The overall goal of the Workshop was to enhance the quality of student learning by way of enhancing the quality of education for teachers through adaptation and use of the Model MIL Curriculum for Teachers.

A total of fifty educators drawn from five countries (Ethiopia, Kenya, Djibouti, Uganda, and Rwanda), and one from UNESCO, Paris and another from Philippines participated in the Workshop. Whereas the participants from outside Ethiopia were representatives with different backgrounds and capacities, those from Ethiopia are drawn from Colleges of Teacher Education, Ministry of Education, and UNESCO Addis Ababa Liaison Office.

Following opening remarks by Dr. Jean Pierre ILBOUDO, Regional Advisor for Communication and Information, UNESCO Liaison Office to AUC and ECA, Addis Ababa; and Mr. Yohannes Benti, President of the Ethiopian Teachers’ Association (ETA); an official opening speech was made by Mr. Theodros Shewarget, Director of the Teachers’ Training and School Leaders Development Directorate, Ministry of Education, Federal Democratic Republic of Ethiopia (FDRE).

The Remarks as well as the opening speech capitalized the following Workshop objectives:
- Increase the awareness of educators on the importance of new forms of ‘literacies’ such as MIL to the education process;
- Reach a consensus among teacher educators and other stakeholders on a way forward for adaptation and integration of MIL into teacher education: leading to the preparation of country level strategy documents to achieve this end; and
- Identify teacher training institutes to pilot the MIL Curriculum.

During the three days, a total of 7 papers were presented including country presentations on the basis of the major theme: Status of MIL of Teachers in Ethiopia, Kenya, Uganda, Djibouti, and Rwanda vis-à-vis the Global context. Group discussion and presentations were also made including the way forward for integration and piloting.

All the papers presented by country representatives focus on each respective country’s Teacher Education and Curricula vis-à-vis Media Information Literacy.

Mr. Alton Grizzle and Mr. Ramon Tuazon, esteemed delegates from UNESCO, Paris, and Philippines respectively also had played catalytic roles in explaining and contextualizing the workshop purpose in line with UNESCO’s MIL Strategy: A Global context; and MIL: Towards Engaging a Civic Education Movement;

Media and Information Literacy (MIL) recognizes the functions of media and information sources in our personal lives. It promotes the individual’s right to communicate and express views, receive and impart information and ideas.
Based on individual and collective reviews and deliberations of three Working groups on the basis of some Terms of Reference consensuses were reached and resolutions were made where by the participants highly acknowledged the importance of MIL for Teacher Education and suggested that the Model Curriculum is relevant both for pre-service and in-service teacher education with possible adaptations to country contexts with the final decision left to National Taskforce to be established in each of the five countries for the integration strategy.

For adaptation and piloting, it was suggested that Ministry of Education (in the respective countries) should play the leadership role, and key stakeholders such as HEIs, Media, Telecom, UNESCO, Teacher’s Association, among others, would be actively engaged in the endeavor.

With the above outcomes and resolutions, the three days workshop was officially closed by Dr. Jean Pierre ILBOUDO, who underscored that the Workshop made a remarkable participation, sharing ideas, and shaping points; and is a milestone for enhancement of MIL curriculum for quality teacher training for quality learning. ILBOUDO also emphasized they need to work to improve the gender balance and improvement in all regards. Finally, indicated the need to keep on communicating and exchanging ideas so as to materialize the implementation of the action plan.