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International Institute
for Capacity Building
in Africa

THE UNESCO IICBA Newsletter

April – June 2019

Inside

Education for Sustainable Development in Comoros



IICBA is promoting climate change and disaster risk reduction in education in Comoros. See page 3 to learn more.

3

Play and Resilience in Early Childhood Care and Education



Read about how locally available and easily sourced materials can be used in play to build resilience in early childhood care and education.

4

Country Contextualization and Local Language Use for Sustainability



Learn about how IICBA's 2017 "Transformative Pedagogy for Peacebuilding" publication is being updated, contextualized and translated into three local Ethiopian languages in the Peacebuilding Fund in Ethiopia project.

5

News & Events

8

From the Director

The dictionary defines sustainability as "the ability to be maintained at a certain rate or level". I suppose we would like teacher development in Africa to speed up, maintaining the accelerating rate of development.

Sustainability became a development word when the Sustainable Development Goals (SDGs) succeeded the Millennium Development Goals. The SDGs call to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. They are comprehensive development goals where both developing and industrialized countries work together.

There are 17 SDGs that are all integrated and related. I believe that education connects them all as capacity development measures. Education also provides an enabling basis for these comprehensive development goals. Teacher development is at the core of education and it contributes to national, continental, and global sustainable development.

One of IICBA's current activities is "Peace and Resilience Building and Prevention of Violent Extremism through Teacher Development", which fits very well with the SDGs values. We believe in "teachers for peace" in Africa. Peace and security are prerequisites for sustainable development, and I hope that teachers can play a significant role in this in Africa.

IICBA has also recently begun collaborating with the Government of Comoros on a project to strengthen their resilience against climate change and variability related disaster. It is projects like this that directly impact the sustainability of our planet. Projects, like that of "Play and Resilience", which aims to incorporate play-based strategies for building resilience in early childhood care and education, also affects an individual's peace and prosperity and ability to live a resilient life free of poverty. Please enjoy reading about these projects and others in the second quarter 2019 newsletter.

Dr. Yumiko Yokozeki

Contents



The UNESCO IICBA and UNESCO Liaison Office to the African Union teams together with Audrey Azoulay, Director-General of UNESCO, who visited Addis Ababa, Ethiopia on the occasion of World Press Freedom Day.

Strengthening Comoros' Resilience Against Climate Change and Variability Related Disaster through Education
Edwin Kumfa

3

Play and Resilience – Sustainable Strategies in Reshaping the Landscape of Early Childhood Care and Education in Africa
Anahita Kumar

4

The Importance of Country Contextualization and Local Languages for Sustainability
Ruixi Liu

5

IICBA Volunteer Reflections
Xinrong Xie and Anlan Liu

7

News and Events

8



Country presentations during the Experience Sharing Workshop, organized by IICBA, for the "Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in African Countries through Teacher Development" project, supported by the Government of Japan, held on 29 and 30 April 2019 in Addis Ababa, Ethiopia. Read more about it on page 8.

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.

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International Institute
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Strengthening Comoros' Resilience Against Climate Change and Variability Related Disaster through Education

“Education is the most powerful element in preparing societies for the global challenges that climate change brings. It equips individuals, communities and the wider world with the understanding, skills and attitudes to engage in shaping green, low emission and climate-resilient societies” (UNESCO, 2017).

Education for Sustainable Development (ESD) promotes climate change education and is vital to achieve the Sustainable Development Goals. Sustainable Development Goal 13 on combating climate change, target 13.3 aims to “improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.”

The Government of the Union of Comoros and the United Nations Country Team conducted a review of the United Nations Development Assistance Framework (UNDAF) with the aim to align national development priorities and lay the groundwork for sustainable growth. This review took into consideration the sustainability of programs, projects and plans that would ensure an acceptable rate of the development plan of the Union of Comoros.

Through the revised UNDAF, four goals were outlined. Among others, UNDAF Outcome 4 states that "By 2021, the most vulnerable populations provide resilience to climate change and crises." This paved an opening for UNESCO IICBA, whose expertise lies in teacher development, to incorporate climate change and disaster risk reduction through education in Comoros.

In May 2019, IICBA entered into an agreement with the UNDP National Office in Comoros, in collaboration with the Government of Comoros, to implement the project “Strengthening Comoros Resilience against Climate Change and Variability Related Disaster”, funded by Global Environmental Facilities. The project has four components:

- 1) Strengthening institutional, policy & regulatory frameworks of integrated climate risks and disaster;
- 2) Improving knowledge and understanding of medium to long-term climate-related disaster risks and vulnerability;

- 3) Sustainable strengthening of community resilience to climate-induced disaster risks; and
- 4) Knowledge management, monitoring and evaluation.

IICBA's role in the ongoing project is structured to provide technical assistance in building the capacity of project implementation teams and national stakeholders to strengthen the resilience of Comoros' education sector against climate change and variability related disasters. IICBA will contribute to the project through the capacity-building of policy-makers, teacher training institutions, school management committees, teachers and school students in response to climate change and disaster risk reduction.

The first mission to Comoros is planned for July 2019 to hold a situational evaluation workshop on the University of the Comoros' master's program in Environment, Climate Change and Disaster Risk Management. Additional, activities planned for 2019 include:

- Situational analysis study on climate change education in primary schools in Comoros
- Training and consultation workshop with national stakeholders on the review of education policies on climate change and disaster risk reduction
- Policy dialogue to validate and disseminate the revised policies
- Validation of the Quality Assurance Framework for the University of the Comoros' master's program in Environment, Climate Change and Disaster Risk Management.

Climate change and disaster risk reduction is a new area for IICBA, who hopes that this project, its new approach and best practices will spark other similar efforts throughout the continent.

By: Edwin Kumfa

Play and Resilience – Sustainable Strategies in Reshaping the Landscape of Early Childhood Care and Education in Africa

Nearly 385 million children across the world live in extreme poverty - less than US \$1.90 per day - with the highest percentage of these children living in Sub-Saharan Africa. Sub-Saharan Africa has both the highest rates of children living in extreme poverty at just under 50 per cent, as well as the largest share of the world's extremely poor children, at just over 50 per cent (UNICEF, 2016).

Poverty places economic hardship on a family, which increases family stress and disrupts the social networks that stabilize the family and their community, and thereby leads to higher rates of home violence and school dropout (Shonkoff et al., 2011). Caregivers with increased stress from unemployment, low socioeconomic status, and rising financial burdens cannot fully provide the nurturing attention their children will require during their key developmental phases, and will have a tendency to adapt harsher parenting techniques (Conger & Donnellan, 2007).

Children living in poverty are at risk of being exposed to multidimensional risk factors that threaten various developmental domains; this manifests into health complications, such as stunting and diminished immunity to diminished cognitive, linguistic, and socio-emotional capabilities. The spillover of these drawbacks in childhood leads to risky coping mechanisms in adulthood from violent tendencies to addictive behaviors and poor lifestyle choices further exacerbated by poverty.

Development and learning is every child's right, and the United Nation's Sustainable Development Goal 4 is "Ensuring Inclusive and Equitable Quality Education for All". Goal 4.2 specifically targets Early Childhood Development, Care, And Universal

Primary Education (UN SDG 2030). Multiple stakeholders are to benefit from an increased investment in early childhood care and education.

Building resilience is an essential mechanism and a burgeoning field of brain development sciences and provides policy-makers with an interdisciplinary and evidence-based approach to building the future workforce of their communities. Incorporating play-based strategies to build resilience is a highly sustainable, home-grown, cost-effective and evidence-based approach to early childhood development.



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Play is a powerful mechanism that targets multiple domains of healthy child development. It's a sustainable approach for all stakeholders, and especially children, who are at the center of the process. Play supports cognitive, linguistic and problem-solving skills, as well as reduces stress and buffers the effects of negative factors.

Play-based strategies are effective in buffering the effects of PTSD (Post-traumatic Stress Disorder) in refugee children. Evidence points to play for building socioemotional skills in various interventions, according to evidence-based meta studies (Tol et al, 2010; Masten, 2015). The LEGO foundation and Sesame Workshop are currently implementing a US \$100 million play-based learning program in Rohingya and Syrian refugee camps.

While the multidimensional benefits of play-based learning are still being uncovered, a noteworthy element of this strategy is the sustainability approach. Play & Resilience, a China-Africa project for building resilience in at-risk children, adapts a distinct participatory approach and involves various stakeholders in the process. The resources included for incorporating the training aspect of the program are all locally available and easily sourced materials. Play & Resilience also relies heavily on local play cultures to be incorporating in the child-rearing process. Local cultural best practices, songs and games, indigenous play and learning practices in the mother tongue are some of the elements that are highlighted as essential in the early years for healthy and holistic development.

IICBA is implementing the Play & Resilience project in Africa and has been a major actor in play-based learning in the continent. In April 2019, IICBA took part in the “Learning Through Play” training workshop organized by Education International, the Kenyan National Union of Teachers and the Danish

Youth and Child Association. IICBA is developing a “Play & Resilience Toolkit for Teachers, Caregivers and other Stakeholders” as a part of the Play & Resilience project. In July 2019, IICBA will host the Play & Resilience dissemination seminar in Addis Ababa, Ethiopia. The seminar will be attended by Dr. Maggie Koong of Victoria Charitable Trusts, and delegates from South Africa, Nigeria, Zimbabwe and Ethiopia. The seminar will include the launch of the toolkit and sharing of country progress reports of the project.

Changing the landscape of early childhood care and education in Africa is essential. The importance and power of play in child development should be recognized in policy-making as a sustainable and child-centric strategy. Per \$1 invested in the early years yields \$17 in developed countries and \$12 in developing countries, and now is one of the best moments to chase evidence-based and sustainable policy in education.

By: Anahita Kumar

The Importance of Country Contextualization and Local Languages for Sustainability

During 2016 and 2017, Ethiopia’s governance encountered great shake-ups. In 2016, mass protests, mostly led by opposition groups and youths, demanded reforms on issues, such as political marginalization and human rights abuse, and pursued more devolution, rights of regional parties, and democratization. The political disability was met with declarations of two states of emergency, casualties of hundreds of protesters and arrests of thousands.

In January 2017, several significant political reforms were made by the Government, including the amnesty for protesting party leaders, adjusted electoral model and a rebalancing of power between the federal and regional governments. The remarkable reforms have been further promoted after the appointment of new Prime Minister, Dr. Abiy Ahmed, in April 2018.

Due to this, several challenges were recognized by the Government of Ethiopia in a reform agenda. For instance, conflict management needs to be enhanced and institutionalized. A more

comprehensive and relevant peacebuilding vision for the country also should be developed to consider communities and marginalized groups, especially youth and women. In addition, how to prevent and manage regional conflicts is also important. In general, facilitating community dialogue and bringing reconciliation to conflicting groups are prioritized on the government’s agenda, which requires the United Nation’s (UN) support since the UN has been advising the government in this regard.

The UN established a Peacebuilding Fund (PBF) in 2005 aimed at supporting country-identified peacebuilding priorities, according to the UN PBF webpage. In Ethiopia, the PBF project assists the Ministry of Peace in strengthening capacity-building, community dialogue on peace, and cooperation. The PBF in Ethiopia project document describes the current context in Ethiopia and two identified conflict clusters, which include three regions of the country, as the prioritized areas for peacebuilding interventions. These cluster areas have a high proportion of internally displaced persons (IDPs), strong patriotic sentiments, and low-levels of inter-regional cooperation. Therefore, the Government of Ethiopia in collaboration with UNDP, IOM and UN Women (PBF project recipient UN organizations) are implementing the project to deliver an increased level of inclusiveness in governance and conflict management mechanisms in Ethiopia.

One of the main goals of the project is the development of a peace education training manual for training of peace education in schools, communities, and offices in Ethiopia. In this regard, UNESCO IICBA has been working on peacebuilding education through teacher development in Africa for the past few years. IICBA developed a publication, “Transformative Pedagogy for Peacebuilding” in 2017 that has already been used to train over 6000 teachers in the Horn of Africa, including Ethiopia. It is aligned with the objectives of PBF projects, and therefore, agreed by PBF implementation partners and IICBA to use it as the cornerstone– with updating, further contextualization for Ethiopia, and translation from English to Amharic, Oromiffa and Somali languages– of the peace education training manual.

The IICBA publication was first developed specifically for teachers. In order to be more inclusive and relevant to the PBF project and useful for target readers, the document has been updated. It now includes content about new political developments in Ethiopia and perspectives on women, youth, IDPs and community leaders, with the consultation of the Ministry of Education, a National Consultant-Project Officer for Inclusive Governance and Conflict Management Support Project, and relevant UN organizations such as UNDP, UN Women and IOM.

Ethiopia is a country with diverse ethnic groups and languages. Taking into account the need to implement the project in the cluster areas in three regions of the country, which include community members in rural areas and IDPs, many of whom are not fluent in English, it is necessary to translate the manual into local languages. By doing this, the manual and project will be more sustainable, can have wider use and in turn, make a larger impact. Local language use also helps to avoid discrepancies and confusion between languages.

The updated Peace Education Manual: Transformative Pedagogy for Peacebuilding in Ethiopia has now been updated and finalized. In the coming months, the manual, currently still in English, will be presented to the PBF team and national and regional stakeholders from the three regions for the validation of the content. After this, translation will commence and a training of trainers for 100 teachers, teacher educators, traditional religious leaders, youth club leaders, women leaders and other stakeholders is planned.

By: Ruixi Liu

IICBA Volunteer Reflections

Xinrong Xie and Anlan Liu volunteered with IICBA for one-month, read about their experience below

I have obtained a lot more than I expected—practical knowledge, diverse experiences, and the opportunity to work with great people. Volunteering in IICBA means a multi-cultural, diversified, inclusive and friendly working environment. Everyone’s voices are valued and respected and we are encouraged to share our opinions. It has been a pleasure for me to work with and learn from my colleagues, who are so talented, passionate, dedicated, and insightful in their work. I am really moved, and I feel honored being in the group.

I have gotten to know and better understand IICBA’s work. I had the opportunity to translate the IICBA brochure to Chinese, which gave me a comprehensive overview of IICBA’s work in Africa. Moreover, while conducting online research on assessment for learning, I realized how effective each assessment is in helping to guide teacher’s work in diagnosing students’ learning progress. I also participated in editing online training courses for education professionals on a gender responsive pedagogy toolkit. During this specific task, I learned about the applicable, fundamental, and

comprehensive strategies in classroom settings that IICBA created to support gender equality in Africa. The more I learned, the more I realized the fundamental function education serves in making the world a better place.

I also had the opportunity to help IICBA prepare for the TALENT workshop. I edited a presentation on Bloom’s taxonomy and developed skills in video editing, creating clips on teacher inclusion and alignment. I learned how textbook knowledge can be applied in the real world in an easy to understand way.

To sum up, it has been a great journey and an unforgettable experience for me to volunteer with IICBA. I really appreciate all that the volunteer experience has taught me, and all the inspiration I have received from the staff. They have helped me confirm my life purpose of making the world a better place through education and have encouraged me to pursue this in graduate studies and future career.

By: Xinrong Xie

It has been such a great pleasure to meet and work with all the lovely colleagues at IICBA over the past month.

I really appreciated the opportunity to explore different tasks within IICBA. I was able to contribute my efforts to preparing for the TALENT workshop by doing online research for explanations and examples of assessment for learning, and by organizing terminologies and glossary tables; editing presentations; making video clips for on “Teacher Inclusion and Alignment”, “The Network and Alignment”, and “Obstacles Countries Face”; and finally creating and arranging folders of agenda documents. I am also grateful to have had the opportunity to attend the workshop itself.

In addition, I had the great chance to edit online training courses for education professionals on

gender responsive pedagogy toolkits. I realized that designing these toolkits was a distinctive experience that allowed me to think from both a teacher’s and a student’s perspective. I believed the skills I got from doing this task are extremely applicable not only in my graduate program, which begins this fall, but also in my future career.

Thank you, UNESCO IICBA, and everyone for supporting me during my volunteer period. One month is a short stay, but I am glad to have experienced the local culture during my stay. I am leaving for my graduate program at Duke University in United States, but hope to have the chance to come back to the United Nations and to work with IICBA again in the future!

By: Anlan Liu

**Interested in volunteering with IICBA?
Please write to us at info.iicba@unesco.org**

News and Events

April to June 2019

IICBA Organizes an Experience Sharing Workshop on Preventing Violent Extremism through Teacher Development and Youth Empowerment for African Countries

On the 29 and 30 April 2019, IICBA organized an experience sharing workshop for the "Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism (PVE) in African Countries through Teacher Development" project, supported by the Government of Japan, in Addis Ababa, Ethiopia. The workshop participants came from 18 countries, namely Algeria, Burkina Faso, Cameroon, the Central African Republic, Chad, Eritrea, Ethiopia, Kenya, Libya, Mali, Mauritania, Morocco, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda. This new project targets 20+ countries and their cross-border areas. The AUC along with the UNICEF Liaison Office to the AU are strategic partners in the project. In addition, in attendance were representatives from One African Child, Arigatou International, Addis Ababa University's Institute for Peace and Security Studies, UNDP Regional Office in Ethiopia and UNESCO Headquarters and multiple Offices, namely the Multisectoral Regional Office in Dakar, Regional Office for Eastern Africa in Nairobi, Liaison Office in Addis Ababa, Cluster Office in Rabat, Multisectoral Regional Office in Abuja, and Country Offices in Juba and Uganda, in addition to several IICBA staff.



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The workshop was opened by H.E. Mr. Daisuke Matsunaga, Ambassador Extraordinary and Plenipotentiary of Japan to Ethiopia, who reiterated the Government of Japan's support to peacebuilding efforts in Africa. During the workshop, countries presented on their experiences, progress and lessons learned from the "Teacher Training and Development for Peace Building" projects, supported by the Government of Japan and implemented in the Horn of Africa in 2017 and in the Sahel region in 2018, which this 2019 project phase builds upon; This project focuses on sharing and scaling up good practices in the target countries.



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Multiple presentations from partners were given along with time to discuss synergy and 2019 actions. Closing remarks were given by H.E. Mr. Fumio Shimizu, Ambassador of Japan to the AU.

Ugandan Cabinet Approves an IICBA-supported National Teacher Policy

On 1 April 2019, the Ugandan Cabinet approved a National Teacher Policy (NTP) that aims to streamline teachers' management for better productivity, discipline, retention and motivation. The NTP was one of the key activities supported by UNESCO through the Capacity Development for Education (CapED) Programme in the Ugandan Education Sector. IICBA provides the technical backstopping to African countries in the CapED Programme.

The aim of the NTP is to provide a framework to professionalize and standardize the teaching profession and enhance the development and management of teachers. It will serve as an umbrella for the various frameworks developed under the CapED Programme coping with teacher professionalization, teacher management and teacher development in Uganda.

Integrating Transformative Pedagogy into Education Systems in the Sahel Region

From 6 to 10 May 2019, UNESCO's Multisectoral Regional Office for West Africa (Sahel) and the "Institut de la Francophonie pour l'éducation et la formation", with financial support from the United Nations, organized a workshop in Niamey, Niger on how to integrate transformative pedagogy into education systems as a tool for promoting peacebuilding, resilience and the prevention of violent extremism. Representatives of the Ministries of Primary and Secondary Education of Burkina Faso, Mali, Niger and Senegal were in attendance. Mr. José Edmond Meku Fotso, UNESCO IICBA Desk in the UNESCO Dakar Office, represented IICBA at the workshop.

The main objective of the workshop was to provide guidance for the contextualization of IICBA's forthcoming "Teacher's Guide on Youth Empowerment for Resilience, Peacebuilding and the Prevention of Violent Extremism through Education in the Sahel". The workshop and guide are part of IICBA's "Youth Empowerment for Peace, Resilience and Prevention of Violent Extremism in Sahel Countries through Teacher Development" project, supported by the Government of Japan.

At the end of the workshop, the national plans for teacher training on the guide were reviewed. The next step will be for the national teams to adapt the guide to the national context before preparing a training of trainers who will, in cascading, train teachers in previously selected schools.

Media and Information Literacy for Peace and Resilience Building

In honor of World Press Freedom Day 2019, IICBA organized a side-event panel session on 1 May 2019 with Cartooning for Peace and the Embassy of Portugal on "Media and Information Literacy for Peace and Resilience Building". The panel included Mr. Dawit Endeshaw of The Reporter, Ms. Isabel Boavida from the Embassy of Portugal in Ethiopia, Jingxin Bao from IICBA, and Cartooning for Peace representatives Mr. Platevoet Sylvain, Mr. Ali Ghamir and Ms. Nadia Khiari, creator of Willis From Tunis.



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Introducing STEM Pedagogies and Curriculum Ideas for Teacher Educators in Ghana and Ethiopia



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The UNESCO-HNA Funds-In-Trust Project in Ghana and Ethiopia aims to enhance the quality and relevance of education for adolescent girls and ensure that all girls have access to and transition through the full education cycle successfully, so that they can lead better lives. IICBA is tasked with technical backstopping in institutional capacity building for gender mainstreaming in education, gender-responsive pedagogy and teacher training in both Ethiopia and Ghana.

IICBA jointly organized STEM (science, technology, engineering and mathematics) training workshops in Ghana and Ethiopia for teacher educators. The five-day training in Ghana, co-organized with UNESCO Ghana, took place from 6 to 10 May 2019 in Accra for 22 teacher educators from three HNA beneficiary teacher training institutions and 10 regional STEM Coordinators.

The training in Ethiopia, jointly organized with the UNESCO Addis Ababa Liaison Office, took place from 3 to 7 June 2019 in Bishoftu for 19 teacher educators. These educators were selected from the UNESCO-HNA Project beneficiary teacher training institutions in Ethiopia, namely Bahir Dar University, Kotebe Metropolitan University and Hawassa College of Teacher Education. The workshop was co-facilitated by Dr. Temehegn Engida and Mr. Solomon Andargie from IICBA and Dr. Demelsah Zenebe from the UNESCO Addis Ababa Liaison Office.

The aim of the workshops was to introduce current STEM pedagogies and curriculum ideas for better preparing STEM teachers in Ethiopia. It also introduced technology-based opportunities for course development and delivery through e-Books and coding practices for increased gender equality.

Technical Support to a Leadership Capacity Building Workshop on Early Childhood Education and Development

From the 24 to 26 June 2019, IICBA provided technical support to a Leadership Capacity Building Workshop on Early Childhood Education and Development (ECED) in Mauritius organized by the Association for the Development of Education in Africa (ADEA) Inter-Country Quality Nodes on Early Childhood Development (ICQN-ECD) in collaboration with the Ministry of Education of Mauritius. There were around 45 participants drawn from Ministries of Education across several African countries, ADEA, UNESCO, UNICEF, African Union, international NGOs, universities, and ECED resource persons. IICBA was represented by Senior Project Officer Mr. Njora Hungi who, in collaboration with Professor Hasina Ebrahim of the University of South Africa, gave a presentation on 'Creating an enabling environment for development of ECED workforce.' They discussed that while parents and other caregivers play the primary role in enabling optimal child development, there are ECED workers outside the family that support their efforts.

A vast majority of the participants characterized the ECED workforce in their countries as passionate and committed to their work though untrained. Thus, for improved quality ECED services, it is imperative to have an empowered workforce that is well-supported and professionalized to face realities in the African context.

Strengthening Teacher Training in the Democratic Republic of the Congo

From 22 to 25 April 2019, Mr. Saliou Sall, IICBA Senior Project Coordinator, went on a mission to the Democratic Republic of the Congo (DRC) on behalf of a DRC–World Bank–IICBA three-month project whose aim is to strengthen the national teacher training system. IICBA is working to put its expertise at the service of the DRC to reform the training of primary teachers in the context of the initial reform. After review of the current system, IICBA will help define the modalities of transferring the initial training of secondary school teachers to the post-secondary level.

Mr. Saliou will return to DRC at the end of July 2019 to attend a validation workshop on the final report submitted by IICBA to the Ministry of Education.

CFIT Training Workshop in Ethiopia on E-learning, E-assessment and ICT Tools



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From 27 to 31 May 2019, IICBA conducted a training workshop on e-learning, e-assessment and ICT tools for teaching and learning for teacher educators of Hawassa College of Teacher Education (HCTE) in Hawassa, Ethiopia as part of the UNESCO-China-Funds-in-Trust (CFIT) Project. The UNESCO-CFIT Project “Enhancing Teacher Education for Bridging the Education Quality Gap in Africa” aims to enhance teacher training in sub-Saharan Africa through ICTs. IICBA was represented by Dr. Temechegn Engida and Mr. Solomon Andargie who facilitated the workshop attended by 28 teacher educators.

The training focused on improving teacher educators’ knowledge and skills on developing e-learning content and e-assessment using the instructional design approach and the use of software and ICT tools for teaching and learning.

IICBA has supported in the implementation of the project in Ethiopia since the beginning, particularly in ICT-related capacity development activities. HCTE is one of the CFIT beneficiary teacher training institutions in Ethiopia. It is also tasked with implementing CFIT activities in Cluster School Resource Centers in the South region of Ethiopia.

IICBA attends a Diagnostic and Planning Workshop on the Pre-primary Education Sub-system in Ethiopia

From 1 to 4 May 2019, IICBA attended a Diagnostic and Planning Workshop on the Pre-primary Education Sub-system in Ethiopia organized by the Ethiopian Ministry of Education’s School Improvement Program, with UNICEF’s technical support. Around 40 representatives from a few Ethiopian Ministries, UNICEF, the World Bank and

various non-governmental organizations were in attendance. Ms. Ruixi Liu, UNESCO IICBA Intern, attended on behalf of IICBA.

During the workshop, the pre-primary landscape in Ethiopia was assessed by identifying key priorities and strategies for enhanced service delivery. The outputs of the workshops will be used to inform an updated policy framework of pre-primary education.

IICBA Staff Seminar by Visiting Professor Dr. Rosaire Ifedi

On 29 May 2019, we welcomed Dr. Rosaire Ifedi, Associate Professor in the Dwight Schar College of Education at Ashland University in Ohio, USA, in Addis Ababa, Ethiopia. She gave IICBA staff a seminar on ‘Lived Experiences of Teachers of English Learners (ELs) in the U.S. and Africa: Erasing Narratives of Deficits’. In it, she explained how all too often negative stories of teachers and educators persists instead of positive ones. She believes that as long as deficit narratives persist and wrongly so, the measures put in place to improve teaching will be of little impact and effect.

Therefore, she is working to give voice to educators by uncovering their lived experiences and is doing so through her research in the United States, Ethiopia, Ghana and Kenya. She is also looking at the possibilities and deterrents to real teacher empowerment, an area that IICBA is also investigating through its work on a Teacher Support and Motivation Framework for Africa.



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IICBA takes part in 'Learning through Play' Training Workshop

From 7 to 11 April 2019, IICBA participated in a capacity-building training on learning through play for early childhood care and education teachers and teacher educators in Mombasa, Kenya. The training was organized by Education International, the Kenyan National Union of Teachers and the Danish Youth and Child Association. There were around 30 participants in total, including Dr. Binyam Sisay, IICBA Programme Officer, who took part in the training workshop as a resource person. The workshop offered IICBA an opportunity to explore areas of future collaboration between the partner organizations.



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Presenting IICBA's Teacher Motivation and Support Framework in Africa at an Education International Forum

On 8 and 9 May 2019, IICBA attended a two-day forum organized by Education International under the banner of 'Strengthening Social and Policy Dialogue in the Education Sector in Africa' in Accra, Ghana under the Norwegian Teachers' Initiative Project. Policy-makers, teacher union leaders, teachers and teacher educators were in attendance from Ghana, Malawi, Burkina Faso and Uganda. IICBA was represented by Dr. Binyam Sisay, Programme Officer, who presented on the Institute's initiative and project on the development of a Teacher Motivation and Support Framework in Africa. Emerging issues from the critical literature review published by IICBA and research results from Ethiopia and Burundi were shared and discussed.



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IICBA Participates in the Azerbaijan National Commission for UNESCO Anniversary Celebration

The 30 April 2019 marked the 100th year of diplomacy and 25th year of the Azerbaijan National Commission for UNESCO. A celebration took place here in Addis Ababa, Ethiopia at the African Union. Participants from IICBA's peace and resilience building and prevention of violent extremism workshop were invited to attend. Dr. Yumiko Yokozeki, Director of IICBA, also said a few words of congratulations. Participants were treated with Mugham music from Azerbaijan, a UNESCO Intangible Cultural Heritage, and authentic Azerbaijani food.



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New Publications

During the quarter, the new IICBA Strategic Plan covering 2018 – 2021 was launched. The document covers the Institute's goals and objectives for the upcoming years. Read the full Plan online at <http://www.iicba.unesco.org/sites/default/files/sites/default/files/Final%20SP%20IICBA%2018-21.pdf>



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The UNESCO IICBA Newsletter is published quarterly. This newsletter was designed and edited by Ms. Beth Roseman, Consultant for IICBA, under the supervision of Mr. Saliou Sall, Senior Programme Coordinator of IICBA, and under the overall guidance of Dr. Yumiko Yokozeki, Director of IICBA.

The next newsletter will be published in October 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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