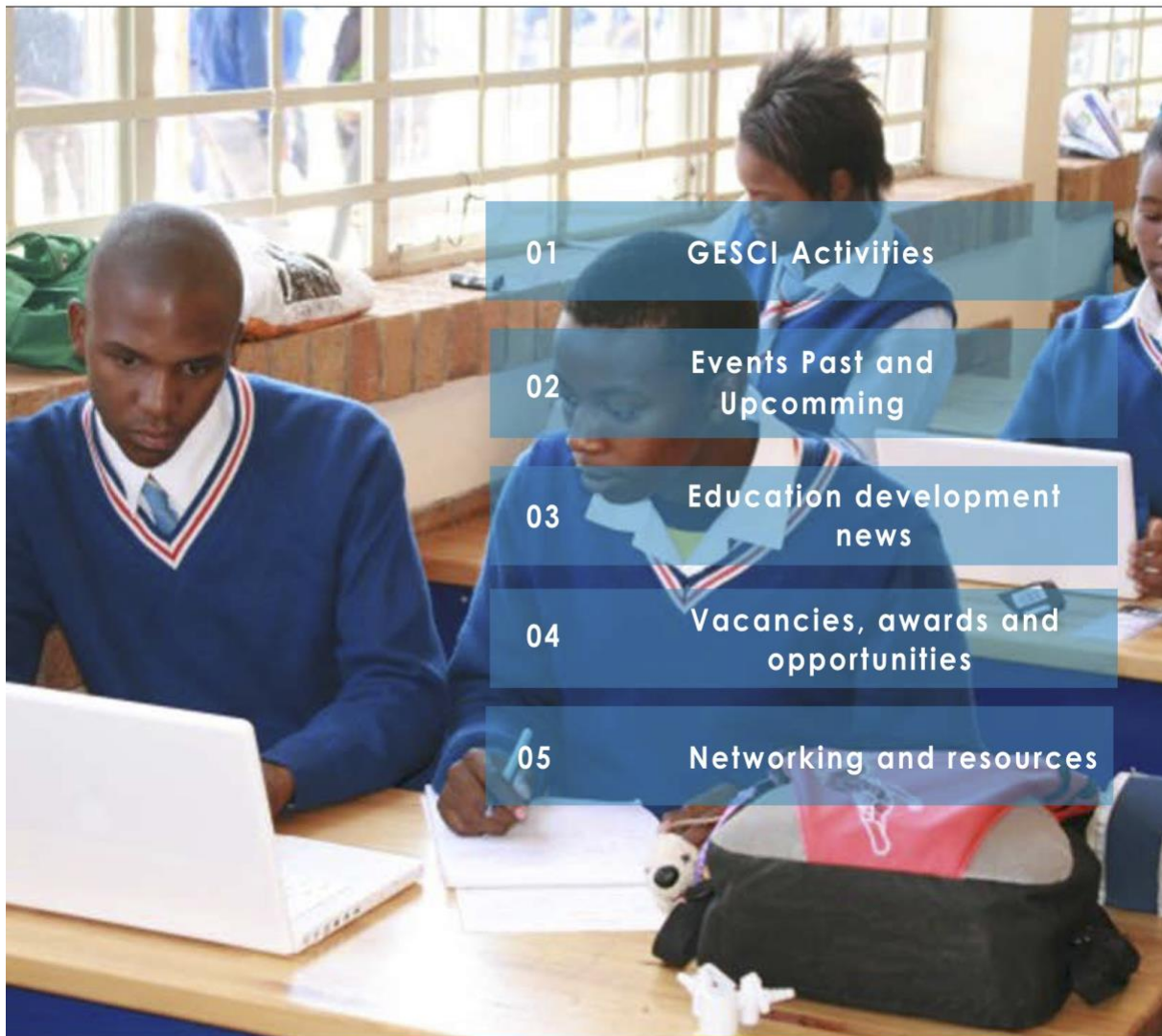


Newsletter

Issue 3 - 2018

gesci
Founded by UN ICT Task Force



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Welcome to the October 2018 newsletter where Gesci seeks to keep you informed of its activities, forthcoming events, training and research work related to Education Policy, Planning and Management on the continent. This newsletter is specifically addressed at education personnel in the Ministries of Education dealing with policy and planning, training institutions, as well as development partners, among others.

April

African Ministerial Forum on “Youth skills and enterprise in the Digital Age”– Tunis, Tunisia

18-19 April. GESCI co-hosted the African Ministerial Forum on “Youth skills and enterprise in the digital age”. This Forum brought together senior policymakers, government administration senior officials, development partners, private sector, representatives of African youth, young entrepreneurs, civil society and experts to showcase, share and discuss comprehensive and innovative TVSD/TVET models and programmes that aim at developing the leadership and digital skills of the youth. Where the youth will be equipped with the necessary knowledge, tools and know-how to design marketable products and services by therefore, creating sustainable enterprises and generate employment. GESCI made a presentation on “**Digital Secondary Education, 21st century skills and readiness for the world of work**” at the Forum. *For further information contact jerome.morrissey@gesci.org*

May

New Staff Induction for GESCI– Nairobi, Kenya

21-25 May. GESCI employs three new staff members – Angela Arnott - Partnerships, Programme Design and Resourcing; Sam Otieno, Monitoring, Evaluation, Research and Learning; and Elizabeth Mbasu, Education Specialist. Staff were provided with induction training and equipped with the necessary knowledge, tools and know-how to support GESCI programmes, products and services. *Visit: <http://gesci.org/about-us/team/>*

Ecole Numérique d'Excellence Africaine (ENEA) - Côte d'Ivoire

21-25 May. GESCI hands over the first batch of 60 laptops and 40 projectors to 20 project ENEA schools covering Abidjan and Yamoussoukro regions. In addition, the ICT infrastructure, donated by JPIK, Portugal were delivered to schools to commence the online tutoring of the ENEA programme. *For further information contact; sylvie.tanflotien@gesci.org*

African Digital Schools Initiative (ADSI) Schools achieve Digital Schools “e-Enabled” Status– Kenya

7-18 May GESCI announces that 71 ADSI Schools have now been awarded “e-Enabled” status, the second phase of the Digital Schools of Distinction framework, which recognizes a whole school approach to ICT integration. GESCI has supported this progress by training school heads, and representatives of Parent Teachers Associations in the requirements. Certificates were awarded by the county officials in Kiambu, Narok, Nyamira and Taita Taveta. *For further information contact: esther.wachira@gesci.org.*

June

African Digital Schools Initiative (ADSI) Schools Digital Schools of distinction online tutoring and school support visits – Tanzania

25-29 June: Digital Schools of Distinction training conducted for School Leaders, School Based Coordinators and Representatives of Parent Teachers Associations in 40 ADSI participating schools. The training focused on their capacity to lead and manage the whole school development process through integration of ICTs in Education. *For further information contact: joyce.msolla@gesci.org*

Regional Education and Learning (RELI) Convening 2018 – Dar es Salaam, Tanzania

26-28 June. Organised by The Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE), GESCI joined around 60 organizations, experts, academics and government officials from Kenya, Uganda, Tanzania and Democratic Republic of Congo working in the areas of education and training. RELI is a joint program of WellSpring and the African Population and Health Research Center (APHRC). RELI network seeks to relate to cross-project learning through the development of thematic principles of good practice, policy influence, better coordination and alignment of participating organizations. RELI's core long-

term goal is to empower its members to become effective, influential organizations. GESCI has been selected to work within the initiative to enhance learning on the thematic areas of Learner Centered Teaching, ICT Integration in Education and Values and Lifeskills Education. *For further information contact: Samuel.otieno@gesci.org*

July

Second Meeting of IGAD Member States Education Experts Task Force on the Implementation of the Djibouti Declaration– Addis Ababa, Ethiopia

16-19 July. GESCI as a member of the IGAD Technical Working Group, participated in this ground-breaking meeting attended by representatives of Ministries of Education from all eight Member States of IGAD, partners and agencies supporting Refugee Education. An overview of the Djibouti Declaration and Plan of Action with proposed governance structures was discussed. Each Member State presented their own national plans on refugee education. It was agreed to develop costed plans which would be submitted to the IGAD authorities for a costed regional plan of Action, which the EU and other partners would consider funding. *For further information contact jerome.morrissey@gesci.org*

16th SMU International Conference on Private Higher Education in Africa– Addis Ababa, Ethiopia

25-27 July. GESCI's CEO, Jerome Morrissey, chaired a session of St. Mary's University (SMU) 16th International Conference on Private Higher Education in Africa in partnership with the African Union Commission, Association of African Universities, IICBA/UNESCO, IGAD, the Ethiopian Federal Ministry of Education, International Network of Higher Education in Africa and the Ethiopian Airlines/Aviation Academy. The Conference created a platform for a wide-range of actors, educators, policy/decision-makers, higher education leaders, and partners engaged in the promotion of higher education to deliberate on issues pertinent to the enhancement of quality education in African institutions of higher learning. The Conference generated policy-relevant recommendations from various scientific research papers under different themes and sub-themes. It provided an opportunity for networking among researchers, educators and leaders in higher education institutions. *Visit: [www. Anienetwork.org](http://www.Anienetwork.org).*

GESCI signs MOU with African Union's HRST– Addis Abba, Ethiopia

28 July. GESCI signed a memorandum of agreement to collaborate with the African Union's Human Resources, Science and Technology (HRST) in areas of mutual interest and in particular forward the agenda of the ICT in Education Cluster, of which GESCI is the chair. *For further information contact jerome.morrissey@gesci.org*

Ecole Numérique d'Excellence Africaine (ENEA) - Côte d'Ivoire

30-31 July. An ENEA refresher training was conducted by GESCI for 20 School-Based Coordinators to commence online tutoring and school based support for the Technology Literacy cycle of professional development for practicing teachers in ENEA schools. *For further information contact sylvie.tanflotien@gesci.org*

August

African Digital Schools Initiative (ADSI) Schools online tutoring and school support visits – Tanzania

GESCI provided online tutoring on the Technology Literacy (TL) cycle of professional development for 400 STEM teachers. The School Support Team consisting of GESCI, MoEST and MoEVT officials visited 40 ADSI schools for pedagogical support and observed and peer reviewed over 600 lessons at the end of the TL cycle. *For further information contact: joyce.msolla@gesci.org*

African Digital Schools Initiative (ADSI) Schools online tutoring and school support visits – Kenya

GESCI provided online tutoring on the Knowledge Deepening cycle of professional development for 800 STEM teachers. The School Support Team consisting of GESCI and MoEST have visited the 80 ADSI schools for pedagogical support and observed and peer reviewed over 500 lessons at the end of the KD cycle. *For further information contact: esther.wachira@gesci.org*

Top three STEM projects awarded to ADSI learners – Kenya

30-31 August Some 158 learners from 80 ADSI secondary schools competed in a national STEM project-based learning competition and achieved three of the top projects awarded at the county level. *For further information contact:* esther.wachira@gesci.org

September

Ecole Numérique d'Excellence Africaine (ENEA) - Côte d'Ivoire

19-21 Sep. GESCI facilitated the hand - over of a second batch of 40 laptops to 20 project schools covering Abidjan and Yamoussoukro regions. These laptops were donated by JPIK, Portugal for the ENEA project schools to improve access to technologies and to facilitate online tutoring of the ENEA programme. Additionally, Digital School of Distinction training of school leaders to lead and manage overall institutionalized ICTs integration in teaching and learning processes and school practices was delivered in a two-day workshop. *For further information contact:* sylvie.tanflotien@gesci.org

October

African Union's Innovating Education in Africa Expo 2018– Dakar, Senegal

4-6 October. The Innovating Education in Africa Expo promises to demonstrate thriving practices in education and launch the Africa Education Innovators Network (AEIN) and the publication of the first edition of the Africa Education Innovators Handbook. GESCI will be presenting its **School Transformation for Youth Empowerment and 21st Century Learning innovation** as well appearing on the Expert Panel Discussion on Achieving Continental Targets through Inclusive, Quality and Transformative Education and Training in the 21st Century.

Events – Past and Upcoming

May

TVET Learning Forum: "Managing skills in a time of disruption"-Bonn, Germany

24-25 May. The forum attracted a diverse group of players in TVET from the UNEVOC Network, inter-agency group on TVET, German ministries and the private sector/employers. Discussions on the challenges around major disruptions as consequences of digitization, climate change, and displacement of people and demographic change were made by further examining their implications for institutions engaged in delivering TVET and skills programmes as well as showcasing system-level and institutional strategies, new knowledge generated, capacitation initiatives and their outcomes as building blocks for mutual learning. Awareness was raised about TVET collaboration projects in the UNEVOC Network, including their progress, outcomes and resulting tools and guidelines useful for institutions. *visit:* www.iiep.unesco.org.

June

Regional workshop on National Qualifications Frameworks (NQFs) in ECOWAS – Dakar, Senegal

27-28 June. The ECOWAS Commission in cooperation with UNESCO proposed a new initiative to strengthen the ECOWAS countries capacities in reforming qualifications systems while adopting a combined national and regional perspective. As part of the initiative and to start the work, ECOWAS Commission and UNESCO organized a launch workshop which aimed at reviewing progress in reforming qualifications systems in ECOWAS. Discussions on the key elements of a regional cooperation were made. In attendance were member states and representatives from international organizations. *Contact:* Oliver Pieume co.pieume@unesco.org

July

Training and exchange visit on peace-building and youth empowerment– Japan

25 July -8 August. High-level officials from the African Union and teacher educators from Sahel countries are going to Japan for training and exchange on peace-building and youth empowerment, from 25 July 2018 to 8 August 2018. UNESCO International Institute for Capacity Building in Africa (IICBA) has been working on peace-building in Africa with support from the Government of Japan since 2017. In 2018, a new project - "Youth Empowerment for Peace and Resilience Building and the Prevention of Violent Extremism in Sahel Countries through Teacher Development"- has been planned and is currently being implemented. As an important activity, a study tour to Japan is organized for high-level officials in the African Union, and teacher educators from Algeria, Burkina Faso, Cameroon, Chad, Central African Republic, Ethiopia, Mali, Mauritania, Niger, Nigeria, Senegal and Sudan. *Contact: Mr. Mame Omar Diop o.diop@unesco.org.*

August

Global Youth Summit 2018– Geneva, Switzerland

12-18 August. Sixty young persons across the globe have been selected to partake in the 2018 Global Youth Summit for a fully funded, life-changing youth opportunity – a week of training sessions, networking and workshops. Participants will learn skills such as campaigning, fundraising, project management, leadership, public relations, pitching and more! The 2018 Change makers will join a global family of young people making a difference all over the world and be eligible to receive grant funding from Global Change makers. *Visit: www.global-changemakers.net.*

September

Conference on the Consultation Framework of Ministers in charge of Employment and Vocational Training in the UEMOA region– Ouagadougou, Burkina Faso

7 September. On 7 September 2018, Burkina Faso will host the 9th Conference of Ministers in charge of Employment and Vocational Training in the UEMOA region, under the theme "A decade of consultation on employment and vocational training in the UEMOA region: How to strengthen and sustain the gains made? ». *Visit: www.iiep-unesco.org.*

High level meeting on action for refugee education– New York, United States

26 September. This event will bring together refugee hosting states, donor governments, multilateral institutions, the private sector and civil society to agree on how to accelerate and improve efforts to deliver the education related commitments in the New York Declaration and the Global Compact for Refugees. It is co-led by Save the Children and UNHCR and co-hosted by GPE, The World Bank, UNICEF, UNESCO, Global Citizen, and Education Cannot Wait. *Visit: www.globalpartnership.org.*

13th International Conference on ICT for Education, Training & Skills Development– Kigali, Rwanda

26-28 September. The 13th edition of eLearning Africa will be held from September 26-28 in Kigali, Rwanda. A unique event, Africa's largest conference and exhibition on technology supported learning, training and skills development, eLearning Africa is a network of experts, professionals and investors, committed to the future of education in Africa. *Visit: www.globalpartnership.org.*

October

Innovating Education in Africa Expo 2018– Dakar, Senegal

4-6 October. The Innovating Education in Africa Expo promises to be an enlightening event with plenty of take-back-homes for participants. Stakeholders and Innovators across the continent are being brought together to demonstrate thriving practices in education. Ground breaking research will be presented on making education in Africa future proof. The output of the event will include the formation of the Africa Education Innovators Network (AEIN) and the publication of the first edition of the Africa Education Innovators Handbook. The Event is being convened under the theme: Meeting Continental Targets for Inclusive, Quality and Transformative Education and Training in the 21st Century. *Visit: www.au.org.*

Sixth African Higher Education Week and RUFORUM Biennial Conference 2018 - Nairobi, Kenya.

22-26 October. The conference has been organized to provide a platform from which to focus on the unique role of universities and discuss achievements made by universities towards positioning higher education as a catalyst for sustainable development. The theme of the Conference is “**Aligning African Universities to accelerate attainment of Transformation Agenda – 2063.**” The theme has been unpacked into a rich mix of subthemes to harness the inputs and contributions of diverse stakeholders in the Agriculture Sector. The scope of subthemes includes: bridging the gap between academia and agricultural practitioners; fostering innovation capacity; engaging the youth in innovations and entrepreneurship; promoting Pan-Africanism in capacity development; positioning universities as hubs of entrepreneurship; realigning curricula to the current and future realities; post-harvest management and women in entrepreneurship. *Visit:* www.ruforum.org.

November

11th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030 - Montego Bay, Jamaica

5-9 November. This annual Forum will have four themes - 1: Knowledge, skills and competencies for teacher development; 2: Teacher training: Skills and competencies for work; 3: Promoting equal learning opportunities for all through teacher education; and 4: Teacher education: Digital learning and continuing professional development (which GESCI will chair). There will be 5 regions represented - Africa Region, Arab states Region ; Asia Region; Europe and North America Region and Latin America and the Caribbean Region, whom will elaborate further the TTF Strategic Plan 2030. *Visit:* www.unesco.org

The 8th Annual Mobiles for Education Alliance (mEducation Alliance) Symposium – Washington, USA.

6–8 November. The purpose of this symposium is to share ideas and launch new partnerships that advance the use of technology, particularly in lower resource countries/context, in the education field. This year’s Symposium theme is, ‘Using Technology to Scale Support for Teachers and Community Educators in Low-Resource Environments.’ The focus this year is the central role of the teacher and community educator, and how technology can provide greater support for their professional development, motivation, networking, and delivery of instruction in traditional and non-traditional educational settings. *Visit:* www.meducation-alliance.org.

December

Second Conference of IGAD Ministers in Charge of Education/Higher Education on the Implementation of the Djibouti Declaration on Education for Refugees, Returnees and Host Communities - Addis Ababa, Ethiopia

2-6 December. IGAD region carries more than 7.5 million of refugees, returnees and internally displaced people. Providing access to basic social services for this category of including education at various levels for this segment of the region’s population has been one of the challenges for member state and for people affected by forced displacement. Member States will present their costed national plans for endorsement by their Ministers of Education. For further info contact : [Aicha Houssein <aicha.houssein@igad.int>](mailto:Aicha.Houssein@igad.int)

Education development news

Global

Education Data Release: One in Every Five Children, Adolescents and Youth is Out of School

New figures on the number of children out of school worldwide reveal that, despite decades of efforts to get every child into the classroom, progress has come to a standstill. According to data from the UNESCO Institute for Statistics (UIS), about 263 million children, adolescents and youth worldwide (or one in every five) are out school – a figure that has barely changed over the past five years. The rate of progress, or the lack of it, varies by age group, according to a

new UIS paper. At the primary level, the out-of-school rate has barely moved at all over the past decade, with 9% of children of primary school age (about 6 to 11 years), or 63 million, out of school. In addition, 61 million adolescents of lower secondary school age (about 12 to 14 years) and 139 million youth of upper secondary school age – or one in every three – are not enrolled in school. *Source: www.uis.unesco.org. Accessed on 12 July 2018*

GPE scales up innovative financing for education to US\$300 million

The GPE Board of Directors increased funding for the GPE Multiplier to US\$300 million ahead of schedule, increasing the potential funding mobilized through this instrument to US\$1.2 billion over the next 3 years. During its meeting in June, GPE's Board of Directors elected to dramatically scale up the resources available for the GPE Multiplier, an innovative finance instrument that crowds-in more and better funding for learning. Sixty-nine countries can now secure more resources from GPE through grants of up to US\$25 million. *Source: www.globalpartnership.org. Accessed on 23 July 2018*

Nesta identifies the digital skills required for a 'future proof' job

Study of 41 million job adverts reveals that not all digital skills will be equally valuable in the future and the most beneficial ones will involve creativity. Nesta examined employer demand for digital skills by looking at 41 million job adverts(1), and found that digital skills used in non-routine tasks, problem-solving and the production of digital outputs are commonly required in future-proof jobs. An example of a digital skill that requires these factors is animation, which involves creativity. *Source: www.nesta.org.uk. Accessed on 10 August 2018*

Africa

Africa Can Tackle Its “Severe Learning Crisis,” Needs to Focus on Access and Quality, Says World Bank

Africa faces a “severe learning crisis” that undermines economic growth and the well-being of its citizens, according to a new World Bank study. The region has made considerable progress in boosting primary and lower secondary school enrollment, but some 50 million children remain out of school, and most of those who attend school are not acquiring the basic skills necessary for success later in life. *Source: www.worldbank.org. Accessed on 22 July 2018*

PAU celebrates milestone as first PhD cohort graduates

The Pan African University (PAU) last month celebrated the graduation of its first batch of PhD students in what is seen as a major milestone for the institution that has overcome a number of teething problems since its establishment in 2012. PAU is a postgraduate training and research network of university nodes in five regions, supported by the African Union. The university awarded 14 doctoral degrees to graduates of different nationalities and African regions at a ceremony held on 29 June at Kenya's Jomo Kenyatta University of Agriculture and Technology (JKUAT), which hosts the Pan African University Institute for Basic Sciences, Technology and Innovation (PAUSTI). *Source: www.worlduniversitynews.com. Accessed on 22 July 2018*

Agriculture e-learning hub goes live

An e-learning hub for African universities mooted by the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) and the Food and Agriculture Organization (FAO) of the United Nations in 2017 is now operational, offering more than 35 member universities from across Africa access to free content intended to enhance the teaching of agriculture. The hub will enable students, staff and researchers in universities to access free online learning material, providing them with up-to-date quality material on subject areas such as sustainable food systems, food and nutrition security, responsible governance to secure tenure rights and equitable access to land, fisheries and forests, among others. *Source: www.fao.org. Accessed on 22 July 2018*

Countries

Ethiopia: Investment in quality education the nation gets a US\$100 million boost from GPE

Joining hands with other donors to improve the quality of education in Ethiopia, GPE pledged US\$100 million to the country, particularly for elementary education. Ethiopia is working hard to bring more quality to the education sector and to mitigate the shortage of teachers. Though the country has a compulsory policy of offering primary education in nationality languages, a large

number of children are out of school and the education system still faces persistent challenges. The government hopes to invest in early grade education and recruit trained teachers. *Source: www.globalpartnership.org. Accessed on 27 March 2018*

Gambia: The nation receives US\$35 million to improve the quality of teaching and learning

The Gambia received US\$35 million from GPE and the World Bank to increase access to early childhood education, basic education, and koranic centers. The grant will also help improving teacher training and school curricula with the ultimate goal of improving learning outcomes, and is expected to benefit 411,000 school-aged children. *Source: www.globalpartnership.org. Accessed on 12 July 2018*

Kenya: Expenditure on education to hit a record Sh 415 billion

Government's expenditure on education is projected to rise by Sh99.7 billion this financial year, a report has revealed. The 2018 Kenya National Bureau of Statistics economic survey indicates that the 2017/2018 budget for the sector will rise by 31.6 per cent to Sh415.3 billion from Sh315.6 billion in the previous financial year. Recurrent expenditure, which includes teachers' and lecturers' salaries, will increase by 30.7 per cent to Sh385.2 billion. According to the report, Teachers Service Commission will take the biggest share of Sh202 billion. The latest supplementary budget shows that the commission has been allocated Sh16 billion to hire more teachers' and award pay increases. *Source: www.allafrica.com. Accessed on 21 June 2018*

Liberia: Ministry of education holds early childhood development training

Liberia's ministry of education in collaboration with UNICEF has rolled out a week-long workshop on early childhood development for elementary teachers. Funds from GPE grant awarded to the country have been earmarked to expand access to pre-primary education by building school facilities and providing materials. The ministry hopes that participants will effectively utilize what they have learned in this training during the 2018-2019 academic year, which is about to begin with a new curriculum. *Source: www.globalpartnership.org. Accessed on 12 July 2018*

Nigeria: Training for civil society to monitor US\$100 million GPE grant

The Civil Society Action Coalition on Education for All (CSACEFA) is training civil society organizations in Nigeria to monitor the implementation of US\$100 million grant from GPE. The funding is aimed at boosting enrollment and at improving access to quality basic education in Jigawa, Kaduna, Kano, Katsina and Sokoto states, with a particular focus on girls' education. Beyond monitoring, implementing partners are also striving to ensure transparency and accountability in budgeting and administration in the education sector. Children deserve quality education, and every available government resources should be put to that use. *Source: www.globalpartnership.org. Accessed on 20 July 2018*

South Sudan: New Report Shows 2.2 Million Children are Out of School

At least 2.2 million children in South Sudan are not receiving an education – representing one of the highest rates of out-of-school children in the world, according to a new report produced through the Global Initiative on Out-of-School Children. Years of conflict, displacement and economic collapse continue to deprive children of education, harming the future of the country. The study marks a first for the country. It warns that in just two years the number of children out of school will increase by another 200,000, to 2.4 million, if conditions in the country remain unchanged. The situation facing girls at all ages is particularly alarming. About 60% of 7-year-old girls are not in school. The gender gap widens with age: while 10.6% of boys were in secondary school at age 16, this was the case for only 1.3% of 16-year-old girls. *Source: www.uis.unesco.org. Accessed on 21 July 2018*

Uganda: New school buildings aim to improve access to education

In 6 districts in Uganda, 54 primary schools have been constructed under the Uganda Teacher and School Effectiveness Program financed by a GPE grant. Each of these schools will be provided with school administration blocks, water and sanitation facilities and teacher housing. It is expected that by December 2018, an additional 84 school buildings will be completed under this program. *Source: www.globalpartnership.org. Accessed on 23 July 2018*

Zimbabwe: Long overdue audit reveals yawning skills deficits

An audit has revealed that, despite a national literacy rate above 90%, Zimbabwe has an appalling deficit of skilled professionals, particularly in the engineering, sciences, technology and agricultural sectors. The Zimbabwe National Critical Skills Audit released in Harare on 10

July – 34 years after the last audit in 1984 – indicated that the country has a skills deficit of about 94% in engineering and technology, and 97% in natural and applied sciences. *Source: www.worlduniversitynews.org. Accessed on 21 July 2018*

Vacancies, Awards and other opportunities

Call for expression of interest to volunteer as peer reviewer for the GPE Secretariat

The GPE Secretariat is seeking volunteers to act as peer reviewers in the process of developing practical guidance for local education groups (LEGs) in partner countries. Peer reviewers will contribute to a collaborative effort through written feedback on intermediary products and participation in online consultations. The work is expected to require a total commitment of about 10-12 hours over a period of about six months. Interested applicants should send a brief cover letter (no more than 300 words) expressing their interest and how they fulfil the criteria. For detailed information *Visit: www.globalpartnership.org.*

Nokia Open Innovation Challenge 2018

The Nokia Open Innovation Challenge, in partnership with NGP Capital, is looking for new innovative products and solutions within the Industrial IoT domain. It is time to submit their greatest ideas for technology and business models which could change the world. The themes include; Industrial IoT: which revolves around the Internet of Things (IoT) interconnects “things” and autonomously exchanges data between them. “Things” may be machines, parts of machines, smart meters, cameras, sensors or even everyday objects such as hand-held tools or wearables. The other theme is Next generation private networks for industrial Internet where they are looking for something which could solve simple or complex business challenges within any company, big or small, i.e. potential customers of Nokia. The challenge once again looking for the latest innovative companies around the globe to put forward their ideas for the possibility to collaborate with Nokia Bell Labs researchers to enhance or create the first commercial implementation of their product. The first place price is USD100 000, second place USD 50 000 and third place USD 25 000. deadline for application is 6 August 2018. For detailed information *Visit: www2.fundsforngos.org.*

FAO-RUFORUM Partnership offers free Multilingual E-Learning Courses to African Universities

RUFORUM has established a partnership agreement with the Food and Agriculture Organization of the United Nations (FAO) with the objectives to implement concrete collaboration initiatives to leverage comparative advantages, capitalize on existing resources and institutional expertise, and multiply the outreach and impact of both organizations’ capacity development efforts. Within the context of the partnership, FAO offers RUFORUM members and affiliated institutions a number of multilingual eLearning courses free of charge, as a global public good accessible from the RUFORUM-FAO eLearning hub available on the RUFORUM home page, through the section “RUFORUM-FAO eLearning hub for African Universities. Courses covered include; Sustainable Food Systems, Food and Nutrition Security, Responsible Governance to secure tenure rights and equitable access to land, fisheries and forests, Climate SMART Agriculture, food losses and waste, food safety, social protection and resilience, child labour, gender equity and women empowerment, Responsible Agriculture Investments among others. *Contact: cristina.petracchi@fao.org.*

MADE West Africa Call for Proposals: Promoting the Positive Potential of Migrants for Development

Migration and Development (MADE) West Africa has launched a call for proposals for actions to promote the positive potential of migrants for development from Ghana and Sierra Leone. The program objective is to promote good governance of migration and mobility, as well as the protection of the rights of migrants in the ECOWAS region, in order to increase the benefits of migration and mobility on development. This is a match – fund grant of 8000 euros. The successful applicant will need to match this with 15% (1,200 euros) to be awarded the grant. Activities need to be implemented within 6 months (October 2018 to March 2019). Applicants can only submit one application for this call. Each organisation and/or an individual may apply for a grant only once within the scope of the same competition. Activities can only be implemented in Ghana or Sierra Leone. Applicants must be based in the diaspora (Europe),

Ghana or Sierra Leone but partnerships with organisations in other countries are possible. For more information Visit: www2.fundsforngos.org.

Networking and resources

Atlas of Sustainable Development Goals 2018

The Atlas of Sustainable Development Goals 2018 presents maps, charts, and stories related to the 17 Sustainable Development Goals. It discusses trends, comparisons, and measurement issues using accessible and shareable data visualizations. The data draw on the World Development Indicators of the World Bank's compilation of internationally comparable statistics about global development and the quality of people's lives. For each of the SDGs, relevant indicators have been chosen to illustrate important ideas. *Source: www.worldbank.org. Accessed on 22 July 2018*

Education and Disability: Analysis of Data from 49 Countries

A new paper from the UNESCO Institute for Statistics (UIS), Education and Disability, presents the first in-depth analysis of available data for 49 countries. It confirms that persons with disabilities are less likely to ever attend school, more likely to be out of school and that they tend to have fewer years of education than persons without disabilities. They are less likely to complete primary or secondary education and are less likely to possess basic literacy skills. *Source: www.uis.unesco.org. Accessed on 24 July 2018*

School health for all

This manual was compiled as part of the work completed by the School Health Integrated Program (SHIP), and focuses on how to apply an integrated approach to implementing vision screening and deworming as part of an education sector in four countries - Cambodia, Ethiopia, Ghana and Senegal. The work carried out by the SHIP initiative demonstrated how some of the principles and activities described in this manual could be carried out in practical terms and in line with existing government programs. *Source: www.globalpartnership.org. Accessed on 27 February 2018*

Moving for Prosperity: Global Migration and Labor Markets

This Policy Research Report, "Moving for Prosperity: Global Migration and Labor Markets", is an attempt to address this tension between the academic research and the public discourse by focusing on the economic evidence. Suggestions are made towards a labor market-oriented, economically motivated rationale to the political opposition to migration. Global migration patterns lead to high concentrations of immigrants in certain places, industries, and occupations. *Source: www.uis.unesco.org. Accessed on 27 February 2018*

UNICEF Strategic Plan, 2018–2021

The plan highlights the organization's key goals and activities, setting out the concrete results that UNICEF aims to achieve for children with its partners over a four-year period. The summary also outlines the organizational change strategies and enablers envisioned by the Strategic Plan to achieve those results, charting a course towards the attainment of the 2030 Sustainable Development Goals and a better future for every child. *Source: www.unicef.org. Accessed on 22 July 2018*

Newsletter information sources include:

African Countries' and Ministry of Education websites, University World News, SADC, UNESCO, UIS, IRIN News, World Bank, All Africa Global Media, Southern African Regional Universities Association (SARUA), Association of African Universities (AAU), IIEP, IICBA, OSISA, African Capacity Building Foundation (ACBF), SciDev.net, Pambazuka Newsletter, FAWE and general sources.

The comments expressed in this newsletter are those of the author(s) and do not necessarily reflect the views of the GESCI or those GESCI represents. No responsibility is therefore taken for the veracity of information provided.

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