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**REPORT BY THE GOVERNING BOARD OF THE UNESCO
INTERNATIONAL INSTITUTE FOR CAPACITY-BUILDING IN AFRICA
ON THE INSTITUTE'S ACTIVITIES FOR 2004-2005**

SUMMARY

In accordance with Article IV(6) of its Statutes (30 C/Resolution 8), the Governing Board of the UNESCO International Institute for Capacity-Building in Africa (IICBA) submits to the Executive Board and the General Conference the report on the Institute's activities for 2004-2005.

Document 33 C/REP/7, which is annexed hereto, contains this report and is hereby submitted to the Executive Board for consideration.



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33e session
Rapport

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REPORT BY THE GOVERNING BOARD OF THE UNESCO INTERNATIONAL INSTITUTE FOR CAPACITY-BUILDING IN AFRICA (IICBA) ON THE INSTITUTE'S ACTIVITIES FOR 2004-2005

OUTLINE

Source: Article IV(6) of the Statutes of the UNESCO International Institute for Capacity-Building in Africa (IICBA) (30 C/Resolution 8).

Background: In pursuance of Article IV(6) of the Statutes, the Chairperson of the Governing Board of the UNESCO Institute for Capacity-Building in Africa submits to the General Conference, on behalf of the Board, the report on the activities of the Institute (including the resources at its disposal for their implementation) covering the period from the end of the 32nd session of the General Conference to 31 July 2005.

Purpose: This report describes the contribution of the Institute to the design and implementation of a programme aimed at meeting the needs of Africa in particular and of the developing world in general in the area of educational management, curriculum development, teacher education and distance education, with special emphasis on the need to promote international solidarity in the production, sharing and dissemination of knowledge, ideas and experience among educational leaders and innovators. It presents IICBA's activities aimed at reinforcing national capacities within the framework of UNESCO's general policy and in particular in the light of the Dakar Framework for Action.

Decision required: No decision is required.

INTRODUCTION

The steady rise in both regular and extrabudgetary support and the addition of new partners coupled with increasing demands for IICBA's services from African Member States reflects a growing assurance in IICBA's ability to deliver on its mandate, a trust for which we are both privileged and deeply grateful. The report is divided into three sections: (I) New topics during the period; (II) New developments of programme activities; and (III) Challenges and constraints of IICBA.

I. NEW TOPICS

IICBA has noted three major developments: undertaking a study tour to Thailand and Malaysia for education policy-makers from five African countries; a critical review of IICBA and the preparation of a strategic plan; and the selection of IICBA to play an important and central role in UNESCO's Initiative for Teacher Training in sub-Saharan Africa (SSA).

1. Education study tour to Thailand and Malaysia (21 March-2 April 2004)

IICBA, the governments of Thailand and Malaysia, and the World Bank Africa Region, co-organized a study tour for education policy-makers from the Gambia, Kenya, Lesotho, Nigeria, and Zambia. The focus of the study tour was on education policy formation and implementation, resource allocation, private financing and delivery of education and training.

2. Review of IICBA – Evaluation and Strategic Planning Workshop

At the request of the Board of Directors' meeting in Paris, October 2003, IICBA conducted a workshop on Evaluation and Strategic Planning from 31 May to 4 June 2004. The workshop was attended by staff and stakeholders of IICBA, consultants from the University Putra, Malaysia. The workshop used the findings of a critical review of IICBA (1999-2004) to evaluate the impact of the Institute's programmes and develop a strategic plan for the next four years.

3. UNESCO's initiative for teacher training in sub-Saharan Africa (SSA)

IICBA will have a key role in the implementation of this which constitutes one of the three core Initiatives to be launched in the next biennium leading up to 2015.

II. NEW DEVELOPMENTS IN PROGRAMME ACTIVITIES

Programme I: Teacher education

1. Re-launching and establishing the Teacher Education Network (TEN)

The discussion board of TEN has been made available to IICBA's postgraduate students in the various programmes with positive reaction from both the students and their tutors particularly in Ethiopia. TEN is currently serving as a medium for on-line assignments of the SkyLight MA in the Teaching of Maths and Science programme. It also has links to excellent resources on HIV/AIDS (IIEP) and on ICT for Teachers (UNESCO Bangkok).

2. Indira Gandhi National Open University (IGNOU): Postgraduate Diploma in Distance Education (PGDDE) and MA in Distance Education (MADE)

The focus of this programme is on upgrading educational professionals in the provision of distance education (DE) programmes. The project started in 1999 in Ethiopia, 2000 in Liberia and Madagascar, and by 2004 also involved students from the Gambia, Ghana and Sierra Leone. In line with the long-term goal of IICBA to scale up the programme, the process of incorporating the degree programmes in the Faculty of Education at Addis Ababa University has already commenced while similar steps will be taken in other participating countries as soon as the capacity of the institutions involved will allow this, i.e. enough staff trained to run the programme.

3. Umea University (M.Ed in Critical Practitioner Inquiry Method)

IICBA reached an agreement with Umea University in Sweden to implement the Diploma and Masters Degree in Teacher Education utilizing the Critical Practitioner Inquiry (CPI) approach. The CPI programme is an in-service programme for teacher-practitioners and combined distance education with short face-to-face courses. Twenty seven students out of 40 have completed their first year and all have submitted their approved CPI thesis proposals.

4. University of South Africa (UNISA) – Advanced Certificate in Educational Management (ACEM)

In collaboration with the University of South Africa (UNISA), IICBA has been offering a leadership and management programme to five Ethiopian universities since January 2003. IICBA has also trained tutors in tutorial methods, developed a handbook to assist tutors, programme coordinators and participants in running and supervision of the distance programme. Modules have been adapted to replace UNISA's modules, and a workshop was conducted for tutors on the adapted modules. This programme will be offered to other countries and discussions are under way to begin this programme in the Gambia, Sierra Leone and Nigeria.

5. University of South Africa (UNISA) – M.Ed in Teaching Mathematics

This M.Ed programme offered by UNISA focuses on upgrading mathematics teaching and was launched in 2003 in Ethiopia. Participants are provided with all course materials, as well as equipment needed for the programme. However, attrition rate has been high due to a heavy teaching load, too many assignments, and lack of motivation. Given the high drop-out rate and the limited focus on Ethiopia, the suitability of expanding this programme in Ethiopia is under review.

6. Skylight – Primary and secondary science and mathematics

This programme developed by the USA-based Skylight Professional Development (Pearson Corporation), focuses on developing teaching capacity and skills in mathematics as well as science using interactive teaching methods. Funded by USAID, the programme started in September 2004 at Addis Ababa University. Thus far, the programme modules and video series have been reviewed and approved and all the modules purchased.

7. Short courses on how to write a textbook

As part of the multi-grade project, training workshops on textbook writing were conducted for two regions in Ethiopia. The workshops covered topics such as theories of learning, curriculum development, classroom management, teaching methods, concepts of multi-grade classes, and methods of developing textbooks for multi-grade classes. In a related venture, IICBA has just published *The Textbook Writer's Manual* (2005) as a guide to textbook writers. The guidelines are

provided around some critical issues that need to be considered by textbook writers for the production of more focused and appropriate textbooks, for the achievement of educational goals and objectives.

Programme II: Cost-effective use of ICT in education

1. M.Ed in ICT for Education: Sudan University of Science and Technology (SUST) in collaboration with Pretoria University

The Programme at the Sudan University of Science and Technology (SUST) started in January 2003. Twelve of the university staff have completed all of their courses and are now finalizing their research theses.

2. M. Ed in ICT for Education in collaboration with University of Pretoria for Anglophone countries (Ghana, Uganda, Ethiopia)

The M.Ed in ICT for Education Programme started in March 2004 with some 70 students from Ethiopia, Uganda and Ghana. The long-term objective of the programme is to develop within partner institutions self-reliant capabilities to run the courses with local resources, and to reduce the cost per student. The cost, which includes the costs for the multi-media lab, trained module facilitators, access to content and the building of local capacity, per student for this programme is US \$3,000 whereas a distance programme at international universities costs up to US \$15,000 per student.

3. M.Ed in ICT in collaboration with Montreal University for Francophone countries

Yaoundé University I in Cameroon has registered 30 students in April 2003 with Montréal University for a one-year diploma course in the use of ICT in education. Successful candidates are expected to proceed to the Masters programme. In 2005, the programme will be expanded to Mali, Burkina Faso and Niger and then evaluated for its cost-effectiveness. IICBA has successfully bid for extrabudgetary resources for two programmes to train teachers at scale using distance learning and ICT for Burkina Faso and Senegal and to use ICT in pre- and in-service teacher training in two post-conflict countries, Rwanda and Sierra Leone.

4. Creating IICBA's Electronic Library Series

IICBA continued to produce and distribute its Electronic Library Series for teacher-training institutions, educators, scholars and researchers in Africa in the following content categories: Teacher Education, Maths and Science, Assessment, Large Classes and HIV/AIDS. The series are available on CD-ROM and freely accessible on IICBA's website. The libraries can also be printed for use in areas where access to computers is low. An evaluation will be conducted to study how effectively the materials have been used.

5. Creating interactive educational programmes on HIV/AIDS

IICBA developed educational materials for use in primary- and secondary-school classrooms, and provided training programmes for the creation and utilization of ICT in the classroom. A series of videos on HIV/AIDS awareness, targeted at both school-age children and adults, in Amharic, Swahili and English (non-English videos have English subtitles) have been developed. An interactive CD-ROM on "Overcoming HIV/AIDS in Ethiopia" was also produced. Distribution networks are not properly established and IICBA needs to clearly articulate its role in this project, whether as a sponsor, distributor, or having a more proactive role in the production.

6. Short courses on how to create an educational video, how to make a website and a CD-ROM and how to utilize IICBA Electronic Library

Two workshops for professional and technical skills in community learning video production were run in Ethiopia and one in Uganda. Short courses on various software applications have been held in Ethiopia, Ghana, Mali, Senegal, Sudan and Uganda to raise skills of teacher trainers in the use of ICTs in education. The aim is to have a core group of people trained who can then train others in their institutions. In Sudan, the training was also linked with the M.Ed degree in the use of ICT for education. Training in design and layout for textbooks, teaching guides and other instructional materials was provided at the Oromia Regional Education Bureau in Ethiopia with 21 staff members taking part in it.

Programme III: Improving the quality of education

1. Multi-grade school programme

The multi-grade programme is aimed at providing a replicable model of high quality, relevant and cost-effective one-teacher schools suitable for remote rural areas. The programme includes school construction, teacher education, curriculum development and educational planning. The programme has been implemented in Ethiopia, with support from the Norwegian and the Japanese governments. The response from the concerned communities has been very positive, with a clear sense of community ownership developing, lower drop-out rates, less gender gap and better achievements in some subjects compared to other regular schools in the same region. While there is recognition by the government within Ethiopia at regional levels of the value of this approach, this is an area which requires expansion.

2. Assessment of science and mathematics learning in Africa

A pilot project seeking to enhance the skills and capacities in assessment of maths, science and English of curriculum developers and teacher trainers was conducted in Ethiopia in 2004, and will be expanded to include 12 other African countries for 2005-2006. The goal is to improve delivery of mathematics and science education in Africa, by evaluating the status of maths and science education, and then identifying causal connections between underlying variables and achievement levels in these subjects. The Swedish International Development Agency (SIDA) has provided an associate expert and is expected to provide more funding for the project.

3. Education for HIV/AIDS

A joint training and development programme was held with USAID to develop materials in Amharic for Ethiopian teachers. A manual on HIV/AIDS prevention education was produced in Amharic and 10,000 copies produced to provide each qualifying teacher that year. IICBA sponsored a workshop in Harare on “Using ICT to teach about HIV/AIDS” for teacher trainers to incorporate the use of video and to use computers and IICBA’s electronic libraries to help teach about HIV/AIDS. Similar workshops will be held in Kenya and other African countries. UNESCO Harare was assisted in developing a manual on volunteer HIV/AIDS counselling and testing designed specifically for teacher training institutes in Africa. An interactive HIV/AIDS book that will teach HIV/AIDS prevention in an engaging, dynamic, and accessible manner is also being developed.

Programme IV: Education management and leadership

1. Support for NEPAD

Much of IICBA's work with the African Union and NEPAD on the educational aspects has taken the form of regional workshops on achieving EFA, MDG and NEPAD goals. IICBA represented UNESCO as the lead agency for the education sub-cluster at the NEPAD Human Resources Cluster Meeting in Midrand, South Africa, from 29 to 30 January 2004. An agreement was reached on three points of action to integrate NEPAD into the EFA process and involvement in UNESCO and other United Nations agencies' activities. IICBA also attended the meeting of the NEPAD Task-Team on Education and Human Resource Development which was held at Johannesburg, South Africa on 22 and 23 March 2004.

2. Education planning and economic development in Africa

Five workshops have been convened to discuss the needs of collaborative work in the economic and education sectors and to develop a Masters Degree in educational planning and economic development. First drafts of five modules have been developed and reviewed by subject matter and distance education experts. The programme is seeking additional funding to further develop the modules and course before implementation plans are finalized.

3. Women's Educational Leadership

IICBA works closely with the Forum of African Women Educationalists (FAWE) to explore ways and means to enable women more opportunities to improve their professional and academic capacities by providing organizational, professional and technical support, negotiate with accrediting institutions, provide fellowships, organize face-to-face courses, etc. IICBA currently provides technical and financial assistance to the Strengthening of University Women in Africa (SUWIA).

4. IICBA Nodes in Dakar (Senegal) and Pretoria (South Africa)

Dakar Node, for west and central Africa, had the following activities: prepared study on explanatory factor of HIV/AIDS in Senegal; contacted institutions to launch programme in the use of ICT in education for Mali, Burkina Faso and Niger; participated in the analysis of eight modules and two training guidelines for teachers in Guinea; and participated in the conference on contractual teachers organized in Bamako, Mali. The Pretoria Node, for southern Africa, organized workshops in Namibia, Rwanda and the United Republic of Tanzania to train teachers on the use of ICT in education; organized workshops around Gauteng schools in Pretoria and Johannesburg; and pilot the use of IICBA's HIV/AIDS prevention CD-ROMs in schools.

III. CHALLENGES AND CONSTRAINTS

IICBA has and continues to face a range of challenges which need to be articulated clearly as they impact on the nature of the strategic plan developed and also affect the achievement of the goals outlined in the plan.

- *Regional versus national work.* Although IICBA has been established to serve all Member States in Africa, it has been difficult to obtain funds for programmes which are regional in scope. IICBA needs to develop a strategy for getting funds to be used for regional programmes.

- *Increased responsibilities in an uncertain resource environment.* IICBA raises extrabudgetary funds to supplement its regular programme funds but obtaining extrabudgetary funds is not certain, and this makes long-term planning of projects difficult. As the demands for services increase, the challenge of ensuring that corresponding resources are available is growing as well.
- *Staffing challenges.* The first of IICBA's various staffing challenges is related to the number and nationalities of staff members. IICBA has only four international staff members, including two Associate Experts, the remainder being Ethiopian nationals. The lack of international staff limits the work that can be done on a larger Africa-wide scale. Present staff capacity also impedes IICBA to develop a stronger research focus given the range of projects undertaken.
- *Infrastructure challenges.* IICBA is housed in office space generously provided by the Ministry of Education in Ethiopia. However, insufficient space, security, and access to technological infrastructure (most notably poor Internet access) has a major effect on the functioning of the Institute, both at project and administration levels.
- *Broad range of projects.* IICBA's work needs to become more focused, in order to have widespread impact. Furthermore, there is at present relatively poor communication between projects, and hence duplication of work occurs and organizational learning is not adequately facilitated.
- *Absence of a director.* The absence of a director all of 2004 has had an impact on management and organizational cohesion within IICBA.

ANNEX I

IICBA staffing (UNESCO staff only)

Position	Status
1. Director D-2 (to be recruited in 2005)	Under recruitment
2. Deputy Director and Programme Coordinator P-5	In post
3. Head of Dakar Node P-4 (UNESCO post)	In post
4. Programme Specialist (Educational Planning) P-3 (to be recruited in 2005)	Under recruitment
5. Teacher Education Coordinator NOD	In post
6. Programme Officer ICTs NOC	In post
7. Administrative Officer NOB	In post
8. Senior Secretary G-6	In post
9. Librarian G-6	In post
10. Layout Artist G-6	In post
11. Senior Driver G-3	In post
12. Driver G-2	In post

ANNEX II

EXTRABUDGETARY FUNDING FOR PROJECTS IN 2004- 2005 (CONFIRMED)

Title	Received from:	Amount in US\$
1. Capacity-building for teacher development: In-service teachers programmes for Ethiopia (2004)	USAID for Ethiopia	196,000
2. Study tour to Malaysia and Thailand (2004)	World Bank	72,500
3. Strengthening teacher education in Africa through distance education (2004)	Japanese Funds-in-Trust, UNESCO Headquarters	197,000
4. Multi-grade school expansion for Ethiopia (2004)	Japanese Embassy in Addis Ababa	45,320
5. Distance education for CPI method for teaching practitioners (2004)	Swedish International Development Agency (SIDA)	117,000
6. Funds-in-trusts for overhead costs allocation (FITOCA) (2004)	UNESCO Headquarters	32,300
7. UNAIDS (2004-2005)	IIEP	377,000
8. Capacity-building for teacher development in post-conflict countries, Liberia and the Democratic Republic of the Congo (2004-2005)	United States Government funds to UNESCO	100,000
9. Training teachers at scale using distance learning and ICT to accelerate the achievements of the EFA goals for Burkina Faso and Senegal (2005)	Capacity-building for EFA, UNESCO Headquarters	179,000
10. Pre- and in-service teacher training in two post-conflict SSA countries to accelerate the achievement of EFA goals for Rwanda and Sierra Leone (2005)	Capacity-building for EFA, UNESCO Headquarters	146,000
Total		1,462,120