UNESCO IICBA

– Established in 1999 as the only Category I institute in Africa

– Mandated to strengthen teacher policy and development in Africa
What we do

1. Capacity Development
2. Partnerships and Advocacy
3. Research and Development

Levels of Capacity Development

- Formulating teacher policies and social dialogue tools
- Defining qualifications, professional standards and professionalization of teaching
- Promoting teacher regulatory mechanisms and governance
- Supporting teacher training programs
- Promoting quality assurance
- Enhancing management and leadership
- Strengthening education and development (initial, continuous professional development and other professional support)
- Fostering professional networking
Where we do it

1. East Africa and Sahel Countries
   We support teachers and policy makers to tackle educational issues in emergencies, conflicts and refugee settings, PVE-E and peace-building.

   We provide guidelines and technical support to the governments to formulate holistic teacher policies and frameworks.

3. Comoros, Ethiopia, Ghana, Kenya, Rwanda and Togo
   We promote education for sustainable development, gender responsive education policy and practices and the use of ICTs in teacher training and teaching.
Consultation workshop
Experience sharing and planning meeting
Peace & Resilience building and PVE through Teacher development in African Countries
(Horn of Africa, Sahel and Surrounding)
When a deadline comes too close.. This is how a project is completed.
Main Objectives of the Projects

To create an awareness on peace, resilience building and prevention of violence extremism though education (PVE-E) for youth through teacher development, so as to create an opportunity for youth to embrace peace values while preventing violent extremisms.

The project targeted countries Algeria, Burkina Faso, Cameroon, the Central African Republic, Chad, Eritrea, Ethiopia, Kenya, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda.

Reaching 6500 teachers in Horn, 3000 in Sahel and Surrounding

Teacher training program to mainstream Peace, resilience and PVE component
Prepare teacher training materials and resources

Study Tour to Japan to learn on Peace curriculum, resilience and DRR as well as on educational reform
Achievements

6,500 pre- and in-service secondary-school teachers trained in Transformative Pedagogy for Peace-Building

ToT in Dakar

18 teachers and Ministry staff trained in the Japan Study Tour

About 30 college of education reached TTC mainstreamed the training

102,605 reached with peace advocacy videos

43,681 reached visa social media project posts
“If I create peace in the class room through critical dialogue, that means I create peace in the community as these children are coming from the community.”

Shared by a graduating class pre-service teacher in Ethiopia during the experience sharpening workshop in Addis Ababa.
The meeting aims:

i. To share experience of the countries and agencies on peace building and PVE-E program: Lessons learned and challenges

ii. To discuss and plan on how to mainstream peace, resilience building and PVE-E at the college of teacher education and at higher education

iii. To discuss potential areas of intervention and develop project action to for peace and resilience building and the prevention of violent extremism in Africa Countries through teacher development.

iv. To create synergy and collaboration among the UNESCO, UNICEF and government initiatives on peace building and PVE-E
i. To identify specific potential risks that might undermine implementation at country level and devise appropriate strategies in view of its mitigation.

ii. Contribute to the construction of a network or platform for the exchange and sharing of information and experience among practitioners in the prevention of violent extremism through education.

iii. Discuss the objectives, use and relative responsibilities of the training platform that will be developed for this 3rd phase of the project.

iii. Develop or strengthen the framework and mechanism for monitoring and evaluation of project activities in countries.
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Peace and Resilience Building and Prevention of Violent Extremism (PVE) in Africa through Teacher Development


- Ministries of Education, Faculties of Education in Universities and Teacher Training Institutions in Sahel countries
- RECs (ECOWAS, IGAD, SADC, ECCAS, etc.)
- HRST, PSC, Social Affairs and other departments in African Union Commission also identified above as Implementing Agency IPPC
- Embassy of Japan in African countries
- Hiroshima University CICE, Sophia University, Tokyo University in Japan
- Universities and research institutes in Africa, such as Timbuktu Institute in Senegal
- UNESCO field offices
• The project continues its aim of integrating peace and resilience education for the youth in Africa by building on the achievements made by two previous peace-building activities supported by the government of Japan in 2016/7 and 2017/8 in the Horn of Africa and Sahel countries respectively.

• Main objective of the project is peace and resilience building for youth, through teacher development at secondary and tertiary levels, so that young people embrace peace values while preventing violent extremisms though education and teacher development.
• To review existing training materials and training strategies for the youth in Africa and compile the training/resource packages

• To create an online platform for resource materials for teachers and teacher educators

• To implement training programme for regions and clusters of countries according to (1) using materials developed in (2),

• To initiate youth advocacy activities for peace/resilience building and PVE for Africa, and

• To promote advocacy through the voices of teachers and the young people

• Educational trip to Japan