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International Institute
for Capacity Building
in Africa

THE UNESCO IICBA Newsletter

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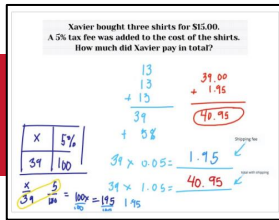
Social Platforms for Educational Games



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Adjust your mindset to think about ICTs as providers of opportunities and learn about free platforms, mobile games and online tools for teaching and learning.

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Learn about how graffiti can be used as a teaching strategy to stimulate students' understanding of disaster risks on page 7.

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From the Director

There is no doubt that teachers play a crucial role in making teaching and learning innovative, creative and effective. That is why we chose “innovative teaching and learning” as the theme of this newsletter.

Innovation is often associated with information and communications technology (ICT) and new technology for fostering ideas, original concepts and creative thoughts. IICBA has been active in integrating ICT in teacher development. Our challenge includes the information technology (IT) environment in some countries, but we are optimistic. Technology is advancing day by day, and today's challenges are being solved tomorrow. IT devices are becoming more affordable and available. Teachers are now connected, and they learn from each other on social media and by using applications such as WhatsApp on their mobile devices. This makes us feel positive and hopeful.

What are we aiming at with innovative teaching and learning? We would like our learners to enjoy learning and have a creative way of solving problems throughout their lives. Teachers can support and accompany learners to continue learning even after class and after graduating from school. Teachers can demonstrate that they themselves are learning while teaching. Innovative teaching and learning can be a tool for lifelong learning and a valuable means for improving the quality of teaching and learning outcomes.

The newsletter includes articles that highlight innovations in teaching and learning. I hope they will stimulate your innovative thinking.

Sincerely,
Dr. Yumiko Yokozeki

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On 5 December 2018, Mr. Omar Diop, IICBA Senior Programme Specialist, delivered the keynote address at the International Symposium Open and Distance Learning 2018 in Bali, Indonesia. He presented IICBA's work on making education 4.0 for teachers in Africa with the framework of the Education 2030 Sustainable Development Goals and Continental Education Strategy for Africa 2016-2025.

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.

Innovation in Teaching and Learning: A Social Platform for Educational Games

"Innovation in education is a deliberate process of transforming practices through the introduction of a new curriculum, pedagogical or organizational approach that is disseminated and that aims to achieve sustainable improvement in the educational success of students"
(Marie-Ève and Pierre, 2009)

This definition of innovation in education is agreed upon by many researchers in the field of digital education research. According to it, innovation includes the notions of change, improvement and sustainability. We can then briefly say that innovation is the introduction of changes in a process of improving education in a sustainable way. Therefore, we would make a mistake if we equate innovation with the use of technology. In addition, technology can support innovation. On the other hand, to be truly sustainable, an innovation must respond to an identified failure in the process of innovating, according to Marie-Ève and Pierre's 2009 *Les pratiques innovantes en éducation*. This failure must be recognized as such by the various actors involved in the implementation of this process so that they can commit themselves to make the necessary efforts to integrate the changes brought about by innovation.

Innovation in the teaching and learning process: the case of assessment

A learning crisis persists the world and in Africa in particular. Recent data from the UNESCO Institute for Statistics (UIS) indicate that Africa has the largest number, more than 202 million, of children and adolescents who do not learn. Estimates based on past trends suggest that nearly nine out of ten children in Africa aged about 6 to 14 years will not reach the minimum thresholds of competence in reading and mathematics by the time they reach the age of primary and lower secondary school completion. According to the UIS, this learning crisis could threaten progress towards the achievement of the Sustainable Development Goals (SDGs) (2017, Factsheet 46). On the other hand, education should contribute effectively to promoting more just and tolerant societies, promoting gender equality, peace-building, conflict prevention and

resolution, according to UNESCO IICBA's 2017 *Transformative pedagogy for peace-building: a guide for teachers*. In these aspects, too, the results achieved by education remain mixed.

Assessment is an essential component of the teaching and learning process. It allows teachers and students to reflect on themselves, make connections, understand where they stand in the learning process, how they got there and formulate the questions, they can still have. Assessment is both a process of self-reflection and a process of discovery (ibid.). Assessment covers all aspects of teaching and learning: before (diagnostic assessment), during (formative) and after (summative and satisfaction assessment). However, assessment remains a weaker link in the process because it requires a lot of work from the teacher in both preparation and correction.

Digital tools for assessment

Digital tools offer enormous potential for assessment. The innovation presented here is a social platform for educational games, currently under development, that takes advantage of the high penetration rate of mobile and Internet networks in Africa and elsewhere to provide teachers with a social platform where they can share assessments in the form of educational games for students.

Contrary to what one might think, the digital penetration rate in Africa has changed significantly in recent years. Therefore, digital access in Africa is no longer a real problem. The most crucial issue, and one that does not only concern the African continent, is the quality, value, usefulness of the content accessed, as well as the options for use chosen by these young people, students, teachers and all those who have access to digital technology.

We must also increase the rate of access to digital technology.

The issue is to support young people, pupils and teachers in choosing the best options for using digital technology, to offer them applications and content that are attractive enough to attract their attention, but above all content that is useful to them in the teaching and learning process, and this social platform for educational games is part of this concern and indeed solution.

Social platform for educational games

This platform allows profiles of students, teachers, pedagogical coordinators and administrators. First, pupils are registered by country, school attended and their level of study. This allows them to access educational games published by teachers of their level of study in all subjects. Students can play, compare scores and follow their favorite teachers. They also have the opportunity to recommend games and share them on other social media platforms, such as Facebook or Twitter. Teachers are also registered by country, home institution and subjects taught. They create games on the platform based on the classes and subjects they teach. They can also update games they have already created. Deletion of a game requires validation from a pedagogical animator. The pedagogical animators validate the games proposed by the teachers before their publication on the platform; they ensure the pedagogical supervision of the games in their respective fields of competence. Administrators ensure the coordination of activities on the platform; among other things, they create categories and subcategories, disciplines of the games and manage other basic configurations.

The platform is favorable to a fast, collaborative and social education insofar as the types of games published are quite serious and target very specific skills, allows several students to play and compare their scores with those of other students. In addition, the structure of this platform aims to integrate the different disciplines taught in the different education systems and to classify the

exercises (games) according to the different levels present in the education systems. All this facilitates access to information and allows each student (player) to find the games exactly in line with their needs that can make it easier for them to understand their lessons and master their courses. The types of games used range from the most open to the most closed models (QCM, Tables, Matches, Locations, Rankings, Fill in the blanks, Verbalizations, Comments, Synthesis/Summary, Production, VideoQuiz...)

The education provided by the platform is intended to be of high quality because the volunteer experts in the various fields are mobilized. They act as teachers, as pedagogical animators or as administrators. On the other hand, since this platform is accessible online, access to resources is open to everyone: women and men, girls and boys, young and old, rich and poor.

The social characteristic of this platform will effectively contribute to its sustainability. The teaching/learning community that will develop on the platform will grow and ensure the longevity of the platform.

Conclusion

This platform innovates the teaching and learning process by providing teachers with an effective and fast way to assess their students, use assessments provided by other teachers, and exchange and share pedagogical practices with other teachers. It allows students to review their lessons through play and get to know students from other schools or countries. This platform is also designed to be self-powered by the community of subscribers of various profiles. A social and evolving platform for educational games promotes not only the acquisition of cognitive skills but also non-cognitive skills such as communication, leadership, and teamwork. This puts it in perfect alignment with the objectives of education 2030.

By: José Edmond Meku Fotso

Students Entertained and Focused: Harnessing the Potential of ICT¹

In a way, the range of possibilities a mere mobile phone offers to its user is overwhelming, if not outright intimidating. Through such a small device, one can access a web page full of information, share what they are currently doing with their friends on social media, send a query via a text message, watch a video or listen to a podcast. The space one mobile phone, and similarly a laptop or a tablet, opens up to a learner is vast and hence uncontrollable, so there is every reason to fundamentally consider it a distraction and a clear obstacle on the way to make the classroom a focused, efficient learning environment.

Or at least so it appears on the face of it.

We need to adjust our mindsets and start thinking of information and communication technologies (ICTs) as providers of *opportunities* and carriers of potential that simply need to be *channeled* accordingly. When this is achieved, we can then look towards a future of more effective teaching and improved learning outcomes; A future with boundaries set by teachers, and teachers only. Teachers who are confident in using those gadgets, despite the students arguably being more familiar with them, because they have designed their own classes around them to enhance their instruction.

Now, how to give teachers that sense of control and ownership?

Are you afraid of social media and the caveats in the form of harassment and bullying it brings to the table? Then why not give [Seesaw](#) a go? It is a freeware platform that combines familiar features and interfaces of Facebook and Instagram, such as "likes" and comment sections. Both the teacher and the student see the application from their own perspectives. Teachers can set various tasks such as note-taking and create activities like 'Explain Your Thinking' (see the image on the next page), where the students are asked to talk the teacher through their process of solving an equation or assessing a singing performance. This is done not using tons of paper, conserving the environment and without

sacrificing any essential supervision. In fact, everything is more organized. Students – aside from duly completing those tasks – can independently upload other products, be it writing samples, audio explanations or even video clips or photos of their learning process and progress, and interact with each other through each other's posts. At the same time, parents are also able to access the platform to check on their children's work. This is how reflective learners are groomed, and how ICTs are channeled for the benefit of both teachers and students. Nobody is left out, including parents. It allows for supervision as well as creativity.

Are you worried that students will play games on their phones under their desks while you are trying to teach? Then why not turn the common threat into an opportunity by reinforcing classroom content and learning in a fun way through an educative game? For example, there is [Prodigy Game](#) – a free web and mobile platform with more than a thousand curriculum-aligned math questions for grades 1–8 built into a fantasy world of wizards. Then there is [Miniwalla: The Forest Story](#) – a game that combines the elements of story-telling, cultural awareness, protection of endangered animal species and environmental conservation. Children love to be quizzed and get competitive, too, and there are many tools, like [Kahoot](#) or [Socrative](#) that let you design a tailor-made quiz. Kahoot also allows for students to collaborate over one tablet, or if you opt for the web version and the school resources allow, by putting the questions on a large monitor or a projector screen. It also provides access to quizzes designed by teachers from all over the world in case you do not find time.

Finally, do you find your students to be prone to losing attention as you are trying to explain something rather intricate? How about mixing it up a bit? Let someone else do the explaining for you every now and then; any change of dynamic has a potential of creating an intriguing learning environment that wins your student's focus back. There are dozens of platforms offering video

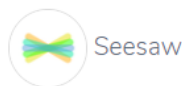
¹ The platforms, online games and sites mentioned in the article are those chosen by the author and do not necessarily represent platforms, games or sites endorsed by UNESCO IICBA.

tutorials, depending on what you teach. [Khan Academy](#), for instance, strives to offer free lessons about history, science, physics, biology or geometry. And if there is worry of losing authority in the classroom for letting someone else explain the material, just use these apps for homework as an alternative explanation and a way of enriching the information obtained.

This all is not to say ICTs should account for the whole or even majority of your classroom activities; That is entirely up to the teacher to decide, as they see fit. Mobile and web applications should only be used sporadically, at certain points, to help the students grasp phenomena that are proving too hard to explain, or simply as a mode of repetition at home or in the classroom. They can help you to engage students, instill a sense of teamwork or healthy competition in the class and boost their creativity or critical thinking.

Ultimately, by using ICTs in a measured, well-thought way, you may feel empowered yourself as you gain respect through positive feedback, and satisfaction from smiles and laughs all around the

**Xavier bought three shirts for \$15.00.
A 5% tax fee was added to the cost of the shirts.
How much did Xavier pay in total?**



Student Instructions

Try It

Save Activity

Explain Your Thinking

- 1) Tap the **Add** button and choose . Choose one problem from today's lesson.
- 2) Using the and , show and explain how to solve the problem step by step.
- 3) Be sure to add how you would check your problem to make sure it's correct.
- 4) Tap to add to your portfolio.

© Seesaw

classroom. At the same time, students will gather knowledge and strengthen their learning capacities without even realizing!

By: Tomas Danicek

School Graffiti for Raising Disaster Awareness and Preparedness

“More effective prevention strategies would save not only tens of billions of dollars but save tens of thousands of lives. Funds currently spent on intervention and relief could be devoted to enhancing equitable and sustainable development instead, which would further reduce the risk for war and disaster. Building a culture of prevention is not easy. While the costs of prevention have to be paid in the present, its benefits lie in a distant future. Moreover, the benefits are not tangible; they are the disasters that did not happen.”
(Kofi Annan, 1999)

Disasters are an inevitable part of human life. Every year there are always people as well as countries in many parts of the world who are forced to struggle to maintain life between disasters. Natural and human-induced environmental hazards are becoming increasingly prominent. In 2016, 24.2 million persons had to leave their homes because of disasters. Over the last twenty years, more than 1.35 million have died as a result of their vulnerability and exposure to natural hazards, with women and girls bearing a heavy toll, explained Ms. Irina Bokova as Director-General of UNESCO on the occasion of International Day for Disaster Reduction 2017.

A “disaster” is defined as a serious disruption to a functioning community or a society, causing widespread human, material, economic or environmental losses that dramatically limit the ability of the affected community or society to cope while only using its own resources. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measures to reduce the potential negative consequences of a materialized risk (UN/International Strategy for Disaster Reduction, 2004).

The Sendai Framework for Disaster Risk Reduction 2015-2030 was adopted by the United Nations (UN) Member States at the 3rd UN World Conference for Disaster Risk Reduction in March 2015 in Sendai, Japan, and was eventually endorsed by the UN General Assembly. The aim of the Sendai Framework is to achieve “The substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries” (p.12) by 2030 through

progress monitored with indicators against seven global targets. These targets aim to reduce:

- mortality
- the number of affected people
- economic losses
- critical infrastructure damage

As well as to increase:

- the number of national and local disaster risk reduction (DRR) strategies
- level of international cooperation
- availability of and access to multi-hazard early warning systems and disaster risk information and assessments (Sendai Framework, p. 12)

Schools can play an important role in extending community outreach to boost risk awareness and risk reduction, although it is often a challenge to include these subjects into curriculum courses. Past experience shows that limited perceptions of local hazards and disaster reduction are often associated with lack of training, awareness, education and self-reliance within the community. Effective education programs conducted through schools not only teach children their basic lessons, but also reach out to the community, to parents and teachers. Teachers and subsequently students can act as communicators and mediators of the government by conveying messages—be it recent policies or guidelines on prevention and preparedness for disasters—to households and the wider community. They can be trained to be sensitive to different issues related to disasters, their causes and effects, prevention and preparedness practices as well as “do’s and don’ts” in the event of a disaster through demonstrations, mock drills, seminars and pamphlets. Disaster management in school also works not only for the sensitization of the school

students about disasters but also towards ensuring the safety of the students.

Graffiti as part of the arts can be a teaching strategy to stimulate students' understanding about disaster risks as well as raising their awareness and preparedness. It can be an interactive way for students to voice their views and cultural understandings and facilitate change in their classroom environment. It is also a great way to add

In the following pictures, the students from a senior high school in Yogyakarta, Indonesia drew graffiti on school walls and inside the classrooms to make the learning environment more fun and turn it into a means of reminding all the students about disaster preparedness. Indonesia's location makes it particularly vulnerable to earth tremors. Sitting on the so-called "Ring of Fire", Indonesia happens to be one of the most disaster-prone countries in the world. The Ring of Fire, also known as the



some color to the classroom. As a cooperative learning strategy, it may enhance the development of various learning skills, such as brainstorming, logical reasoning and memorizing of facts, and being sensitive to the views of others as the use of symbols, shapes, colors, images and statements allows them to visualize the information and create vibrant display of their thoughts and perceptions. It also motivates students who are creative yet shy to actively participate and express their ideas in different forms (Professional Learning Board Blog, 2019, "Can Graffiti be Used to Facilitate Learning?").

Teachers can explain that the objectives of this strategy are to:

- Orchestrate communication and dissemination of information about natural disaster prevention
- Enhance understanding and preparedness in the school and at the local community level
- Establish partnerships among schools, local community, relevant agencies advocating for natural disaster prevention, recognition and preparedness
- Increase people's understanding of why disasters happen and what is their nature
- Raise awareness about the importance of disaster management

Circum-Pacific Belt or Pacific Ring of Fire, is said to be dotted with about three quarters of all of earth's active volcanoes (*The Statesman*, 28 February 2019 article "What is Ring of Fire? Indonesia earthquake explained").

Schools can start by analyzing their region's and more local area's vulnerability towards disasters. For example, by looking at whether the school is in a region vulnerable to earthquakes, droughts or floods. Teachers can also assign a simple research project to their students on the history of disasters experienced by the region before starting graffiti activities.

In the African context, some communities are exposed to various disasters that seriously exacerbate the economic situation of the continent. Drought, desertification, locust infestations, infectious diseases, epidemics and armed conflict are the dominant disasters facing societies in African countries resulting in economic losses and human suffering. The cumulative effects of disasters include loss of property, injury, death, food import bills, health hazards, environmental degradation, underdeveloped economic development, refugees and malnutrition.



Encouragingly, some progress has been made in Africa in the area of DRR. The African Union Heads of State and Government have expressed their strong commitment to the implementation of the Sendai Framework as a means of sustaining the momentum generated by the Extended Programme of Action (PoA). To attain the expected global outcome in Africa, the PoA seeks to pursue the following goal: “Prevent new and reduce existing disaster risk through the implementation of integrated and inclusive economic, structural, legal, social, health, cultural, **educational**, environmental, technological, political and institutional measures that prevent and reduce hazard exposure and vulnerability to disaster, increase preparedness for response and recovery, and thus strengthen resilience” (emphasis added) (PoA, 2016, p.7).

Thus, it is clear that education has an important role in leading an effective DRR program. Education for disaster risk and preparedness is a long-term goal. The cultural norms, values and perceptions of related risks must shift, a process that cannot happen overnight. Innovations in teaching strategies are crucial both for teachers and students. Using graffiti as a teaching strategy to teach about disaster risk is a creative and fun way to increase students, teachers and a community’s awareness and preparedness towards disasters but other innovations and actions are also required to ensure the school and community is fully equipped to handle and prepared to respond to a disaster. It is an innovative approach to teaching and learning and may prove as a useful teaching strategy to other educational topics as well.

By: Indriyati Rodjan

News and Events

October to December 2018

World Teachers' Day

World Teachers' Day 2018 marked the 70th anniversary of the Universal Declaration of Human Rights (1948) that recognizes education as a key fundamental right and establishes an entitlement to free compulsory education, ensuring inclusive and equitable access for all children.

Held annually on 5 October since 1994, World Teachers' Day commemorates the anniversary of the signing of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. It is co-convened in partnership with UNICEF, UNDP, the International Labour Organization and Education International. The theme for 2018 was "The right to education means the right to a qualified teacher."

IICBA was joined by the Australian Embassy in Ethiopia, UNESCO Addis and other UN agencies at the IICBA office for the celebration. Everyone recalled stories of some of their favorite teachers and recognized the important role that trained, qualified and motivated teachers play in achieving the Education 2030 Agenda for Sustainable Development and the right to education.



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Above: Attendees of IICBA's World Teachers' Day celebration share stories of some of their favorite teachers with the group

Left: IICBA's World Teachers' Day celebration held at the IICBA office

National Capacity-building Workshop on the Prevention of Violence Extremism through Education in South Sudan



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UNESCO South Sudan and the Ministry of General Education and Instruction of the Republic of South Sudan in partnership with UNESCO-IICBA and Hedayah organized a “National Follow-up Capacity-building Workshop on the Prevention of Violent Extremism through Education (PVE-E)” from 3 to 5 October 2018. The workshop was attended by 31 Education Ministry personnel, teacher educators from two teacher training colleges and secondary school teachers from five secondary schools in South Sudan. The goal of the workshop was to build the capacities of education stakeholders, namely policy-makers, teacher educators and teachers, to develop and implement educational interventions and approaches that contribute effectively and appropriately to the prevention of violent extremism through resilience building and the promotion of global citizenship in South Sudan. This program was conducted as a follow-up to a “Capacity-Building Workshop on the Prevention of Violence through Education in Sub-Saharan Africa” hosted by UNESCO HQ and IICBA in Addis Ababa, Ethiopia in 2017.

Partner and Exhibitor at the Innovating Education in Africa Expo 2018

On 4–6 October 2018, IICBA participated as both a partner and an exhibitor at the *Innovating Education in Africa Expo 2018* in Dakar, Senegal.

The event, organized by the African Union Commission and hosted by the Government of the Republic of Senegal, came to realization with a goal of presenting technical and social innovations in all spheres of the education sector. It aimed to develop a multisectoral platform for sharing experience and good practice and raise the visibility of 50 selected innovators.

Dr. Temechegn Engida, IICBA Program Officer, chaired one of the panel sessions titled “*Realizing outcomes of Education with Effective Teaching and Teacher Development and STEM Education*” and presented two papers, one on E-Learning Content Development and E-Assessment in STEM Teacher Development and another, “*Enhancing Teacher Education for Bridging the Education Quality Gap In Sub-Saharan Africa.*”



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For the duration of the event, IICBA displayed its programs, projects and publications as part of its exhibition booth shared together with the UNESCO Dakar Regional Office and UNESCO Harare Regional Office. In charge of coordinating the exhibition were Mr. José Edmond Meku Fotso, IICBA Liaison Desk Officer with UNESCO Dakar, who presented on “*Electronic (e-) assessment in Rwanda – Shifting from paper to e-models for better education quality in the 21st century*” and Mr. Tomas Danicek, UN Volunteer for ICT in Education, who introduced IICBA’s video presentation on Transformative Pedagogy, which can be viewed here:

<https://www.youtube.com/watch?v=iE-fXrcia4s>.

Dean's Forum for Teacher Education Institutions in Ethiopia



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Under the UNESCO-China Funds-in-Trust (CFIT) project on “Enhancing Teacher Education for Bridging the Education Quality Gap in Africa”, in collaboration with Bahir Dar University and UNESCO International Research and Training Centre for Rural Education (INRULED) in Beijing, IICBA organized a Deans’ Forum in Bahir Dar, Ethiopia from 13 to 15 December 2018. The forum gathered 38 Deans of teacher education institutions and universities, principals of CFIT beneficiary schools, and representatives of the Ethiopian Ministry of Education. Participants shared experiences, generated discussions and articulated policy decisions on the ways to integrate affordable information and communication technologies in teacher training and teaching and learning in schools. IICBA organized the first CFIT Deans’ Forum in November 2015 in Adama, Ethiopia to promote knowledge-sharing and professional networking for educational leadership.

IICBA Co-Organizes a “Women in Science and gender-responsive STEAM education” Seminar

IICBA in partnership with the Next Einstein Forum (NEF), Jinka University and Ethiopian Young Academy of Sciences (EtYAS) organized a seminar on 17 December 2018 on “Women in Science and gender-responsive STEAM education” in Addis Ababa, Ethiopia to celebrate Africa Science Week, which ran in Ethiopia from 17 – 20 December 2018. Dr. Binyam Sisay Mendisu, IICBA Program Officer for teacher education and curriculum development, is currently serving as a NEF Ambassador for Ethiopia for 2017-2019. More than 20 researchers, practitioners, teachers and teacher educators from Zambia, Uganda and Kenya were in attendance. The

seminar focused on women in science, gender-responsive science, technology, engineering, arts and mathematics (STEAM) education and the special contributions of teachers and mentors in supporting and inspiring girls to pursue careers in



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various scientific and technological fields. In the evening, a science and technology cocktail and networking event was held where Ethiopia’s foremost female scientists came together for a panel discussion and young female coders and developers presented their latest projects. In attendance were Dr. Elizabeth Woldegiorgis, Dr. Helen Yifter, Dr. Teqarm Debebe and Dr. Yimtubezinash Woldeamanuel. Students from two secondary schools in Addis Ababa were also invited. Amongst the young female minds were Masresha Beniam from OmniCoders, an after-school program for girls and Betty Dessie, from iCogs Labs and



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founder of Anyone Can Code and Solve IT Program. As part of the program a two-day visit was planned to Jinka, Ethiopia, in the southwestern part of the country, for a panel discussion with students of Jinka University and a science demonstration for high school students from three schools. A visit to a local high school was also organized.

Taking a Stand on Gender-responsive STEM Education in Francophone Africa

UNESCO, including IICBA, and the Ministry of National Education of Senegal organized a regional training on gender-responsive science, technology, engineering and mathematics (STEM) education from 12 to 16 November 2018 in Dakar, Senegal. The training was supported by the Government of Japan and in cooperation with several other development partners, including the Ministry of Higher Education, Research and Innovation of Senegal, the Centre for Mathematics, Science and Technology Education in Africa of Kenya, the Institut de la Francophonie pour l'éducation et la formation, the African Union International Centre for Girls' and Women's Education in Africa, Microsoft and the Forum for African Women Educationalists. Some 120 participants from 12 French-speaking African countries (Burkina Faso, Burundi, Cameroon, Chad, Comoros, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Madagascar, Mali, Niger and Senegal) participated.



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Above: Regional training on gender-responsive STEM education

Below: Youth empowerment and prevention of violent extremism training of trainers



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Competency Based Curriculum and Assessment for Teacher Educators in Kenya

IICBA, in partnership with UNICEF Kenya and the Kenya Teachers Service Commission, organized a workshop on 'Competency Based Curriculum and Competency Based Assessment for Teacher Educators' in Nairobi, Kenya from 19 to 23 November 2018. About 50 teacher educators were in attendance from the Kenya Institute of Curriculum Development, Teacher Service Commission, Kenya Education Management Institute and the Kenya Institute of Special Education. Dr. Binyam Sisay, Program Officer, and Mr. Ononju Okwaraogoma, Consultant, represented IICBA at the five-day workshop, which aimed to provide support for the ongoing competency-based curriculum reform on teacher education of the Kenyan government.

For the next phase of this project, IICBA will provide the same training to 47 county directors, scheduled to take place in December 2018. Further trainings are planned for Curriculum Support Officers in 2019 led by the county directors and participants of this workshop. IICBA will continue to provide technical support to the overall process to ensure its completion.

Training of Trainers on Youth Empowerment and Prevention of Violent Extremism

IICBA organized a five-day training of trainers from 29 October to 2 November 2018 for youth empowerment and prevention of violent extremism in Dakar, Senegal with support from UNESCO Dakar and Arigatou International. The training is part of IICBA's "Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel Countries through Teacher Development" project, supported by the Government of Japan.

Five teacher educators and officials in Ministries of Education from Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Mauritania, Niger, Nigeria and Senegal attend the training workshop along with representatives from UNESCO National and Regional Offices, the Embassy of Japan in Dakar and the Institute of Francophonie for Education and Training. The Secretary General of the Senegalese Ministry of Education opened the workshop officially.

Supporting Countries in Teacher Policy Development

Sustainable Development Goal 4 of Agenda 2030 for Sustainable Development with its 10 targets focuses on improving the quality of education and promoting lifelong learning. The achievement of the objectives of Target 4C, to “substantially increase the supply of qualified teachers” and the Continental Education Strategy for Africa 2016-2025 promote empowerment, good recruitment, good teacher remuneration and quality education. IICBA works to support countries to achieve these objectives by strengthening their capacity to develop comprehensive teacher policies. Currently, IICBA is assisting Seychelles and Mali in their teacher policy development process.



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Mali

The country places the issue of teachers as the second priority of its new program for the development of education (PRODEC II), a ten-year education plan, spanning from 2019 to 2028. The UNESCO Bamako Office through its Capacity Development for Education Programme (CapED) supported the country in the formulation of a ‘Development Plan for Strategic Documents for Teachers in Mali’ and in the identification of needs in terms of policy and strategy documents for the development of the teaching profession.

To this end, in the policy development process, IICBA provided technical support to the launch and training workshop of the technical team for teacher policy formulation led and organized by UNESCO Bamako and Mr. Saip SY, CapED Coordinator in Mali. The workshop was held from 16 to 20 October 2018. Mr. Mame Omar Diop, Senior Program Specialist, represented IICBA at the workshop and supported with the training.



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Seychelles

From the 23 to 25 October 2018, IICBA represented by Program Officer Dr. Binyam Sisay, supported the Seychelles in their teacher policy development process. The Seychelles Ministry of Education and Human Resource Development has recently established a teacher section within the Ministry, headed by Mr. Alex Souffe. The office has started preparing the ground work to develop teacher policy. Mr. Souffe and Ms. Rosianna Jules, Director of the Seychelles Institute of Teacher Education, visited IICBA in May 2018 for initial discussions about policy development and technical support they could receive from IICBA.



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The UNESCO IICBA Newsletter is published quarterly. This newsletter was designed and edited by Ms. Beth Roseman, Consultant for IICBA, with editing assistance from Mr. Tomas Danicek, United Nations Volunteer for IICBA, under the supervision of Mr. Mame Omar Diop, Senior Program Specialist of IICBA, and under the overall guidance of Dr. Yumiko Yokozeki, Director of IICBA.

The next newsletter will be published in April 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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