



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

THE UNESCO IICBA Newsletter

July – September 2019

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From the Director

We decided that the theme of this newsletter should emulate the 2019 World Teacher's Day theme of "Young Teachers: The Future of the Profession." Many of us were teachers once, and moved onto other professions, often related to teaching. Teaching is a profession from where we learn a lot.

I was a teacher in Kenya and Zimbabwe soon after I finished my university education. I was a trained and certified teacher, but it was a continuous learning process for me. It took me hours to prepare my lesson plans and experiments (I taught mathematics and general science). In the classroom, I sometimes felt so nervous and lonely despite sufficient preparation, but when students understood the difficult topics or asked good questions, I was over the moon. I realized that what keeps the teacher going is this "joy of teaching".

As a young teacher, I was helped by other veteran teachers in the school. They did not mind lending me their lesson notes for me to learn from (and sometimes copy!) and gave me tips for teaching and classroom management. In the Catholic mission school in rural Zimbabwe in 1982, teachers were motivated and hard working. Teachers taught each other and shared good ideas. We did not know the words "mentoring and coaching" but young teachers were well mentored and coached.

Teaching should be a lifelong profession. Once a teacher, we are always teachers. Teachers should promote lifelong learning and practice it themselves. Mentoring of young teachers is important as it makes or breaks the professionalism of teachers. It is not easy to start any profession, but teaching is one of the most difficult with lots of responsibilities. We must make sure that young teachers start their professional life well supported, mentored and coached.

Dr. Yumiko Yokozeki



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We love meeting organizations and people who, like us, believe that having access to a quality education is critical to developing the knowledge and skills necessary to thrive!

IICBA was visited on 24 September 2019 by representatives of SolarSPELL, from Arizona State University, a device that enables access to a digital library in places without internet and electricity.

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From 30 July to 9 August 2019, IICBA co-organized the Japan Study Tour with the Center for the Study of International Cooperation in Education at Hiroshima University, with financial support from the Government of Japan. This is the third year that IICBA has sent African educators to Japan. Learn more about the Study Tour and peacebuilding project on page 6.

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

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



International Institute
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in Africa

Artificial Intelligence and Young Teachers

"Artificial intelligence can be a tremendous opportunity to accelerate the achievement of sustainable development objectives. But any technological revolution leads to new imbalances that we must try to anticipate."

Audrey Azoulay, Director-General of UNESCO

The fourth industrial revolution with artificial intelligence (AI) improved productivity in several sectors, such as trade, finance, industry, agriculture, etc. A definition from Oxford Reference (2018) states that AI is about "... computer systems able to perform tasks normally requiring human intelligence..." This branch of information and communications technology (ICT) that is AI presents enormous opportunities in terms of improving education. Furthermore, those new technologies are easily captured by young teachers and by youth in general. This is certainly one of the reasons why UNESCO's new education strategy strongly recommends exploring the opportunities presented by AI for improving education, while taking into account the risks and ethical issues involved.

ICTs to improve education

UNESCO has implemented for many years several projects to integrate ICTs for the improvement of education, in particular for the improvement of the teaching and learning process. ICT solutions that support education should support mechanisms that shift the role of teachers towards coordinating and supervising the teaching and learning process. They should also promote learner empowerment, peer-to-peer training, and the development of social networks for teaching and learning. AI can, in this case, make it possible to develop virtual tutors to assist teachers in their tasks of tutoring or supporting learners in training, distance learning courses and/or, more specifically, in massive online open classes.

Virtual tutor in distance learning

A virtual tutor is an AI computer program used in an online training or course to assist

teachers in the functions of tutoring by supporting learners in the learning process. The learners can ask questions to and interact with the virtual tutor in real time in the online training/course. The virtual tutor can sometimes give the impression of being more "intelligent" than the teacher, as they are able to learn and grow beyond their original programming thanks to the large volume, diversity and variety of data it collects and analyzes. A virtual tutor can automatically classify learners according to their profiles and/or behaviors in the online training/course and then recommend resources or learning paths to learners based on the classification. This automatic classification of learners also allows the teacher to have a better understanding of the learners. The teacher can make recommendations or take other targeted actions according to the learners' classification.

This now places the teacher in the position of facilitator, accompanist and better pedagogical coordinator, handing over all routine and automatable tasks to a virtual tutor. Thus, most of the tasks concerning the answers to learners' questions, the administration of evaluations, the analysis of evaluation results, and many other tasks in the online teaching-learning process will be managed with great effectiveness by virtual tutors.

The virtual tutor will refer to the teacher questions and other complex or not yet listed tasks it does not understand or has not been directed to analyze. When the teacher provides an answer, it will enrich the virtual tutor's knowledge base and as a computer program, it will not ask the same question twice, i.e. the virtual tutor "learns" and becomes "more intelligent."

Rethinking the teaching profession and qualifications

In the approach, the teacher coordinates the pedagogical activities (managed by the virtual tutors) and ensures the configuration and administration of the virtual tutors. The teaching profession will then require skills in designing relevant content and pedagogical scenarios, and skills in coordinating and supervising virtual tutors. Young teachers may be more comfortable with such an approach if they are more familiar with new technologies, such as smartphones and laptops, as opposed to older teachers who may not be as familiar with new tech.

This approach requires reshaping the teaching profession and the qualification of teachers for the expectations of the 21st century. For example, 21st century skills, transversal skills, or soft skills, are necessary skills to live and work today. They include a wide range of values, attitudes, skills and behaviors, such as critical thinking, cross-cultural communication, collaboration, and creativity. The importance of these skills lies in the fact that in all types of jobs, whether in politics, leadership, education or commerce, we must be resourceful, persistent, enterprising, tolerant and peaceful.

While virtual tutors can handle much of the teaching and learning process in terms of

cognitive skills (more or less automated), 21st century skills require ingenuity, flexibility, adaptability and critical thinking specific to the human brain to teach them.

Risk management and ethical issues

The configuration and administration of virtual tutors requires training and special attention from the teacher to ensure that it provides its expected support. A configuration error could have serious consequences on the teaching and learning process. It is also essential to frame the decisions and priorities that can be given to the AI algorithms used.

Conclusion

AI presents opportunities for the improvement of education in the teaching and learning process. If virtual tutors are well managed they can significantly support young teachers who are better able to use technology, revolutionize the teaching profession and foster the development of a framework for the development of cognitive and 21st century skills. This will help develop citizens who are better able to live, work and thrive in the 21st century, and will promote a more peaceful, prosperous and sustainable world.

By: José Edmond Meku Fotso

Reflections of the UNESCO-China Funds-in-Trust Project on Enhancing Teacher Education

“...Ensuring that those [students] who are enrolled acquire relevant competencies and knowledge at the end of basic education...will entail giving, first and foremost, attention to the teaching force, its training, deployment, professional development as well as working and living conditions.”

Continental Education Strategy for Africa 2016–2025, p. 15

On a day to day basis, information and communications technology (ICT) is rapidly shaping personal, social and professional development of both teachers and students. One would have not

fully conceived the challenges and opportunities of education and learning in the 21st century without manipulating the potential of ICT, at least with a certain level of proficiency. The complexity of

competences needed by students to live and work in the 21st century and the ever-rising expectations of parents from the school system to provide their children with the best of these competences necessitate education systems to think of innovations and technology in preparing teachers and provision of education.

Using ICT in teacher development has continually improved the quality of programme delivery by teacher training institutions (TTIs). It is an evolving trend that teacher development programmes worldwide embark on fostering planned curricula to equip young teachers with ICT competencies to evaluate and apply ICT in teaching and learning, professional development and networking.

One of the focuses of the UNESCO-China Funds-In-Trust (CFIT) project on *'Enhancing Teacher Education for Bridging the Education Quality Gap'*, implemented in 10 African countries in 2014, was facilitating the productive use of ICT for teacher training and classroom teaching purposes. IICBA

supported the implementation of the CFIT project in Ethiopia from 2014 to 2019, partnering with the Ministry of Education, Regional Educational Bureaus and two beneficiary TTIs, namely Hawassa College of Teacher Education and Bahir Dar University, and also released high level technical support in monitoring and evaluation cycles of the project. The project supported procurement and installation of computer labs and smart classrooms for the beneficiary TTIs. The project also brought TTIs together with ten cluster school resource centers through a video conferencing facility to support the provision of a continuous professional development programme for in-service teachers.

The provision of the facilities has impacted young teachers' and teacher educators' access to internet and computers to practice learning through ICT and empower themselves as autonomous learners. The project has deliberately incorporated and promoted the application of ICT through courses in preparation of the young teachers. Teachers in schools also had the opportunity to practice their skills through training programmes planned and implemented in the partner TTIs. CFIT also developed and piloted a Moodle platform in Bahir Dar University to train pre- and in-service teachers.

The platform currently hosts 15 courses and supported the training of over 450 pre- and in-service teachers. In effect, the project was able to witness the improvement of teacher educators and student teachers' interest and practice to use ICT in daily teaching and learning as measured by frequency of use of ICT resources and facilities.

The programme was implemented together with continuous professional development training for teacher educators. IICBA's training programmes were focused on advancing the skills of teacher educators to use ICTs as pedagogic and self-professional development tools. Of such training programmes was the skills training on the use of ICT for instructional designs, delivery and



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assessments. IICBA believes that the programme provided teacher educators with unlimited opportunity to explore resources through cloud computing and offline tools, develop and implement improved teaching and learning strategies, and use ICT for professional networking. It was also believed that the

programme would have improved the quality of induction and transfer of skills for younger teachers during training.

In conclusion, the CFIT project was successful in conducting lessons and best practices on integrating ICT in teacher training and teaching and learning activities. This was achieved by high level technical inputs IICBA was able to release during implementation of the project. IICBA has a cumulation of tools and expertise in this area and is always ready to provide support to Member States in Africa. IICBA has also participated and provided technical backstopping support to Uganda, Liberia and the Congo in reviewing ICT policies and training manuals and also in provision of capacity building training for teacher educators.

Currently, IICBA is assuring the quality of CFIT resources collected from all CFIT countries. The resources will be available on sharing platforms when finalized. IICBA will continue its work towards expanding opportunities to young teachers to access ICT resources and training through enhancing its partnerships with governments, education institutions and teachers' professional associations.

By: Solomon Andargie

Ways for Peace: What We Have Done and What We Have to Do

“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.”

UNESCO, 1945

According to Guardian (2019), the United Kingdom is expected to leave the European Union on 31 October 2019. The Pentagon recently approved \$3.6 billion to build a border wall between the United States and Mexico (BBC, 2019). Since Jong-Un Kim came into power, the number of nuclear missile tests is larger than ever in North Korea (Aljazeera, 2017). There is numerous evidence to show that the world is becoming more nationalistic and less altruistic as time goes by. In this situation, what is the role of education?

We need to admit that education can either promote or hamper peace. When quality education is guaranteed, one can be equipped with life skills, critical thinking and communication skills and other necessary skills and knowledge that can lead to affluent lives and harmonious society. However, there are also grey areas where education systems do not function properly. For example, with poor facilities, children can encounter physical danger. The Guardian (2019) recently reported that over 300 captives were found in chains and rescued in an Islamic school in Nigeria. Many might have heard of Malala Yousafzai's story that she was shot on her way home from school because the local Taliban bans girls' education. Inappropriate curriculum can be a detriment to peace as well. Even though South Korea is ranked as one of the top countries in the Programme for International Student Assessment, known as PISA, many textbooks still describe girls and boys in biased ways, i.e. girls are wearing pink dresses while boys are wearing blue pants; women are usually housewives, teachers and nurses whilst men are judges, doctors and lawyers; and girls tend to play with dolls while boys play with robots (OECD, 2015). Tejendra (2019) adds a voice that (formal) education can be used as a means to bring up “good” citizens and/or maintain the political and social status of prevailing groups. Quality of teachers is another issue. According to the American Association of University Women (2001, p. 22), 38 percent of the participants between Grades 8-11 in the United States reported that they

had experienced sexual harassment by teachers or school employees.

Still, there are several ways to overcome these weaknesses, such as through curriculum reform and teacher quality improvement. As mentioned above, the curriculum can directly and indirectly have an impact when children form their own ideas on peace through it. For example, we can ameliorate the content and allow more diversity when it comes to instruction language. To do so, we need to work with a variety of stakeholders, including policy-makers, curriculum designers, Ministry of Education officers, teachers, academics and even representatives of different ethnicities and races. In addition, improvement in teacher quality cannot be ignored. Even if we have great curriculum, children could end up with biases and misinformation if teachers are not well trained on the improved curriculum and/or teach biased opinions and do not advocate peace. Through better pre- and in-service trainings, we can guarantee the education and advocacy of peace.

UNESCO IICBA has been promoting peace education for several years. In 2017, supported by the Government of Japan, IICBA launched a “Teacher Training and Development for Peacebuilding” project in the Horn of Africa. This was expanded to the Sahel region in 2018 and in 2019, to include both regions for sharing and scaling up best practices. More than 6,500 teacher educators and teachers have been trained on a transformative pedagogy for peacebuilding guide thus far.

As part of the project, the Institute co-organized a Japan Study Tour from 30 July to 9 August 2019 with the Center for the Study of International Cooperation in Education at Hiroshima University, with financial support of the Government of Japan. The tour brought together university instructors of teacher education from 12 African countries along with representatives from IICBA, UNESCO Regional Office for Eastern Africa, UNESCO Dakar, UN

Environment in Ethiopia, Organisation internationale de la Francophonie (OIF), UNICEF Liaison Office to the African Union and Economic Commission for Africa, and Timbuktu Institute to Japan to learn about peacebuilding and preventing violent extremism.

The Study Tour agenda included visits to the Nagasaki Atomic Bomb Museum, Hiroshima Prefectural Government, Japanese International Cooperation Agency (JICA), and Ministry of Education, Culture, Sports, Science and Technology (MEXT) Museum. The Jogakuin Junior and Senior High School was also visited. Several lectures and presentations at UNITAR and Hiroshima University were also given. Participants also visited the Hiroshima Peace Memorial Museum and had

meetings with high-level government officials (parliament members) and MEXT representatives.

Hiroshima has been holding the Hiroshima Peace Memorial Ceremony since 1947 and the participants joined the ceremony to acknowledge the importance of peace as well as pay tribute to the victims of the atomic bomb on 6 August.

IICBA believes that through these projects and publications, curricula can be improved and learners, teachers and stakeholders, including scholars and educational officers, can grasp peace better and work to promote it. Hence, IICBA will continue supporting peace through education.

By: Jihye Kim



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Pictured left and below: Participants during the 30 July to 9 August 2019 Japan Study Tour, co-organized by IICBA and the Center for the Study of International Cooperation in Education at Hiroshima University, with financial support from the Government of Japan.

Below, participants are pictured in front of the Hiroshima Peace Memorial (Genbaku Dome) in Hiroshima, Japan and to the left they are pictured with the Gold Peace Statue outside the Atomic Bomb Museum in Nagasaki, Japan.



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Thank you, Dr. Beatrice Khamati Njenga

Saying thank you and goodbye to a dear friend, partner, advocate and IICBA Board Member as she retires from the African Union

Dr. Beatrice Khamati Njenga, Head of Education in the Human Resources, Science and Technology (HRST) Department of the African Union Commission (AUC), has long been a face of education development in Africa. Head of the education section since 2005, Dr. Njenga has made numerous achievements at the AUC. She managed the final evaluation of the first Decade of Education for Africa, and the conceptualization and development of the Second Decade of Education strategic plan and brought about the Continental Education Strategy for Africa (CESA) 2016–2025 under her leadership. She established the CESA Cluster mechanism, which has strengthened partnership and improved coordination among education development stakeholders on the continent. Dr. Njenga has represented the AUC competently in numerous regional and global meetings and conferences, including UNESCO General Conferences. She has been a respected colleague and familiar face for all education colleagues in Africa.

Dr. Njenga was born and raised in the beautiful and green Kakamega, Western Province of Kenya. She studied education, physics and chemistry at Kenyatta University College, where there were only three women in her Physics class. She pursued her Ph.D. in environmental science at Salford University in the UK. She also has teaching experience at both the high school and university levels, in addition to numerous assignments with civil society before joining the African Union.

Dr. Njenga has been a board member of IICBA and a great friend to us. We have been wondering how she manages her busy travel schedule and shall miss her but hope she will come to visit us from time to time. We wish her the best, restful and somewhat active retirement in Kenya with her family.

By: Yumiko Yokozeki



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News and Events

July to September 2019

Promoting Best Practices in Teacher Policy Development and Implementation for sub-Saharan Africa at NTI Regional Workshop



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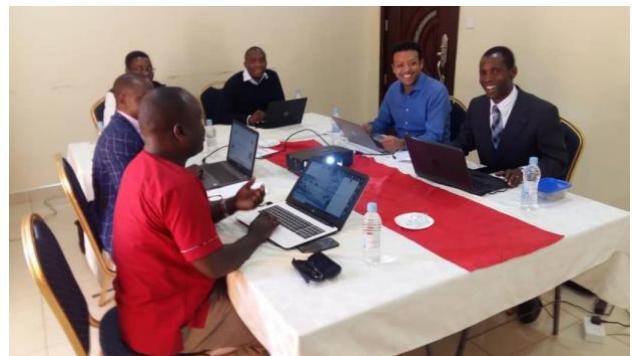
From 24 to 26 September 2019, UNESCO, in close collaboration with IICBA, the International Institute for Educational Planning (IIEP), and the International Task Force on Teachers for Education 2030 (TTF), organized a regional workshop in Dakar, Senegal to strengthen capacities in the area of teacher policy development and implementation in the four countries participating in the Norwegian Teacher Initiative (NTI). IICBA was represented by Mr. Saliou Sall, Senior Project Coordinator, and Mr. José Edmond Meku Fotso, UNESCO IICBA Desk in UNESCO Dakar Office.

The workshop gathered Ministry of Education and teacher union representatives from the four NTI countries: Burkina Faso, Ghana, Malawi and Uganda. Representatives of the international NTI partners, namely UNICEF, UNHCR, ILO and Education International, and of the respective Local Education Groups, also joined the workshop to provide insights on sector-wide planning mechanisms and to discuss how to strengthen synergies with NTI at country level.

Participants learned about the various dimensions that make up a comprehensive teacher policy based on TTF's Teacher Policy Development Guide. They also discussed the processes and conditions for successful policy development and implementation. All agreed that a vital condition for a sustainable teacher policy is upfront broad stakeholder involvement and political leadership to rally stakeholders and create a shared vision.

Providing Technical Support for Malawi's Teacher Policy Development

On the 30 and 31 July 2019, Dr. Binyam Sisay, IICBA Programme Officer, provided technical support to a group of experts who are preparing to conduct a baseline study that will inform Malawi's teacher policy development, which is currently being supported by UNESCO and the NTI Project. Other participants of the meeting included experts from the Directorate of Teacher Education and Development in Malawi's Ministry of Education, Science and Technology, University of Malawi, College of Teacher Education and UNESCO. Dr. Binyam shared IICBA's "Teaching Policies and Learning Outcomes in sub-Saharan Africa: Issues and Options" guideline and holistic policy formulation process.



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Interfaith Dialogue on Violent Extremism

From 18 to 20 September 2019, IICBA participated in the 3rd Intercontinental Youth Forum on Interfaith Dialogue on Violent Extremism (IDOVE) organized at the African Union Commission. IDOVE is an initiative of the African Union Citizens and Diaspora Directorate and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (German Development Agency) that promotes and amplifies youth engagement in the prevention of violent extremism while drawing on the soft power of religion to foster inter and intra faith dialogue. The forum focused on addressing the challenge of rehabilitating and reintegrating foreign fighters and other returnees in the context of preventing violent extremism. IICBA was represented by Mr. Uju Okwaraogoma, Consultant for IICBA, at the event.

Comoros Workshop



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From 2 to 3 July 2019, IICBA organized a consultation workshop with the University of Comoros on its master's program on climate change and disaster risk reduction in Moroni, Comoros. This is the first activity of the 30-month project "Strengthening Comoros' Resilience Against Climate Change and Variability Related Disaster through Education" in collaboration with the United National Development Programme (UNDP) in Comoros.

The workshop outlined the next steps in the project, which include a review of the master's program and development of a strategy and quality assurance framework. Following the workshop, the IICBA team visited the UNDP Residence Representative in Comoros, Minister of Education of Comoros, the President of the University of Comoros, and held a briefing meeting with colleagues from the Comoros National Commission for UNESCO.

In addition to supporting the design and implementation of the master's program of the University of Comoros, this project will also work with the Ministry of Education and other sectors on mainstreaming climate change and disaster risk reduction into policy and capacity building for primary schools in response to climate change and disaster risk reduction. This project was launched in May 2019.

Play and Resilience Dissemination Seminar

From 10 to 11 July 2019, IICBA organized a dissemination seminar for the "Play and Resilience: A China-Africa Collaboration Project for Building a Peaceful and Sustainable Future", which is approaching its end, in Addis Ababa, Ethiopia. The seminar was attended by 18 participants, including a representative from the Victoria Charitable Trust Fund (VCTF); two participants from each of project member country, namely South Africa, Nigeria and Zimbabwe; colleagues from IICBA and UNESCO regional offices; and participants from the Ministry of Education in Ethiopia, UNICEF Ethiopia, and Addis Ababa University. Participants discussed the successes and challenges of implementation, scalability and sustainability of some of the project activities, and the way forward.

Co-implemented in 2017 with the World Organization for Early Childhood Education (OMEP), with the financial support of VCTF, the project aims to build resilience in at-risk children through play-based strategies.

During the seminar, the Play and Resilience toolkit was launched, which includes a policy brief, a manual for teachers, practitioners and early childhood care and education experts; a manual for parents and community member; and miscellaneous resources. The content of the toolkit was designed for the general context in Africa, but it is also open to contextualization to specific local communities. It received positive feedbacks from audiences.

After launching of the toolkit, Dr. Binyam Sisay, IICBA Program Officer presented a Summary Report of the project, including its objectives, activities, and lessons learnt. Thereafter, a team from South Africa presented their achievements and challenges from the project.

Check out the full-length report on the seminar at <http://bit.ly/PRDisseminationSeminar>.



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TALENT Workshop to Improve Learning through Learning Assessments



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From the 2 to 4 July 2019, IICBA co-organized the Regional Capacity Development Workshop on Classroom-based Assessments in Addis Ababa, Ethiopia with the Teaching and Learning Educators' Network for Transformation (TALENT). The workshop, with the financing of the Global Partnership for Education, brought together national teams from 15 African countries, namely Cameroon, Chad, Côte d'Ivoire, Ethiopia, Gambia, Ghana, Kenya, Malawi, Mali, Nigeria, Senegal, Sierra Leone, South Sudan, Tanzania, and Togo, and international experts and representatives from UNESCO, the International Institute for Educational Planning (IIEP), IICBA, the UNESCO Office in Beirut, UNICEF Ethiopia, UNICEF Tanzania, Brookings Institution and the Australian Council for Education Research (ACER).

The main objectives of the workshop were to develop a clear and shared understanding of formative assessment and other related concepts; identify key elements to develop supportive tools for an efficient use of classroom-based formative assessments; and be connected to a network of peers from other countries and international experts. Multiple international experts and country representatives gave presentations sharing their experiences and best practices. Dr. Temechegn Engida, IICBA Programme Officer, presented on how to harness ICT in continuously assessing learning and providing feedback to students.

Country teams will now go back home and work to implement the ideas they constructed so as to improve learning through learning assessments.

IICBA Participates in a Panel Discussion on Preventing Violent Extremism through Education

On 10 July 2019, UNESCO and UNHCR organized an interactive panel discussion on Preventing Violent Extremism through Education. The event, which brought together participants from governments, civil society organizations, youth groups, refugees, donor agencies, academics, UN entities and the media, took place on the sidelines of the United Nations African Regional High-Level Conference on Countering Terrorism and Preventing Violent Extremism, hosted by the Government of Kenya. Dr. Yumiko Yokozeki, Director of IICBA, represented the Institute at the event and was on the panel.

In line with the main theme of the conference, the UNESCO-UNHCR side event explored the specific role that education plays in preventing and countering violent extremism, with various speakers analyzing the challenges and opportunities that education presents, and sharing best practices from across the African continent, in dealing with this global threat.



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Dr. Yokozeki presented IICBA's work in building the capacity of teachers across the continent, to incorporate various pedagogical methods into their teaching approaches conducive to confronting the challenges of violent extremism. She provided specific examples of work done in both the Horn of Africa and the Sahel, two regions that continue to face serious challenges of violent extremism.

CapED Training in Paris

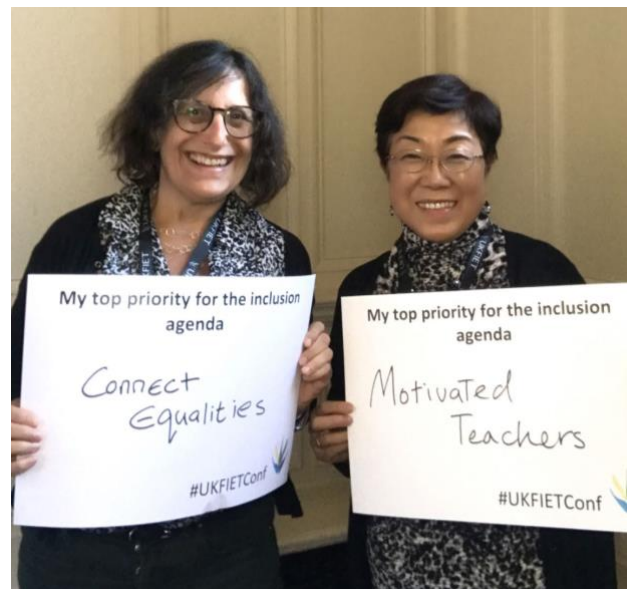
From 17 to 20 September 2019, UNESCO staff from the Capacity Development for Education (CapED) programme, including IICBA, attended a training on Strategic Planning in Education in the Era of the Sustainable Development Goals: Deepening Knowledge and Strengthening Skills at the UNESCO International Institute for Education Planning (IIEP) in Paris, France. Dr. Victoria Kisaakye, IICBA Senior Project Coordinator, attended on behalf of IICBA. IICBA supports CapED countries in Africa through technical backstopping on the development of teacher policies and strengthening teacher capacity.



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UKFIET Conference

From 17 to 19 September 2019, Dr. Yumiko Yokozeki, Director of IICBA, attended the Education and Development Forum UKFIET Conference held in Oxford, UK. This year's theme was on "Inclusive Education Systems: future, fallacies and finance". Dr. Yokozeki is pictured to the right with Professor Elaine Unterhalter of the Centre for Education and International Development at University College London Institute of Education.



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New Publications

Play and Resilience Toolkit: This toolkit for teachers, caregivers, and other stakeholders adapts an interdisciplinary and iterative approach for increased engagement and mobilization in early childhood care and education. It includes a policy brief, two manuals, and miscellaneous resources. The content was designed for the general context in Africa, but it is also open to contextualization to specific local communities.

Play & Resilience

A toolkit for teachers, caregivers, and other stakeholders



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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 January 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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