

AU EDUCATION INNOVATION PRIZE WINNERS

2018



Meet innovators changing the face of education in their countries and continent



Mamadou Coulibaly
Senegal

The Grandmother Project has developed the Innovative Program for Integrating Positive Cultural Values into Schools (IPCVS). The program goal is to improve the quality of education for children by making it more culturally relevant. Key IPCVS activities include: Grandmothers as teachers in classrooms; Story telling evenings; Intergenerational community forums.



Nkosana Masuku
Zimbabwe

FundoVR offers low cost excursions to schools in Zimbabwe through the use of Virtual Reality which immerses the learners in the environment as if they were physically present. We create a near to reality experience using media that is captured with 360 cameras and present it to the student in such a way that they accepts it as a real environment.



Doreen Kessy
Tanzania

UBONGO creates engaging and locally relevant digital content for learners in Africa. We leverage mass media and mobile technology to deliver high-quality learning to African families using accessible technology. Our localized animated edutainment programs: Ubongo Kids, and Akili and Me are watched in over 5.1 million East African households weekly.



Chizaram Ucheaga
Nigeria

A Mavis Talking Book (MTB) consist of a digital pen (Mavis Pen) and a specially printed book. When the pen touches text or pictures in the book, the pen reads out the corresponding audio, including interactive games, quizzes, multi-language translations, etc. We program quality content, developed by experts, into the Talking Book in the user's language.



Effry Kuyum
DR Congo

LIND KEY School is a complimentary entrepreneurship focused program that is contextualized to the existing school curriculum. After analysis and evaluation of the existing curriculum and pedagogical practices in a particular school, LIND KEY School proposes a corresponding complimentary entrepreneurial education content and pedagogical approach.

GRANDMOTHER PROJECT

Integrating positive cultural values in schools

Senegal

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The Innovating Education in Africa Expo is aimed at raising the visibility of education innovators and innovative practices so that they can be supported, upscaled, replicated and further developed.

The 2014 National Conference on Education concluded that “the Senegalese school system should produce citizens who are rooted in their cultural, spiritual and moral values.” This concern has been articulated by national educational authorities, the primary and secondary school curricula give very limited attention to cultural values and traditions. Parents are convinced that they should send their children to school but they are concerned that the positive cultural values that they cherish are not taught in those schools. In close collaboration with Velingara District Education Office, Grandmother Project – Change through Culture (GMP), developed an innovative program “Integrating positive cultural values into schools” (IPCVS). The program goal is to improve the quality of education for children by making it more culturally relevant.

Objectives of IPCVS are to: To integrate positive cultural values into schools; To strengthen communication

and collaboration between teachers and communities; To increase parents’ and grandparents’ involvement in children’s education. Key IPCVS activities are: Teacher workshops: grandmother-teacher workshops; Development of teaching materials on positive cultural values; Grandmothers as teachers in classrooms; Story telling evenings and contests; Intergenerational community forums.

IPCVS is implemented in 54 primary and 3 secondary schools, with 8,256 pupils, 239 teachers and 156 grandmothers. Results of IPCVS: In 2015, an external review of IPCVS concluded that IPCVS contributed to: improved attitudes of communities toward schools; increased school enrollment; decreased drop-out of girls; improved behavior of children with peers and family; and decreased child marriage and teen pregnancy. Positive 2017 exam results: Results of the primary school completion exam show very positive results of IPCVS. The exam suc-

cess rate at national level was 57%, in the Kolda Region it was 57% and in the IPCVS intervention area it was an impressive 75%. The very positive exam results are mainly due to: increased mutual respect and collaboration between schools and communities. Families and communities across Senegal are profoundly concerned about the loss of cultural identity and values in children. The IPCVS program review stated: “The IPCVS model can be used throughout Senegal and in other countries”. Ministry of Education official, Mme. Mbodj, stated, “We would like to see this program used in schools across Senegal.

We believe that the innovative IPCVS strategy can be scaled up within Senegal and adapted for use in other African countries. Across Africa there is concern about the loss of cultural identity and values among younger generations. Scaling up depends mainly on the commitment of national educational officials to make school more culturally relevant.