



AWALI

Status Report

THE AGA KHAN UNIVERSITY

October 2014



Thank You!

It has been some time since we reported to you. We ask your pardon for that delay.

Since the Awali Group took up the challenge in 2006, the Institute for Educational Development, (IED-EA) of the Aga Khan University has launched and served hundreds of teachers, administrators and policy makers across East Africa. Hundreds of thousands of students are experiencing better teaching, learning critical thinking skills, and preparing for new learning and work opportunities.

The initial gifts from donors like you totaled \$5 million. Thank you again. AKU has used your gifts as terrific leverage for the benefit and vital cause of providing better and more teachers for education of children in East Africa (initial matching grant of \$5 million with follow-on grants of over \$30 million). The IED-EA, in Dar-es-Salaam, Tanzania, is now a leader in Africa for better schools, better teachers, and better books. Be justly proud of what has been, and continues to be accomplished, from your “investment”.

The impact your gift has made:

- 2 PhD degrees completed (3 more underway)
- 194 Master's degrees completed (with 61 more enrolled)
- 1,140 completed Part-time Certificate programs
- 665 teachers attended Intensive short courses and workshops.

In 2010, the Awali added a new partner, Room to Read, and together the partners have raised \$2.3M out of \$3.4M needed to begin and complete the following projects:

- Built or repaired 17 classrooms blocks
- Established 16 Libraries
- Published 13 children's book titles
- Printed 7,000 books for distribution

plus so many East African children enjoying learning more and thinking more about what they have learned.

In this issue, you will meet some of IED-EA students and will learn about changes to the IED-EA program as we grow and adapt to best meet the needs of teachers in the region. Should you have any comments or would like to get further involved, don't hesitate to contact one of us:

Best wishes,

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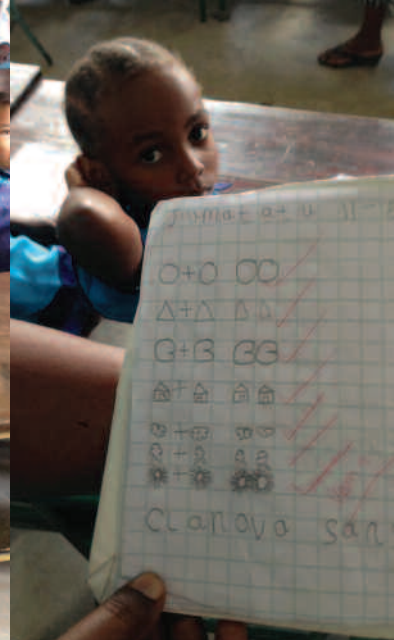
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Over 300,000 Ugandan Children Get Better Teaching

With World Bank funding leveraged through an increasingly strong partnership with the Ministry of Education and Sports, Uganda, AKU's IED-EA has offered a certificate program in Educational and Pedagogical Leadership and Management. The program worked with nearly 850 Head Teachers in Universal Secondary Education schools across Uganda.

With each Head Teacher working with approximately 420 students at each secondary school, more than 350,000 students will experience better leadership and learning at their schools.

Participants attended two 3-week residential workshops, at the beginning and end of the program. Interspersed were three residential weekends at four different teacher-training colleges, run by the faculty of IED-EA. During these weekends the Head Teachers spent focused periods with regional colleagues, comparing notes on how they are implementing their new learnings in their own schools.

Through this collaboration, the Head Teachers were supported in their school leadership skills, their capacity to work with school colleagues, and their work to better motivate students to strive toward excellence. In addition, this program recognizes that IED is the first choice for continuing professional education in the region. The World Bank's support is a strong endorsement of IED's capacity to deliver results and outcomes that contribute to the quality of teacher education and, through that, to the socio-economic growth of Uganda and the whole East African Community.





Strides Made, Lives Transformed

The following numbers count the ways your gifts have transformed the lives of teachers and the children they teach:

MASTER'S DEGREE

– *132 students graduated*

Teachers in this program share a passion for education and, when they graduate, share the confidence and skills needed to transform the educational systems of their home countries. In East Africa, where “rote learning” is still the dominant teaching method, IED=edgraduates put their students at the center of the learning process, encourage questions, and develop essential problem-solving skills. IED-EA graduates learn to break down barriers, share their knowledge with colleagues, and connect with parents and the community, knowing their support is essential to building strong schools.

PART-TIME CERTIFICATES

– *1,140 students completed one or more courses*

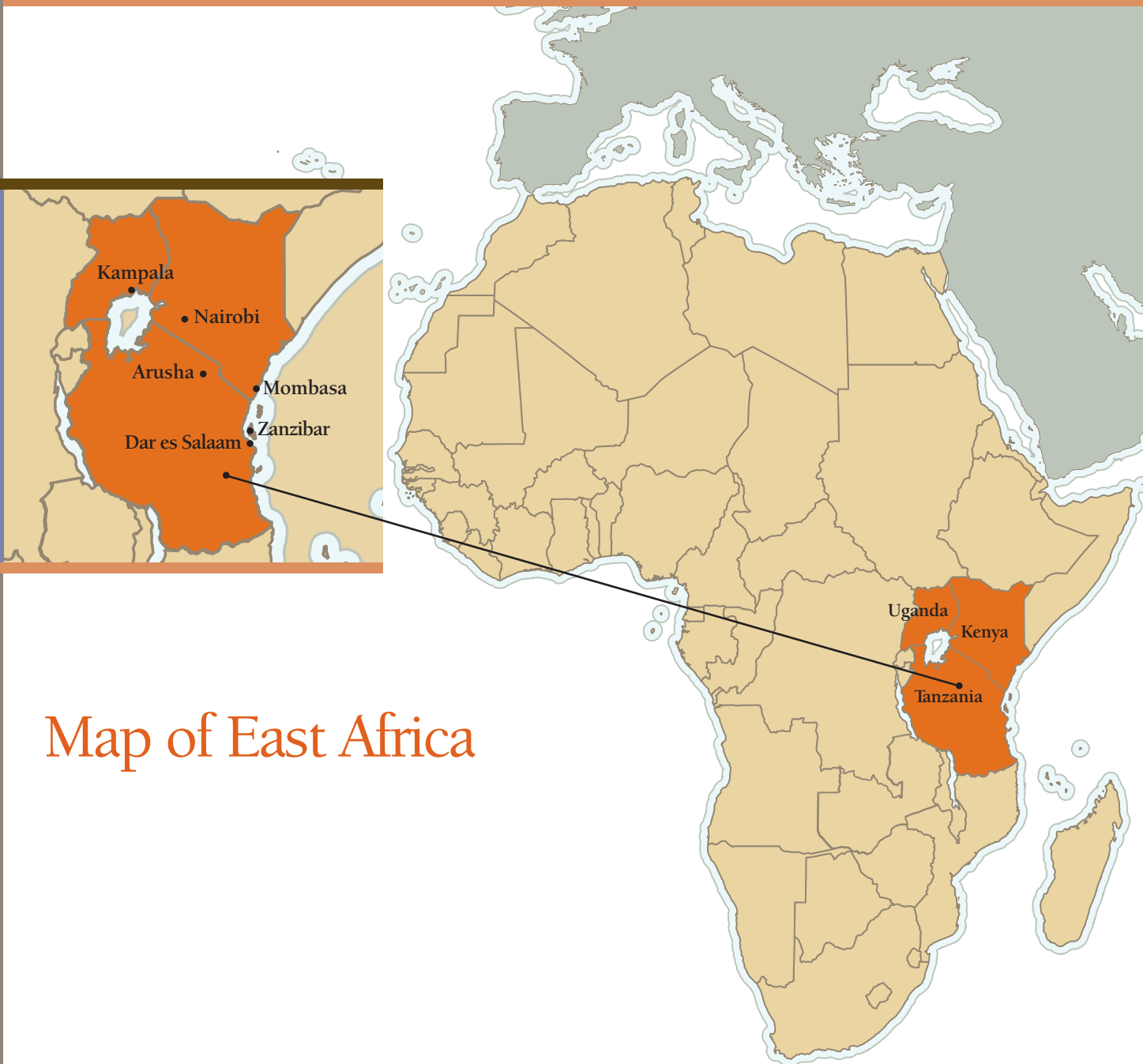
Part-time certificate courses are crucial, since in many cases teachers can only take unpaid leave to attend continuing education. Approximately 1,140 working educators have completed one or more Certificate courses. Each course may last up to 6 months and focus on subjects such as educational leadership and management or early childhood education.

INTENSIVE SHORT COURSES AND WORKSHOPS

– *665 students attending*

The intensive short courses and workshops, which last from two days to three weeks, meet immediate needs to raise the quality of education. For instance, IED-EA conducted a two-week workshop for the heads of Tanzania’s 34 public teaching training colleges, helping to shape education and school polity at the national level.

Added together the numbers above are small, but when one considers average class sizes in East Africa for 45 or more, the leverage is extraordinary. The IED focuses each teacher it trains on becoming “an agent of change.” By one count, more than 3 million students have already benefited from the gifts you have made.



Map of East Africa



Bringing “*The Maker Movement*” to Tanzania

Throughout East Africa, classroom teachers use “do it yourself” materials to make do. This is part of the African “can do” approach to challenges and it illustrates a reservoir of ingenuity that can push the region’s own development. At the IED, Assistant Professor Dr. Lillian Vikiru led two exciting workshops earlier this year on how to bring purposeful design and research-based thinking to the classroom.

TANGRAM Day helped teachers make materials like masks and other props to illustrate a narrative designed to develop numeracy, oral and spatial literacy, and underlying concepts. This workshop was the first of a series that will help rural teachers design and create their own classroom materials from local materials and available technologies in ways that both build upon innovative teaching approaches from the developed world and prototype new methods and materials for the region.

The second workshop, “Taking Making into the Schools: Embracing the Maker Movement as a Way to Introduce Design Thinking and Innovation” attracted 80 participants, including our own IED Master’s Degree students.

The two workshops are thanks to a collaboration between The Aga Khan University and the University of British Columbia that would not have been possible without AWALI support. Dr. Susan Crichton, Visiting Professor from UBC worked with Professor Vikiru on the workshops. Later this year, Dr. Vikiru will visit UBC for three months as part of the exchange of expertise.





Meet Cockgen Limonye – *“Admissions at AKU is transparent – no politics, no corruption.”*

Cockgen is a Kenyan Physics and Chemistry teacher. He was attracted to AKU because of the transparent admissions process – no politics, no corruption. If not for the transparency, he would not have come. Cockgen credits AKU for changing his thinking about science – instead of simply presenting the information and leaving it to the students to take it in, he now works with them to understand the concepts. “AKU is not training for the sake of itself,” he said. “Instead training how to get knowledge, AKU is about how to keep it.”

Meet Andrua Harriet Maiku – *“I will apply the leadership skills I am learning and help my schools excel.”*

Andrua is from Uganda’s West Nile region, one of the poorest regions in Uganda and one that was until recently in and out of conflict. Andrua became an English and Social Studies teacher at her school in her village and then became Head Teacher. She heard about AKU from a friend and wanted to attend, but in her district there is no money to pursue a Master’s degree. Andrua applied, knowing that she would be judged based on merit, not whether she could pay. Still, she was worried she would not be accepted because she was pregnant. But this is not a barrier at the IED-EA. In fact, Andrua was accepted and came all the way to Dar es Salaam with her 3-month old baby.

Andrua is proud to be in the Masters of Educational Leadership and Management program. “I will apply the leadership skills I am learning at the IED to help my schools excel,” she said. She will be graduating later this year – and will be the first teacher in her region to earn a Master’s degree. Andrua has also taken courses in Information and Communication Technology and she can now produce her own videos to share her knowledge with other teachers.

Pi Day 2014 at Mnazi Mmoja Park

March 14 was World Pi Day (3/14, which approximates 3.1415...) and is dedicated to awareness, interest, and appreciation of mathematics among students, teachers, educators, and the wider public. It is a big day in Tanzania and a fair was held at Mnazi Mmoja Park in central Dar-es-Salaam.

The faculty and Masters of Education candidates from the IED-EA celebrated by bringing a trundle wheel, an astrolabe, a sundial and other mathematical instruments to. The fair attracted more than 900 school children, over 60 teachers, and exhibitors and book publishers. The IED-EA was the only university participating in the event.

Meet Adoke Simon – *“AKU is a way out of impoverishment of resources and ideas.”*

Adoke spent half his life in exile from Uganda, first in the Democratic Republic of the Congo, then in South Sudan. But in 1990, he returned and completed his undergraduate degree in physics and chemistry. After graduation, taught at a secondary school. He speaks the local language of the Kobuku District, plus Arabic, English and now some Swahili.

Adoke notes, “As a teacher in my remote district in northwest Uganda, I have lots of leadership and management experience already. Teachers here are called upon to officiate at weddings and funerals, at fundraisers and in many other ways. I am a responsible and respected person in my community.” In his school, the Board of Governors awarded him the responsibility of head of academics.

A friend suggested he apply to the Aga Khan University and Adoke is now in the Educational Leadership and Management Program at the IED. Adoke will complete his Master’s degree to help his district and improve the status of his family. “I see my studies at AKU as a ‘way out,’ not out of Uganda or the Kobuku District, but out of impoverishment of resources and ideas. I am excited to make a better life for others.”

Serving Teachers Better – the One Year Master’s Program

Now that the IED is firmly established, thanks to your support, it is ready to make systemic changes. This year, the IED transitioned to a 1-year Master’s degree program. This more intensive program will help those Master’s students who are unable to take a leave of absence for the two years that were previously needed to complete the degree. And this means better education practices will be in classrooms sooner.

The additional good news is that the Master’s program now has equal numbers of high quality students Uganda, Tanzania and Kenya.

Through the continuing education certificate programs, the IED is also beginning to reach many more students. Through a project funded by Canada’s Department of Foreign Affairs, Trade & Development and the Aga Khan Foundation Canada called Strengthening Education Systems in East Africa (SESEA), 4,000 teachers will be trained over five years, focusing on sustainably improving learning. In addition, 823 Heads of Secondary schools in Uganda have just graduated with the IED Certificate in Educational Leadership and Management (see article on page X, A Leader in Math Education).

The AKU expertise in maternal and child health, bolstered by recent awards and grants, provides a scholarly and intellectual foundation that will allow the IED to increasingly integrate its own research on children and learning into a larger body of knowledge where AKU is seen as a world leader – in other words, the IED is taking full advantage of the vast scope and depth of the AKDN.



A Leader in Math Education

The AKU's Institute for Educational Development, East Africa (IED-EA) hosted a conference for 100 East African math teachers and educators in Dar-es-Salaam in early September 2014. Improving content instruction is crucial to providing better educational outcomes around the world, including Africa. The IED-EA has taken the lead in bringing new research to the forefront. Speakers offered a global perspective, with representatives from the IED, Africa (Rwanda, Kenya, Uganda, Botswana, Mozambique), and Pakistan, Italy and Canada.

Sessions included workshops on math and electronic gaming, presentations by men and women who use math in their careers, and talks on applications of math to environmental science. In addition, teachers learned how language and culture come into curriculum planning. This is an especially important issue in Tanzania, where students are instructed in Swahili through primary school, then instruction switches to English in high school.

By hosting the conference, the IED-EA demonstrated institutional leadership within Africa. This kind of network strengthens the professionalism of its members, contributes to higher educational standards, and models the leadership expected of the leadership expected of our students.

There were two excellent outcomes: first, a further commitment to establishing a network of math educators for the region, and second, the IED-EA has been chosen to host the 2017 Africa Regional Congress of Mathematics at its new campus in Dar.

Who You Can Contact

Should you have any questions about the project and/or would like to support AWALI, the Project Team would like to hear from you:

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Our partner organization in Tanzania, Room to Read, continues its mission of schools, libraries, and improved education for girls, with a new emphasis on the coastal areas north of the capital, Dar es Salaam. The IED continues to work with them on teacher training as well as on research. For further information contact:

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