



# THE AGA KHAN UNIVERSITY

Institute for Education Development, East Africa



# NEWSLETTER

***JULY- OCTOBER 2024***



# Foundations for Learning (F4L) Project in Action

## West Nile Primary School Head Pledge Improved Performance

The Aga Khan University Institute for Educational Development, East Africa (AKU-IED EA), in partnership with Muni University, held a closing event for the two-year Diploma in Educational Leadership and Management (DELM) programme, celebrating 35 headteachers and deputy headteachers from Yumbe, Koboko, Arua District and Arua city in Uganda. The participants were part of a cohort of 108 school leaders from Tanzania Kenya and Uganda who were fully sponsored by the F4L project. This event also concludes the successful completion of all diploma programmes across the region. [Read more](#)



A group photo taken during the DELM closing ceremony at MUNI university in Arua, Uganda

## Advancing Teacher Development in Kenya and Uganda

IED, EA hosted a crucial Research Advisory Committee (RAC) meeting for the F4L project involving representatives from Kilifi and Mombasa counties, to review cycle II findings of a longitudinal study aimed at enhancing teacher development. Discussions highlighted inspiring teacher role models, innovative classroom setups, and effective mentorship practices. The meeting also examined how improved mentorship skills and content mastery among tutors are positively influencing educational outcomes.

Similarly, another RAC meeting conducted in Kampala, Uganda brought together education experts, university partners, and government officials to review findings from a study on developing leadership and teaching skills for headteachers and student teachers. Discussions emphasized the need for holistic teacher development, focusing on technical skills, ethics, and respect for students. Participants provided valuable feedback to enhance the F4L project's impact on gender-sensitive, inclusive education. Improvements in data collection and findings have been noted in this process. For instance, 82.1% of student teachers now feel confident in planning competency-based lessons, and 40% of headteachers are integrating gender-sensitive leadership practices. These strides reflect the programme's success in shaping educators into transformative leaders committed to inclusive, high-quality education.

## Transforming Teacher Development in Uganda

In a significant step forward for teacher development, IED, EA completed the reconnaissance phase of a research study within the F4L project titled: **Involving the Use of Teaching Portfolio for Teacher Development** at St. John Bosco Teacher Training Institute (TTI) Lodonga and Arua TTI. The process involved comprehensive data collection, including focus group discussions and one-on-one interviews with a diverse group of student teachers, tutors, and leadership teams. The conclusion of this research activity included dynamic workshops for both tutors and student teachers. Over two days, 78(46 males, 32 females) tutors and 333 (205 males, 128 females) student teachers participated in workshops on teaching portfolios and practicum strategies, equipping them with vital skills for their professional growth. The insights gathered and skills developed during these activities mark a crucial advancement in enhancing teaching practices and fostering effective mentorship in the partner colleges in Uganda.

## Building Leadership Capacity in Teacher Training Colleges

The F4L project focuses on strengthening leadership in teacher training colleges to ensure the sustainability of key educational initiatives. In response to this, an Organizational Capacity Assessment (OCA) was conducted in Uganda with the aim of evaluating leadership capacity across various levels, including department heads, principals, and board members. The assessment explored crucial areas such as curriculum development, governance, and technology integration, aiming to identify gaps in leadership capacity that could affect the long-term success of the project's interventions, in the areas of tutor development and student-teacher support. The F4L project is now better equipped to address challenges and ensure that leadership in these colleges can continue to drive positive change, enhancing education in the West Nile region for years to come.

## Ministry of Education Officials as Facilitators of Learning

In recognizing the role of the ministry of education officials in supporting the implementation of quality education in the respective schools, IED, EA through the F4L project conducted a three-days workshop on facilitation skills development for District Education Officers (DEOs) and Inspectors of schools drawn from Arua municipality, Arua district, Yumbe and Koboko districts in West Nile Uganda. There was a total of 24 participants who actively and successfully engaged in activities that were intended to enhance their facilitation skills in the various roles they carried out as either education officials or inspectors of schools. The occasion was graced by Muni University secretary on behalf of the Vice Chancellor.



A group photo taken during the DELM closing ceremony at MUNI university in Arua, Uganda



## The Ripple Effect of F4L Project in Lindi, Tanzania



A group photo taken during the National Advisory Committee (NAC) meeting in Lindi, Tanzania

Imagine a community where every child, regardless of gender, feels empowered to speak up in class, schools blossom with greenery, and educational innovation thrives. This vision is becoming a reality in Lindi, Tanzania, through the F4L project. The recommendations of the National Advisory Committee (NAC) during their visit have sparked a collaboration between IED, EA, the Aga Khan Foundation (AKF) Tanzania, and local partners. Together, they're catalyzing profound educational change across the region. [Read more](#)

## F4L SUCCESS STORIES

### Transforming Senior Teachers into School Leaders through the DELM Programme

Three senior teachers from Mombasa County, Kenya, have made a remarkable leap in their careers, stepping into deputy headteacher roles at their schools thanks to the DELM programme. Lelah Jimmy Boma from Shimo la Tewa Primary School, Anne Githaiga Mumbi, and Rose Syomiti Ngalai from Mlaleo Primary School were once senior teachers with no formal leadership experience. Through the DELM programme, they gained valuable skills in school management, resource coordination, and project leadership. This new knowledge empowered them to confidently apply for leadership roles, resulting in successful appointments as deputy headteachers. Their leadership transformation is driving improved school performance, staff collaboration, and resource management. Originally designed for headteachers, the DELM programme now inspires aspiring leaders at all levels, encouraging more teachers to pursue leadership roles and fostering a culture of excellence in education.





Manager Projects IED, EA Dr Nyagwegwe Wango (Right) handing a present to headteacher Ziwa la Ng'ombe primary school Ms Getrude Alice Okonya (Left)

## **Ms Getrude Alice Okonya: From a Deputy Headteacher to a County Leader**

Gertrude Alice Okonya's journey from deputy head teacher at Ziwa la Ng'ombe Primary School in Mombasa to a Curriculum Support Officer (CSO) for the county is a testament to the transformative power of the DELM programme in Mombasa, Kenya. Gertrude seized the opportunity, despite being the third choice, and used it to fuel her ambition beyond the typical career path of a headteacher. The skills she gained, including leadership, ICT literacy, and portfolio building, helped her stand out during the CSO interview. Now overseeing 36 educational institutions across Mombasa county, Gertrude's career has leaped from managing one school to influencing the broader educational landscape. Her success is not only a personal achievement but has sparked interest among her peers, many of whom now seek to join the DELM programme. Her commitment to learning and her journey through the DELM programme has also set a new benchmark for leadership within the education system.



# Other Updates

## Launch of the Gender Desk and Counselling Services



Dr Mweru Mwingi, a gender focal person and faculty at IED, EA presenting during the launch of the gender desk and counselling services at AKU Tanzania

Mental health, wellness, and gender equity are integral to IED, EA's educational framework. The institute is committed to truly practising what it preaches on gender equality and inclusion. Earlier this year, the launch of a Gender and Counseling Services Desk together with a sensitization session to students, faculty and staff further solidified this commitment, reflecting IED, EA's holistic approach to fostering gender equity and well-being.

## Provost Dr Tania Bubela's Landmark Visit to Tanzania

Provost Dr Tania Bubela's inaugural visit to our Dar es Salaam campus marked a significant milestone as she engaged with students, staff, and faculty. During her visit, Dr. Bubela who was accompanied by Kenya's Interim Associate Vice Provost Gitonga M'Mbijewe and Regional Director of Human Resources Irene Wamanga, held insightful discussions on strategic plans, focusing on the future development of both the Dar es Salaam and Arusha campuses, reinforcing our commitment to academic excellence and community growth.



A group photo taken during Provost Dr. Tania Bubela's visit at AKU Tanzania



## Prof. Jane Rarieya Discusses AKU-IED's Innovations in Teacher Education



IED, EA continues to be a driving force in championing excellence and innovation in teacher education. In a recent interview with The Citizen newspaper, the Dean, Prof. Jane Rarieya shed light on the institute's impactful initiatives and commitment to advancing the quality of education across the East African region and beyond. [Read more](#)

## International Literacy Day

On September 9, 2024 Dean Prof. Jane Rarieya reaffirmed AKU-IED, EA's commitment to holistic education, stating: "Literacy changes lives, transforms futures, and opens doors. When you are literate, the power of your destiny is in your hands. It gives you hope. The more literate the people, the more advanced the society." In line with this commitment, AKU-IED, EA donated 500 storybooks to three primary schools in Azimia Ward, promoting literacy among young learners. The initiative, in partnership with the U.S. Embassy in Dar es Salaam, the Tanzanian English Language Teachers' Association (TELTA), and Tanzania U.S State Alumni Association (TUSSAA), was further enriched by the involvement of TELTA's General Secretary, Ms. Kesia Kiwia, one of our proud alumni.



A photo of students reading some of the AKU books donated during the international literacy day in Azimia ward in Dar es Salaam, Tanzania



## New Cohort of Students at IED,EA



Ms. Janeth Zenze, the Student Experience Coordinator, shares a warm moment as she poses for a photo with a newly enrolled student.

Our newest cohort of Master of Education graduate students at our Dar es Salaam campus began their orientation week by connecting with faculty, staff, and the Associate Deans. The week ended with an energetic networking session hosted by Student Affairs, setting the stage for an inspiring journey ahead!

## AKU Library Fun Day

Inspiring future generations one book at a time! Our Library Fun Day at AKU Dar es Salaam was a day to remember. Read more about our Library Fun Day and how we're shaping the future of education. [Read more](#)



Students engaging at the AKU library fun day

## Centre for Continuing Education and Lifelong Learning (CELL)

With the growing emphasis on competency-based education, authentic assessment methods have become essential in today's classrooms. In response, CELL successfully delivered its 8th workshop, equipping 14 teachers from public and private schools with cutting-edge strategies to assess student learning in a meaningful and impactful way.



A group photo taken during the 8th CELL workshop at AKU Tanzania

## Benedict Missani's Journey from AKU to Impactful Community Leadership

AKU alumnus Benedict Missani reflects on his academic journey at IED, EA, and the financial assistance from AWALI that helped him achieve his dream of serving the community. Through his education, Benedict gained leadership skills and a passion for working with the community, especially with children. He went on to open a childcare centre that has served over 500 children. [Watch the video](#)





Stay in touch with us by following us on social media to get updates on the work that we do.



Our mailing address is: [iedea@aku.edu](mailto:iedea@aku.edu)