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Report on Participation in the PAVEU Mobile-Based Learning Planning Workshop

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Workshop/Event Dates and Venue: 6–7 November 2025, Inter Luxury Hotel, Kazanchis, Addis Ababa, Ethiopia

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1. Executive Summary

Garissa University participated in the Planning Workshop on “Empowering Female Teachers and School Leaders in Crisis Situations through Integrating Mobile-Based Learning in the Pan African Virtual and Electronic University (PAVEU) Initiative”, held on 6–7 November 2025 in Addis Ababa, Ethiopia. The workshop was organized by UNESCO–IICBA in collaboration with the Government of Japan and the Pan-African University (PAU) and brought together representatives from Ministries of Education, universities, and teacher training colleges from five African countries: Algeria, Cameroon, Kenya, Nigeria, and South Sudan.

The primary purpose of Garissa University’s participation, represented by Fatha Abdirahman, Lecturer and Head of the Institute of Peace, Security and Humanitarian Studies (IPSHS), was to align the university with the PAVEU initiative, strengthen institutional capacity for digital and mobile-based teacher professional development, and contribute to the design of gender-responsive approaches for teachers working in crisis-affected or marginalized areas.

Key outcomes of the workshop included:

- Adoption of an implementation roadmap and a six-month action plan with virtual monitoring.
- Identification of priority courses suitable for mobile-based learning and certification.
- Agreement on roles and responsibilities for national coordination teams and institutional focal points.
- Strengthened collaboration between Garissa University, UNESCO–IICBA, PAU, and other participating institutions.
- Strategic discussions on gender inclusion, course contextualization, training of trainers (ToTs), infrastructure needs, and language accessibility.

The workshop provides Garissa University with a strategic opportunity to enhance digital teacher training, support female educators in crisis-affected areas, and position itself as a regional leader in mobile-based professional development and gender-responsive education.

2. Background Information

In February 2025, UNESCO’s International Institute for Capacity Building in Africa (IICBA) launched a one-year initiative in partnership with the Government of Japan titled “Empowering Female Teachers and School Leaders through Integrating Mobile-Based Learning in the PAVEU Initiative.” The initiative responds to persistent challenges in teacher professional development across Africa, particularly in crisis-affected regions, where female teachers face limited access to continuous training and digital learning opportunities.

The PAVEU initiative integrates mobile-based learning solutions within the Pan African Virtual and Electronic University framework, enabling teachers and school leaders to access tailored courses via mobile platforms. The project is implemented in collaboration with PAU and a Japanese EdTech partner, targeting 40 universities across the five participating countries. The project aligns with the 9th Tokyo International Conference on African Development (TICAD 9) theme, “Co-create Innovative Solutions with Africa,” and is designed to enhance resilience, ensure educational continuity, and foster professional growth for female educators.

Prior to the planning workshop, IICBA conducted country consultations with ministries of education, universities, and partner institutions to identify priorities, infrastructure needs, and contextual challenges. The workshop in Addis Ababa aimed to bring together all stakeholders to review the project design, finalize implementation modalities, and strengthen coordination mechanisms.

3. Purpose and Objectives of Attendance

The main purpose of attending the workshop was to ensure Garissa University’s active participation in the design and implementation of mobile-based teacher professional development programs, particularly for female teachers in crisis-affected regions of Northern Kenya.

Specific objectives of attendance included:

- Representing Garissa University in discussions with national and regional stakeholders.
- Understanding and evaluating the Learning Management System (LMS) and mobile learning platforms.
- Aligning university curricula and teacher training programs with project priorities.
- Contributing to gender-responsive approaches for teacher development.
- Establishing linkages with PAU, UNESCO–IICBA, and other universities to support joint implementation and monitoring.
- Identifying pilot schools and teacher networks for initial project rollout and localized course contextualization.

4. Workshop Overview / Highlights

The workshop spanned two days and included interactive sessions, presentations, and group discussions. Key highlights included:

- Opening remarks and keynote speeches by representatives from UNESCO–IICBA, the Mission of Japan to the African Union, PAU, and the Ethiopian National Commission for UNESCO.
- Demonstrations of the LMS and edge computing solutions for mobile-based learning, including technical navigation, course enrollment, and access protocols.

- Presentations on digitalizing teacher education and integrating mobile learning into existing teacher training frameworks.
- Country-specific group reflections on challenges, lessons learned, and strategies for digital learning adoption.
- Group sessions to discuss course selection, content adaptation, and certification pathways.
- Focused discussions on gender inclusion, accessibility, and localized language support, including Kiswahili translations led by Pwani University.
- Development of an actionable six-month implementation plan, including the identification of course writers, training of trainers (ToTs), and coordination mechanisms for national teams.

5. Key Outcomes / Decisions / Agreements

- Adoption of a detailed implementation roadmap for the PAVEU mobile-based learning initiative.
- Identification of priority teacher development courses suitable for mobile learning, including certification for participating educators.
- Enhanced collaboration between UNESCO–IICBA, PAU, Ministries of Education, and universities, facilitating structured communication and project monitoring.
- Agreement to begin immediate implementation via national coordination teams, with defined roles, responsibilities, and timelines.
- Assignment of Training of Trainers (ToTs) responsibilities to each participating institution to ensure capacity-building at local and institutional levels.
- Engagement with telecommunication partners for bandwidth and infrastructure support.
- Commitment to monitor gender-focused implementation, ensuring female teachers in crisis-affected or marginalized areas are prioritized.

6. Highlights from the Kenyan Delegation (MoE–SDHE Session)

Garissa University and other Kenyan institutions participated actively in sessions focusing on national priorities and digital learning integration:

- Installation of Edge Computing Equipment at Turkana University College and Pwani University.
- Alignment of university curricula with project objectives.
- Awareness creation for teachers and school leaders on mobile-learning opportunities.
- Nomination of course writers from participating universities.
- Collaboration with telecommunication partners to ensure adequate bandwidth.
- Gender focus: prioritizing female-led schools and inclusive digital access; data support facilitated by UNESCO/KNATCOM.
- Coordination of Training of Trainers (ToTs) with PAU to develop at least three ToTs per institution.
- Kiswahili translation of course content led by Pwani University with SEKU and OUK support.
- Implementation of a six-month pilot phase, followed by a virtual review meeting to evaluate progress, challenges, and next steps.

7. Relevance to Garissa University

Participation in the workshop presents multiple opportunities for Garissa University:

- Enhances teacher professional development in remote and marginalized regions of Northern Kenya.
- Enables active participation in national coordination, course design, and localized implementation of the PAVEU initiative.
- Strengthens the university's leadership in digital inclusion, gender-responsive education, and resilience-focused teacher training.
- Facilitates knowledge sharing and strategic collaboration with international partners and peer universities.
- Positions Garissa University as a regional hub for mobile-based teacher training and innovation in higher education.

8. Next Steps / Recommendations

To position the University effectively in the implementation phase, the following actions are recommended:

1. Establish an internal coordination team to oversee PAVEU implementation and alignment with Garissa University programs.
2. Identify pilot schools and female teacher networks in Garissa and neighbouring counties for initial course rollout.
3. Collaborate with the Ministry of Education, Teachers Service Commission (TSC), and UNESCO-IICBA to ensure sustainability and scaling of the initiative.
4. Begin localized course development, LMS familiarization sessions for faculty, and Training of Trainers (ToTs) programs.
5. Participate in the virtual review meeting after six months to assess implementation, challenges, and opportunities for improvement.
6. Document lessons learned and best practices from pilot schools to guide further rollout and future mobile-based teacher development initiatives.

9. Conclusion

Garissa University's engagement in the PAVEU planning workshop provides a strategic platform to strengthen digital learning pathways, enhance gender-responsive teacher training, and promote innovation in education across Northern Kenya and the wider region. Successful implementation will require active management support, coordination with national and international partners, and investment in infrastructure and capacity-building. The university's role in this initiative has the potential to position it as a leader in mobile-based teacher professional development, regional educational innovation, and gender-responsive education.



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