



Rethinking Education CONFERENCE

2024 Report

JULY 19-20

S.T MUNA FOUNDATION





5 EDITION

RETHINKING EDUCATION CONFERENCE

REPORT PREPARED BY

Teach Connect
National Centre for Education



Forward

It is again a great honour to present the outcomes and highlights of the 5th edition of the TC Rethinking Education Conference #REC2024. This year's edition of The Rethinking Education Conference with the theme – Transforming Education: Empowering Teachers and Leaders for Innovation was held in Yaoundé at the S.T Muna Foundation from July 19-20, 2024.

This year's event emphasized the need for empowering teachers and school leaders with the courage, skills and knowledge to rethink and redesign education (its conception, delivery and assessment) to meet the demands of the thousands of children left behind in a technologically driven 21st-century job market.



On the foundations laid by previous editions: REC 2020 "Supporting Schools in the Post-COVID Era", REC 2021 "Reframing the New Normal for Education", REC 2022 "Enabling Student Success", and REC 2023 "Reimagining Education for the 21st Century", this year's theme has evolved to address the changing landscape of education, focusing on critical themes that impact teaching and learning in a digital world. This was also the first REC event at which we were able to engage in wider engagement and demonstrations from EdTech ventures in Cameroon.

The main objective of the conference was to illustrate the power of innovation in education and to highlight some benefits and lessons learnt from the implementation of the EmpowerED initiative, which was evident through the discussions and presentation from the representative of Bliss Global. This was also a forum to share accounts from the TC-funded research initiative titled "The Critical Role and Impact of Continuous Professional Development for Teachers and Leaders" and the official announcement of the COHERENCE Project.

As usual, REC provided a platform and forum for representatives and delegates to discuss and build knowledge bridges, whereby the main focus of the discussions was primarily on how to foster teachers' and administrators' capacity for creativity and innovations in our schools- which did not only occurred during the presentations, but through out the interactive workshops, Q & A sessions, and lunch breaks. At our best, all the interactive sessions were designed to ensure that teachers and leaders were able to gain the skills and knowledge necessary to foster innovation and drive student success in an ever-evolving educational environment.

Teach Connect is particularly grateful to everyone who made this year's edition the great success it was. First, to our partners are the National Center for Education, our Host ST Muna Foundation, our speakers, returning REC delegates and new ones, and certainly the amazing TC team for the drive and energy in making this year's edition enjoyable and successful two days- to you all, I say thank you!

Dr Henry Koge
Head of Operations

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About the Conference

This year's edition of the Teach Connect Rethinking Education Conference sought to explore and present evidence from case studies on the potential value of empowering teachers and leaders and its links with students' progress, attainment, success, and a school's innovative capacity and performance. With the theme "Transforming Education: Empowering Teachers and Leaders for Innovation" this year's conference aim was to foster discourse among education stakeholders and professionals on modern approaches to enhance our education system to embody sustainable, and inclusive forms of schooling, teaching, and learning strategies that can enable every child to succeed.

The central discourse of the conference was premised on the desire to ignite reflections to drive informed actions that will empower educators for excellence through a value-added model of education, with workshops designed to equip educators with the tools and strategies needed to strengthen their innovative capacity. Drawing from preliminary evidence from the EmpowerED Initiative which started in 2021 in Yaounde, as well as evidence from other countries, the conference presented delegates with emerging conceptions, strategies and practices that are reshaping education locally and globally. Insightful conversations around school leadership, emotional and social intelligence, digital pedagogies, inclusive educational models and STEM education were prevalent during the two days.

The objectives of this year's edition were to

01. Spark Innovation-Driven Mindsets

To foster a culture of innovation among educators by developing creative thinking skills, promoting risk-taking, and encouraging adaptive problem-solving approaches in educational settings.

02. Increase Awareness of Digital Learning

To equip teachers and leaders with the knowledge and skills necessary to effectively integrate cutting-edge educational technologies into their teaching practices and administrative processes.

03. Promote the idea of Educational Innovations

To help educators develop leadership attitudes and skills that can facilitate collaborative innovations, with the confidence and competences to enable and lead change initiatives, build effective teams, and create supportive environments for experimentation and continuous learning.

04. Showcase the Possibility of Educational Transformation

To explore and develop innovative teaching methodologies that enhance student engagement, personalize learning experiences, and prepare students for the challenges of the 21st century.



About the Conference

Conference Details

Event Name	Rethinking Education Conference
Theme	Transforming Education: Empowering Teachers and Leaders for Innovation
Date	18, 19 - 20th July 2024
Venue	ST Muna Foundation
Participants	Educators, researchers, school proprietors, pedagogic inspectors, government officials
Organisers	Teach Connect in collaboration with National Centre for Education, at the Ministry of Scientific Research and Innovation
Website	https://www.teachconnect.org/education-conference-2024

About Teach Connect



ENERGISING LEARNING

WHY WE EXIST

We exist because we believe that every human in every community (regardless of their orientation) can be self-determined to achieve greatness and can operate at their full potential for the benefit of themselves and their community if presented with the right information, knowledge, tools and conditions to nurture their talents and gifts to flourish.

WHO WE ARE

We are an independent non-governmental organisation with a focus on research and practice to promote active learning, capacity building, and skills development.

We identify ourselves as a learning and development-oriented independent Non-Governmental Organization, that is neither political nor religious, with a focus on research and practice that promotes active learning, capacity building, and skills development.

TRANSFORMING EDUCATION

WHAT WE DO

We empower organisations and individuals to thrive in the evolving workplace. We help cultivate a culture of continuous learning, and equip teams with future-ready skills, to foster an environment of innovation and adaptability. Our tailored solutions are designed to unlock the full potential of human capital to drive sustainable learning and business growth. We facilitate access to information, active engagement, and knowledge exchange for innovations and growth.

OUR LEGAL STATUS

TC is duly registered as a Foundation and a Common Group Initiative- Association in Yaoundé with Registration Number: 001363/ARDA/JO6/APPBD.

#PRECC

Rethinking Education Conference

DAY

1



Conference Overview

Opening of the Conference



The day was introduced by the MCs, with the singing of the national anthem and opening prayer by Rev Dr Ndeley. Ms. Eliot then introduced Dr Henry Koge who gave a brief introduction and history of the Rethinking Education Conference.

Brief Note: The Evolution of the Rethinking Education Conference

Dr. Henry Koge, Head of Operations at Teach Connect, delivered a brief but insightful talk during the conference, delving into the rich history of the Rethinking Education Conference. He recounted its inception in 2015, tracing its evolution through each edition as it addressed the most pressing educational challenges of the times. He emphasized the importance of adapting teaching methods to meet the needs of today's students, who are growing up in a world shaped by rapid technological advancements. Dr. Koge encouraged attendees to stay engaged with Teach Connect and participate in next year's conference to continue driving educational innovation and preparing students for the future.

Evolution of the Outcomes from REC



EXCEL Pedagogical Framework

An inclusive and innovative pedagogic approach to competency based-education

2015



Alternative Forms of Assessment

An approach to science teachers' assessment practices

2022



EmpowerED Framework

A self-assessment framework for school performance management

2020



COHERENCE

An interdisciplinary approach to curiosity-driven approach to curriculum design and learning

2024

Welcome Note

Keynote Address

Prof. Mforteh Stephen, the Director of the National Centre for Education, delivered an enriching thought provoking keynote address, setting the stage for the day's deliberations. In his opening remarks, he warmly welcomed all distinguished guests. In his address, he questioned the quality of teacher training colleges, emphasizing the urgent need for improvements to better prepare educators for the demands of the 21st-century classroom. He encouraged all attendees to take full advantage of this conference as an invaluable opportunity for professional growth, actively engaging in the conversations and sessions. He concluded by wishing all participants a fulfilling and inspiring conference experience.



Professor Mforteh Stephen Ambe

Chef Centre National d'Éducation –MINRESI

Esteemed educators, scholars, researchers, and leaders in the field of education, good morning. It is an honor, a rare privilege, yet a cherished duty to start this year's conglomeration of stakeholders in the area of education. My desire is to make this presentation an illuminating insight, or thought-provoking excursion down memory lane, where I share my long experience as a teacher, and leader in a research institute, the efforts of this team since 2015, in order to chart the way forward for 2025 "Enabling Learning and Child Development in a Digital Era" and beyond.

As a logical follow-up to last year's theme, "Reimagining Education for the 21st Century" I think, this year's theme, "Empowering Teachers and Leaders for Innovation" is timely and pivotal. We reimagine when we identify loopholes in a system. Knowledge, methods of seeking knowledge, as well as systems for storing knowledge, are not static. This implies that the strategies for the acquisition of knowledge have to be constantly reviewed, revised, reimplemented and reported to stakeholders, irrespective of the field. This takes us to the goal of this year's theme: innovation. Some call it modernization, upgrading, transformation, renewal, rekindling, revitalization, rejuvenation and the list is long. Even benign tasks that we used to execute manually have known transformations through the mechanical to the digital phase. The power of education to shape the future knows no bounds, and our collective dedication to enhancing the learning experience is paramount to achieving progress. The power of education is itself very dynamic, and multifaceted, complex, and complicated.

Today, in the 21st Century, we have embarked on a journey to explore ways through which we can empower our educators and leaders to dream of innovation and transformation in the ever-evolving landscape of education.

Keynote

Opening of the Conference



Do not be misled by the political interpretation of Empowering, which has overtones of distributing cash to people who sometimes have not made any plans for the proper use of the money! Both the teacher and the leader have what it takes to move education to a higher level. Unfortunately, inertia and a lack of motivation to try something new are serious flaws in our educational systems. To empower in the present context is simply exposing new ways of telling the story, looking at the coin in a more holistic manner. In short, power is the potential in the teacher and/or leader. The potential to renew, to modernize and change the old narrative is in you. For those who have accumulated a lot of experience in education, we will use your acquired knowledge to bring change... for those who are starting now, you will not be torn between your old methods and what is new. You have the opportunity to begin or start with the facilities and expertise that is available. One activity in our opening dinner yesterday touched me. It was the prayer before the meal, not before the drinks! Why did we not pray before the drinks? Well, the old narrative is that we pray before eating, so we waited until the good was served. But what about those who drank but didn't eat for one reason or the other? Was the prayer useless? The prayer appealed to Jesus and the Holy Spirit as part of the Triune God. Yes, without knowledge of the Old Testament, you can be a successful Christian! With a sound knowledge of the Old Testament, you'd understand the New Testament better.

Education, in its true essence, serves as the bedrock upon which societies build their future. Take note that the very fabric of education is continually and continuously shifting and adapting to the dynamic needs of a rapidly evolving world. From technological advancements to socio-cultural changes, the challenges in education are multifaceted and complex. As such, it becomes imperative for us to equip our educators and leaders with the tools and mindset necessary to not only keep pace with change but to lead it, and this is the invitation NEC and TC are offering us today. To keep pace with change is to refuse being an old edition of a book on the library shelf, citing an author of 1990, when there is one of 2020. To lead change is to make oneself malleable, and willing to acquire new skills and share experiences. To lead necessitates what we commonly call research. Research does not ask the researcher to produce what has never existed: research may simply confirm existing knowledge, extend knowledge or improve on procedures for acquiring knowledge. We often say that if you don't publish you perish! We equally say that if a student does not beat his teacher, science ends. Yes, we would have perished if, after 2015, we went to sleep. By staying at the front line through

- 2015 Education showcase- Competency-Based Approach
- 2019 We Introduced the EmpowerEd
- 2020 Reimagining learning Excel learning framework -Online learning
- 2021 Rethinking Education in a New Era -Covid
- 2022 Redefining students' success
- 2023 Reimagining Education for the 21st Century (new context- GCPAE),

We have not perished. By changing the narrative in education, we aim to beat our teachers, sing the song of our time, and remain the new publications we will see in the library catalogues and on the shelf.

Keynote

Opening of the Conference



Professor Mforteh Stephen Ambe

Chef Centre National d'Éducation -MINRESI

Esteemed educators, scholars, researchers, and leaders in the field of education, the way I have approached the topic might have created the picture of walking down a tarred, and well-marked street. Let us be realistic. In fact, at the heart of every transformative educational experience lies the unwavering dedication, bravery, and expertise of educators like you and I, today in the center of the education arena, smoldered by dust and heat, deprived of personal luxuries because of the sacrifices we have desired to make for the future, and having accepted the dangers of traveling hundreds of kilometers to take on this challenge, or merely staying in the comfort of our homes and letting the seas roll on, with an I-don't-care attitude to what may happen to the education sector in future. I hold you in high esteem because it is you and I who hold the responsibilities to mold the minds of the learners, instilling knowledge, empathy, and critical thinking in the leaders of tomorrow. Therefore, empowering teachers is not just a choice; it is a necessity, it is a duty. By providing them with professional development opportunities, fostering a culture of collaboration, and equipping them with the resources to innovate, we can unleash their potential as architects of change. There are many people in this hall who share my experience: I became a teacher because, as I put it at that time, I needed a salary. It was after several pedagogic seminars that I acquired some basic skills to teach. Much later, it dawned on me that teaching was not just like filling a bucket of water, and in career, some of my students have become my colleagues and professors. I sometimes wonder what they think of me: 20 years down the line, was I an enabler or a terror? I sometimes try to see through their research publications new avenues in the theories I forced down their throats, I sometimes see them quote my publications but in the end, show the limitations of the knowledge that made me great in my time.

With this in mind, we must also ascertain the need to foster Leadership capacity for Educational Innovations. Not all school leaders are businessmen, with the desire to swell their bank accounts. School leaders and managers may or may not know that they hold the key to orchestrating widespread transformative change. It is through visionary leadership that institutions can embrace innovation, drive systemic improvements, and create an environment conducive to growth. As we gather here today, let us unravel the components of effective leadership that fuel educational innovation, but more importantly, let us explore how leadership can cultivate a culture of adaptability, resilience, and forward-thinking, setting the stage for a reimagined educational landscape. Let us go down memory lane and put to proper use, the fruit of our work since 2015.

Keynote

Opening of the Conference

As we move towards embracing Technology for an enhanced Learning experience for human flourishing we are called to take on the lead to transform our education for the better. In today's digital age, technology has revolutionized the way we teach, learn, and interact with our friends and families. The integration of technology in education presents boundless opportunities to engage students, personalize learning experiences, and transcend traditional boundaries. It is my hope that our discussions during these two days will delve into how educators and leaders can harness the power of technology to create dynamic, inclusive, and effective learning environments, adapting to the needs and preferences of modern learners. It is my hope that experience will blend with innovation to chart a new road map so that the 21st century will be remembered as we historians remember the age of the Industrial Revolution, captured in the literary work of Charles Dickens, *Hard Times*. Today, the narrative has changed, and I will dare to call it, *Soft Times* emanating from soft skills.



Conclusion

As we begin our 2024 come together, “Empowering teachers and leaders for Innovation” let us carry forward the insights gained from our discussions and ignite a ripple of transformation in the realm of education. Let the revolution start with us, let us empower ourselves in order to empower our teachers and leaders. In our reflections, exchanges and resolutions, let's target the fostering of a culture of innovation that embraces the winds of change without bigotry, prejudice and bias yet with keen attention to the 20-30 Strategic Development Goals set by the government, and the 2035 emergence of Cameroon. The future of education rests upon the quality of the path we decide to pave today.

During these two days, let's be reminded that we each have a contribution to make in order to realize our common goal. We have the moral responsibility and power to support the efforts of the government to shape a brighter tomorrow for generations to come. Let me conclude with these two images. Very often, we judge a house by its beautifully painted walls. We never see the stones that are buried underground that make the foundation solid, and hold every other thing in place. You are those foundation stones that will receive no kind word, or your beauty acknowledged but the structure will survive thanks to your resilience underground, going through seasons of wetness, and cold to mention just these.

The second image is that of a TV station, where the presenter (working in front of the camera) takes credit for the job well done by the technical crew that is in overalls behind the camera. We are the TV technical crew, our names are not heard but passed as an optional element on the screen at the end of the program.

Thank you, and I look forward to the inspiring conversations and collaborations

Presentations

The Role of Emotional and Social Intelligence in Educating Students of the 4th Industrial Revolution

Rev. Dr Ndeley Samuel

University of Buea

Rev. Dr. Ndeley Samuel presented an insightful paper titled "The Role of Emotional and Social Intelligence in Educating Students of the 4th Industrial Revolution" at the conference. The paper highlighted the critical importance of fostering emotional and social intelligence in students to equip them for the challenges of a rapidly evolving technological landscape. Dr. Samuel emphasized that beyond technical skills, students need the ability to manage emotions, navigate social complexities, and build strong relationships. The paper discussed practical strategies for integrating emotional and social intelligence into the curriculum, teacher training, and creating interactive learning environments, underscoring these skills as essential for adaptability, collaboration, ethical decision-making, and effective leadership in the 21st century.



The Artistry of Teaching: Reconnecting the Logic of teaching for a New Industrial Age

Dr Stephen Sowa

University of Southampton

Dr. Stephen Sowa's presentation, "The Artistry of Teaching: Reconceiving the Logic of Teaching for a New Industrial Age," offered a transformative perspective on modern education. In his paper, Dr. Sowa advocated for reimagining teaching strategies to align with the demands of the 4th Industrial Revolution. He argued that teaching should be seen as an art form that blends creativity with technology, encouraging educators to design dynamic and engaging learning experiences. By embracing innovative pedagogies and fostering critical thinking and adaptability, Dr. Sowa illustrated how educators can better prepare students for the challenges and opportunities of today's rapidly evolving technological landscape. His insights underscored the need for a paradigm shift in education, emphasizing the role of continuous professional growth and creative teaching practices.



Presentations

Making Face-to-Face STEM Teaching/Learning More Inclusive and Sustainable for Open Education Resources

Mme Tabot Delphine

National Pedagogic Inspector, CRM



Mme Tabot Delphine captivated the audience with her presentation on "Making Face-to-Face STEM Teaching/Learning More Inclusive and Sustainable Using Open Educational Resources (OER)." She painted a vivid picture of how OER can revolutionize STEM education by breaking down barriers to access and enhancing sustainability. Her paper showcased innovative approaches to integrating these resources into traditional classroom settings, demonstrating how they can cater to diverse learning needs and foster an inclusive environment. Mme Tabot Delphine's insights illuminated the transformative potential of OER in creating equitable, cost-effective, and adaptable STEM learning experiences for all students.

Reconciling Teacher Authority and Pupil Empowerment: Towards new teaching paradigms in the age of the Anthropocene

Mme Diane Christelle Ebong

Researcher at NEC

In a world where the traditional boundaries of education are increasingly blurred, Ms. Diane Ebong's presentation on "Reconciling Teacher Authority and Pupil Empowerment: Towards New Teaching Paradigms in the Age of the Anthropocene" offered a fresh perspective on modern pedagogy. She explored the delicate balance between maintaining teacher authority and fostering student empowerment amidst the complexities of the Anthropocene era. Her paper challenged conventional teaching models and proposed innovative paradigms that integrate authoritative guidance with student autonomy. By addressing the pressing environmental and societal changes of today, Ms. Ebong provided valuable insights into creating educational practices that support both effective leadership and student engagement.



Presentations

Supporting Students on the Brinks of Exclusion: Contemporary policies and practices to support IDPs and Underserved children in Africa

Dr Vivienne Rwang

University of Southampton



In her impactful presentation, Dr. Vivienne Rwang tackled the critical issue of "Supporting Students on the Brink of Exclusion: Contemporary Policies and Practices to Support Internally Displaced Persons and Underserved Children in Africa." She illuminated the challenges faced by internally displaced persons and underserved children in Africa, offering a comprehensive look at current policies and practices designed to address their unique needs. Dr Rwang's paper provided a thorough analysis of effective strategies for ensuring these vulnerable students receive the support and resources necessary to thrive academically. Her insights underscored the urgency of implementing inclusive and adaptive educational policies to bridge the gap and foster equitable learning opportunities for all children, regardless of their circumstances.



She emphasised the need for all education stakeholders to help in building the right socio and economic infrastructure to support internally displaced people.

Presentations

The Impact of Principal's Problem-Solving Skills on Sustainable Quality Assurance in Government Technical Colleges in the SWR of Cameroon

Dr Efeti and Clara
University of Buea



Dr. Efeti and Clara offered a compelling analysis in their presentation, "The Impact of Principals' Problem-Solving Skills on Sustainable Quality Assurance in Government Technical Colleges in the South West Region of Cameroon." They examined how the problem-solving abilities of school principals influence the effectiveness and sustainability of quality assurance practices within technical colleges. Their paper highlighted the critical role that adept problem-solving skills play in addressing challenges and implementing robust quality assurance systems. By focusing on the South West Region of Cameroon, Dr Efeti and Clara provided valuable insights into how enhancing principals' problem-solving capacities can lead to more effective and sustainable quality assurance strategies, ultimately improving educational outcomes and institutional resilience.



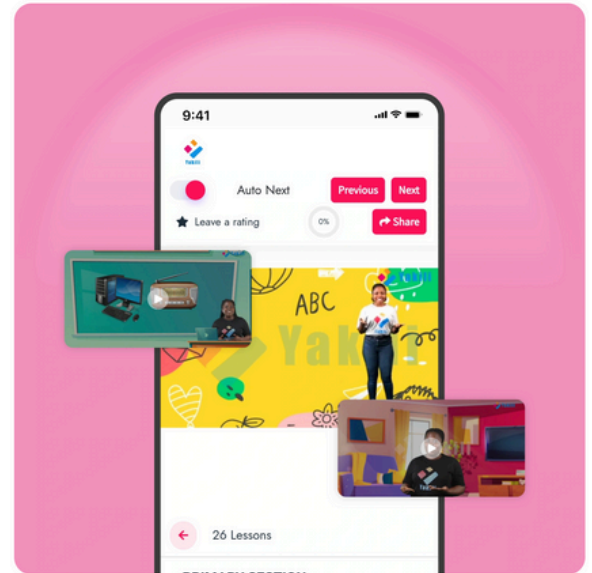
Her presentation pointed out that school principals play a crucial leadership role in governing their institutions, and expressed that their problem-solving skills can significantly influence the overall performance and effectiveness of their organizations which is vital for public trust, efficient use of resources, and effective governance.



DAY 2

Demonstrations

Yakili



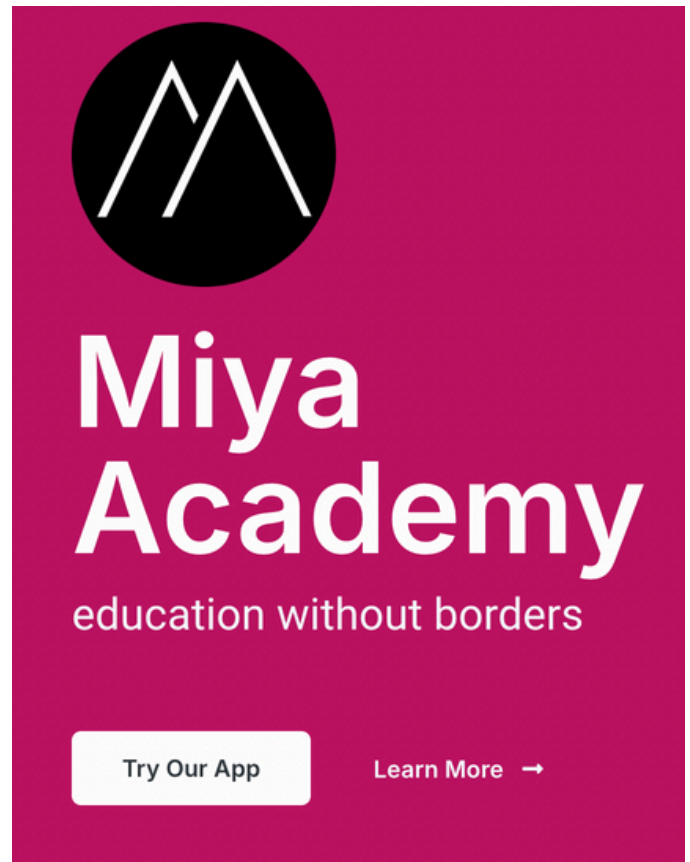
EdTech Demo

During the conference, participants were treated to exciting edtech demonstrations by two innovative Cameroonian companies, YAKILI and Miya Academy. YAKILI showcased their online platform, which offers students access to animated and interactive lessons specifically designed to reflect the Cameroonian context. Their presentation highlighted how these engaging lessons can enhance learning experiences by making educational content more relatable, inclusive, and enjoyable for students.



EdTech Demonstrations

Miya Academy



EdTech Demo

Miya Academy presented their cutting-edge school management system, which empowers students to track their learning data and identify areas for improvement with the help of AI. The system provides personalized insights and recommendations, enabling students to focus on their specific learning needs and progress more effectively. Mr Cho's demonstration specifically underscored the potential of technology in transforming education in Cameroon, offering practical solutions that cater to the unique needs of local students and schools.



Being at REC this year was a great experience, as an IT practitioner, hearing from those in the field of education articulate different concepts and their experiences really helped me fine tune some of the concept we have been driving through MIYA Academy.

It was a great experience for us and we are looking forward to the next edition.

Cho Valery
CEO Miya Academy



Keynote

Opening Address

A keynote by Dr Tanju Shafak captivated the audience with a focus on metacognition, centering on the premise that the best way to learn is to understand how to learn. Dr. Shafak emphasized the importance of self-awareness in the learning process, advocating for strategies that help students reflect on their thinking, recognize their strengths and weaknesses, and develop effective learning techniques. By fostering metacognitive skills, educators can empower students to take control of their own learning journeys, leading to deeper comprehension and long-term academic success. Dr. Shafak's insightful presentation highlighted metacognition as a crucial component of modern education, essential for preparing students to thrive in an increasingly complex and dynamic world.



Dr Shafak Fidel
Educational Consultant

Throughout his keynote, he argues that as educators, the development of our own metacognition - the awareness and understanding of our own thought processes - is critical to becoming more effective in the classroom. When we cultivate metacognitive skills, we gain deeper insight into how we learn, how we problem-solve, and how we make decisions. This self-knowledge allows us to model and teach these vital skills to our students.

According to Dr Fidel, Metacognitive teachers are better equipped to monitor their own learning, adjust their instructional strategies, and provide tailored support to meet the diverse needs of their students. By developing our metacognitive capacities, we become more reflective, adaptive, and empowered as professionals. Investing in our own metacognition is an investment in the growth and success of our students.



Presentation

In Search of a Systematic Approach to School Performance

Dr. Henry's presentation focused on challenging our current school performance perspectives and practices. At the core of his presentation, he argues that although it is widely accepted that school performance management and development are critical components of educational improvement efforts, much of what we practice has been reduced to a single metric or proxy (grades-memory score). His position was that the long-standing transition of measuring a school's performance or teachers' and leaders' performance which focuses exclusively on national examination scores, leaving other critical factors out of the radar needs a rethink- for students, and parents especially. Also, the fact that many schools today lack a cohesive, systematic approach to these processes, often resulting in fragmented initiatives and inconsistent outcomes underpins his argument.



Dr Henry Koge

Head of Operation at Teach Connect

Drawing from the EmpowerED initiative, he emphasised the need to identify alternative forms of accountability mechanisms and effective approaches to school self-evaluation, performance management and development, that a comprehensive framework for assessing the quality of the educational provision and services. Using tests and exams scores from National exams as measures of intelligence do not provide an accurate picture of a school's performance, talk less of a child's intelligence and potential. According to Dr Henry, the exclusive focus on grades as the main metric or proxy for performance has pushed schools into unhealthy practices for the status game, overshadowing the true value of grading and assessment of learning as it was meant to be. He argues that this approach is flawed, especially given that Exams scores are the only measure used to represent the sum of all the activities of education and usually from the perspective of a single stakeholder (teacher or examiner), which at times could be biased and inaccurate. His advice to educators is that success should not be limited to a single criterion just because it is easy to measure at the expense of other valuable criteria that are relevant to guide child development and human flourishing.



Presentations

Reflection on EmpowerED

Mme. Emade Eunice delivered an inspiring presentation, sharing the success story of her school, CREMIA, following the implementation of Teach Connect's EmpowerED Index and adherence to the EXCEL framework for over a year. She detailed the transformative journey her school undertook, highlighting significant improvements in teaching quality, student engagement, and overall academic performance. Her presentation underscored the tangible benefits of adopting structured, evidence-based approaches to education, demonstrating that with the right tools and commitment, significant positive change is achievable.



About the EmpowerED Index

The EmpowerED Index is a 360-degree School-based performance framework - a multi-source feedback model to track a school's performance and effectiveness against five core domains: teaching and learning quality, leadership quality, the facility and learning environment, community engagement, and students' school experience



EmpowerED Index V2 2022



www.teachconnect.org

The EXCEL Framework v1 2016



WORKSHOPS

Developing Metacognition

Dr Fidel Shafak led a workshop on "Developing Metacognition," focusing on designing lessons that enable students to develop metacognition and self-regulation. Participants learned practical strategies to help students become more aware of their learning processes, enhance their critical thinking skills, and take greater control over their educational journeys.



Developing Value-added Inclusive Education



Mme. Emade Eunice conducted a workshop on "Developing Value-added Inclusive Education," centered on building inclusive schools that value talent and foster whole child development. Attendees explored techniques to create supportive and diverse learning environments where every student's unique abilities are recognized and nurtured.

WORKSHOPS

Technology Enhanced Teaching and Learning



Dr. Stephen Sowa led the "Technology Enhanced Teaching and Learning" workshop, focusing on strategies and tools for effective teaching with technology. The session provided educators with insights into integrating technology into their teaching practices, enhancing student engagement, and improving learning outcomes through innovative tech solutions.

School Performance Management Workshop



Dr. Henry Koge facilitated a workshop titled "School Performance Management," which emphasized adopting a systematic approach to managing and improving school performance. Participants were introduced to effective performance management frameworks and tools to help schools achieve sustained excellence and continuous improvement.

Highlights

REC 2024: "Transforming Education: Empowering Teachers and Leaders for Innovation" convened a diverse group of educators, researchers, policymakers, and thought leaders to explore cutting-edge strategies and solutions for advancing education in the 21st century. The conference provided a platform for sharing insights and discussing transformative practices aimed at enhancing teaching and learning in a rapidly evolving world.

Highlights from the conference include:

1. Empowering Educators and Leaders: A key focus was on equipping teachers and school leaders with the skills and knowledge needed to drive educational innovation. Presentations and workshops emphasized the importance of continuous professional development and effective leadership in fostering a culture of creativity and adaptability within schools.

2. Innovative EdTech Solutions: The role of educational technology was prominently featured, with demonstrations from Cameroonian edtech companies YAKILI and Miya Academy showcasing tools that enhance learning through interactive lessons and AI-driven school management systems. Discussions highlighted how technology can make education more inclusive, engaging, and responsive to students' needs.

3. Metacognition and Self-Regulation: Dr. Fidel Shafak's keynote on developing metacognition underscored the importance of teaching students how to learn effectively by promoting self-awareness and self-regulation. His workshop explored practical strategies for integrating these skills into lesson design to enhance student learning outcomes, especially how we think about how we think.

4. Inclusive Education Practices: Mme. Emade Eunice shared the success story of CREMIA's implementation of the EmpowerED Index, highlighting how inclusive educational practices and frameworks can significantly improve student engagement and academic performance. The conference spotlighted the need for schools to embrace inclusive approaches that support diverse learners.



Highlights



Teach Connect is ideal for educators, leaders and entrepreneurs seeking innovative growth and REC was just the event I needed to showcase the impact of the work we have been doing over the last three years with TC.

EmpowerED School



Mme Emade Eunice
Founder of CREMIA

5. Reconciving Teaching Paradigms:

Dr. Stephen Sowa's presentation called for a reimagining of teaching methods and strategies to align with the demands of the new industrial age. Emphasizing the artistry of teaching (creative blend of techniques), he encouraged educators to adopt creative and adaptive pedagogies that cater to the evolving educational landscape, diverse learning and emotional needs of learners.

A fundamental question which was unanswered was- can teaching be reduced to a set of procedures? Procedures that can be automated?

6. Addressing Exclusion and Equity: Dr. Vivienne Rwang's presentation focused on contemporary policies and practices to support internally displaced persons and underserved children in Africa noting that the challenges around IDPs are complex with international implications. She highlighted the importance of collaborative endeavours, from individuals, schools and communities in the development of solution for IDPs to gain access to education, as well as effective. strategies to support marginalized and vulnerable students develop skills for life.

7. Problem-Solving Skills for School Leaders: The impact of principals' problem-solving skills on sustainable quality assurance was explored, with insights into how effective leadership can drive improvements in technical colleges. The was substantial emphasis on the role of strong problem-solving abilities from the principal in ensuring the long-term success and resilience of educational institutions. This also pointed to the need for effective professional development

Overall, REC 2024 served as a dynamic forum for exploring innovative educational practices and strategies. The discussions and insights shared at the conference will contribute to shaping a more inclusive, adaptive, and forward-thinking education system, better prepared to meet the challenges and opportunities of the 21st century. In conclusion, a call for responsible and inclusive practices was made for educators to embrace agile evidence-based practices with accountability systems tailored to align the education mission and measures of value-added performance indicators to ensure that as a community, we are engaging our learners with the education they need to thrive in the world through our responsiveness and dedication to their development and growth.

Appreciations

Recognition and Awards

Special Guest and Keynote



Special Guest to Dr Stephen Sowa



Keynote Appreciation



EdTech Demon Appreciation to Mr Cho Valery



EdTech Demon Appreciation to Mon neke



Presenter Appreciation to Mme Tabot Delphine



Presenter Appreciation to Diane



Gold ticket Appreciation to Blis Global (Mme Emade Eunice)



Gold ticket Appreciation to NESCAS (Mme Mpako Grace)

Pictures Press Corner With Dash Tv



Ms Nadine Mebune and Prof Stephen Mfortheh (Chef Centre National d'Éducation -MINRES)



Ms Nadine Mebune and Dr Stephen Sowa (Southampton University)



Ms Nadine Mebune and Dr Koge Henry (Teach Connect)



Ms Nadine Mebune and Mr Billa Sylvester (National Pedagogic Inspector/Physics)





Acknowledgements

On behalf of the organizing committee of TC #REC2024, we would like to express our heartfelt gratitude to each and every one of you for participating in our recent conference on "Empowering Teachers and Leaders for Innovation." Your presence and active involvement were instrumental in making this event a resounding success.

Those two days were remarkable testament to the power of collaboration, the exchange of ideas, and the collective commitment to driving positive change in the field of education. We were honoured to witness the depth of your expertise, the breadth of your experiences, and the passion you all bring to the noble task of shaping the future of our schools.

We are particularly grateful to our host (ST MUNA Foundation), outstanding keynotes, speakers, EdTech Ventures, returning and new delegates and support. We enjoyed a diverse range of insightful presentations, thought-provoking discussions, and innovative solutions which inspired us and reinforced our belief that when educators come together, remarkable things can happen. The connections forged, the knowledge shared, and the visions articulated during this conference will undoubtedly have a lasting impact on our community and the students we serve.

We hope that as you've all returned to your respective institutions, we encourage you to continue the momentum generated during those two days in Yaounde. We also hope to keep the conversations going, implement the strategies learned, and most importantly, stay connected with the network of remarkable individuals you have met. Together, we can transform educational landscapes and empower the next generation of learners.

Once again, thank you for your invaluable contribution. We look forward to seeing you again at future events.

[We thank you for your continued support in our efforts to contribute to Education in Cameroon and Africa](#)



Closing Remarks

Esteemed educators, scholars, and leaders in the field of education, we have spent one memorable time revisiting some of the things we talked about in 2015, and the subsequent sessions in 2019, 2020, 21, 22 and 23. The advent of Covid was an additional impetus to the inclusion of technology in teaching, bringing the virtual classroom as an alternative to the physical one.

In 2024, we have enriched the discussions by a combination of extension, inclusion, and fresh impetus. Yes, some key figures of 2015 are still here, with new pages added to what they said then. Each session has systematically included more partners, and we can here cite the CNE-MINRESI partnership and the professionals who have shared their experience with us. The fresh impetus is shown by the presentation of Drs Stephen Sowa, and Vivienne Rwang, the latter touching on the underprivileged learners in the refugee or internally displaced categories. I am very impressed with the very enriching experiences shared by those on the field, the seminal contributions by the budding researchers in the teaching-learning domain, the successes and difficulties shared with us and the way forward for subsequent collaboration and research. At least, there is enough for us to do to prepare for 2025

In the course of these two days, I have taken keen interest in the recounted, as well as proposals for empowering all the stakeholders, and the innovative proposals to shift the focus from teaching to learning. Yes, if the learner is equipped with enough learning skills, the identified weaknesses or shortcomings in the actual system, those of leaders and teachers in the field of education will be a thing of the past. Of particular focus during the 2024 session is the place of technology in the gathering of knowledge: technology, is increasingly more available and indispensable. There are also strong signals that the conventional classroom is no longer the center of learning, and that giving learners the opportunity to develop their skills enhances learning better the teacher centered approach.

I'd like us to end with a word of thanks to Dr Henry Koge and the dynamic team that he has been able to mobilize. Let me go back to the analogy of TV crew I alluded to in my opening: those in front of the camera, and those behind the camera. Some people have made this meeting very successful through the sacrifices they have made. I am here thinking of the financial, physical and intellectual drainage that will give us fever if the details were given here. The more visible one is the list I will read, for them to receive our appreciation and encouragement. In my career as a researcher/teacher, I have realized that the results are not given through a magical wand. Starting with the teacher, it may take some courage and determination to innovate yourself, and for the learner, let's consider the testimony of the now seasoned and dedicated change agent Dr Henry Koge who, despite being the child of a teacher was a very bad example of a learner in his childhood.

I am hopeful that these two days that we have spent together is an opportunity for future collaboration. I am hopeful that the school project that the conference organizer alluded to, can be extended to us so we may find fulfillment in the profession of teaching and mentoring.



Professor Mforteh Stephen Ambe
Chef Centre National d'Éducation -MINRESI

6th Rethinking Education Call for REC 2025 Conference #REC2025

"REIMAGINING PEDAGOGY FOR THE CONNECTED GENERATION"

Building Future-Ready Skills in a Rapidly Evolving
Technological Landscape

16-18
JULY
2025
—
8:30am

OVERVIEW

The rapid evolution of digital technology presents an unparalleled opportunity to revolutionize education, however, considerations and attention to the learners, their holistic development, and how they develop the critical thinking and moral commitment to an equitable and resourceful society in a digital era is elusive.

In this context, the Rethinking Education Conference 2025, themed "Enabling Learning and Child Development in a Digital Era" aims to bring together educators, policymakers, technologists, and other stakeholders to explore how schools can conceptualise their education provision strategy to support diverse students acquire and develop the skills and confidence to thrive in a digital world.

OBJECTIVES

During this conference, we aim to,

- Promote the awareness and urgency of developing digital skills and data literacy capabilities to promote learning in an automated age
- Advocate the need for Talent Development and whole Child Development using a community-based model of education in a digital era
- Broaden and enhance the definition of learning and learning outcomes
- Reinforce the need for Collaborative Learning Networks for educators and school leaders seeking to provide an inclusive-value added education

TARGET AUDIENCE

The conference is designed for a diverse group of education stakeholders including:

- Teachers and school administrators
- Education policymakers
- Edtech entrepreneurs and developers
- Non-governmental organizations (NGOs)
- Researchers and academicians
- Parents and guardians

CALL FOR ABSTRACTS

We are now Accepting Abstracts



RETHINKING
EDUCATION
CONFERENCE

In Collaboration with NEC

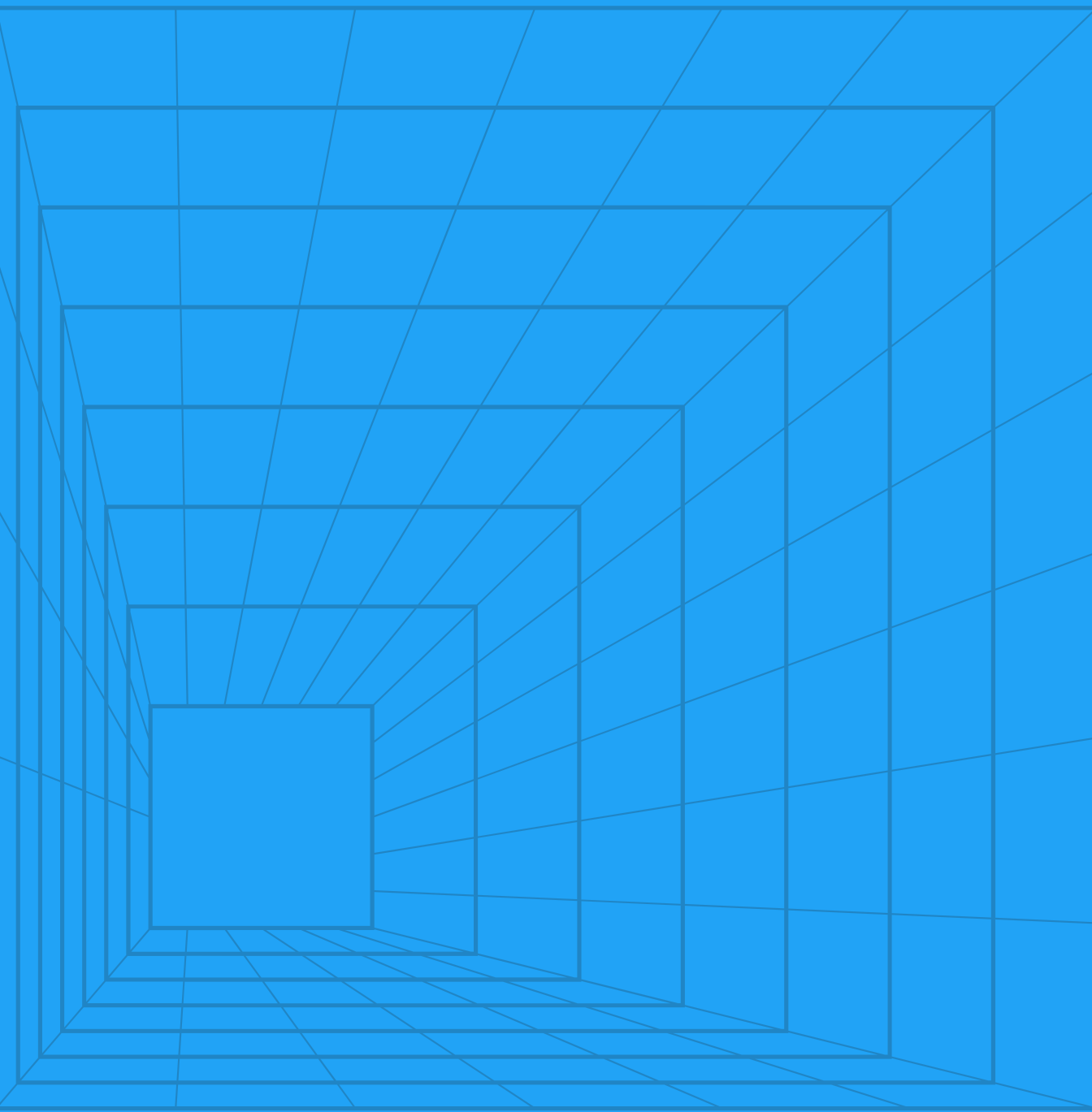
Empowering
Innovations in
Education

The graphic features a blue background with a purple and white geometric shape. Below the main text, there are three small images showing people in a meeting or conference setting.



Organising Committee

Conference Chair	(NEC)	Prof. Mforteh Stephen
Conference organiser	(TC)	Dr. Henry Koge
Conference organiser	(NEC)	Dr Bessala Gaston
Conference organiser	(NEC)	Dr Euloge Thierry Bissaya
Conference organiser	(TC)	Tracy Abit
Conference organiser	(TC)	Bechem Ayuk
Conference organiser	(TC)	Berinyuy Naomi
Conference organiser	(IRA)	Etonde Eliot



In Collaboration with



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