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**REPORT BY THE GOVERNING BOARD OF THE UNESCO INSTITUTE
FOR CAPACITY-BUILDING IN AFRICA ON THE INSTITUTE'S
ACTIVITIES FOR 2002-2003**

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 2002-2003.

Document 32 C/REP/7, which is annexed hereto, contains this report and is hereby submitted to the Executive Board for consideration.



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Rapport

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REPORT BY THE GOVERNING BOARD OF THE UNESCO INSTITUTE FOR CAPACITY-BUILDING IN AFRICA ON THE INSTITUTE'S ACTIVITIES FOR 2002-2003

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 31st session of the General Conference to 31 July 2003.

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.

1. The period enabled IICBA both to consolidate gains made in the previous biennium while at the same time expanding its programmes to cover more countries. IICBA consolidated a number of initiatives begun since its inauguration at the 30th session of the General Conference, November 1999, including the establishment of two Nodes, one within the Regional Bureau in Dakar, Senegal, and the one hosted by the University of Pretoria, Faculty of Education, in South Africa. With the establishment of the Dakar Node, IICBA is better equipped to provide support to West and Central Africa, with special emphasis on French-speaking countries. The Pretoria Node, established in April 2003, has already made an impact in particular regarding the production of materials for use by teachers in classroom situations. Materials for teaching about HIV/AIDS constituted a particular achievement of this Node.

2. The biennium began with a visit by UNESCO's Director General, Mr Koïchiro Matsuura which focused on the vital place of Africa within UNESCO's brief. One of the important outcomes of the visit was additional funds from the Japanese Government's funds-in-trust for IICBA to implement important UNESCO programmes: funds for teacher education and for the IICBA educational planning and economic development programme. In addition to the US \$1,200,000 provided by the General Conference for the biennium, IICBA funding obtained the following extrabudgetary funding:

Additional funding for IICBA 2002-2003
(in United States dollars)

Item and source	Amount
Japanese funds-in-trust for educational planning and economic development	50,000
Japanese funds-in-trust for teacher education	200,000
USAID funds for teacher education in Ethiopia for the period 2001-2005	1,400,000
Carry-over funds from UNESCO Headquarters	300,000
Intersectoral funds for ICTs from UNESCO Headquarters	82,000
HIV/AIDS funds from UNAIDS	250,000
Total	2,532,000

3. Thus the total funds available to IICBA during the biennium amounted to US \$3,732,000. One of the problems resulting from the nature of the extrabudgetary resources is that IICBA was able to do much more for the host country, Ethiopia, than for other Member States.

4. IICBA has established, in cooperation with the Indira Gandhi National Open University (IGNOU), two separate but interrelated postgraduate studies programmes. A Postgraduate Diploma (PGDDE) and Master of Art (MADE) in Distance Education are currently being offered in Ethiopia, Ghana, Liberia and Madagascar. These programmes are aimed at building the capacity of participating countries to plan, initiate, implement and evaluate distance learning programmes for training teachers and others. Since they were set up, 192 students have been enrolled in the diploma course and 38 in the Master's course. The candidates were selected from the staff of tertiary teacher-education institutions that are involved in training teachers through distance education. The course work for both the diploma and the Master's degree packages consists of self-study printed

materials, assignments for submission, academic counselling workshops and term-end supervised exams. The Master's package also includes project work and a dissertation.

5. Eleven electronic libraries are now available and four more are nearing completion. The 11 available are: Primary Mathematics in English, Primary Science in English, Secondary Science in English, Primary Mathematics in French, Primary Science in French, Primary Mathematics in Portuguese, Primary Science in Portuguese, Primary Mathematics in Arabic, Primary Science in Arabic, School Management in English together with the Commonwealth Secretariat, and HIV Library in English. The four close to completion are: Approaches to Pedagogy and Educational Policy Library, Teacher Education Portal and Electronic Library, HIV Library in French, HIV Library in Portuguese.

6. IICBA has been working on how to enable African Member States to utilize information and communication technologies for education in affordable and cost-effective ways. To this end, workshops on how to make a CD-ROM and a website were held in Ethiopia, Ghana, Mali, Senegal, Sudan and Uganda, utilizing a Canadian consultant. Some of these workshops were extremely useful. Notable were the workshops in the Sudan which were attended by the officers responsible for information and communications technologies from most of the national universities. Follow-up training programmes were done in a number of universities, with a resulting larger number of people benefiting from the training. The course was also linked to the longer term M.Ed. degree programme which links up the Sudan University of Science and Technology with Pretoria University in South Africa. The training was also particularly useful in Uganda where the government has embarked on an ambitious national programme to introduce information and communication technologies in teachers' colleges and secondary schools.

7. The Teacher Education Discussion Board, which is part of the Teacher Education Network, was established. The technical set-up is now operational, and discussions utilizing internet have been initiated. One of the aims of the workshop was to help participants recognize the importance of the network to share both positive and negative experiences, and to introduce them to the technologies. The idea is to establish such discussion boards within each country, and then to facilitate the sharing of these discussions across the continent.

8. UNESCO and UNICEF, with financial support from the African Development Bank (ADB), jointly completed a study of education for nomads in six African countries (Djibouti, Eritrea, Ethiopia, Kenya, Uganda and United Republic of Tanzania). UNESCO was represented by the International Institute for Educational Planning (IIEP) and by IICBA, and UNICEF was represented by UNICEF East and Southern Africa (UNICEF ESARO) and the UNICEF Country Offices in the six countries. The objectives of the study, completed in March 2003, were to support the concerned Member States in four respects. First, it aimed at helping them in developing policy and programmes to respond flexibly and efficiently to the socio-economic and educational needs of nomadic children, with special focus on indigenous communities and girls. Second, capacity was enhanced to target scarce existing resources more effectively in order to improve the basic education and income-earning potential of the nomad population. Third, the Member States were supported in order to improve the coverage and quality of basic education and poverty reduction services, including capacity-building of ministries and local government to better serve the rural population. Finally, they were helped as regards the identification of project proposals based on the result of the study for possible ADB financing.

9. Two separate workshops were held in Arusha, United Republic of Tanzania, after the study was completed: a policy workshop targeted policy-makers from the six countries, and a training workshop targeted at actual implementers from governmental as well as from non-governmental organizations (NGOs). International and regional organizations involved in the provision of

education for nomadic populations were invited to the workshops. ADB has selected Ethiopia and Uganda to sponsor the follow-up of the implementation of the recommendations of the study.

10. A senior executive seminar was held for ministers of education back-to-back with the Eighth Conference of Ministers of Education of African Member States (MINEDAF VIII) in Dar es Salaam, December 2002. The topics discussed included education and economic development, and the utilization of information and communication technologies for education. A very high level of dialogue took place on both issues. The study tour for ministers to East Asia has been postponed due to the SARS virus outbreak.

11. During the period IICBA assisted the African Union (AU) to hold seminars for southern African countries in Maputo and for North African countries in Tripoli. These meetings were attended by permanent secretaries and directors of education from each of the regions. The former meeting was attended *inter alia* by ministry representatives from Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. The SADC Education Secretariat was represented by its Director, Dr J. Kunene, who presented a paper on the development of the SADC planning and management of education capacity-building initiative which will focus on three regional institutions: the University of the Witwatersrand in South Africa, the Pedagogical University in Mozambique, and the University of Dar es Salaam in the United Republic of Tanzania.

12. The North African workshop, attended by ministry representatives from Tunisia, Egypt and the Libyan Arab Jamahiriya, provided an excellent opportunity for education specialists from North Africa to exchange information about the work they are doing and their achievements. This was one of the few occasions when they had an opportunity to hold professional discussions. North Africa is one of the most developed regions in terms of achievement of the Decade for Education in Africa goals. The Decade's Steering Committee met in Tripoli. Ministers/deputy ministers representing six Member States on the committee were able to attend. These included Cameroon, Kenya, the Libyan Arab Jamahiriya, Mali, South Africa and Zimbabwe. The meeting was chaired by the Deputy Prime Minister of the Libyan Arab Jamahiriya, Mr Tayeb, who is also the Minister of Education.

13. IICBA has also been assisting in the preparation of the new mission and structure of the African Union's Human Resources, Science and Technology Commission and in the preparation of the next newsletter.

New developments

14. Agreement was reached with the University of Montreal to commence a one-year postgraduate diploma course on the integration of information and communications technologies into education followed by a second year that would lead to a Master's of Education programme for French-speaking countries in early 2003. The first involves a combination of holiday courses (two to three weeks) combined with distance education. Dr Thierry Karsenti of the Faculty of Education, University of Montreal, will be in charge of the programme. The objectives of the diploma course are to: evaluate and adapt theories and methodologies for understanding how to do distance education; develop and evaluate the tools for receiving, interpreting, analysing and synthesizing the challenges and problems related to distance education in the institution or the community of the learner; develop models and methodological tools for the planning, management, implementation and evaluation of activities related to research, development and interventions in distance education; develop models and tools for critical analysis, critique and evaluation of the process of utilizing media adapted to the needs and potential of the institution and the community of the learner; and develop training practices adapted to the needs and potential of the institutions and the community of the learner.

15. IICBA decided to begin the programme in Cameroon, with the expectation that it would be extended to other French-speaking countries once it has been established. Yaoundé University has been selected as the hosting institution, and the first face-to-face Institute was held at the end of April 2003. Professor Karsenti of the University of Montreal supported by Professor Colette Gervais and Mr Normand Roy, who is a specialist information technician, together with IICBA Deputy Director, Dr Joseph Ngu, IICBA Head of Dakar Node, Dr Catherine Okai, and IICBA Programme Assistant, Ms Raki Bal, assisted at this Institute which was very well received both by the University of Yaoundé authorities and by the participating students. Thirty high-level candidates were selected to participate in this programme. These were drawn in almost equal numbers from the École Normale Supérieure and from universities.

16. As part of the UNESCO/IICBA's initiatives of training and upgrading teachers through the distance mode, negotiations were undertaken with Umea University (Sweden) to implement their Higher Diploma in Teacher Education for Practitioners and Master's Degree in Teacher Education. The programme follows the theoretical and practical rationale of the Namibian Teacher Education Reform Project experience. The Critical Practitioner Inquiry methodology which Umea University has been utilizing for more than 12 years in Namibia is an important innovation for Ethiopia. It is based on actual close study of what is happening in the Ethiopian classroom, and linking this to the actual aims and objectives of the Ministry of Education and the government's aims for education, with particular reference to curricular objectives. It is aimed at analysing what is actually happening at classroom level, and at improving practice at this level. In this regard it is a critically important step in self-analysis and self-critique with a view to effecting both detailed as well as major improvements in classroom practice and performance. The programme began in Addis Ababa in May 2003 on a pilot basis.

17. In much of sub-Saharan Africa, especially East and southern Africa, HIV/AIDS has become a serious development challenge. IICBA has been studying the impact of HIV/AIDS in the region through a variety of activities. A workshop on education strategies used in Ethiopian schools examined the existing strategies used regarding HIV/AIDS education and prevention. The workshop provided an opportunity for government and non-governmental institutions working on HIV/AIDS prevention in Ethiopia to study present policies and strategies, and to work on possible improvements. IICBA is also undertaking a research on the values of people with regard to HIV/AIDS. One of the purposes of this research is to identify values of people that they cherish and use them to prevent the spread of HIV/AIDS in Ethiopia.

18. A joint development and training programme held with the USAID BESO programme developed materials in Amharic for the use of teachers in Ethiopia. This led to the publication of 10,000 copies of an HIV/AIDS preventive education manual in Amharic, a copy for every qualifying teacher this year.

19. The HIV/AIDS Electronic Library created by IICBA provides resources related to HIV/AIDS education and policy to teacher-training institutions, educators, scholars, students and researchers in Africa. The information contained in the Electronic Library covers a wide range of topics, including curriculum development, educational methodology, science, biology, sociology, politics, economics and civics. The overall focus of the Electronic Library is to provide usable materials for teachers and teacher trainers in order to complement and enhance existing national curriculum on HIV/AIDS in African nations.

20. IICBA has been working to produce videos on HIV/AIDS awareness. The creation of the videos is modelled after the success of many of the United Nations agency organizations' videos that have been created in Africa. IICBA plans to use the videos in order to reach school-age children and adults throughout Ethiopia. The videos are in Amharic with English subtitles. Given

Ethiopia's high rate of illiteracy, the use of video as a form of social media addresses those who may not be receiving information through print media. It is hoped that the teacher training colleges and institutes will also make use of the videos in order to better prepare teachers to handle teaching about HIV/AIDS.

21. Agreement has been reached on two programmes with the University of South Africa (UNISA): the Advanced Certificate on Educational Management and the M.Ed. Teaching of Mathematics. The Advanced Certificate will initially be offered by Ethiopian universities, utilizing materials developed by UNISA. UNISA will provide technical assistance if requested. A study visit by the Ethiopian contingent who will be responsible for implementing the programme is planned. The Master's degree course is intended to provide future mathematics teachers with a solid grasp of the pedagogy for the teaching of mathematics. It will initially enrol about 20 participants selected from amongst lecturers responsible for the teaching of mathematics in the five faculties of education in Ethiopia. Most of these students already have a Master's degree in mathematics, but have not done sufficient work on the pedagogy for the teaching of mathematics.

22. Regarding the use of virtual reality technology for secondary school science teaching, IICBA organized a competition for science teachers and specialists for lesson plans which could be turned into virtual reality lessons. The five winners from Ethiopia and Uganda, together with some IICBA staff and with Professor Sam Bajah, a well-known science specialist from Nigeria, attended an introductory workshop on how to utilize virtual reality technology for developing science modules for secondary school use. As computers, videos and televisions are becoming cheaper, it is possible today to utilize virtual reality in place of or in addition to science laboratories and science kits for teaching and learning at secondary school level. The technology is suitable for all subjects and all levels of learning, but IICBA has decided to begin with secondary school science as many secondary schools in Africa find laboratories too expensive and are unable to access science kits. The programme seeks to provide exciting interactive teaching and learning modules following the secondary science curriculum of schools in Africa.

23. Successful and useful video on how to teach reading at Grade 1 level was completed in Zimbabwe. It will be utilized for improving the teaching of reading in Member States. Four videos were made on HIV/AIDS in Amharic with English subtitles. In addition IICBA has run three workshops on how to make an educational video, two in Ethiopia and one in Uganda. IICBA has also made a collection of 116 educational videos, mostly from the South African Broadcasting Corporation and from Shoma, an educational foundation set up by a television dissemination company, Multichoice. IICBA has permission to utilize some of these videos for other African countries.

24. An assessment of upper primary and junior secondary school mathematics and science learning involving 12 East and southern African English-speaking countries has been initiated under the supervision of the Kenyan Institute of Examinations. All the mathematics and science examinations papers for 2001 and 2002 from the 12 participating countries are being collected (and reviewed by other countries). Following the printing of the reviews, an item bank of questions and specifications will be developed and a workshop on the findings held. The findings will then be published. In addition, a book on assessment and examinations practices is being prepared.

25. The Institute supported programmes utilizing radio for the teaching of African languages in Senegal. It has initiated collaboration with the Open Learning Systems Education Trust (OLSET) to use OLSET's Radio Learning Programme audio and integrated print support materials in other African countries. OLSET is currently providing English as a second language instruction to over 700,000 junior primary school children in South Africa through the use of interactive radio. A critical aspect of its documented success is the attention given to teacher empowerment through

continuous in-service training, development and support. Since OLSET's inception in 1990, it has increasingly focused on addressing the educational challenges of the historically disadvantaged learners in remote areas. IICBA has obtained the right to utilize these materials in other African Member States on an experimental basis.

26. The Multigrade Programme was initiated by IICBA as a pilot programme in Ethiopia in 1999 and to date five schools have been established in two regions of Ethiopia, Oromia and Amhara, each of which has over 15 million inhabitants, with many children in remote rural areas who are deprived of schooling because of the vast distances they have to travel to school. The programme is of particular importance for the education of girls, as walking long distances, often more than 20 kilometres a day to and from school, has proved a serious threat to adolescent girls, who may be victims of sexual harassment and even abduction. The Multigrade Programme, coordinated by Dr Wana Leka, seeks to provide small one-teacher village schools, where a single teacher teaches several grades within the same classroom. Initially these schools catered for Grades 1 and 2 only. Major inputs coordinated by IICBA have included school construction utilizing local materials and relying on the help of the local community; community control and decision-making; improvement of textbooks to make them more amenable to interactive pupil-controlled learning; teacher training; and orientation programmes for school administrators at regional, zonal and district levels.

27. After the initiation of the programme, funding problems arose, with mounting demands from the communities that had been involved in the initial pilot project. In addition, communities from all over Ethiopia began to request the establishment of similar programmes. Fortunately UNICEF has stepped in to fund two regions to continue the programme, and IICBA has been assisting in providing training on textbook writing. Multigrade textbook writing workshops were held in Addis Ababa and Nazareth, Ethiopia in February and March 2003. The textbooks resulting from the workshop will be published by UNICEF.

28. The education and economic development programme, which is aimed at ensuring that education systems link up more effectively with economic development, started in 2001. The workshop held in Maputo, Mozambique worked out the outline of what can be done to increase the synergies between education and economic planning; concretely speaking, (1) the training of educational planners in Africa needs to incorporate aspects of economic development; and (2) the training of economic planners in Africa needs to incorporate aspects of human resource development and education.

29. The June 2002 Addis Ababa workshop, held specifically for English-speaking countries in Africa, developed sets of draft module outlines of Master's programmes for educational planners and for economic planners. It was suggested that the training modules be implemented as a series of short-term training programmes that will eventually be integrated to constitute a complete Master's programme. A third workshop in Dakar, Senegal targeted French-speaking countries and adaptations were made for the utilization of the developed frameworks for French-speaking countries.

30. IICBA has been carrying out research on: (1) existing curriculum modules that can be utilized as part of the Master's programmes; and (2) possible models of collaboration among partner institutions to implement training programmes such as African Economic Research Consortium (AERC) model, Southern African Development Community (SADC) model, etc.

31. IICBA has been working with the African Union and with other United Nations agencies on the educational aspects of the New Partnership for Africa's Development (NEPAD). To date, the human resource aspects of NEPAD have received scant attention, although it is recognized that this

is a key area. UNESCO was given the responsibility to report back on the possible ways in which science and technology can contribute to NEPAD and a workshop is envisaged in 2003.

Problems and challenges

32. IICBA is now experiencing serious space constraints. The Ethiopian Government has provided a 3,500 square metre lot for a proposed building and funds are urgently being sought. The estimated requirement is US \$1 million for the building and an additional US \$200,000 for the installation of equipment such as translation equipment, computers, etc.

APPENDIX 1

IICBA professional staffing is as follows:

Staff member	Level and status
Dr Fay King Chung	Director, D-2, Fixed-term
Dr Joseph Ngu	Deputy Director, P-5, Fixed-term
Dr Marew Zewdie	Teacher Education Coordinator, NOD, Fixed-term
Under recruitment	ICT for Education Coordinator, NOC, Fixed-term
Mr Atsushi Matachi	Educational Planning Coordinator, P-2, Associate Expert
Mr Atlaw Kifle	Administration Officer, NOB, Fixed-term
Professor Almaz Eshete	Distance Education Coordinator, SSA

Clearly the staffing is inadequate in view of the heavy responsibilities of IICBA.

APPENDIX 2**MEMBER STATES INVOLVED IN IICBA PROGRAMMES**

Member State (in alphabetical order)	Programme summary
1. Burkina Faso	Collaboration with the International Centre for Girls' and Women's Education in Africa (CIEFFA) on the education of girls and women
2. Cameroon	M.Ed. in Use of Information and Communication Technologies for Education from Montreal University together with Yaounde University
3. Democratic Republic of the Congo	Technical and managerial evaluation of BASE
4. Djibouti	Study of Education of Nomads
5. Eritrea	Study of Education of Nomads
6. Ethiopia	Study of Education of Nomads; Indira Gandhi National Open University (IGNOU) degree courses; UMEA degree course; UNISA degree courses; possible utilization of United States M.Ed. programmes for Ethiopia; training on how to make a CD-ROM and website; training on how to make educational videos; multigrade programme; training on how to write a textbook; workshop on educational planning and economic development
7. Ghana	IGNOU degree courses; training on how to make a CD-ROM and website
8. India	Utilizing IGNOU degree courses
9. Kenya	Study of Education of Nomads; Kenya Institute of Examinations coordinating assessment of learning study in 12 countries
10. Liberia	IGNOU degree courses
11. Madagascar	IGNOU degree courses
12. Mali	Training on how to make a CD-ROM and website
13. Mozambique	Workshop on educational planning and economic development
14. Senegal	Training on how to make a CD-ROM and website; workshop on educational planning and economic development; support on use of radio to promote African languages

Member State (in alphabetical order)	Programme summary
15. South Africa	Workshop on assessment of learning; utilization of University of South Africa (UNISA) degree programmes; utilization of South African work and experience on educational planning and economic development with Research Triangle Institute (RTI); established IICBA Node in Pretoria University; utilization of videos developed by SABC and Shoma; collaboration with OLSET on radio programmes to teach English; development of virtual reality CD-ROMs on science education and on HIV/AIDS; utilization of M.Ed. Use of Information and Communications Technologies for Education from University of Pretoria; support for University of Sussex study and publication on teacher education in South Africa
16. Sudan	Training on how to make a CD-ROM and website; transfer of M.Ed. Use of Information and Communications Technologies for Education from University of Pretoria to the Sudan University of Science and Technology
17. Sweden	Utilizing M.Ed. programme from Umea University
18. Uganda	Study of Education of Nomads; training on how to make a CD-ROM and website; training on how to make educational videos
19. United Republic of Tanzania	Study of Education of Nomads
20. Zimbabwe	Video on how to teach reading completed; two videos on HIV/AIDS education commissioned