



African Education Festival

16 February 2018 • Ghana

Labadi Beach Hotel • Accra

LEADING AND LEARNING IN THE 21ST CENTURY



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KEYNOTE SPEAKERS



Dr Patrick Awuah
President of Ashesi University

Patrick Awuah is the founder and president of Ashesi University, a private, not-for-profit institution that has quickly gained a reputation as one of Ghana's finest institutions of higher learning. Patrick left Ghana in

1985 when Swarthmore accepted him on a near-full scholarship. In 2001, after living in America for almost two decades, Patrick Awuah returned to Ghana.

Before founding Ashesi University, Patrick worked as a Program Manager for Microsoft where, among other things, he spearheaded the development of dial-up internetworking technologies and gained a reputation for bringing difficult projects to completion.

He holds bachelor degrees in Engineering and Economics from Swarthmore College; an MBA from UC Berkeley's Haas School of Business; and honorary doctorates from Swarthmore College and Babson College.

In recognition of his service to Ghana, Patrick was awarded Membership of the Order of the Volta by His Excellency, President J.A. Kufuor in July 2007. The Order of the Volta is one of Ghana's highest awards, given to individuals who exemplify the ideal of service to the country.

He has won many prestigious international awards including the MacArthur Fellowship and the McNulty Prize. In 2015, Patrick was named one of the 50 greatest leaders in the world by Fortune Magazine. He has also twice been recognized by a PricewaterhouseCoopers survey of Ghanaian CEOs as one of the ten most respected CEOs in Ghana. In December 2015, Patrick was recognized by Africa Leadership Initiative — West Africa (ALIWA) as a "Genius Fellow" an honour reserved for only 20 people around the world. At the eighth World Innovation Summit for Education in Qatar in 2017, Patrick was awarded the WISE Prize for Education by Her Highness Sheikha Moza bint Nasser.

He is a Fellow of the Africa Leadership Initiative of the Aspen Global Leadership Network; a member of the Council on Foreign Relations; and a member of the Tau Beta Pi honor society for excellence in engineering.



Dr Conrad Hughes
Campus and secondary principal at the International School of Geneva

Dr Conrad Hughes is campus and secondary principal at the International School of Geneva, La Grande Boissiere, the oldest international

school in the world. He has been school principal, director of education, International Baccalaureate (IB) Diploma Programme (DP) coordinator and teacher in schools in Switzerland, France, India and the Netherlands. He teaches philosophy. His PhD is in English literature.

A South African citizen, he attended Waterford Kamhlaba, the United World College of Southern Africa where he completed the DP. He is currently undertaking doctoral research at Durham University on the relationship between prejudice and education with specific focus on how education can reduce prejudice. His research interests also include 21st century education, critical thinking, international education and assessment. He is the author of numerous articles in peer-reviewed journals and as director of education at the International School of Geneva, he led the publication of Guiding Principles for Learning in the 21st Century with UNESCO. His latest book, Understanding Prejudice and Education: The Challenge for Future Generations, was published in 2016 by Routledge.

INTERNATIONAL BACCALAUREATE (IB) PARTICIPANTS



Adzo Ashie – Development and Recognition Manager, Africa

Adzo has three key roles: 1) providing support for schools interested in developing IB programmes 2) raising the profile of the IB with institutions and governments and 3) engaging

with higher education institutions to improve recognition of IB programmes in the region. Adzo is a DP graduate from the first IB World School in Ghana, SOS-Hermann Gmeiner International College. She holds a first degree from Mount Holyoke College and a Master's in Education Policy and Management from the University of Massachusetts, U.S.A. She served on the IB Africa, Europe and the Middle East regional council from 2008-2012 before taking on her current role in the IB. She is passionate about promoting quality education across the continent and considers it her life's mission.



Robert Cummings – Marketing Manager, Africa, Europe and Middle East

Robert joined the IB in 2013 and is responsible for delivering global marketing campaigns to IB and non-IB schools across the Africa, Europe and Middle East region. Robert

holds a Master's degree in Strategic Marketing Management from Kingston University, UK.

Robert has well over 20 years of marketing and communications experience across a variety of industry sectors such as telecommunications, electronic manufacturing, education and finance. Before working at the IB, he worked as Marketing Communications Manager at London Metropolitan University, UK.



Jon Halligan – Head of Development and Recognition, Africa, Europe and Middle East

Jon is from Oxford in the United Kingdom, where he started his teaching experience. He moved to the Middle East and worked in

both Qatar and Dubai for 18 years. In Dubai, he developed as an educationalist (moving from primary to secondary school teaching) in a variety of settings (from the royal national school, to a British National curriculum school to a culturally diverse international school of 5,000 students) through a variety of roles. In 2015, he relocated to The Hague and is presently the IB’s Head of Development and Recognition for the Africa, Europe and Middle East region. His job involves working with schools, governments, ministries, regulators and other influential educational bodies to demonstrate how the IB can be an enabler for their educational intent.



Martin Muchena - Curriculum Manager, Diploma Programme

Martin is responsible for the development and innovation of IB programmes through leading and managing curriculum development specifically for economics and business management.

He has been involved with the IB for more than 20 years in various capacities; as a teacher, workshop leader, senior examiner, online facilitator, course developer and IB coordinator. He is a published author of an IB business management book with Oxford University Press. Martin has held various leadership positions in schools in Kenya, Swaziland and Ghana where he has worked. He has a Bachelor of Education degree (Economics and Mathematics) and a Master of Business Administration degree in strategic management.

Martin strongly believes, in the words of Nelson Mandela, that ‘education is the most powerful weapon that you can use to change the world’. In achieving this mission, he is pleased to be part of the IB in supporting schools and educators to provide a rigorous, high-quality education, and also offering professional development that improves pedagogy and leadership overall.



Fidelis Nthenge – Head, IB World Schools

Fidelis is based in the IB’s global centre in The Hague. She is responsible for the development and implementation of school improvement strategy for IB World Schools, in line with the IB strategy and objectives, in order to optimize

growth, results, engagement and satisfaction of IB World Schools. Fidelis has been working in the field of international education for the last 20 years.

Before joining the IB in 2011, Fidelis spent 14 years with the Aga Khan Education Services in East Africa, where she was head of two of its IB World Schools in Nairobi, Kenya and Dar es Salaam, Tanzania.



Bukky Okunnuga Otono - Global Professional Development Associate Manager, Diploma and Career-related Programmes

Bukky manages the creation and launch of PD products for IB educators. As an IB alumna who comes

from Nigeria, was raised in The Netherlands and has studied and worked in the UK and Ireland, Bukky has learned that education is the key to fostering understanding and building a sense of community as a means to addressing local and global issues. She further believes that an IB education and its professional offerings provide transformative teaching and learning practices, which educators can in turn use to inspire students to be global contributors regardless of their origin, colour, gender or creed.

Prior to her joining the IB in 2011, Bukky worked with one of the top Fortune 100 companies where she specialized in online marketing with new entrepreneurs and small businesses. She now applies that targeted and tailored approach to bringing engaging learning opportunities to educators globally.



Dolly Wanjiku – Development and Recognition Associate Manager, Africa Europe and Middle East

Dolly Wanjiku is the Development Associate Manager Africa, Europe and Middle East at the IB. She leads

the project management of departmental events in the region and supports the Development team in The Hague Office. Dolly started working for the IB as an Academic Officer in the Continuum Department in 2010. She then took a position as the PA to the Regional Director, Adrian Kearney, in 2011 when the IB moved to their new office in The Hague. Dolly has also worked as a key member of the Professional Development Conference team and has successfully been in charge of the student keynote speakers at the annual conference for the last seven years.

PANELS

Panel 1 – Being an international school - Promoting intercultural awareness and international-mindedness in your institution

The International Schools Consultancy (ISC) estimates that there will be over 1,500 international schools in Africa by 2025. The ISC defines international schools as a school which “delivers a curriculum to any combination of pre-school, primary or secondary students, wholly or partly in English outside an English-speaking country or if the school is in a country where English is an official language, it “offers an English-medium curriculum other than the country’s national curriculum and the school is international in its orientation”. What is our understanding of intercultural mindedness/ understanding, international mindedness/ understanding, intercommunity mindedness/ understanding? What makes a school international? How does a school create an environment that fosters and promotes respect and understanding for other perspectives, cultures and languages or even the ability to see oneself as a responsible member of the community and a global entity?

Moderator: Fidelis Nthenge, Head, IB World Schools

Panelists:

1. Ken Darvall, Principal, Tema International School, Ghana
2. Ms. Nadia Bruce-Muller, Vice Principal (Junior School) Ghana International School
3. Sheena Nabholz, Principal, Lincoln Community School

Panel 2 – How to meaningfully integrate technology in your school

The ed-tech industry has grown substantially to accommodate the increasing need for schools to integrate technology in their institutions. We live in a world that is intertwined with technology. However, successful technology integration is a challenge that schools grapple with. Working with digital natives and the growth of technological pursuits requires that schools and learners are efficient and successful at weaving technology in key facets of school life. What are the various ways schools can adapt technology in a sustainable manner? How does a school develop a successful digital strategy by assessing, creating and implementing a strong model which involves teacher training and participation and student/ parent support? In what ways can this impact positively on teaching and learning outcomes and a school's digital footprint/culture?

Moderator: Ed Lawless, Chief Academic Officer, Pamoja

Panelists:

1. Kevin Piersialla, Regional Director - Africa, Europe, and Middle East, Faria Systems LLC
2. Jennie McKenzie, Sr. Inside Sales Representative – IB, Follett School Solutions | International
3. Joyce Agyare, Regional Manager – West Africa and Kenya, Scholastic Inc
4. Karin Bjerde, Business Development & External Relations, Kognity

Panel 3 – Creating excellent schools: Running a school that promotes transformational education

What does an excellent school look like? How does one create institutional excellence that promotes transformational education? Does it depend on the school leader or does it require a cultural shift in the school environment? Is it created by a curriculum? Experienced educators and supportive parents? What are the ingredients of an excellent school and does that really exist?

Moderator: Proserpina Dhlamini- Fisher, Director of Education, United World College

Panelists:

1. Dr. Adutwum, Deputy Minister, Ministry of Education, Ghana
2. Mr. Titi Ofei, Principal, SOS -Hermann Gmeiner International College
3. Mrs. Lai Koiki, Executive Director, Greensprings School, Nigeria
4. Samuel Darko, Director of Outreach, Africa Leadership University, Mauritius

Panel 4 – The learner profile: Developing globally competent students

The IB learner profile provides a set of attributes that help guide the work of schools to develop students who can successfully navigate the 21st Century. The attributes encompass the development of 21st century skills such as creativity, critical thinking, collaboration, communication and other career and life skills. Countries like Australia, Rwanda and Singapore have developed similar frameworks to help develop students with competencies that incorporate both academic and life skills. The desired outcome of the learner profile is to develop the whole person and necessary interpersonal skills that create lifelong learners. What are the attributes of the learner profile? What are the skills needed for the 21st century? How does a school support its students to exhibit these attributes to be globally competitive?

Moderator: Adzo Ashie, Development and Recognition Manager, Africa

Panelists:

1. Dr. Fatma Odaymat, Principal, Al-Rayan International School, Ghana
2. Taid Rahimi, Principal, Arc-en Ciel International School of Lome, Togo
3. Helen Chatburn-Ojehomon, Vice Principal, Ibadan International School, Nigeria.
4. Professor Anthony Jarvis, Provost, Lancaster University, Ghana

Panel 5 – Developing and sustaining professional learning communities (PLCs)

PLCs are a way of organizing educational staff so that they can engage in purposeful, collegial learning, with the aim of improving staff effectiveness so that all students learn successfully to high standards (Hord, 2008). What are the key components of creating a highly effective professional learning community? What are the benefits, if any, of promoting increased collaboration among teachers? How do school leaders create an environment that nurtures and develops a highly effective and professional learning community?

Moderator: Martin Muchena, Curriculum Manager, Diploma Programme

Panelists:

1. Anis Haffar, Founder, Gifted And Talented Education (GATE) Institute
2. Kwabena Amporful, Founder, Institute for Teacher Education and Development (INTED)
3. Jonathon Marsh, Manager of Professional Development, Aga Khan Academies

WORKSHOPS

Bridging the gap - Preparing students for the jobs of the future - Jon Halligan and Dolly Wanjiku

Africa's youthful population is projected to be largest in the world. Harnessing the potential of young people is key to the continent's

development. In an increasingly complex world, employers are looking to hire people with a variety of skills and knowledge to successfully navigate the changing landscape of the work place.

This interactive session will provide an opportunity for participants to delve in a rich discussion on how we as educators can embrace technology, and begin to prepare students for the future workplace and develop the skills and attitudes needed to thrive and succeed.

Understanding leadership - Catherine Ige and Bukky Okunnuga Otono

Leadership is in part a social construct, positioned in time and place and influenced by personality. This workshop aims to identify, test, and critique the assumptions upon which your own style, definition and understanding of leadership are based.

The workshop will explore IB leadership capabilities and aptitudes, the core themes and the leadership processes that are most supportive of effective leadership in a range of IB contexts. There will be an emphasis on the complex, contextual and holistic nature of leadership, and you will build deeper understandings of how to adapt your leadership style in different contexts. This interactive workshop will also share current research findings on leadership with participants who will leave the session with a greater understanding of their leadership style and information on resources to build on their leadership abilities.

Best practices in leading and learning in the African context - Natasha Haque and Shwetangna Chakrabarty

This workshop will explore the journey of our school in unpacking the IB curriculum in the African context through best practices in teaching and learning. This workshop will share the insights into our experiments with international-mindedness, lifelong learning and creating an inclusive yet innovative learning space. We will share our case studies on:

- Promoting international-mindedness in the non-western contexts - defining international-mindedness in the local context.
- Building capacity in our community through developing a teacher training workshop and intern programme.
- Creating innovative learning spaces that integrate physical and digital platforms to promote student agency.
- Creating a culture of leadership - teachers as the change makers, developing potential through a culture of coaching and mentoring.

PRESENTATIONS

Pamoja: Click and mortar schools

According to UNESCO, nearly 69 million new teachers must be recruited and trained in order to achieve global universal primary and secondary education. In sub-Saharan Africa – the region with the fastest growing school-age population – more than 70% of countries face teacher shortages in primary schools, while 90% already do not have enough secondary teachers, according to current data. The future seems bleak, unless we heed the call of recognised educational thought-leaders such as Fullan, Hattie, Prensky, and others who propose that it is time to rethink the traditional ways in which students, teachers and schools work.

Join Ed Lawless, Chief Academic Officer at Pamoja, for a thought-provoking, interactive session that invites participants to consider the potential of digital learning resources and create a

progressive “click and mortar” school model that can provide a more sustainable and accessible educational future for all.

How Kognity's intelligent textbooks improve learning - Tema International School case study! - Karin Bjerde

Effectively implementing new technology that actually improves learning can, for many schools, seem challenging, especially since most schools have had bad prior experiences. The causes can be many: insufficient buy-in from teachers or school management, poor customer service from the technology provider, not making it work with budgets, or sometimes simply because the technology was designed in a way that did not suit the school! However, it does not need to be like this - Tema International School (TIS) has effectively in the space of two years transitioned to fully using Kognity's intelligent textbooks for both their IGCSE and IB programmes with great results. In this workshop, we will share with you how Kognity's intelligent textbooks are designed to improve learning, how TIS has gone about implementing it, and what the learning effects have been!

The future of ManageBac: The world's leading LMS for IB World Schools

ManageBac is the leading planning, assessment and reporting platform for the IB continuum, supporting over 2,400 leading IB World Schools in 120 countries. Come and hear about its latest updates and upcoming roadmap. In the past year, it released brand-new integrations with Google, Turnitin, AssessPrep, iSAMS, and BridgeU, and has extended functionality on ManageBac to include more flexible unit planners and multi-lingual parent options.

Follett - creating a 21st century international school

This session will review some of the key elements that define an international school in the 21st century focusing on the key resources needed by teachers and students to deliver a truly international curriculum. By focusing on how schools manage their resources to facility key differentiator for success will offer guidance on how to create and sustain a successful 21st century international school.

Follett is the leading supplier of print and digital resources and software to over 65% of premium international schools around the world.

- What defines the best international schools around the world
- Key differentiators for success
- How to improve your digital presence – building a digital school
- What it is to be an international school
- How effective media management can improve your teaching and learning
- Google is not the answer to everything
- Managing information in a school context – fake news and misinformation
- Ensuring your students have access to effective up to date information
- Multiple curriculum support
- Local Knowledge of effective resources
- Effective tools for a 21st century international education

AGENDA

| Registration: 7.30am – 8.30am | | | |
|---|--|---|---|
| 08.30am – 08.45am | Opening & Welcome Adzo Ashie, Development and Recognition Manager, Africa Jon Halligan, Head of Development and Recognition, Africa, Europe and Middle East | | |
| 08.45am – 09.30am | Opening Ceremony Emmanuel Osei SOS-Hermann Gmeiner International College (Spoken word) Al Rayan International School (Opening Show) | | |
| Plenary Session: 09.30am – 10.20am | | | |
| Nana Entsiwa Adenu - Mensah Alumni Tema International School (Introductory speaker) | | | |
| Keynote Speaker - Patrick Awuah, Founder and President, Ashesi University | | | |
| “Leading and learning in the 21st Century” | | | |
| Session 1: 10.30am – 11.30am | | | |
| 10.30am – 11.30am | Panel 1: Being an international school - Promoting intercultural awareness and international mindedness in your institution | Panel 2: How to meaningfully integrate technology in your school | Panel 3: Creating excellent schools: Running a school that promotes transformational education |
| Break: 11.30am – 11.45am | | | |
| Session 2: 11.45am – 12.45pm | | | |
| 11.45am – 12.45pm | Panel 4: The learner profile – Developing globally competent students | Panel 5: Developing and sustaining professional learning communities | Click & mortar schools |
| Lunch break: 12:45pm – 1.45pm | | | |
| Session 3: 13.45pm – 14.15pm | | | |
| 1.45pm – 2.15pm | How Kognity’s intelligent textbooks improve learning - Tema International School case study! | | |
| 1.45pm – 2.15 pm | Follett - Creating a 21st century international school | | |
| 1.45pm – 2.15pm | The Future of ManageBac: The world’s leading LMS for IB World Schools. | | |
| Session 4: 2.45pm – 3.45pm | | | |
| 2.45pm – 3.45pm | Bridging the gap - Preparing students for jobs of the future | Understanding leadership | Best practices in leading and learning in the African context |
| Break: 3.45pm – 4:00pm | | | |
| Plenary Session 4: 4.00pm – 5.00pm | | | |
| Nicole BRAKOHAPA, SOS-Hermann Gmeiner International College (Introductory speaker) | | | |
| Keynote - Conrad Hughes, Campus and secondary principal, International School of Geneva | | | |
| “Guidelines to 21st Century Education” | | | |
| Closing ceremony: 5.00pm – 6.00pm | | | |
| 5.00pm – 6.00 pm | Closing show Tema International School Closing remarks Mr. Tirso Dos Santos, Head and Representative, UNESCO Office in Accra | | |

BREAKOUT SESSIONS OVERVIEW

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|---------------|--|
| Rooms | Plenary Session 1: Omanyee 1&2 |
| Rooms | Session 1: 10.30am – 11.30am |
| Adinkra Suite | Panel 1: Being an international school - Promoting intercultural awareness and international mindedness in your institution |
| Obuasi Suite | Panel 2: How to meaningfully integrate technology into your school |
| Omanyee 1&2 | Panel 3: Creating excellent schools: Running a school that promotes transformational education |
| Rooms | Session 2: 11.45am – 12.45pm |
| Omanyee 1&2 | Panel 4: The learner profile - Developing globally competent students |
| Obuasi Suite | Panel 5: Developing and sustaining professional learning communities |
| Adinkra Suite | Pamoja: Click & mortar schools |
| Rooms | Session 3: 1.45pm - 2.15pm |
| Adinkra Suite | How Kognity's intelligent textbooks improve learning - Tema International School case study! |
| Omanyee 1&2 | Follett - creating a 21st century international school |
| Obuasi Suite | The Future of ManageBac: The world's leading LMS for IB World Schools |
| Rooms | Session 4: 4.00pm - 5.00pm |
| Obuasi Suite | Bridging the gap - preparing students for the job of the future Jon Halligan and Dolly Wanjiku |
| Omanyee 1&2 | Understanding leadership Catherine Ige and Bukky Okunnuga Otono |
| Obuasi Suite | Best practices in leading and learning in the African context Natasha Haque and Shwetangna Chakrabarty |
| Rooms | Plenary Session 2: Omanyee 1&2 |

We would like to express our gratitude to the IB World Schools in Ghana, in particular SOS-Hermann Gmeiner International College, Tema International College and Al-Rayyan International School for their support in organising this event and for the outstanding performance of their students and alumni at the festival.

