

BOOK OF ABSTRACTS





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Forward

Education is the cornerstone of sustainable development, and in a rapidly changing world, the need for innovative, inclusive, and equitable educational practices has never been more urgent. This Book of Abstracts is a testament to the collective efforts of researchers, practitioners, and policymakers who are dedicated to addressing the pressing challenges facing education systems in Africa. By compiling a diverse array of research and insights, this book serves as a vital resource for advancing knowledge, fostering collaboration, and driving meaningful change.

Organized into five thematic areas, the book explores critical topics such as equitable access to education, teacher development, curriculum reform, early childhood education, and data-driven management. Each abstract provides a snapshot of innovative approaches, evidence-based strategies, and lessons learned from real-world implementations. From leveraging technology to enhance learning outcomes to promoting gender equality and inclusivity, the contributions in this book reflect a shared commitment to creating resilient, adaptive, and inclusive education systems.

As we navigate the challenges of the 21st century, this book underlines the importance of collaboration, innovation, and evidence-based decision-making. It is our hope that this compilation will inspire further research, spark dialogue, and inform policies that prioritize the needs of all learners in Africa. Together, we can build a future where every individual has access to quality education and the opportunity to thrive.

Noubatour Adoumtar

Head, AU Pan African Institute for Education for Development (AU IPED)



INTRODUCTION

Purpose of this Book of Abstracts

This book of abstracts serves as a concise compilation of research, findings, and insights presented within our organization. Organized into five thematic areas, it provides a structured overview of key topics and developments, allowing readers to quickly grasp the essence of each work.

The primary objectives of this book are:

- 1. Knowledge Sharing**
To disseminate ideas, innovations, and research outcomes among professionals within and beyond our organization.
- 2. Reference Material**
To serve as a quick-access guide to the core concepts and findings of various projects.
- 3. Collaboration & Networking**
To facilitate connections among researchers, practitioners, and stakeholders by highlighting common interests and expertise.
- 4. Documentation & Recognition**
To provide an official record of contributions made by members of the organization, acknowledging their work and efforts.

By compiling these abstracts, we aim to foster a culture of knowledge exchange and intellectual engagement, driving continuous improvement and innovation within our field.

How to Use This Book

This book is designed as a quick-reference guide to the abstracts presented during the symposium. Each abstract provides a summary of the research, key findings, and its relevance within one of the five thematic areas. To make accessing full presentations easier, each abstract includes a QR code that links directly to the corresponding presentation slides, reports, or other supplementary materials.

Steps to Use This Book Effectively:

- 1. Navigate by Thematic Area**
The abstracts are grouped into five thematic areas. Use the Table of Contents to locate topics of interest.
- 2. Read the Abstract**
Each entry provides a concise summary of the research, highlighting key points and findings.
- 3. Scan the QR Code**
For more details, scan the QR code associated with an abstract using a smartphone or tablet. This will direct you to the full presentation.
- 4. Engage & Connect**
Use the information to spark discussions, collaborate with authors, and explore further research.

This book is intended as a dynamic resource for learning, collaboration, and innovation. Make the most of it by exploring the abstracts, scanning QR codes, and engaging with the presented research.



THEMATIC AREA 1:

**Equitable access to education:
Innovations for inclusive education
in African contexts, with a focus on
marginalized learners and gender
equality**



The Cost Effectiveness of Accelerated Education Programs in Ghana.

Casely-Hayford Leslie, Associates for Change, Ghana

Abstract: This paper explores the impact and effectiveness of accelerated education programs (AEP) in West Africa, particularly in Ghana, Nigeria and Sierra Leone. These programs, supported by models such as “Speed Schools” and complementary basic education, offer solutions to reduce the high number of out-of-school children, estimated at 98 million in sub-Saharan Africa. ASPs enable a rapid transition of out-of-school children into the formal education system, with success rates exceeding 80% for access to upper primary education. Results also show a positive impact on girls, helping to delay early marriage and promote self-sufficiency. However, the sustainability of these programs remains limited by insufficient funding, mainly dependent on donors. The study recommends increased public investment to achieve universal education targets within 10 years, aligned with the Sustainable Development Goals (SDGs).



Educação Inclusiva em São Tomé e Príncipe.

Da Mota Viegas Dias Wilder, Ministry of Education, Culture and Sciences, São Tomé and Príncipe

Abstract: Wilder da Mota Viegas Dias’s presentation highlights the challenges and progress of the inclusive education system in São Tomé and Príncipe within the framework of the 2019- 2023 Educational Policy Charter (CPE). The country is striving to promote quality, equitable, and inclusive education while reducing educational disparities, particularly for children with special educational needs (SEN). The project includes innovations such as the development of digital teaching materials, teacher training, and strengthening institutional capacities. However, despite these efforts, quality remains a significant issue. Recommendations include mobilizing funding for resource acquisition, creating a learning support center, and fostering structured school environments. This initiative is part of an international cooperation effort aimed at improving school inclusion and enhancing human capital for sustainable socio-economic development.



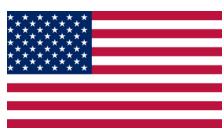


Equity Considerations When Scaling for Impact.

Maya Elliot, Brookings Institute, USA

Abstract:

This presentation focuses on the challenges and strategies for scaling educational reforms to ensure equity and inclusivity in Africa. Drawing on findings from the ROSIE initiative, a collaboration between the Brookings Institution and GPE KIX, the study explores the complexities of scaling innovations to reach marginalized learners. While fewer than 10% of educational innovations are successfully scaled, the research emphasizes a systems approach, advocating for sustainable transformations rather than isolated projects. Key challenges include the lack of disaggregated data, limited resources, and cultural and systemic biases that hinder equity-focused scaling. The study identifies four pathways to address equity in scaling: innovation design, adaptation, multi-stakeholder engagement, and equity-focused research. Policy recommendations stress the importance of collecting equity-oriented data and addressing entrenched inequities in education systems. By prioritizing equity, reforms can enhance access, quality, and inclusivity, fostering long-term positive impacts for marginalized communities across the continent.



An Education Research Framework for Global South.

Ebersohn Liesel, World Education Research Association, South Africa

Abstract:

Ebersöhn's presentation introduces the TAPESTRe framework, a model aimed at addressing global educational disparities through equitable research in emerging economies. The framework emphasizes transformative, participatory, and culturally sensitive approaches to producing quality, context-specific research that informs sustainable education policies. Ebersöhn highlights the skewed global knowledge base dominated by Global North perspectives, which often fail to capture diverse socio-cultural and economic variables influencing education in underrepresented regions. TAPESTRe aims to counter this imbalance by promoting resilience, agency, and justice in education research while ensuring trustworthy and impactful methodologies. Key challenges include the limited representation of emerging economies in global education data and the need for additional indicators to assess educational quality and equity comprehensively. The presentation calls for collaborative, inclusive, and locally grounded research to generate actionable insights that support equitable education reform, aligning with global sustainability goals and fostering resilience in underserved communities.





Leading for Success: Best Practices and Gender Equity in School Leadership.

Bergmann Jessica, UNICEF Office of Research-Innocenti

Abstract:

This presentation highlights the critical role of effective school leadership in achieving better education outcomes and promoting equity. Drawing from UNICEF Innocenti's "Data Must Speak" initiative and the "Women in Learning Leadership" project, the research explores school management practices and the gender dynamics of leadership in Africa. Findings from over 10 African countries reveal that school leaders in high-performing schools focus on teacher development, democratic decision-making, and strengthening school- community connections. Despite these successes, women remain underrepresented in leadership, particularly in rural and public schools. Structural barriers, gender norms, and limited access to leadership training hinder their progression. Recommendations include professionalizing school leadership roles, implementing mentoring programs for women, and scaling best practices through grassroots solutions. Advocating gender equity in leadership not only fosters inclusivity but also enhances education quality. This co-created research underscores the need to make school leadership a policy priority for sustainable educational reform in Africa.



Utilizing Predictive Analytics in Education Management Information Systems (EMIS) to Enhance Educational Equity and Resource Allocation in Rwandan Schools.

Nizeyimana Jean-Paul, University of Kigali, Rwanda

Abstract:

Nizeyimana's presentation explores the integration of predictive analytics into Education Management Information Systems (EMIS) to enhance equity and resource allocation. Utilizing machine learning models, the study aims to identify students at risk of academic failure and optimize support interventions. Key data sources include student performance records, attendance, and socio-economic backgrounds, analyzed through advanced classification algorithms. The study addresses challenges such as high dropout rates, inconsistent academic support, and insufficient technological resources. By targeting systemic, curriculum, and school-level inefficiencies, predictive analytics demonstrates its potential to improve retention rates and academic performance. Findings emphasize the importance of accurate data collection and resource prioritization for successful implementation. Recommendations include increased investments in data-driven tools and infrastructure to build resilient, inclusive educational systems.





Scaling a Youth-led Social Support and Mentorship Program to Improve Quality of Education for Marginalized Girls.

Namenda Malupande, CAMFED Zambia

Abstract:

Malupande's presentation focuses on scaling a youth-led social support and mentorship program to improve education quality for marginalized girls in Tanzania, Zambia, and Zimbabwe. Poverty, discriminatory gender norms, early marriage, and limited financial resources are critical barriers to girls' education, with only 3% of girls completing secondary school in Zambia and similar challenges in Zimbabwe. The CAMFED-led initiative employs a co-creation and participatory action research approach to engage policymakers, educators, and community leaders in designing and implementing solutions. This includes integrating the "My Better World" curriculum and the Learner Guide program into national education systems. Key findings highlight the effectiveness of this collaborative model in addressing systemic inequities and fostering government ownership of reforms. Policy recommendations emphasize leveraging partnerships, utilizing evidence-based strategies, and scaling proven innovations to achieve sustainable, inclusive education systems. The initiative demonstrates the potential of mentorship and tailored support in empowering girls to overcome educational barriers.



Typologie des familles et des écoles propices à la réussite des filles en mathématiques: Tendances et nuances tirées de l'examen des résultats du PASEC au Burkina Faso.

Mangawindin G. Romuald Ouedraogo, École Normale Supérieure de Koudougou, Burkina Faso

Abstract:

Romuald Ouedraogo's presentation investigates the factors contributing to the success of girls in mathematics in Burkina Faso, leveraging data from the PASEC study and the CONFEMEN 2022 report. Despite progress in girls' education, significant disparities persist in mathematics achievement. The study identifies "atypical positive" female students who excel in mathematics despite challenging circumstances, aiming to uncover familial and school-related factors supporting their success. Key findings reveal that successful girls in mathematics often come from small families with supportive academic environments at home, such as access to educational materials and regular communication with schools. At school, the presence of female teachers, positive teacher-student relationships, and a safe, well-equipped environment foster better outcomes. The study highlights the importance of family-school partnerships and gender-sensitive teaching practices. Recommendations include promoting personal development pedagogy, empowering girls through leadership roles, and addressing societal biases to ensure that mathematics achievement is attainable for all learners.



Leaving no one behind: Educational options for out-of-school children and youth.

Walugembe Patrick, International Development Research Centre

Abstract:

This presentation addresses the challenges and solutions for out-of-school children and youth (OOSCY) and those at risk of dropping out in sub-Saharan Africa. With 244 million young learners globally out of school, the study focuses on Accelerated Education Programs (AEPs) as a critical strategy to provide inclusive and flexible education. These programs have improved access but require scaling to meet the challenge's full scope. The research highlights supply-side barriers such as poor infrastructure and violence, alongside demand-side issues like socio-cultural norms and financial constraints. It emphasizes gender equality strategies, including empowering girls through safe spaces and community awareness campaigns. Policy recommendations advocate for mainstreaming AEPs into government budgets, strengthening links with formal schools, and improving inclusive infrastructure. The study underscores the importance of AEPs' cost-effectiveness and adaptability while addressing gaps in policy, funding, and vocational training, offering actionable pathways to ensure equitable education for vulnerable learners.

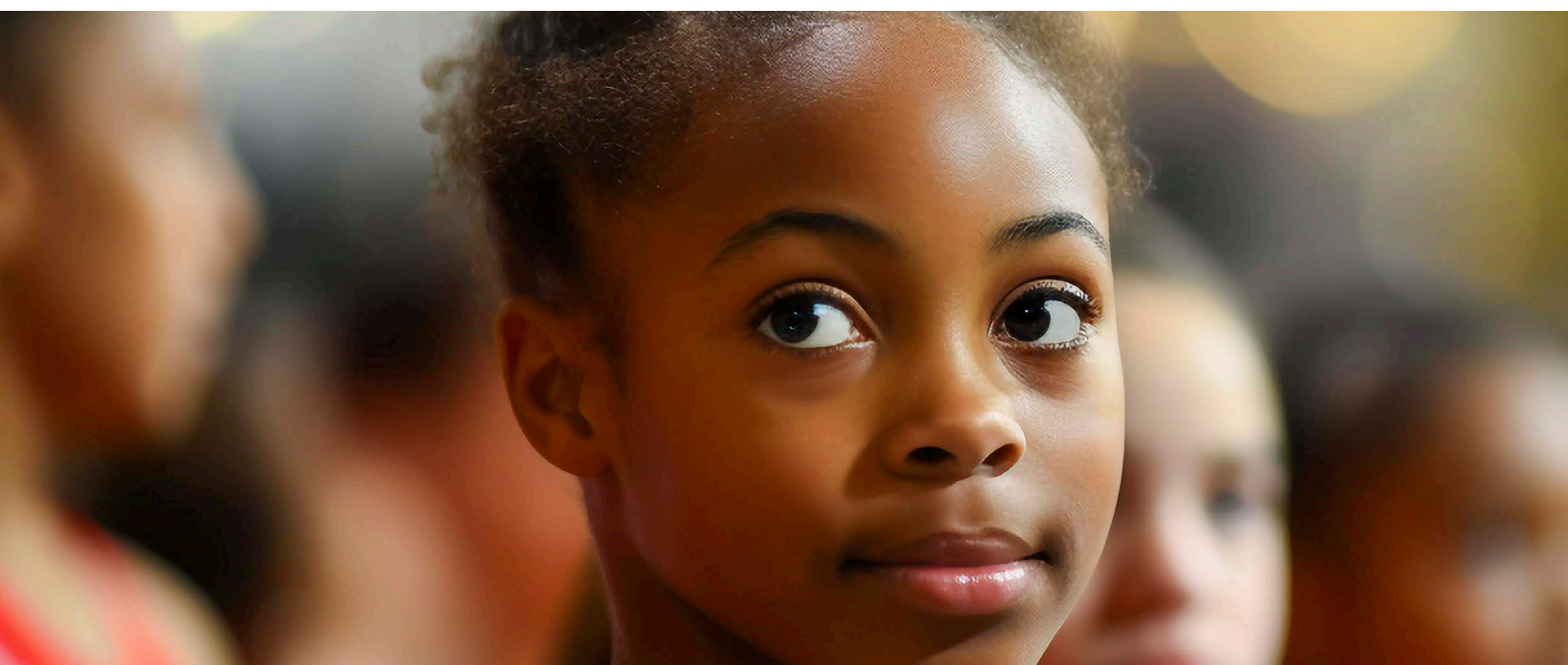


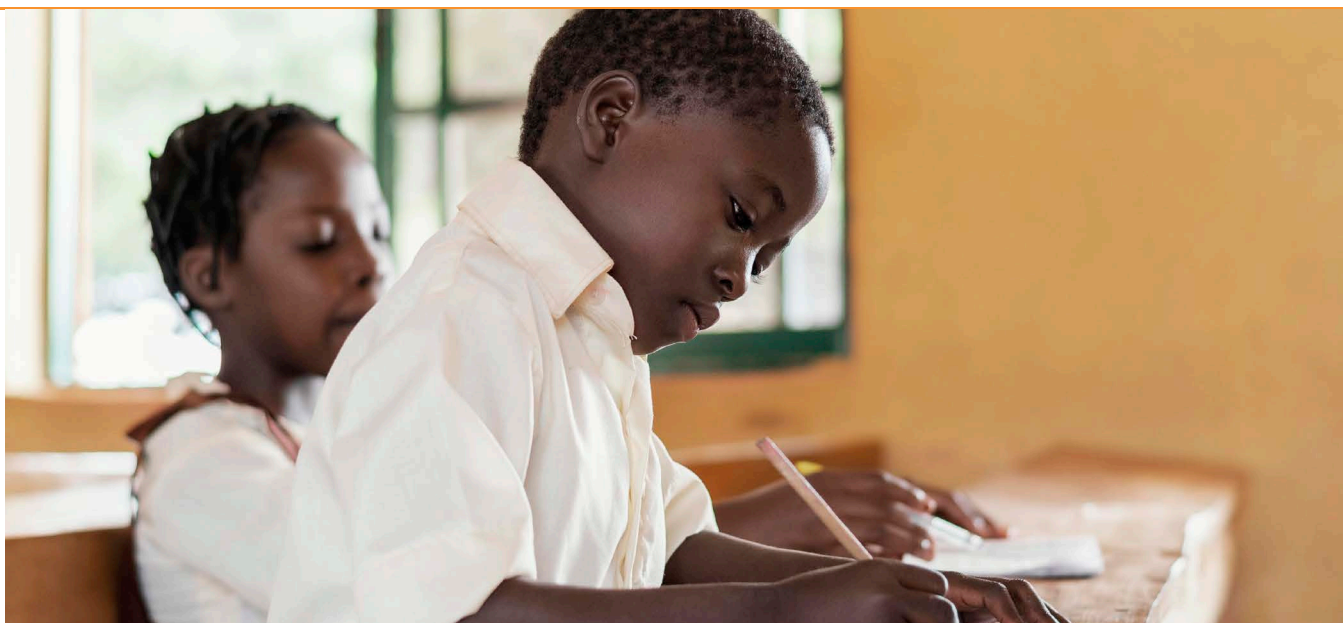
Accès équitable à l'éducation : Introduction d'une approche formelle et moderne d'éducation de proximité dans les politiques éducatives au Bénin

Araba G. Rock Floriant, Plan Media, Université d'Abomey-Calavi, Bénin

Abstract:

This paper explores the introduction of modern, formal proximity education approaches to improve equitable access to education in Benin. With 25% of primary-aged children out of school and marginalized groups, such as children with disabilities, facing systemic exclusion, the study addresses barriers to inclusion in the education system. Conducted in 10 villages across Ouémé and Plateau departments, the study utilized qualitative and quantitative surveys to assess access conditions and challenges. Key outcomes include a 40% school enrollment rate and a 30% improvement in student performance, alongside increased inclusion of marginalized children. Recommendations emphasize adapting education policies to the needs of marginalized groups, fostering community engagement, and promoting the enrollment of girls and children with disabilities. The study advocates for integrating proximity schools into Benin's national education strategy to enhance accessibility and inclusivity, ensuring that no child is left behind in their educational journey.





Étude de la formule classique de calcul du taux de réussite en milieu scolaire.

Sani Gigo, AIN-eurêka, Niger

Abstract:

Gigo critically examines the traditional formula used to calculate school success rates, revealing its limitations in accurately reflecting the realities of educational systems in Niger and beyond. The study highlights how this formula, widely used for statistical reporting, often leads to over- or underestimation of results, fostering mistrust among stakeholders and perpetuating systemic injustices, particularly for struggling learners. The analysis identifies mathematical, statistical, and pedagogical flaws in the traditional approach, proposing an alternative—“Gigo Quantification”—as a more reliable method. This innovative approach aims to better account for qualitative and quantitative dimensions of education, providing actionable insights for governance and monitoring progress towards Sustainable Development Goal 4. Policy recommendations include abandoning the traditional formula, promoting the adoption of “Gigo Quantification,” and investing in research to develop robust measurement tools for educational outcomes.



School Grants and progress towards equitable learning outcomes in emerging regions: Empirical from RISE Ethiopia.

Mesele Araya, University of Cambridge, United Kingdom

Abstract:

Mesele Araya and colleagues’ study evaluates the impact of Ethiopia’s General Education Quality Improvement Program for Equity (GEQIP-E) on promoting equitable learning outcomes in emerging regions. GEQIP-E, implemented from 2018 to 2022 with a \$500 million investment, targeted vulnerable groups, including girls, children with disabilities, and rural communities. The program introduced various school grants, including supplementary grants for underprivileged regions, to enhance learning outcomes. The findings revealed significant improvements in learning equity, with rural students and children from poorer households showing greater gains compared to urban and wealthier peers. Girls outperformed boys in some regions, while timely grant distribution emerged as a critical factor for success. Schools allocating over 50% of grants to teaching and learning activities demonstrated stronger progress. Policy recommendations emphasize sustained reforms, timely grant distribution, robust monitoring through EMIS systems, and targeted interventions for marginalized learners to ensure continued progress and educational equity in Ethiopia.





Intégration des activités extrascolaires ludiques pour promouvoir l'inclusion éducative dans les orphelinats africains : Une étude du programme de formation et d'éducation pour enfants défavorisés.

Mamadou A. Diallo, Le Karamokoein, Guinée Conakry

Abstract:

In his presentation, Mamadou Aliou Diallo highlights the integration of extracurricular activities into orphanage programs to enhance educational inclusion for vulnerable children in Guinea. The study focuses on the AVENTURE program, designed to support holistic child development through creative and playful activities. The program addresses challenges such as difficulty adapting to school routines, lack of resources, and limited extracurricular engagement. Implemented in two orphanages with 120 children aged 7 to 16, the program demonstrated significant impacts on participants' social, emotional, and cognitive development. Results included improved self-esteem, critical thinking, problem-solving, and interpersonal skills, with over 85% of children actively engaging in activities. Girls were particularly proactive and enthusiastic in the program. Recommendations emphasize expanding AVENTURE, training educators, improving infrastructure, and providing psychological support to sustain and scale the initiative.



The Impact of Assistive Devices on Inclusive Education in Rwanda.

Hakizimana Prosper, Ministry of Education, Rwanda

Abstract:

Hakizimana Prosper and Eric Niyongira's study examines the role of assistive devices in fostering inclusive education for marginalized learners in Rwanda, with a focus on reducing gender disparities and enhancing academic performance. While Rwanda is committed to modernizing its education system, challenges such as limited availability of assistive devices, insufficient teacher training, and systemic inequalities hinder progress. Using a mixed-methods approach, the study targeted learners with disabilities, assessing the impact of assistive technologies at both systemic and school levels. Results showed improved academic outcomes, increased classroom participation, and reduced gender gaps when assistive devices were properly integrated into teaching practices. Policy recommendations include investing in the accessibility of assistive devices, strengthening teacher training programs, and enhancing data systems to inform inclusive education policies. Sustained efforts in these areas are critical for ensuring equitable access to education and preparing all learners for a technology-driven future.



Effets des difficultés fonctionnelles sur le redoublement scolaire chez les enfants de 5- ans au Bénin.

Michel Sagbo, Instead, Bénin

Abstract:

Michel Sagbo investigates the impact of functional difficulties (FD) on grade repetition among children aged 5-17 in Benin, using data from the 2021 MICS survey. Despite progress in education, 14.05% of children repeated a school year, with 30.57% of them experiencing at least one FD. The study explores six types of FD—vision, mobility, communication, hearing, self-care, and cognition—and their influence on academic outcomes. Results reveal that children with FD are significantly more likely to repeat grades, with cognitive difficulties contributing most prominently (20.81%). Social and educational challenges exacerbate these outcomes, highlighting systemic inequities. Policy recommendations include introducing cognitive development programs in schools, enhancing teacher capacity to address diverse needs, and educating parents on supporting children with FD. Targeted interventions and inclusive strategies are essential for improving educational resilience and reducing disparities, ensuring all children have equal opportunities for academic success.



Building Resilient Systems for Refugee Children with Disabilities: A Ugandan Case Study on Inclusive Education.

Bulumu Angella, Cohere

Abstract:

This case study explores building resilient systems for refugee children with disabilities in Uganda through community-led approaches to caregiving and inclusive education. Targeting 1,200 refugee children with conditions like autism, cerebral palsy, and epilepsy, the program engaged caregivers, teachers, and community leaders to address barriers in education access, caregiver capacity, and stigma. The mixed-methods assessment revealed significant improvements in caregiver confidence and children's quality of life, enhancing their ability to learn at home and school by 60%. Enrollment rates increased, with variations influenced by region, gender, and condition type, highlighting epilepsy as a key factor in school access. Key lessons emphasize the value of culturally sensitive, community-driven interventions and holistic strategies. Recommendations include strengthening community engagement, integrating cultural practices, providing specialized training for educators, and partnering with healthcare services.





The Charlevoix Report: an analysis of 21 Canadian education projects.

Tamara Jacod, Fondation Paul G rom-Lajoie, Canada

Abstract:

Tamara's presentation examines the impact of the Charlevoix Declaration on girls' education in fragile and crisis contexts. Announced during the 2018 G7 Summit, the Canadian- led initiative committed \$400 million to promote quality education for girls, adolescents, and women in developing countries affected by conflict. The study, conducted across 21 projects, employed a three-phase qualitative methodology, including document analysis and interviews with 39 stakeholders. Results showed significant achievements, with over 627,000 girls and 335,000 boys benefiting from interventions, along with support for 25,591 educators and 1,454 schools. Key success factors included community engagement, innovation, and adaptability to local contexts. Policy recommendations emphasize the need for multi-year, flexible funding, integration of peacebuilding and climate resilience, and intentional inclusion of men and boys as allies for gender equality. Future projects should localize interventions and foster shared learning through communities of practice, enhancing the sustainability and effectiveness of educational initiatives in crisis settings.



Acc s  quitable   l' ducation : Innovations pour l' ducation inclusive dans les contextes africains, en mettant l'accent sur les apprenants marginalis s et l' galit  des sexes.

Ramatoulaye Coly, Ministry of Vocational Training, Senegal

Abstract:

This presentation highlights innovations aimed at achieving equitable access to quality education in Africa, with a focus on marginalized learners and gender equality. The study examines diverse initiatives implemented across several African countries, addressing key challenges like rural disparities, gender gaps, and the inclusion of vulnerable populations. Key innovations include the integration of technology (low-cost laptops, digital tools), curriculum reforms promoting local languages, community-based schools, and programs supporting girls' education. For instance, community schools in Mali, Burkina Faso, and Senegal significantly reduced out-of-school rates, while local language instruction in Ghana and Nigeria enhanced student engagement. Programs like school meal initiatives and STEM- focused gender strategies further improved enrollment and retention. Recommendations emphasize inclusive policy development, sustainable partnerships, and gender mainstreaming in STEM education. These strategies collectively demonstrate the potential for impactful reforms to transform educational outcomes in sub-Saharan Africa.





Effects of Adult Literacies Education Through Social Practices Approach on the Quality of Mothers' Nurturing Care Provision in Rwanda.

Nyirahabimana Asterie, University of Rwanda

Abstract:

Nyirahabimana's presentation explores the impact of adult literacy education, using a Social Practices Approach (SPA), on mothers' ability to provide nurturing care for children under five in rural Rwanda. Literacy rates in Rwanda remain low, with 23.3% of women over 15 being illiterate, contributing to inadequate childcare and high stunting rates among children (33%). The SPA project aimed to address these issues by equipping mothers with both literacy and caregiving skills. Results revealed significant improvements in mothers' caregiving practices, including enhanced communication, responsive feeding, and better hygiene. Mothers also created safer, more stimulating environments for their children. However, poverty remains a critical barrier to fully realizing these benefits. The study recommends expanding adult literacy programs, integrating income-generating activities to empower uneducated mothers, and enhancing investments in literacy education. This dual-focus approach supports both literacy acquisition and optimal early childhood development.



Autorégulation des pratiques en éducation inclusive et niveau d'adaptation des élèves ayant le TSA sans déficience intellectuelle au Cameroun.

Tcheundjio Rosaline, Université de Yaoundé 1, Cameroon

Abstract:

Tcheundjio investigates the role of self-regulated teaching practices in enhancing the adaptation of children with autism spectrum disorder (ASD) without intellectual disabilities in Cameroon. Despite the growing emphasis on inclusive education, children with ASD face challenges like stigma, marginalization, and insufficiently tailored pedagogical approaches. The study highlights that 95% of teachers lack the resources or training to support these learners effectively. Using a mixed-methods approach involving 105 teachers across five schools, the research demonstrates that self-regulated practices—such as conscious planning, goal-setting, and interpersonal regulation—significantly improve the adaptation and integration of students with ASD. Key strategies include visual aids, clear communication, structured environments, and cooperative learning. Recommendations emphasize the need for specialized teacher training, tailored resources, and systemic reforms to foster inclusivity.



Breaking Down Barriers: Increasing Girls' Access to and Completion of Secondary Education in Kakuma Refugee Camp, Kenya.

Obutu Ombuna Obed, Jesuit RS, Kenya

Abstract:

Ombuna's presentation addresses the challenges of increasing girls' access to and completion of secondary education in Kenya's Kakuma Refugee Camp, where only 34% of secondary school students are girls. Factors such as financial barriers, lack of childcare for teenage mothers, and insufficient infrastructure hinder equitable education. Innovations implemented by the Jesuit Refugee Service include providing childcare support for 30 teenage mothers, establishing Girls' and Boys' Clubs, constructing climate-resilient classrooms and science labs, and offering scholarships to 1,129 vulnerable learners. These initiatives have increased girls' enrollment from 34% to 36% over three years, improved learning outcomes, and enhanced safety and well-being for students. Policy recommendations include reducing education financing gaps, fully implementing Kenya's SHIRIKA Plan to integrate refugees, and addressing the shortage of qualified teachers, particularly female STEM educators. These efforts underscore the importance of targeted interventions to ensure equitable access and quality education for marginalized refugee populations.





EMIS to drive Equity and Effectiveness in Education.

Mamosa Masia, Ministry of Education and Training, Lesotho

Abstract:

This presentation evaluates Lesotho's experience with Open EMIS, a web-based Education Management Information System (EMIS) introduced in 2021 with UNESCO and UNICEF support. Intended to improve data collection and analysis for informed decision-making, the implementation faced significant challenges, delaying the publication of annual education statistics for four years. Key issues include the platform's limited adaptability for managing individual teacher records, slow support processes reliant on teams in Singapore, and insufficient ICT expertise within the Ministry of Education and Training. Interviews and desktop reviews revealed that Open EMIS required substantial customization and resources, leading to inefficiencies. Based on these findings, Lesotho transitioned to DHIS2 for Education, a platform recommended by the Ministry of Health for better alignment with local needs. The study highlights the importance of thorough research and context-specific evaluation when selecting MIS tools, emphasizing capacity-building for successful implementation in African education systems.



Enhancing Preservice Teacher Training Through Virtual Reality: Addressing Inclusivity and Classroom Challenges.

Nkundabanzi Pacifique, University of Kigali, Rwanda

Abstract:

This study explores the integration of Virtual Reality (VR) into preservice teacher training programs in Rwanda, particularly in Musanze District. The research addresses the challenges faced by traditional internships in preparing teachers to manage inclusive classrooms and meet the needs of diverse learners, including those with special needs and behavioral challenges. Using a mixed-methods approach, the study engaged 50 preservice teachers and surveyed 200 trainees. Findings reveal that VR simulations offer immersive, practical experience, enabling teachers to build confidence and improve their skills in special needs education and classroom behavior management. Participants noted that VR provided a more effective preparation tool compared to traditional methods alone. The study concludes that integrating VR into teacher training significantly enhances the preparedness of educators for inclusive teaching environments. By adopting this technology, Rwanda can improve the quality of teacher training and promote a more inclusive and effective education system.



The impact of Equitable Education Access for Inclusive Education in Africa, A Case Study: Sierra Leone.

Renner James, Ministry of Basic Schooling and Secondary, Sierra Leone

Abstract:

Renner's study evaluates the impact of equitable access to education in Sierra Leone, emphasizing the government's commitment to inclusivity and human capital development. Grounded in policies like the 1991 Constitution, Education Act 2023, and the National Policy on Radical Inclusion in Schools, the initiative has reduced barriers for marginalized groups, including pregnant learners, students with disabilities, and those from low-income areas. With 22% of national revenue allocated to education in 2018, Sierra Leone stands as a global leader in education investment. The 2022 Annual School Census highlights progress in enrollment and reduced marginalization, yet challenges remain in policy enforcement, resource provision, and inclusivity in foundational learning. Recommendations include universal school feeding programs, assistive devices for disabled learners, specialized training modules in teacher education, and the placement of nurses in secondary schools. Strengthening system capacity and policy enforcement are critical to achieving sustained progress in inclusive education.



Articuler le commun et le singulier - Retour d'expérience de l'inclusion à l'école - Les Colibris 2015-2024.

Kemba Ranavela, École privée Les Colibris, Madagascar

Abstract:

Kemba Ranavela highlights the journey of inclusion at Les Colibris, a bilingual Malagasy French primary school in Antananarivo, Madagascar, from 2015 to 2024. Serving 280 students, the school integrates children with special educational needs (e.g., DYS disorders, ADHD, autism) into regular classrooms with support from shared or individual school assistants. Key methodologies include multidisciplinary teacher training in child psychology, understanding learning disorders, and implementing socio-emotional education through programs like Think Equal, yoga, and sports. The school also employs Freinet-inspired differentiated pedagogy, open classrooms, and a multi-use courtyard to foster collaboration and social learning. Results demonstrate enhanced teacher engagement, student autonomy, and mutual trust between teachers and learners. Differences are acknowledged and accepted, creating an inclusive environment where diversity is a strength, not a barrier. Recommendations emphasize redefining norms, supporting teachers through change, and promoting individualized learning to ensure inclusion and the right to uniqueness for all students.



Réinventer l'éducation dans l'adversité : la résilience des communautés locale au Burkina Faso face au défi sécuritaire.

Coulibaly Yasnoga Félicité Épouse Barro, École Normale Supérieure du Burkina Faso

Abstract:

This study examines the resilience of local communities in Burkina Faso's Fada N'Gourma region in maintaining education access amidst a severe security crisis. Since 2016, insecurity has led to the closure of 48 out of 97 public primary schools, displacing 46.61% of students in the area. With the state unable to fully address these challenges, local communities have mobilized to sustain education. Using qualitative methods, the research highlights the community's endogenous contributions, including constructing 16 classrooms, employing eight temporary teachers, and renting additional learning spaces with a budget of 186,465,166 FCFA. These efforts demonstrate local ingenuity in safeguarding education. Recommendations emphasize increased government and international support to ensure the sustainability of these initiatives. Investing in alternative educational infrastructure and strengthening local capacities is critical for overcoming the threats to education posed by insecurity.



Situation de référence de la participation des filles du Moyen Secondaire dans les filières STEM: Cas de l'IA de Pikine Guédiawaye.

Khadidiatou Sow, FAWE, Sénégal

Abstract:

This study examines the underrepresentation of girls in STEM fields in Senegal, focusing on Pikine Guédiawaye. Despite measures like STEM competitions and presidential directives, a significant gender gap persists in scientific education. Global data shows only 28% of researchers are women (UNESCO, 2017), reflecting similar challenges in Africa, where half the population remains an untapped resource in STEM-related sectors. The study employed a mixed-methods approach, surveying 482 participants, including students, teachers, and education officials. Findings reveal that cultural, institutional, and psychological barriers hinder girls' enrollment and success in STEM. Girls are often steered towards literary fields, and inadequate facilities, such as poorly equipped labs, exacerbate the issue. Recommendations include integrating gender-sensitive pedagogy, improving STEM infrastructure, fostering mentorship by female role models, and addressing early marriage and parental attitudes.





Enhancing accessibility to examination results: A Case Study of WhatsApp Chatbot.

Atsu Jerry Aziawa, HISP West and Central Africa, Togo

Abstract:

This study presents an innovative approach to enhancing educational transparency in Togo through a WhatsApp chatbot for exam result dissemination. Leveraging the country's high mobile penetration rate (75.55%) and widespread use of WhatsApp, the chatbot was launched in June 2024 to address longstanding challenges in accessing school results, such as server congestion and limited accessibility in rural areas. Developed in collaboration with Togo's Ministry of Education and HISP West and Central Africa, the chatbot allows students to retrieve their exam results by sending their exam number and name via WhatsApp. This system has significantly improved efficiency, eliminated additional costs for users, and ensured data security through the DHIS2 platform. User feedback highlights the convenience and reliability of the system, which has transformed result management from a manual process to a modern, digital solution. This initiative demonstrates the potential of technology to advance equitable education and enhance public trust in educational systems.



De la langue de signes au français signé : arcane d'une inclusion scolaire d'enfants déficients auditifs en contexte intégré de bilinguisme bimodal au Burkina Faso.

Nebniga L. Lankoande O, Ministry of education, Burkina Faso

Abstract:

Lydie Nebniga Ouedraogo investigates the inclusion of hearing-impaired children in integrated bilingual classrooms in Burkina Faso, focusing on the transition from sign language to signed French within a bimodal bilingual education framework. The research examines how this approach fosters socialization, communication, and academic development among students with hearing impairments. The study involved 74 teachers using interviews, questionnaires, and classroom observations to analyze practices and identify challenges. Results highlight the effectiveness of combining sign language and signed French to enhance comprehension and participation in integrated classrooms. However, challenges persist, including inadequate teacher training, limited resources, and societal stigmas. Recommendations include strengthening teacher professional development in bimodal bilingual methodologies, expanding access to specialized materials, and raising community awareness about the benefits of inclusive education. This approach emphasizes the importance of creating equitable learning environments that empower hearing-impaired students to thrive academically and socially.



Open Educational Resources and Equity in STEM Education: the STEPS Initiative.

Chickering Miriam, CEO at NextGenU.org, Canada

Abstract:

Chickering's presentation showcases the STEM Teacher/Student Education for Primary Schools (STEPS) initiative, a collaboration between NextGenU.org and partners in Benin, Cameroon, and the Democratic Republic of Congo. The project addresses educational inequities in STEM by developing localized, culturally relevant Open Educational Resources (OER) aligned with national curricula. Using curriculum crosswalks and AI tools, the initiative adapted 100% of existing materials and created 50% from scratch to meet specific needs. This effort resulted in improved STEM instruction for over 6,000 students, with teachers reporting greater confidence and effectiveness. AI integration reduced content development costs by 70% and increased production efficiency 158-fold. Localized examples and illustrations enhanced student engagement and learning outcomes. The STEPS initiative demonstrates how OER can democratize STEM education, particularly in low- and middle-income countries (LMICs). Policymakers are encouraged to invest in localized OER and foster international collaboration to bridge educational inequities and improve STEM learning globally.



Autorégulation des pratiques en éducation inclusive et niveau d'adaptation des élèves ayant le TSA sans déficience intellectuelle au Cameroun.

Tcheundjio Rosaline, Université de Yaoundé 1, Cameroon

Abstract:

Tcheundjio investigates the role of self-regulated teaching practices in enhancing the adaptation of children with autism spectrum disorder (ASD) without intellectual disabilities in Cameroon. Despite the growing emphasis on inclusive education, children with ASD face challenges like stigma, marginalization, and insufficiently tailored pedagogical approaches. The study highlights that 95% of teachers lack the resources or training to support these learners effectively. Using a mixed-

methods approach involving 105 teachers across five schools, the research demonstrates that self-regulated practices—such as conscious planning, goal-setting, and interpersonal regulation—significantly improve the adaptation and integration of students with ASD. Key strategies include visual aids, clear communication, structured environments, and cooperative learning. Recommendations emphasize the need for specialized teacher training, tailored resources, and systemic reforms to foster inclusivity.



Promouvoir l'égalité de genre dans la formation professionnelle pour un accès équitable: Conclusions d'un audit genre des 10 lycées agricoles du Bénin.

Bossa Epse Hounguevou A.B. Reine, APRETECTRA, Bénin

Abstract:

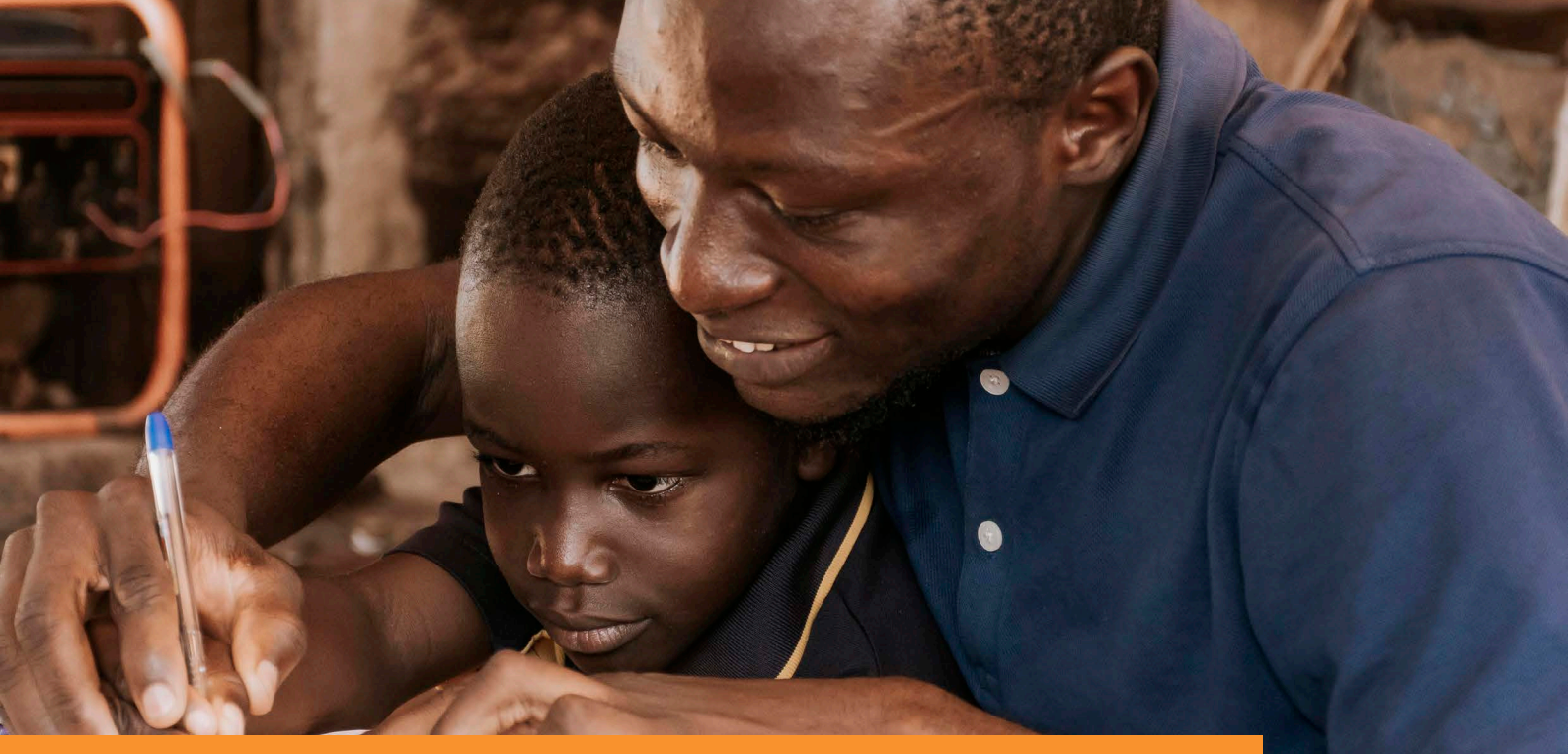
Bossa's study examines gender inequalities in Benin's Agricultural Technical High Schools (LTA), revealing significant disparities despite ongoing efforts to promote equity. Girls represent only 19.7% of total enrollment in 2023, with limited access to traditionally male-dominated fields and leadership positions. Women are also underrepresented among teaching staff (16%) and management personnel (2%). Using a mixed-methods approach, the study conducted audits in 10 LTAs across nine regions, surveying 482 students, 124 teachers, and 48 administrators. Despite initiatives such as gender quotas, awareness programs, and data disaggregation, structural and cultural barriers persist. Recommendations include mandating a minimum 30% quota for female enrollment, providing scholarships for girls in non-traditional fields, incorporating gender-sensitive curricula, and improving gender-responsive planning and budgeting. Enhancing infrastructure, such as separate facilities for girls, is also critical. These actions aim to create an inclusive educational environment, addressing systemic gender disparities in technical and vocational education in Benin.





THEMATIC AREA 2:

Teacher development: Programs and support to improve teacher quality and use data-driven assessments to improve learner outcomes

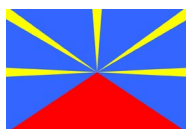


Développement de la formation continue des enseignants: Élaboration d'une approche heuristique contextualisée à partir du projet PERFORM.

Gaillat Thierry, Université de la Réunion

Abstract:

Gaillat's presentation outlines an innovative approach to continuous teacher training in Madagascar, addressing challenges such as low qualification rates, limited access to professional development, and disparities in rural areas. The study, based on the PERFORM project, developed a hybrid, certified training model tailored to the local context. It aimed to enhance teacher competencies and improve the quality of education across the country. Key outcomes include the creation of nine teacher training courses and four courses for teacher trainers, engaging over 600 educators across four regions. The project fostered collaboration between institutions, including ministries and teacher training colleges (ENS/ENSET), and emphasized co-construction of training modules and hands-on methodologies. Impacts were observed at multiple levels: improved teaching practices, increased collaboration among training institutions, and enriched learning experiences for students. Recommendations focus on embedding this approach within broader education systems to build sustainable, inclusive, and context-sensitive professional development frameworks.



Le métier d'enseignant à travers les systèmes éducatifs: Entre Avantage, Attrition et Abandon. Quel développement professionnel soutenir pour une éducation de qualité?

Amenyah Sarr Efua Irène, Université Gaston Berger, Sénégal

Abstract:

Amenyah Sarr's paper examines the teaching profession in African education systems, emphasizing the critical need for professional development to enhance quality education. The study identifies systemic issues such as overcrowded classrooms, inadequate training durations, and high teacher attrition rates due to poor working conditions and limited career advancement opportunities. Drawing from qualitative research and case studies, the findings highlight significant disparities in teacher preparation across educational cycles, from preschool to secondary levels. Training for preschool and primary teachers often lasts less than two years, limiting their ability to address foundational learning needs effectively. Meanwhile, secondary-level teachers receive longer training but face challenges related to student preparedness and systemic inefficiencies. Recommendations include restructuring teacher training programs to focus on early childhood education, improving working conditions.



Communautés d'Apprentissage et professionnalisation des enseignants du Fondamental au Mali: Cas du Centre pédagogique de Nonsombougou.

Mamadou Dia, Institute of University Pedagogy, ULSH-Bamako

Abstract:

This presentation examines the impact of Teacher Learning Communities (Communautés d'Apprentissage, CA) on teacher professionalization and educational outcomes in Mali, focusing on the Nonsombougou Pedagogical Animation Center (CAP). Established in 2013, the CAP serves 87 educational structures, including fundamental schools, medersas, and early childhood development centers, with a total enrollment of 21,730 students. The study highlights the CA's role in addressing identified training needs — 490 were identified, and 396 training actions were implemented, showcasing the peer-to-peer collaboration model. This approach complements initial teacher training by fostering skill development and addressing emerging challenges. Results demonstrate improved school performance and a reduction in student failure rates within CAP schools. Recommendations emphasize scaling up CA practices across Mali, integrating peer learning into national teacher training policies, and addressing high teacher-student ratios to sustain quality education.



Making Sense of “Teacher Professionalism” in Eritrea: Scenarios and Suggestions.

Amanuel Araya, Ministry of Education, Eritrea

Abstract:

This study investigates teacher professionalism in Eritrea, examining its theoretical underpinnings and practical realities within the country's education system. With decades of systemic strain and low learner performance, improving teacher quality is identified as a critical bottleneck to achieving educational transformation. Using qualitative methods, the study involved document analysis, teacher interviews, and

reflective observations across four schools with 38 teachers. Key findings reveal disparities between theoretical concepts of professionalism and the contextual realities faced by Eritrean educators. Challenges include uncertainties in teacher identity, accountability, and pedagogical practices, as well as limited collaboration and research engagement. Recommendations focus on strengthening initial teacher education programs, advancing continuous professional development, and revisiting policy objectives to better align with ground realities. Addressing these gaps is essential to enhancing teacher professionalism and improving educational outcomes.



Teacher's efficiency in using cooperative learning in facilitating the comprehension of geography in secondary schools in the Northwest and Southwest regions of Cameroon.

Nkemngong Atemnkeng, National Centre for Education, Cameroon

Abstract:

Nkemngong Atemnkeng investigates the efficiency of secondary school teachers in using Cooperative Learning (CL) to facilitate geography comprehension in Cameroon's Fako, Meme, and Mezam divisions. Despite its potential to enhance critical thinking, problem-solving, and socialization skills, CL remains underutilized, with only 40.19% of teachers demonstrating high efficiency in its application. Key challenges include inadequate teacher training, limited curriculum alignment with CL practices, and insufficient resources. Learners' performance in geography has fluctuated, with consistent gaps in acquiring geographical skills and critical thinking competencies. The study recommends capacity-building workshops for in-service teachers, integration of CL strategies into teacher training programs, and curriculum adjustments to include group-based activities. Additionally, increased investment in resources and classroom management styles supportive of collaborative learning is essential. Addressing these gaps will not only improve students' academic performance but also foster essential life skills and career readiness, particularly in under-resourced rural communities.



The Status of Digitalization of Universities in Africa.

Temechegn Engida, IICBA UNESCO

Abstract:

This study assesses the state of digitalization in African universities, exploring how higher education institutions integrate digital technologies into teaching, learning, research, and administration. Drawing from systematic reviews, reflections on CESA 16-25, and UNESCO-IICBA's previous ICT interventions, the study identifies significant gaps and opportunities. Key findings reveal uneven progress across countries like Egypt, Ethiopia, Nigeria, and South Africa, with challenges in digital infrastructure, connectivity, and policy alignment. While student readiness for digital learning is high in some regions, disparities persist among academic staff and across institutions. The lack of emphasis on artificial intelligence and digital skills in curricula further limits the transformative potential of digitalization. Recommendations include enhancing digital infrastructure, promoting digital literacy training, integrating AI competencies into curricula, and scaling up IICBA's capacity-building initiatives. These actions aim to prepare African universities for a digital future, fostering equitable access to quality education and global competitiveness.



From Insight to Impact: Revolutionizing Teacher Development in Kenya.

Inyega Hellen, University of Nairobi, Kenya

Abstract:

Inyega's presentation focuses on revolutionizing teacher development in Kenya through the Secondary Education Quality Improvement Project (SEQIP). This comprehensive initiative strengthens institutional capacity, promotes data-driven decision-making, and integrates innovative approaches such as curriculum development for indigenous languages and structured pedagogy. SEQIP emphasizes teacher preparation through micro-teaching, internships, and mentorship, alongside continuous professional development (TPD) programs like team teaching, lesson study, and action research. The project also addresses systemic challenges by improving infrastructure, enhancing teacher placement, and integrating social-emotional learning support. Key outcomes include improved collaboration between the Ministry of Education and stakeholders like CEMASTEAM and KICD, fostering reforms in competency-based curricula and special needs education. Recommendations highlight the necessity of sector-wide reforms to shape 21st-century educators equipped with skills for inclusive and data-driven teaching practices. SEQIP demonstrates the potential for sustainable and transformative teacher development, creating a robust and teacher-friendly ecosystem in Kenya.

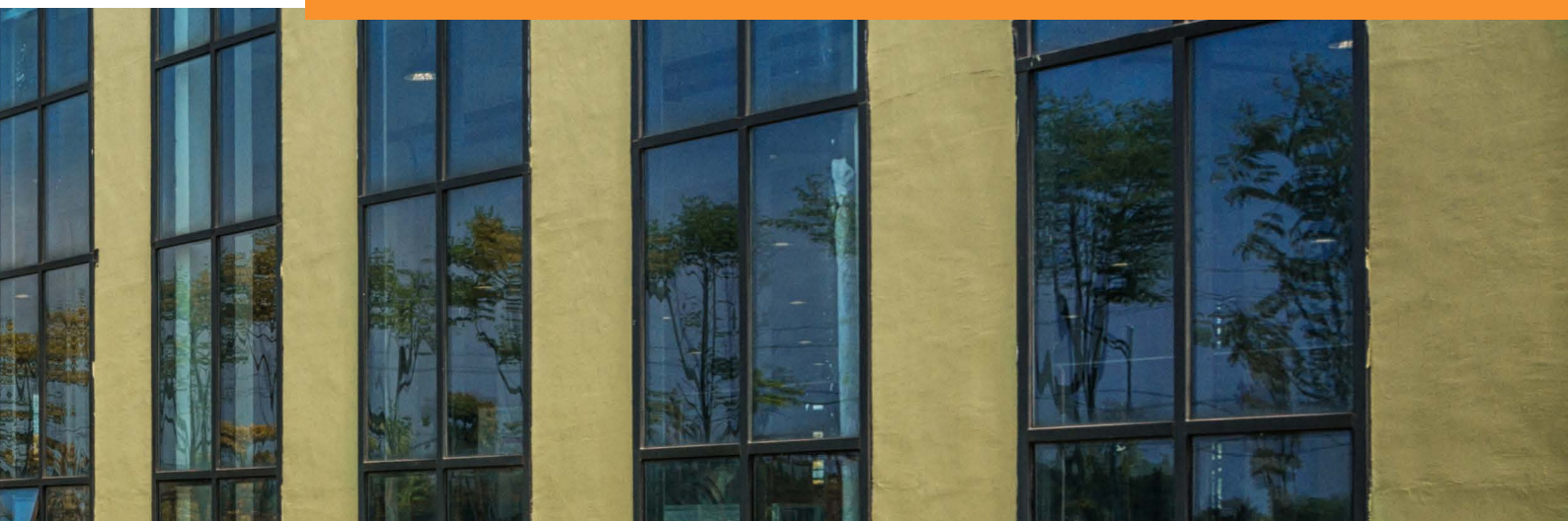


Teacher Continuous Professional Development Online in Togo with OER.

Kossi Agbogan, DPIP-Togo

Abstract:

Kossi Agbogan's study explores the use of Open Educational Resources (OER) to enhance continuous professional development for teachers in Togo. Transitioning from in-person to online training, the program adapted freely available resources from TESSA (Teacher Education in Sub-Saharan Africa) and provided a digital platform through a partnership with the Open University in the UK. This approach addressed the growing demand for teacher training amidst increasing student enrollment. The program enrolled 26 participants, offering tailored support and downloadable materials. While 65% successfully earned certificates, challenges included registration difficulties and low prior experience with online learning. Gender disparities also surfaced, with only 15% of participants being women. Recommendations include promoting OER to reduce training costs, equipping educators with skills for online content creation, and enhancing certification recognition. Encouraging female participation and integrating ICT in teacher development are emphasized as vital for fostering accessible and sustainable education systems in low-resource contexts.





Teacher Training using low-tech tools: Using WhatsApp in transforming teacher training in low resource communities in Zimbabwe.

Ndlovu Lovemore, UNESCO, Zimbabwe

Abstract:

This paper highlights the use of low-tech tools, particularly WhatsApp, to transform teacher training in low-resource communities in Zimbabwe during the COVID-19 pandemic. With prolonged school closures and limited infrastructure for online learning, traditional face-to-face teacher training methods became impractical. WhatsApp emerged as a cost-effective, accessible alternative for professional development, enabling teachers to acquire skills for online and blended teaching. The program utilized both synchronous and asynchronous approaches, offering flexibility and expanding access to training, especially for marginalized and rural teachers. Despite challenges like connectivity issues and technological disparities, the initiative improved teachers' capacity to deliver online education and fostered peer learning through teacher learning circles and professional communities. Recommendations include integrating WhatsApp with self-directed learning portals, embedding blended learning in school-based activities, and developing comprehensive ICT policies.



L'impact de la formation des enseignants sur la mise en oeuvre efficace des pratiques pédagogiques inclusives dans les écoles primaires au Cameroun. Tani Wirngo Ernestine, Higher Teachers'

Training College of Yaoundé

Abstract:

Wirngo Tani's study examines the impact of teacher training on implementing inclusive pedagogical practices for internally displaced learners (IDPs) in Cameroon's primary schools. Amidst ongoing humanitarian crises affecting 1.9 million displaced learners, inclusive education is critical for addressing psychosocial and academic challenges faced by vulnerable children. Findings reveal that only 14.7% of teachers feel confident in delivering inclusive pedagogy due to inadequate initial training, despite subsequent exposure to professional development. Effective strategies such as differentiated instruction, trauma-informed teaching, and cultural adaptability are underutilized, primarily due to resource constraints, large class sizes, and limited teacher preparedness. Recommendations include integrating inclusive education and psychosocial support into teacher training curricula, promoting continuous professional development, and enhancing school-based activities like arts and sports to improve students' well-being.



Formation des enseignants et inclusion des élèves déficients visuels: Analyse des pratiques à Dédougou.

Gninneyo Sylvestre Pierre Niya, Ecole Normale Supérieure, Burkina Faso

Abstract:

Niya's study examines the challenges faced by visually impaired students (ESHVs) in inclusive schools in Burkina Faso, focusing on the role of evaluation practices in perpetuating educational inequalities. Despite national and international commitments to inclusive education, such as the Salamanca Declaration and SDG4, ESHVs underperform compared to their peers without disabilities. The research, conducted across 23 schools using interviews, surveys, and comparative data analysis, attributes these disparities to inequitable and non-adaptive evaluation methods. Current assessment practices fail to accommodate the specific needs of visually impaired students, leading to poor academic outcomes and limited progression rates. Recommendations include integrating specialized training on disability-inclusive teaching into teacher training programs, developing equitable evaluation frameworks tailored to different impairments, and implementing targeted policies to address the gaps in inclusive education.





Teacher Support in Curriculum Implementation through Cross-Age Peer Tutoring in Kenya.

Ochieng Benedict Ouma, Ministry of Education, Kenya

Abstract:

This study explores the impact of Cross Age Peer Tutoring (CPT) on improving academic performance in Chemistry among secondary school students in Kisumu West Sub County, Kenya. With persistent teacher shortages and below-average performance in the Kenya Certificate of Secondary Education (KCSE) exams, CPT was introduced as an intervention to bridge the gap. Using a mixed-methods approach, the study involved 344 students and measured outcomes through pre- and post-tests, questionnaires, and interviews. Results indicated a significant improvement in academic performance and social skills in the experimental group compared to the control group, with CPT fostering a student-centered learning environment. Recommendations include adopting CPT alongside conventional teaching methods to enhance learning outcomes, encouraging collaboration among stakeholders, and conducting longitudinal studies to evaluate long-term effects.



Teacher Agency in Curriculum reform: Examining the dynamics of teacher cognition, classroom practices and impact on students' learning outcomes in Liberia.

Johnson Hinneh, Ministry of Education, Liberia

Abstract:

This study examines teacher agency in curriculum reform in Liberia, focusing on the relationship between teacher cognition, classroom practices, and student learning outcomes. Liberia's educational sector faces significant systemic challenges, including gaps in teacher preparedness and curriculum implementation. Findings indicate that 75% of teachers lack readiness for effective curriculum delivery, and 60% struggle with understanding and applying the curriculum. The research involved 175 teachers and 350 students from 35 schools, utilizing a mixed-method approach with data collected through questionnaires, interviews, and observations. Analysis revealed that teacher cognition is influenced by both personal and contextual factors, but its impact on classroom practices and student outcomes is minimal. Recommendations include strengthening teacher training programs, enhancing collaboration between policymakers and schools, and leveraging data to address curriculum gaps.



Sustainable EMIS Shift: Experiences from the Gambia.

Seedy Jallow, Ministry of Education, Gambia

Abstract:

This presentation highlights The Gambia's transformation of its Education Management Information System (EMIS) to support sustainable and inclusive education aligned with SDG and CESA frameworks. Traditional EMIS approaches focused on statistics but lacked the capacity to measure learning outcomes or provide early warning systems. The Gambia addressed these gaps by leveraging the digital platform DHIS2, which offers affordable, scalable solutions tailored to developing countries. The reformed EMIS prioritizes six dimensions: decentralization, integration, coverage, availability, frequency, and data granularity. Innovations include simplified school-level reporting, enhanced data access, and improved information dissemination. A dedicated graduate program has been established to strengthen EMIS capacity and local ownership, ensuring sustainability. Challenges remain, such as implementing a Unique ID system, creating robust legal frameworks, and addressing data privacy concerns. The Gambia's experience demonstrates the importance of political commitment, administrative support, and investment in local capacity for effective education system reform.



Formation des enseignants et inclusion des élèves déficients visuels: Analyse des pratiques à Dédougou.

Gninneyo Sylvestre Pierre Niya, Ecole Normale Supérieure, Burkina Faso

Abstract:

Niya's study focuses on improving the inclusion of visually impaired students in mainstream classrooms in Burkina Faso through teacher training and the adaptation of assessment practices. Grounded in national and international frameworks like the Salamanca Declaration and Sustainable Development Goal 4, the research addresses the persistent challenges faced by visually impaired learners in achieving equitable academic outcomes. Using an ecosystemic model and theories of personalized pedagogy and adaptive evaluation, the study analyzed data from 23 schools in the Dédougou district. Methods included interviews, surveys, and a comparative analysis of student performance. Findings highlight gaps in assessment practices and the need for differentiated instructional strategies to support inclusion. Recommendations include developing teacher training programs focused on adaptive and equitable evaluation methods, integrating assistive technologies, and fostering inclusive classroom environments. These steps aim to ensure equal opportunities for visually impaired students, promoting fairness and improved learning outcomes in mainstream education.



Quality teaching for quality learning: Student learning outcomes in Rwandan secondary education.

Shima Lydie, Laterite

Abstract:

Lydie Shima evaluates the impact of the Leaders in Teaching program on improving teaching quality and student learning outcomes in Rwandan secondary schools. Amid challenges such as increasing enrollment and limited resources, the study highlights significant progress in teacher content knowledge and its correlation with better student outcomes, particularly in mathematics. Using teacher content knowledge, pedagogical practices, and classroom instruction as indicators, the research shows greater improvements among teachers in less-selective schools compared to highly selective Schools of Excellence. Female teachers demonstrated twice the improvement in mathematics knowledge compared to their male counterparts. Enhanced teacher mastery notably benefitted girls and disadvantaged students. The study emphasizes the need to re-evaluate and strengthen professional development programs to focus on content mastery and pedagogical skills. Such reforms are critical for closing achievement gaps and ensuring long-term progress in delivering quality education to all students in Rwanda.



Teacher Professional Development and innovative instructional technology for Zambian and Kenyan Secondary School Teachers: Trends, Opportunities and Way forward.

Maimbolwa Namuchana, University of Zambia

Abstract:

Namuchana's study explores the state of Teacher Professional Development (TPD) and the use of innovative instructional technologies in Zambian and Kenyan secondary schools. Using a concurrent mixed-methods approach with 60 participants, the research assessed TPD awareness, engagement, and the integration of low-cost digital tools in teaching practices. Findings reveal that while 64% of teachers are aware of TPD programs, only 33% participate in such activities weekly or

monthly. Teachers reported that TPD improved their instructional skills, but challenges include insufficient knowledge, limited collaboration opportunities, and inadequate exposure to affordable technology like YouTube, Kahoot, and WhatsApp. Notably, 68.5% used offline tools such as quizzes and puzzles, while 57.4% favored traditional learner-centered approaches. Recommendations emphasize upskilling teachers through competency-based curricula, increasing resource allocation for technology integration, conducting awareness campaigns on digital tools, and strengthening policies to support innovative teaching methods. These measures aim to enhance teaching quality and student outcomes.



Formation continue des enseignants du secondaire au Cameroun: modalités et résultats.

Ndzié Pierrette A. M. N., MINESEC, Cameroun

Abstract:

This study investigates the effectiveness of continuous professional development (CPD) for secondary school teachers in Cameroon, emphasizing the integration of theoretical models and practical application. Using Sensevy and Mercier's Theory of Joint Action, the study highlights the importance of linking methodological tools to training content to address gaps in pedagogical knowledge and practices. The research adopted a qualitative approach, analyzing data from transcripts, interviews, and questionnaires to refine CPD processes. Findings indicate that aligning CPD with teachers' needs enhances their ability to design lesson plans, implement pedagogical integration, and evaluate student learning effectively. CPD also fosters professional growth, institutional benefits, and improved student success rates. Recommendations include using incremental design models like ADDIE to tailor training programs, ensuring teacher buy-in, and promoting collaboration between educators and institutions.



An assessment of the uptake of Technical vocational courses in teacher training program.

Raviro Mawarire, Joshua Nkomo Polytech

Abstract:

This study evaluates the uptake of technical vocational (TECHVOC) courses in teacher training programs at Joshua Mqabuko Nkomo Polytechnic College in Zimbabwe. Conducted with 148 students using a quasi-experimental design, the research aims to equip teachers with hands-on skills for self-reliance and community empowerment. While 60% of participants valued the program, 40% viewed it as unproductive. Findings show that TECHVOC programs help produce multi-skilled teachers capable of addressing real-life challenges and reducing community dependency. However, challenges such as inadequate resources, financial constraints, and overloaded curricula hinder full implementation. The program also bridges delays in employment after graduation by fostering entrepreneurship and practical skills. Recommendations include allowing students to freely choose courses aligned with their interests, conducting stakeholder consultations prior to implementation, and securing donor funding to alleviate financial burdens.



Teachers' Awareness of Scaffolding Reading Comprehension, Classroom Practice and Academic Self-Concept: Evidence from Secondary School EFL Teachers.

Hawa Mohamed, University of Woldia

Abstract:

Hawa Mohamed focuses on the role of teacher scaffolding in enhancing reading comprehension for secondary school students learning English as a Foreign Language (EFL). The research highlights how teachers' awareness of scaffolding strategies and their academic self-concept influence classroom practices. Although teachers demonstrate high theoretical awareness of scaffolding ($M=29.43$, $p<0.001$) and hold positive self-concepts, gaps persist in their practical application, particularly during the post-reading stage ($M=14.38$, $p<0.001$). Using a combination of reflective practices, training, and teacher incentives, the study emphasizes the importance of aligning theoretical knowledge with practical skills. Results show strong correlations between awareness and classroom practice ($r=0.59$, $p=0.00$) but weak links between academic self-concept and practice. Recommendations include targeted professional development, continuous support, and addressing barriers such as time and resource constraints.





THEMATIC AREA 3:

Curriculum and leadership: Reforms in curriculum, teacher support and leadership practices to improve learning outcomes and quality assurance

Réforme des programmes éducatifs dans les pays francophones d'Afrique: Vers une décolonisation et une inclusion culturelle et linguistique.

Dela Sorsy, Université de Lomé, Togo

Abstract:

Sorsy's presentation examines the need to decolonize and culturally adapt education systems in Francophone Africa by integrating local languages and cultures into curricula. Current systems, shaped by colonial legacies, rely heavily on the French language and foreign models, marginalizing African languages and failing to connect with local realities. This disconnect contributes to poor student engagement, especially in rural areas, and hampers educational inclusivity. The study highlights successful reforms, such as Senegal's Plan Sénégal Émergent and Burkina Faso's bilingual initiatives, which demonstrate the positive impact of teaching in local languages on academic performance, self-esteem, and cultural identity. However, challenges persist, including resistance to change, logistical constraints, and inadequate funding for bilingual programs. Recommendations include strengthening bilingual policies, investing in teacher training, and producing pedagogical materials in local languages.



Qualité de la gestion : condition essentielle à la construction de systèmes résilients, inclusifs, de qualité et pertinents en Afrique.

Charron Richard, EduGestion, Canada

Abstract:

Richard Charron emphasizes the critical role of effective management in building resilient, inclusive, and high-quality education systems in Africa. Drawing on findings from CONFEMEN strategies and broader systemic analyses, the study identifies a significant gap in the professionalization of educational leaders at school and district levels. Current practices often lack formal training, rely on seniority or political connections for selection, and fail to prioritize management expertise. The proposed solution advocates systemic reforms, including creating a formal profession for educational leaders. This involves adopting a 70-20-10 training model, where 70% of learning comes from reflective practice, 20% from social interactions, and 10% from formal training. Recommendations include leveraging existing networks like the University Senghor alumni and international partnerships to enhance capacity building and integrate hybrid management approaches. The initiative underscores the need for cohesive strategies to align leadership development with national education goals, improving fundamental learning outcomes across the region.



Un plaidoyer pour intégrer l'éducation financière dans les curricula nationaux afin d'arriver à des comportements et choix financiers avertis chez les jeunes adultes.

Fall Mariama Mary, UNHCR, Chad

Abstract:

In her paper, Mariama Mary Fall emphasizes the critical need to integrate financial education into national curricula to empower young, displaced populations in West Africa. Drawing on the OECD and BCEAO frameworks, the study addresses widespread gaps in financial literacy across age, gender, and intellectual levels, exacerbated by cultural and religious norms. These deficiencies result in poor money management behaviors and limited financial independence. The intervention involves embedding financial education in schools through diverse modalities, such as stand-alone courses, extracurricular activities, and integrated teaching materials. This approach aims to build essential financial skills and foster informed decision-making. Key recommendations include prioritizing teacher training, developing culturally sensitive materials, and ensuring policy alignment to sustain the initiative. Financial education is framed as a vital life skill for thriving in the digital age.



Addressing Deficiencies in Early Mathematics Education: A Case for Curriculum Reform in Sub-Saharan Africa.

Atanga Napthalin, NEXTGenu-ST, Cameroon

Abstract:

Atanga's presentation highlights critical gaps in early mathematics education in Sub-Saharan Africa, where over 40% of students fail to master basic arithmetic by the end of Grade 3, as reported by PASEC 2019. STEPS data from eight schools in Cameroon further reveal that more than 70% of learners still rely on counting to perform addition at this stage, putting them at risk of marginalization in mathematics. The study advocates presenting numbers as composites of smaller numbers and delaying the introduction of column format until learners develop a deeper understanding of arithmetic. Recommendations include removing

terms like "carrying" and "borrowing" from curricula and introducing subtraction as "distance" before shifting to traditional methods. These interventions, implemented through targeted in-service training for teachers, inspectors, and supervisors, aim to reduce reliance on rote counting and improve foundational numeracy skills. This approach enhances learning outcomes without requiring major curriculum reforms.



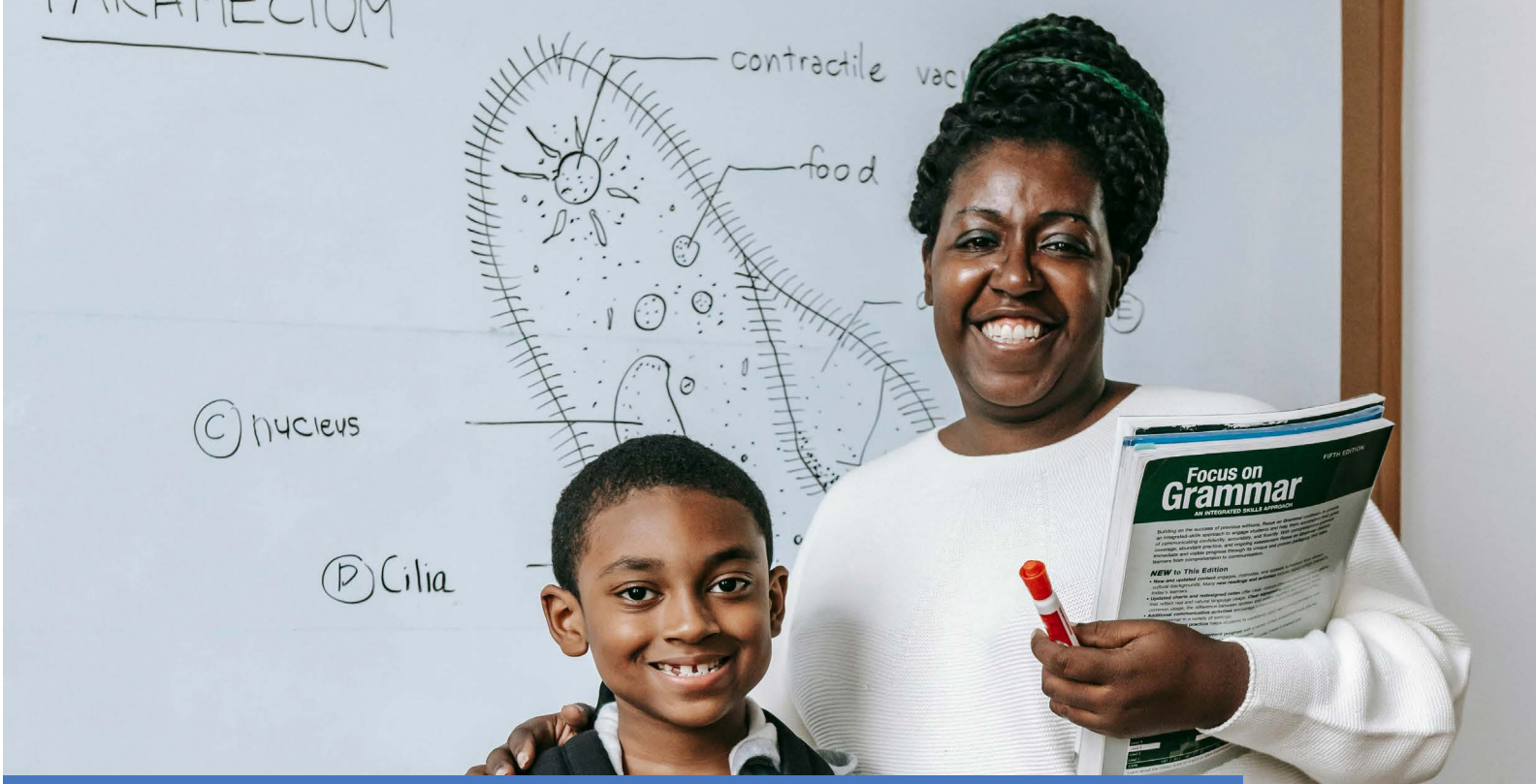
Leadership et organes de gestion scolaire inclusive dans les Écoles Primaires Publiques au Bénin: Cas des gouvernements et parlements scolaires des EPP de la commune d'Agbangnizoun du département du Zou.

Akpo Dekpo José Giscard, University of Abomey-Calavi, Bénin

Abstract:

This presentation explores the role of inclusive school governance bodies, specifically School Governments (GS) and School Parliaments (PS), in fostering leadership and improving education outcomes in public primary schools in Benin. The study addresses the lack of student participation in school management, which contributes to low self-confidence, limited initiative, and high dropout rates, especially among girls. Implemented under the School Development Plan (PDE) initiative, GS and PS empower students by involving them in decision-making, raising awareness on educational and health issues, and managing community projects like school gardens and sanitation drives. This approach has developed students' leadership, communication, and problem-solving skills while promoting gender equality. The initiative has shown promising results, including reduced absenteeism and dropout rates, improved academic performance, and stronger school-family partnerships. Recommendations include scaling these governance bodies to all educational levels to nurture student leadership and support a resilient, inclusive education system.





État de lieux des enjeux de L'éducation relative à l'environnement et au développement durable : Un aperçu de Madagascar.

Rakotoarivony Hugette, Coalition Nationale Malagasy pour l'Education Pour Tous, Madagascar

Abstract:

This study explores the integration of Environmental Education for Sustainable Development (EESD) into Madagascar's education system to address the country's vulnerability to climate change and environmental degradation. Despite policy frameworks like the National Education Policy for Environmental Education (PEREDD), implementation remains limited, with EESD not systematically included in curricula and most schools dedicating less than two hours weekly to the subject. The study identifies gaps in teacher training, pedagogical tools, and funding, emphasizing the need for systemic reforms. Findings show widespread awareness of climate issues among stakeholders but insufficient action due to resource constraints and institutional barriers. Policy recommendations include prioritizing EESD in public education policies, developing teacher training programs, and fostering cross-sector collaboration. Promoting hands-on, locally relevant educational approaches is essential for building resilience against climate shocks.



Refugee Educational Outcomes: An Assessment of Policy Maker's Perceptions on Uganda's Progressive Education Approach to Conflict-Affected Children.

Kennedy Monari, PEER Network, Uganda

Abstract:

This presentation evaluates Uganda's progressive education approach for conflict-affected refugee children, highlighting its inclusivity and alignment with global best practices. Uganda's education policies for refugees emphasize integration into national systems, free primary education, and equitable access to resources, offering a model for other nations dealing with displacement crises. The study assessed policymakers' perceptions and identified strengths, such as inclusivity in primary education and frameworks promoting equity. However, challenges persist in refugee secondary education, including inadequate infrastructure, teacher shortages, and limited funding. These issues hinder the effective realization of Uganda's inclusive education goals. Recommendations include increasing investment in secondary education, addressing resource gaps, and enhancing teacher training to meet the unique needs of refugee learners.





Collaborating and Innovating Contextualised Tools for Assessing Life Skills & Values: Insights from the Action for Life Skills and Values in East Africa.

Goretti Nakabugo Mary, UWEZO Uganda

Abstract:

Nakabugo's presentation highlights the ALiVE (Assessing Life Skills and Values for East Africa) approach, a collaborative initiative aimed at measuring and nurturing life skills and values among adolescents in East Africa. Developed by Uwezo Uganda, Zizi Afrique Foundation, Milele Foundation Zanzibar, and Luigi Giussani Foundation, ALiVE addresses gaps in assessing non-academic competencies critical for holistic education. The initiative utilizes contextualized tools to evaluate social-emotional learning (SEL) skills, such as critical thinking, problem-solving, and teamwork. Implementation across Kenya, Uganda, and Zanzibar revealed varying proficiency levels, with some adolescents demonstrating high potential, highlighting the importance of targeted interventions. Key recommendations include embedding SEL into curricula, improving teacher education, and fostering capacity-building at the system level. The project also calls for Sub-Saharan Africa to amplify its voice in global education discourses and position itself as a thought leader in SEL innovation.



Quel(s) système(s) éducatif(s) pour le développement durable des pays africains: Le cas des pays francophones d'Afrique de l'Ouest?

Kouassi Ange Aristide Molou, Université FHB-Abidjan, Côte d'Ivoire

Abstract:

This presentation examines the challenges facing educational systems in Francophone West African countries and proposes reforms to achieve sustainable development. Despite progress in recent decades, significant gaps persist in inclusion, infrastructure quality, and policy alignment with local and global goals. These issues are compounded by political, systemic, and social challenges unique to the region. Key findings highlight the need for pluralistic, multi-sectoral education systems that integrate local languages, address regional disparities, and align with Sustainable Development Goal 4 (SDG4). The study emphasizes the importance of strengthening collaborations among stakeholders, improving teacher training, and ensuring safe, inclusive learning environments. Recommendations include harmonizing educational reforms across countries while respecting local contexts and leveraging both endogenous factors (e.g., policy adaptation, teacher capacity) and exogenous factors (e.g., conflict resolution, climate change mitigation).



Reforming Curriculum beyond Academic Achievements: A Reflection on Citizenship Education and Violence in Secondary Schools in Malawi.

Zimpita Valentino, Ministry of Education, Malawi

Abstract:

Tipitana Zimpita examines the link between curriculum design and violence in secondary schools in Malawi. Violence, including property damage and injuries, has increased in schools since the removal of Civics and Citizenship Education (CCE) from the curriculum. Using a mixed-methods approach with 103 participants across five schools, the study explores whether the absence of CCE contributed to this issue or if other factors were involved. Findings reveal that while conflict management is taught in Social Studies and Life Skills, the focus remains on academic achievements rather than instilling values and attitudes. Key factors exacerbating violence include misunderstanding of human rights, poor school management, and unprofessional teacher conduct. Policy recommendations include integrating the affective domain into curricula, making Social Studies or Life Skills compulsory, and training head teachers in conflict management. Addressing these issues ensures students develop the values, morals, and attitudes necessary for peaceful coexistence alongside academic success.



Transforming Basic Education: Integrating Robotics into Lower Primary, Upper Primary, and Secondary Classrooms in Rwanda

Tuyisenge Ephrem, Open University of Tanzania

Abstract:

Ephrem Tuyisenge's study examines the integration of robotics into Rwanda's primary and secondary schools as part of a national effort to modernize education and prepare students for a technology-driven future. The initiative aims to enhance student engagement, creativity, and problem-solving skills while fostering STEM competencies. Using a mixed-methods approach, the research collected data from 16 schools, engaging 180 students, 32 teachers, and 16 administrators. Results show a significant increase in student interest, with 85% reporting greater engagement in lessons, and 78% demonstrating improved problem-solving skills. Additionally, 70% of teachers reported increased confidence in implementing STEM activities. Despite these successes, challenges include the need for continuous teacher training, enhanced resources, and sustained government support. Recommendations focus on expanding teacher capacity, sharing best practices, and securing long-term investments in STEM infrastructure.



Uncovering Challenges of Educational Technology in Public Higher Institutions of Learning in Uganda: A case study of Academic Management Information System (ACMIS).

Kanobe Fredrick, Kyambogo University, Uganda

Abstract:

This study examines the challenges of adopting education technology in public institutions in Uganda, focusing on the Academic Management Information System (ACMIS) at Kyambogo University. Despite its potential to enhance academic operations, the system faces significant barriers, including limited stakeholder involvement during design, cultural resistance to change, insufficient user training, data redundancy, inadequate system documentation, and lack of top management support. These challenges have led to issues such as missing graduation records, timetable mismanagement, and reputational risks for the institution. The study employed a qualitative approach, using semi-structured interviews and thematic analysis to gather insights from lecturers, students, IT staff, and administrators. Recommendations include involving stakeholders at all levels, implementing change management strategies, providing user training, and establishing a dedicated IT support team. Mid-term solutions focus on data recovery programs and regular system evaluations.

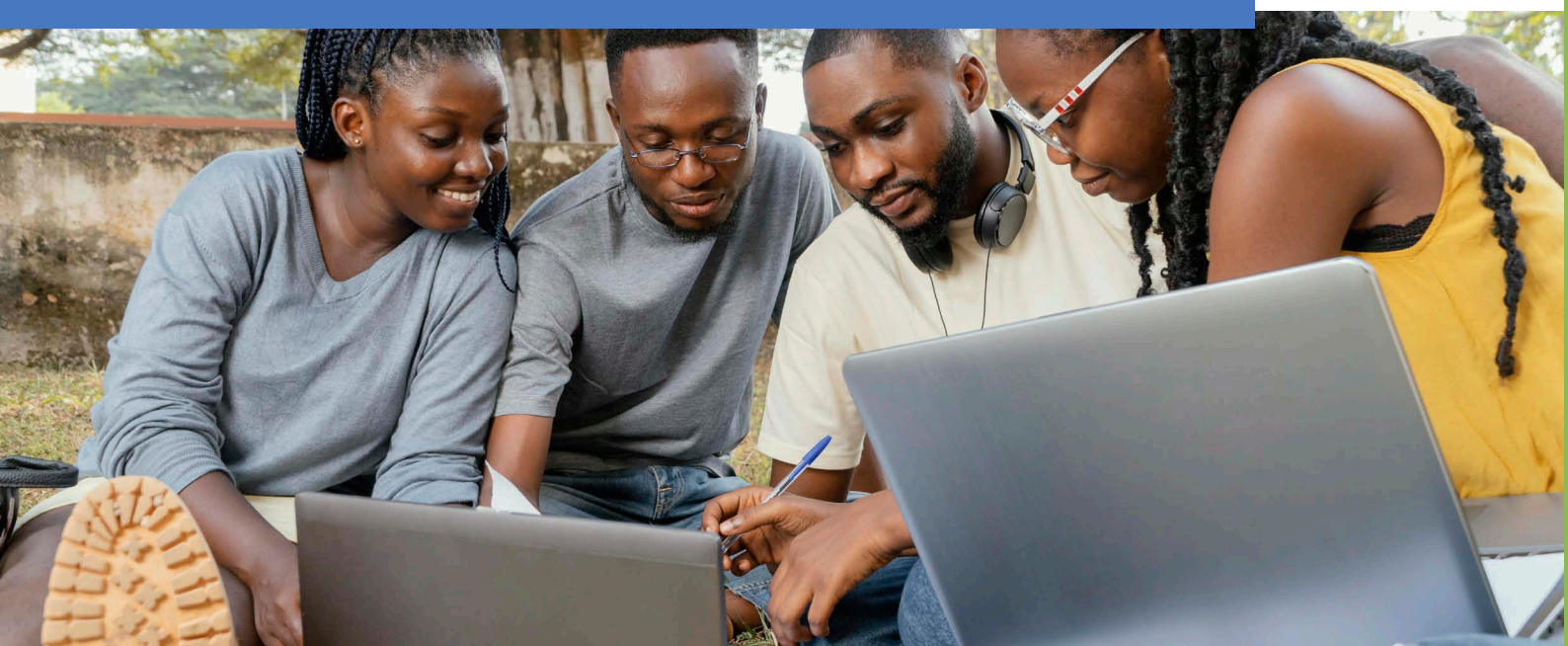


Utiliser l'Intelligence Artificielle pour améliorer le système éducatif Africain en mettant l'accent sur les enseignants et les apprenants.

Faitchou Marius F., Université de N'Djaména, Chad

Abstract:

Faitchou's presentation explores the transformative potential of artificial intelligence (AI) in addressing Africa's educational challenges, focusing on teachers and learners. With over 20% of children aged 6-11 and 33% aged 12-14 out of school in Sub-Saharan Africa, AI offers innovative solutions to improve access, equity, and quality in education, aligning with Sustainable Development Goal 4. The study highlights AI's capacity to personalize learning, provide linguistic support, enhance remote education, and reduce disparities. Key impacts include empowering teachers with advanced tools, fostering learner-centered pedagogies, and expanding access to marginalized communities. Recommendations emphasize investment in technological infrastructure, public-private collaborations, and regulations governing AI's ethical use in education. Training professionals in AI technologies is also critical to ensure sustainable implementation. By integrating AI into educational systems, Africa can bridge gaps in access and equity, creating opportunities for lifelong learning and fostering inclusive, high-quality education for all learners.





THEMATIC AREA 4:

Early Childhood Education: Planning, budgeting, and implementing effective ECE models and their community and policy impact



Early Learning in GPE Partner Countries Knowledge Synthesis.

Evans Owino George, African Early Childhood Network, Kenya

Abstract:

This paper synthesizes findings from early learning initiatives funded by the Global Partnership for Education (GPE) through the Knowledge and Innovation Exchange (KIX) program. Spanning 19 low- and middle-income countries, the projects aim to strengthen early childhood education (ECE) systems to address persistent challenges such as low participation rates—only 42% of children in Africa access pre-primary education—and high learning poverty, with 70% of 10-year-olds unable to read a basic text. The analysis identifies key strategies, including embedding play-based learning approaches, enhancing teacher training, fostering gender equality, promoting social inclusion, and scaling sustainable ECE models. Community engagement emerged as a critical factor in improving outcomes. Recommendations emphasize addressing inclusion gaps, expanding ECE training, and generating actionable evidence through research. The findings underscore the importance of data-informed, context-sensitive interventions to enhance access, quality, and equity in ECE, contributing to long-term improvements in education systems across the Global South.



Bilan des compétences des élèves à leur entrée au cycle primaire et l'incidence du préscolaire dans 12 pays de la région Wcaro.

Mahdjoub Rosa, ONEF-France

Abstract:

Mahdjoub's paper analyzes the role of preschool education in improving primary school outcomes across 12 Central and West African countries. Despite disparities in preschool access influenced by gender, location, and socioeconomic status, the study emphasizes the potential benefits of structured early childhood education. Key findings highlight the variability in preschool systems, including differences in duration, pedagogical practices, and teacher qualifications. The analysis shows that two years of preschool yield significant benefits for primary school readiness, while a third year provides diminishing returns. Optimal annual instruction time is identified at 600 hours. However, the impact of preschool varies across countries, with some showing strong positive effects and others negligible outcomes. Recommendations focus on optimizing preschool governance, enhancing teacher training, and prioritizing pedagogical approaches that emphasize cognitive development.



Developing and trailing an innovative preschool math program in Cameroon.

Wepngong Emmanuel, KIX STEPS project, Cameroon

Abstract:

This presentation introduces an innovative preschool mathematics program trialed in Cameroon, focusing on teaching numbers as composites rather than as results of counting. Traditional approaches to early numeracy emphasize counting, which can limit learners' understanding and hinder long-term mathematical proficiency. The program engages preschool learners with numbers as combinations of smaller groups, fostering a deeper conceptual understanding. Initial results demonstrated that children could effectively represent numbers up to 10 as composites without counting, highlighting their natural ability to group and combine collections. The greatest challenge was helping teachers overcome entrenched counting-based methods. Learners who completed the program entered first grade with a strong foundational understanding of numbers. The project recommends expanding trials to diverse contexts before scaling the approach. Teaching numbers as composites has the potential to enhance mathematical learning by improving their computational skills early on.



Facteurs explicatifs de la littératie et de la numératie des enfants de moins de 5 ans au Burundi.

Niyomukiza Willy, Institut de Formation et de Recherche Démographiques, Burundi

Abstract:

This study examines the factors influencing literacy and numeracy development in children under five in Burundi, highlighting the critical role of early childhood education in reducing social inequalities. Despite government efforts to enhance preschool access and improve teacher training, challenges such as poverty, food insecurity, and regional disparities hinder implementation. The research, conducted across urban and rural areas, identified significant gaps in cognitive development. Urban children and those from wealthier households

demonstrated better literacy and numeracy skills, while children in rural areas and lower-income families lagged. Maternal internet use is also positively correlated with skill acquisition, emphasizing the impact of household resources and information access. Policy recommendations include targeted interventions to bridge rural-urban disparities, improve educational resources, and involve parents in early learning initiatives.



Promoting dual generation approaches for child development in early years in refugee contexts.

Priyanka Upreti, Global Schools Forum

Abstract:

Priyanka Upreti's presentation explores dual-generational approaches to early childhood development in refugee contexts, focusing on simultaneously addressing the needs of children and caregivers. With nearly 16% of the world's displaced population under five, crises exacerbate developmental risks for young children and their families. Current interventions often target children and caregivers separately, limiting their impact. The Global Schools Forum conducted a Community of Practice (CoP) to examine best practices, challenges, and innovations in dual-generational programming. Findings highlight the importance of aligning services for children and caregivers, fostering collaboration among implementing organizations, and adopting a holistic, trauma-informed approach. Key recommendations include standardizing definitions for dual-generational programming, prioritizing gender parity, and integrating mental health and psychosocial support. Additionally, improved cross-sector coordination and long-term funding mechanisms are essential for scaling these approaches. This framework promotes family well-being, resilience, and sustainable development in crisis-affected communities, offering a blueprint for inclusive interventions.



Validation d'un environnement informatique interactif « AKBAL » d'aide à la révision- apprentissage à l'école maternelle.

Bamalembuko A. Pascal, Institut Supérieur Pédagogique de Bukavu, D. R. Congo

Abstract:

This study addresses the disparities in early childhood education in the Democratic Republic of Congo (DRC), emphasizing the creation of a dedicated revision-learning environment for preschools. With significant variations in resources and pedagogical practices between urban and rural schools, the study aimed to develop digital tools aligned with national curricula (PNEM-INFO-2013 and PNEM-2021) to foster equitable access to quality education. Using incremental IT methods and UML modeling, a prototype digital system was created and tested with 149 children from 12 preschools. Results showed moderate effectiveness in perceived utility, usability, and motivation, with a usability adaptation score of 74.2%. The system demonstrated potential for integrating ICT into education, especially during crises like COVID-19 or displacement due to conflict. Policy recommendations include adopting resilient and inclusive digital learning systems, inspired by models like Nigeria's "Learning Passport," to ensure uniform access to educational resources across diverse settings, bridging urban-rural disparities.



État des lieux de la prise en compte de la petite enfance dans la lutte contre les inégalités de genre au Burundi.

Ntiranyibagira Constantin, Université du Burundi

Abstract:

Ntiranyibagira's study examines early childhood education (ECE) in Burundi and its role in promoting gender equality. Despite progress in access to education, the research highlights persistent inequalities embedded in curricula and teaching practices. Stereotypes, such as gendered representations in textbooks and cultural proverbs, reinforce unequal roles for boys and girls, limiting girls' opportunities and leading to higher dropout rates. Using qualitative methods, including interviews and classroom observations, the study reveals a lack of gender-sensitive content in ECE programs and widespread prejudices that hinder girls' development. The findings emphasize the need for early integration of gender equality concepts to foster more inclusive attitudes among young children. Policy recommendations include revising curricula to address gender biases, implementing teacher training programs on gender equality, and launching awareness campaigns. These measures aim to create a more equitable education system and empower young learners to challenge societal norms from an early age.





A mixed-method evaluation of IT'S PLAY: Improving Teaching Skills on Playful Learning for Africa's Youngest.

Mwimbu Ngoma, VVOB

Abstract:

This presentation evaluates the IT'S PLAY program, implemented by VVOB in Zambia, Rwanda, and Uganda, to enhance early childhood education (ECE) through Learning through Play (LtP). The program addresses the shift towards overly academic ECE practices that neglect holistic child development. Funded by The LEGO Foundation, IT'S PLAY integrates LtP into policy, teacher professional development, and community engagement. The mixed-method evaluation in Zambia highlights significant improvements in teacher practices and child outcomes. Teachers in treatment schools demonstrated enhanced skills in fostering literacy, motor skills, and creative play compared to control schools. Children in these schools showed greater progress in expressive vocabulary, listening comprehension, and literacy interest. These results underscore the importance of LtP in promoting engaging, child-centered learning. Recommendations include increasing sensitization for parents and primary teachers, expanding teacher training, and addressing variability in literacy performance through contextual research on family environments and educational resources.



Éducation préscolaire et développement de la petite enfance.

Adode Houssa Sena Sourou Urielle Jacqueline, IFORD, Bénin

Abstract:

Adode Houssa examines the state of preschool education and early childhood development in Benin, highlighting its critical role in shaping children's futures. Despite its importance, the preschool gross enrollment rate in Benin is only 16%, with significant regional disparities ranging from 27% in Donga to 6% in Alibori. Furthermore, only 31.5% of children aged 24-59 months are on track developmentally. Using data from the 2021-2022 Multiple Indicator Cluster Survey (MICS6), the study identifies key factors influencing child development, including preschool attendance, residence, stunting, media exposure, and functional difficulties. Children who attended preschool programs were found to be 2.29 times more likely to be developmentally on track. Policy recommendations include increasing public funding for preschool education, enhancing teacher training, expanding geographical coverage, and implementing awareness campaigns to emphasize the importance of early education. These measures aim to improve access and equity in early childhood education across Benin.





Early Childhood Development Community Child Care Program. Uganda Case.

Kasiye Elizabeth Kisakye, Ministry of Education, Uganda

Abstract:

This presentation highlights Uganda's Early Childhood Development Community Child Care Program (ECD CCCP), a comprehensive initiative designed to strengthen early childhood education (ECE) through community-led, low-cost approaches. Implemented between 2015 and 2025, the program focuses on addressing gaps in ECE teacher training and enhancing collaboration among stakeholders, including faith-based organizations, local governments, and families. The program utilizes a modular, blended in-service training model for caregivers, emphasizing practical, on-the-job learning. Key features include community mobilization, systematic coaching, and mentorship. Graduates receive certification from the Ministry of Education and Sports, ensuring alignment with national priorities and policies. Results show improved quality assurance mechanisms, skill development in low-resource contexts, and adaptability to public and private ECE programs. The program demonstrates sustainability by building resilient community-based systems. Recommendations include scaling structured, competence-based training models to ensure equitable, inclusive education, aligning with SDG Goal 4 for quality education for all.



État des lieux de la prise en compte de la petite enfance dans la lutte contre les inégalités de genre au Burundi.

Ntiranyibagira Constantin, Université du Burundi

Abstract:

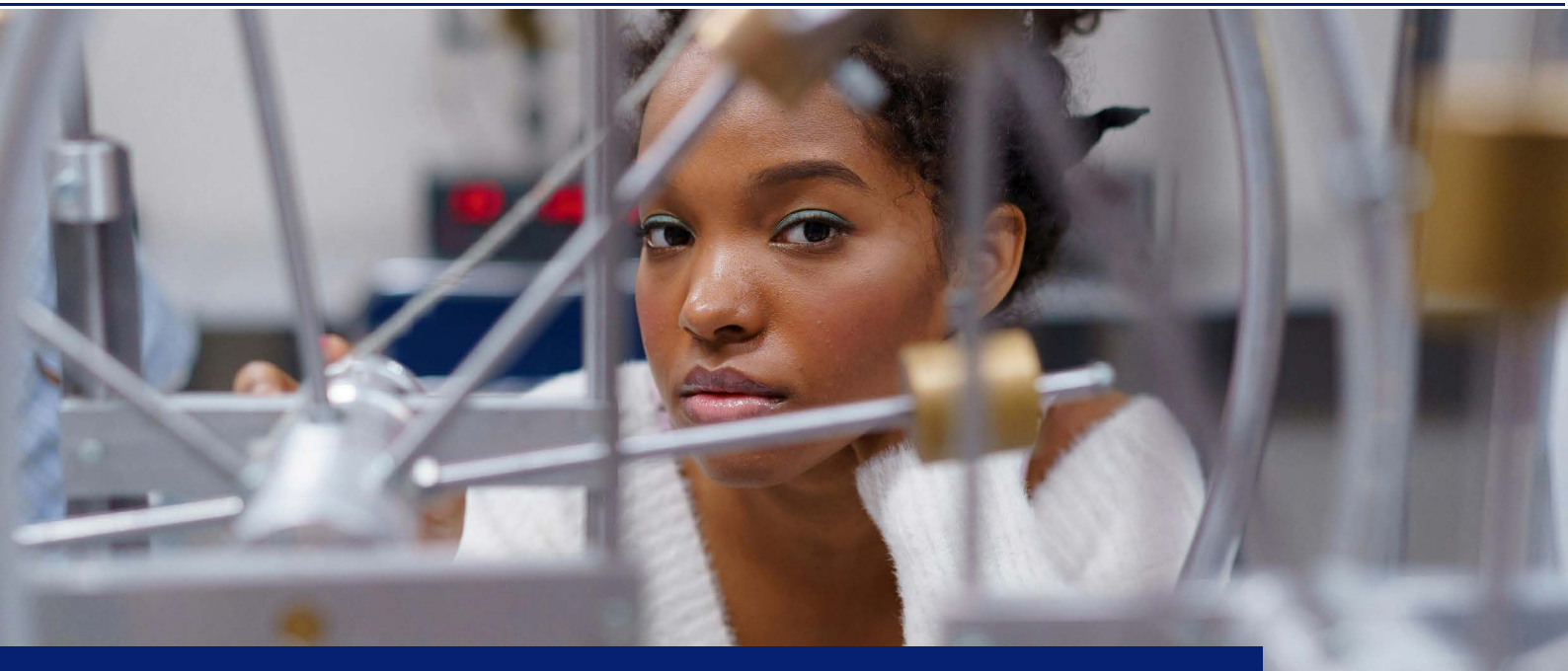
Ntiranyibagira's study examines early childhood education (ECE) in Burundi and its role in promoting gender equality. Despite progress in access to education, the research highlights persistent inequalities embedded in curricula and teaching practices. Stereotypes, such as gendered representations in textbooks and cultural proverbs, reinforce unequal roles for boys and girls, limiting girls' opportunities and leading to higher dropout rates. Using qualitative methods, including interviews and classroom observations, the study reveals a lack of gender-sensitive content in ECE programs and widespread prejudices that hinder girls' development. The findings emphasize the need for early integration of gender equality concepts to foster more inclusive attitudes among young children. Policy recommendations include revising curricula to address gender biases, implementing teacher training programs on gender equality, and launching awareness campaigns.



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THEMATIC AREA 5:

Data-Driven Management: Efficient use of Education Management Information Systems (EMIS) to drive equity and effectiveness in education



Education Data, Data Systems, and Data Use in GPE Partner Countries.

Alpha Bah, UNESCO Institute for Statistics, Regional Office Africa

Abstract:

This presentation focuses on the findings from the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) study, which examines innovations in educational data systems and their impact on decision-making in partner countries. The study highlights tools such as DHIS2 for Education, Data Must Speak (DMS) Positive Deviance, and MICS EAGLE, which have improved data management and promoted evidence-based policies in countries like The Gambia and Uganda. Key findings reveal the underreporting of essential learning metrics and the role of data in identifying successful schools, equity gaps, and factors like female leadership in improving outcomes. Recommendations include sustaining capacity-building efforts, fostering local technical expertise, integrating education data with other sectors, and using data to target marginalized groups.



Increasing the visibility and impact of education data and evidence generated by African researchers in Africa.

Essah Pauline, Education Sub-Saharan Africa

Abstract:

Essah's presentation highlights the importance of amplifying education data and research generated by African researchers to address the continent's learning crisis. Despite the availability of research, African-generated data often lacks visibility and integration into decision-making processes. This gap hinders evidence-based policy and practice in education. The African Education Research Database (AERD), containing over 6,500 publications, was co-created to enhance the visibility of African education scholars and their findings. This initiative fosters collaboration, identifies research gaps, and supports capacity building for African researchers. It also promotes South-South knowledge sharing across linguistic divides and encourages international funder engagement to support African-led research. Key recommendations include investing in local journals, data systems, and infrastructure, and bridging gaps between researchers, policymakers, and practitioners. By making data accessible and actionable, the initiative seeks to enable context-relevant, data-informed decisions to improve access, quality, and equity in Africa's education systems, advancing sustainable development.



Utiliser les données pour planifier l'adaptation au changement climatique et la durabilité environnementale dans le secteur de l'éducation.

Martin Emilie, UNESCO-IIEP

Abstract:

Martin's presentation highlights the integration of climate change adaptation and environmental sustainability into the education sector, focusing on crisis planning and data-driven strategies. Through UNESCO's International Institute for Educational Planning (IIEP), the initiative supports countries like Zimbabwe in embedding climate resilience into education policies and plans. Zimbabwe, one of the most climate-vulnerable nations, faces challenges such as droughts, floods, and cyclones, which disrupt education by damaging infrastructure, displacing students, and reducing school attendance. The IIEP approach includes technical reviews of data systems, integrating emergency data into EMIS, and identifying gaps in climate-related data collection. Key recommendations emphasize strengthening climate-resilient school infrastructure, implementing disaster risk reduction measures, and utilizing technology for remote learning during crises. This initiative underscores the necessity of leveraging data to identify at-risk populations and inform policies that enhance equity and access. The findings provide a roadmap for integrating sustainability and resilience into global education



Management Information System strengthening.

Kousiakis Sophie, University of Oslo, Norway

Abstract:

Sophie Kousiakis and colleagues present a digital platform ecosystem approach to strengthening Education Management Information Systems (EMIS) through modular and participatory design. The study addresses challenges in data centralization, decentralization, and integration, highlighting issues such as siloed systems, bypassing of decentralized education offices (DEOs), and insufficient data harmonization. The digital platform fosters local value co-creation by engaging a community of implementers, researchers, and users, enabling scalable and adaptable solutions. In Uganda, the approach enhanced district empowerment through routine data collection and cross-sector synergies, such as health surveillance and resource allocation. In The Gambia, it introduced individual-level records, automated school report cards, and university partnerships for long-term capacity building. Key takeaways include balancing coverage, integration, and data granularity while addressing privacy and infrastructure needs. This flexible, participatory EMIS framework demonstrates potential for resilient, inclusive, and data-driven education planning in diverse contexts, advancing sustainable education management practices.



Valorisation des données du Système Intégré de Gestion de Données (SIGÉ) par la mise en place du Laboratoire pour l'Éducation (Ed Lab) en Côte d'Ivoire.

Abdoul-Aziz Adama, Innovations for Poverty Action, Côte d'Ivoire

Abstract:

This presentation highlights the establishment of the Education Laboratory (Ed Lab) in Côte d'Ivoire as a key reform to optimize the use of data from the Integrated Data Management System (SIGÉ) for evidence-based decision-making. The study addresses the underutilization of educational data in policy dialogue, a challenge observed across many African nations. Ed Lab connects SIGÉ data with decision-making cycles, enhancing education management through improved data analysis, research, and policy integration. Supported by Innovations for Poverty Action (IPA) and the Jacobs Foundation, this initiative is part of Côte d'Ivoire's broader education reforms following the National Education and Literacy States General (EGENA). Key lessons underline the abundance of data but highlight the need for updated quality protocols and systematic processes. Recommendations include establishing research funds, ensuring legal frameworks for data access, and improving SIGÉ design. The study emphasizes fostering a data-driven culture to advance education policy effectiveness and accountability. Mr. Adama is the Head of Evidence and Policy at Innovations for Poverty Action, Francophone West Africa. Abdoul-Aziz holds a master's degree in applied mathematics from the Université Polytechnique de Bobo-Dioulasso in Burkina Faso and a master's degree in mathematics, economics, and statistics from the African School of Economics (ASE) in Benin.



Using data to plan for climate change adaptation and environmental sustainability in the education sector.

Nyashadzashé Mangozhe, Ministry of Education, Zimbabwe /IIEP

Abstract:

Mangozhe's paper focuses on integrating climate change adaptation and environmental sustainability into Zimbabwe's education sector through the Climate Smart Education System Initiative (CSESI), supported by the Global Partnership for Education. The initiative aims to enhance education sector planning by incorporating climate risk analysis, streamlining data, and fostering cross-sectoral coordination. Zimbabwe faces significant climate stressors, including severe droughts, floods, and cyclones, which disrupt educational access, damage infrastructure, and exacerbate disparities for vulnerable populations. For example, Cyclone Idai in 2019 affected over 400 schools and 130,000 children. The analysis identifies capacity gaps in climate-resilient infrastructure, remote learning mechanisms, and social interventions. Key recommendations include embedding disaster risk reduction in infrastructure policies, improving ICT access for distance learning, integrating climate change into curricula, and expanding access to climate financing. The initiative underscores the need for coordinated, data-driven strategies to mitigate climate impacts and ensure equitable, sustainable education opportunities for all learners.





CONCLUSION

This Book of Abstracts is a compilation of research, innovations, and insights aimed at addressing critical challenges in education across Africa. The book is organized into five thematic areas; equitable access to education, teacher development, curriculum and leadership, early childhood education, and data-driven management.

It highlights diverse strategies and solutions to promote inclusive, quality education in Africa. The book emphasizes the importance of addressing systemic disparities in education in Africa, enhancing teacher training, and leveraging technology and data to drive educational reforms.

Key findings emphasize the need for context-specific approaches, such as integrating local languages into curricula, scaling up mentorship programs for marginalized learners, and utilizing predictive analytics to improve resource allocation. The book also highlights the potential of innovative tools like virtual reality in teacher training and the role of community-driven initiatives in fostering resilience in crisis-affected regions.

Ultimately, this book calls for sustained collaboration among stakeholders, increased investment in education, and the adoption of evidence-based policies to achieve the Sustainable Development Goals (SDGs). By fostering a culture of knowledge exchange, this compilation aims to inspire continuous improvement and innovation in education systems worldwide.



APPENDIX

Concept Note





1 ^{re} - 2 ^{de}	EXP. OR	DESSIN	VOC	LECTURE	LECTURE
RE	CR	EA	RECIT	ARITHM	
3 ^{de} - 4 ^{de}	ARITHM	GEOMET	MESURE	GEOMET	VLKI
5 ^{de} - 6 ^{de}	CONJ	FFMOM	GRAMM	FFMOM	VOC
LE PROFESSEUR	CHANT	RECIT	S.H.N.S	RECIT	S.H.N.S
L'ENSEIGNANT					
MAINTENANCE Jimmy Floris					

