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## **Evaluation of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA)**

External evaluation team:  
CAPACITY TRUST & Pedium  
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## Table of Contents

TABLE OF CONTENTS .....	I
LIST OF ABBREVIATIONS .....	II
ACKNOWLEDGEMENTS .....	IV
EXECUTIVE SUMMARY .....	1
<b>1 INTRODUCTION.....</b>	<b>4</b>
1.1 TTISSA OVERVIEW.....	4
1.2 PURPOSE AND SCOPE OF THE EVALUATION.....	5
1.3 CONCEPTUAL FRAMEWORK .....	7
1.4 METHODOLOGY .....	8
1.5 LIMITATIONS .....	8
<b>2 FINDINGS .....</b>	<b>10</b>
2.1 RELEVANCE.....	10
2.2 EFFICIENCY .....	13
2.3 EFFECTIVENESS AND IMPACT .....	19
2.4 SUSTAINABILITY .....	23
<b>3 RECOMMENDATIONS AND CONCLUSION.....</b>	<b>25</b>
<b>4 ANNEXES.....</b>	<b>27</b>
ANNEX I: TERMS OF REFERENCE .....	27
ANNEX II: GLOSSARY OF TERMS.....	36
ANNEX III: KEY LITERATURE REVIEWED AND STAKEHOLDERS INTERVIEWED .....	37
ANNEX IV: KEY EVALUATION QUESTIONS .....	44
ANNEX V: VISUALISATION OF QUESTIONNAIRE TARGET GROUPS, STRUCTURE AND FOCI.....	49
ANNEX VI: EXAMPLES ON TTISSA SUPPORTED SEMINARS & SOUTH-SOUTH COOPERATION .....	50
ANNEX VII: EXTRA-BUDGETARY FUNDED TTISSA PROJECTS .....	51
ANNEX VIII: TTISSA LOGFRAME .....	54
ANNEX IX: ASSESSMENT OF KEY ACTIVITIES AGAINST TTISSA LOGFRAME.....	57

## List of Abbreviations

ADB	African Development Bank
ADEA	Association for the Development of Education in Africa
ADG	Assistant Director-General
AU	African Union
BREDA	Regional Bureau for Education in Africa
Cap-EFA	Capacity Building for Education for All
CEART	Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel
COL	Commonwealth of Learning
DESD	United Nations Decade of Education for Sustainable Development
DFA	Dakar Framework for Action
DG	Director-General
DRTF	Decentralisation Review Task Force
ED/HED	Division of Higher Education
EDUCAIDS	Global Initiative on Education and HIV & AIDS
EFA	Education for All
EI	Education International
ENI	Ecoles Normales d'Instituteurs
ESD	Education Sector Development
FIT	Funds-in-Trust
FAWE	Forum for African Women Educationalists
FO	Field Office
FP	Focal Points
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GMR	Global Monitoring Report
HR	Human Resources
HQ	Headquarters
IICBA	International Institute for Capacity Building in Africa
IIEP	International Institute for Educational Planning
ICT	Information and Communications Technology
ILO	International Labour Organization
IOS	Internal Oversight Service
LIFE	Literacy Initiative for Empowerment
MDG	Millennium Development Goal
MID-SST	Mid-Term Strategy for Teacher Training
MLA	Main Line of Action

MS	Member State
NC	National Coordinators
NEPAD	New Partnership for Africa's Development
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NQFT	National Qualification Framework for Teachers
ODL	Open and Distance Learning
OECD	Organization for Economic Development – Development Assistance Com-
DAC	mittee
OVI	Objectively Verifiable Indicator
OXFAM	Oxford Committee for Famine Relief
PRSP	Poverty Reduction Strategy Paper
REC	Regional Economic Community
SADC	Southern African Development Community
SSA	Sub-Saharan Africa
SWAps	Sector Wide Approaches
TA	Technical Assistance
TDP	Teacher Development Program
TEAG	Teacher Education Advisory Group
TED	Section for Teacher Education
ToR	Terms of Reference
TTI	Teacher Training Institute
TTISSA	Teacher Training Initiative for Sub-Saharan Africa
TVET	Technical and Vocational Education & Training
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNESS	UNESCO National Education Support Strategies
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UNITWIN	University Education Twinning and Networking Scheme
WB	World Bank
WGTP	Working Group on the Teaching Profession
WTD	World Teachers' Day

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While we are grateful for all the support extended from numerous people for the completion of this evaluation the views and opinions expressed in this document are those of the authors and do not necessarily represent the views of UNESCO. The designations employed and the presentation of material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area of its authorities, or concerning its frontiers or boundaries.

## Executive Summary

The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) is the ten-year UNESCO response to the request by African Member States to implement a teacher-focused Initiative, as the acute shortage of qualified teachers has been identified as one of the biggest obstacles to the realization of the Education for All (EFA) goals in Sub-Saharan Africa (SSA) by 2015.

TTISSA was launched in January 2006 in 17 first phase countries, and is now rolling out to cover all SSA countries before 2015. The purpose of TTISSA is to increase the quantity and improve the quality of the teacher workforce in SSA order to contribute to improving access, quality and equity of education towards the achievement of EFA. The Initiative advocates a holistic approach to addressing issues concerning teachers and teaching personnel in SSA, which are captured under the 4 key expected results defined for TTISSA:

1. status and working conditions of teachers improved
2. teacher management and administration structures improved
3. appropriate teacher policies developed
4. quality and coherence of teacher professional development enhanced

With these, the TTISSA framework recognizes that the establishment and maintenance of an effective, motivated teaching force is dependant on a number of factors – issues relating to policy, structures, management, working conditions and overall status of the profession. Activities typically include advocacy; support to policy development; review, support and production of research; organization of workshops to facilitate South-South sharing and cooperation, review, dissemination and development of teaching and learning materials and capacity building.

This evaluation assesses the relevance, efficiency, effectiveness, impact and sustainability of the TTISSA initiative in its early stage of implementation in the 17 pilot countries, as well as the extent to which current challenges regarding teachers are addressed by achieving the expected results of TTISSA as defined at the programme's design stage. The evaluation also aims to explore the appropriateness of the TTISSA implementation model with a view to the increasingly upstream-oriented mandate of UNESCO, in consideration of the UNESCO Education (ED) Sector decentralization model and the distribution of roles and responsibilities. The outcomes of this assessment shall provide guidance to adjust the TTISSA implementation model and prioritise and focus its objectives, in particular with a view to the geographic roll out and the changes in the delineation of roles and responsibilities between UNESCO headquarters and decentralised bodies.

Achievements have been assessed in relation to the four expected results. Regarding the improvement of the teacher status and working conditions (Expected Result 1), the evaluation found that although TTISSA made a considerable contribution in terms of raising awareness of the teacher issue at the global and regional level, this has not led to tangible improvements in teacher status and working conditions at country level. However, there are several promising examples which merit reinforcement and extension as appropriate.

The improvement of teacher management and administrative structures (Expected Result 2) and the enhancement of teacher professional development (Expected Result 4) have been addressed to some extent by TTISSA though not to the degree initially foreseen. The most significant achievements of TTISSA at the current stage are in regard to the development of appropriate teacher policies (Expected Result 3). TTISSA has supported the development, revision or implementation of national policy frameworks, strategies and plans on teachers in several countries and has developed a Teacher Policy Development Toolkit to assist countries with this process, which has elicited much interest, including requests for its application from four countries.

Though TTISSA is recognised as relevant and represents one of UNESCO's major initiatives, there have also been many challenges in terms of its implementation. Among them: lack of understanding of TTISSA's upstream mandate and pressure to implement more downstream activities, an ambitious and outdated Logical Framework (Logframe) that can not be adequately monitored and assessed against, lack of human and financial resources, uneven distribution of existing financial resources among countries (particularly extra-budgetary funds), unclear delineation of roles between UNESCO's Section for Teacher Education (ED/HED/TED), Regional Bureau for Education in Africa (BREDA) and the International Institute for Capacity Building in Africa (IICBA) and lack of communication and coordination between them, insufficient documentation and sharing of accomplishments and an unclear future with the Initiative's upcoming decentralization to BREDA.

To address these challenges the main recommendations resulting from this evaluation include the need to:

- develop a communication strategy to strengthen communication to stakeholders on achievement of the TTISSA results and better draw out lessons and impact of activities
- clarify roles, communication channels and staffing at ED/HED/TED, BREDA and IICBA as well as Cluster and National Offices, in particular relation to the new role of BREDA in the decentralized paradigm

- regularly review and update the TTISSA Logframe to ensure that it is reflected in UNESCO biennial planning documents and reflects changes in actual implementation as documented in country reporting
- develop responsive monitoring systems at country level that focus on TTISSA contributions to national objectives and results
- source for additional extra-budgetary funding options and ensure the optimization of the regular budget for TTISSA. Funding could be enhanced by UNESCO being able to demonstrate and catalogue good practice and successes to funders.
- develop a clear strategic focus for TTISSA on key issues such as upstream themes linked to the newly developed and piloted Teacher Policy Development Toolkit. Ideally, the rather scarce funds from the regular budget should be used to ensure continued delivery of key strategic upstream issues, while extra-budgetary funding could be a source for national application of these themes.
- put greater emphasis on incorporating impact level in monitoring systems and reporting guidelines as to document international best practices in relation to teacher development.



# 1 Introduction

## 1.1 TTISSA Overview

As a key strategy to respond to the pressing challenge of Education for All (EFA), UNESCO launched the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) in January 2006. TTISSA is one of UNESCO's three high-level initiatives in education along with the Literacy Initiative for Empowerment (LIFE) and the Global Initiative on Education and AIDS (EDUCAIDS). It is a ten-year programme aiming to increase the quantity and improve the quality of the teaching force in Sub-Saharan Africa (SSA). Initially (2006-2007), 17 countries were selected to serve as a reference group during the pilot phase. These 17 countries were: Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, United Republic of Tanzania and Zambia. At present, TTISSA is "rolling out" to incorporate all 46 SSA countries and is open to working with any SSA country which requests UNESCO support.

TTISSA advocates a holistic approach to addressing issues concerning the teaching force in sub-Saharan Africa. The Logframe<sup>1</sup> of the initiative outlines activities in regard to four key expected results:

1. status and working conditions of teachers improved
2. teacher management and administration structures improved
3. appropriate teacher policies developed
4. quality and coherence of teacher professional development enhanced

In order to achieve these results, a number of increasingly upstream activities are being conducted at the global, regional and country levels. These activities include advocacy; support to policy development; review, support and production of research; organization of

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<sup>1</sup> According to the Glossary of Key Terms in Evaluation and Results Based Management, Development Assistance Committee OECD, a Logical Framework (Logframe) is a management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes and impact) and their causal relationships, indicators, and the assumptions and risks that may influence success and failure. It thus facilitates planning, execution and evaluation of a development intervention. The detailed logframe specifically developed for TTISSA is available in Annex VIII

workshops to facilitate South-South sharing and cooperation, review, dissemination and development of teaching and learning materials and capacity building.

Reflecting decentralization and the principle of subsidiarity, TTISSA is currently piloted by the UNESCO Section for Teacher Education (TED) within UNESCO's Division of Higher Education (ED/HED), in close cooperation with the Regional Bureau for Education in Africa (BREDA), which supervises and coordinates implementation across the Region, and the International Institute for Capacity Building (IICBA) in Addis Ababa, which carries out specialized research and capacity development in the area of teacher education, distance education and other key areas. In addition, UNESCO Field Offices (Cluster and National Offices) in SSA have the key role of contextualizing, formulating and executing TTISSA activities. Beyond these key actors, TTISSA also works with other members of the UNESCO "family" such as other specialized Institutes in relation to certain activities. In addition, the Initiative engages with a number of external stakeholders. It is important to note that management of TTISSA will soon be decentralized to BREDA, with ED/HED/TED continuing to provide support.

During the first biennium of TTISSA implementation (the 33 C/5 in 2006-2007), the overall TTISSA budget was \$2,225,946. For 2008-2009 (34 C/5), the TTISSA budget was \$1,831,300<sup>2</sup>. In addition, TTISSA has benefited from extra-budgetary funding, from several different sources, totalling \$ 8.8 million since the launch of the Initiative up to the present.

## 1.2 Purpose and Scope of the Evaluation

The primary purpose of this external evaluation, as outlined in the Terms of Reference (ToR)<sup>3</sup>, is to inform Member States<sup>4</sup> and UNESCO management on the relevance, efficiency, effectiveness, impact and sustainability of the TTISSA initiative in its early stage of implementation and to assess the extent to which the key expected results as defined in the TTISSA Logframe have been achieved.<sup>5</sup>

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<sup>2</sup> All dollars in this report are US dollars.

<sup>3</sup> The full Terms of Reference are attached as Annex I.

<sup>4</sup> Member States requested, at the 34<sup>th</sup> session of the General Conference (October 2007), that an internal evaluation be carried out and the report be submitted to the 179th session of the Executive Board (April 2008), and that this be followed by a full external evaluation with the report to be submitted to the General Conference of 2009.

<sup>5</sup> Key Evaluation questions are listed in detail in Annex IV.

At the same time, the evaluation provides an opportunity to explore the appropriateness of the TTISSA implementation model with a view to the increasingly upstream-oriented mandate of UNESCO. It also considers opportunities and challenges in relation to the UNESCO Education (ED) Sector decentralization in regard to the distribution of roles and responsibilities between the different arms of UNESCO and in relationships with external stakeholders.

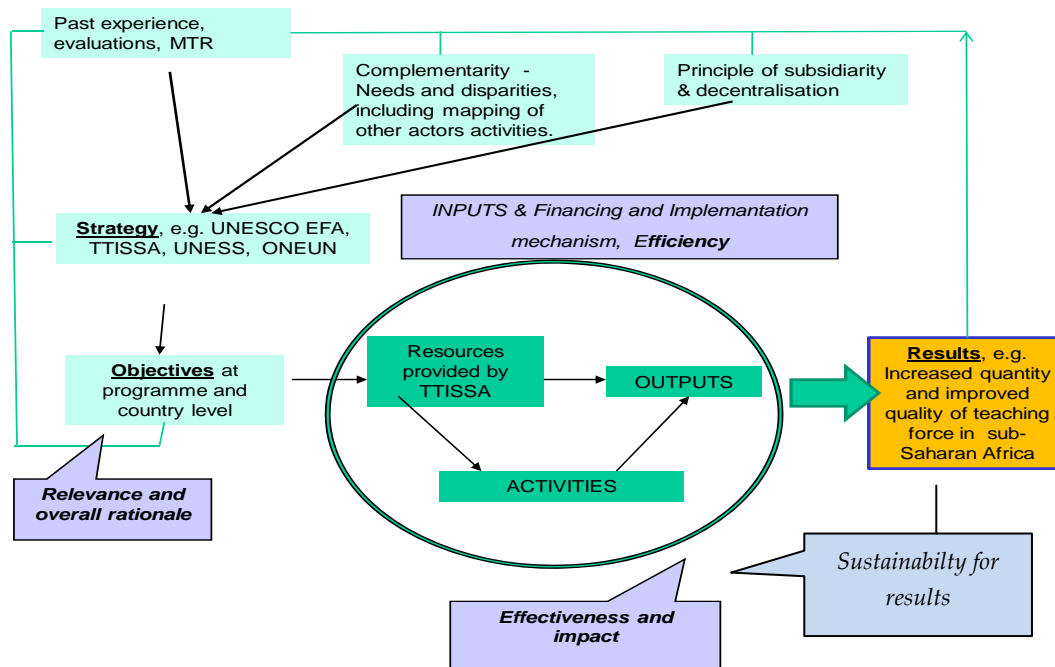
The evaluation covers the implementation period between 2006 and 2009 and assessed the TTISSA implementation in the 17 pilot countries.

Recommendations are formulated to support improvements to the TTISSA implementation model and to further ensure TTISSA's significance in relation to UNESCO's mandate. The recommendations should inform decision-making on the focus and implementation of TTISSA for the remaining period of the initiative's 10-year term and with a view to the geographic roll-out to a total of 46 countries. The main users of this evaluation are UNESCO's Governing Bodies, Senior Management, and the UNESCO ED sector at Headquarters, in the Regional Bureau, in the National and Cluster Offices, and at UNESCO Institutes in the field of education.

### 1.3 Conceptual Framework

The overall evaluation approach and linkages between the issues to be assessed and the various aspects of the TTISSA initiative are presented in Figure 1 below.

**Figure 1: Overview of the TTISSA evaluation approach<sup>6</sup>**



The above diagram demonstrates in a simplified form the conceptual framework underlying this evaluation. It demonstrates in a more holistic manner how TTISSA is embedded as one element of UNESCO's overall education strategy, which is delineating the objectives of TTISSA and their relevance.

The strategic directions of UNESCO, informed by past experience and previous evaluations, are also defining the TTISSA implementation model and shall ensure that this supports the core functions and upstream oriented mandate of UNESCO in support of addressing Member States' needs. Decentralisation and the application of the principle of subsidiarity in cooperation with the different UNESCO operating levels and external stakeholders are additional variables influencing the adequate allocation and efficient use of resources as well as the effectiveness and sustainability of achievement of TTISSA results. Best practice examples of TTISSA results at the national implementing level will feed back and inform any decision regarding required modifications of the TTISSA strategy and implementation model, as well as the future focus of TTISSA objectives.

<sup>6</sup> Adapted from the MEANS Collection: "Evaluation of socio-economic programmes".

[http://www.inforegio.cec.eu.int/wbdoc/docgener/evaluation/means\\_en.htm](http://www.inforegio.cec.eu.int/wbdoc/docgener/evaluation/means_en.htm).

## 1.4 Methodology

The evaluation approach involved the following methods:

- In-depth desk review of key documents, including UNESCO programming and policy documents and reports, TTISSA-specific strategies and progress reports, country-specific TTISSA project documents and reports, previous evaluations of the UNESCO ED sector as well as the evaluation report of the foregoing internal evaluation of TTISSA in 2008<sup>7</sup>.
- Interviews were held with a number of relevant UNESCO staff and managers at Headquarters during two visits in April and May 2009, and with national stakeholders in the selected TTISSA pilot countries of Guinea and Tanzania<sup>8</sup> during the field studies. A telephone interview was held with the former Chief of the Section for Teacher Education.
- An online questionnaire survey was sent to 43 relevant stakeholders from all 17 TTISSA pilot countries as well as to 49 stakeholders at Headquarters, BREDA, IICBA, and Cluster and National Offices<sup>9</sup>. The overall response rate is 27 per cent.
- Country Studies in two TTISSA countries (Guinea and Tanzania<sup>10</sup>). The criteria for selection of pilot countries to be visited were determined in cooperation with ED staff at HQ and included adequate coverage of examples in the 4 different Expected Results of the TTISSA Logframe, the provision of useful examples of good practice and linguistic diversity (one Francophone country, one Anglophone country). The preliminary findings of each case study were presented and discussed with the relevant local stakeholders for validation.

## 1.5 Limitations

The evaluation encountered limitations due to constraints in resources and in the time available<sup>11</sup>. As a consequence, country studies and interviews with staff from the Regional

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<sup>7</sup> Please refer to Annex III for list of key literature reviewed.

<sup>8</sup> Please refer to Annex III for key stakeholders interviewed.

<sup>9</sup> The target group, structure and focus of each of the questionnaires are shown in Annex V.

<sup>10</sup> The evaluators travelled for a field visit to Guinea, while the country study in Tanzania was carried out by a local expert.

<sup>11</sup> Due to initial delays at UNESCO the dates mentioned in the ToR had to be updated and the consultant was requested to provide a revised work plan reflecting budget reductions.

Bureau and Field Offices, as well as with other TTISSA stakeholders, could only be carried out to a very limited extent compared to the original proposal. This was partially compensated by a more extensive use of online surveys and telephone follow-up for the validation of evaluation findings.

The evaluation encountered some methodological challenges, as the results achieved within the framework of TTISSA are difficult to document because of inconsistent reporting practices. In addition, neither many of the results achieved nor the targets are reflected in the indicators of the TTISSA Logframe, which would be a necessary prerequisite for assessing the results achieved as set out in the 33 and 34 C/5s. However, to some extent, the use of a mixed methodology allowed for comparison with and contrast of the findings from a variety of sources, and to the findings from the previous internal evaluation. The current so far rather short implementation period did not allow for a more in-depth assessment of the medium and long term impact of the TTISSA initiative.

## 2 Findings

### 2.1 Relevance

*To what extent has TTISSA been and continues to be relevant in relation to the international development goals, to UNESCO's overall mandate as well as to national needs, priorities and expectations?*

#### ***Alignment of TTISSA with the international development debate (EFA and MDGs)***

The ultimate goal defined at the start-up of TTISSA in 2006 is to contribute to improving access, quality and equity of education towards the achievement of EFA in SSA, by increasing the quantity and improving the quality of the teaching force in SSA. This goal originates from the request to directly respond to the challenges arising from the acute shortage of qualified teachers, particularly in Africa, which has been identified as one of the biggest obstacles for the achievement of the EFA goals by 2015<sup>12</sup>. Based on the desk review of policy documents and the survey results, the evaluation found that TTISSA still fully reflects and influences the present international EFA and MDG debates.<sup>13</sup> Furthermore, a high policy relevance of TTISSA has been confirmed in the survey results.

The priority given to teacher education, and in particular to teacher training for quality learning and teacher policy development, has been enhanced in international fora and key international reports, such as the Global Monitoring Report 2008, and in the framework of international dialogue. The evaluation found that the TTISSA objectives, in particular with a view to the quality aspects of education, are fundamental to the achievement of EFA goals and are expected to remain high on the international development agenda in the years to come.

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<sup>12</sup> The original debate on the concern for the status of teachers can be traced back to two recommendations adopted by the Member States. The first was the ILO/UNESCO recommendation concerning the Status of Teachers (1996) and the other was the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997). The two recommendations provide comprehensive guidance on a range of teacher policies, rights and responsibilities and outline the rights and the broader welfare conditions for teachers.

<sup>13</sup> A background article prepared by TTISSA is one of the most quoted in GMR 2008 and recent Pole De Dakar publications and referenced on the PASEC web site

### ***Coherence with UNESCO's mandate and upstream policy work***

TTISSA's relevance within UNESCO's mandate is twofold and lies both in the geographic focus on SSA and the programmatic area of 'quality education for all'. As a key initiative within the framework of UNESCO's global priority on Africa, it falls under the Organization's overarching objective in the field of education in terms of 'attaining quality education for all and lifelong learning' and is implemented as a priority theme under the umbrella of one of UNESCO's Education Strategic Programme Objectives (SPO2)<sup>14</sup> in the current medium-term strategy 2008 to 2013 (34 C/4).

Despite the importance of teacher issues at the level of the international debate, the development of teacher policy and strategy has been largely neglected in many African countries. The need for the development of capacities in enhanced policy development and skills as recognised in other UNESCO priority areas is particularly reflected in the increasingly upstream oriented mandate of UNESCO. This moves the primary focus of interventions on development at the policy level, rather than on downstream capacity-building initiatives.

After an initial focus on downstream activities, TTISSA has progressively adopted a focus on linking implementation on the ground with upstream policy changes at the national, regional and international levels. Results achieved include the involvement of a growing number of international stakeholders in issues linked to teacher development and teacher policy development; for example, in the piloting of the Teacher Policy Development Toolkit, which was developed under TTISSA. This trend towards more upstream work is reflected in the focus on activities under Expected Result 3, which aims at the development of appropriate teacher policies<sup>15</sup>, and the greater emphasis on using TTISSA to develop and promote new ideas for teacher development, enhancing cooperation on teacher development, disseminating studies and setting standards, while activities involving direct teacher capacity development have been minimized in the more recent period of TTISSA implementation.

The evaluation found that despite the Initiative's continuing relevance and progressive adaptation in practice, the TTISSA design and original Logframe largely correspond with its original purpose, and the evolutions in the education landscape and UNESCO's mandate are no longer fully reflected. This demonstrates a need to review, update and prioritise the objectives in the TTISSA Logframe, in particular in ensuring that they reflect UNESCO's priorities and strategies for 2010-11, which aim at a more focused engagement in EFA and a

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<sup>14</sup>i.e. SPO 2: Developing policies, capacities and tools for quality education for all and lifelong learning as well as promoting education for sustainable development

<sup>15</sup> See the Report of the Teacher Education Policy Forum for Sub-Saharan Africa UNESCO HQ, Paris, 6-9 November 2007.



greater emphasis on priority areas, such as sector-wide frameworks and supporting education sector planning and management, in particular in those countries least likely to achieve EFA<sup>16</sup>.

### ***Relevance to national needs, priorities and expectations***

Despite the efforts in achieving progress in preparation of teacher development policies and strategies, a dramatic increase in the recruitment of under-qualified and insufficiently trained primary teachers can be observed in many African countries. The rapid growth of primary education in response to the EFA and MDG initiatives further adds pressure to countries to secure quantity and quality in secondary education. In some African countries, alternative ways of recruiting teachers<sup>17</sup>, such as contract teachers, or the reduction of minimum or specialised qualifications for secondary teaching, have become common practice<sup>18</sup>. These examples further raise the challenges for increasing the quantity and improving the quality of the teaching force with a view to the achievement of EFA goals for 2015<sup>19</sup>. Ministries of Education expect support from the international development community primarily in the development of:

- effective planning processes to increase the numbers of teachers in the right locations;
- effective recruitment, training and deployment policies and ongoing support; and
- adequate financial resources to pay better salaries for good teachers<sup>20</sup>.

The results of the survey and country studies show that TTISSA activities undertaken by the majority of Member States are mostly relevant to priority needs in teacher development in their countries. For example, in response to country requests, IICBA has carried out training workshops that relate to the TTISSA results on School Leadership and Management of Teacher Education Institutions (Expected Result 2), ICT Use in Education (Expected Result 4), and Women's Educational Leadership (Expected Results 2 and 3). Research on teacher education has taken place in some of the countries and support to HIV & AIDS policies has

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<sup>16</sup> In line with the decision of UNESCO's Executive Board at its 180th session, the draft 35 C/5 priorities and strategies for 2010-2011 and a focus on support to sector wide frameworks and helping governments to plan and manage the education sector.

<sup>17</sup> See EFA in Africa: Paving the Way for Action 2005 UNESCO/BREDA.

<sup>18</sup> See Bonnet G. (2007). *What do recent evaluations tell us about the state of teachers in Sub-Saharan Africa?* Background paper prepared for the Education for All Global Monitoring Report 2008 Education for All by 2015: Will we make it? UNESCO.

<sup>19</sup> According to UNESCO Institute of Statistics (2007) there are 1, 6 million primary school teachers required over the next decade to meet Universal Primary Education (UPE) and to fill new posts and vacancies created by teachers leaving existing posts).

<sup>20</sup> See discussion in id21 insights education 6. 1 September 2007.

been undertaken for example, through significant publications<sup>21</sup> and the production of CD-ROMs. The application of the Teacher Policy Development Toolkit has been requested by 4 countries within 2 months of its validation.

While there is generally a coherence of activities with the TTISSA goals<sup>22</sup>, the evaluation finds that the degree to which the TTISSA interventions have contributed to national objectives and the alignment with education sector strategies<sup>23</sup> is so far limited. TTISSA aims to encourage Member States in aligning their national policies; however, the current framework does not foresee a coherent feedback mechanism or tools for the collection of monitoring data at the national level, and results from the questionnaire show that such integration is not yet widespread. The TTISSA framework could become the platform for development of such a monitoring system at country level.

## 2.2 Efficiency

To what extent have resources been generated and to what extent are programme systems efficient in addressing needs? To what extent are TTISSA funds spent in accordance with partner country priorities?

### *Institutional Arrangements*

The roles and responsibilities in planning and implementing TTISSA activities have spread across different UNESCO entities including ED/HED/TED, BREDA, IICBA and the Cluster and National Offices in SSA. The assigned responsibilities are described below:

- ED/HED/TED at HQ has an overall management role. It has been responsible for the conceptualisation of the initiative in close collaboration with BREDA, IICBA and the Field Offices as well as supervising overall activities.
- BREDA, as a Regional Bureau for Education, supervises and coordinates the planning, implementation and reporting of TTISSA activities across the region.

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<sup>21</sup> For example, the ECCE studies in six countries - Burkina Faso, The Republic of Congo, Ethiopia, Nigeria, Lesotho and South Africa.

<sup>22</sup> "Summary of Recently Completed and On-Going Activities", Section for Teacher Education, UNESCO, February 2009.

<sup>23</sup> For example, in Tanzania, it is reported that TTISSA activities are being mainstreamed into the broader teacher education initiatives such as the Teacher Development and Management Strategy (TDMS) that is currently being implemented.

- IICBA carries out research and capacity building in the area of teacher education and distance education.
- The Cluster and National Offices have been responsible for operationalizing TTISSA at the country level in cooperation with key national stakeholders and ensuring efficient implementation and monitoring of in-country activities.

Although the roles are distinguished on paper, it is found that in practice, there has been overlap, especially between ED/HED/TED and BREDA in many cases, thus causing tension over time. At the country level, significant overlap in the functions is found between BREDA and IICBA in relation to technical assistance. Furthermore, the post vacancies and departure of key staff have led to an ad-hoc assumption of responsibilities among ED/HED/TED, BREDA and IICBA.

It appears as though the current staffing level of TTISSA is low in relation to the given mandate of TTISSA<sup>24</sup>.

- In ED/HED/TED, there is currently one junior staff member who works almost exclusively on TTISSA. There is another staff member, an Associate Expert, who also works primarily on TTISSA but who will be departing in autumn 2009. The former Chief of Section who joined UNESCO in 2006 left the Organization in 2008. The new Chief of Section spends approximately half of his time on TTISSA activities.
- BREDA does not have any full-time staff working primarily on TTISSA. Until 2008, there were two senior-level staff involved in TTISSA, but both have left. After their departure, the Director has been managing TTISSA activities with the support of certain Programme Specialists and Associate Experts.
- In IICBA, one Technical Advisor and Programme Specialist are working primarily on TTISSA. In addition, several national staff members have devoted much time towards TTISSA.
- Most Cluster and National Offices have at least one international Education Specialist, but they are responsible for all of UNESCO's education activities at the country level.

In addition, there are currently 9 National Coordinators (NCs) nominated by their respective Ministries of Education to support TTISSA activities in each country.

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<sup>24</sup> Ibid. and Terms of Reference for the evaluation included in Annex I.

### ***Efficiency in Implementation***

The unclear distribution of responsibilities across the various UNESCO units involved in TTISSA implementation combined with the low staffing level have significantly affected the efficiency of implementation since the outset. For example, the commencement of activities under TTISSA was delayed due to the post vacancies in ED/HED/TED.

In the initial implementation model of TTISSA, the National Coordinators (NCs) were expected to play an important role at the country level. Prior to the commencement of the TTISSA initiative, 17 National Coordinators (NCs) were nominated by Member States for each of the first-phase countries. They were requested to facilitate the development of TTISSA Country Action Plans based on country needs.

An internal evaluation conducted after the first year of implementation concluded that some NCs were unable to sufficiently engage key stakeholders in TTISSA. This had led to a lack of ownership in the UNESCO FOs and national governments in some countries. To address this situation, it was decided to discharge some NCs. The number of NCs thus decreased from 17 to 9 in 2007<sup>25</sup>.

As a consequence, a number of different implementation arrangements have emerged at the country level. In some countries with no UNESCO Field Offices, national Focal Points (FPs) were recruited to backstop UNESCO activities including TTISSA. In two other countries, the UNESCO National Commission assumed the role of the NC. In some countries, the existing NC continued to serve on a voluntary basis or a new NC was recruited. These diverse institutional set-ups sometimes caused further confusion in roles and communication lines.

In parallel to this complexity, UNESCO has embarked on decentralization by giving more resources and responsibilities to the Field Offices. It has been determined that TTISSA management will move to BREDA as of the upcoming biennium (35 C/5, 2010-2011). BREDA is expected to play a central role by taking over major responsibilities from ED/HED/TED, including in the areas of advocacy and fund-raising. A Senior Programme Specialist is currently being recruited to serve as the TTISSA Manager. However, the decentralization process presents a new set of challenges for TTISSA. First, the current human capacity in BREDA is still limited due to a high number of vacant posts. It appears that very little consideration has been given as to how BREDA should cope with a complex initiative involving 46 countries. Furthermore, the function of other UNESCO units including ED/HED/TED in the con-

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<sup>25</sup> National Coordinators, who work directly with the relevant Cluster and National Offices and are not UNESCO staff members, remain in place in the following countries: Burkina Faso, Burundi, Cape Verde, Congo, Democratic Republic of the Congo, Guinea, Madagascar, Nigeria and Tanzania.

text of decentralization remains undefined. It is urgent for UNESCO to clarify the roles of the various units, formalize communication channels and reporting lines in order to ensure efficient implementation of TTISSA.

### ***Financial resource management***

UNESCO's regular budget allocation to TTISSA has, as shown in Table 1 below, been reduced from \$2.2 million for the 2006-07 biennium (33 C/5) to \$1.8 million for the 2008-09 biennium (34 C/5). The decrease of funding in the 34 C/5 is mostly observed at HQ and regional (BREDA) levels. It is based on the assumption that less funding would be required at the HQ level after the initial kick-off. Nevertheless, TTISSA's presence at the country level remains highly dependent on extra-budgetary funding.

**Table 1: TTISSA support from Regular Budget 2006/07 and 2008/09<sup>26</sup>**

<b>Regular Budget for the 2006-07 biennium (33 C/5)</b>		<b>\$2,225,946</b>
HQ	Initial activities included the launch of the Initiative, the Experts' Meeting and, in addition, \$142,800 for the National Coordinators, with later activities including South-South sharing, capacity building activities, and publications)	\$648,023
BREDA	Support for start-up and coordination of the TTISSA Programme	\$540,923
National/ Cluster Offices	\$61,000 were allocated per country for the 17 first-phase TTISSA countries	\$1,037,000
<b>Regular Budget for the 2008-2009 biennium (34 C/5)</b>		<b>\$1,831,300</b>
HQ	Coordination with national and international stakeholders, organisation of seminars and conferences, development of publications and development and field testing of the Teacher Development Policy Tool Kit	\$513,300
BREDA	Support for coordination of the TTISSA Programme	\$300,000
National/ Cluster Offices	The TTISSA budget is not specified per country.	\$1,018,000

With regard to extra-budgetary funding, a total of \$8.8 million has been generated since the commencement of TTISSA. 70% of the extra-budgetary funds have come from the Nordic-funded EFA Capacity Building (CapEFA) programme, though these funds are not necessar-

<sup>26</sup> Funding from regular budget is obtained from TTISSA Roll Out Strategy of April 2008.

ily earmarked for TTISSA. The extra-budgetary funding for TTISSA from sources other than CapEFA represents only less than 30% of the total<sup>27</sup>.

**Table 2: Extra-budgetary funding by country and source<sup>28</sup>**

	CapEFA	Spain	Italy	Japan	
Angola	1,306,362	419,796	0	0	1,726,158
Burundi	0	0	322,676	0	322,676
Burkina Faso	0	0	0	0	0
Cap Verde	0	283,688	0	0	283,688
CA Republic	0	241,135	0	0	241,135
Chad	0	0	0	0	0
Repub. of Congo	0	243,629	0	0	243,629
Dem Rep Congo	0	0	642,444	200,000	842,444
Ethiopia	0	0	0	0	0
Ghana	0	184,397	0	0	184,397
Guinea	1,620,572	0	0	0	1,620,572
Madagascar	0	0	0	0	0
Niger	880,000	0	0	0	880,000
Nigeria	0	0	0	0	0
Sierra Leone	1,275,800	0	0	0	1,275,800
Tanzania	1,180,000	0	0	0	1,180,000
Zambia	0	0	0	0	0
<b>Total in US\$</b>	<b>6,262,734</b>	<b>1,372,645</b>	<b>965,120</b>	<b>200,000</b>	<b>8,800,499</b>
<b>Percentage</b>	<b>71%</b>	<b>16%</b>	<b>11%</b>	<b>2%</b>	

As shown in Table 2, extra-budgetary funding has been unevenly distributed among the 17 pilot counties. While 4 countries received more than \$1 million, there was no extra-budgetary funding available in 6 of the 17 countries. The future availability of extra-budgetary funding remains unpredictable, which can affect the sustainability of TTISSA in some countries. Therefore, UNESCO needs to develop a strategy for extra-budgetary funding in order to ensure programme coverage and sustainability.

<sup>27</sup> In addition, the extrabudgetary fund from Israel (\$20,000), from France (\$60,000) and from the U.S (\$30,000) have been allocated to activities at HQ.

<sup>28</sup> Budgets obtained from TTISSA Progress Report and Update of Country Activities (2006/2007 and (2009).

**Table 3: Allocation of extra-budgetary funding between countries<sup>29</sup>**

Extra-budgetary funding level	Number of countries
0 dollars	6
0-500.000 dollars	5
500.000-1 million dollars	2
1-1.5 million dollars	2
1.5-2 million dollars	2

The efficiency of TTISSA implementation varies depending on the country. The case of Guinea, for example, shows good cooperation between a NC, UNESCO staff from the Cluster Office in Bamako and staff at ED/HED/TED and demonstrates how the TTISSA management structure has led to services meeting national needs. However, there were some other countries in which there were severe delays in project approvals or in the release of extra-budgetary funds to the national level. Given that most national projects have duration of 18 to 24 months only, avoidance of such delays is crucial.

Despite some exemplary cases of efficient cooperation between the different UNESCO units, there are some countries, including Burkina Faso, Zambia and Chad, where there is neither extra-budgetary funding available nor any presence of UNESCO staff. According to the survey results, approximately 25 per cent of the national stakeholders who responded indicated that they have not received any assistance or support from ED/HED/TED, BREDA or IICBA. It is necessary for TTISSA to find a strategic way to allocate the scarce resource and extend its support to countries more evenly.

### ***Coordination with external partners and stakeholders***

One of the ways to increase efficiency is to leverage the resources of the high number of external stakeholders who are involved in TTISSA. At the national level, Governments and Ministries of Education together with other development partners are key stakeholders. At the regional and international levels, key external partners include the African Development Bank (ADB), the African Union (AU), the Association for the Development of Education in Africa (ADEA), the Commonwealth of Learning (COL), the Commonwealth Secretariat, Education International (EI), the International Labour Organization (ILO), the New Partnership for Africa's Development (NEPAD), Regional Economic Communities (RECs), the World Bank, and bilateral development partners, universities, NGOs and foundations<sup>30</sup>. However, to jointly make significant achievements it is important to strengthen the com-

<sup>29</sup> Please refer to Annex VII for further information.

<sup>30</sup> See UNESCO Brochure for TTISSA (2006-2015)

mitment and develop the quality of these partnerships beyond aiming at having many partners. UNESCO needs to clarify the roles of external partners and ensure their strategic involvement in South-South and triangular North-South-South cooperation.

## 2.3 Effectiveness and Impact

To what extent has the TTISSA initiative been effectively implemented?  
To what extent has TTISSA had a positive impact and outcomes?

### *TTISSA Mandate*

UNESCO formulated as part of its Medium Term Strategy 2002-2007 that it will perform and assume a range of functions corresponding to its role as the international lead agency for education<sup>31</sup>. These *core functions*, which also apply to TTISSA, include that UNESCO should function as a laboratory of ideas, a standard setter, a clearing house, a capacity-builder and a catalyst for international cooperation. Importantly, UNESCO is strategically envisaged to perform “upstream” and “downstream” roles. The “upstream” work consists of providing advisory services to the Member States for policy analysis and formulation, monitoring and reporting on the basis of UNESCO’s role as a laboratory of educational ideas and setter of educational standards. UNESCO’s “downstream” role focuses on beneficiary-focused capacity building, information exchange and other modalities of international cooperation.

While TTISSA has worked both at upstream (support to policy development, organization of regional and sub-regional fora, research) and downstream (capacity building of teacher trainers, development of courses, approaches and materials for teacher training and teacher upgrading) levels, there has been an increasing focus on upstream support in accordance with UNESCO’s mandate and the five core functions. In some cases, this has led to a perception among some stakeholders that TTISSA has not accomplished tangible impact. In many cases, examples of upstream work (such as the ongoing development and implementation of the Teacher Policy Development Toolkit) are overlooked by those who envision TTISSA as a UNESCO programme to train teachers. This misperception has been a consistent challenge in the implementation of TTISSA, and a stronger communication strategy is needed in order to sensitize all stakeholders on what the appropriate mandate of TTISSA is.

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<sup>31</sup> The five core functions are widely used as basis for planning and reporting in UNESCO. An example is “Summary of Recently Completed and On-Going Activities”, Section for Teacher Education, UNESCO, February 2009.



### ***TTISSA Achievements***

The following section provides synthesized information on achievements and challenges in TTISSA in relation to the four expected results. For more details, please see Annex IX.

#### Result Area 1: Status and working conditions of teachers improved

In terms of this area, TTISSA has planned and implemented a number of activities at global, regional and country levels. At the global level, this has included general advocacy around the teacher issue, promotion of the ILO/UNESCO Recommendations concerning the Status of Teachers (including the publication of a user-friendly version of the document in the six UN languages plus Portuguese), the organization of World Teachers' Day (WTD) events at HQ in 2007 and 2008, contribution to key publications such as the EFA Global Monitoring Report and the establishment of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers. At the country level, activity has been more limited beyond the organization of WTD events in certain countries.

It is not surprising that in regard to this result area, both groups of respondents to the survey indicated that TTISSA has been effective in generating awareness of the status and working conditions of teachers, but has not managed to bring about expected changes. Nonetheless, there are some examples of impact at the policy level, such as a study of the teaching career and proposal for a career plan in Burundi which is now being considered for adoption among members of the Cabinet as well as the introduction of a mutual health insurance scheme for teachers in Guinea. Though it is challenging for TTISSA or any initiative to tangibly improve the status and working conditions of teachers in countries given the many different factors involved, these are positive examples and should be reinforced with more work in this area.

#### Result Area 2: Teacher management and administration structures improved

It seems that there has not been much focus on this result area. There has been only limited activity at country level, such as capacity building of inspectors (DR Congo), training of various education sector management personnel (Guinea), development and piloting of a teacher mentoring scheme (Tanzania) and support to the implementation of an HIV & AIDS policy in colleges of education (Zambia). It is notable that national stakeholders who responded to the evaluation survey termed this area of TTISSA intervention as the least effective.

However, at global level, recognizing that the lack of detailed statistical information on teachers is one of the biggest challenges for teacher management and administration in SSA, ED/HED/TED worked with the UNESCO Institute for Statistics (UIS) to organize a work-

shop on teacher indicators at HQ in October 2007. This has led to the development of a revised UIS questionnaire on teachers, which will be administered in UIS surveys every two or three years. While this is a notable achievement, it is only in relation to one activity for this result area. Beyond this, it seems that TTISSA faces challenges in adequately addressing teacher management and administration issues and should give more consideration to what could be done in this area and how.

### Result Area 3: Appropriate teacher policies developed

Both groups of survey respondents indicated that TTISSA has effectively addressed this result area. Judging from the large number of interventions in this area, it can be perceived that a large share of TTISSA activity has focused on support to appropriate teacher policy development. This has included support to the development, revision or implementation of national policy frameworks, strategies and plans on teachers in several countries, including Angola, Central African Republic, Congo, DR Congo, Ghana, Guinea and Sierra Leone. In the case of Congo, the TTISSA Logframe and its four areas of focus directly informed the policy that has been developed<sup>32</sup>.

At a global level, ED/HED/TED has done important work in placing and maintaining teacher policy on the agenda, initially through organising the first Teacher Education Policy Forum for Sub-Saharan Africa (November 2007) at HQ.<sup>33</sup> Another such Forum was held in partnership with the Association for the Development of Education in Africa (ADEA) Working Group on the Teaching Profession (WGTP) / Commonwealth Secretariat and the African Development Bank (ADB) in Tunis on 26-28 November 2008.<sup>34</sup> This later Forum focused on country case studies of teacher policy development, which informed the genesis of the *Teacher Policy Development Toolkit*, which aims to provide a tool to support the diagnosis of key in-country teacher issues supported by a series of 'policy briefs' and reference documents. The Toolkit has been drafted, pilot tested (in Uganda and Benin), validated and is now being finalized for printing and dissemination. Already four countries have submitted requests for TTISSA assistance in implementing the Toolkit. This is a notable achievement and one that seems to be the roadblock for the future of TTISSA. It is not without challenges of course, as there will be a need for additional resources, both human and financial, for the national diagnosis exercises and a need for special efforts in order to implement the Toolkit in countries which lack good education sector analyses.

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<sup>32</sup> See *Politique Nationale de Formation des Personnels de l'Éducation*, Brazzaville, Mai 2008.

<sup>33</sup> See Report of the Teacher Education Policy Forum for Sub-Saharan Africa, UNESCO HQ, Paris, 6-9 November 2007.

<sup>34</sup> See Report of the Teacher Education Policy Forum for Sub-Saharan Africa, Tunis, 26-28 November 2008.

#### Result Area 4: Quality and coherence of teacher professional development enhanced

In terms of teacher professional development, TTISSA has contributed significantly in sourcing, developing and disseminating briefs, modules and teaching and learning material to support teacher training and training of teacher trainers. This has included materials in areas such as HIV & AIDS (Angola, Lesotho and Namibia) and information and communications technologies (ICTs) and open and distance learning (ODL) (Angola, Cape Verde, Ghana and Sierra Leone). In some cases, these activities have led to the newly-developed materials being mainstreamed or adopted into the national teacher education curricula by countries, such as the case of the pre-service teacher education manual in HIV & AIDS in Lesotho and Namibia and cross-cutting issues (HIV & AIDS, gender, peace and human rights education, Education for Sustainable Development, arts and culture) in Angola. Though UNESCO staff responding to the survey said that TTISSA has been least effective in regard to this result area, the examples cited here are positive achievements.

Nonetheless, it must be recalled that in its original iteration, the TTISSA Logframe aimed to conduct much more activity in the area of teacher professional development, including the development of a standardization framework for teacher training institutions, evaluations of the impact of teacher training on pupil learning outcomes, support to Ministries of Education in terms of in-service teacher training and guidelines for staff appraisal. It should be considered to update and align the Log frame to reflect the changes in regard to these activities as well as taking into account any unaccomplished activities in the other result areas (e.g. Expected Result 2), and to what extent these can realistically be implemented given resource constraints.

#### ***Monitoring & Reporting***

There are three key challenges in relation to monitoring and reporting of achievements under TTISSA.

Firstly, TTISSA implementation at the country-level (particularly through extra-budgetary projects) differs from country to country based on the ways in which it addresses the particular needs of the country concerned. The implication from this is that TTISSA cannot be understood as a uniform programme, but rather as a set of national interventions for which TTISSA is providing a conceptual framework. So far, the overall TTISSA Logframe constitutes the conceptual framework for the Initiative and has primarily been used for planning purposes and less as a monitoring tool.

Secondly, two sets of TTISSA objectives exist; i) those stated in the TTISSA Logframe, and ii) those stated in country specific projects where the scope varies according to national needs. Most of the reporting undertaken under TTISSA is linked to these national activities. It is therefore a methodological challenge relating country achievements to results and objectives specified in the overall TTISSA Logframe. Thirdly, the monitoring system applied under TTISSA does not include reporting on outcomes but consists rather of reporting on outputs, expenditures and progress on planned activity levels. Reporting on national projects funded through extra-budgetary funding is also generally designed to meet donor requirements<sup>35</sup>, rather than following a common format addressing indicators for the four specified result areas included in the TTISSA Logframe.

This suggests that there is a need to regularly review and update the Logframe to ensure it reflects changes in actual implementation at the country level as well as in the UNESCO biennial planning documents. In addition, it is important to develop a monitoring system at country level that can be related to the Logframe. This implies the reinforcement of common reporting mechanisms so that TTISSA can report on results and achievements as well as a need to put greater emphasis on incorporating the impact level in monitoring systems and reporting guidelines, which is to date not captured..

## 2.4 Sustainability

*What are the main factors influencing sustainability?*

### ***Political Commitment***

It is clear that TTISSA is one of the priority areas of the UNESCO Education Sector and will continue to be so in the next biennium (35 C/5, 2010-2011). As described in Section 2.1 on Relevance, the international development community is in agreement that addressing the teacher issue is an integral part of achieving EFA. Recently, the International Task Force on Teachers for EFA was established with the purpose of enhancing efforts to address the global teacher gap. The Secretariat of the Task Force is being located at UNESCO HQ, and ED/HED/TED will actively engage with it, showing UNESCO's continued political interest in the teacher issue. Since the Task Force shares many of the concerns that TTISSA has in the

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<sup>35</sup> For example, the projects funded by Spain have been reported on separately and designed for a meeting with the Spanish Government.

SSA context, it is hoped to clarify how they can complement one another in the region and establish partnership in the near future.

There is, however, limited evidence that TTISSA is being integrated into national education sector strategies and programmes (e.g. SWAps). Mobilizing continued and sustainable political commitment from the Member States is essential in order for TTISSA to mainstream teacher issues at the country level. TTISSA also needs to be responsive to changing circumstances and needs. Updating the Logframe is crucial in order to enable TTISSA to reflect the current needs and priorities of the Member States.

### ***Financial and Human Resources***

The financing mechanism of TTISSA is very vulnerable, as it is currently heavily relying on extra-budgetary funding. During the pilot phase with 17 countries, UNESCO was not able to mobilise extra-budgetary funding or extend technical support to all pilot countries. With TTISSA now being rolled out to 46 countries, it will become increasingly difficult for UNESCO to respond to the needs of all of the countries in an equitable manner.

If UNESCO pursues the current financing trend with heavy reliance on extra-budgetary funding, it will be even more critical to demonstrate the results achieved by TTISSA to donors. Survey respondents and interviewees pointed out that the success stories, good practices and results achieved under TTISSA are not well documented and communicated. Establishing a proper monitoring system accompanied by a communication strategy should be able to help TTISSA to stabilize its financial situation and plan longer-term activities.

It appears that the management model of TTISSA in the decentralization paradigm has not been consolidated. Although BREDA is assuming an increasingly important management role, it has insufficient human resources at present. In addition, the management of TTISSA is complex, as there are a number of downstream activities to supervise on top of the upstream policy work. UNESCO is currently recruiting a Senior Programme Specialist to serve as TTISSA Manager at BREDA, which is expected to contribute to improving the situation. Nevertheless, having only one person to work on TTISSA activities at BREDA will pose many challenges in responding to increasing demands from 46 countries. This highlights the importance of clearly defining the roles and responsibilities of all the UNESCO units involved in TTISSA and optimising the human resource level in each entity in order to ensure sustainability of an efficient and effective TTISSA implementation framework.

### 3 Recommendations and Conclusion

The external evaluation reveals that the Initiative holds great potential to increase the quantity and improve the quality of the teaching force in Sub-Saharan Africa, thereby contributing to the realization of the EFA goals. With its holistic approach and the increasing focus on teacher policy development at the national level, TTISSA continues to be a very relevant response to the key challenges facing UNESCO's Sub-Saharan African Member States in regard to teachers.

However, there have been and continue to be many challenges in terms of the implementation of TTISSA, such as the lack of a consistent monitoring framework, insufficient visibility of results, a weak financing mechanism, insufficient staffing levels, and an unclear delineation of roles.

With the nascent roll-out of the Initiative to cover all 46 countries of the region and the upcoming decentralization of its management to BREDA, the moment is opportune to further strengthen the strategic focus and adjust the implementation model in order to ensure an efficient, effective TTISSA, producing sustainable results.

Based on the analysis, a number of recommendations are formulated:

1. Regularly review and update the TTISSA Logframe to ensure that it is reflected in UNESCO biennial planning documents and reflects changes in actual implementation as documented in country reporting.
2. Clarify roles and communication channels between ED/HED/TED, BREDA and IICBA as well as Cluster and National offices, in particular in relation to the new role of BREDA in the decentralized paradigm
3. Develop a Communication Strategy to strengthen communication e.g. via an upgraded website and continued flow of updates to stakeholders on achievement of the TTISSA results and thereby better draw out lessons and impact of activities, while encouraging Member States to enhance communication with their development partners.
4. Ensure appropriate human resource (HR) levels for TTISSA to demonstrate its high prioritisation of teacher development. This entails appropriate staffing at BREDA to take up its new coordination function for TTISSA as well as adequate staffing at IICBA and ED/HED/TED, since they will continue to play key roles. Mechanisms for ensuring involvement of key stakeholders at national level should be explored.

5. Develop a clear strategic focus for TTISSA on key issues such as upstream themes linked to the newly developed and piloted Teacher Policy Development Toolkit. Ideally, the rather scarce funds from the regular budget should be used to ensure continued delivery of key strategic upstream issues, while extra-budgetary funding could be a source for national application of these themes.
6. Source for additional extra-budgetary funding options and ensure the optimization of the regular budget for TTISSA. Funding could be enhanced by UNESCO being able to demonstrate and catalogue good practice and successes to donors.
7. Reinforce common reporting mechanisms so that UNESCO can report on results and achievements and demonstrate best practice within teacher development, which in turn should also contribute to a better ability in generating extra-budgetary funding.
8. Develop responsive monitoring systems at country level that focus on TTISSA contributions to national objectives and results.
9. Put greater emphasis on incorporating impact level in monitoring systems and reporting guidelines as to document international best practices in relation to teacher development.
10. Capitalize on knowledge generation for capacity development to further shape the TTISSA framework.
11. Catalogue and clarify roles of external partners so as to ensure their strategic involvement in South-South and triangular North-South-South cooperation.
12. Publish guidelines endorsed by ADG/ED on clarified roles of key UNESCO stakeholders and prepare guidelines and manual on operations of TTISSA.
13. Clarify the partnership with the Task Force on Teachers for EFA in the process of being established with its Secretariat at UNESCO.

## 4 Annexes

### Annex I: Terms of Reference

#### EVALUATION OF THE TEACHER TRAINING INITIATIVE FOR SUB-SAHARAN AFRICA (TTISSA)

##### TERMS OF REFERENCE FOR MID TERM EVALUATION

###### *Background to the evaluation*

The acute shortage of qualified teachers, particularly in Africa, has been identified as one of the biggest obstacles to the realization of the Education for All (EFA) goals by 2015. The African Union (AU), through its Second Decade of Education for Africa, has elaborated a Teacher Development Strategy in order to respond to this challenge. African Member States, confronted with those huge quantitative and qualitative challenges, requested UNESCO to implement a teacher focused Initiative. The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) is the ten-year UNESCO response to this request. It was launched in January 2006 in 17 first phase countries, and it is intended to roll out the Initiative to cover all SSA countries before 2015.<sup>36</sup>

The Initiative's goal and expected results were first defined in the 171 EX/8 document of the Executive Board on 17 March 2005, and National Coordinators (NCs) were designated in each of the TTISSA first-phase countries to serve as focal points and links between the Ministries of Education and UNESCO. National Reports and draft Action Plans were produced by National Coordinators by mid-2006. Analysis of these documents and discussions with Field Office colleagues led to a consolidated programme Log-frame<sup>37</sup>.

The overarching aim of TTISSA as reflected in the Log-frame is to increase the quantity and improve the quality of the teacher workforce in Sub-Saharan Africa, thus contributing to the implementation of the AU Second Decade of Education for Africa's Teacher Development Strategy. The Initiative advocates a holistic approach to addressing issues concerning teachers and teaching personnel in Sub-Saharan Africa. This recognises that the establishment and maintenance of an effective, motivated teaching force is dependent on a number of factors, issues relating to policy, structures, management, working conditions and overall status of the profession. As such, TTISSA works at an upstream level with Member States

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<sup>36</sup> For a list of the 17 first-phase countries, see TTISSA website: <http://www.unesco.org/education/TTISSA>

<sup>37</sup> See: <http://unesdoc.unesco.org/images/0015/001539/153940E.pdf>



towards this end, through support to the planning and management of the teaching force. This is reflected in the goal, purpose and outputs of the TTISSA Log-frame, as outlined below:

### *The Goal, Purpose and Outputs of TTISSA*

<b>Goal:</b>	To improve access, quality and equity of education towards the achievement of EFA in Sub-Saharan Africa
<b>Purpose:</b>	To increase the quantity and quality of the teaching force in Sub-Saharan Africa
<b>Outputs:</b>	Output 1: Status and working conditions of teachers improved
	Output 2: Teacher management and administrative structures improved
	Output 3: Appropriate teacher policies developed
	Output 4: Quality and coherence of teacher professional development enhanced

### *TTISSA management model*

Drawing from the UNESCO's policy on *Accountable Decentralization*, the *Framework for Accountable Decentralization*<sup>38</sup> and the underlying principle of subsidiarity, the key roles of UNESCO HQ (the HED/TED section specifically), the UNESCO Regional Bureau for Education in Africa (BREDA) in Dakar, the UNESCO International Institute for Capacity Building (IICBA) in Addis Ababa and the UNESCO Field Offices (FOs) in relation to TTISSA are:

<b>Field Offices</b>	Implementing and executing TTISSA, working alongside the Government and other stakeholders, in the country(ies) for which they are responsible. FOs have understanding the priorities of the country and the context for their realisation.
<b>BREDA</b>	Supervising and coordinates implementation across the Region and plays a key role in advocacy at both regional and sub-regional levels.
<b>IICBA</b>	Undertaking specialized research and capacity development in the area of teacher education, distance education and ICTs in education, school leadership training workshops as well as research in key teacher issues and training, in pedagogy, ICTs in education, HIV/AIDS

<sup>38</sup> See the Director General's reply to the General Policy Debate of the 179 session of the Executive Board. <http://unesdoc.unesco.org/images/0015/001590/159001m.pdf>

	and life skills education.
<b>HED/TED</b>	Working with FOs, BRENDA, IICBA and external partners to provide global leadership, and strategic support to Member States in the area of teachers.

At the onset of TTISSA in early 2006, NCs were designated to serve as focal points and links between the Ministries of Education and UNESCO. They were funded and managed by HQ. The NCs were asked to develop a National Report, Action Plan, and Quarterly Reports.

After the first year of its implementation, a full evaluation of the model was undertaken as planned, through analysis of the role of NCs to date, dialogue with Field Office colleagues and NCs and review of other models of support. The evaluation found that the model had led to a lack of ownership at Field Office level, and within the Ministries of Education themselves in many cases. It also found that the roles and responsibilities of the NCs were not clear, and that their own understanding of the context in which they worked was sometimes not sufficient to ensure that they engaged with the key stakeholders and worked within mainstream systems. In several cases development partners had expressed surprise at the way in which UNESCO seemed to be working in parallel with structures already in place. The outcome of the evaluation was that, in accordance with the model of decentralization, the decision as to whether to contract a NC, and the responsibility for their work, would be at the level of Field Office.

This led to the number of NCs being reduced from 17 to 8, and in some cases the model maintained but a different NC recruited. Other models emerged, for example in countries with no UNESCO country presence National Programme Officers were recruited, with responsibility for the implementation of all UNESCO activities, including TTISSA. In two other cases the UNESCO National Commission has taken up the role of the NCs.

### *TTISSA achievements to date*

A number of activities have been implemented, both at the national and regional levels.

At the regional level, TTISSA has been supporting the development of teacher policies, the improvement of teacher data and research, the development of teacher education quality assurance, the improvement of teacher status and working conditions, as well as focused technical areas such as Education for Sustainable Development and Non-Formal Education. More information on those achievements can be found in the TTISSA Newsletter.

At the national level, all first-phase TTISSA countries have benefitted from support in the priority areas identified through the analysis of teacher issues. This has enabled the design and implementation of a range of focused activities which reflect country priorities within the strategic framework of TTISSA:

- *Teacher policies*: South-South sharing in teacher policy-related issues and country-level policy/strategy development;
- *Research on teacher issues*;
- National Qualifications Framework for Teachers (Angola), and, more widely, support to *Quality Assurance* through Regional Fora;
- *Capacity building* of education personnel and decision-makers;
- *Educational centres*; support to their establishment;
- *Educational curricula and materials*, particularly in HIV and AIDS, Non-Formal Education, science, peace and human rights education, ICTs and ODL, and gender issues;
- *Advocacy*, for example, through World Teachers Day and the EFA Global Action week, and;
- Support to *Open and Distance Learning (ODL)* for teacher education.

### ***Issues and challenges***

The Initiative has faced a number of challenges:

- The need for common understanding of the roles and responsibilities of the different UNESCO 'arms' in the design and implementation of the strategy;
- Insufficient human and financial resources;
- The need for shared expectations of all stakeholders;
- The need to determine the roll-out of TTISSA to other SSA countries (see below).

### ***Budget***

The Initiative was allocated a regular budget of US\$ 807,000 at the global and regional levels for the 2008-2009 biennium. In 2006-2007, US\$ 1.189 million regular budget funds were allocated at those levels, and US\$ 1.037 million regular budget and US\$ 6.6 million extra budgetary funds were allocated to TTISSA at the national level. No separate budget line for TTISSA at the national level is considered in the 2008-2009 budget.

### ***TTISSA Roll-Out Strategy***

TTISSA was designed as a ten-year Initiative in which all 46 SSA countries would participate progressively, through a series of four-year cycles, by 2015. The initial roll-out strategy was to concentrate on 17 countries during a four-year period. Countries were then to be progressively added. However, alternative roll-out strategies may be more appropriate, but

it will be important first and foremost to agree on the future model of implementation and the roles and responsibilities within UNESCO. Some alternative suggestions are:

- Current model of implementation and integration of all 46 SSA countries into TTISSA at the beginning of the next biennium.
- Current model of implementation and progressive integration of new countries, in addition to existing TTISSA countries.
- Devolve the Initiative to country-level, with support from the Regional Office and roll out would be either progressive or immediate roll-out to all countries.

### *Objectives of the Evaluation*

Evaluation and monitoring have been considered in the design and implementation of TTISSA, in particular through the development of a Log-frame and its performance indicators. With TTISSA now in its third year of implementation, Member States requested, at the 34<sup>th</sup> session of the General Conference, that an internal evaluation be carried out and the report submitted to the 179<sup>th</sup> session of the Executive Board (October 2007), and that this be followed by a full external evaluation with the report to be submitted to the General Conference of 2009. The internal evaluation (as reported in EX.xx179xx) synthesized and analyzed the data collected through the ongoing monitoring of progress against agreed priorities. The external evaluation is being commissioned by the Internal Oversight Service (IOS) of UNESCO in co-operation with HED/TED. It is this external evaluation which is the subject of the Terms of Reference.

The primary focus of the external evaluation will be an independent assessment of the relevance, efficiency, effectiveness, utility, sustainability and impact of TTISSA; however, it also provides opportunity to explore more strategic issues which are of significance to UNESCO as a whole. Most specifically, it will explore the Initiative's model of implementation and its implications in relation to the upstream mandate of UNESCO with regard to support to Member States. It will also consider the opportunities and challenges it represents in relation to the UNESCO Education Sector's model of decentralization, exploring the implications of the principle of subsidiarity, roles and responsibilities and relationships between the different arms of UNESCO (HQ, Regional Offices, Institutions, and National and Cluster Offices).

Recommendations concerning the model of implementation and its significance to UNESCO as a whole of the TTISSA Initiative will be made. It should be ensured that timely, robust and coherent evidence is available to inform decisions on the programme at all points in its life span.

***Key questions of the evaluation:***

It will be important that the evaluation achieves a balance between consideration of the broader issues, i.e. TTISSA with regard to decentralization, achievement of UNESCO upstream mandate, expectations of stakeholders and the specific issues in relation to its programmatic impact and potential. A key dimension of both broader and programmatic issues is the understanding and management of stakeholder expectations. Questions should include:

**Relevance**

- How relevant is the programme to national needs, priorities and expectations?
- How coherent is it in relation to UNESCO's overall mandate, particularly with regard to achievement of the EFA goals and the Millennium Development Goals (MDGs), upstream support, inter-sectoral cooperation, and in the context of the UN delivering as ONE?
- To what extent is the programme working in synergy with and contributing to the implementation of the AU Second Education of Education for Africa's Teacher Development Strategy?

**Efficiency**

- Have programme delivery mechanisms been appropriately resourced, cost effective and timely?
- Has the current upstream management model proved to be effective? Have the roles and responsibilities of HQ, Field Offices and Institutions been clear and effectively coordinated?
- Have capacities/support provided been sufficient and appropriate?

**Effectiveness and impact**

- In each of the four target objectives of TTISSA, what has worked in which context, why and how can it be made to work better?
- How effectively has TTISSA drawn upon UNESCO's comparative advantage?
- How effectively has TTISSA mobilized multilateral partners, additional funding, and how effectively has it worked in coherence with in-country initiatives?
- How effective has TTISSA been in meeting its objectives and outputs as set out in the Log-frame? (note that where baseline data exist, results should be measured against these)
- What have been the unanticipated outcomes?
- Is there evidence of medium and longer term impacts?

**Sustainability**

- In what way are activities planned and implemented to support sustainability?

- What would be the consequences in TTISSA countries if external funding were withdrawn?
- What are the practices as well as key lessons emerging under TTISSA that can best inform the future implementation model and roll-out of TTISSA?

Responses to those key questions should lead to recommendations concerning the resources, priorities, model of implementation and roll-out of the Initiative.

### *Methodology and scope of work*

Tenders should propose clear, well argued methodologies for data collection, analysis, data management and reporting. The evaluation should also draw upon existing work, particularly the internal TTISSA evaluation and the evaluation of the EFA Capacity Building programme. The methodology, methods and tools should respect the UN Evaluation Group (UNEG) norms and standards.

The evaluation function of the IOS will provide access to relevant contacts and information sources not otherwise available. Proposers should include a management plan for the work including full details of team composition (together with CVs) and their approach to management, delivery and meeting tight deadlines. It is estimated that at least two persons could be contracted for up to six weeks each, but it is up to each to consider how best to set up and organize the team, task organization and delivery.

### *Profile of evaluators*

The evaluators should have a relevant professional background in education including experience of teacher education policy and practice in a range of fields including in educational development, and should include also within the team one or more persons with social and political science expertise. They should be familiar with education sector issues and UNESCO and have proven experience with evaluation and/or systematic assessment of development programmes and have proven expertise in tasks similar to this evaluation. Specifically evaluators should have:

- At least 10 years of programme evaluation experience and or systematic assessment of development programmes;
- Demonstrated experience and knowledge of programme evaluation methods and data collection;
- Relevant in country or regional experience and linguistic competencies necessary for any fieldwork (English and French competency is required and other relevant languages are beneficial);<sup>39</sup>

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<sup>39</sup> For in country field work the tenderer may propose to include team members based in country or in the sub-region.

- Appropriate gender balance and geographic (North – South) representation in view of ensuring regional diversity; and
- No prior direct engagement in the activities subject to this evaluation.

Experience of the team should be demonstrated through listing relevant projects undertaken in the last 5 years and by inclusion of CVs of each team member. The core team should be independent in relation to UNESCO and not be regular UNESCO staff. In addition to satisfying these professional criteria, tenders should note the Award Criteria set out in the 'guidance' document associated. These criteria will be applied in the evaluation of tenders to judge the technical quality, methodological soundness and management capability demonstrated in the tender: specifically:

1. Does the tender demonstrate understanding of the task in relation to the requirements set out in the tender specifications? (score 20 points).

2. Is the approach set out in the tender appropriate to address all the questions and issues in the tender specifications? (max 20 points). Do the proposed methodology, methods and tools show overall quality, comprehensiveness, appropriateness feasibility and rigour? (max 40 points).

3. Is the planning and management of the work sound? (maximum 20 points). Tenderers should also note that in addition to the quality of the tender, price will also be taken into account in order to ensure value for money. All bids which pass the award criteria threshold of 75 points will be eligible for assessment on the basis of cost. Financial bids should be prepared separately.

### **Timing and reporting**

IOS of UNESCO will be responsible for contracting and managing the external evaluation. The evaluation will report to a Reference Group of key stakeholders with knowledge of TTISSA and chaired by a representative of IOS. The Reference Group will guide the orientation of the evaluation, supervise the conduct of the evaluation, advise on methodology and substantive issues and assure quality of the evaluation process and outputs.

Timescales are indicative but are as follows:

Call opened – Mid August 2008

Call closes – Mid September 2008

Contract signed – Early January 2009 and to run until April 2009

The Roll Out Strategy for TTISSA needs to be determined by June 2009 at the latest, and therefore finalization of this evaluation before mid April 2009 will be an essential requirement of the work.

**Deliverables**

**Inception Report:** mid January 2009. The report will be the basis for the first meeting of Reference Group to discuss inception report. The Inception report is a key deliverable presenting a refined and detailed evaluation rationale, methodology and work plan. The inception report need to be informed by a thorough grounding in the substantive work and content of the TTISSA initiative to ensure that evaluation approach is appropriate and well targeted to identify the major issues to review. The inception report therefore should include an essential literature review and provide the contextual background of the initiative. The report offers the Reference Group and evaluator an opportunity to discuss and agree refinements to the work plan and orientation of the evaluation.

**Interim Report:** end January 2009. This will present preliminary results and include a suggested structure and contents framework for the final report

**Draft Final Report:** mid February 2009. This will be carefully reviewed by the Reference Group to provide guidance to inform the final report. A Reference Group meeting envisaged either electronically mediated or face to face.

**Final Report:** end March 2009. This must be delivered in English and French versions in Word and in electronic format.



## Annex II: Glossary of Terms

### *OECD DAC Criteria for the Evaluation of Development Assistance* <sup>40</sup>

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**Relevance** The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.

**Effectiveness** A measure of the extent to which an aid activity attains its objectives.

**Efficiency** measures the outputs – qualitative and quantitative – in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

**Impact** The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.

**Sustainability** is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

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<sup>40</sup> The DAC Principles for the Evaluation of Development Assistance, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).

## **Annex III: Key Literature Reviewed and Stakeholders Interviewed**

### ***UNESCO Management Documents***

A Summary of Recently Completed & Ongoing Activities, Section of Teacher Education, UNESCO, 2009

Capacity- Building for EFA, Extra-budgetary Programme for Technical Support to Member States - 2006-2007 467-GLO-1003, Final report, December 2008

Capacity- Building for EFA, Extra-budgetary Programme for Technical Support to Member States - 2006-2007 467-GLO-1003, Summary of country log-frames - Working document, December 2008

Capacity- Building for EFA, Result Matrix, 2009

Capacity- Building for EFA, External Evaluation Report, April 2008

Enhancing the Teacher Training Initiative for Sub-Saharan Africa, 34 C/51, 8 October 2007, General Conference 34th session, Paris 2007

Report by the Director-General on the Follow-up on the EFA Strategic Review and UNESCO's Strategy for the 2005-2015 Period, 171 EX/8, 17 March 2005

Report by the Director-General on the Follow-up to Decisions and resolutions Adopted by the Executive Board and the General Conference at Their Previous Sessions 179 EX/5 Part I, 21 March 2008

Report on Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, Ninth Session, Geneva, 30 October–3 November 2006

Terms of Reference for Evaluation of UNESCO Strategic Programme Objectives SPOs 1 & 2, Mid-term evaluation of C/5 biennial sectoral priorities, Internal Oversight Services, December 2008

The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and The UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997), ED-2008/WS/24 2008

Building a UNESCO National Education Support Strategy (UNESS) 2008-2013 Guidance Note, Education Policies and Strategies 11, Section for Education Support Strategies, Division of Country Planning and Field Support, UNESCO, 2006

33 C/5 Approved Programme and Budget 2006-2007

34 C/5 Approved Programme and Budget 2008-2009

### ***TTISSA General Documents***

Concept Note, Development of a Tool for Analysis of Teacher Issues in Sub-Saharan Africa, TED, 2009

- Proposal for Additional Support of Spanish Government for TTISSA Activities in Selected Countries
- Report of the Teacher Education Policy Forum, for Sub-Saharan Africa, UNESCO HQ, Paris, 6-9 November 2007
- Roll-Out Strategy for the Teacher Training Initiative for Sub-Saharan Africa (TTISSA, April 2008
- Teacher Education Policy Forum for Sub-Saharan Africa, UNESCO-ADB-ADEA, 26-28 November 2008, Tunis, ED/HED/TED/2009/ME/21
- Teacher Training Initiative for Sub-Saharan Africa (TTISSA), Country Information, Progress Update 2006-07
- Teacher Training Initiative for Sub-Saharan Africa (TTISSA), Country Information, Progress Update 2009
- Teacher Training Initiative in Sub-Saharan Africa (TTISSA) 2006-2015, Concept Note, ED/HED/TED/2007/PI/53
- TTISSA Brochure, 2006, ED-2006/WS/21
- TTISSA Brochure, 2008, ED-2008/WS/47
- TTISSA Internal Evaluation of the results achieved by TTISSA, 34 C Resolution 18, 179 EX/5
- TTISSA Newsletter, Volume 1, Issue 1, April 2008
- Tool for Analysis of Teacher Issues in Sub-Saharan Africa, Chapter 1-5, 2009
- Towards Quality Assurance for Teacher Education in Sub-Saharan Africa, Report prepared at the request of the Section for Teacher Education, Division of Higher Education, UNESCO, August 2008
- UNESCO/Spanish funds-in-trust co-operation, Implementation status report, 2009
- UNESCO's Teacher Training Initiative for Sub-Saharan Africa (TTISSA) 2006 -2015, LOGFRAME, ED/HED/TED/2007/PI/54
- What do recent evaluations tell us about the state of teachers, in Sub-Saharan Africa?, Background paper prepared for the Education for All Global Monitoring Report 2008, Education for All by 2015: Will we make it? 2008/ED/EFA/MRT/PI/19

***TTISSA Country Documents:***

- Angola: Final Report, Reconstruction of the Education System in Angola: Improving the Quality of Teacher Education
- Angola: Project Document, Sustaining the Improvement of Teacher Education Quality in Angola
- Angola: Sustaining the improvement of Teacher Education Quality in Angola, Implementation Status report 2009
- Burundi: Project 534 BDI 1000, Final report, 2009
- Cap Verde: Enhancing the quality of teacher training and distance learning through the African Virtual Campus (AVC) in Cape Verde, Implementation Status report 2009

- Central African Republic: Formation accélérée de qualité dans les centres pédagogiques régionaux de la RCA, Implementation Status report 2009
- Congo: Amélioration du système de formation des enseignants en République du Congo, Implementation Status report 2009
- Congo: Amélioration du système de formation des enseignants en République du Congo, Document de projet
- Ghana: Support for TTISSA Activities: Pres-service and In-service Teacher Training and Education, Implementation Status report 2009
- Ghana: Support for TTISSA Activities: Pre-service and in-service and in-service teacher training and education, Implementation Status report 2009
- Guinea: Aide Memoire, Programme Sectoriel de l'Education, Mission conjointe Gouvernement-Partenaires Technique et Financiers, 14-18 April 2008
- Guinea: Aide Memoire, Programme Sectoriel de l'Education, Banque Africaine de Développement et République de Guinée, 18 April – 5 May 2008
- Guinea: Atelier national de partage des Expériences relatives à la Formation des Enseignants Développées dans le Cadre du programme CapEFA en Guinée, Report, 2008
- Guinea : Description et Budget du Programme Sectoriel de l'Education 2008-15, 2008
- Guinea: Introduction of the modular approach in pre-service teacher training in the Republic of Guinea, Presentation at Sub-regional workshop on sharing teacher education experiences, Dakar, December 2008
- Guinea: Lancement de la Phase 2 du Programme de de Renforcement des Compétences des Enseignants du Primaire et du secondaire suivi du Comite' de Pilotage, 2009
- Guinea: L'introduction de l'approche modulaire dans la formation initiale des maîtres en République de Guinée. Documentation du processus d'implantation, 2008
- Guinea: Note on further training, monitoring and evaluation system for school teachers, Within the framework of the Guinea Cap EFA project, 2008
- Guinea: Politique Nationale de Formation Initiale et Continue des Enseignants en République de Guinée, Présentation au Forum sur les Politiques Relatives a la Question Enseignants en Afrique Sub-Saharienne, Tunis, 26-28 November 2008
- Guinea: Project de Renforcement des Compétences des Enseignants du Primaire en Guinée, Project Proposal, 2006
- Guinea: Project de Renforcement de Compétences de Enseignants du Primaire en Guinée, Rapport d'évaluation à mi-parcours Étude réalisée par l'antenne Guinéenne du ROCARE, Report 2008
- Guinea: Project de Renforcement des Compétences des Enseignants du Primaire en Guinée, Fiche d'Activités, 2007
- Guinea: Renforcement des Compétences des Enseignants du Primaire, CapEFA Status report, 2008

Guinea: Summary of the Report on the Evaluation of the National Policy for the Initial and Continuing Training of Primary and secondary School teachers in Guinea, 2008

Niger: Preparation dfu Document de Politique de Formation des Enseignants de l'Education Non Formelle, Analyse de la situation de la formation des enseignants du non formel dans les pays LIFE, 2008

Niger; Quelle Politique de Formation des Enseignants de L'Education Non Formelle en Afrique Sub-Saharienne?, 2008

Tanzania: Evaluation of Capacity Building for EFA, Tanzania Cap-EFA Programme, 2008

### ***People Interviewed in April 2009***

<b>Name</b>	<b>Position</b>
<b>Paris UNESCO HQ</b>	
Ms. Ramya Vivekanandan	Assistant Programme Specialist, ED/HED/TED
Dr. Gabrielle Bonnet	Associate Expert, ED/HED/TED
Prof. Komlavi Fransisco Seddoh	Acting Chief, ED/HED/TED
Dr. Lucio Sia, Jr.	Programme Specialist, ED/HED/TED
Mr. Svein Osttveit	Chief Programme Coordinator, Coordination team, Education Sector, Executive Office
Prof. Georges Haddad	Director, Division of Higher Education
Ms. Janne Kjaersgaard	Assistant Programme Specialist, Strategic Planning and Monitoring Section, Education Sector Executive Office
Ms. Martina Rathner	Principal Evaluation Specialist, IOS
Jaya Conhye-Soobrayen	Programme Specialist, Strategic Planning and Monitoring Section, Education Sector Executive Office

### ***People Interviewed in May 2009***

<b>Name</b>	<b>Position</b>
<b>Paris UNESCO HQ</b>	
Ms. Ramya Vivekanandan	Assistant Programme Specialist, ED/HED/TED
Dr. Gabrielle Bonnet	Associate Expert, ED/HED/TED
Prof. Komlavi Fransisco Seddoh	Acting Chief, ED/HED/TED
Dr. Qian Tang	Deputy Assistant Director-General for Edu-

	cation and Director, Education Sector Executive Office
Dr. Lucio Sia, Jr.	Programme Specialist, ED/HED/TED
Ms. Sayeeda Rahman	Programme Specialist, ED/HED/TED
Ms. Dominique Altner	Programme Specialist, Section for Education Support Strategies
Mr. Svein Osttveit	Chief, Strategic Planning and Monitoring Section, Education Sector Executive Office
Prof. Georges Haddad	Director, Division of Higher Education
Ms. Janne Kjaersgaard	Assistant Programme Specialist, Strategic Planning and Monitoring Section, Education Sector Executive Office
Ms. Atsuko Shintani	Associate Evaluation Specialist, IOS
Jaya Conhye-Soobrayen	Programme Specialist, Strategic Planning and Monitoring Section, Education Sector Executive Office
<b>Telephone Interview in June</b>	
Dr. Caroline Pontefract	Director, Social Transformation Programme, Commonwealth Secretariat, UK

**Offices met during mission to Guinea 8 – 14 June 2009**

Date	Horaire	Activité	Lieu
Mardi 9	09:00 – 11:00	Briefing de mission	Bureau projet
	11:30 – 12:00	Visite au SG de l'Education	Ministère
	12:00 – 13:00	Ministre education	MEPUET et EC
	14:00 – 15:00	Séance de travail avec chef de file PTF (GTZ)	GTZ
	15 :00- 17 :00	Visite commission nationale pour l'UNESCO	Bureau Comnat
Mercredi 10	09:00 – 11:00	Séance de travail avec Mutuelle de santé des enseignants	Bureau Georges Guélavogui ou PNUD
	11:00 – 12:00	Séance de travail avec l'Inspection Générale de l'Education	IGE
	12 :00- 13 :00	Coordination PSE	
	14 :30- 16 :00	Séance de travail avec Baba Diané	Bureau Baba

Jeudi 11	9:00 – 11:00	ISSEG	ISSEG
	11:00 – 13:00	Séance de travail avec la DNESG	DNESG
Vendredi 12	9 :00 -10 :00	Séance de travail avec Mr Sangaré + SNFP	SNFP
	10 :00 – 11:00	Séance de travail avec Alpha Mamadou Bah (ex chef service SNFPP)	PNUD
	11 :00- 13 :00	Débriefing de la mission	Bureau Projet

### ***Key findings from the TTISSA Guinea Study:***

#### **Re Relevance**

TTISSA activities in Guinea are based on two CapEFA funded projects. Based on in-depth discussions with national stakeholders as well as other donors working in Guinea TTISSA activities have largely been based on addressing gaps identified in the national education sector programme. TTISSA funds and UNESCO expertise have, to a large extent, been utilised for piloting activities which afterwards could be included in the national education sector programme funded by a number of major donors at a larger scale. The two TTISSA projects in Guinea have therefore been rather successful in terms of identifying needs relevant to the national policy context for large scale implementation under the national education sector programme.

#### **Re Efficiency**

Budget wise, Guinea is next to Angola, being the country having received the highest amount of extra-budgetary funding. In total US\$1.620.572 has been assigned from CapEFA for funding of two projects. With regard to institutional arrangements, a UNESCO officer who during the first years was stationed in Conakry has continued providing management assistance for the projects from the Cluster Office in Bamako. Guinea is furthermore one of the 8 countries still having a NC. Cooperation with national decision makers and other donors working in Guinea has been very efficient.

#### **Re Effectiveness and Impact**

Whereas the first project to a relatively high extent focused on enhancement and dissemination of the national teacher development policy and piloting of teacher training initiatives (output area 3 and 4 of the TTISSA Logframe) the second project also included the piloting of a mutual insurance scheme (output area 1) and development of a Strategy for Pre-Service and In-Service Training of Primary & Secondary Teachers (output area 2). The two projects

have furthermore involved a large number of nationals, not only in a project steering committee, but also in terms of project execution. With regard to the later, nationals have produced several research and analytical papers which have been presented at regional and sub-regional seminars. The two projects have had considerable effects and have had impacts in terms of ensuring activities piloted under TTISSA having been integrated into national efforts.

**Re Sustainability**

In summary, it can be stated that the continuity in provision of management assistance from an appointed UNESCO officer initially based in-country and later at the Cluster Office in Bamako together with the effective cooperation with the NC has contributed strongly to development of in-depth knowledge of the national context and good communication with other stakeholders. Thus it was an important factor facilitating the effectiveness and impact of the two projects. This together with the dependency on extra-budgetary funding also points to the importance of national or sub-regional presence to ensure appropriate dialogue with national decision makers and other donors as key factors affecting continued sustainability.



## Annex IV: Key Evaluation Questions

Key Questions (based on Log-frame Outputs)	Indicators (OVIs from Log-frame)	Method/Data Source
<p>O1/Q1</p> <p>To what extent has the status and working condition of teachers improved as a result of the TTISSA initiative at country level?</p>	<ul style="list-style-type: none"> <li>• Proceedings of work session modified by November 2006</li> <li>• Recruitment criteria modified by February 2007</li> <li>• Listserv established by April 2007</li> <li>• All members of CEART contributing to online discussion at least once every three months by end 2009</li> <li>• Working Group on Allegations monitoring role reinforced by end 2008</li> <li>• 50% of CEART members regularly sharing papers/studies/own work for discussion by end 2008</li> <li>• CEART members actively contributing to World Teachers Day and other advocacy events by end 2009</li> <li>• World Teachers' Day events 2007, 2008 and 2009</li> <li>• Advocacy in all presentations/conference papers given by TED</li> <li>• A user friendly version for Sub-Saharan Africa of the two recommendations is developed by ILO/ UNESCO by end 2009</li> <li>• High level World Teachers' Day event 2007, 2008, 2009 70% of TTISSA countries celebrating World Teachers' Day by end 2010</li> <li>• GMR and other key international reports reflect teacher issues by end of 2010</li> <li>• Review disseminated to high level stakeholders by end of 2008</li> <li>• UNESCO chairs in teacher education and network activated by end of 2008</li> </ul>	<p>Publications Reports Reviews Evaluations UNESCO/TTISSA portal CEART listserv notes and discussion ILO and CEART web sites</p> <p>Country reports Field office reports</p> <p>Interviews</p>
<p>O2/Q2</p> <p>To what extent have the teacher management and administration structures</p>	<ul style="list-style-type: none"> <li>• Review disseminated to all key stakeholders through regional and national forum by end of 2008</li> <li>• Policy Brief used by 30% of countries by end of 2008</li> <li>• Series of joint TED/UIS workshops on Teacher Indicators, October 2007, July 2008, January 2009</li> </ul>	<p>Field Office reports UNESCO/TTISSA portal UNESCO publications</p>

improved at country level?	<ul style="list-style-type: none"> <li>• Improved teacher indicators end of 2011</li> </ul>	Interviews at field level
<p>O3/Q3</p> <p>To what extent have appropriate teacher policies been developed at country level?</p>	<ul style="list-style-type: none"> <li>• Teacher education policy forum organized by end of 2007</li> <li>• Strategy for policy support developed by end of 2007</li> <li>• Policy brief /guidelines developed by end of 2009</li> <li>• Policy brief/guidelines used by 50% of TT ISSA countries by end of 2010</li> <li>• Quality Assurance Global Forum held October 2007</li> <li>• Quality Assurance workshop for TTISSA held Oct 2007</li> <li>• Strategy for TTISSA support to QA in teacher education developed by end of 2007</li> <li>• Eight TTISSA countries develop HIV and AIDS educational work place policies by 2008</li> <li>• Policy brief developed by end of 2009</li> <li>• Two regional forums by end of 2009</li> </ul>	<p>Report of workshops</p> <p>Research documents</p> <p>Field Office reports</p> <p>UNESCO/TTISSA portal</p> <p>UNESCO publications</p> <p>Interviews</p>
<p>O4/Q4</p> <p>To what extent has the quality and coherence of teacher professional development enhanced at the country level?</p>	<ul style="list-style-type: none"> <li>• Standardisation framework developed by end of 2009, acknowledged by policymakers, formally approved</li> <li>• Two regional forum by end of 2009</li> <li>• Eight evaluations/statistical studies are commissioned by end of 2007</li> <li>• Collaboration with Sector and Communication Sector, and IICBA established and maintained</li> <li>• Workshop at “e-learning for Africa” conference (May 2007)</li> <li>• ICT activity in Democratic Republic of Congo initiated by end of 2008</li> <li>• ICT activity in Ghana initiated by end of 2008</li> <li>• Regional workshop on ICTs by end of 2009</li> <li>• Toolkit developed at regional and national level to support in-service coordination, evaluation and accreditation by end of 2008</li> <li>• Guidelines developed and disseminated to all TTISSA countries by end of 2010</li> <li>• 8 TTISSA countries organising pedagogic training courses for HE personnel by 2009</li> <li>• Material dissemination to TTISSA countries end of 2009</li> <li>• Catalogue of materials developed by 2008</li> </ul>	<p>Inventories &amp; Catalogues of TTI documentation centre</p> <p>UNESCO/TTISSA reports and portal</p> <p>PASEC/SACMEQ and other evaluations</p> <p>UNESCO Field reports</p> <p>Curriculum workshop development reports</p> <p>Material review</p>

	<ul style="list-style-type: none"> <li>• Wrap-around materials developed as appropriate by 2009</li> <li>• New materials commissioned and developed by end of 2010</li> <li>• Curriculum and implementation design by end of 2008</li> <li>• Materials developed by end of 2009</li> <li>• Launch of Pan-Africa programme by end of 2010</li> </ul>	Interviews with key external key stakeholders at country level
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Main Themes/ Interventions/Questions	Indicative Questions	Indicators	Methods
<p><b>Relevance</b></p> <p>To what extent has TTISSA been and continues to be relevant in relation to the international development goals, to UNESCO’s overall mandate as well as to national needs, priorities and expectations?</p>	<ul style="list-style-type: none"> <li>• How relevant is the programme to national needs, priorities and expectations?</li> <li>• How coherent is it in relation to UNESCO’s overall mandate, particularly with regard to achievement of the EFA goals and the Millennium Development Goals (MDGs),</li> <li>• How coherent is it in relation to UNESCO’s upstream support, inter-sector cooperation, and in the context of the UN delivering as ONE?</li> <li>• To what extent is the programme working in synergy with and contributing to the implementation of the AU Second Education of Education for Africa’s Teacher Development Strategy?</li> </ul>	<ul style="list-style-type: none"> <li>- Status, adoption and integration of TTISSA initiatives within regional, national policies and strategies and sector programme</li> <li>- Perceptions and expectations of officials and stakeholders</li> <li>- Maintenance of EFA as priority</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation analysis and research</li> <li>- Interviews and telephone interviews with key persons and staff at HQ, Regional, national levels</li> <li>- Interviews with key stakeholders</li> <li>- TTISSA portal</li> </ul>
<p><b>Efficiency/ cost efficiency)</b></p> <p>To what extent have resources been generated and to what extent are programme systems efficient in addressing</p>	<ul style="list-style-type: none"> <li>• Have programme delivery mechanisms been appropriately resourced, cost effective and timely?</li> <li>• Has the current upstream management model proved to be effective? (In particular the role of the NC)</li> <li>• How has TTISSA development position and practice evolved to take account of the past experiences?</li> <li>• Have the roles and responsibilities of HQ, Field Of-</li> </ul>	<ul style="list-style-type: none"> <li>- Levels of expenditures against budget</li> <li>- Absolute numbers of teachers in post (consideration of gender).</li> <li>- Effective management model at all levels.</li> <li>- Levels of enhanced func-</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation analysis and research</li> <li>- Interviews</li> <li>- Interviews with key stakeholders</li> <li>- Telephone interviews</li> </ul>

<p>needs? To what extent are TTISSA funds spent in accordance with partner country priorities?</p>	<p>Agencies and Institutions been clear and effectively coordinated?</p> <ul style="list-style-type: none"> <li>• Have capacities/support provided been sufficient and appropriate?</li> </ul>	<p>Planning and delivery of quality services</p>	<ul style="list-style-type: none"> <li>- Site visits</li> <li>- TTISSA portal</li> <li>- Comparative analysis among different TTISSA countries</li> </ul>
<p><b>Effectiveness and Impact</b></p> <p>To what extent has the TTISSA initiative effectively implemented?</p> <p>To what extent has TTISSA had a positive impact and outcomes?</p>	<ul style="list-style-type: none"> <li>- In each of the four target objectives of TTISSA, what has worked in which context, why and how can it be made to work better?</li> <li>- How effectively has TTISSA drawn upon UNESCO’s comparative advantage?</li> <li>- How effectively has TTISSA mobilized multilateral partners, additional funding.</li> <li>- How effectively has TTISSA worked in coherence with in-country initiatives?</li> <li>- How effective has TTISSA been in meeting its objectives and outputs as set out in the Log-frame? (note that where baseline data exist, results should be measured against these)</li> <li>• To what extent have the identified changes been caused by the TTISSA initiative rather than external factors?</li> <li>• In what specific ways is the TTISSA initiative adding value to the local and national responses? What has been achieved so far?</li> <li>• To what extent have <u>quality</u> issues in teacher development through TTISSA been in focus?</li> </ul>	<ul style="list-style-type: none"> <li>- Perceptions of lead players as to role of UNESCO.</li> <li>- Effective leadership in teacher education</li> <li>- Alliance with country policies and norms</li> <li>- Levels of achievement against Log-frame</li> <li>- Use of produced outputs by the beneficiaries</li> <li>- Formal acknowledgement of outputs by national authorities</li> <li>- Quality of outputs</li> <li>- Levels of causation</li> <li>- Improved baseline data</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation analysis and research</li> <li>- TTISSA portal</li> <li>- Interviews with key participants and stakeholders</li> <li>- Site visits</li> </ul>
<p><b>Sustainability</b></p> <p>What are the main factors influencing sustainability?</p>	<ul style="list-style-type: none"> <li>• In what way are activities planned and implemented to support sustainability?</li> <li>• What would be the consequences in TTISSA coun-</li> </ul>	<ul style="list-style-type: none"> <li>- Scenarios for continuation of TTISSA activities</li> <li>- UNESCO up-stream activities supporting continua-</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation analysis and research</li> <li>- Interviews with key</li> </ul>

	<p>tries if external funding were withdrawn?</p> <ul style="list-style-type: none"> <li>• What are the practices as well as key lessons emerging under TTISSA that can best inform the future implementation model and roll-out of TTISSA?</li> </ul>	<p>tion of teacher development initiatives</p> <ul style="list-style-type: none"> <li>- Involvement of and level of formal acknowledgement of TTISSA achievements by national key stakeholders</li> <li>- Prospects of future funding levels</li> </ul>	<p>participants and stakeholders</p> <ul style="list-style-type: none"> <li>- Site visits</li> <li>- TTISSA portal</li> </ul>
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## Annex V: Questionnaire target groups, structure and foci

<b>Questionnaire A</b> <i>(Regional and Country offices) &amp; (UNESCO family -BREDA, IICBA)</i>		<b>Questionnaire B</b> <i>(Key stakeholders in the mem- ber states)</i>
<b>Identification of respondents</b>		
<i>Regional and Country Field offices – functions</i>	<i>UNESCO family - BREDA, IICBA – functions</i>	<i>Key stakeholders</i>
<b>Relevance of TTISSA in the education sector to the national needs?</b>		
Views of participants on the relevance of the TTISSA interventions to national needs and coherence with EFA and MDG targets.		
<b>Effectiveness</b>		
Effectiveness of local management (implementation, coordination, monitoring and reporting)	Issues related to Supervision and Coordination of implementation, dissemination of results	Effectiveness of designed interventions
	Issues related to Advocacy	Outcomes of the interventions
	Issues related to Research Issues related to capacity Building	
Outcomes in terms of ownership and leadership		
<b>Efficiency</b>		
To what extent is the cost of TTISSA justified by its results?		
<b>Sustainability</b>		
To what extent have continuation of benefits of TTISSA after major support assistance has been completed? What is the probability of continued long-term benefits?		
<b>Recommendations</b>		
Views of participants on what worked well (to identify success factors) and what can be improved and in what ways.		

## **Annex VI: Examples on TTISSA Supported Seminars & South-South cooperation**

### **TTISSA supported seminars and conferences:**

- Third Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications (13-14 September 2007) and the Second International Conference on Quality Assurance in Higher Education in Africa (17-19 September 2007), in Dar es Salaam, Tanzania
- Teacher Education Policy Forum for Sub-Saharan Africa (6-9 November 2007) in Paris, France
- Third International Conference on Quality Assurance in Higher Education in Africa (15-17 September 2008) in Dakar, Senegal
- Second Teacher Education Policy Forum for Sub-Saharan Africa (26-28 November 2008) in Tunis, Tunisia
- Distance Education and Teacher Training in Africa Conference (5-8 August 2007) in Kampala, Uganda

### **Examples on TTISSA supported South-South cooperation**

- Study visits in Kenya, Uganda and Rwanda for the reinforcement of national capacities in resources mobilization in favour of EFA (Burundi)
- BREDA Organisation of a meeting in Brazzaville for the TTISSA countries in the Central African sub-region (Congo, RD Congo, Chad, CAR, Burundi). The themes of the meeting included support to identified teacher training institutions, enhancement of the status of teachers, and quality assurance.
- Organization (by IICBA and BREDA) of sub-regional sharing workshop in Dakar in December 2008 to exchange Guinea's experience with teacher policy, innovative approaches to teacher training and evaluation of teacher training with other countries in the sub-region (Guinea)

### **Examples on TTISSA sponsorship of participation of individuals:**

- 2nd International Conference on ICT for Development, Education and Training eLearning Africa
- 5th IBE international workshop in Mauritius.

## Annex VII: Extra-budgetary Funded TTISSA Projects

### Angola

Project Title	US\$	Source
Reconstruction of the Education System in Angola: Improving the Quality of Teacher Education" (EFA Capacity Building	856,362	CapEFA
Sustaining the Improvement of Teacher Education Quality in Angola	419,796	Spain
Developing Capacity for the Mainstreaming of Cross-Cutting Issues in the Curricula of Schools and Teacher Training Institutions in Angola	450,000	CapEFA
<b>Total</b>	<b>1,726,158</b>	

### Burkina Faso

Project Title	US\$	Source
One project for US\$ 200.000 has been submitted	0	?
<b>Total</b>	<b>0</b>	

### Burundi

Project Title	US\$	Source
Contribution à la réalisation des objectifs de l'EPT par l'amélioration de la carrière des enseignants, le renforcement de la formation et l'enseignement à distance	322,676	Italian FTI
<b>Total</b>	<b>322,676</b>	

### Cap Verde

Project Title	US\$	Source
Projet de soutien à la formation des enseignants et à l'Université du Cap Vert	283,688	Spain
<b>Total</b>	<b>283,688</b>	

### Central African Republic

Project Title	US\$	Source
Support to the development of the new teacher strategy and Support to Regional Pedagogic Centres in their transformation	241,135	Spain
<b>Total</b>	<b>241,135</b>	

### Chad

Project Title	US\$	Source
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N/A	0	
<b>Total</b>	<b>0</b>	

### Republic of the Congo

Project Title	US\$	Source
Amélioration du Système de Formation des Enseignants en République du Congo	243,629	Spain
<b>Total</b>	<b>243,629</b>	

### Democratic Republic of the Congo

Project Title	US\$	Source
Renforcement des capacités de 1.000 inspecteurs nationaux de l'enseignement primaire et secondaire	642,444	Italian FIT
Training of 55 inspectors	200,000	Japanese FIT
<b>Total</b>	<b>842,444</b>	

### Ethiopia

Project Title	US\$	Source
N/A	0	
<b>Total</b>	<b>0</b>	

### Ghana

Project Title	US\$	Source
Support to the national Untrained Teachers Training programme through the appropriate use of ICT and to quality assurance systems for teacher pre- and in-service training	184,397	Spain
<b>Total</b>	<b>184,397</b>	

### Guinea

Project Title	US\$	Source
Renforcement des Compétences des Enseignants du Primaire en Guinée	935,000	CapEFA
Renforcement des Capacités de la Guinée en Matière de Formation des Enseignants » (EFA Capacity Building	685,572	CapEFA
<b>Total</b>	<b>1,620,572</b>	

### Madagascar

Project Title	US\$	Source
N/A	0	
<b>Total</b>	<b>0</b>	

**Niger**

Project Title	US\$	Source
Support to alphabetization and teacher training in Niger project (capacity building)	880,000	CapEFA
<b>Total</b>	<b>880,000</b>	

**Nigeria**

Project Title	US\$	Source
Comprehensive Education Sector Response to HIV and AIDS challenges in Nigeria	?	Japan FIT
<b>Total</b>	<b>?</b>	

**Sierra Leone**

Project Title	US\$	Source
Support to Strengthen the capacity of Primary and Basic Education Teacher Training Institutions in Sierra Leone	880,000	CapEFA
Support to Strengthen the Capacity of Primary and Basic Education Teacher Training Institutions in Sierra Leone	395,800	CapEFA
<b>Total</b>	<b>1,275,800</b>	

**Tanzania**

Project Title	US\$	Source
Capacity Building of Teachers and NFE educators in the development of Literacy Policy and Practice in Tanzania	880,000	CapEFA
CapEFA for Institutional Capacity Building for Quality Literacy Development in the United Republic of Tanzania	300,000	CapEFA
<b>Total</b>	<b>1,180,00</b>	

**Zambia**

Project Title	US\$	Source
N/A	0	
<b>Total</b>	<b>0</b>	

**Annex VIII: TTISSA Logframe**

<b>GOAL</b>			
<b>To improve access, quality and equity of education towards the achievement of EFA in sub-Saharan Africa</b>			
<b>PURPOSE</b>			
<b>To increase the quantity and improve the quality of the teaching force in sub-Saharan Africa</b>			
<b>ACTIVITIES</b>	<b>OBJECTIVELY VERIFIABLE INDICATORS</b>	<b>MEANS OF VERIFICATION</b>	<b>ASSUMPTIONS</b>
<b>Output 1. Status and working conditions of teachers improved</b>			
Support to UNESCO/ILO CEART to improve outputs and effectiveness	Proceedings of work session modified by November 2006 Recruitment criteria modified by February 2007 Listserv established by April 2007 All members of CEART contributing to online discussion at least once every three months by end 2009 Working Group on Allegations monitoring role reinforced by end 2008 50% of CEART members regularly sharing papers/studies/own work for discussion by end 2008 CEART members actively contributing to World Teachers Day and other advocacy events by end 2009	Report of 9 <sup>th</sup> session CEART listserv Messages and papers/documents exchanged on the listserv Mission report on visit to Member State CEART listserv discussion UNESCO/TTISSA portal	CEART experts motivated and interested in establishing and maintaining professional dialogue
Advocacy of the 1966-1997 UNESCO/ILO Recommendations Concerning Teaching Personnel	World Teachers' Day events 2007, 2008 and 2009 Advocacy in all presentations/conference papers given by TED A user friendly version for Sub-Saharan Africa of the two recommendations is de-	Publications UNESCO/TTISSA portal ILO and CEART websites	ILO is willing to develop the special sub-regional version for SSA

	veloped by ILO/ UNESCO by end 2009		
Advocacy on status and role of teachers, through high profile events like World Teachers' Day	High level World Teachers' Day event 2007, 2008 and 2009 70% of TTISSA countries celebrating World Teachers' Day by end 2010	Reports from countries, UNESCO Field Offices (FOs), and international local/regional press UNESCO/TTISSA portal	Shared commitment to raising the
Enhanced reflection of teachers issues in key international reports, and dialogue (with GMR) Review of teacher salaries and conditions in relation to that of other professions and to GDP and PPP (with IIEP, ILO, UIS, EI)	GMR and other key international reports reflect teacher issues by end 2010 Review disseminated to high level stakeholders by end 2008	GMR and other key international reports and related websites UNESCO/TTISSA publications and portal	Interest in addressing teacher related issues by international community Data available to support review
Establishment/strengthening of UNITWIN/ UNESCO chairs programmes for teacher status and related issues	UNITWIN/UNESCO chairs in teacher education and network activated by end 2008	UNESCO/TTISSA portal UNITWIN/UNESCO portal	TTISSA countries supportive of establishing/strengthening UNESCO chairs

**Output 2. Teacher management and administration structures improved**

Development of framework to support gvt in administrative and professional management of teachers. <ul style="list-style-type: none"> <li>• Review and dissemination of material for professional management of teachers (Ministries of Education, inspectors, mentors, advisory teachers, tutors)</li> <li>• Review, dissemination and development of material to support administrative management of teachers (Minis-</li> </ul>	Review disseminated to all key stakeholders through regional and national forum by end of 2008 Policy Brief used by 30% of countries by end of 2008	Field Office Reports UNESCO/TTISSA portal and publications ADEA and IIEP websites and publications	Ministries & institution heads available & willing to participate in mapping exercise
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<p>tries of Education and decentralized structures)</p> <ul style="list-style-type: none"> <li>• Review and dissemination of material for school-level management</li> </ul>			
<p>Support to the development of Teacher Indicators in relation to teacher management and administration</p>	<p>Series of joint TED/UIS workshops on Teacher Indicators, October 2007, July 2008, January 2009</p> <p>Improved teacher indicators end of 2011</p>	<p>UIS database and reports and portal</p> <p>UNESCO/TTISSA portal</p>	<p>UIS able to incorporate new indicators</p>

### Annex IX: Assessment of Key Activities Against TTISSA Logframe

<b>Goal: To improve access, quality and equity of education towards the achievement of EFA in Sub-Saharan Africa</b>			
<b>Purpose: To increase the quantity and improve the quality of the teaching force in Sub-Saharan Africa</b>			
<b>Result Area 1: To what extent have the status and working condition of teachers improved as a result of the TTISSA initiative?</b>			
Key Issues (based on Log-frame Outputs)	Indicators	Examples of Key Activities	Examples of Key Impacts
<ul style="list-style-type: none"> <li>• Support to UNESCO/CEART to improve outputs and effectiveness</li> <li>• Advocacy of the 1966-1997 UNESCO/ILO Recommendations Concerning Teaching Personnel</li> <li>• Advocacy on status and role of teachers, through high profile events like World Teachers' Day</li> <li>• Enhanced reflection of teachers issues in key international reports, and dialogue (with GMR)</li> <li>• Review of teacher salaries and conditions in relation to that of other professions and to GDP and PPP (with IIEP, ILO, UIS, EI)</li> <li>• Establishment/strengthening of UNITWIN/ UNESCO chairs programmes for teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Proceedings of work session modified by November 06</li> <li>• Recruitment criteria modified by February 2007</li> <li>• Listserv established by April 2007</li> <li>• All members of CEART contributing to online discussion at least once every three months by end 2009</li> <li>• Working Group on Allegations monitoring role reinforced by end 2008</li> <li>• 50% of CEART members regularly sharing papers/studies/own work for discussion by end 2008</li> <li>• CEART members actively contributing to World Teachers Day and other advocacy events by end 2009</li> <li>• World Teachers' Day events 2007, 2008 and 2009</li> <li>• Advocacy in presentations/conference papers given by TED</li> <li>• A user friendly version for Sub-Saharan Africa of the two recommendations is developed by ILO/</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing support to the CEART to improve outputs and effectiveness</li> <li>• User-friendly version of the ILO/UNESCO Recommendations published in the six UN languages plus Portuguese and widely distributed to all TTISSA countries</li> <li>• High-level World Teachers' Day events held at UNESCO Headquarters in 2007 and 2008</li> <li>• Establishment of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers</li> <li>• Advocacy in connection with World Teachers' Day and EFA Week (basically all TTISSA countries)</li> <li>• Preparation of the EFA Week 2006 on the theme of "Every child needs a teacher" (Burkina Faso)</li> <li>• Study visits in Kenya, Uganda and Rwanda for the reinforcement of na-</li> </ul>	<ul style="list-style-type: none"> <li>• TTISSA publications on teacher issues reflected in the 2008 and 2009 EFA Global Monitoring Reports, as well as in the 2009 Pôle de Dakar publication <i>The teacher challenge</i></li> <li>• Introduction of mutual teacher health insurance scheme (Guinea)</li> <li>• Improvement of the careers of teachers (teacher career study, proposal of teacher career plan discussed among the Members of the Cabinet, beginning discussions on the establishment of a career plan) (Burundi)</li> </ul>

<p>and related issues</p>	<p>UNESCO by end 09</p> <ul style="list-style-type: none"> <li>• High level World Teachers’ Day event 2007, 2008, 2009</li> <li>• 70% of TTISSA countries celebrating World Teachers’ Day by end 2010</li> <li>• GMR and other key international reports reflect teacher issues by end of 2010</li> <li>• Review disseminated to high level stakeholders by end 08</li> <li>• UNESCO Chairs in teacher education and network activated by end of 2008</li> </ul>	<p>tional capacities in resources mobilization in favour of EFA (Burundi)</p> <ul style="list-style-type: none"> <li>• Support to education research and teaching through the UNESCO Chairs in Education Science for Central Africa (Chad, Dem. Rep. of the Congo)</li> </ul>	
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<p><b>Result Area 2: To what extent have teacher management and administration structures improved?</b></p>			
<p><b>Key Issues (based on Log-frame Outputs)</b></p>	<p><b>Indicators</b></p>	<p><b>Examples of Key Activities</b></p>	<p><b>Examples of Key Impacts</b></p>
<ul style="list-style-type: none"> <li>• Development of framework to support Gvt in administrative and professional management of teachers.</li> <li>• Review and dissemination of material for professional management of teachers (Ministries of Education, inspectors, mentors, advisory teachers, tutors)</li> <li>• Review, dissemination and development of material to support administrative management of teachers (Ministries of Education and decentralized structures)</li> </ul>	<ul style="list-style-type: none"> <li>• Review disseminated to all key stakeholders through regional and national forum by end of 2008</li> <li>• Policy Brief used by 30% of countries by end of 2008</li> <li>• Series of joint TED/UIS workshops on Teacher Indicators, October 2007, July 2008, January 2009</li> <li>• Improved teacher indicators end of 2011</li> </ul>	<ul style="list-style-type: none"> <li>• TED/UIS Workshop on Teacher Indicators held in October 2007</li> <li>• Training of education managers (Angola)</li> <li>• Capacity building of Inspectors in pedagogic support and orientation (Dem. Rep of the Congo)</li> <li>• Support to quality assurance systems for pre-service and in-service teacher training (Ghana)</li> <li>• Implementation of capacity building plan for the National Service for Training of Personnel, the National Directorate for Secondary Education and the Regional Inspectorates, all in view of implementing the National</li> </ul>	<ul style="list-style-type: none"> <li>• Development of revised UIS questionnaire on teachers to be administered every two or three years, with key TED input informed by TTISSA experience</li> </ul>

<ul style="list-style-type: none"> <li>• Review and dissemination of material for school-level management</li> <li>• Support to the development of Teacher Indicators in relation to teacher management and administration</li> </ul>		<p>Strategy for Pre-Service and In-Service Con Training of Primary &amp; Secondary Teachers (Guinea)</p> <ul style="list-style-type: none"> <li>• Study for the review and rationalization of the structures and staffing of the Pre- Service Training Institutions (the new Polytechnics) and the three Regional Teacher Training Colleges (Sierra Leone)</li> <li>• Development and piloting of teacher mentoring scheme (Tanzania)</li> <li>• Support to the implementation of HIV and AIDS policy in colleges of education (Zambia)</li> </ul>	
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**Result Area 3: To what extent have appropriate teacher policies been developed?**

Key Issues (based on Log-frame Outputs)	Indicators	Examples of Key Activities	Examples of Key Impacts
<ul style="list-style-type: none"> <li>• Support governments to review, develop and implement teacher policies, including for non-formal education</li> <li>• Strengthen Quality Assurance mechanisms for teacher education</li> <li>• Support to the development of educational workplace policies regarding HIV and AIDS (using UNESCO/ILO policy frameworks)</li> <li>• Development of gender policy briefs – in the educational</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher education policy forum organized by end of 2007</li> <li>• Strategy for policy support developed by end of 2007</li> <li>• Policy brief /guidelines developed by end of 2009</li> <li>• Policy brief/guidelines used by 50% of TT ISSA countries by end of 2010</li> <li>• Quality Assurance Global Forum held October 2007</li> <li>• Quality Assurance workshop for TTISSA held Oct 2007</li> <li>• Strategy for TTISSA support to QA in teacher education developed by end of</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Education Policy Forums for Sub-Saharan Africa held in 2007 (Paris) and 2008 (Tunis, in cooperation with the ADB and the ADEA WGTP)</li> <li>• Development of policy briefs in teacher policy development processes, non-formal teacher education and teacher education for ESD</li> <li>• Workshops on Quality Assurance in teacher education during Third Global Forum (2007) and International Conferences on QA in Higher Education (2007, 2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the advanced draft of the <i>Teacher Policy Development Toolkit</i>, which has elicited much interest and requests for application by the Ministers of Education of Uganda, Benin, Niger and Guinea</li> <li>• Validation of the National Strategy for the Training of Education Personnel, which was developed using TTISSA framework (Rep. of Congo)</li> <li>• Integration of TTISSA in the Education Sector Programme</li> </ul>



<p>work place and in management structures (with ILO, UNICEF, FAWE, OXFAM)</p>	<p>2007</p> <ul style="list-style-type: none"> <li>• Eight TTISSA countries develop HIV and AIDS educational work place policies by 2008</li> <li>• Policy brief developed by end of 2009</li> <li>• Two regional forums by end of 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Production of report on QA in Teacher Education in Sub-Saharan Africa, with recommendations for TTISSA action in this area</li> <li>• Development of the advanced draft of the National Qualifications Framework for Teachers, primarily by facilitating exchanges and cooperation with other SADC countries(Angola)</li> <li>• Development of a national strategy for implementing the Decade of Education for Sustainable Development (DESD) (Angola)</li> <li>• Coordination of the development of the diagnosis of the education sector (RESEN) through the Yaoundé Office and Bangui UNESCO Officer (Central African Republic)</li> <li>• Building of a consensus between national authorities and the community of donors, on the emergency of the process of reconstruction of the education system and on the importance of TTISSA in this process (CA Republic)</li> <li>• Support to the new teacher strategy, based on the transformation of regional in-service teacher training centres into centres for an accelerated pre-service training of teachers (CA Republic).</li> <li>• On-going support to draft National Teacher Education Policy (Ghana)</li> </ul>	<p>and its financial data into the Medium-Term Expenditure Framework and harmonization of teacher training activities by ensuring support for the project from development partners</p> <ul style="list-style-type: none"> <li>• Acceptance of the need to revise the National Policy for Pre- and In-Service Training of Primary and Secondary Teachers using the TTISSA framework and the <i>Teacher Policy Development Toolkit</i> (Guinea)</li> <li>• Validation of the evaluation system for in-service training and support to the development partners' programme for monitoring &amp; evaluation of in-service training (Guinea)</li> </ul>
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<b>Result Area 4: To what extent has the quality and coherence of teacher professional development been enhanced?</b>			
<b>Key Issues (based on Log-frame Outputs)</b>	<b>Indicators</b>	<b>Examples of Key Activities</b>	<b>Examples of Key Impacts</b>
<ul style="list-style-type: none"> <li>• Development of a standardization framework for TTIs (e.g. libraries, latrines, laboratories, teaching rooms, dormitories)</li> <li>• Evaluation of the impact of teacher training on classroom practice and its implications for pupils and their learning outcomes in collaboration with UNESCO UNITWIN /Chairs programme</li> <li>• Support appropriate and effective deployment of open and distance learning and ICTs</li> <li>• Support to Ministries to coordinating, evaluating and accrediting in-service training (e.g. through qualifications frameworks)</li> <li>• Development of guidelines to support transparent staff appraisal and performance reviews consistent with UNESCO/ILO recommendations</li> <li>• Sourcing/development and</li> </ul>	<ul style="list-style-type: none"> <li>• Standardisation framework developed by end of 2009, acknowledged by policymakers, formally approved</li> <li>• Two regional forum by end of 2009</li> <li>• Eight evaluations/statistical studies are commissioned by end of 2007</li> <li>• Collaboration with Sector and Communication Sector, and IICBA established and maintained</li> <li>• Workshop at “e-learning for Africa” conference (May 2007)</li> <li>• ICT activity in Democratic Republic of Congo initiated by end of 2008</li> <li>• ICT activity in Ghana initiated by end of 2008</li> <li>• Regional workshop on ICTs by end of 2009</li> <li>• Toolkit developed at regional and national level to support in-service coordination, evaluation and accreditation by end of 2008</li> <li>• Guidelines developed and disseminated to all TTISSA countries by end of 2010</li> <li>• 8 TTISSA countries organising pedagogic training courses for HE personnel by 2009</li> <li>• Material dissemination to TTISSA</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsorship of 6 country delegates to attend the 2nd Distance Education and Teacher Training in Africa (DETA) Conference held in Kampala in 2007</li> <li>• Reproduction of manuals for teacher educators on HIV and AIDS (Angola)</li> <li>• Pilot testing of open and distance learning (ODL) modules through teacher Education and training, and training of trainers (Angola)</li> <li>• Development of training modules for teacher educators in the use of ODL for teaching Portuguese and computer literacy (Angola)</li> <li>• Country study on ICTs in Education, distance training of untrained teachers on the islands of Fogo and Brava and inclusive education project (Cape Verde)</li> <li>• Training of primary school and Biology secondary school support and teaching personnel to the new contents of the curricula in relation to drugs and HIV/AIDS prevention (Rep. of the Congo)</li> <li>• Design and Development of an integrated programme on HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of TTISSA-supported pre-service teacher education manual in HIV &amp; AIDS in national teacher education curriculum (Lesotho, Namibia)</li> <li>• Modification of the teacher training curriculum in Burundi and training of trainers and inspectors from all provinces to the new curriculum</li> <li>• Mainstreaming cross-cutting issues (HIV/AIDS, gender, Peace and Human Rights education, ESD, Arts and Culture) into teacher education the curriculum (Angola)</li> </ul>

<p>dissemination of briefs, modules, learning material, to support teaching in non-traditional settings</p> <ul style="list-style-type: none"> <li>• Development of ODL School Empowerment Programme via blended learning (including for Head Teachers)</li> </ul>	<p>countries end of 2009</p> <ul style="list-style-type: none"> <li>• Catalogue of materials developed by 2008</li> <li>• Wrap-around materials developed as appropriate by 2009</li> <li>• New materials commissioned and developed by end of 2010</li> <li>• Curriculum and implementation design by end of 2008</li> <li>• Materials developed by end of 2009</li> <li>• Launch of Pan-Africa programme by end of 2010</li> </ul>	<p>Preventive Education (Dem. Rep. of the Congo)</p> <ul style="list-style-type: none"> <li>• Support to the national Untrained Teachers Training programme through the appropriate use of ICTs (Ghana)</li> <li>• Support to the development of a manual for pre-service teacher education on HIV and AIDS (Lesotho, Namibia)</li> <li>• 3,500 untrained teachers have been identified and enrolled in 10 Open and Distance Learning (ODL) Centres (Sierra Leone)</li> </ul>	
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