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Community of Practice in the Foundations of Educational Quality for Curriculum Officers at Ministries of Education organized by the KIX Africa 19 Hub

Webinar Meeting Report

July 1, 8, 15, 22, 29 and August 5, 2021

Venue: Zoom

Recording of the Webinar

Executive Summary

The Knowledge and Innovation Exchange (KIX) Africa 19 Hub has been established through the Global Partnership for Education (GPE) and with funding from the International Development and Research Centre (IDRC) whose purpose is to collect, generate, exchange and facilitate the effective use of data, knowledge and innovation for education policy formulation and implementation among 18 Anglophone African countries in six thematic areas. These include (i) strengthening learning assessment systems, (ii) improving teaching and learning, (iii) strengthening early childhood care and education, (iv) achieving gender equality in and through education, (v) leaving no one behind, and (vi) meeting the data challenge in education.

The KIX Africa 19 Hub Secretariat convened a community of practice (CoP) to strengthen practices and systems for learner-centered education from July 1st to August 5th 2021. The CoP sessions brought together more than 60 curriculum and subject specialists, assessment officers and other education planners from 12 Hub countries to engage and to share knowledge about regional innovations, evidence, and good practices in implementing learner-centered education. 53% of attendees were female (See Appendix 1 for list of participants).

Hub country representatives indicated that their Ministries of Education would benefit from capacity building in teaching and learning as well as strengthening learning assessments. Hub country needs were identified through a consultative process including in-depth country mapping and validation, focus group interviews and dialogues with ministries of education. Poor instructional leadership and

teachers' support, low quality of educational materials, low student motivation, and low teacher competence were cited as the most vexing realities in their contexts.

The countries represented were Eritrea, The Gambia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Somalia (Somaliland and Puntland), South Sudan, (mainland and Zanzibar), Uganda, Zambia, and Zimbabwe. Non-hub countries included Belgium, India, Namibia, Senegal, South Africa and the United States of America. Eighteen partner representatives who consistently attended received a digital certificate issued by UNESCO IICBA.

The KIX Africa 19 Secretariat at UNESCO IICBA facilitated virtual sessions that featured interactive breakout rooms, plenary discussions, question and answer sessions as well as presentations from content experts. The African Curriculum Association (ACA) over four sessions introduced and discussed the realities of competency-based curriculum and education. Educational International (EI) presented on teaching, learning, and assessing 21st century skills and KIX Global Grantees Teaching at the Right Level (TaRL) and World Reader Ghana overviewed scaling of innovations.

Community of Practice Session Discussions

Strategic planning, designing, and developing of competency-based education and curriculum review and reform (Session 1)

Objectives (See Appendix 2 for agenda)

- Introduce CBC models
- Understanding how to prepare learners with 21st century skills
- Encourage collaboration in curriculum development

UNESCO IICBA Director Dr. Yumiko Yokozeki welcomed participants from GPE partner countries by noting that the success of the sessions was "dependent on and driven by" participatory engagement. Maurice Nkusi, an educator and executive committee member from the ACA, provided an overview of the material covering how to plan, design and develop competency-based curriculums (CBC). He shared an innovative visual conceptual mind mapping tool that was followed by a deep dive on Tanzania's curriculum reforms.

Subsequently, participants from Somalia, Ghana, Tanzania, Zambia, Kenya, Lesotho and other GPE countries exchanged knowledge and experiences addressing competency-based education (CBE) in breakout rooms. A participant from the Ugandan Ministry of Education and Sports remarked, "CBC equips the learner with skills that can help him/her if that was the end of education at that level completed" and that CBE should "produce that graduate that will be useful to the society".

Teacher Professional Development for Competency-based Education (Session 2)

Objectives (See Appendix 3 for agenda)

- Comprehend the rationale of designing Teacher Continuous Professional Development (TCPD) programmes at school and national level
- Establish linkages between TCPD and Competency-Based Curriculum Implementation

The objective of the workshop was to enable the community of practice participants to design more effective TCPD programs for competency-based education at the school and national level. The ACA stimulated discussion among the participants with case studies on TCPD and brought in a curriculum developer to present Lesotho's teacher professional development approach and system.

National curriculum developers, learning assessment officers, teacher educators, and researchers from Ghana, Kenya, Lesotho, Malawi, Nigeria, Somalia, Uganda, Zambia, Zimbabwe shared their nations' experiences in providing TCPD.

"With the cascade model in Lesotho, there is a gap because we usually invite one or two teachers with the assumption they will teach other teachers in their schools," said Bonnqe Taolane, a subject manager at the Examinations Council of Lesotho. "But sometimes it [the cascade model] does not work out as efficiently as we want it to. So think the best model is if we do it at the school level."

Assessment for Competency-based Learning (Session 3)

Objectives (See Appendix 4 for agenda)

- Understanding formative, diagnostic, summative and self-types of assessments
- Understanding and developing assessment activities for identified learning outcomes

ACA introduced and overviewed the complete cycle of the constructive alignment model. The content demonstrated the value of linking elements of learning objectives, content, competencies targeted, teaching modalities and assessment strategies to enhance education quality.

To complement the theory-based discussion, Mr. Blessings Chabikwa, Education Research Officer at the Ministry of Primary and Secondary Education, shared Zimbabwe's experience in competency-based learning assessment by providing specific case studies. For example, on trade testing, assessment "is done when the school system certifies that the learner is ready. The school will then identify certifying boards for trade testing."

Monitoring and Evaluating Competency-Based Learning Objectives (Session 4)

Objectives (See Appendix 5 for agenda)

- Apply CBE goals, objectives and outcomes in developing a M&E Framework
- Develop program monitoring and evaluation questions and indicators
- Identify internal and external resources for implementation of M&E Plan

Topics such as the importance of curriculum alignment, the benefits and challenges of educational management information systems and other key M&E concepts were shared by the ACA.

Participants discussed and listed opportunities and educational policies that could support the development and implementation of M&E frameworks. The chair of the taskforce, Professor Betty Ezati, responsible for establishing a teacher education institution in Uganda identified the "importance of involvement of all stakeholders in curriculum design" as a key takeaway from the session. She further added that, "Since we are developing our teacher education curriculum, we shall

consult as widely as possible.” The plan will include the training of “tutors and lecturers before rolling out the curriculum”.

Teaching, learning, and assessing 21st century skills (Session 5)

Objectives (See Appendix 6 for agenda)

- Guide policy actors in identifying entry points to improving learning opportunities in education systems
- Share regional evidence-based examples of systems that nurture 21st century skills and support a breadth of learning opportunities.
- Introduce policy actors to the Breadth of Learning Opportunities toolkit to encourage policy reflection, review, and reform in their own systems

Education International (EI) spearheaded an interactive workshop on teaching, learning, and assessing 21st century skills. William Kapambwe of the Zambia Examination Council defined the skills as “represented by the 5Cs: Creativity 2. Critical thinking 3. Collaboration 4. Communication and 5. Curiosity”. Attendees agreed that building 21st century skills were important with Leah Msukwa of the Malawi Ministry of Education, Science and Technology noting its significance for “prospective workforces.”

EI researchers Martin Henry and Pedi Anawi incorporated Breadth of Learning Opportunities (BOLO) policy tools in the session to spark introspection into country partner education systems. Previously, EI had worked with the governments of Kenya and Zambia, Hub country members, to analyze their education systems using BOLO tools. These instruments can help assess the inputs and processes that align policies and practices to develop 21st century skills in education systems.

Project management and scaling of innovations (Session 6)

Objectives (See Appendix 7 for agenda)

- Share regional evidence-based lessons in engaging teachers and policy actors in innovations and reforms to raise learning outcomes.
- Guide policy actors in identifying and understanding the structures and processes needed to scale related innovations.
- Engage the community of practice in analyzing their own systems’ readiness and policy windows for reforming teaching and learning.

In the final session, Ashleigh Morrell of [Abdul Latif Jameel Poverty Action Lab Africa](#) evaluated approaches to Teaching at Right Level that can improve learning outcomes in Nigeria and Zambia. Devyani Pershad, head of Pratham Education Foundation's International Collaborations, further added that TaRL, “is really about the commitment to foundational skills at the start. While most systems are focused on curriculum completion, the reality is that most children are still struggling with foundational skills.”

Following discussions on TaRL, Ethel Sakitey of Worldreader Ghana introduced the principles of the #GPEKIX Teacher Professional Development (TPD)@Scale approach and also introduced research on adaptation and scaling of TPD in Ghana. Kebba Omar, an education specialist from The Gambia,

shared concluding remarks by highlighting the need to always include community participation to improve learning outcomes stating, "At the end of the day we are all working for the children."

Evaluations of the virtual sessions

IICBA assessed sixty-nine post-session evaluations to gauge participant takeaways and to explore how to improve future capacity strengthening workshops. The final session also included questions covering all sessions from a scale of 1-5, with 5 indicating the most relevant and 1 indicating the least relevant.

On average participants rated the range of topics covered as highly relevant (4.64) while also indicating that the content was highly relevant to their areas of responsibility (4.5). Additionally, the majority of participants felt engaged (4.36) during the six workshops (See Appendix 8 for more details). As they work to strengthen their own education systems, participants also revealed that they were most interested in working with and/or learning from education reforms occurring in Kenya and Zambia. Qualitative responses also provided insights to key takeaways, policy implications and expectations for future sessions.

Country Partner key takeaways

- Participants received in-depth conceptual analysis of the general process of CBC development and CBC implementation through the constructive alignment of the curriculum components.
- During the CoP participants identified the best cost-effective teacher continuous professional development approaches that could benefit educators at school level. When discussing TCPD for CBE, participants agreed that school based transformative TCPD is the most effective, feasible, scalable, and affordable model, if it is high quality.
- Attendees also appreciated assessment tools to drive learning and to establish evidence of competencies development.
- In subsequent online discussions overviewing session lessons, Lola Silungwe of the Zambian Ministry of General Education stated that, "We can ensure that the BOLO actually happens in school by incorporating all stakeholders in the implementation process". Ms. Silungwe also remarked that Zambia is "trying to improve teacher performance" and that the Ministry would "benefit from...[KIX's] webinars and community of practice forums."

Knowledge sharing and mobilization

- Participants responded that the sessions were valuable. Sekelekele Heqoa, a Science subject specialist at the National Curriculum Development Centre of Lesotho enjoyed "the space...for different ideas to be suggested or be critically analyzed and be reflected upon" after hearing from CB assessment experiences in Uganda and Kenya.
- Attendees shared how they would utilize insights and discussions with colleagues. Leah Msukwa from the Malawi Ministry of Education remarked she would use the knowledge gained by "...compiling a report that will be shared across the Ministry of Education directorates".
- To encourage and sustain conversations amongst participants following the session on M&E CBL, Adam Mohamed, a Local Education Group Coordinator in Somalia, proposed for "African countries to create regional hubs to share information on CBC." At the same session, Nura

Ibrahim, Education Program Manager at USAID Nigeria indicated that he would, “share the knowledge through a brown bag to the national education development group” that occurs monthly.

- On possible policy implications, Professor Betty Ezati of Makerere University, Uganda stated “As we design our teacher education curriculum, I will use the CBC” during the final CoP session. Fellow Ugandan Caroline Kavuma of the National Institute for Teacher Education noted that Uganda can “learn in developing CBC...and TBD using the experiences of Kenya and Ghana”. Furthermore, a curriculum director from The Gambia has engaged with the Hub to bring the TaRL approach to his country.

Expectations for future workshops

- Continue to generate demand driven knowledge exchange and capacity strengthening to identify similar challenges and explore transferable models to overcome them.
- Additionally, ensure the use of breakout rooms as CoP participants identified breakout rooms as only either “effective” or “highly effective”.
- Suggested activities include exploring ICT in teaching and learning with several participants emphasizing the increasingly blended nature of learning in Africa during the global pandemic.

Recommendations

To continue strengthening country partner capacity, the Hub and the African Curriculum Association (ACA) identified and evaluated recommendations for future engagements. The ACA was identified as a partner to address the area of competency-based curriculum. The ACA engaged Hub country partners through technical support, and sharing of knowledge and innovations about curriculum design, development, implementation, teacher continuous professional development, assessment and monitoring and evaluation using the community of practice (CoP) approach. ACA conducted a total of four webinars from the 1st of July to 22nd July 2021.

Advanced information and exchange of fundamental CoP concepts

- Establishing a clear registry of participants to better monitor the progress of members. Special targeting of board curriculum specialists, teacher educators to advocate change towards the implementation of the competency-based education.
- Conducting further training on how to grow and nurture an engaging online community for the purpose of building a robust CoP highlight the below areas:
 - Synopsis of strategies and tactics to boost and blend the key CoP elements, i.e., community purpose, designing and implementing the content provision processes, facilitation and community growth.
 - Resources to outline and rank interventions for CoP, as well as guidelines, practices and prototypes that can be integrated in the CoP management.

Create opportunities for more personalized engagements

The Hub can support specific countries to develop necessary policies, frameworks and /or guidelines to enhance effective curriculum planning, design, development, implementation, monitoring and evaluation. The following policies and frameworks are key to spearhead quality CBE:

- *Curriculum Assessment Policy*: This policy will guide implementing the assessment “for learning”, “as learning” and “of learning”. Technical assistance providers indicated that assessment is not

implemented correctly in many cases across the Hub as it is seen as time consuming or just a formality.

- *Policy on School-Based Assessment:* School-Based Assessment forms an integral part of learner assessment as stipulated in the curriculum. This type of assessment aims to evaluate certain knowledge, skills and attitudes aligned to the part of the curriculum that cannot easily be assessed in external examinations.
- *ICT Policy:* Engaging with ICT supports 21st-century skills and the development of ICT competency to operate effectively in today's digital world.

Continue utilizing online tools to engage with country partners

- ACA created a CoP website for discussions, information and resource sharing. The site, Kopano, an online education forum bridging education quality gaps in Africa, encouraged and sustained conversations amongst participants during and following sessions. Accounts were created for 67 members with more than 60 posts exchanged over the platform.
- Additionally, a dedicated CoP WhatsApp group was created to allow participants to more easily connect.
- IICBA's digital repository will host more than fifteen teaching and learning related resources shared during the CoP streamlining accessibility to key resources.

Conclusion

The six CoPs session afforded the opportunity for participants to utilize and mobilize their collective experience and commitment to strengthen the foundations of educational quality.

Challenges still existed with some participants and technical assistance providers feeling that the content covered was too vast. A suggestion following the assessment for competency based learning (CBL) session asked to "lessen the content in the presentation to match the time allowed."

Experts requested to facilitate the sessions, also shared their understanding that several participants were not well grounded in the content matter. Combined with unclear communication protocols, the initial sessions were not significantly participant-led. Additionally, only five responses were received for the third session on assessment.

However, the level of engagement and community ownership improved as participants became more familiar with each other. Encouraging the country representatives to nominate others within their ministries who are knowledgeable in the area and who can report back and contribute to policy discussions can also help increase participant engagement.

Appendix 1: All attendees of the six CoP sessions (61)

Country	Institution/ Organization	Job Title/Designation	Gender
Dakar	IFEF- OIF	KIX Africa 21 Hub Coordinator	Female
Eritrea	UNICEF	Education Officer	Male
Ethiopia	UNESCO-IICBA	Data Management Associate	Female
Ethiopia	UNESCO-IICBA	Senior Program Officer	Female
Gambia	Ministry of basic and secondary education	Ministry of Basic and Secondary Education	Female
Gambia	Ministry of Basic and Secondary Education, Gambia	Director	Male
Ghana	Ghana National Education Campaign Coalition	Programs Officer	Male
Ghana	Worldreader	Regional Director, West Africa	Female
Ghana	T-TEL	Key Adviser	Male
Ghana	ACA	Member, Executive Committee	Female
Ghana	Worldreader	Program Manager (Capacity Building)	Male
Ghana	Worldreader Ghana	Research	Male
India	Graduate School of Education, University of Pennsylvania	Intern	Female
Kenya	Kenya Institute of Curriculum Development	Deputy director	Female
Kenya	UNESCO-IICBA	MEL Consultant	Female
Kenya	Kenya Institute of Curriculum Development	Senior Director of Curriculum Development	Female
Kenya	Kenya National Examinations Council	Coordinator competency-based assessment	Female
Kenya	KNEC	SSO	Male
Kenya	TSC	Assistant director	Male
Kenya	TSC	Assistant Director QAS	Female
Kenya	TSC	AD QAS	Male
Lesotho	Examination Council of Lesotho	Subject officer	Female
Lesotho	National Curriculum Development Centre	Senior curriculum specialist	Male
Lesotho	National Curriculum Development Centre	Senior Curriculum Specialist	Female
Lesotho	NCDC	Curriculum Specialist	Male
Lesotho	Ministry of Education	Curriculum Evaluation	Female
Lesotho	National Curriculum Centre	Director	Female
Lesotho	Examinations Council of Lesotho	Manager: Research and Statistics	Female
Lesotho	National Curriculum Development Centre	Subject specialist - science	Male
Lesotho	ECOL	Subject Manager	Female
Malawi	Ministry of Education	Deputy Director, Quality Assurance	Female
Malawi	DTED	Chief Education Officer	Female
Malawi	DTED	Senior Education Officer	Female
Namibia	African Curriculum Association	EXCO Member	Male

Namibia	Anti-Corruption Education Consultancy	Founder & CEO	Male
Nigeria	USAID	Education Program Manager	Male
Senegal	KIX Afrique 21	Communication officer	Male
Somalia	Education for All Somalia Coalition (EFASOM)	Coordinator	Male
Somalia	Government	Director	Male
Suisse	IBE-UNESCO	Head of Unit	Female
U.S.A.	UNESCO IICBA	Team Leader, Management Consultant	Female
Uganda	Kyambogo University	Vice Chairperson-UNITE	Female
Uganda	Ministry of Education	Ag. Assistant Commissioner	Female
Uganda	National Curriculum Development Centre	Secretary General	Female
Uganda	Ministry of Education and Sports	Commissioner Teacher Education	Male
Uganda	Makerere University	Professor/Dean	Female
Uganda	Ministry of Education and Sports	Director of Education	Female
Uganda	Uganda national institute for teacher education and yambogo university	Coordinator unite tasforce secretariat and lecturer	Female
Uganda	Uganda national institute for teacher ducation	Coordinator unite taskforce	Female
USA	Worldreader	Associate Director of Learning	Female
USA	Education International	Intern	Female
Zambia	Ministry of General Education	Acting - Senior Education Officer Secondary Schools Inservice	Female
Zimbabwe	Mopse	Education Research Officer	Male
Zimbabwe	Ministry of Primary and Secondary Education	Monitoring and Evaluation Officer	Male
Zimbabwe	Ministry of Primary and Secondary Education	Deputy Director strategic Policy Planning and Statistics	Male
Zimbabwe	MOPSE	Material production officer	Female
Zimbabwe	Education	Education Research Officer	Female
Zimbabwe	MOPSE	Deputy director	Female
Zimbabwe	Ministry of Primary and Secondary Education: Curriculum Developement and Technical Services	Education Research Officer	Male
Zimbabwe	Ministry of Primary and Secondary Education	Deputy Director	Male
Zimbabwe	Mopse	Director Training	Female

Appendix 2: Strategic planning, designing, and developing of competency-based education and curriculum review and reform agenda

Time	Topic	Facilitator
3:08 – 3:10 (2 mins)	Welcome remarks by the Director of UNESCO IICBA	Dr. Yumiko Yokozeki, Director of UNESCO IICBA
3:10 -3:25 (15 mins)	Introductions by the African Curriculum Association and the community participants Ice breaker: Resistance to change Short introduction CoP platform	Dr. Gertrude Namubiru, Secretary General of the African Curriculum Association
3:25-3:40 (10 mins)	Strategic planning, design and development of competency-based curriculum (CBC)	Mr. Maurice Nkusi, Committee Member of the African Curriculum Association
3:40 - 3:55 (15 mins)	Tanzania’s experience in planning, designing, and developing of competency-based education and curricular reform	Dr. Aneth Anselmo Komba, Senior Lecturer & Director, General Tanzania Institute of Education
3:55 - 4:25 (30 mins)	Breakaway Session: Discussion and brainstorming session related to strategic development of CBC. Guiding questions provided to all groups: why CBC seems challenging to implement in the Hub states, and implications for participants’ education systems	ACA facilitators
4:30 - 4:50 (25 mins)	Report back from the group leaders in the plenary and the way forward using the virtual space of the community of practice, and Q&A	Mr. Maurice Nkusi
4:50 – 5:00 p.m. (10 mins)	Survey to gauge participants’ takeaway lessons, planned next steps, and suggestions for future community of practice meetings	Yvonne Mboya, Monitoring and Evaluation Consultant, KIX Africa 19 Hub, UNESCO IICBA

Appendix 3: Teacher Professional Development for Competency-based Education agenda

Time	Topic	Facilitator
3:07 – 3:12 (5 mins)	Participants recap the previous workshop	Jacqueline Onyango, Committee Member, ACA
3:12 - 3:27 (15 mins)	ACA conceptual warm up and presentation – Effective formative and summative assessment for competency-based learning	Gertrude Namubiru, Secretary General, ACA
3:27 - 3:42 (15 mins)	Zimbabwe’s experience in competency-based learning assessment	Mr. Blessing, Ministry of Primary and Secondary Education, Zimbabwe
3:42 - 3:50 (9 mins)	Question-and-answer session on ACA’s and Zimbabwe’s presentations, starting with questions in the chat box	Jacqueline Onyango, Committee Member, ACA
3:50 – 4:55 p.m. (65 mins)	Design and develop a lesson using the complete cycle of the constructive alignment, including formative and summative assessment	Maurice Nkusi, Committee Member, ACA
4:55 – 5:00 p.m. (5 mins)	Survey to gauge participants’ takeaway lessons, planned next steps, and suggestions for future community of practice meetings	Yvonne Mboya, Monitoring and Evaluation Consultant, KIX Africa 19 Hub, UNESCO IICBA

Appendix 4: Assessment for Competency-based Learning agenda

Time	Topic	Facilitator
3:00 – 3:04 (4 mins)	Logging on and start of the session, music Slide with participants' feedback on workshop 2	Bezawit Demere, Data Management Associate, UNESCO IICBA
3:04 – 3:07 (3 mins)	Welcome to participants Reminder of the objectives of the community of practice space Daily agenda	Gabriel Mekbib, Knowledge Management Consultant, UNESCO IICBA
3:07 – 3:12 (5 mins)	Participants recap the previous workshop	Jacqueline Onyango, Committee Member, African Curriculum Association (ACA)
3:12 -3:27 (15 mins)	ACA conceptual warm up and presentation – Effective formative and summative assessment for competency-based learning	Gertrude Namubiru, Secretary General, ACA
3:27 - 3:42 (15 mins)	Zimbabwe's experience in competency-based learning assessment	Mr. Blessing, Education Research Officer, Ministry of Primary and Secondary Education, Zimbabwe
3:42 – 3:50 (8 mins)	Question-and-answer session on ACA's and Zimbabwe's presentations, starting with questions in the chat box	Jacqueline Onyango, Committee Member, ACA
3:50 - 4:55 (65 mins)	Design and develop a lesson using the complete cycle of the constructive alignment, including formative and summative assessment: A collaborative, practical session	Maurice Nkusi, Committee Member, ACA
4:55 – 5:00 p.m. (5 mins)	Survey to gauge participants' takeaway lessons, planned next steps, and suggestions for future community of practice meetings	Yvonne Mboya, Monitoring and Evaluation Consultant, KIX Africa 19 Hub, UNESCO IICBA

Appendix 5: Monitoring and Evaluating Competency-Based Learning Objectives agenda

Time	Topic	Facilitator
3:00 – 3:04 (5 mins)	Logging on, welcome music Welcome slide with participants' feedback on workshop 3	Bezawit Demere, Data Management Associate, UNESCO IICBA
3:04 – 3:07 (3 mins)	Welcome to participants Reminder of the purpose of the community of practice Daily agenda	Yvonne Mboya, Monitoring and Evaluation Consultant, KIX Africa 19, UNESCO IICBA
3:07 – 3:12 (7 mins)	Participants recap the previous workshop	Felicia Boakye-Yiadom, Executive Committee Member, African Curriculum Association (ACA)
3:12 -3:27 (15 mins)	ACA presentation: Monitoring and evaluating competency-based learning	Jacqueline Onyango, Executive Committee Member, ACA
3:27 - 3:42 (15 mins)	Kenya's experience in monitoring and evaluating competency-based education	Prof. Charles Ong'ondo, Director and CEO of the Kenya Institute of Curriculum Development
3:42 – 3:50 (10 mins)	Question-and-answer session on ACA's and Kenya's presentations, starting with questions in the chat box	Gertrude Namubiru, Secretary General, ACA
3:50 – 3:55 (5 mins)	Show slide with instructions for small-group activity: Groups to list opportunities for developing a Monitoring and Evaluation Framework and/or Plan. Group 1: How effectively have these opportunities been exploited? Group 2: What are the possible solutions to mitigate these barriers? Group 3: How effectively have these opportunities been exploited? Group 4: What are the possible solutions to mitigate these barriers?	Felicia Boakye-Yiadom, ACA
3:55 – 4:10 (25 mins)	Four breakout room discussions on the above	Breakout rooms moderated by ACA Team
4:10 – 4:45 (20 mins)	Plenary: One participant from each group shares highlights from their group discussion. The ACA refers them to good practices and examples accordingly	Felicia Boakye-Yiadom, ACA
4:45 - 4:50 (5 mins)	Bridging Kopano and the KIX Peer Learning and Exchange Portal	Gabriel Mekbib, Knowledge Management Consultant, KIX Africa 19 Hub, UNESCO IICBA
4:50 – 5:00 p.m. (10 mins)	Survey to gauge participants' takeaway lessons, suggestions, and planned next steps Reminder about workshops 5 and 6	Yvonne Mboya, Monitoring and Evaluation Consultant, KIX Africa 19 Hub, UNESCO IICBA

Appendix 6: Session 6 Agenda - Teaching, learning, and assessing 21st century skills agenda

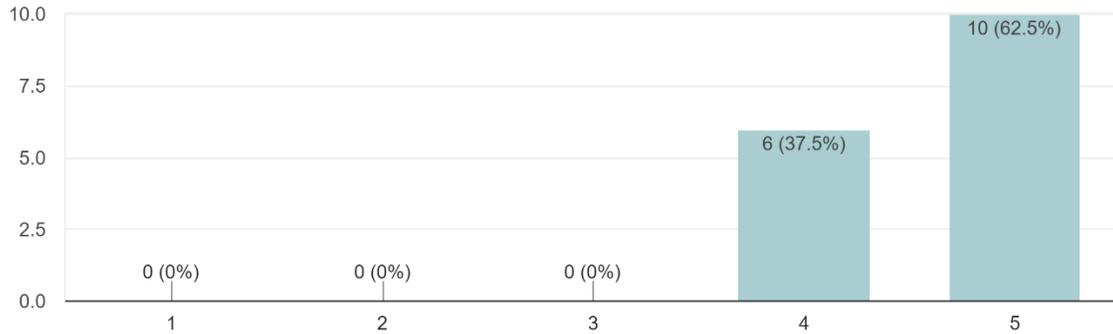
Duration	Topic	Facilitator
15 min	Introduction to Curriculum, Assessment and Learning Across the Continent	Pedi Anawi, Research Coordinator, Education International - Africa
15 min	Activity: Define the pace of curriculum development in your country - rewrite, refresh, consultation, implementation	All participants
15 min	BOLO and the Curriculum Dance	Martin Henry, Research Coordinator, Education International
15 min	Discussion: The importance of research and evidence in defining curriculum breadth	All participants - Breakout Rooms
15 min	The Connection Between Curriculum Breadth, Healthy Schools and Student Wellbeing	Martin Henry and Doug McCall, Executive Director, International School Health Network
15 min	How to Shape the BOLO Tool Around the Local Context	All participants - Breakout Rooms
15 min	21st Century Skills and Productive Capabilities: participants to list the 21st-century skills they think are essential for their students How does this relate to their productive capabilities?	All participants - Breakout Rooms
10 min	Curriculum and Change: Who to take with you Curriculum and Teacher Professionalism Contribution of Teachers in Curriculum Design and Implementation	All
5 min	Taking stock of workshop 5: Participant takeaways, feedback, and next steps	Yvonne Mboya, Monitoring and Evaluation Consultant, KIX Africa 19 Hub, UNESCO IICBA

Appendix 7: Project management and scaling of innovations agenda

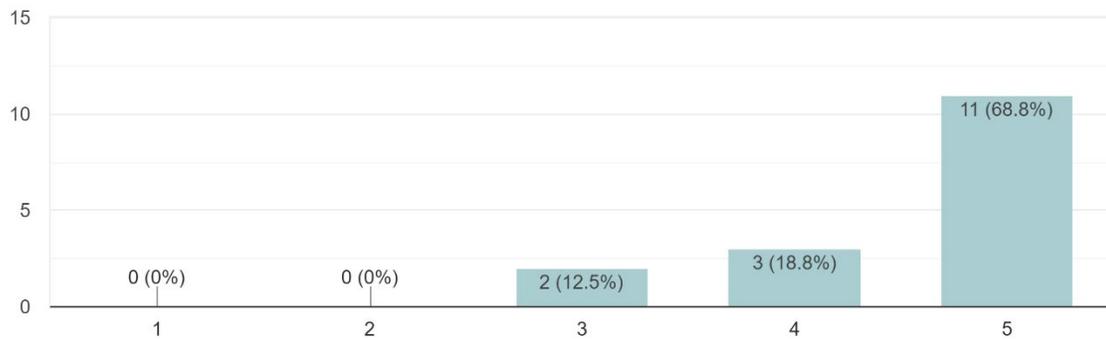
Time	Topic	Facilitator
3:00 – 3:03	Logging on and welcome slide and music to participants	Bezawit Demere, UNESCO IICBA
3:03 – 3:10 (7 mins)	Participant recapping of the previous session, and agenda for the day	Maryann Dreas-Shaikha, UNESCO IICBA
3:10 -3:30 (20 mins)	Project case study: Presentation by Teaching at the Right Level – Africa in Zambia and Nigeria	Teaching at the Right Level - Africa
3:30-3:40 (10 mins)	Participant Questions and Answers: TaRL	Moderated by Yvonne Mboya, UNESCO IICBA
3:40 – 4:00 (20 mins)	Project case study: Presentation by Worldreader – West Africa in Ghana	Worldreader - Ghana
4:00-4:10 (10 mins)	Participant Questions and Answers: Worldreader – West Africa	Participant engagement moderated by Yvonne Mboya, UNESCO IICBA
4:10 - 4:30 (20 mins)	Small-group discussion in breakout rooms on scaling innovations in participants' countries	Discussions moderated by all three: IICBA, TaRL, and Worldreader
4:30 - 4:50 (20 mins)	Report back from the small-group representatives and open discussion/sharing of experiences	Moderated by Maryann Dreas-Shaikha, UNESCO IICBA
4:50 – 5:00 p.m. (10 mins)	Survey to gauge participants' takeaway lessons, planned next steps, and feedback on the community of practice	Yvonne Mboya, UNESCO IICBA

Appendix 8: Final Survey Results

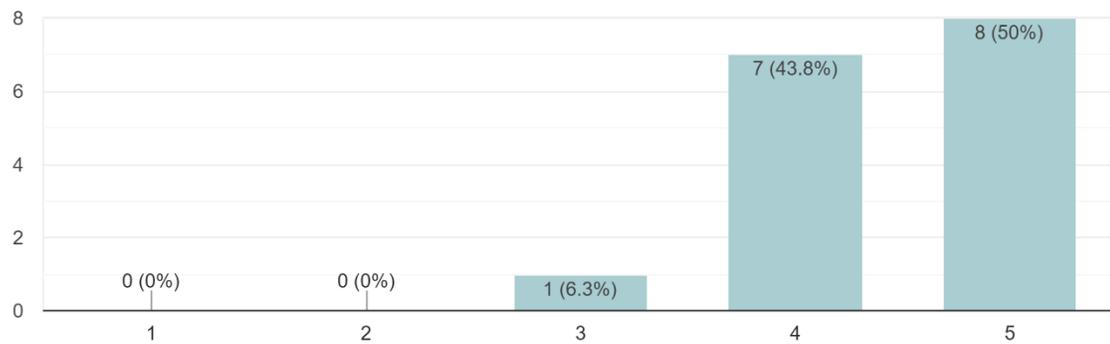
How would you rate the range of topics covered in the six (6) workshops?



To what extent was the content from the six workshops relevant to your area of responsibility?



How engaged did you feel during the workshops?



How relevant was today's workshop to your area of responsibility?

