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International Institute
for Capacity Building
in Africa

THE UNESCO IICBA Newsletter

July - October 2022



Quality Teachers for Education Transformation

2022 Third Quarterly Newsletter

- Farewell Message from Dr. Yumiko Yokozeki
- Activity Report: Support towards the Development of the National Teacher Policy
- Activity Report: GPE KIX Continental Symposium for Educational Research and Innovation
- Research: Work-related Burnout Level among University Lecturers in Kenya
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and more!

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Word of the Director of UNESCO IICBA at Interim



As we bid farewell to our Director, Dr. Yumiko, we would like to express our deepest gratitude for her dedication, expertise and all the wonderful work she has done at the head of IICBA over the past 7 years. We thank her for her never-ending motivation, her guidance and the team spirit she has created among colleagues to the point of making of IICBA a real family. We have been fortunate to work under her insightful leadership and we value all that she has done for the team. Her love for the teaching profession and her devotion to improve the quality of education in Africa will continue to inspire the work and vision of IICBA.

Indeed, quality assurance of education in Africa through teacher development remains our top priority. There is an urgency of transforming education systems in Africa to respond to today's global challenges and to highlight how teachers are at the heart of this transformation. In line with 2022 World Teachers' Day theme "*The transformation of education begins with teachers*", this issue of the UNESCO IICBA newsletter focuses on how education transformation requires quality teachers. It also features updates on our recent activities and achievements in strengthening the capacity of Member States to increase the supply of qualified teachers. Please enjoy reading our newsletter. Your comments and inquiries are very welcome!

Acting Director Mr. Saliou Sall

Farewell Message from Dr. Yumiko Yokozeki

9 October was my last day with UNESCO. I would like to thank you all for your support and professional friendship while I was with IICBA for the last seven years. I enjoyed working with you all and learned a lot from you.

When I arrived in Addis Ababa to work for IICBA in April 2015, I was excited and nervous at the same time. This was my dream job to work for a teaching profession in Africa. On the other hand, I was well-aware that challenges were enormous, and the tasks were many. I started my profession as a mathematics and science teacher in rural Zimbabwe in 1982. Teaching was a demanding but rewarding profession in these newly established secondary schools; we were respected as professionals then. Teachers worked long hours to prepare for lessons after school. Young teachers asked the veteran teachers of their knowledge and experiences, and we all shared ideas.



Forty years after that, teachers' socio-economic status has declined in many countries in Africa. Teaching is no longer a sought-after profession for young graduates. How can we make teaching a respectable and appreciated profession? This is something IICBA is tasked to work for, and we need to continue doing so. IICBA has taken the additional challenge of peacebuilding through teacher development since 2017. This was something very appropriate for the UNESCO institute as the preamble of the UNESCO constitution reads "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed". Indeed, peacebuilding is UNESCO's DNA, and I believe this is something IICBA will continue to do in Africa. IICBA has taken other additional challenges, such as GPE-KIX¹, working for various AUC CESA² clusters, bringing teachers' voices to research, supporting teachers during the COVID-19 pandemic, etc., in addition to our core mandate of teacher policy and teacher development. IICBA's task is indispensable for dealing with learning crisis challenges.

I would like to thank my colleagues in IICBA, governing board members, UNESCO colleagues at the HQ and Africa, and partners all over Africa. The journey for teacher policy and teacher development is long and that is why we must walk together.

I would like to thank you all again as I had a very happy professional life in IICBA and UNESCO thanks to you. I hope our paths will cross again, and till then I wish you every success and happiness in your life.

¹ GPE KIX: [The Global Partnership for Education Knowledge and Innovation Exchange](#)

² AUC CESA: [African Union Commission's Continental Education Strategy for Africa 2016-2025](#)

Quality Teachers for Education Transformation



From 16 to 19 September 2022, UN Secretary-General convened the [Transforming Education Summit](#) (TES) during the 77th session of the UN General Assembly in New York. The Summit was intended to **elevate education to the top of the global political agenda** in order to accelerate the efforts towards the achievement of Sustainable Development Goal (SDG) 4 (Quality Education) and to **make education systems responsive to a rapidly changing world**. IICBA supported national and regional consultations in Africa in preparation for the Summit.

Why “Transform” Education?

No one would doubt how quickly and dynamically the world is evolving. The COVID-19 pandemic brought immense shocks and changes in our lives and made us realize how interconnected and interdependent our social, economic, spiritual, and political well-being is. Meanwhile, we are also experiencing the impact of **climate change**, persistent **social inequalities**, and division, and protracted or recurrence of **violent conflicts**. The **technological revolution** is another rapid change we are witnessing. For instance, it is estimated that 65% of primary school children today will end up working in totally new types of jobs that don't exist now. Given such conditions, UNESCO's International Commission on the Futures of Education published a report titled "[Reimagining Our Futures Together: A New Social Contract for Education](#)" in 2021, to catalyse global dialogue about the future of education. It acknowledges the dual challenge we face today (i.e., need for **repairing injustices** and **adopting the transformation of societies**) and calls for a collective reflection on how education systems can evolve.

Teachers as Agents of Transformation

The quality of education depends largely on teachers. Teachers are the ones learners interact directly with and thus ‘what’ and ‘how’ the teachers educate learners and what kind of support teachers can get critically affect the

learning outcomes. It is not to say teachers' role has not been acknowledged, but the need for more supply of quality teachers and support for their capacity development as well as working conditions is acute amidst the global education crisis. It is particularly so in African countries, where about 60% of the population is under the age of 25 and it is still on the rise. The continent is said to need **17 million additional teachers** to achieve universal primary and secondary education by 2030.³ Additionally, the COVID-19 pandemic has highlighted the importance of timely and relevant support for teachers. Over **90% of students in Africa had their learning disrupted by school closures**⁴, which forced teachers to urgently be creative and innovative to continue learning. Not a few African countries embarked on measures such as developing and using distance learning solutions and training teachers to support vulnerable learners. Yet, still, the **lack of preparedness for alternative education, ICT skills, monitoring of learner progress, and support for teacher wellbeing** was highlighted as a challenge.⁵

During TES, [six areas of action](#) were announced as a way forward. The fact that **all the six calls refer to teachers** implies how important it is for the transformation of education to support and recognize the work teachers do. With 2030 within sight, we have a lot to put in immediate actions. If there is one lesson that the COVID-19 crisis taught us, it would be how resilient we can be and that transformation and innovation are possible.

By: Kasumi Moritani

³ UNICEF. (2021). [Transforming Education in Africa: An evidence-based overview and recommendations for long-term improvements](#).

⁴ Ibid.

⁵ ADEA, AU/CIEFFA, & APHRC (2022). [Teacher Training and Support in Africa during the COVID-19 Pandemic](#). Abidjan, Ouagadougou, Nairobi: ADEA, AU/CIEFFA, APHRC.

Support to Member States towards the Development of the National Teacher Policy

Mozambique

The Government of Mozambique through its Ministry of Education and Human Development (MINEDH) approved a **new teacher policy** on 5th October 2022. The policy was developed through a collaboration between the Ministry of Education and Human Resource Development (MINEDH), UNESCO ROSA office, UNESCO Maputo Office and UNESCO IICBA based in Addis Ababa, Ethiopia.



The policy was developed through a collaborative manner with specialised technical support from UNESCO IICBA which began on **30th October 2020**. The teacher policy development process involved several sessions (mostly virtual sessions (7 in total)) of interaction and sharing of experiences and documents from Seychelles and Uganda; capacity building of MINEDH teacher policy technical development team on teacher policy development and implementation process conducted by the UNESCO IICBA team in the following areas;

- a. Undertaking a thorough diagnostic study to identify policy priorities and needs;
- b. The Design and implementation strategies of the national teacher policy document considering the following dimensions;
 - Recruitment, deployment, qualifications, and requirements to enter and remain in teaching
 - Teachers' workload, employment conditions, contract status
 - Compensation (salary and non-salary benefits), retirement rules and benefits
 - Monitoring and evaluation of teacher quality, statistics, management information system
 - Teacher Education & continuous professional development - Initial teacher education, pre- and in-service training,
 - Teacher accountability, teacher evaluation
 - Social dialogues for teachers (i.e., Teacher representation and voice)
 - School leadership/governance and how that impacts on the teachers
 - Integration of Cross-cutting areas (teachers and teaching as a means to ensure equity, quality and relevance of learning, teacher motivation) and other thematic areas (preparedness for addressing/responses to crisis and emergencies, health education, etc.)
- c. Understanding the structure and priorities for designing a national teacher policy;
- d. Definition of the financial impact of the implementation of the National Teacher Policy;
- e. Development of the teacher career structure and pathways/levels Development of the teacher policy implementation strategy;
- f. Development of a policy Monitoring & Evaluation Strategy;
- g. Development of other accompanying frameworks, relevant for policy implementation such as;
 - Teacher motivation framework;
 - A framework to harmonise teacher education curricula
 - Teacher standards and teacher competency profiles and proficiency
 - Quality assurance in teacher education
 - A continuous professional development framework among others.

The newly launched policy aims at promoting a common understanding amongst all education stakeholders of what constitutes good, effective

teaching practice, streamlining teacher management for better productivity, discipline, retention and motivation and strengthen pre- and in-service teacher training to enhance competences to effectively deliver quality learning outcomes and leadership at all levels of the education cycle.

The national teacher policy is a testament to UNESCO IICBA's local, contextualized, and evidence-informed capacity building work in Africa. IICBA's Strategic Objectives for Capacity Development are threefold: to develop comprehensive teacher policies; strengthen teacher education institutes; and empower teachers' professional development and networking. The newly developed teacher policy reflects IICBA's Goals and Objectives, as well as its

commitment to SDG 4, the Agenda 2063 of the African Union, and the Continental Education Strategy for Africa for 2016-2025.



By: Victoria Kisaakye Kanobe



Participants at the Launch of the Teacher Policy in Mozambique

Special thanks go to Dr. Victoria Kisaakye Kanobe and Dr. Binyam Sisay Mendisu from UNESCO IICBA who supported this process.

Niger

At the request of the State of Niger, and within the framework of the teacher component of the **CapED programme** in Niger, UNESCO IICBA is accompanying Niger in the process of developing its **teacher policy**.

Teacher policy must take into account all dimensions of the teaching issue: recruitment, initial and in-service training in relation to professional development, deployment and career structures, the issue of the economic and social status of teachers, working conditions, issues of professional awareness and vocation, remuneration, performance in terms of teaching and learning, and also school governance. In the process of developing the said teacher policy, a national team was formed and trained based on the guide produced by the IICBA, and under the supervision of IICBA. After being trained, this national team has been supported to produce a provisional report on national priorities based on a document review. This document has been validated during the exchange meeting with the heads of the national structures (i.e., political and technical entities involved in the teacher policy development process). The process continued with the definition and validation of the strategic axes and dimensions of the policy. A draft

vision was then proposed and a grid for analyzing the financial, social, economic and political impacts was designed.

Additionally, under UNESCO IICBA's supervision, the national team undertook an analysis of the financial, economic and social implications of the national teacher policy in Niger. A draft report has been prepared and it was validated during the workshop held in Niger in August 2022. The workshop was jointly organized by the CapED programme and the UNESCO project 'Améliorer l'éducation dans la région du Sahel'. It allowed education sector actors to validate the report on the analysis of the impact of the teaching policy and simulation model, and to elaborate the first draft of the teacher policy. The workshop also provided the opportunity to discuss the next steps in the implementation of the national teacher policy.

One of the very next activities planned in the framework of this process is a training workshop to be held in Niger in mid-November, which aims to train the national team and staff on using the tools they need for the implementation and the monitoring of their teacher policy.

By: José Edmond Meku Fotso



Participants of the national workshop for the validation of the impact analysis report and the development of the simulation model of the teaching policy in Niger.

Teacher's voices captured at the Global Partnership for Education Knowledge and Innovation Research Symposium in Addis Ababa, Ethiopia from Oct. 4-6



Group photo of the Symposium participants

More than 260 participants from over 46 countries took part in the Global Partnership for Education's (GPE) and the International Development Research Centre's (IDRC) **Knowledge and Innovation Exchange (KIX) Continental Research Symposium** from Oct. 4 to Oct. 6, 2022, hosted at the African Union Commission (AUC) Headquarters in Addis Ababa, Ethiopia. Organized by the KIX Africa 19 Hub and the KIX Africa 21 Hub and facilitated in English, French and Portuguese, the symposium's theme focused on **"Reimagining education for a better impact on learning outcomes in sub-Saharan Africa"** and explored areas such as curriculum, assessment, pedagogy, teachers, inclusion, equity, and policymaking.

Dr. Yumiko Yokozeki, Director of UNESCO IICBA, welcomed participants noting that the symposium, *"aims at creating an environment to share new research and innovations on improving students' learning outcomes while overcoming the shocks caused by the COVID-19 pandemic and laying the foundations for more robust education systems."* On World Teachers Day (Oct. 5th), Dr. Yokozeki further observed how *"teachers' socioeconomic status has been eroding in many parts of the world"* and how big is the need to bring more respect and recognition to the vital role teachers play. The Director commented how IICBA has been working for the past 23 years to provide capacity building and development for teachers across the continent Africa.



A teacher from Malawi, Jane Chikapa, addressing the symposium on World Teachers' Day (Oct. 5)

During the Symposium, government representatives, educational researchers, local education groups, policy stakeholders and members of international organizations engaged in plenary, breakout and poster sessions to strengthen the application of research for policymaking. Some of these breakout sessions included “Teacher education and professional development” and “Teacher support, motivation and accountability”.



Poster Presentation

197 participants attended in person with representation from the following 41 countries: Benin, Burkina Faso, Burundi, Cameroon, Canada, Chad, Comoros, Cote d'Ivoire, Djibouti, Eritrea, Ethiopia, France, Gabon, Ghana, Guinea, Guinea Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Niger, Nigeria, Norway, Republic of Congo, Rwanda, Sao Tome et Principe, Senegal, Sierra Leone, Somalia, South Africa, Tanzania, Togo, The Gambia, Uganda, United Arab Emirates, Zambia, Zimbabwe.



GPEKIX Symposium organizers featuring representatives from IDRC, UNESCO IICBA, and the Canadian government/KIX Africa 19 Hub

The KIX Africa 19 Hub is a consortium that includes UNESCO IICBA (Lead), UNICEF-Eastern and Southern Africa, and the AUC's Education, Science, Technology and Innovation Directorate. The KIX Africa 21 Hub is a consortium comprised of Institut de la Francophonie pour l'éducation et la formation (IFEFF) (Lead), Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (CONFEMEN), Agence universitaire de la Francophonie (AUF).

By: Gabriel Mekbib

Read more about the symposium, its theme and sub-themes, the objectives and research papers [here](#). For further information or inquiries, please contact the KIX Africa 19 Hub and KIX Africa 21 Hub Secretariats at kix.iicba@unesco.org and programmekix@francophonie.org.

Fourth Ordinary Session for the Specialized Technical Committee Meeting on Education, Science and Technology (STC-EST4)

The African Union Commission (AUC) convened the fourth meeting of the Specialized Technical Committee on Education, Science and Technology (STC-EST4) virtually from 29 August to 02 September 2022 under the theme “*Education, Science, Technology and Innovation to respond, strengthen and build resilience in a post COVID-19 Pandemic and recovery of Africa*”. Over 180 people, including AU Member States’ representatives and experts in Education, Science and Technology, Regional Economic Communities, UN Agencies, international and regional institutions and key development partners attended the meeting.

The STC-EST is a platform for African Ministers of education, science and technology to discuss and provide strategic direction on addressing the continent’s priorities for education, science and technology. It also examines progress in the implementation of ongoing programmes anchored on continental strategies – the Continental Education Strategy for Africa (CESA 2016-2025), the Continental TVET Strategy to foster youth employment, and the Science, Technology, and Innovation Strategy for Africa (STISA-2024).



The Senior Officials/ Experts’ Meeting was held on the first day. During the Parallel Sessions, Dr. Njora Hungu, Senior Project Officer of UNESCO IICBA along with Dr. James Keevy, Chief Executive Officer, JET Education Services, made a presentation on the

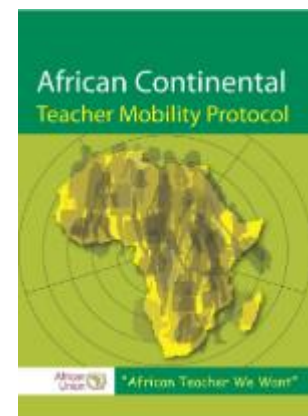
progress of the Teacher Development Cluster activities and the African Continental Teacher Mobility Protocol.

The Continental Teacher Mobility Protocol (CTMP) was developed by UNESCO IICBA in partnership with AUC. The Protocol was developed within the framework of the Agenda 2063 “*The Africa we Want*” and CESA 2016-2025, and is intended to provide a guiding framework for the managed mobility of the teaching force across African countries, including:

- Protect rights and recognise responsibilities of teachers that migrate
- Facilitate the sharing of teachers, primarily on an intra-Africa basis
- Guide the bi- and multi-lateral, regular, deliberate, and organized movements of teachers across Africa

The CTMP was approved in the Ministerial session of the STC-EST held on the 1st and 2nd September 2022 following the Experts’ session.

“The summit is not the end but the beginning, the summit is like planting seeds, we have to nurture the plant and let it grow and then we reap the fruits. The fruits we will reap are well-educated young people on the African continent who are economically productive, socially responsible and peace-loving”, mentioned Dr. Yumiko Yokozeki in her presentation of the overview of the UN Education Transforming Summit (TES) during the STC-EST4.



By: Kevine Uwingabiye

IICBA's Contribution to Strengthening the Links between Education and Health

As the COVID-19 pandemic revealed, education and health are interconnected in many ways. Below are some updates on IICBA's involvement in the promotion of Education for Health and Wellbeing in Africa.

Development of a Continental Strategy for Education for Health and Wellbeing

UNESCO IICBA, in collaboration with International Planned Parenthood Federation (IPPF) and the United Nations Population Fund (UNFPA) supported the African Union (AU) to develop a Continental Strategy for Education for Health and Wellbeing. This is a comprehensive strategy that builds upon regional commitments and initiatives converging to improve learners' well-being within the education context, a key for the attainment of the SDG4 of Agenda 2030, and the objectives of the AU Agenda 2063 (the Africa we want). Given its strategic location, UNESCO IICBA coordinated advocacy efforts for the adoption of the strategy by AU and its Member States. So far, the draft strategy document has been presented in the Special Technical Committee of the AU Education, Science, Technology, and Innovation (ESTI) department and in the meeting of Ministers of Education which took place from 29 August to 2 September 2022. The AU Commission and Members States welcomed the strategy and commended the AU's ESTI department and its partners for the initiative that will serve as a game changer in the promotion of the health and wellbeing of learners across the continent. Currently, IICBA is collaborating with AU and partners to

prepare for the upcoming validation workshop (31 January 2023) that will gather Members States to endorse the strategy before full implementation in their respective countries.

Training of Trainers on Effective Delivery of Comprehensive Sexuality Education

Cognizant of the critical role of Comprehensive Sexuality Education (CSE) in promoting learners' health and wellbeing, the UNESCO Regional Offices for Eastern and Southern Africa, in collaboration with IICBA, organized a Training of Trainers (ToT) on effective delivery of CSE. Attended by more than 100 participants, the training took place in Nairobi, Kenya from 4 to 7 October 2022. The session was delivered in three tracks, namely a) Sexuality Education training for curriculum developers, b) Sexuality Education training for pre- and in-service teachers, and c) Sexuality Education training for special needs teachers. Given the mandate of IICBA, the participant from IICBA followed the second track "*Sexuality Education training for pre- and in-service teachers*". This enhanced attendees' knowledge and skills in programming for effective CSE delivery and its readiness to support the rollout and quality implementation across different cultural and policy contexts in Africa.

By: Mathias Gakwerere



High-level Burnout is Preventing University Lecturers in Kenya from Leading Education Transformation



Our latest survey has revealed that University lecturers in Kenya experience burnout from workload, amid poor pay and slow career progression. This has a high impact on their professional outputs.

This survey, conducted between June and July 2022 by IICBA in collaboration with researchers based in universities in Kenya, investigated the levels of work-related burnout among 161 university lecturers based in Kenya comprising of 49.1% males and 49.7% females with 1.2% of the lecturers preferring not to disclose their sex. A vast majority (83.2%) of these lecturers were teaching in public universities.

What is work-related burnout?

In our survey, work-related burnout was defined as "a condition resulting from chronic workplace stress that has not been successfully managed". In this regard, we informed the respondents that "work-related burnout is NOT stress that is caused by a condition that is not work-related NEITHER is it a one-off condition like feeling tired or exhausted after a hard day at work".

- In general, work-related burnout levels were consistently lower among lecturers in private universities than among their colleagues in public universities. However, burnout levels did not vary much across male and female lecturers.
- Availability of at least one support mechanism at the university or application of at least one mechanism at a personal level seemed to be associated with lower burnout levels than otherwise.

Survey Results

- Lecturers reported encountering low remuneration and slow job progression more often than other work-related issues.
- Only about one-quarter (26.1%) of the lecturers involved in this study reported "Availability of free training on issues related to stress and work-related burnout" in their institutions.
- About two-thirds of the lecturers (66.5%) said they never or rarely sought professional support to help them untangle life challenges.

How best can university lecturers be supported to deal with work-related burnout?

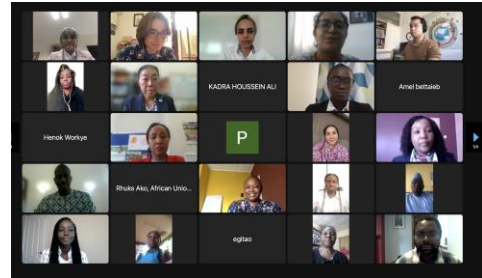
From this survey results, we recommended that lecturers be provided with training on work-related burnout issues. This could include providing them with information on the importance of burnout on their professional outputs as university lecturers; the available support mechanisms in their universities; and personal level mechanisms they can employ to avoid work-related burnout.

[Click here](#) to read the full report.

By: Kevine Uwingabiye

Transformative Pedagogy for Peace and Resilience Building: Stories from Youth

IICBA works to address violent extremism and the underlying drivers of violence among youth by **strengthening the capacity of teachers and educators** and supporting the development of relevant policies in Africa. As a strategy, IICBA followed **Transformative Pedagogy** approach to address the issues in educational environment and education personnel were trained through a cascading model by providing **Training of Trainers (ToT)** using context responsive teacher training guides. The approach further enhanced the youth engagement in peacebuilding and conflict prevention initiatives in their environment. The following stories were shared during the **Pan African Experience Sharing Meeting**, which was held online from 16 to 18 August 2022 as part of the Japan-funded project “*Prevention of extremism and its resurgence amid the COVID-19 pandemic through education in Africa, aligned with the spirit of TICAD 7 and NAPSA.*”



Nigeria

Mr. Pietro Uzochukwu Macleo

– Activating Positive Peace using the Training of Trainers (ToT) methods

The initiative started by training the young Nigerians in the field on **Transformative Pedagogy** through two-week training, which transcended across different sectors. Sustainability is critical in this endeavour, thus the intervention includes **recruitment activities** by incentivizing, motivating, and engaging youth through, for instance, the collaboration with the Institute for Economics and Peace (IEP) for **Peace Ambassador programme** and **Rotary Peace Fellowship scholarships**. The initiative grew with the structure of the Rotary Nigeria National Peacebuilding and Conflict Prevention Committee, which consists of National, Zonal and State coordinators across every state of Nigeria and over 8,000 volunteers across the country. The single objective of the Committee is to implement **positive social change solutions** to dismantle ingredients of ‘push’ and ‘pull’ factors of violent extremism. Witnessing the positive impact of the ToT workshop, the team decided to make the **Transformative Pedagogy training an annual event**.



“Engaging youth and mainstreaming them in peacebuilding requires progressive platform that will give them opportunities to innovate, participate, and implement.”

Zimbabwe

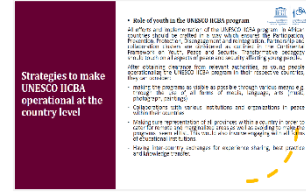
Ms. Chioniso Michelle Murinda

– Capacity building training for youth leaders on peacebuilding and PVE

After receiving UNESCO IICBA’s training in 2021, three youth leaders developed a plan for a project, “**capacity building training for youth leaders** in Zimbabwe on peacebuilding and PVE,” with the assistance of the seniors who participated in IICBA’s training in 2020. The project targeted youth leaders in Zimbabwe’s **state universities, private universities, and technical colleges**, and aimed to enable them to contribute to peacebuilding. The reason why the team focused on

“Our project is in line with the initiatives that the Ministry of Higher and Tertiary Education is leading with UNESCO IICBA – such “top-bottom approach” works best in the country.”

institutions of higher learning is to avoid the initiative to remain as mere activism or ideas that stay on the streets, but **to make it institutionalized and sustained**. Some of the specific objectives of the project include introducing Transformative Pedagogy in order to strengthen **critical thinking skills** and **collaborative actions**, and enhancing **critical reflection on the role of young people in building peace and PVE**. One of the key outcomes is also the creation of a Zimbabwe network that would advance Transformative Pedagogy for peacebuilding across the country.



Kenya

Ms. Eunice Pande

– Integrating the Transformative Pedagogy approach through peace clubs

Following the IICBA’s training in 2021, the youth trainees developed a project plan targeting **AMANI** (meaning “peace”) **Clubs**. AMANI Clubs were formed in 2014 by the National Cohesion and Integration Commission in partnership with the Ministry of Education in Kenya. They are intended to promote **good relationships, harmony, and peaceful coexistence** by creating space for students to **discuss and identify the root causes of conflicts**. The team adopted Transformative Pedagogy to train youth leaders of the Clubs and it was well received as it enabled them to share their experiences and to identify different types of conflicts in their own context. The approach enabled the generation of new ideas for specific solutions for every group in their unique environments. The Clubs are now diversified to the **community** and are organizing **forums and dialogues for peacebuilding** initiatives and **inter-religious dialogues**. The participating youth were excited to be involved in peace talks and discussions, and the team could observe their **sensitized awareness on the real issues** that caused unrest and violence within their communities.



“Proper support and guidance that allow youth to meaningfully participate in peacebuilding initiatives are needed.”

Tunisia

Ms. Ilhem Ben Abdessalem

– Training through UNESCO Associated Schools Network (ASPnet)

After receiving the IICBA’s online training in 2020, the Tunisian National Commission (NatCom) for UNESCO (NatCom) took the initiative in organizing a series of training workshops on the Transformative Pedagogy approach targeting **80 coordinators of ASPnet schools** (incl. pre-primary, primary, and secondary schools) from March 2021. The workshops aimed to introduce Transformative Pedagogy to **promote a culture of peace in schools** with simple activities and through the scheme of clubs. The training also functioned as a space for the coordinators to **develop action plans** that have realistic and measurable objectives and enable the approach to be practiced. As an opportunity to apply the Transformative Pedagogy, NatCom organized an **art gallery** entitled **“Education for Peace and Living Together,”** where trained coordinators were invited to join with their students. The coordination with schools (currently there are 350 ASPnet schools in Tunisia) has been strengthened by designating focal points for each regional delegation.

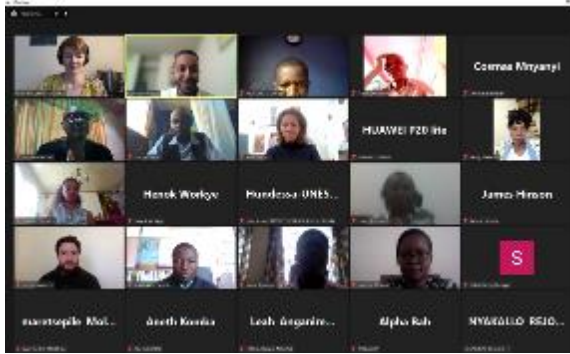


“Coordinators as well as teachers of the ASPnet schools became conscious of the importance of the peacebuilding mission and the kind of competencies that are necessary to protect their students from violent extremism.”

By: Kasumi Moritani

News and Events: July - October 2022

7, 14, 21 & 28 July, 2022 – Online
GPE KIX Community of Practice: Strengthening Competency-based Education and Curricula



The Knowledge and Innovation Exchange (KIX) Africa19 Hub organized online sessions following the first four sessions that took place in June. The sessions aimed at strengthening the capacities of policymakers to implement reforms in competency-based education in their national education systems or teacher education institutes.

Recordings of the sessions are available [here](#)

29 July, 2022 – Kampala, Uganda
Stakeholder Engagement Workshop on Integration of Peace Education and Prevention of Violent Extremism through Education in Teacher Education



IICBA, in collaboration with the Uganda's Ministry of Education and Sports (MoES), Makerere University and Uganda National Teachers' Union (UNATU), held a one-day workshop.

MoES is currently implementing Peace Education and Prevention of Violent Extremism (PVE) project with support from IICBA, and the workshop was intended to share experiences in selected teacher training institutions in Uganda. Over 40 participants,

including faculty members of Muni University and National Teachers College Muni, attended the workshop and exchanged views and aspirations.

[Click here](#) to read the full article

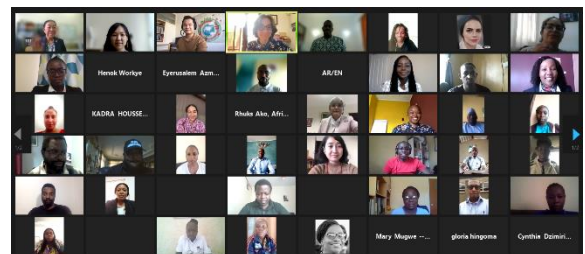
15 August, 2022 – Niamey, Niger
National Workshop for the Validation of the Impact Analysis Report and the Development of the Simulation Model of the Teaching Policy in Niger



As part of the CapED Programme, IICBA attended the national workshop of the validation of the impact analysis report and the development of the simulation model of the teaching policy in Niger. The workshop served as a process of developing the teacher policy document under the supervision of IICBA.

[Click here](#) to read CapED Programme's latest report

16 to 18 August, 2022 – Online
Transformative Pedagogy for Peace, Resilience Building and Preventing Violent Extremism through Education and Youth Empowerment in Africa – Pan African Experience Sharing Meeting



IICBA, in partnership with Arigatou International, held three-day experience sharing meeting. Since 2017, IICBA has been working to strengthen the capacity of teachers across Africa on the Transformative Pedagogy approach as a fundamental strategy for peace and resilience

building. The online meeting was organized as an opportunity to discuss how the Transformative Pedagogy has been integrated into educational frameworks in over 20 African countries that participated in IICBA's programme. The sessions were also intended to connect Ministries of Education personnel and young peace advocates for an intergenerational exchange on their experiences.

13 to 16 September, 2022 – Online

ToT Workshop on Digital Skills for Master Teachers in Somalia



IICBA, in collaboration with UNESCO Regional Office for Eastern Africa in Nairobi and the Ministry of Education, Culture and Higher Education (MoECH) of Somalia, organized an online Training of Trainers (ToT) workshop for 10 Master Teachers. The training was conducted by Dr. Temechegn Engida, Program Officer for ICT and STEM Education of IICBA. The Basic Digital Skills course consisted of five content areas, namely 1) The what and why of digital skills; 2) Search the web in an efficient and effective manner; 3) Create digital audio content; 4) Use and create digital video content; and 5) Use social media for teaching and learning. The trained Master Teachers are expected to scale up the Basic Digital Skills course to teachers in Somalia.

[Read more](#)

21 to 22 September, 2022 – Bujumbura, Burundi

National Validation Workshop for the Teacher Motivation Framework



IICBA, together with the Ministry of National Education and Scientific Research of Burundi, organized a two-day National Validation Workshop for the Teacher Motivation Framework. The workshop was graced by the presence of the Permanent Secretary, Ministry of National Education and Scientific Research, Burundi.

[Read more](#)

23 September, 2022 – Addis Ababa, Ethiopia
Consultative Meeting for Peace Education Curriculum Integration in Higher Education Institutions



IICBA, in cooperation with Ethiopia's Federal Ministry of Education (MoE), held a consultative meeting for peace education curriculum integration in higher education institutions. MoE's Higher Education Department is currently working on to integrate peace education into universities' common courses. Attended by 31 curriculum coordinators from 19 universities across Ethiopia, the consultative meeting explored the entry points for mainstreaming peace education into university courses, focusing on three subjects of the common courses namely Critical Thinking, Inclusiveness, and Social Anthropology.

13 October, 2022 – Online

Launch of the Kenya Presidential Working Party on Education Reforms



UNESCO IICBA participated at the Launch of the Kenya Presidential Working Party on Education Reforms. Mr. Saliou Sall, Senior Program Coordinator of UNESCO IICBA made a presentation on *“The role of Teachers in the Transformation of Education”*. "Education should not only be about imparting knowledge to students, but also about values, norms, commitments and principles that shape global cohabitation and educate global citizens to work together towards a sustainable and peaceful future". Mr Saliou Sall pointed out.

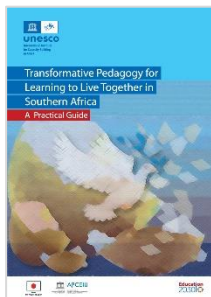
As part of the project *“Improving education in the Sahel region”* funded by the European Union and implemented by UNESCO, a regional workshop was organized for the validation and adoption of a Common Framework for Curricular Orientation (CCOC) for the professionalization of teachers in the Sahel region. UNESCO IICBA was represented at this workshop by its Senior Program Coordinator and Director at interim Mr. Saliou Sall.



16 to 20 October, 2022 – Niamey, Niger
The Regional Workshop for the Adoption of a Common Curriculum Orientation Framework for the Professionalization of Teachers in the Sahel Region

Publications

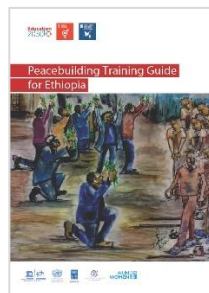
“Transformative Pedagogy for Learning to Live Together in Southern Africa - A Practical Guide”



This guide was developed under the project *“Silencing the Guns in Africa by 2020 through Youth education”*, a project funded by the Government of Japan, and a programme on Global Citizenship Education (GCED) and Southern Africa liberation history (SALH) supported by the Asia-Pacific Centre of Education for International Understanding (APCEIU) and UNESCO ROSA office.

[Click here](#) to see the guide

“Peacebuilding Training Guide for Ethiopia” in Three Local Languages



UNESCO IICBA published “Peacebuilding Training Guide for Ethiopia” in Ethiopia’s three local languages, namely Afaan-Oromo, Amharic, and Somali.

The guides are available at [\(Afaan-Oromo\)](#) [\(Amharic\)](#) [\(English\)](#) [\(Somali\)](#)

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The UNESCO IICBA Newsletter is published quarterly. This newsletter was designed and edited by Ms. Kasumi Moritani, UNV, and Ms. Kévine Uwingabiye, Individual Consultant, under the supervision of Mr. Saliou Sall, Senior Program Coordinator and Director at interim of IICBA.

The next newsletter will be published in December 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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