



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

UNESCO International Institute for Capacity Building in Africa

September 6, 2018

Strengthening teacher policy and development in Africa



UNESCO IICBA

- Established in 1999 as the only Category I institute in Africa
- Dedicated team of 25 people from 12 countries based in Addis Ababa
- **Mandated to strengthen teacher policy and development in Africa**



What we do

1. Capacity Development

Levels of Capacity Development



What we do

2. Partnerships and Advocacy

Promoting regional and national cooperation in teacher-related issues;
Fostering dialogue on teachers and education.

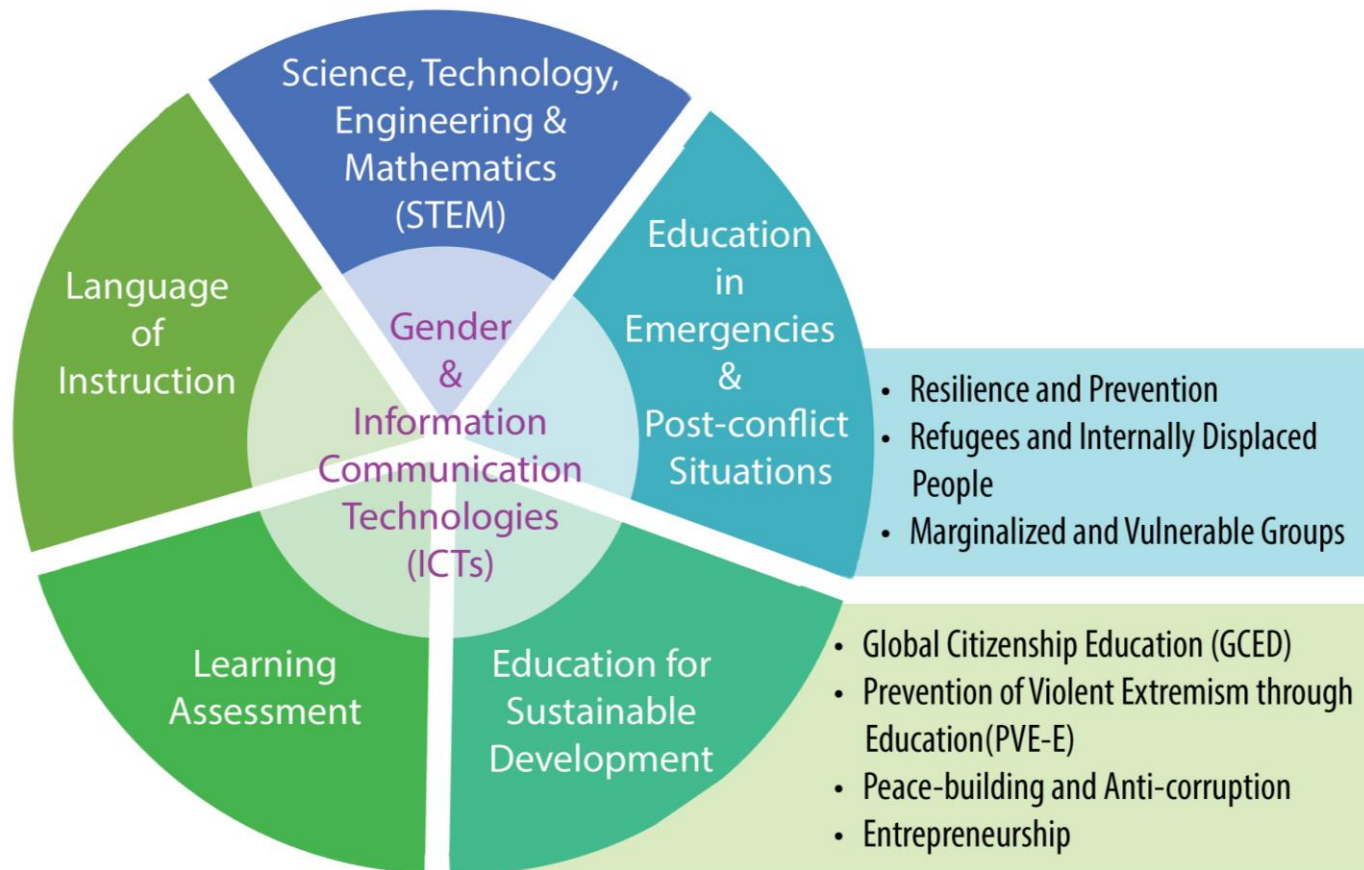
3. Research and Development

Collecting, analyzing and generating quality, evidenced-based information.

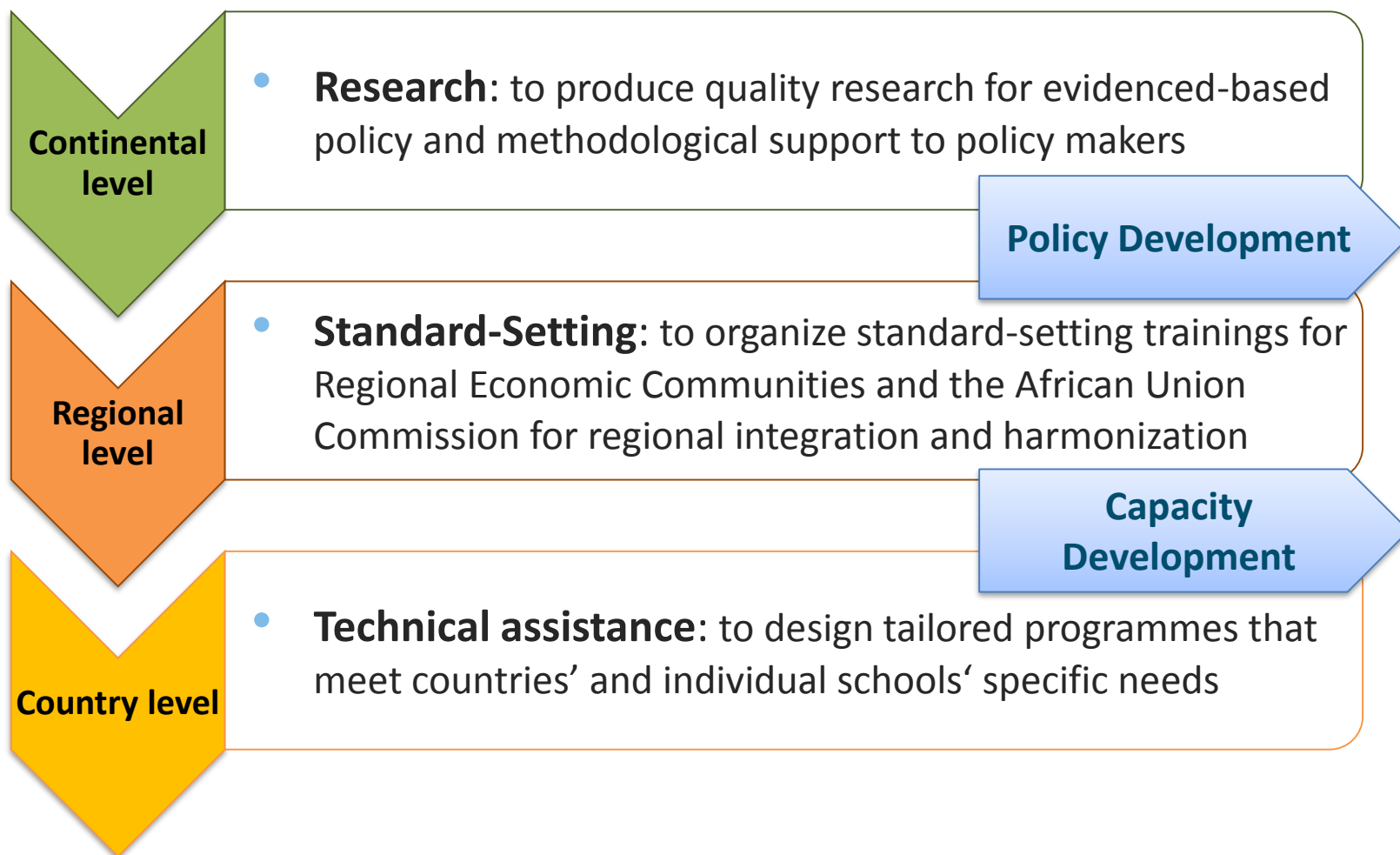
Our recent publications include:

- *Teacher Motivation and Support Framework for Africa*
- *School Safety Manual: Tools for Teachers*
- *Transformative Pedagogy for Peace-Building: A Guide for Teachers*

Cross-cutting and Critical Issues



How we do it



Why we do it



According to UNESCO UIS (2016), the greatest teacher shortages are in Sub-Saharan Africa. The demand for teachers needed to achieve universal primary and secondary education by 2030 stands at about 17 million; about 6.3 million teachers for primary school (to fill new posts and replace teachers expected to leave) and 10.8 million for secondary schools.



Other challenges include gender imbalance of teachers, recruitment of unqualified/untrained teachers, teachers' welfare, inappropriate curriculum and low levels of learning achievement.

"Any education system is only as good as its teachers"

"Teaching is the one profession that creates all other professions"

Where we do it

1. East Africa and Sahel Countries

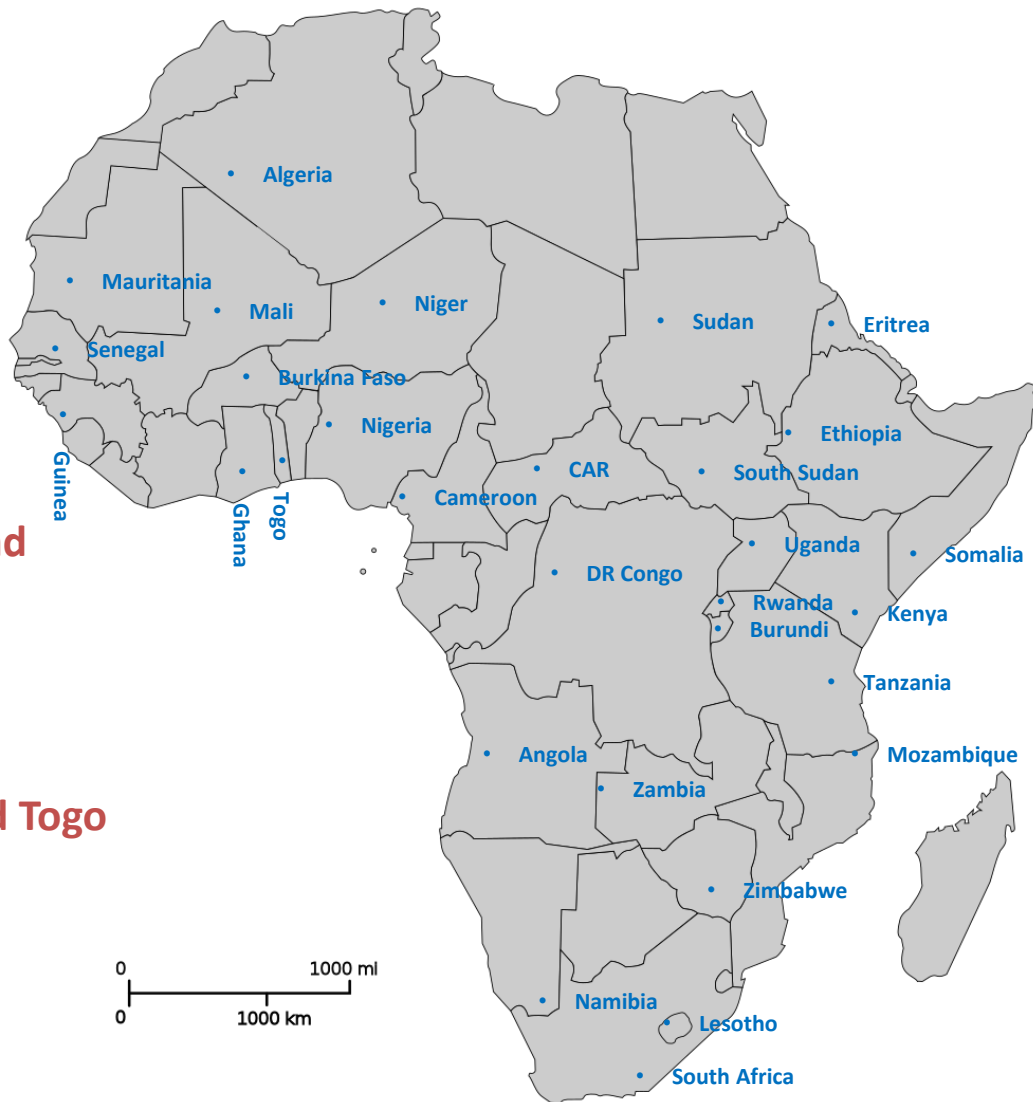
We support teachers and policy makers to tackle educational issues in emergencies, conflicts and refugee settings, PVE-E and peace-building.

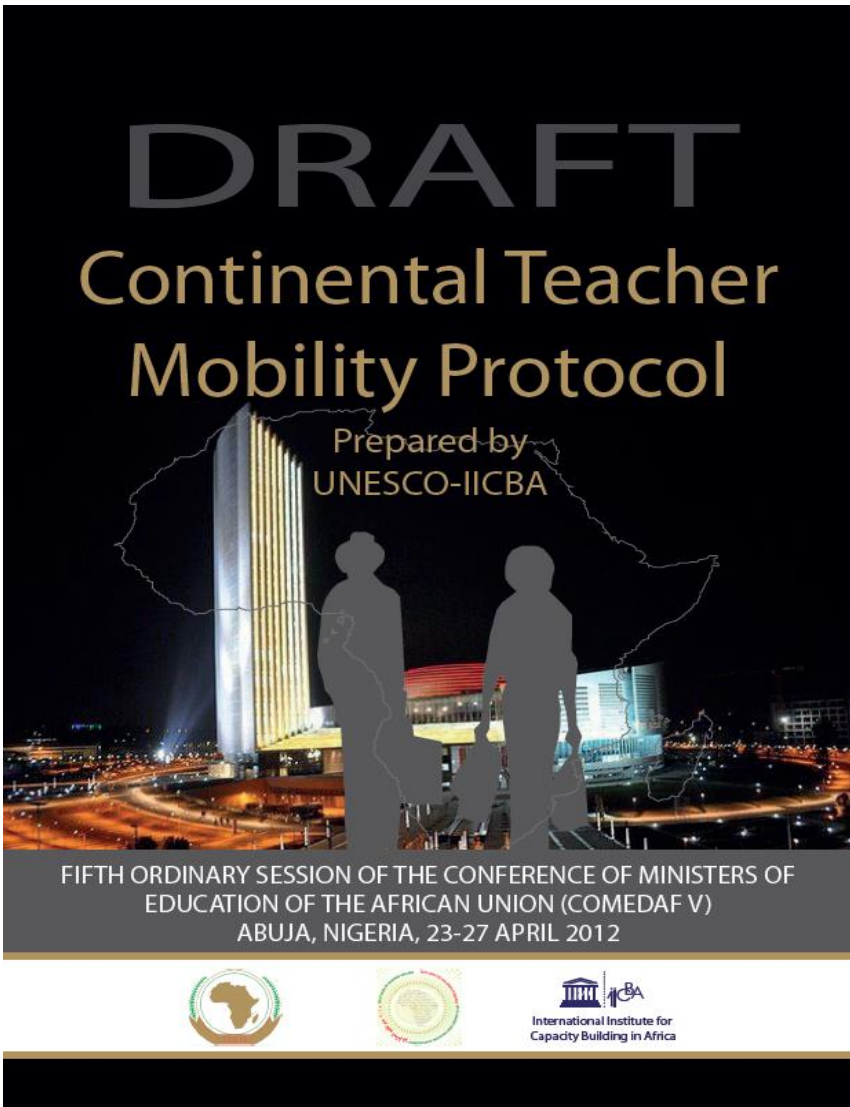
2. Burundi, Guinea, Lesotho, Mali, Mozambique, Niger, South Africa, and Uganda, Zambia and Zimbabwe

We provide guidelines and technical support to the governments to formulate holistic teacher policies and frameworks.

3. Ethiopia, Ghana, Kenya, Rwanda and Togo

We promote gender responsive education policy and practices and the use of ICTs in teacher training and teaching.





CONTINENTAL

TEACHER

MOBILITY

PROTOCOL

Challenges

Despite the high unemployment rates in many countries, teaching positions remain vacant. As a result of the pressure to fill the vacant positions, many countries are recruiting teachers who lack the most basic training, or they are working in overcrowded classrooms (UIS, 2016).

Challenges

The problem of teacher shortage, recruiting international migrant teachers has been the norm for several decades and the distribution of qualified teachers is uneven across the continent.

While many countries in the continent experience serious shortages of teachers, overall and in specific subject areas; a number of African countries produce an apparent excess of teachers, whereby many teachers are unemployed.



RATIONALE FOR THE CONTINENTAL TEACHER MOBILITY PROTOCOL

The continental protocol addresses issues of

- Rights, benefits, remuneration, and welfare of the internationally recruited teacher
- Rights and Responsibilities of source countries
- Rights and responsibilities of host countries

The continental protocol will also contribute to

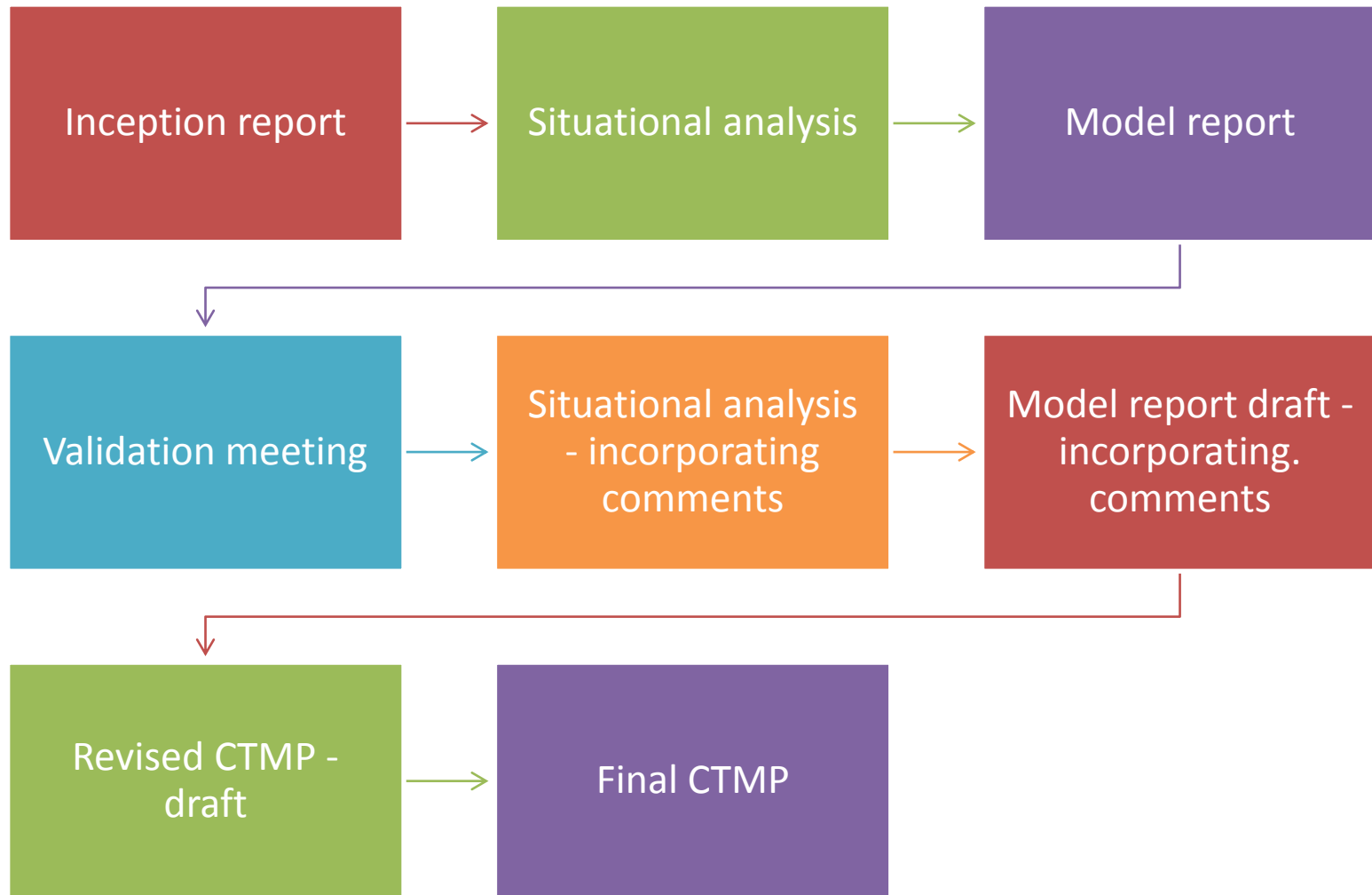
- Improving the teaching profession
- The development of a reliable teacher management information system,
- A continental teacher professional standard, qualification framework and addressing other teachers' issues in CESA 16-25.

- The Continental Protocol assists the AU Member States in developing or fine-tuning national teacher recruitment and development policies and practices.
- To promote fair and improved recruitment and treatment of international migrant teachers in Africa.
- It supports the AU Continental Free Trade Area

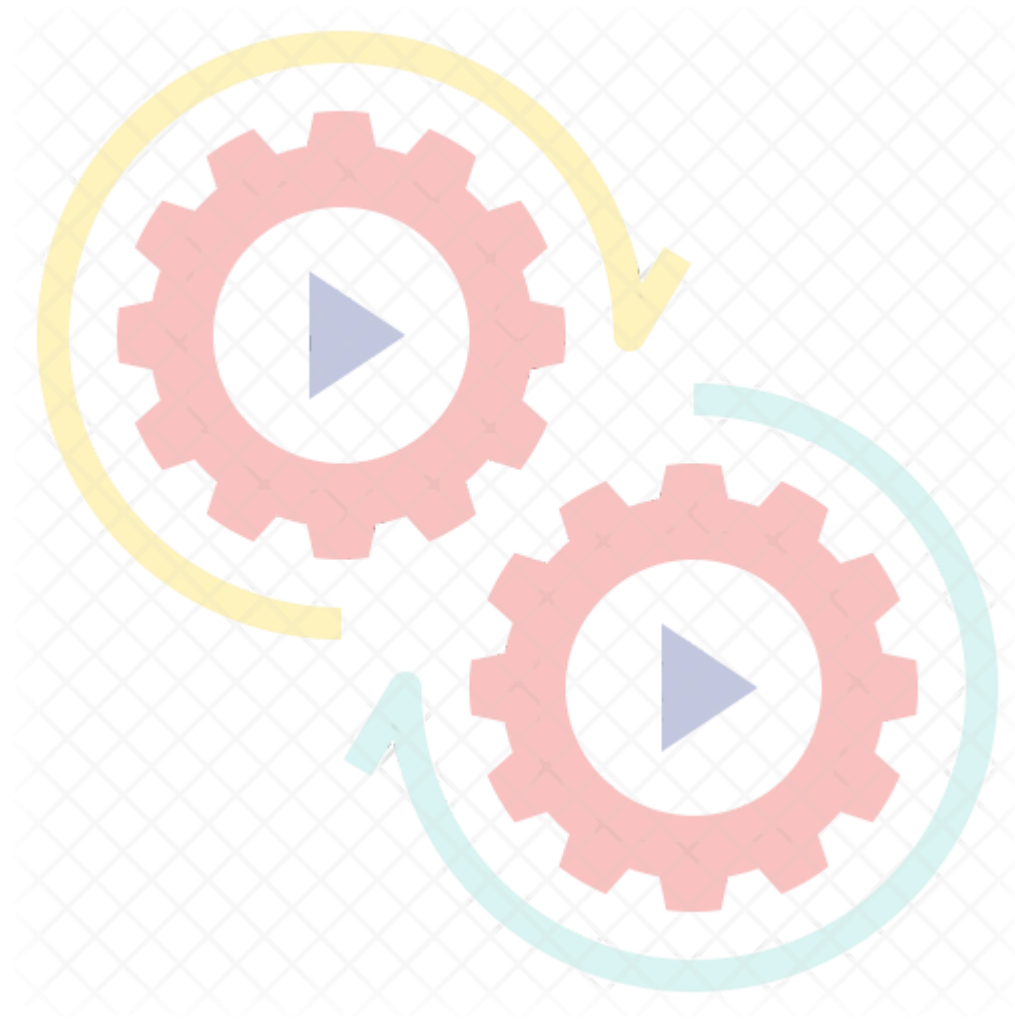
- Presents continental standards / norms / guiding principles, considering all the current key issues in the African continent.
- Allows for the even distribution of teachers across the continent avoiding brain drain
- Supports the activities of the CESA 2016-2025 Teacher Development Cluster
- Takes into consideration the Rights, benefits, remuneration, and welfare of the internationally recruited teacher



APPROACH AND METHODOLOGY



EXISTING MECHANISMS THAT SUPPORT THE CTMP



AU policy documents

Agenda 2063, Continental
Education Strategy for Africa
Continental Free Trade Area

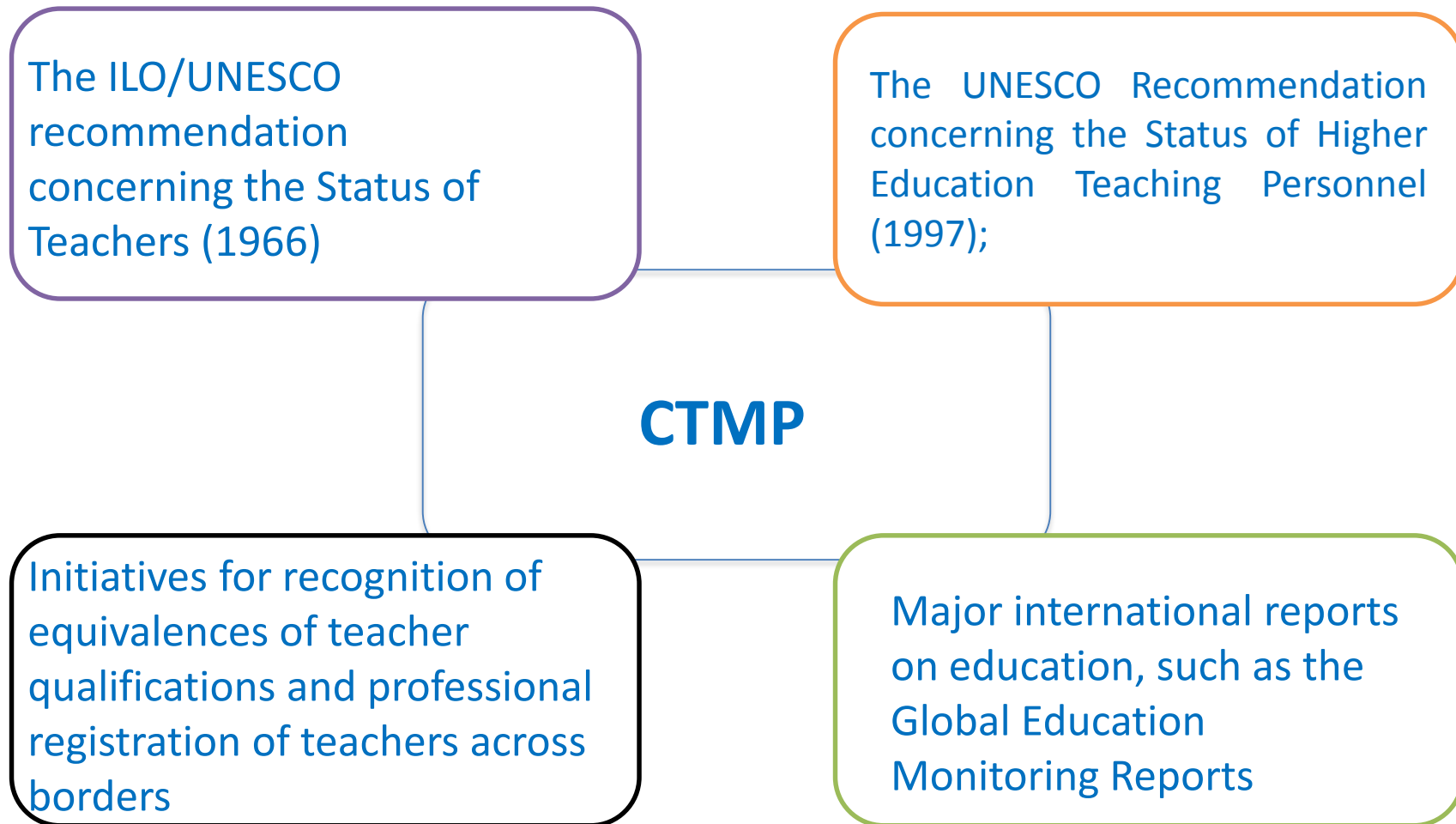
Documents on cross-border
teacher recruitment
initiatives in Africa

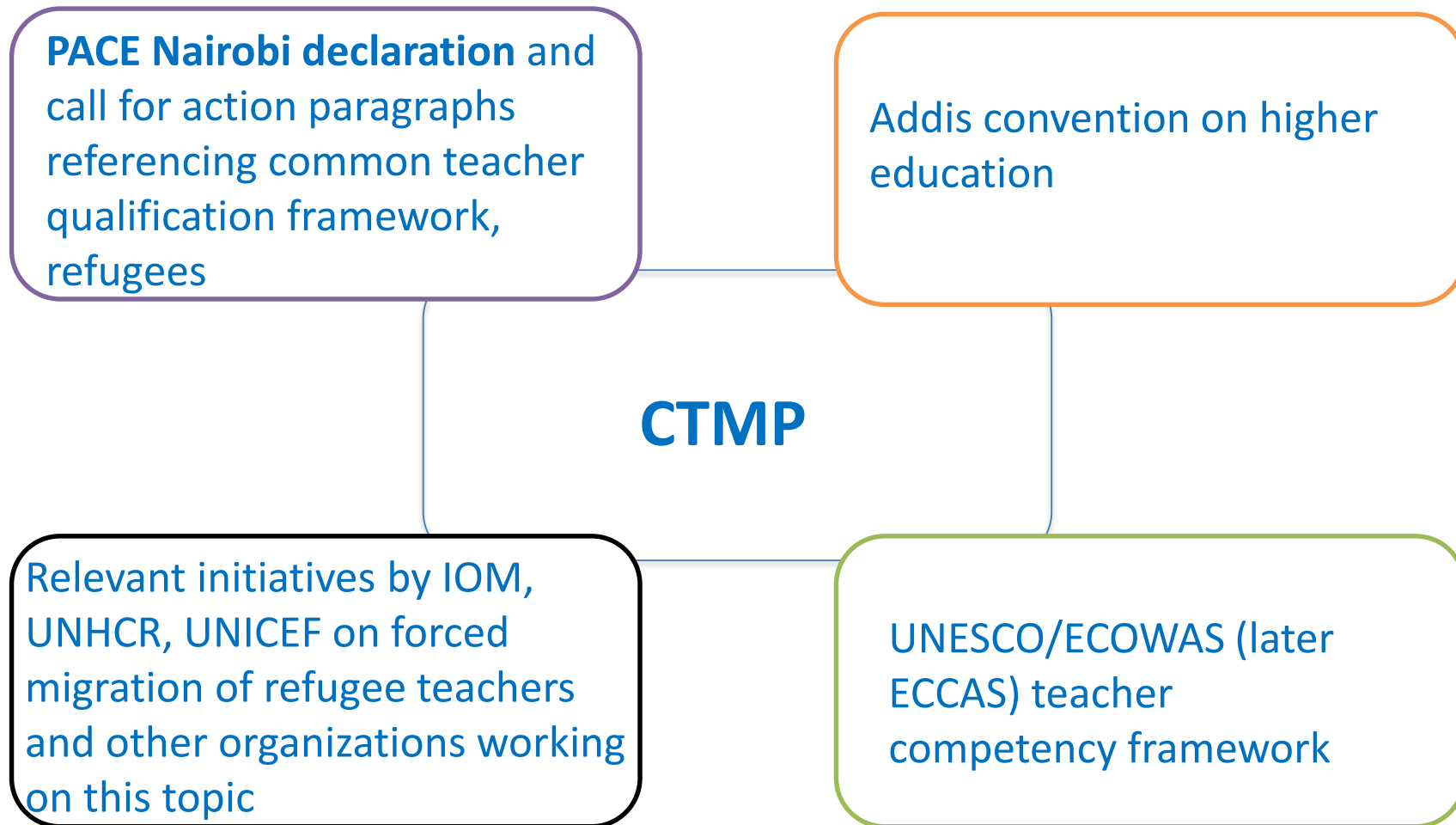
CTMP

Commonwealth Teacher Mobility Protocol

Protocol for the Recruitment
of Commonwealth Teachers

The draft continental
Mobility Protocol





Thank you

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