



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and seventy-seventh session

177 EX/7

PARIS, 17 August 2007
Original: English

Item 7 of the provisional agenda

REPORT OF THE GOVERNING BOARD OF THE UNESCO INTERNATIONAL INSTITUTE FOR CAPACITY BUILDING IN AFRICA (IICBA) ON THE INSTITUTES' ACTIVITIES FOR 2006-2007

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 2006-2007 aimed at reinforcing national capacities within the framework of UNESCO's general policy and in particular in light of the Dakar Framework for Action.

Document 34 C/REP/6, which is annexed hereto, contains this report and is hereby submitted to the Executive Board for consideration.

No decision is required.

**General Conference**34th session, Paris 2007
Report**Conférence générale**34^e session, Paris 2007
Rapport**Conferencia General**34^a reunión, París 2007
Informe**Генеральная конференция**34-я сессия, Париж 2007 г.
Доклад**المؤتمر العام**الدورة الرابعة والثلاثون، باريس ٢٠٠٧
تقرير**大会**第三十四届会议，巴黎，2007年
报告

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United Nations
Educational, Scientific and
Cultural OrganizationOrganisation
des Nations Unies
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la science et la cultureOrganización
de las Naciones Unidas
para la Educación,
la Ciencia y la CulturaОрганизация
Объединенных Наций по
вопросам образования,
науки и культурыمنظمة الأمم المتحدة
للتربية والعلم والثقافة联合国教育、
科学及文化组织34 C/REP/6
7 August 2007
Original: English

**REPORT OF THE GOVERNING BOARD OF THE UNESCO
INTERNATIONAL INSTITUTE FOR CAPACITY BUILDING
IN AFRICA (IICBA) ON THE INSTITUTE'S ACTIVITIES
FOR 2006-2007**

OUTLINE

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

Purpose: This report presents IICBA's activities during 2006-2007 aimed at reinforcing national capacities within the framework of UNESCO's general policy and in particular in light of the Dakar Framework for Action.

1. This report presents the activities of IICBA as well as financial support received from UNESCO and its partners during 2006-2007. It also provides an update on new initiatives being undertaken towards strengthening the internal capacity of the Institute's management and increasing efficiency at all levels of its operation.

Major developments in 2006-2007

2. The Governing Board of IICBA has noted with satisfaction the donation of \$750,000 by the Republic of China in 2005 to undertake research and joint projects. A project proposal has been submitted and consultations are ongoing. The Board duly acknowledges the Chinese Government's generous support to the Institute and kindly calls on it to expedite the release of the funds.

3. IICBA was audited by UNESCO's Internal Oversight Service (IOS) in June 2006. The audit team made 47 recommendations to ensure that proper procurement, contracting and staff security procedures are followed. The Institute has taken immediate corrective measures based on these recommendations. It pledges to strictly follow all required procedures in future activities and looks forward to demonstrating its seriousness in implementing the IOS' recommendations in the next audit.

4. In March 2007, IICBA developed a proposal seeking funding for core budget support from the Government of the Netherlands to carry out programme activities. The amount requested is apportioned between programme costs of \$2,623,860 and staff costs of \$2,529,921 during 2007-2010.

Programme 1: Teacher education and training

5. The goal of this programme is to upgrade the qualifications of African teachers through capacity-building of teacher-training institutions. This has generated a wealth of experience in the use of distance education (DE) for training teachers, particularly through various distance education courses implemented by IICBA. The Institute is also involved in UNESCO's Teacher Training Initiative for sub-Saharan Africa (TTISSA). IICBA experts attended the First Meeting of National Coordinators for TTISSA (March 2006) as well as consultative meetings on the initiative held in January and June 2007.

6. IICBA supports the efforts of African countries in strengthening education institutions' capacities through partnership with the African Union (AU) and the New Partnership for Africa's Development (NEPAD). The Institute actively participated in the preparation of the AU's Plan of Action of the Second Decade of Education in Africa, which was endorsed by the Second Extraordinary Session of the Conference of Ministers of Education of the African Union (COMEDAF II). IICBA was selected as the lead agency in preparing the implementation strategy for teacher development and submitted a draft in June 2007.

7. The Indira Gandhi National Open University (IGNOU) programme trains online distance learning (ODL) specialists to alleviate the shortage of trained DE specialists in teacher education institutions (TEIs). IICBA conducted three academic counselling workshops in Ghana, Sierra Leone and the Gambia for Postgraduate Diploma in Distance Education (PGDDE) students and in Ethiopia for the Masters in Distance Education (MADE). Some 41 PGDDE students from the three West African countries have completed their studies, while 17 Ethiopian students graduated with a degree in MADE. A further 21 Ethiopian students having successfully completed the PGDDE programme registered in 2006 for the MADE.

8. The Women's Educational Leadership Programme develops a critical mass of women in leadership positions in African educational institutions; strengthens the capacity of women already in education-related leadership positions through the development of relevant knowledge and skills; and makes educational institutions more effective in responding to the needs of girls and women. IICBA conducted training workshops for 230 women educational leaders in five sub-Saharan African countries (Botswana, Ghana, Malawi, Tanzania and Zambia), providing leadership knowledge and skills in order to intensify women's effectiveness in responding to HIV and AIDS, conflict resolution, peace building, poverty alleviation and the overall educational and health needs of girls and women.

9. Three training workshops in School Leadership and Management in sub-Saharan Africa (Burundi, Nigeria, Republic of Congo) were conducted by the Institute, with the aim of familiarizing school principals and inspectors with current knowledge on managing schools, students and finances for quality education for all; and providing a forum for participants to share experiences. One hundred and fifty-one school principals and inspectors drawn from all regions of the countries attended the workshops.

10. Launched in Ethiopia, Ghana and Uganda in cooperation with Addis Ababa University, the University of Cape Coast and Makerere University, the Masters of Education in ICT conducted in collaboration with the University of Pretoria was successfully completed in 2006, with 57 students having graduated.

11. A needs assessment and definition of a competence frame was undertaken for the Central African Republic as part of the third phase of the micro-programme on the integration of ICTs in pedagogy for French-speaking African countries.

12. IICBA supported the BRENDA and Windhoek Offices in preparing and implementing the capacity-building for EFA projects in their cluster countries. The Institute provided training and technical support to Sierra Leone in preparing modules and syllabi for 15 subjects, and training 37,000 teachers. It is currently offering similar support to the Angolan Ministry of Education.

Programme 2: Research and advocacy

13. This programme conducts and commissions research, and develops research expertise on teacher education in Africa.

14. Very few TEIs have trained heads and senior officials. Solutions are being sought at both the policy and institutional levels through the Capacity Building in Institutional Management of Teacher Education project. The set of training materials envisaged will assist education managers and professionals to identify strategies to improve their institutions' practices. The materials will be presented in modular form and cover management of TEIs, finances, academic staff and space. This project has been reviewed and is sponsored by the EFA capacity-building extrabudgetary funds. The allotment of \$180,000 to this initiative has been processed and implementation begun.

15. The ICT Standards for African Teachers (I-SAT) project aims to develop a competency framework and set of standards to enable the African education system to embrace and benefit from ICTs. Its primary beneficiaries are teachers, teacher educators and government officials responsible for ICT and education. IICBA is collaborating with the United Nations Economic Commission for Africa (UNECA) to implement the project by leading the process of developing and implementing standards as a vehicle to promote ICT in education policies and plans at the national level in selected African countries. A Memorandum of Understanding (MOU) has been signed and \$60,000 deposited into IICBA's account for obligation.

16. Case studies on the training of teachers for early childhood care and education (ECCE) in five TTISSA countries have been commissioned to examine preparation of teachers for ECCE. These studies will consider the rationale for linking ECCE to future educational attainment, specify various approaches for training management and teaching personnel, and review countries' efforts in increasing access to qualified teachers and quality learning environments as well as the competences of management and teaching to protect children from HIV and AIDS. They will form the basis for a regional TTISSA outlook report to be reviewed by an Ad Hoc Experts Meeting on Early Childhood and Care Education in 2008.

17. A study on the impact of HIV and AIDS on TEIs in Ethiopia conducted in collaboration with the International Institute for Educational Planning (IIEP) was completed and a country report produced. The study examined how institutional policies, internal structures, programmes and other strategies have evolved and developed in response to HIV and AIDS in four selected TEIs.

18. Following the success of the multi-grade pilot project in Ethiopia, IICBA now plans to scale it up to other African countries. The Institute is working with TEIs in countries where this approach is likely to be needed to develop a basic course on multi-grade teaching. In collaboration with the Commonwealth Secretariat and the Working Group on the Teaching Profession (WGTP), IICBA published a CD-ROM on this topic.

Programme 3: Knowledge management and distribution

19. This programme aims to develop a resource centre through which information and research can be accessed and distributed to support capacity-building for TEIs in Africa. Activities conducted include: development of IICBA's electronic library (multi-grade teaching library developed; 75% translation of HIV and AIDS library into Portuguese); collection and distribution of HIV and AIDS materials (CD and videos); education research and content providers database (made available via IICBA website); IICBA newsletters; teacher education network (discussion on various topics including curriculum, instruction, education planning, ICTs in Education, HIV and AIDS, etc.; and upgrading of the network through additional "Ask the Expert" facility); and the

regularly-updated IICBA website. EFA week was also celebrated through live FM radio discussions on teacher issues.

Nodes

20. IICBA's nodes for West and Central Africa (Dakar, Senegal) and for Southern Africa (Pretoria, South Africa) support IICBA's activities in the subregions. The Dakar Node supported IICBA's work by contributing to preparing EFA capacity-building projects for Niger and Guinea; training and evaluating the Micro-programme on the integration of ICTs in higher education for Francophone African countries (Burkina Faso, Mali and Niger); preparing IICBA's Newsletter (June 2006); participating in the analysis of national education plans drafted by national TTISSA coordinators; developing a CD-ROM on integrating ICTs in training and teaching for Francophone African countries; and partnering with BREDA, the University of Quebec, UNICEF and the World Bank on a project entitled "What type of teacher training for an inclusive education?".

21. The Pretoria node co-organized IICBA's workshops on Women's Leadership in sub-Saharan Africa to train women leaders and teachers on leadership, gender mainstreaming, tackling HIV and AIDS and poverty reduction. It has also successfully organized workshops to piloting IICBA's HIV and AIDS CD-ROMs in South African schools. An evaluation of this Node found that it was fulfilling its function as per its terms of reference.

Premise and staffing issues

22. The Governing Board acknowledges the generous donation of a premium site plot of land provided by the Ethiopian Government for the construction of IICBA's Headquarters and wishes to express its gratitude to the Ethiopian Minister of Education, Dr Sentayehu Woldemichael for his contribution and for all his unreserved assistance to IICBA since he took office.

23. The Minister has also set up a fund soliciting committee composed of high-level officials of the Ministry in which IICBA is also represented. The committee has been meeting regularly to explore potential sources of funding to cover the cost of the construction of the building.

24. The Institute also continues to face staffing challenges, with high turnover in 2006-2007. It is expected that posts currently under recruitment will be filled before the end of the biennium.

ANNEX I
IICBA Staffing (UNESCO staff only)

Position	Status
Director – D-1	In post
Program Coordinator – P-5	Under recruitment
Head of Dakar Node – P-4	In post
Head of Pretoria Node	Under recruitment
Programme Specialist (Education Planning) – P-3	In post
Teacher Education Coordinator – NOD	In post
Programme Officer ICTs – NOC	In post
National Administrative Officer – NOB	In post
Senior Secretary – GS-6	In post
Librarian – GS-6	In post
Layout Artist GS-6	In post
Senior Driver – GS-3	In post
Driver GS-2	In post
Intern	In post
3 Consultants (local)	In post

ANNEX II
Extrabudgetary funding for projects
in 2006-2007 (confirmed)

Title	Received From:	Amount in US \$
Developing Teaching Materials on HIV AIDS	United Nations AIDS	200,000
Developing ICT Standards for Teachers in Africa	UNECA	60,000
EFA Sierra Leone	UNESCO HQ	35,000
EFA Angola	UNESCO HQ	6,576
Capacity Building in Institutional Management in support of TTISSA	UNESCO HQ	180,000
Donation from the Republic of China	Rep. of China	750,000
Total		1,231,576



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177 EX/7
Add. and Corr.

PARIS, 24 September 2007
Original: English

Item 7 of the provisional agenda

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ADDENDUM AND CORRIGENDUM

SUMMARY

A corrigendum concerning paragraph 2 of document 34 C/REP/6 is attached hereto.



General Conference
34th session, Paris 2007
Report

Генеральная конференция
34-я сессия, Париж 2007 г.
Доклад

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Conférence générale
34^e session, Paris 2007
Rapport

المؤتمر العام
الدورة الرابعة والثلاثون، باريس ٢٠٠٧
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大会
第三十四届会议，巴黎，2007年
报告

34 C/REP/6 Corr.
24 September 2007
Original: English

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CORRIGENDUM

Paragraph 2 should read as follows:

2. The Governing Board of IICBA has noted with satisfaction the donation of \$750,000 received from the Republic of China to undertake research and joint projects. A project proposal has been submitted and consultations are ongoing for the finalization of the work plans. The Board duly acknowledges the Chinese Government's generous support to the Institute.