

## From the Director

### Greetings from UNESCO IICBA!

I am pleased to present to you the first edition of the newsletter of UNESCO IICBA in 2022. Over the past two years, the norm of “normalcy” was disrupted and challenged profoundly across the world due to the unprecedented COVID-19 pandemic. It has not been easy to remain perseverant amid considerable uncertainties, but we are very grateful for the continuous support and collaboration that we were fortunate enough to receive. Today, we begin to witness a new transition. In the hope that 2022 will be the year to “build back better,” UNESCO IICBA is now working with a new Strategic and Work Plan.

Our mandate remains clear – *Strengthening the capacity of African Member States in teacher policy and teacher development*. It is more relevant than ever before in addressing Africa’s educational challenges that the COVID-19 crisis brought.

In this regard, we have developed a new strategic plan for 2022-2025 with two specific goals:

- (1) Increase the supply of qualified, innovative, resilient, and motivated teachers for the 21st century.
- (2) Promote technology-enhanced, gender-responsive, inclusive, and evidence-based teaching for quality and equitable teacher education.

UNESCO IICBA will keep taking action in the same three main areas as with the previous strategic plan, namely *Capacity Development, Partnerships and Advocacy, and Research and Development*.



Furthermore, during this first quarter, UNESCO IICBA has developed its biannual Work Plan (2022-2023) as well. Through its three programme areas, IICBA will work to contribute to the 41C/5 ED output 5 of “*Teachers trained and supported to improve learning outcomes and address the changes brought forth by the digital and AI transformation and the COVID-19 crisis*”, and ED Output 9 of “*Education and learning reimagined through interdisciplinary research, foresight, and public policy debate*.”

Our 2022 journey has already started with a number of important activities, which you will find in this newsletter.

As part of our communication strategy with education stakeholders, we are committed to issuing our newsletter on a quarterly basis to keep the education community updated on our plans and activities.

Please enjoy reading some interesting updates and news from UNESCO IICBA’S activities and events!

**Director Dr. Yumiko Yokozeki**

# A Snapshot of Our Activities

January

1



KIX Africa 19 hub national dialogue - Ethiopia

February

2



Rotarians & Peace Advocates Peacebuilding training in Nigeria



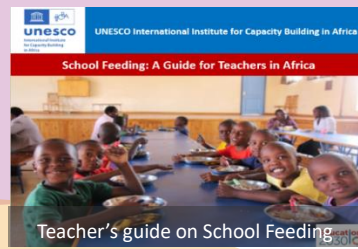
UNESCO - GPE Anglophone West Africa COVID-19 Education Response

March

3



International Mother Language Day



Teacher's guide on School Feeding



Zanzibar Annual Education Sector Review



Training of master teachers, radio and television personnel



International Women's Day



Africa Hall Tour



Lecture on Cross-Border Water Diplomacy



3rd IGAD Conference



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29<sup>th</sup> January 2022

## KIX Africa 19 hub national dialogue – Ethiopia

On 29<sup>th</sup> January 2022, the Ministry of Education of Ethiopia in collaboration with UNESCO IICBA, the African Union and UNICEF ESARO with funding from GPE/IDRC have organized a KIX Africa 19 hub national dialogue held at the Executive Hotel in Adama, Ethiopia to foster a shared understanding on the role and functioning of the regional KIX Africa 19 Hub towards strengthening national education systems and accelerating educational progress.



The hybrid meeting has attracted 35 participants representing the different Directorates of the Ministry of Education of Ethiopia, the National

Commission for UNESCO, the Ethiopia Teachers Association, UNESCO IICBA staff, IDRC, KIX Africa19 Hub consortium partners and focal points. Presentation and panel discussions on education planning, early childhood care and education, education management information systems (EMIS) and School Improvement Plans enabled local exchange of knowledge and information on these thematic areas.



A call to action with a clear road map has been prepared to guide the agenda of [the KIX Africa 19 Hub](#) towards supporting the Ministry of Education to address these challenges faced by Ethiopia in the implementation of education sector policies within six thematic areas through the KIX Hub.

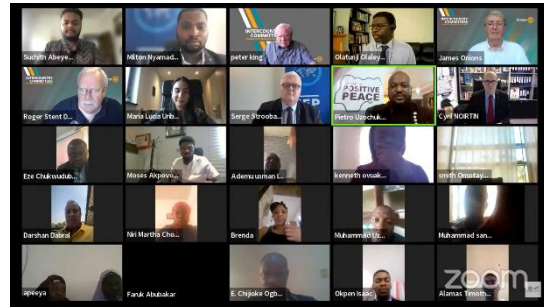


14<sup>th</sup> - 24<sup>th</sup> February 2022

## Bespoke Peacebuilding training for Rotarians and peace advocates in Nigeria

From 14<sup>th</sup> February 2022, UNESCO IICBA conducted a 2-week online training titled “Bespoke Peacebuilding Training for Rotarians and Peace Advocates in Nigeria” in partnership with African Union Commission, Rotary Intercountry Committee Great Britain and Ireland-Nigeria, and Institute for Economics and Peace (IEP). The partnership in this program was spearheaded by a young Nigerian Rotarian, Mr. Pietro Uzochukwu Macleo, who participated in the Training of Trainers (ToT) on peacebuilding and preventing violence for young Africans organized by UNESCO IICBA in September 2021. Both the ToT and this Bespoke Peacebuilding training were organized under the project called

“Prevention of Extremism and Its Resurgence Amid the COVID-19 Pandemic Through Education in Africa, aligned with the Spirit of TICAD 7 and NAPSA,” which is funded by the Government of Japan.



The overall goal of this training was to activate Positive Peace in Nigeria by building the capacity of participants, mainly Rotarians and young volunteers, to address the root causes of violent conflicts and social restiveness. The first week of the training was led by Mr. Milton Nyamadzawo from IEP. The sessions explored the current condition of Nigeria by reflecting on the Global Peace Index and Positive Peace report among others and looked into key components of the notion of Positive Peace. Participants deepened their understanding particularly on “8 pillars of Peace” which helps us see the systemic nature of peacebuilding efforts.



The second week was facilitated by Mr. Suchith Abeyewickreme and Mr. Richard Francis Apeh from Arigatou International. The sessions aimed

to strengthen participants' understanding of the role of education for peace and resilience-building as well as Prevention of Violent Extremism (PVE). About a half of the sessions were allocated to group work and experience sharing to better equip participants with transformative pedagogy and ethics to peace and resilience building. Participants actively discussed the role of education, ways to facilitate genuine participatory and collaborative learning, and approaches to increase the level of engagement from community stakeholders including the youth. This latter part of the training was based on the youth guide on peacebuilding and prevention of violence in Africa developed by UNESCO IICBA. Over 150 peace advocates across Nigeria participated in the training and they are now assigned to formulate their own projects in their respective communities based on the learning from the training.



21<sup>st</sup> February 2022

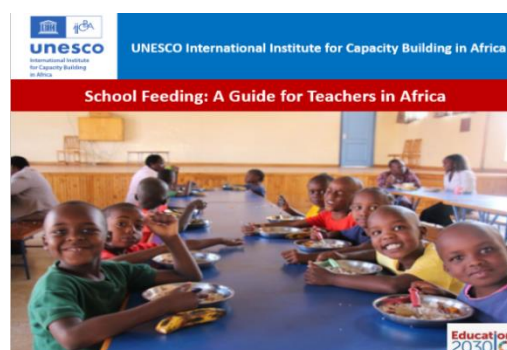
## International Mother Language Day celebration

On 21<sup>st</sup> February 2022, UNESCO IICBA co-hosted the International Mother Language Day celebration at the United Nations (UN) Conference Centre in cooperation with the Embassy of Bangladesh and the UN Economic Commission for Africa (ECA).

H.E. Ambassador Nazrul Islam of Bangladesh explained the origin of International Mother Language Day and the role Bangladesh played.



As opening remarks, Dr. Yumiko Yokozeki, Director of UNESCO IICBA, delivered the message from Ms. Audrey Azoulay, Director-General of UNESCO, celebrating linguistic diversity as a common good. She highlighted the fact that “worldwide, four out of ten students do not have access to education in their mother tongue” and “as a result, the foundation for their learning is more fragile.”



As emphasized by Professor Derib Ado from Addis Ababa University, a number of studies have shown that children learn better in their mother languages, and mother tongue is indeed the foundation of learning. It is even more relevant in these times of the COVID-19 pandemic. With school closure and social distancing policies in place, the use of different forms of distance learning methodologies and technological tools has been widely encouraged for the past two years. While there are a lot of opportunities for the use of technologies in



multilingual education, it is also important to beware that certain languages tend to be prioritized over others and it potentially undermines access to and quality of learning, as it does in the world generally. In such a context, this year's theme for International Mother Language Day was chosen to be *"Using technology for multilingual learning: challenges and opportunities."* Notably, the idea behind this day should be particularly significant in Africa, where linguistic and cultural diversity is extremely rich and to be preserved.

The event featured powerful speeches and impressive contributions from representatives of the organizers, guest speakers and local and international students. The venue was filled with the spirit of multiculturalism and multilingualism with appreciation of diverse languages in the world.



28<sup>th</sup> February 2022

## The Teacher's guide on school Feeding Programs in Africa

UNESCO IICBA recognizes the important role that teachers play in school feeding programmes. Thus, on 28<sup>th</sup> February 2022,

during the pre-event celebration of the [7<sup>th</sup> African Day of School Feeding \(ADSF\)](#), IICBA has launched a Teachers' Guide on School Feeding developed in collaboration with The World Food Program (WFP) and The AU CESA Home Grown School Feeding cluster members among other partners. With over 120 participants, this event was hosted virtually by the African Union Commission in collaboration with CESA HGSF cluster members.

### Why School Feeding?

- School feeding programs are critical to achieving the Sustainable Development Goal for inclusive and equitable learning opportunities.
- School feeding is much more than providing food to children. school meals play a critical role in this virtuous cycle of nutrition, education outcomes and lifelong development.

A well-designed school feeding programs have been found to	}	<ul style="list-style-type: none"> <li>• Improve student <b>enrollment</b></li> <li>• Improve school <b>attendance</b></li> <li>• Improve <b>learning outcomes</b> including language proficiency.</li> <li>• Shape healthy <b>eating habits</b>, lifestyles, etc.</li> </ul>
If not well-designed, SF programs may play part in	}	<ul style="list-style-type: none"> <li>• Undernutrition including stunting, underweight, micronutrient deficiencies</li> <li>• Overweight including obesity</li> </ul>

### Crucial Role of Teachers in School Feeding:

- Teachers hold a lot of power in children's lives. In school feeding programs, teachers can engage in various activities to improve school participation; ensure food safety, children's health status and learning

performance; and raise awareness on healthy diets, nutrition and eating habits.

- Importantly, teachers play key role in involvement of parents and the community in general in school feeding.

### Objectives of the Teacher's Guide on School Feeding:


The overall objectives of the guide are to inform, prepare, and equip teachers to effectively develop and promote SF programs and strategically incorporate associated concepts, such as healthy eating and drinking, nutrition, and hygiene, in their teaching activities. The guide also aims at engaging teachers to ensure their support in school feeding

Specifically, the guide aims to:

- ✓ Inform teachers about SF and why and how it supports students' learning and well-being
- ✓ Prepare teachers with information, tools and activities to incorporate the concepts of SF into school meals, classrooms and student's everyday lives
- ✓ Equip teachers with the skills required to manage school meals
- ✓ Support collaboration within the school to facilitate and strengthen SF programs as part of the wider efforts on school health and nutrition.

This guide can be applied generally or contextualized based on a country's situation and specific needs. Nevertheless, apart from this guide, teachers need to be aware of existing national school feeding guidelines and policies,

and the specific roles and responsibilities assigned to them by those guidelines.

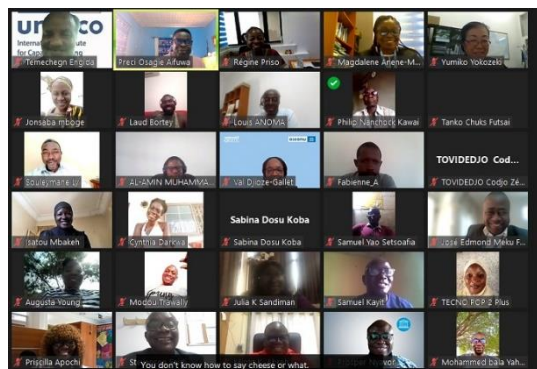
 The soft version of this guide will soon be available on our [Website](#)



7<sup>th</sup> March 2022

### Training of master teachers, radio and television personnel from ECOWAS countries

On Monday 7<sup>th</sup> March 2022, took place online the official launch webinar of the training of master teachers, radio and television personnel from ECOWAS countries, as part of UNESCO ECOWAS Joint response to COVID-19.



Following the outbreak of the COVID-19 pandemic globally, ECOWAS and UNESCO signed a Joint Statement and developed a work plan in July 2020 to support member states to mitigate the effects of the pandemic in the fields of education, science and culture.

Within the education component of the joint response, UNESCO IICBA, Addis Ababa, developed modules for a training programme

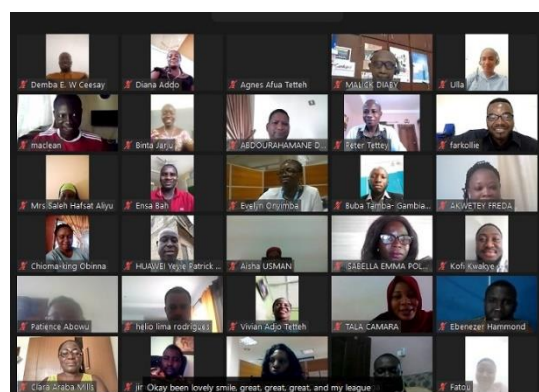
for master teachers, radio and television technical staff in the three languages of the ECOWAS region (English, French and Portuguese). The modules were validated by national experts of the beneficiary countries and the technical training package has been uploaded on the IICBA Virtual Campus and is now ready for rollout.

The key objectives of this training program are the following:

- Build teachers' capacities in planning and delivering distance education
- Train teachers in the use of digital content and technology-based solutions
- Train radio and TV technical staff in supporting education programs, and facilitating teaching and learning activities
- Promote increased access to education for children during crisis and emergency situations
- Improve the quality of teaching and learning in the region; and
- Train teachers and school heads in elaborating and managing user-friendly evaluation materials for distance learning.

The next and final stage of the programme is the 7-week online training programme for the selected master teachers, radio and television personnel from the countries. The training has been officially launched during a webinar held on Monday, 7<sup>th</sup> March 2022, in three linguistic sessions (English, French and Portuguese). The English sessions were monitored by the Director of UNESCO IICBA, Dr. Yumiko Yokozeki, while the

French and Portuguese sessions were monitored by the Director of UNESCO Office in Dakar, Dr. Dimitri Sanga.



For this cohort, 234 participants are enrolled. The participants are from three African French-speaking countries (Benin, Cote d'Ivoire, Senegal), four English-speaking countries (Gambia, Ghana, Liberia, and Nigeria), and one Portuguese-speaking country (Cabo Verde).

Both Directors encouraged the participants to involve themselves in this seven-week online training to make this ECOWAS UNESCO Joint response to COVID-19, in education, a success, and a real support to country members.

Click [here](#) to watch the whole event.



8<sup>th</sup> March 2022

## International Women's Day – Teacher Development for Gender Equality

8<sup>th</sup> March is an important day to uphold women's achievements and to recognize the unique challenges that women are facing all over the world. This year's theme was "Gender



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*equality today for a sustainable tomorrow,”* in recognition of the women’s and girls’ contribution to building a more equitable and sustainable future for all around the world.

Despite notable progress towards gender equality since the establishment of the Education for All (EFA) initiative, many countries particularly in sub-Saharan Africa are still far from achieving gender parity in education. In addition, the COVID-19 pandemic, which triggered multiple crises, magnified existing gender inequalities. Unfortunately, the pandemic had distinct gendered impacts, and gender disparities are already beginning to appear. UNESCO (2022)<sup>1</sup> estimates that over 11 million girls might not return to school after the pandemic, in addition to the 130 million girls who were already out of school. It is also essential to encourage girls’ pursuit of fields where they are under-represented, including science, technology, engineering and mathematics (STEM) or technical and vocational education and training (TVET) programmes.

UNESCO IICBA considers gender mainstreaming and women empowerment as essential elements in all projects, and strides to achieve gender equity through teacher development in Africa. Particularly, we have focused on advancing girls’ and women’s education in the wake of COVID-19 pandemic and in STEM fields among others.



For instance, IICBA spearheaded a KIX Africa 19 Hub event last November that explored how country partners such as Zimbabwe and South Sudan are reaching and teaching girls amidst the pandemic. Continental and national-level approaches and impacts were shared and discussed with more than sixty participants from fifteen countries including The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Nigeria, Rwanda, Sierra Leone, Somalia, South Sudan, Tanzania, Uganda, Zambia, and Zimbabwe.

Besides, under the UNESCO-HNA Funds-in-trust project, IICBA has provided technical backstopping to Ethiopia and Ghana in gender mainstreaming and STEM for girls aiming to stimulate participation and achievement of upper primary school girls in STEM subjects through the use of pedagogy-based ICT and innovation teaching & learning practices. A Gender Responsive Pedagogy Toolkit for Teachers and Schools has been developed in collaboration with the Forum for African Women Educationalists (FAWE), UNICEF, and other private partners. Many teachers, school leaders,

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<sup>1</sup> UNESCO, UNESCO in Action for Gender Equality 2020-2021, 2022 <https://unesdoc.unesco.org/ark:/48223/pf0000380680>

and officials from Ministries of Education who are responsible for gender mainstreaming and STEM education were trained on the use of the toolkit through workshops organized by IICBA.

Today, advancing gender equality in response to the need for building a more sustainable future is one of the greatest global challenges. Ms. Audrey Azoulay, Director-General of UNESCO, states on this occasion of International Women’s Day 2022; *“I would like to applaud this new generation of young women – for their courage in speaking out, inspiring others and mobilizing their peers, for a more sustainable tomorrow.”* UNESCO IICBA celebrates the contribution of all women and girls across the world and encourage all to do their part in ensuring that women and girls get their voices heard and gender equality is mainstreamed.



7<sup>th</sup> - 9<sup>th</sup> March 2022

## Zanzibar Annual Education Sector Review

UNESCO IICBA participated in the fifth Zanzibar Annual Education Sector Review organized by the Zanzibar Ministry of Education and

Vocational Training (ZMoEVT) from 7<sup>th</sup> to 9<sup>th</sup> March 2022.

The theme of the review was *“Revitalizing Teachers Accountability to Enhance Quality Teaching and Learning in Zanzibar.”*



IICBA presentation on “Revitalizing Teacher Development, motivation & Accountability” delivered on the second day of the meeting was well received and appreciated. The Ministry of Education recognized UNESCO’s support in advancing education in Zanzibar as a whole and expressed interest in strengthening linkages with the [KIX Africa 19 Hub](#).



14<sup>th</sup> - 15<sup>th</sup> March

## How to sustain the gains made through UNESCO- GPE Anglophone West Africa COVID-19 Education Response Project?

UNESCO IICBA organized, in collaboration with UNESCO Accra Office, an experience sharing workshop from 14<sup>th</sup> to 15<sup>th</sup> March in Accra/Ghana. The objective of the workshop

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was to evaluate and exchange ideas on how to sustain the gains made through UNESCO-Global Partnership for Education (GPE) Anglophone West Africa COVID-19 Education Response Project.

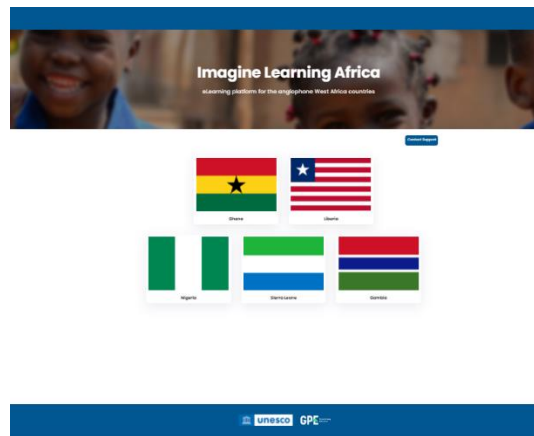
The project is aimed at supporting the targeted five West African Anglophone countries - *Gambia, Ghana, Liberia, Nigeria, and Sierra Leone* - through interventions such as adaptation, scaling and rapidly deploying a regional platform for distance and blended learning, strengthening regional cooperation and pooling resources for the development and diversification of educational resources.



The workshop brought together teachers, officials of UNESCO, National commissions for UNESCO and the Education ministries of the five countries to discuss issues relating to digital learning, particularly an online learning platform that UNESCO and the GPE have supported the countries to develop. UNESCO IICBA was represented by Dr. Yumiko Yokozeki, Director of UNESCO IICBA and Dr. Temechehn Engida, Program Officer, ICT specialist.

Through this project, UNESCO IICBA has been tasked to handle the teacher training component of the GPE Anglophone West Africa Project.

UNESCO IICBA has designed a regional platform for open distance and blended learning, named “[Imagine Learning Africa](#)” which contains 10 Technological Pedagogical Content Knowledge (TPACK)-based teacher training modules with restricted access for external users. The platform was initially expected to enroll 1,000 teachers, so far 21,632 teachers have been enrolled in the five countries, out of which 4,007 are from Ghana.



Click [here](#) to learn more about the modules.

UNESCO IICBA is committed to continue supporting African countries in enhancing content delivery through innovative means through the use of ICT for teaching and learning.



21<sup>st</sup> March 2022

Public Lecture

“Cross-Border Water Diplomacy”

On 21<sup>st</sup> March 2022, UNESCO-IICBA co-organized a public lecture on the theme “Cross-Border Water Diplomacy” in cooperation with the Pakistan Embassy in Addis Ababa and the



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Institute for Peace and Security Studies (IPSS) of Addis Ababa University (AAU). The event took place at the Faculty of Business and Economics campus, AAU.

The lecture was delivered by H.E. Shozab Abbas, Ambassador of Pakistan, with a focus on comparative analysis on the Pakistan-India treaty made on Indus Basin in 1960 and the 2015 Declarations of Principles between Ethiopia, Egypt, and Sudan on the Grand Ethiopian Renaissance Dam. The session was moderated by Dr. Yonas Adaye Adeto, Director of the Institute for Peace and Security Studies, AAU.



In the lecture, H.E. Ambassador Shozab Abbas provided background information on the region and the rivers in question. It was shared that the Indus River had been a big source of contestation between Pakistan, India, China, and Afghanistan, and that the negotiation processes for the water-sharing and management took years through the involvement of international communities. He highlighted the significance of particularly two of the 1960 Indus Waters Treaty Articles that mandate the establishment of mechanisms for arbitration in case of any dispute or conflicts. Meanwhile, he also referred to some missing elements that need to be

further discussed, including consideration of climate change, restriction on dam constructions, and water quality. The Ambassador further offered his insights on the situation that the Grand Ethiopian Renaissance Dam and overall Nile River management, with emphasis on the 2015 Declarations and each country's position.

In his presentation, it was emphasized that although the dialogue processes take time and perseverant efforts, particularly in a geopolitically contested area like Kashmir, good treaties can survive conflicts. He also highlighted the importance of cooperation, people-centered development models, scientific examination and foresight, and engagement of youth in order to materialize sustainable solutions.



The panel was attended by ambassadors and representatives from different countries' embassies such as Bangladesh, Egypt, New Zealand, and Uganda, a representative from the African Union Commission Peace and Security Council (AU-PSC), lecturers from AAU, and students from various faculties of AAU.

Attendees were given an opportunity to ask questions to the lecturer after the presentation,

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where lively discussions and sharing were observed. Dr. Yonas concluded the session by citing an indigenous philosophy “Ubuntu,” which sees the interconnectedness and interdependency in everyday life as well as intergenerational responsibilities, calling for peaceful resource management.

Lastly, the Director of the UNESCO IICBA, Dr. Yumiko Yokozeki, underscored the role of UNESCO as well as the education sector in fostering faithful and inclusive dialogue over such an issue as cross-border water diplomacy for peaceful coexistence. The Director reminded us of the Preamble to the Constitution of UNESCO in her closing remarks, shedding light on the path to building a lasting peace – *“since wars begin in the minds of men (and women), it is in the mind of men (and women) that the defenses of peace must be constructed.”*

The event fell on the perfect timing as 22<sup>nd</sup> March is World Water Day. This year’s theme for the day was “groundwater”, which H.E. Ambassador Shozab Abbas in his speech also touched upon, emphasizing its hidden potential as a solution.



25<sup>th</sup> March 2022

## Africa Hall – Witness of African History

On 25<sup>th</sup> March 2022, Dr. Catherine Sozi, UN Resident Coordinator in Ethiopia, and Dr. Yumiko Yokozeki, Director of UNESCO IICBA, invited UN

Country Team to view the historic Africa Hall, which was built in 1961 by former Ethiopian Emperor Haile Selassie.

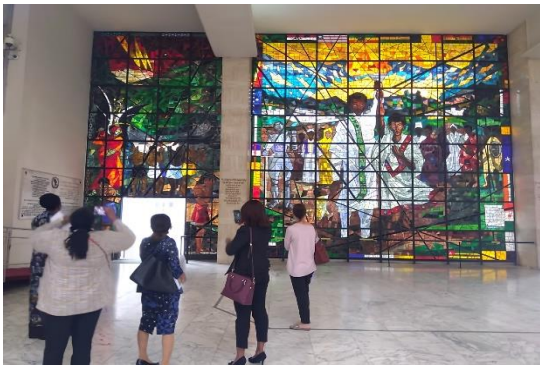


Africa Hall is the oldest United Nations building in Africa located in the UNECA compound and is a living witness of many important moments in the continent’s history. It is the very birthplace of the Organization of African Unity (OAU), the predecessor of the African Union – the Charter of OAU was signed in this Hall on 25<sup>th</sup> May 1963 with a vision to unite African nations.



It is not just a historical place, but you can find a variety of artworks that represent African culture and heritage. The tour explored the artworks in the hall including abstract paintings, beautiful stained glass, murals of African flora, etc., all of which contain small details that tell rich history of Africa.

The Hall is currently awaiting its refurbishment to make the place more accessible, resilient and environmentally friendly while making sure the conservation of its historical and cultural heritage.



28<sup>th</sup>- 30<sup>th</sup> March 2022

### 3rd Conference of IGAD Ministers in charge of Education

From 28<sup>th</sup>-30<sup>th</sup> March 2022, UNESCO Regional Office in Nairobi and IICBA participated in the 3rd IGAD Ministerial Conference on Education that took place in the Skylight Hotel, Addis Ababa.



The theme of the conference was “Accelerating Access to Inclusive and Quality Education for refugees, returnees, IDPs and host communities:

Shared responsibilities for better results amidst the COVID-19 pandemic”.

On 29<sup>th</sup> March, Dr. Yumiko Yokozeki, Director of IICBA, delivered a speech representing the development partners. On 30<sup>th</sup> March, Prof. Hubert Gijzen, Director of the UNESCO Regional Office, Nairobi delivered a speech representing UNESCO. Dr. Temechegn Engida, Program Officer, IICBA attended the event.

Ministers from four IGAD Member States including the host country (Ethiopia) were also present during the ministerial event on 30<sup>th</sup> March 2022.



30<sup>th</sup> – 31<sup>st</sup> March 2022

### expert panel workshop of the African Centre for School Leadership

From 30<sup>th</sup>-31<sup>st</sup> March 2021, UNESCO IICBA participated in a workshop on initiating the African Centre for School Leadership (ACSL), an initiative by and for African and African-based partners, organized by VVOB – Rwanda in collaboration with the Government of Rwanda, the Mastercard Foundation and the Belgian Government.





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Held in Kigali, Rwanda, the panel discussion brought together policy makers, providers of continuous professional development (CPD), experts & development partners to share findings and insights on school leadership and to build consensus around effective leadership. IICBA was represented by Dr Yumiko Yokozeki Director of IICBA.



The ACSL is set to support African governments to build a supportive school leadership system with the objective of improving teaching

practices and, in turn, learning outcomes.

The Centre to be hosted in Rwanda will focus on promoting effective leadership at various levels in education systems on the continent. Drawing from evidence on the effects of school leadership, supportive educational leadership at policy level will enable effective and scalable professional development of school leaders, resulting in more effective school leadership. Effective school leadership, in turn, will support effective school-based teacher mentorship and support, resulting in improved quality of teaching, learning and learning outcomes.



UNESCO IICBA will provide technical support in the establishment and implementation of the ACSL.

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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>

And be the first to know by joining us on social media!



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## Contact us

The UNESCO IICBA Newsletter is published quarterly. This newsletter was designed and edited by Ms. Kasumi Moritani, UNV and Ms. Kevine Uwingabiye AU volunteer, 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 July 2022. 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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