policy domains.

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Early Childhood Education Global Seminar

IICBA was represented by Dr. Binyam Sisay, Program Officer, at a two-day global seminar organized by Education International (EI) on early childhood education (ECE) under the theme 'Towards Quality Early Childhood Education for All' in Nairobi, Kenya on the 24 and 25 September 2018. During the seminar participants discussed and provided contributions to the draft global framework of professional teaching standards of ECE personnel that is being prepared by EI. A regional network for teacher unions in Africa was launched to promote and develop the capacity of ECE teaching personnel in Africa.

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Professor Fan Lecture at IICBA

Professor Hong Fan, Director of the Global Communication Office in Tsinghua University, Beijing, China, was a visiting scholar in UNESCO-IICBA for her field study in relation to education and cultural heritage in Africa. On 14 August 2018, she provided a special lecture on "How Teachers Use E-Learning in China". Staff from UNESCO-IICBA and UNESCO Addis Ababa Liaison Office were in attendance. The lecture began with an introduction of China's fundamental education policy, emphasized four trends of e-learning in China and concluded with an overview of the most recent national policy on the recruitment of retired teachers to improve teacher training and teaching in poverty areas.

Regional Capacity Building Workshop on Alignment between Curriculum, Teacher Training and Learning Assessments

Dr. Binyam Sisay, Program Officer and Ms. Jingxin Bao, Consultant, represented IICBA at a regional capacity-building workshop on alignment between curriculum, teacher training and learning assessments from 25th to 27th July 2018. Co-organized by UNESCO (Headquarters, UNESCO Dakar and UNESCO Dar es Salaam Office), Global Partnership for Education, Teaching and Learning – Educators' Network for Transformation (TALENT), and Open University of Tanzania, the workshop aimed to strengthen the alignment among the three sectors to achieve better learning outcomes. Heads of curriculum, teacher training and learning assessment from 16 African countries participated.

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

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

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