



African Education Festival

10–11 April 2026 • Johannesburg

Building Ubuntu through Education in Africa –
Shared humanity, unique context



JOIN THE DISCUSSION:
#IBAEF2026



International Baccalaureate®
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The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



REGISTRATION AND WELCOME COFFEE | 8:30 AM - 9:00 AM

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9:00 AM - 10:30 AM

Word of Welcome:

Michael Schooler: Director AISJ

Special Segment:

AISJ Staff Performance

Recorded Message:

Olli-Pekka Heinonen, Director General International Baccalaureate Organization

Opening Remarks from IB:

Dr. Nicole Bien, Chief Community Partnerships & Development Officer

Student Master of Ceremonies:

Dhiya Prakash & Xander Wright

Opening Keynote Plenary:

Judy Sikuza: "Building Ubuntu through education in Africa: Shared humanity, unique context" CEO, The Mandela Rhodes Foundation

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BREAK - EXHIBITOR INTERACTIONS (30 Minutes) | 10:30 AM - 11:00 AM

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BREAKOUT SESSIONS | 11:00 AM – 11:55 PM

Edwin Maina: *How to Mainstream Ubuntu in IB Schools: Cultivating Pastoral Care, Mental Well-being, and IB ATL Skills through Shared Humanity (Target: Educators)*

Harwell Asorwoe & Nat Erbes: *What is an IB Education? (For Non-IB School Leaders)*

Dominique Turner: *Qu'est-ce qu'une éducation de l'IB ? (Pour les chefs d'établissement non-IB)*

Jackline Otula: *The Power of We: Reimagining School Leadership at the Intersection of Trauma Awareness and Ubuntu (Target: School Leaders)*

Jes'ka Washington: *The Ubuntu Council: Student-Led Justice and Peer Accountability in Action*

Ronél Smit: *Harnessing the Gifts of the Highly Gifted to the Benefit of the Community (Target: Educators & Leaders)*

Lieke Lubwama-Caldenhoven: *Digital Ubuntu: Mindfulness as a Compass in the Age of AI*

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LUNCH - EXHIBITOR INTERACTIONS (1 Hour) | 12:00 PM - 1:00 PM

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BREAKOUT SESSIONS | 1:00 PM - 1:55PM

Joanna Poweska Laverick: *Action and Agency: Building Ubuntu through Community Partnerships in Education*

Douglas Akena: *Collaborating Beyond the Classroom: Building Skill Pathways through Inclusive School Community Partnerships*

Proserpina Dhamini & Chris Müller: *Leading without Borders – using the principles of Ubuntu (Target: Leaders)*

Adzo Ashie: *Envisioning Sankofa: Fostering Inter-School Collaboration and Cultural Identity through the Arts*

Dania El-Iraqi & Aditi Chakraborty: *Student Agency and Ownership with Question Formulation Technique*

Pamoja (sponsor): *Every Language Matters: What Students and Teachers Are Experiencing in SSST Language A: Literature with Pamoja*

BREAK - EXHIBITOR INTERACTIONS (25 Minutes) | 2:00 PM - 2:25PM

BREAKOUT SESSIONS | 2:30 PM - 3:25PM

Kauthar Mohamed: *Beyond Good Intentions: Frameworks for Designing and Measuring Authentic Impact in Service Learning (Community Engagement)*

Francesco Banchini: *Building Communities of Belonging and Purpose (Target: School Leaders, Administrators)*

Julliet Kithinji: *Designing to the Edges: Creating Schools Where Every Learner Belongs*

Katerina Canyon: *Ubuntu AI: Co-Creating Ethical Futures with Students*

Faria Education Group (sponsor): *ManageBac: Achieve Excellence with your IB Programmes*

Dr C. Michèle Rice: *Leadership Approaches to Advancing Opportunity, Access, and Belonging in African IB Schools (Target: School Leaders)*

BREAK - EXHIBITOR INTERACTIONS (30 Minutes) | 3:30 PM - 4:00 PM

4:00PM - 4:45PM

Student Speaker

Ruth Tina Oduol



Keynote Plenary 2:

Tshepo Motsepe: 'Ubuntu in education', Director: Legal, Policy and Government Relations

CHIEF'S BOMA – GALA DINNER | 7:00PM - 11:00PM

cnr. William Nicol & Pieter Wenning Road, Fourways, Johannesburg, Gauteng, 2055





WELCOME COFFEE | 8:30 AM - 9:00 AM

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9:00 AM - 10:00 AM

Special Segment:

Student Performance

Community Voice:

John Karanja "Writing our Names"

Keynote Plenary 3:

Amy Sarr Fall "Open Minds, Open Futures: Reinventing African Education for the Age of AI and Shared Humanity"

Interview with Courtney Marline and John Patton

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BREAK - EXHIBITOR INTERACTIONS (25 Minutes) | 10:00 AM - 10:25 AM

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BREAKOUT SESSIONS | 10:30 AM - 11:25 AM

Denise Michel & Edith van der Linden: *Building a reflective community through positive education strategies (Appreciative Inquiry)*

Vera Pereira & Alistair Goold: *Restorative Practice in the Age of AI: High Control, High Support in School Policy*

Kognity (sponsor): *Co-creating AI-Powered Teaching and Learning*

Dr. Utheri Kanayo: *Do All Schools Matter? Interrogating Ethical Collaboration and Ubuntu in the African IB Landscape (Target: School Leaders)*

Azeb Habte: *Inspiring Student-Led Action Through Culture, Care, and Community (Target: Educators)*

Dr. Sou Leong-Ellerker: *Ubuntu as Dynamic Affinity Spaces for Learning*

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BREAKOUT SESSIONS | 11:30 AM - 12:25 PM

Kate Kempe & Karolin Luneburg: *Shaping our approach to AI as a community*

Dr. Jacqueline Morkel: *Developing 21st Century skills in the classroom: A focus on Human Potential*

Mercy Muthoni Njue: *Mindful Robotics: Guiding Ethical, Reflective Innovators in an AI-Driven World*

Sam Inziria: *The Power of Formative Assessment in Minimising the Misuse of AI in Today's Classroom*



Hachette Learning (sponsor): *Building critical and reflective thinkers, unlocking every learner's unique potential*

Elizabeth Cummergen: *Heritage Languages as a Pathway to Belonging: Strengthening Student Wellbeing Through Identity-Affirming Practice*

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LUNCH - EXHIBITOR INTERACTIONS (1 Hour) | 12:25 PM - 1:25PM

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BREAKOUT SESSIONS | 1:30 PM - 2:25 PM

Carine Sebera & Sokona Kone: *Ubuntu in Action: Cultivating Global Citizenship through Model United Nations (MUN)*

Busiku Mbewe & Nancy Ndoro: *Building Ubuntu in African Schools: Developing Leadership Through Culture, Connection, and Collaboration*

Martin Muchena: *Ubuntu in Action: Student Agency as a Driver for Community Transformation*

Dr. Benson Kairu: *IB Heads Interactive Session*

Iyad Khasabuli: *Bridging the Gap Between the Classroom and the Community*

Joanna Johami: *Building a Culture of a Learning Community: Ubuntuism*

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BREAK - EXHIBITOR INTERACTIONS (30 Minutes) | 2:30 PM - 3:00 PM

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3:30 PM – 4.30 PM

Poem performance & introduction of keynote speaker:

Oliver Brink-Turner

Closing Keynote:

James McCrae: The Art of Being a Teacher

Vote of Thanks:

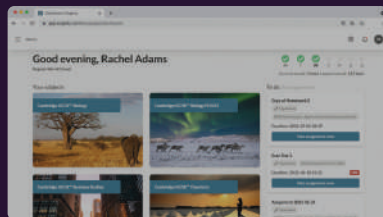
Haif Bannayan, Director EMEA & Canada, IB

Student Performance.



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James Taylor

IB Coordinator and History teacher,
Gunma Kokusai Academy, Japan



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(vs IB world
average 4.89)

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JUDY SIKUZA

**Plenary Session: Friday
09:00 – 10:30 AM**

Chief Executive Officer of The Mandela Rhodes Foundation, Cape Town

Judy Sikuza endeavours to live a values based, integrated life. As such, her anchor values include Ubuntu, purpose, authenticity, excellence, creativity, courage, collaboration, joy, and embracing complexity. She treasures slow reflective mornings, swimming, listening to podcasts during a walk, binge watching series about middle age, dancing, travelling, and spending quality time with loved ones, especially her daughter Zazi. Judy enjoys adventure and has engaged in activities such as summitting Mount Kilimanjaro, bungee jumping, sky diving, cage shark diving, riding a speeding ostrich, and kayaking on the Okavango Delta on a mokoro.

Professionally, Ms Sikuza is the Chief Executive Officer of The Mandela Rhodes Foundation based in Cape Town. This Nelson Mandela legacy organisation builds exceptional leadership capacity in Africa by investing in post-graduate education and youth leadership development, with Mandela Rhodes Scholars currently hailing from 38 African countries.

Judy is inaugural Co-Chair of the World Economic Forum's (WEF) Global Future Council on Leadership, a WEF Young Global Leader, a non-executive board director of Oxford University Press South Africa and host of The Mandela Rhodes Foundation Podcast. She has been invited as a keynote speaker, panellist, moderator and programme director on several public platforms internationally for institutions such as WEF Annual Meeting in Davos, Oxford University, Cambridge University, The Obama Foundation, Oprah Winfrey Leadership Academy for Girls, the Graça Machel Trust, and others. On these platforms she has addressed topics such as leadership, education, internationalisation, resilience, transformation, nation building and has also delivered graduation speeches at Wits University and University of Cape Town.

Some of Judy's other achievements and recognitions include being an Abe Bailey Fellow to the UK, Mail & Guardian's Top 200 Young South Africans, Archbishop Desmond Tutu Leadership Fellow, Sarie magazine's top 10 women under 30, and has received special alumni awards from both her high school and university for outstanding, all-round achievements in her career. She has also authored and/or co-authored articles on various platforms including the World Economic Forum, the Mail & Guardian, and Daily Maverick.

Judy matriculated in 2003 from Stirling High School in East London (with distinction), has an Honours in Industrial/Organizational Psychology from Nelson Mandela University (as



KEYNOTE SPEAKER

a Mandela Rhodes Scholar), an MA in Organization Psychology from Columbia University (as a Fulbright Scholar), and is a certified coach through the Centre for Coaching at the University of Cape Town Graduate School of Business. She blends intellectual curiosity with values based leadership, firmly believing that we can have a truly transformed African continent if we capacitated the next generation of leaders with the skills that build more humane and just societies.

Talk Title: Building Ubuntu through education in Africa: Shared humanity, unique context

The address explores how Ubuntu can serve as a guiding ethic for education in Africa, shaping not only what learners know but who they become. Drawing on Mandela's legacy and contemporary challenges across the continent, it highlights the role of educators in cultivating ethical, collaborative, and humane leadership from the earliest years of schooling.

**MR. TSHEPO MOTSEPE****Plenary Session: Friday
04:00 – 04:45PM****Director: Legal, Policy and Government Relations, ISASA**

Tshepo Motsepe is a respected leader in education policy and advocacy in South Africa. Before joining ISASA, he served as Programme Manager at the Zenex Foundation and as Director and Head of Equal Education, where he advanced key initiatives promoting quality and equality in schooling.

A former educator at Highlands North Boys' High School and Ferndale High School, Tshepo holds a Bachelor of Education (Honours) and a Master of Education from the University of the Witwatersrand (Wits). His work reflects a deep commitment to inclusive, high-quality education and constructive collaboration between schools, government, and civil society.

Talk Title: Ubuntu in Education

The presentation explores how the African philosophy of Ubuntu can be meaningfully embedded within education to cultivate compassionate, inclusive, and socially responsible communities. It highlights Ubuntu's core principles, Africa's educational context, and the roles of schools, teachers, learners, parents, and communities in fostering unity, equity, and shared humanity. The presentation concludes with a forward-looking vision of Ubuntu-based education as a powerful catalyst for social justice, cultural pride, and sustainable development across Africa.



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309 IB World Schools
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39 African countries offering
IB Programmes



70k Educators - connected
through the IB Network

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ibo.org

**AMY SARR FALL****Plenary Session: Saturday****09:00 – 10:00 AM****Ambassador and advocate for education, sustainable development and gender equality**

Amy Sarr Fall is a graduate of the American University of Paris in International Communication and International Business Administration. She has dedicated her career to advancing sustainable development through promoting education, female leadership, and Africa's growth. Early on, she launched the World for Obama blog, which was recognized by The New York Times, reflecting her commitment to civic engagement and global dialogue.

Her work at Publicis, the world's third-largest communications group, included contributing to Global Zero, an international initiative aimed at reducing nuclear proliferation. Returning to Senegal in 2010, she launched Intelligences Presse, the country's first female-founded politico-economic magazine, creating a platform for discussion on governance, economics, and social progress. She has also facilitated international dialogue and secured an exclusive interview with the Dalai Lama, highlighting cross-cultural understanding.

Her efforts have extended to mobilizing resources for health initiatives, promoting investment in Africa, and supporting education and training programs for teachers, students, and rural women. Scholarships and grants have been directed towards empowering young women, particularly in the fields of science and technology.

Globally, she has partnered with institutions such as UNHCR on statelessness and refugee education, WHO on anti-smoking campaigns, and a coalition of children's organizations led by UNICEF and Save the Children to promote peace during Senegalese elections. Through the GE7 initiative, she helped launch the first World Conference for the Future of Education in Paris, supported by an international scientific committee advancing the Sustainable Development Goals.



KEYNOTE SPEAKER

Recognized among the 100 most influential young Africans and appointed by UN Women as Ambassador of the Generation Equality Forum, she was named Ambassador of the World Food Programme in 2024. That same year, she delivered the keynote address at the 10th anniversary of the Africa Business Summit at the London School of Economics, advocating for a permanent seat for Africa on the UN Security Council. Across her career, she has engaged over 300,000 young people through lectures, events, and commencement speeches, and continues to advance initiatives in education, development, and Africa's global presence.

Talk Title: Open Minds, Open Futures: Reinventing African Education for the Age of AI and Shared Humanity

Description: Africa's greatest untapped resource has never been oil, gold, or land. It has always been its people, especially the untapped genius of its women and girls. This keynote invites educators on an inspiring journey through the intersections that are reshaping our world: the rise of artificial intelligence that is forcing every education system globally to reinvent itself from the ground up, the power of mentorship in building the next generation of female leaders, and the urgent call of sustainable development that demands we educate not just for knowledge, but for impact. It is a bold, visionary call to every educator in the room to rethink the stories we tell in our classrooms, champion equity in all its forms, and become true architects of a generation that is future-ready, compassionate, and unstoppable, because reinventing education is not just possible, it is the most important work of our generation.



JAMES MCCRAE

Plenary Session: Saturday
03:30 – 04:30 PM

Artist and author

James McCrae is an author, poet and teacher working at the intersection of creativity, identity and mindfulness.

As the founder of Sunflower Club, a global creative community, he helps writers, artists and entrepreneurs embody their authentic voice and higher purpose — fostering connection and shared humanity through creative expression.

His popular Instagram platform, @wordsarevibrations, has attracted over half a million followers with his distinctive short-form writing, exploring how language shapes identity and culture. This work inspired the launch of Meme School, the first class dedicated to teaching the art and science of making memes as a tool for communication and cultural storytelling.

A former Madison Avenue brand strategist, James has helped numerous companies define their message and mission, guiding leaders to communicate with clarity and intention.

Based in Austin, Texas, James hosts regular open mic nights and facilitates creative gatherings centered on dialogue, expression and mindful community-building.

Talk Title: The Art of Being a Teacher

Author and artist James McCrae offers a talk about the changing landscape of culture and technology, and the increasing importance of creativity in education. Being a teacher is not just a job – it's a sacred calling and act of service to the future. This talk will help all educators reconnect with their deeper purpose and inspire more creativity and mindfulness in their profession.



JOHN KARANJA

Community Voice

Head of School at Nairobi Academy

From a charcoal line in the dirt to the International Baccalaureate, four generations, one question: What name are our children learning to write? Join me as I trace that journey at AEF.

John Karanja is a teacher at heart. He has served as Deputy Headteacher within the Braeburn Group and as the founding Director of Teaching and Learning at the M-Pesa Foundation Academy, where he launched the school in a hotel and helped shape a culture of inquiry, equity and high expectations. He is currently the Head of School at Nairobi Academy. Beyond school leadership, John played a pivotal role in the adoption and construction of secondary schools through the expansion of existing primary schools, enabling 100% transition to secondary education, a conviction rooted in his belief that access is not an aspiration but a responsibility. He champions learner agency, safeguarding, ethical leadership and strong community partnerships. His Community Voice is clear: when schools choose courage, inclusion and principle, education becomes a promise kept, not a privilege rationed.





IB STAFF PRESENTERS



**Harwell Asorwoe &
Nat Erbes**

***What is an IB Education?
For Non – IB School
Leaders***

This session will delve into what makes an IB education; looking at the

IB mission that strives for a peaceful world through education and how, via the IB curriculum programmes, this mission is brought to life in the lived experience of the IB learner. International-mindedness, IB approaches to teaching and learning, and the IB Learner Profile are key elements woven through these programmes, empowering teachers and students to focus not just on 'what' is taught, but also 'how' and 'why.' By the end of this session, participants will appreciate the value of an IB education, what it looks like in practice, and how they can join in the mission.



Dominique Turner

***Qu'est-ce qu'une
éducation IB ? Pour les
chefs d'établissement***

non-IB

Cette présentation propose une vue d'ensemble de l'éducation du point de vue du Baccalauréat International (IB) et de ce qui la distingue des autres systèmes. Discutons ensemble de ce que nous entendons par approche éducative exigeante, cohérente et centrée sur

l'élève. À travers ses programmes, l'IB encourage la pensée critique, la curiosité intellectuelle, l'ouverture d'esprit et le sens des responsabilités, tout en valorisant l'engagement et l'apprentissage tout au long de la vie. Venez découvrir comment les programmes de l'IB s'articulent pour accompagner les élèves à chaque étape de leur parcours scolaire, en tenant compte à la fois de leurs besoins académiques et de leur développement personnel. Cette présentation permettra de mieux comprendre les valeurs de l'IB, ses objectifs éducatifs et la manière dont ils se traduisent concrètement dans les pratiques de classe et la vie de l'établissement.



**Proserpina Dhamini &
Chris Müller**

***Leading without
Borders – using the
principles of Ubuntu***



Intentionality in creating transformational educational spaces

in schools – what does it look like for schools in Africa, who are the teachers and students? Participants will leave the session with tools to bring humanistic values and principles of solidarity, kindness and cooperation, respect and compassion bouncing off the school and local community in the learning journey in our current world so focused on AI more than people.

**Dr C. Michèle Rice*****Leadership Approaches to Advancing Opportunity, Access, and Belonging in******African IB Schools***

In this session, we will highlight the work of the IB's global Department of Opportunity and Belonging, which was established in 2022, and explore how its recommended initiatives can be adapted to strengthen leadership practices, opportunity, access and belonging in African school contexts. Together, we will examine how inclusive principles translate across cultures, recognizing the unique histories, community commitments, and existing inclusion efforts of African IB schools. The session will also provide opportunities for deeper inclusive leadership, such as equitable access to professional learning, distribution of responsibilities, and inclusive hiring practices, supported through case examples and discussion. Participants will consider how these approaches can enhance conflict management, team cohesion, and belonging across school communities.

**Kate Kempe & Karolin Luneberg*****Shaping our approach to AI as a community***

The IB is committed to using technology in thoughtful ways that strengthen meaningful learning. AI

has the potential to support teaching and learning across IB schools, but realizing that potential depends on shared agreement and collective responsibility around how AI can be used safely, responsibly, and effectively. The IB's Product Director, Kate Kempe, will open the session by situating the conversation within the IB's Digital Blueprint and introducing a draft set of AI principles. Particular attention will be given to equity, language diversity, access, and infrastructure considerations, ensuring that AI supports inclusion and is relevant for schools with differing levels of digital maturity and resources. Following the session, participant insights will be synthesized into concrete recommendations that will directly inform the next iteration of the IB's AI principles.



IB STAFF PRESENTERS



Martin Muchena

Ubuntu in Action: Student Agency as a Driver for Community

Transformation

This session explores how schools can empower learners to act collaboratively and ethically through Ubuntu's principle of shared humanity. Linking Ubuntu with the OECD's competency of acting in the world and the IB's commitment to student agency, it highlights how Action in the PYP, Service as Action in the MYP, CAS in the DP, and Community Engagement in the CP can drive meaningful, community focused projects. Through practical strategies and examples, participants will discover how embedding Ubuntu values into IB experiential learning nurtures purposeful, compassionate learners equipped to address local and global challenges



Benson Kairu

IB Heads Interactive Session

**Edwin Maina**

***How to Mainstream
Ubuntu in IB Schools:
Cultivating Pastoral Care,
Mental Well-being, and IB ATL Skills
through Shared Humanity.***

This session invites educators to explore how the African philosophy of Ubuntu—“I am because we are”—blends into school culture as both a pedagogical approach and a transformative influence on the hidden curriculum. Ubuntu pedagogy, pastoral care, enhances social-emotional learning (SEL), supports mental well-being, and deepens the development of IB Approaches to Learning (ATL) skills.

Participants will also explore the role that Ubuntu philosophy can play in fostering school guiding principles and cohesion in multi-cultural learning communities that are IB schools. Grounded in the 2026 African Education Festival theme, the session will provide a culturally rooted framework that will integrate seamlessly into daily practice across IB and non-IB school settings.

The facilitators will demonstrate how Ubuntu’s core values—interconnectedness, community responsibility, compassion, and solidarity—can reshape how students and teachers experience school life. Rather than viewing pastoral care as a reactive support system, the Ubuntu approach will position the school as an intentional, caring ecosystem where every

learner will feel recognised and supported. This heightened sense of belonging boosts emotional resilience, reduces isolation, and nurtures the caring, balanced, and reflective dispositions in the IB Learner Profile.

The session will show how Ubuntu aligns naturally with the IB ATL skill categories:

- Thinking skills develop as students reflect on their role within the community.
- Communication skills are deepened through empathetic listening and collective dialogue.
- Social skills grow through restorative practices grounded in cooperation and respect.
- Self-management skills are strengthened through shared responsibility.
- Research skills will emerge through inquiries into African philosophy and real-world applications of Ubuntu principles.

These ATL skills will connect fluidly with the IB Global Contexts, helping students examine identities and relationships, cultural expression, globalisation, sustainability, fairness, and development—all through the lens of shared humanity.

Participants will explore case studies from African IB schools and beyond, including service as action projects rooted in local wisdom, cross-African teacher networks, and mindful digital practices that blend ethics with innovation. The discussion will



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be supported by documented research such as Odari (2019), who notes that “the institutionalisation of the Ubuntu philosophy ... can nurture individuals who contribute positively to a more just and prosperous world.” Evidence from Choane (2025) will show how Ubuntu pedagogy promotes dialogue, collaboration, and deep respect for lived experiences.

Together, these examples will illustrate how Ubuntu can shape not only formal structures but also the hidden curriculum—the daily interactions, rituals, and unspoken norms that shape community identity.

This session will not introduce an additional programme; instead, it will reframe pedagogy, SEL, and school life through an Ubuntu lens. Participants will leave with adaptable strategies for embedding Ubuntu across curricular, co-curricular, and pastoral systems, strengthening the IB mission to cultivate principled, open-minded, knowledgeable, and globally engaged young People.



Jackline Otula

The Power of We: Reimagining School Leadership at the Intersection of Trauma Awareness and Ubuntu.

When we lead through trauma, our stories take a different tone. When we understand one another’s stories, we lead differently. When we lead with collective

humanity, we heal together. This is the Power of We.”

In this session, we will explore how school leaders can strengthen relational trust by combining trauma-informed experiences and practices with the community-centered philosophy of Ubuntu. Participants will learn practical strategies to create emotionally safe environments, lead through trauma, support staff and student well-being, and respond to challenges in ways that deepen connection rather than erode it.

Together, we will examine how everyday leadership experiences and behaviors—listening, sharing, presence, transparency, and shared decision-making—can become powerful tools for healing and resilience in school communities. This session supports school leaders, educators, and families in reimagining school leadership as a collective, trust-building practice that honors our shared humanity.



Jes’ka Washington

The Ubuntu Council: Student-Led Justice and Peer Accountability in

Action

Inspired by a keynote at the 2025 IB African Education Festival, Ntare Louisenlund International School transformed the concept of Ubuntu into lived practice by creating a student-led Ubuntu Council—now the judicial branch of our student



government. In just one year, this initiative has fundamentally shifted how our MYP boarding school addresses discipline, builds accountability, and amplifies student voice.

The Ubuntu Council operates as a peer-led justice system where elected student representatives hear Level 0 and Level 1 disciplinary cases, facilitate peer mediation, resolve dormitory disputes, and serve as advisors on school policies affecting students. With separate male and female councils (9 representatives each elected from our 8-house system), students conduct formal hearings with structured procedures, deliberate on fair consequences, and create resolutions that prioritize restoration over punishment.

The impact has been transformative. Students who appear before the council demonstrate increased ownership of their actions. One student caught trespassing completed two weeks of service with janitorial staff and hasn't reoffended. Another who dishonestly awarded himself house points presented an accountability statement on integrity to the school. When students voiced concerns about our academic integrity policy—citing pressure for perfect grades and unclear AI guidelines—their input reshaped our entire approach to honor and character education.

This session will share the practical framework for implementing an Ubuntu Council: election processes, training protocols, hear-

ing procedures, case management, adult coaching roles, and lessons learned. Participants will leave with actionable strategies to create similar student-led governance structures that build belonging, shared responsibility, and authentic student agency rooted in African philosophy.



Ronél Smit

Harnessing the Gifts of the Highly Gifted to the Benefit of the Community

Across Africa, the spirit of Ubuntu—our shared humanity and interdependence—invites educators to recognise and nurture the potential in every learner. Among these learners are the highly gifted: children who demonstrate advanced intellectual capacity, heightened sensitivities, deep emotional intensities, and often an early, intrinsic drive to 'make the world a better place'. Yet despite their potential for significant positive impact, gifted learners are frequently misunderstood, underserved, or even marginalised within mainstream education.

In this presentation we will explore who gifted learners are, why their development matters deeply to the broader community, and what happens when their needs are overlooked. Drawing on emerging statistics, case studies, and the work of leading researchers in gifted psychology, it highlights the vulnerabilities these learners face—including social isolation, underachievement, misdiagnosis, and disen-



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agement. Without appropriate support, highly gifted young people may withdraw from the community as adults, or, in rare but concerning cases, direct their abilities in ways misaligned with communal good. With holistic guidance, however, they often display an extraordinary commitment to leadership, innovation, and service to the benefit of the larger community.

Together we will discover how education offers powerful opportunities and tools to develop the potential of highly gifted learners in ways that honour both their individuality and their role within the collective. Examples will be drawn from the integral and student-centred design of the International Baccalaureate as an effective example. By recognising gifted learners as a form of “special needs” population with distinct developmental profiles, schools can intentionally create environments that cultivate well-adjusted, resilient, ethically grounded young adults who are prepared to contribute positively to their communities, their countries, and the African continent as a whole. In embracing the gifted child through the lens of Ubuntu, we not only uplift the individual—but strengthen the entire community.



Lieke Lubwama-Caldenhoven

***Digital Ubuntu:
Mindfulness as a Compass
in the Age of AI***

As AI becomes a constant presence in young people’s lives, students are increasingly turning to chatbots not only for academic help but also for emotional support, motivation, and relationship advice. School-based survey data and emerging research show both the potential benefits and the real risks of this shift, highlighting an urgent need for educators to actively guide how AI is used for wellbeing. The question is no longer whether students use AI, but how we help them use it wisely, safely, and humanely.

This interactive workshop introduces Digital Ubuntu, a practical framework that combines mindfulness with the African philosophy of Ubuntu (“I am because we are”) to anchor technology use in empathy, shared responsibility, and ethical awareness. Grounded in research, mindfulness strengthens attention, emotional regulation, and compassion, core capacities students need when engaging with powerful digital tools.

Drawing on over ten years of experience implementing school-wide counselling and mindfulness programs, the session moves from insight to action. Participants will experience an immersive reflection activity, explore the Digital Ubuntu



model, redesign AI prompts to encourage compassionate and community-minded thinking, and develop short, ready-to-use mindfulness practices for their own school settings.

Participants will leave with concrete strategies to foster mindful AI use, strengthen digital citizenship, and ensure that technology supports, rather than erodes, human connection and student wellbeing.



**Joanna Poweska
Laverick**

***Action and Agency:
Building Ubuntu through
Community Partnerships in Education***

This interactive session explores how intentional, community-centred partnerships can bring the spirit of Ubuntu, 'I am because we are', to life in schools. Drawing on a multi-year collaboration between Northside Primary School (a private school in Botswana), Bosele Primary School (a local school in Botswana), and Erin Kent Consulting (EKC), presenters will share how students, teachers, and communities united to establish a new community library and a lasting partnership. The presenters will share how students led a transformative project to establish a new community library and how the partnership with EKC further supported teacher knowledge and understanding of literacy development.

The project demonstrates how shared humanity and mutual respect can transform education by empowering students to take meaningful action that benefits others. Through storytelling, reflection, and hands-on planning, participants will explore practical strategies for connecting learning to community needs, fostering agency, and nurturing collaboration across local and global contexts.

This session is designed to inspire educators, both IB and non-IB, to see how the values of Ubuntu can be enacted through authentic partnerships that bridge differences, deepen understanding, and strengthen education in Africa and beyond.



Douglas Akena

***Collaborating Beyond the
Classroom: Building Skill
Pathways through
Inclusive School Community
Partnerships***

Globally, 75 percent of young people aged 15 to 24 are not on track to gain essential employment skills, according to UNICEF and the Education Commission, 2022. This challenge is sharper in Africa. The Not in Education, Employment, or Training (NEET) rate for the youth is 21.9 percent in Sub-Saharan Africa and 42.6 percent (close to 4 million young people) in Uganda, according to the National Census, 2024. For many learners with higher support needs, a sole traditional academic



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pathway alone, could lead to a dead end with no transition into skilled adulthood. In recognition of the above challenge, Acorns International School developed and piloted a school community partnership model that integrates vocational and technical skill development with the International Baccalaureate Programme early on in the students' learning journey. Students continue with IB studies while learning robotics, mechanical systems, electronics, similar applications and other skills through trainers accredited by the Directorate of Industrial Training in Uganda. Availing them complementary skills whilst readying them for potential post-sixteen pathways.

The results for the pilot implementation show measurable progress. 80 percent of learners reported increased belief in their ability to build functional products, 75 percent of parents reported increased interest in learning, whilst instructor evaluation showed gains in motivation, curiosity, problem solving, and persistence for the students that participated. The benefits from this have also been seen across the curriculum, and academic skills for the students that engaged. Translating to more engagement across all subjects, allowing for even better outcomes in school overall.

One student, after assembling a functional prototype alarm system using Arduino components shared, "I learnt that I can code and believe in myself more." A parent noted, "Her confidence was boosted." These results highlight gains in dignity,

engagement, and readiness for learners. The model uses four steps that other schools can apply: Map the Gap, scout the talent, align the curriculum and certify the skill. Participants in this breakout session will thus review data, analyze a school scenario, and plan a pathway relevant to their context.



Adzo Ashie

***Envisioning Sankofa:
Fostering Inter-School
Collaboration and***

Cultural Identity through the Arts

This presentation will share the conception and implementation of the maiden edition of the Sankofa Arts Festival, a collaborative arts initiative of SOS-Hermann Gmeiner International College (SOS-HGIC), Ghana. The programme brought together students from public and private schools from SOS-HGIC, Tema Senior High School, Achimota High School, Cologne International School, International Community School and Al Rayan International School.

The festival brought to life the Akan concept of Sankofa, which means learning from one's past. The project sought to honour the history, culture, traditions of the continent through theatre, music, dance, media arts and visual arts. The presentation will outline how this cross-cultural arts initiative served as a dynamic framework for fostering collaboration, community and a sense of being rooted in one's identity.



A core component was a strategic community collaboration with the Nkyinkyim Museum, where immersive workshops with master artists provided additional inspiration for students to translate their learning experience into artistic expressions.

This presentation will demonstrate how the Sankofa Arts Festival provides a framework for strengthening the bridge between schools, traditional knowledge systems and creative artistic expressions.



Dania El-Iraqi & Aditi Chakraborty

Student Agency and Ownership with Question Formulation Technique



The workshop will introduce the Question Formulation Technique as a successful tool in achieving student agency and ownership without losing scope of the subject's syllabus. The workshop will share successful examples from the speaker's experience.

Participants will learn how to design their own Q-Focus that guides students to formulate not only meaningful questions aligned with the subject curriculum, but also questions they are genuinely curious to answer. This process enables educators to strengthen student agency and owner-

ship while fostering a sense of belonging and shared responsibility for learning among all students. In addition, teachers will come out of the session knowing how to collaboratively refine their Q-Focus using feedback from peer teachers. If I may add, I have facilitated this workshop twice before and would love to share the experience with other educators, especially with the wider education community, since my previous sessions were quite well received.



Kauthar Mohamed

Beyond Good Intentions: Frameworks for Designing and Measuring Authentic Impact in Service Learning (Community Engagement)

In many schools, service learning risks becoming checklist-driven or event-based: full of activity but light on meaningful impact. This session reframes service learning through practical, scalable frameworks that support students in becoming compassionate, ethical, and community-rooted leaders. Drawing on the Aga Khan Academy Mombasa's award-winning model, participants will explore a blended approach integrating the Service Learning Cycle, root-cause and stakeholder analysis, and an inspired Multi Tiered Support System (MTSS) for tracking student development.



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The workshop introduces a clear, three-tier framework: Foundational Engagement, Growing Independence, and Transformational Leadership, that helps educators differentiate support, identify student needs, and measure growth in empathy, agency, and responsibility. Real examples from long-term partnerships, including environmental work with local experts, show how intentional structures move students from “doing for” communities to “working with” them.

Participants leave with ready-to-use tools and templates adaptable to any school context.



Francesco Banchini

Building Communities of Belonging and Purpose

What if education weren't only about what we teach, but about who we become together?

This interactive and reflective session invites educators and leaders to rediscover the essence of Ubuntu — the African philosophy that reminds us “I am because we are.” At a time when many school communities face fragmentation, competition, and disconnection, Ubuntu offers a powerful reminder that shared humanity is not an abstract concept; it's a daily practice. Participants will explore how Ubuntu can shape school culture, leadership, and learning in ways that build belonging, compassion, and collective responsibility.

Through engaging activities, thought-provoking discussion, and collaborative dialogue, this session will show how schools can become ecosystems of care, where every student, teacher, and parent feels seen, heard, and valued.

Attendees will leave not only inspired but equipped with practical strategies to embed Ubuntu principles into classroom practice, wellbeing initiatives, and community engagement projects. Together, we will explore how nurturing relationships can lead to academic success, resilience, and hope.



Julliet Kithinji

Designing to the Edges: Creating Schools Where Every Learner Belongs

African societies have long embraced the belief that humanity is realised through connection, belonging, and mutual upliftment. These values echo the IB mission to develop caring, knowledgeable, and globally minded learners who contribute to a better and more peaceful world. Yet many African schools still rely on rigid, standardised approaches that overlook the rich diversity of learners across our continent.

This session introduces Designing to the Edges, a transformative approach that moves schools beyond one-size-fits-all teaching toward responsive, communi-



ty-centered learning environments where every child is seen, valued, and supported. Grounded in lived leadership experience in a multicultural school in Rwanda, and informed by African educational philosophies and global research on inclusion, the session demonstrates how intentional design, collaborative practice, and reflective decision-making strengthen identity, belonging, and academic confidence.

Participants will explore how globally recognised approaches to teaching and learning—such as inquiry, student agency, and whole-school collaboration—can deepen community building and support learner variability. Through interactive activities and practical tools, attendees will leave equipped to cultivate learning ecosystems that are academically rigorous, socially cohesive, and rooted in shared humanity.

This session welcomes both IB and non-IB educators committed to creating schools where every learner can belong and thrive.



Katerina Canyon

Ubuntu AI: Co-Creating Ethical Futures with Students

What might education look like if AI development were guided by Ubuntu—our shared humanity, interconnectedness, and

responsibility to one another? This session invites educators to imagine and build ethical futures with students, using AI not only as a technical tool but as a catalyst for empathy, creativity, and collective flourishing. Drawing from mindfulness practices, African philosophical traditions, and emerging scholarship on AI's emotional grammar, the session explores how classrooms can become laboratories of ethical innovation. Participants will engage with scenarios, storytelling exercises, and reflective provocations designed to empower youth to shape the AI-driven world they are inheriting. Together, we will envision a future in which technology serves community, care, and human dignity.



Denise Michel & Edith van der Linden

Building a reflective community through positive education strategies (Appreciative Inquiry)



This session will explore the concept of Appreciative Inquiry (AI), a strengths-based approach that focuses on discovering and building upon what works well within a school community. Participants will learn how to use AI tools to drive positive change and build a reflective community.

The session will also unpack why com-



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munity agency is crucial. By empowering communities to take ownership of change, schools can build stronger, more resilient environments where every member plays a role in shaping the future.

This workshop is designed to provide practical insights and strategies to inspire lasting impact within school communities.



Vera Pereira & Alistair Gool

***Restorative Practice
in the Age of AI: High
Control, High Support in
School Policy***



As artificial intelligence rapidly transforms how students learn, IB schools must navigate a complex tension: ensuring academic integrity while preserving relationships, dignity, and student agency. This session offers a practical, restorative approach to managing AI use and misuse - one that moves schools beyond compliance and toward community-building. Instead of defaulting to punitive responses, restorative systems help students reflect, acknowledge impact, repair harm, and strengthen the culture of trust that underpins authentic learning.

Grounded in real implementation within an African IB context, this workshop shares protocols, student-centred processes, and policy frameworks that align restorative practice with ethical AI guidelines. Participants will analyse short case

scenarios, explore policy language that balances compassion and accountability, and consider how restorative circles and reflective tools can transform moments of misconduct into opportunities for growth.

Ultimately, leading with humanity is not about resisting technological change but shaping it responsibly. Schools that embed restorative practices into their AI processes cultivate shared responsibility, clearer expectations, and a stronger sense of belonging - ensuring that young people learn to engage with emerging technologies wisely, ethically, and in service to their communities.



Dr. Utheri Kanayo

***Do All Schools Matter?
Interrogating Ethical
Collaboration and Ubuntu
in the African IB Landscape.***

The word Ubuntu is drawn from the Zulu words *umuntu ngumuntu ngabantu* i.e. I am because we are. Ubuntu emphasizes interdependence, reciprocity, and collective care. Yet, as Ubuntu becomes a popular reference in educational spaces, it risks becoming a feel-good slogan. If Ubuntu is to have real power in shaping the IB community in Africa, it must be interrogated in-depth. This presentation seeks to re-examine the essence of Ubuntu in promoting equitable collaboration among IB schools across the continent.

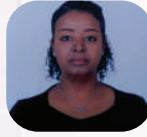
Drawing from a real experience during our school's IB candidacy phase—where one



of our newly trained teachers was immediately 'grabbed' by a more established IB school—we confront a difficult question: How do African IB teachers and schools meaningfully embody Ubuntu when structural inequities undermine collective flourishing? Medium-income, public, and emerging IB schools are required to meet the same rigorous expectations as long-established, higher-resourced institutions. Yet without protective mechanisms, these newer schools become vulnerable to staff loss, financial strain, and interrupted continuity of learning.

We argue that true Ubuntu goes beyond theory and requires more than goodwill. True Ubuntu demands ethical decision-making and a conscious resistance to exploitation within a shared system. It requires intentional systems of shared vision, caring and responsibility. The session proposes a practical framework grounded in Ubuntu, including: (1) ethical hiring guidelines and professional courtesy norms among IB schools; (2) an African/Global IB Solidarity Charter to articulate shared commitments; and (3) protective measures tailored to the realities of emerging and public IB schools.

When African IB schools commit to sustainable, ethical collaboration, we embody the deepest meaning of Ubuntu—building a community where every school can thrive because all schools matter and all schools work together.



Azeb Habte

Inspiring Student-Led Action Through Culture, Care, and Community

This interactive session explores how schools can cultivate meaningful student-led action through a culture of care, community connection, and inquiry-driven learning. Drawing from IB PYP expectations—particularly the emphasis on agency, voice, and action—the session demonstrates how service-learning, curiosity projects, and lived cultural experiences can transform learning into purposeful action.

Participants will engage in collaborative activities that highlight how culturally responsive frameworks, community partnerships, and mindful practices empower students to identify authentic needs, design impactful actions, and reflect on their growth as global citizens. Whether in IB or non-IB settings, educators will leave with practical strategies and structures that support sustainable student-led initiatives rooted in Ubuntu: “I am because we are.”



Dr. Sou Leong-Ellerker

Ubuntu as Dynamic Affinity Spaces for Learning

Affinity spaces are places where individuals naturally gravitate towards due to shared passions, goals, or interests (Gee,



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2004). The term has gained popularity in educational contexts and frequently appears at conferences, yet it is often used superficially, more as a buzzword or networking label than as an intentionally designed structure for learning. Despite their widespread use, there remains a limited understanding of why affinity spaces are effective and how learning unfolds in these learning spaces. This session invites educators to explore the learning dynamics that characterize affinity spaces. Participants will unpack the concepts of dominant, core, and auxiliary practices within these spaces and examine how the interplay of these practices supports learning and development. Through guided discussions and interactive activities, participants will explore ways to intentionally design classroom and professional learning environments as authentic affinity spaces that reflect the spirit of Ubuntu to promote meaningful learning.



Dr. Jacqueline Morkel

Developing 21st Century skills in the classroom: A focus on Human Potential

The education sector is criticized for not adapting to rapid changes in technology and the Fourth Industrial Revolution. The educational environment requires a shift towards developing skills like innovation, resilience, critical thinking, and problem-solving. A Forbes article by Bernard Marr (2019) outlines eight areas for schools to adapt, including redefining education's purpose, improving STEM ed-

ucation, developing human potential, and fostering lifelong learning. The notion of human potential as a form of capital was described by Schultz (1960:571): "I propose to treat education as an investment in man (sic) and to treat its consequences as a form of capital. Since education becomes a part of the person receiving it, I shall refer to it as human capital [...] it is a form of capital if it renders a productive service of value to the economy."

Human potential education is a holistic approach to learning that focuses on developing an individual's innate capacities across multiple dimensions, including emotional, cognitive, physical, and social. It moves beyond traditional rote learning to foster self-awareness, creativity, and adaptability by creating an environment where individuals can thrive, grow, and reach their fullest capabilities. Human potential growth is reviewed using the following themes: (1) Connection, (2) Self-efficacy, (3) Vulnerability, (4) Resilience building, (5) Active participation, (6) Agency, and (7) Engaged learning. These human potential themes directly support and enable core 21st-century skills, particularly the 4 Cs: Critical Thinking, Creativity, Communication, and Collaboration, along with broader life and career skills such as adaptability, resilience, and lifelong learning. The research explores learner engagement strategies by integrating the multidimensional framework of Strydom et al. (2017), which identifies four critical engagement themes: Academic Challenge, Learning with Peers, Experience with Teachers/Facilitators



and Staff, and the Learning Environment. The analysis specifically investigates the impact on learning at the engagement interface through three primary lenses: the perspective of the learner, the view of the teacher/facilitator, and the influence of the learning environment itself. These themes are consolidated to demonstrate their collective impact on the realization of human potential.



Mercy Muthoni Njue

Mindful Robotics: Guiding Ethical, Reflective Innovators in an AI-

Driven World

As technology accelerates, educators face the responsibility of guiding young people to engage with it thoughtfully, ethically, and with humanity at the centre. Drawing from my experiences supporting Kenyan students in the international FIRST Global Challenge (2024 and 2025), I have witnessed how robotics can become more than a technical pursuit—it can be a transformative space where learners practice empathy, integrity, and resilience.

This session explores how mindful approaches to robotics and AI can help students remain grounded, reflective, and connected to the human purpose behind innovation. Through real scenarios from collaborative engineering projects, participants will discover ways to integrate ethical questioning, emotional intelligence, and well-being into STEM

learning. Practical strategies will be shared for both IB and non-IB contexts, enabling educators to create environments where students not only build robots but also cultivate curiosity, compassion, and global awareness.

Rooted in the African philosophy of Ubuntu—“I am because we are”—this session emphasises the communal and ethical dimensions of innovation. It invites educators to consider how technology can be harnessed with empathy to create solutions that serve both people and the planet, preparing learners to lead responsibly in an AI-driven world.



Sam Inziria

The Power of Formative Assessment in Minimising the Misuse of AI in Today's

Classroom

After about 60 years of AI being in education, it is only in the last decade that its acceleration into today's classroom has gained momentum to a point of no return. It is safe to claim that AI is here to stay and has booked its permanent seat in our classrooms. It holds the future of teaching and learning in its palms. The big question is:

How do we work with AI with all its affordances while still sustaining authentic learning practices that allow the teaching and learning to maintain its vital human interactions (ubuntu) at the ‘front and



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centre' of today's classroom?

This is where the power of formative assessment comes in. It is the continuous process in which teachers, students, and peers gather evidence of learning and use it to inform next steps, with the clear purpose of improving learning, either by adjusting teaching or the student's learning strategies.



Elizabeth Cummergen

Heritage Languages as a Pathway to Belonging: Strengthening Student

Wellbeing Through Identity-Affirming Practice

Africa is home to incredible language diversity. While methods for counting and classifying languages vary, there is consensus that there are more than 1200 living languages across the continent, while some methods place the number over 3000. Each of these languages holds the history, values and ways of knowing of the peoples that speak them. School language policies, particularly in private and international schools, often miss opportunities to capitalize on this incredible resource.

Heritage languages are frequently relegated to private spaces. This reinforces dominant language ideologies that favour "standard" forms of the dominant language. Creating space for heritage languages within our school communities benefits students, increasing their self-esteem and their ability to critically engage

with power structures in the world around them, while building a sense of community across linguistic lines.

This session will give an overview of the existing research supporting the integration and celebration of heritage languages into school communities, and provide proposals on how this can be accomplished. From whole school celebrations of linguistic diversity through theme days and focused assemblies, through classroom opportunities for translanguageing and explicit teaching of heritage languages, there are openings for all schools to further celebrate the linguistic diversity of their communities while increasing student agency across all age levels.



Carine Sebera & Sokona Kone

Ubuntu in Action: Cultivating Global Citizenship through Model United Nations (MUN)



This interactive session explores how Model United

Nations (MUN) serves as a dynamic, practical vehicle for realizing the principles of Ubuntu: "I am because we are", within African educational contexts. MUN naturally fosters a shared sense of humanity by placing students in roles of global citizens, requiring them to empathize with diverse national perspectives and collaboratively seek solutions to complex global issues. We will demonstrate how a well-struct-



tured MUN program, rooted in African values of community and collaboration, transcends traditional debate to build compassion, promote respectful dialogue, and create meaningful progress in both schools and their wider communities. Participants will leave with practical strategies for integrating the spirit of Ubuntu into MUN frameworks to maximize positive academic, social, and communal impact for students.



Busiku Mbewe & Nancy Ndoro



Building Ubuntu in African Schools: Developing Leadership Through Culture, Connection, and Collaboration

This session focuses on the Collaboration strand as we explore how to develop a culture of leadership for all members of the school community through intentional collaborative frameworks. We will examine key elements of building strong collaborative structures that foster school-wide leadership in African schools. Areas of focus include:

- Modelling, implementing, and observing excellent teaching and learning practices while critically considering feedback practices and routines
- Embedding a culture of distributed leadership and shared ownership, and creating opportunities for community members to take lead within the school context and beyond

- Creating professional learning communities that support open, transparent, and vulnerable discussions about leadership styles, approaches, and strategies
- Adapting insights from key thinkers such as Brené Brown to meet the unique needs of our unique school context



Iyad Khasabuli

Bridging the Gap Between the Classroom and the Community

This practical session will explore how the updated IB MYPs Community Engagement Policy (2025) can serve as a strategic framework for enhancing belonging and activating shared responsibility across IB classrooms. Using structures that align with the policy (dialogue, partnership, reflexivity, and systems awareness), the session will examine how educators can design curriculum experiences that position learners as active contributors to their communities. Participants will be introduced to the acronym of C.R.E.W., a practical planning tool that supports teachers in integrating community contexts, designing authentic action, and weaving sustainable development goals into classroom pedagogy. The session incorporates a collaborative hands-on design activities which will ensure participants leave with a plan for implementing the enhanced IB MYPs community engagement in their units of inquiry.



Joanna Johami

Building a Culture of a Learning Community: Ubuntuism

Inspired by the African proverb, “If you want to go fast, go alone. If you want to go far, go together,” this session explores Ubuntuism — a philosophy of interconnectedness and collective responsibility — as a framework for building thriving school and classroom communities. Drawing on my experience as a PYP educator, coordinator and instructional leader, I will show how Ubuntuism empowers educators to inspire learners to co-create inclusive, collaborative and resilient classroom cultures, ‘where everyone matters’! Participants will explore strategies to structure meaningful collaboration, build partnerships among students, teachers and stakeholders and leverage cultural forces to strengthen learning environments. Through reflective discussion, real-world examples and interactive exploration, educators will gain practical tools to cultivate a deeply rooted “village” mindset where relationships, shared agency, care and accountability flourish, supporting transferable strategies for immediate classroom and school-wide implementation and fostering student growth, belonging and well-being.

By the end of the session, participants will be able to:

- Apply Ubuntuism principles to intentionally create structures, routines and collaborative practices that foster

a sense of interconnectedness, trust and collective responsibility among students, teachers and stakeholders (the village). This includes embedding collaboration into weekly schedules, planning cycles and classroom roles to ensure shared agency and accountability while recognizing each member as an integral part of the whole-school community.

- Implement strategies and leverage cultural forces for effective collaboration and partnerships within their schools, including designing planning groups, coordinating teacher roles and maximizing human resources to support both student learning and teacher well-being. Participants will leave with at least two tangible strategies they can adapt to their local context, such as layered planning models or structured collaboration frameworks to strengthen professional learning communities.
- Leverage cultural forces within the classroom to nurture inclusive, thriving learning spaces. Participants will analyze key aspects of classroom culture and translate these into actionable approaches that promote belonging, well-being and engagement in diverse school contexts.

Through reflection, practical examples and collaborative discussion, participants will gain strategies to intentionally embed a culture of community into classrooms and school systems, increasing the impact of the IB on teaching and learning outcomes.



Pamoja



Since 2010, we've supported over 30,000 students in more than 100 IB schools around the world to open up new opportunities for their future, with personalised online IB learning that meets their needs and ambitions. As the world's only IB-approved provider of online IB Diploma Programme and Career-related Programme courses, our structured yet flexible approach to studying is helping schools to give their students greater subject choice by expanding their curriculum provision – without the need for additional staff. By studying a Pamoja Online Course through our online school alongside their in-person subjects, students can pursue their passions and build vital life skills that give them the edge at university and beyond. Supported by our team of experienced IB teachers, dedicated pastoral care, and close collaboration with their current school, we're empowering them to take more control over their education, so they can reach their full potential.

Every Language Matters: What Students and Teachers Are Experiencing in SSST Language A: Literature with Pamoja

What does School-Supported Self-Taught Language A: Literature actually feel like for the students studying it and the teachers supporting them? In this session, Cathy Hitchin, Principal of Online Courses at Pamoja, shares insights from the first year of Pamoja's structured SSST courses. Drawing on early student feedback and teacher experiences across multiple languages, Cathy explores how students are building confidence and receiving support while studying literature in their mother tongue.

What attendees will gain from this session:

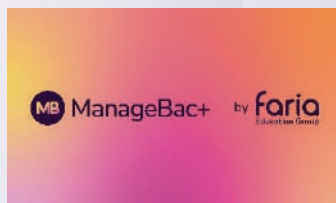
- What student feedback reveals about confidence, support, and studying literature in their mother tongue through the Pamoja SSST pathway.
- What teachers experience when guiding SSST students across diverse linguistic and cultural contexts.



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Faria Education Group

Faria Education Group empowers schools and learners worldwide with integrated, intelligent, human-centered technology and learning solutions. We deliver a comprehensive ecosystem of connected tools that streamline school operations, enhance teaching and learning, and enable data-informed decision-making at every level.



Whether it's unlocking insights through AI-powered analytics, fostering communication across school communities, or personalizing learning at scale, we are the trusted partner for forward-thinking schools.

ManageBac: Achieve Excellence with your IB Programmes

Join us to see how ManageBac supports schools with their IB Journey, from early-stage candidacy and authorisation preparation, right through to implementation and year-on-year success. Hear from other schools about their challenges, journeys and solutions too in this interactive and collaborative 50 minutes

Who is this session for?

NEW schools to the IB as well as EXISTING IB schools looking to streamline, automate and achieve excellence with their IB programmes. We'll take a look at newest features in ManageBac like Academic Progress Analytics, Class Streams, New UI/UX, and our premium AI features alongside AI Professional Development for your school staff.



Kognity



Kognity, trusted by 1 in 3 IB schools worldwide, is the IB's only digital-first publishing partner, empowering both students and teachers. As the go-to digital IB DP textbook, Kognity provides teachers with access to real-time student data, evidence-based pedagogy, and guides students to achieve mastery through a supportive, digital learning experience.

Co-creating AI-Powered Teaching and Learning

In this workshop, you will co-design solutions for some of the main AI challenges in your schools relating to edtech tools. By collaborating on future solutions, you will gain an understanding of the existing edtech landscape, how other schools are evaluating and using edtech tools, and how to align and evaluate tools based on your school priorities.

Hachette Learning



Hodder Education is now Hachette Learning. At Hachette Learning there's one thing we're certain about; no two students learn the same way. That's why our approach to teaching begins by recognising the needs of individuals first. Our mission is to enable every learner to fulfil their unique potential by empowering those who teach them. From our expert teaching and learning resources to our digital educational tools that make learning easier and more accessible for all, we provide solutions designed to maximise the impact of learning for every teacher, parent and student. Aligned with our parent company, Hachette Livre, founded in 1826, we're proud to deliver high-quality learning solutions on a global scale. We make it easier for everyone to unlock a new world of learning.

Hachette Learning: Building critical and reflective thinkers, unlocking every learner's unique potential

Join us for an informative session around concept-based teaching, with a brief look into themes on nurturing the learners of today and how educators and solution providers can bring balance and success to the classroom. In this session, we aim to continue deepening our collaboration with the IB community, engage with schools across the region, listen to your evolving needs, and showcase the high-quality resources we continue to develop in support of the IB mission to nurture knowledgeable, caring, internationally minded learners.



**Dr. NICOLE BIEN***Chief Community Partnership & Development Officer***HAIF BANNAYAN***Director EMEA & Canada***FIDELIS NTHENGE***School Systems Design Director***KATE KEMPE***Director of Product Management***JEAN CHRISTOPHE GORIS***Country Head***Dr. C. MICHÈLE RICE***Global Head of Opportunity & Belongings***Dr. BENSON KAIRU KAMAU***Development and Recognition Manager, Africa***PROSERPINA DHLAMINI-FISHER***Senior IB World Schools Manager*



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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Thank you for being part of the African Education Festival.

We hope the conversations, connections, and learning shared over these days continue to inspire and inform your work beyond the festival.

If you want to learn more about the IB, please contact:
ibaem.development@ibo.org



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