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Empowering teachers for all learners to thrive
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UNESCO IICBA

Empowering teachers for all learners to thrive

Report 2023-3

Strategic Plan 2023 - 2025

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Education 2030

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Introduction

As this strategy was being finalized, the African Union formally announced at its 36th Ordinary Session of the Heads of State and Governments the adoption of Education as its theme for the year 2024. This represents a unique opportunity for IICBA to contribute to improving education systems in Africa, but also a responsibility to scale up its capacity to do so.

Challenges Facing Education Systems

Education systems in Africa are in crisis. Today, learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. It is also high in North Africa. The COVID-19 pandemic had a devastating impact on children and youth, for both schooling and learning. The ability of Ministries of Education to respond to the pandemic was limited. But the issues that lead so many children to drop out of school or not learn while in school run deeper. Teachers are the key to improve educational outcomes, but many lack the training they need to ensure that children learn. Furthermore, with already high levels of debt exacerbated by the recession brought about by the pandemic, national budgets for education are severely constrained in many countries.

Beyond the current crisis and the effects of the pandemic, education systems face a range of medium- and long-term challenges. Labor markets are changing, as are the skills that individuals require to thrive in an increasingly competitive environment. Education systems – from preschools to universities and other institutions of higher education, must adapt to respond to these changes. In addition, societies are facing unprecedent challenges – climate change and conflicts being among the most prominent. As noted at the Transforming Education Summit held in New York in September 2022, education has a fundamental role to play for sustainable development, as well as for promoting peace and global citizenship.

Most of IICBA's work focuses on teachers. Ensuring that every learner is taught by a qualified teacher also remains a massive challenge in Africa. Qualified teachers are in short supply, and the demand for teachers is rapidly growing given population growth and gains in educational attainment. Estimates suggest that at least 15 million more teachers will be needed in Africa to reach the education goals set forth in the SDGs. This is in a context where today, only about a third of primary school teachers have the qualifications they need. Africa is also home to many of the world's poorest countries. These countries often lack adequate governance structures for education system. They also lack the resources that these systems require for improving outcomes, including to provide teachers with the professional development opportunities they need, both pre-service and in-service.

A New Strategy for IICBA

IICBA's mission, as per its statutes, is to meet the needs of Africa in the areas of teacher development, school leadership and management, and school supervision and support, with special emphasis on the

production, sharing and dissemination of knowledge. Again, as per the Institute's statutes, this is to be done by (i) providing up-to-date capacity building programs; (ii) promoting and conducting research into

specific teacher issues; (iii) promoting effective knowledge management; (iv) working with centers of excellence worldwide with a view to enlisting their involvement in the activities of the Institute; and (v) promoting exchanges of experience, expertise, and programs.

This new strategy outlines how IICBA intends to fulfill its mission for the next three years. The strategy is organized around three main lines of actions: (1) Research and knowledge; (2) Policy dialogue and advocacy; and (3) Capacity enhancement. Yet unless a strategy is backed by actual shifts in priorities, it may not make much of a difference. For this reason, when presenting the three main lines of action, the focus is this strategy is less on making explicit (i) What is new; and (ii) How this will be done.

The strategy has been drafted in the context of the objectives set by the international community for education under Agenda 2030 as well as the African Union's Agenda 2063 and its Continental Education Strategy for Africa. (CESA) 2016-2025. IICBA participates in several CESA clusters and manages the cluster on teachers. The Institute also partners with the African Union in a range of other initiatives, including through the Knowledge and Innovation Exchange Hub (KIX). In drafting this new strategy, IICBA staff took inspiration from existing strategies by other UNESCO Category 1 Institutes and the strategic plan of the Teacher Task Force (TTF) hosted by UNESCO . This strategy emphasizes the centrality of teacher quality in learning outcomes. Achieving target 4c of the Sustainable Development Goals, which aims to "increase substantially the supply of qualified teachers," is crucial to reducing learning poverty and provide lifelong educational opportunities to all Africans.

The Importance of Partnerships

Although IICBA is growing, it remains a relatively small Institute with limited financial means. This means that alone, its impact is likely to be limited, but through partnerships, much can be achieved. A great example of partnership is the KIX Africa 19 Hub that IICBA manages. The Hub is part of a larger Knowledge and Innovation Exchange (KIX) initiative funded by the Global Partnership for Education and managed by Canada' International Development Research Center. It encourages evidenced-based policymaking in 19 anglophone countries and works closely with a separate Hub for 21 French and Portuguese-speaking countries. IICBA's core partners in KIX Africa 19 are the African Union Commission's Pan-African Institute of Education for Development (IPED) and the UNICEF Regional Office for Eastern and Southern Africa. But the Hub also works closely with member countries through a network of committed national focal points from Ministries of Education as well as a range of other partners. These partners include, just to name a few, the Association for the Development of Education in Africa (ADEA), VVOB, the African Early Childhood Network (AfECN), the Forum for African Women Educationalists (FAWE), the African Capacity Building Foundation (ACBF), the Africa Federation of Teaching Regulatory Authorities (AFTRA), and the Conference of the Ministers of Education of French speaking countries (CONFEMEN).

IICBA works with a range of funders, including bilateral and multilateral agencies as well as foundations. It also works closely with the whole gamut of African regional institutions. As already mentioned, the African Union's IPED is a core partner in the KIX Africa 19 Hub and IICBA manages the Teacher cluster under CESA. In addition, IICBA also contributes to other CESA clusters and collaborates with a range of other African Union institutions, including most recently the African Union International Centre for the Education of Girls and Women in Africa (AU/CIEFFA). IICBA also regularly engages with regional economic communities (RECs), including the East African Community (EAC), the Southern Africa Development Community (SADC), and the Economic Community of West African States (ECOWAS). Finally, IICBA's Governing Board includes representation not only from the African Union, but also from the United Nations Economic Commission for Africa and the African Development Bank, as well as organizations such as Education International and ADEA, which provides opportunities for partnerships.

Conclusion

Africa's education systems face major challenges, but solutions exist. Together with a wide range of partners, IICBA can contribute to better educational opportunities for Africa's children, youth, and even adults. This strategy provides a new direction for IICBA's work to help meet some of these challenges along three main lines of action: research and knowledge to inform policy dialogue and advocacy and set priorities for capacity enhancement. Our ambition is captured in our new motto: *Empowering teachers for all learners to thrive.*

Vision, Mission, and Main Lines of Action

The International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform education policies, strengthen teacher professional development, and build capacity in education institutions, including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits. At the time of writing, the Institute comprises of about 30 staff and long-term consultants, but it is growing thanks to successful fundraising.

This Strategic Plan provides new direction for IICBA to contribute to meeting the needs of Africa in the areas of teacher development, school leadership and management, and school supervision and support, as outlined in the Institute's statutes. The strategy is supported by a Resource Mobilization and Partnership Plan to strengthen the Institute's financial situation through extrabudgetary funding. The strategy is also supported by a work program and budget that is approved annually by the Institute's Governing Board.

Vision

IICBA's vision is that of an Africa where qualified teachers enable all children, youth, and adults to get the educational opportunities they need not only for the labor market but also in their life, and as supportive members of their families and communities. This in turn contributes to more sustainable, peaceful, and fraternal societies.

Mission

IICBA's mission is crystallized in its new motto: *"Empowering teachers for all learners to thrive."* IICBA supports Ministries of Education and other stakeholders to implement policies and programs that equip teachers with the skills they need to ensure that all learners thrive.

Lines of Action

IICBA implements its mission through three main lines of action: (1) research and knowledge; (2) policy dialogue and advocacy; and (3) capacity enhancement. Research informs policy dialogue and advocacy, which in turn help set priorities for capacity enhancement.

To fulfill the Institute's mission, this strategy is organized around three main lines of actions: (1) Research and knowledge; (2) Policy dialogue and advocacy; and (3) Capacity enhancement. As management guru Peter Drucker is famously said to have noted some time ago, culture eats strategy for breakfast!

Unless a strategy is backed by actual shifts in priorities, it may not make much of a difference. For this reason, when presenting the three main lines of action, the focus is this strategy is less on providing rationales than on making explicit (i) What is new; and (ii) How this will be done.

Main Line of Action 1

Research and knowledge

Knowledge gaps are identified and filled, and evidence-based syntheses of what works are provided to ensure that relevant and up-to-date knowledge on teachers, teaching, and education systems in Africa is available to inform the formulation and implementation of teacher and education policies.

Main Line of Action 2

Policy dialogue and advocacy

Policy dialogue and advocacy are conducted at the country and regional levels to inform teacher and education policies. This is done using a demand-driven approach that combines IICBA's strengths in several areas, including through the KIX (Knowledge and Innovation eXchange) model.

Main Line of Action 3

Capacity enhancement

Capacity enhancement initiatives are implemented at the country and regional levels with a focus on teacher professional development and policies, including promising interventions to reduce learning poverty. This is done through a combination of in-person and online training.

These three main lines of actions or outcomes build on findings from the literature, an assessment of IICBA's areas of expertise, feedback from KIX Africa 19 focal points, and findings from various evaluations, including a recent evaluation of the work of UNESCO on teacher development. The lines of action and associated objectives are summarized in Table 1.

IICBA's strategy is also informed by the Institute's previous work and the work of the teacher Task force (TTF) on nine dimensions of its teacher policy guide (see Box 1). The overall theory of change for this strategy is visualized in Figure 2.

Box 1: Core Thematic Areas for IICBA's work

Different tools have been proposed to analyze teacher policies, typically along the steps from recruitment to management. For example, the teacher policy guide of TTF as well as IICBA's guide consider multiple policy dimensions including: recruitment and retention; teacher initial and continuing education; deployment; career path; employment and working conditions; reward and remuneration; teacher standards; and accountability and school governance. These are all areas of focus for IICBA's work. In addition, IICBA will focus on other areas of education policy where teachers play a major role – examples include girls' education, implications of curriculum reforms for teachers, and topics such as education for sustainable development, peace, and global citizenship. This list of thematic areas is not exclusive, as IICBA will respond to demand from Ministries of Education, Teacher Training Institutions and other stakeholders in providing technical assistance and training programs that can empower teachers for all learners to thrive through a focus on systems, schools, and teachers. (see Figure 1)

Figure 1: Improving Systems, Schools, and Teachers for Better Learning

Table 1. Overview of the Results Framework

Overarching goal:
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

INTERMEDIATE GOALS:

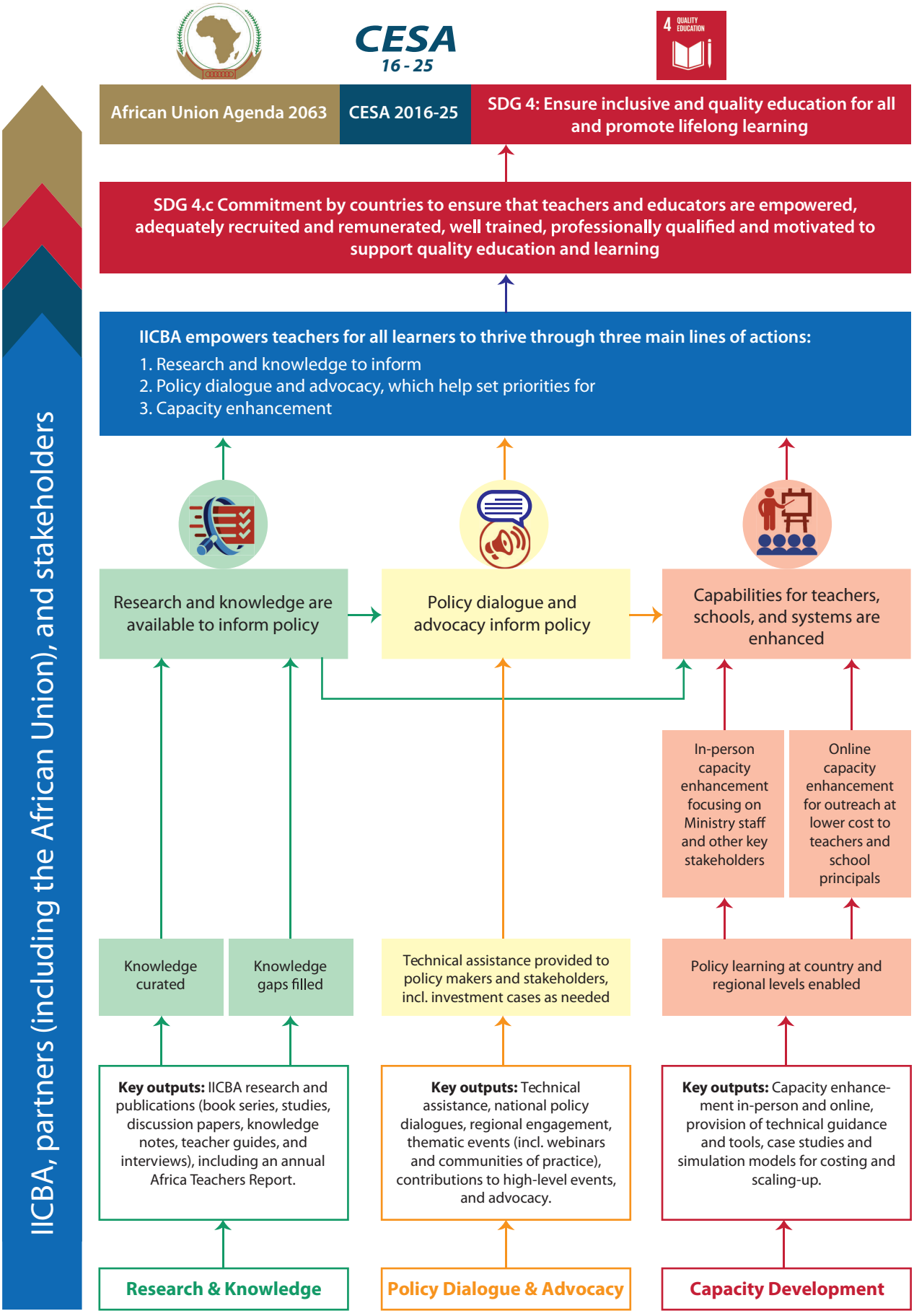
SDG 4.c. Commitment by countries to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified and motivated to support quality education and learning.

OVERALL OBJECTIVE:

IICBA empowers teachers for all learners to thrive. This is done through three main lines of actions: (i) research and knowledge to inform (ii) policy dialogue and advocacy, which in turn help set priorities for (iii) capacity enhancement.

OBJECTIVE (MLA) 1: Research and knowledge	OBJECTIVE (MLA) 2: Policy dialogue and advocacy	OBJECTIVE (MLA) 3: Capacity enhancement
Outcome 1. Knowledge gaps are identified and filled, and evidence-based syntheses of what works are provided to ensure that relevant and up-to-date knowledge on teachers, teaching, and education systems in Africa is available to inform the formulation and implementation of teacher and education policies.	**Outcome 2.** Policy dialogue and advocacy are conducted at the country and regional levels to inform teacher and education policies. This is done using a demand-driven approach that combines IICBA's strengths in several areas, including through the KIX (Knowledge and Innovation eXchange) model.	**Outcome 3.** Capacity enhancement initiatives are implemented at the country and regional levels with a focus on teacher professional development and policies, including promising interventions to reduce learning poverty. This is done through a combination of in-person and online training.

Figure 2. Theory of Change Underlying IICBA's Strategic Plan for 2023-2025



Main Lines of Action

A recent evaluation of UNESCO's work on teacher development suggests that UNESCO has been successful in performing a global leadership and coordination role. It also found that UNESCO's work on teachers is well positioned, relevant, and largely coordinated with other organizations and thus contributing to significant developments at global, regional, and national levels through normative guidance, policy work, and capacity enhancement initiatives. Nonetheless, the evaluation also identified aspects that need strengthening in a crowded space where other and new development partners are becoming increasingly active. The evaluation highlights the need to revitalize and modernize existing normative instruments guiding Member States, and to better reflect issues of gender equality, the role of Information and Communication technologies in the teaching profession, and the need to address and finance all aspects critical to enhance comprehensive teacher development.

To maximize the potential of its overarching mandate in education and engage all relevant stakeholders, UNESCO should continue strengthening coherence, both internally across the various UNESCO entities, and externally between UNESCO and different external stakeholders, networks and development partners. More specifically, greater efforts should be made to position itself clearly in line with its comparative strengths, to coordinate resource mobilization and specifically to enhance the positioning and capacities of IICBA as the hub for teacher capacity enhancement in African.

To strengthen IICBA's position and capacities as a hub for teacher capacity enhancement and policies in Africa, this strategy outlines three main lines of action for the Institute: (1) Research and knowledge; (2) Policy dialogue and advocacy; and (3) Capacity enhancement.

Main Line of Action 1

Research and knowledge

OUTCOME 1

Knowledge gaps are identified and filled, and evidence-based syntheses of what works are provided to ensure that relevant and up-to-date knowledge on teachers, teaching, and education systems in Africa is available to inform the formulation and implementation of teacher and education policies.

What is new

There is an increasing body of knowledge globally on what works in teacher professional development and more generally on teacher and education policies, including cost-effective approaches to reduce learning poverty and improve educational outcomes in low and middle-income contexts. Unfortunately, this body of knowledge is not always readily available to decision and policy makers in a user-friendly or useful format. In addition, while data are increasingly available for analysis pertaining specifically to Africa, existing African datasets from student assessments to household surveys and administrative datasets are not yet systematically used for policy analysis.

Although IICBA has conducted original applied policy research in the past, this has not been an area of focus for the Institute. Similarly, while IICBA has conducted syntheses of the literature for specific purposes – including the production of teacher guides, IICBA has traditionally not been a major contributor to evidenced-based syntheses of what works in various areas of teacher and education policy. Under this new strategy, IICBA will strengthen its ability to conduct applied research on Africa and provide user-friendly syntheses of evidenced-based approaches to improve teacher and education policies. Over the next three years, using a demand-based approach, IICBA will expand its contribution to the production, curation, and dissemination of relevant knowledge products on teacher and education policies in Africa. To ensure that IICBA's research and knowledge creation influence policy learning and formulation, the Institute will disseminate its research and knowledge in formats that are adapted to the needs of various stakeholders at the regional and national levels. As part of this effort, IICBA will support the creation of a network of Teacher Training Institutions across Africa.

How this will be done

Using a demand-based approach (seeking the perspective of representatives of Member States and other stakeholders and conducting surveys on key priorities for major programs such as KIX), IICBA will expand its research to conduct continental, sub-regional, and country-level applied policy research on issues related to teacher and education policies.

The Institute will produce an annual flagship report (see Box 2) and a range of other knowledge products to be disseminated through six new publication series: (i) Studies (i.e., substantial pieces of applied policy research in a specific area or for a particular country); (ii); Discussion papers (i.e., technical papers on particular topics); (iii) Knowledge notes (i.e., policy-oriented shorter notes); (iv) Teacher guides (to provide practical advice to teachers and school leaders); (v) Interviews (to give voice to teachers and other stakeholders); and (vi) Reports (to fulfill reporting requirements for donors and share findings from independent evaluations of IICBA projects). In addition, IICBA will launch a book series with an external publisher for longer studies or edited volumes. These publication series will include analytical work by IICBA staff, but they will also welcome contributions by other researchers, including

those participating in annual KIX symposia. When feasible, IICBA publications will be produced jointly with other partners for wider dissemination.

IICBA will focus most of its work on issues related to (i) teacher policies and in particular teacher professional development; and (ii) other issues where teachers are a key part of the solution. IICBA's publications will be shared widely through in-person events at the country and regional levels as well as online, including through a new website hosted within the UNESCO platform and a new blog. Efforts will also be undertaken for IICBA research to be published in peer reviewed journals, thereby strengthening the reputation of the Institute.

Box 2. New Proposed Flagship Activity — An Annual Africa Teachers Report

Despite a growing body of research in teachers and teaching issues, the TTF strategy for 2022-2-24 notes that there is still currently no dedicated flagship report which aims to examine and monitor global progress towards SDG Goal 4.c. For that reason, the TTF has decided to produce every two to four years a global report which would monitor progress on teacher-related indicators and targets and aim to provide an in-depth study on certain teacher issues based on new research. The first report of the TTF will focus on teacher shortages. For Africa specifically, the lack of a flagship report on teachers is particularly detrimental, given the continent's needs. To inform policy and stimulate dialogue, IICBA will endeavor to produce an annual Africa Teachers Report. In some years, the focus will be on particular issues directly affecting teachers. In other years, the focus will be on issues where teachers are a key part of the solution. The first report for 2023 will focus on the essential role of teachers and foundational learning in primary school as well as gender-responsive pedagogy to increase educational attainment for girls, reduce child marriage, and prevent early childbearing. At the suggestion of the African Union, the second report to be released in March 2024 will focus on strengthening STEM education.

Main line of action 2

Policy dialogue and advocacy

OUTCOME 2

Policy dialogue and advocacy are conducted at the country and regional levels to inform teacher and education policies in Africa. This is done using a demand-driven approach that combines IICBA's strengths in several areas, including through the KIX (Knowledge and Innovation eXchange) model.

What is new

IICBA has played a role in the past in efforts to inform policy at the continental level, in part through coordination of the Teacher cluster under the African Union's CESA. IICBA has also engaged in policy dialogue at the country level under various programs. Yet IICBA has traditionally not engaged in policy dialogue and advocacy with the same vigor as it has focused on capacity enhancement.

The KIX (Knowledge and Innovation eXchange) hub that IICBA manages for anglophone countries (KIX Africa 19) and collaboration with the corresponding hub for francophone and lusophone countries (KIX Africa 21) have provided unique entry points for policy dialogue at the country level in a demand-driven way, based on thematic requests for expertise from UNESCO National Commissions whose members are appointed by governments. KIX is funded by the Global Partnership for Education via Canada's International Development Research Center (IDRC). The program started in practice in 2020, with 2023 being the last year of implementation for phase 1. Phase 2 of the program has been approved with funding provided until 2027.

Another avenue for policy dialogue at the country level has been IICBA's participation in two UNESCO flagship programs, CapED (Capacity enhancement for Education) on educational reforms and O3 (Our Rights, Our Lives, Our Future) on education and health for adolescents and young people. Funding for both programs is expected to continue, providing additional opportunities for policy dialogue to inform capacity enhancement.

Through KIX, CapED, O3, and other programs and initiatives, and building on its expanded research and knowledge generation capacity as discussed under the first main line of action, IICBA will further expand its contributions to policy dialogue and advocacy at both the country and regional level. A key aim will be to bridge the gap between the available evidence on what works and policy making. Country-level work will be based on demand from Ministries and other stakeholders, while regional work will be informed by the priorities set by the African Union and its partners, taking advantage of the fact that 2024 will be the African Union's year of education.

How this will be done

Various avenues will be used for policy dialogues, including National dialogues organized under KIX. IICBA will also actively participate in a range of projects and initiatives focusing on teacher policy and professional development that include policy dialogue. This will include projects managed by UNESCO regional offices as well as the new initiative of the European Union for teachers in Africa. Policy dialogue and advocacy will be supported by targeted research to ensure grounding in the latest evidence. (see Box 3)

Three aspects are worth emphasizing regarding how IICBA will engage in policy dialogue and advocacy, with an emphasis on targeting policymakers, teachers, and other stakeholders as well as a broader audience.

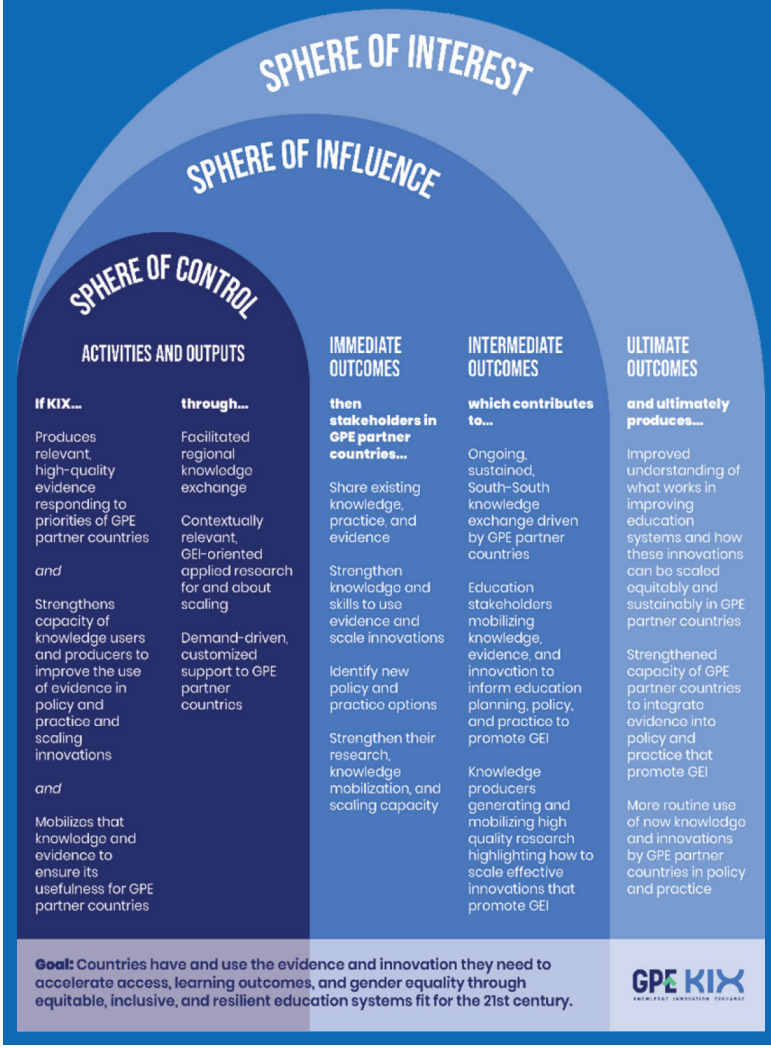
First, a key constraint to the adoption of promising interventions and policies by Ministries of Education and other stakeholders is uncertainty about cost and how to scale-

up promising pilots. Apart from entering in a dialogue on what works to inform policy, IICBA will pay close attention to how much interventions or policies may cost, how they may be scaled up, and whether they may represent a good investment given budget constraints. This will require cost-benefit analysis and models for simulating costs when interventions are scaled up or policies adopted. Depending on demand from partners, IICBA may also conduct investment cases to advocate for the adoption of specific interventions or policies.

Second, on the use of research for policy in areas such as those mentioned earlier (see the key thematic areas for IICBA's work), even when research is applied and focuses on the right questions, it may not have an impact if it is not disseminated well. Apart from investing in policy dialogue at the country, sub-regional, and continental level, IICBA will strengthen its communications (as discussed in the section on this topic). It will also strengthen its presence at global and regional policy events, including those organized by the African Union. Furthermore, staff will be encouraged to disseminate findings from their work via external channels, contributing to the overall reach of the Institute.

Third, IICBA has traditionally focused its dialogue and advocacy work on issues related to public schools and universities. Yet private secular schools and faith-based schools have a major footprint in Africa. To serve all children, the Institute will need to conduct diagnostic and policy analysis not only on public schools, but also on other types of schools.

Figure 3: Spheres of Control, Influence, and Interest



Box 3: Using Research to Inform Policy and Capacity Enhancement

The idea that research and knowledge are essential to inform policy dialogue and advocacy, which in turn can help identify priorities for capacity enhancement, is not new. This idea is at the core of the KIX initiative, which aims to bridge the gap between research and policy. As shown in Figure 4, the KIX model recognizes the difference between spheres of control, influence, and interest, which also relate to the differences between activities and outputs, outcomes (whether immediate or intermediate), and ultimate outcomes. This strategy adopts the same approach.

Main line of action 3

Capacity enhancement

OUTCOME 3

Capacity enhancement initiatives are implemented at the country and regional levels with a focus on teacher professional development and policies, including promising interventions to reduce learning poverty. This is done through a combination of in-person and online training.

What is new

Capacity enhancement on teacher professional development and education policies has been IICBA's core area of expertise, and it will continue to be the Institute's "bread and butter." Three changes or shifts in direction are however worth mentioning.

First, in recent years, thanks to support from donors, IICBA has probably been most visible and active in the prevention of violence and promotion of peacebuilding through education in Africa. Another area of focus of the Institute has been gender-responsive pedagogy. These are important areas that matter for educational outcomes as well as the well-being of students and the sustainability of societies. At the same time, while IICBA will continue work in these areas, there is a need to recenter a larger share of the work of the Institute on the core issues of teacher professional development and the need to reduce learning poverty. A substantially larger share of IICBA's work will tackle these issues in the future.

Second, in part because of the COVID-19 pandemic, IICBA has successfully experimented with online delivery of training materials. An online platform has been designed (albeit not yet launched) with eLearning courses among others on gender-responsive pedagogy, the prevention of violent extremism through education, and materials for technical staff of radio and television. Online courses have also been piloted on ICT competencies for teachers. While in-person training courses have major advantages, online courses can reach a much larger audience at lower cost. IICBA will invest in its online platform with a launch tentatively planned for the spring or summer of 2023, and additional online courses to be subsequently developed with partners.

Third, most of the capacity enhancement work of the Institute has focused on teacher and education policies related to K12 (Kindergarten to 12th grade) general education. This is warranted given the learning crisis affecting Africa. At the same time, there is also a need to strengthen tertiary education, as well as technical and vocational education and training (TVET). Contributing to Campus Africa, a UNESCO initiative to strengthen higher education in the continent, IICBA will expand its work in this area.

How this will be done

Apart from the three shifts in emphasis just mentioned, several aspects related to how IICBA will invest in capacity enhancement can be outlined.

First, in terms of key areas of focus, to tackle the issues of teacher professional development and teacher shortages, IICBA will support reforms for teacher training institutions while also ensuring that Ministries of Education not only adopt but also implement standards and policies for teacher careers and the profession overall. For example, based on a review of what works in professional development, IICBA will develop diagnostic tools appropriate for low and middle-income contexts to facilitate the assessment of existing policies and suggest reforms at the country level, both pre-service and in-service.

Second, in terms of target audiences, IICBA does not have the capacity to train teachers at real scale. Pilot training of teachers makes sense to learn from experience and test promising approaches, but the focus needs to be on training staff from Ministries as well as other stakeholders who can expand programs to scale. In addition, IICBA has a good track record of facilitating Training of Trainers and will continue to rely on this approach.

Third, apart from a focus on policies and professional development to reduce learning poverty, thanks to partnerships with other UNESCO teams, IICBA will expand its offering in key areas emphasized at the Transforming Education summit including education for sustainable development, education for peace and global citizenship, digital and ICT competencies for teachers, and education related to the General History of Africa. IICBA will explore partnerships with other UNESCO entities for these areas of work.

Fourth, apart from supporting professional development for teachers and school principals and advising countries on related policies, IICBA also has a responsibility to give voice to teachers. One approach to do so is through the annual continental teacher award that IICBA manages jointly with the African Union. But other avenues could be explored, including through interviews and communities of practice whereby teachers can share their experiences. IICBA will explore new ways to enhance the sharing of experiences among teachers, and how teachers can share both the challenges and opportunities they face with policy makers and the broader public.

Box 4: Capacity Enhancement for Ministries of Education and Teacher Training Institutes

IICBA will launch several initiatives to enhance the capacity of key institutions for improving the quality of policies related to teachers in Africa. This includes Ministries of Education as well as Teacher Training Institutions in charge of pre-service training but often also contribute to in-service training. First, IICBA will develop structured training tailored to the needs of mid- to high-level officials in Ministries and other organizations (under the concept of an IICBA Executive Education and Policy Academy). This could be tested as early as May 2023 through the KIX Africa 19 Hub with a first training on evidence-based policymaking. Second, IICBA will launch an initiative to support Teacher Training Institutes. The initiative will start with an online survey to assess needs for capacity enhancement, with more in-depth discussion in a few target countries. Based on the needs assessment, specific options for capacity enhancement will be offered, and a community of practice will be created to share good practices across countries for Teacher Training Institutes.

Partnerships and Communications

IICBA is a relatively small Institute with a limited budget, even if it is growing in staff and resources. By itself, it cannot achieve as much as it can with others. The Institute's impact depends on its partnerships. Both internal (within the UNESCO family) and external partnerships are essential.

Internal Partnerships: A One UNESCO Approach

As part and parcel of the UNESCO family, IICBA has a unique opportunity to partner other Category 1 UNESCO education-focused Institutes: (1) the UNESCO Institute for Statistics which provides internationally comparable data on education, science, culture, and communication; (2) the International Institute for Educational Planning which supports countries in their educational policy, planning and management; (3) the UNESCO Institute for Lifelong Learning which supports Member States in the field of lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education; (4) the International Bureau of Education which provides technical support addressing critical areas that impact provision and delivery of equitable quality education for all; (5) the Institute for Information Technologies in Education which focuses on ICT-enabled solutions and best practices to improve educational outcomes; (6) the International Institute for Higher Education in Latin America and the Caribbean with the mission to contribute to the improvement of higher education in member States; and (7) the Mahatma Gandhi Institute of Education for Peace and Sustainable Development which focuses on education for peaceful and sustainable societies.

IICBA will expand its collaborations with these various Institutes as well as with UNESCO teams and directorates at UNESCO HQ (including the multi-partner Teacher Task Force hosted by UNESCO), and UNESCO's regional and liaison offices in Africa.

IICBA will also strengthen its partnerships with other UN agencies. Current and recent partnerships include a collaboration with UNICEF ESARO for the KIX Africa 19 Hub as well as occasional partnerships for country-level work such as training and quality assurance for university Master's programs on disaster risk reduction in the Comoros with UNDP. Over the next few years, IICBA will seek to expand its collaborations with agencies such as UNDP, UNFPA, UNICEF, UNHCR, and UNGEI (this list is not exhaustive), including for analytical work that can inform policy at the country, sub-regional, and continental levels.

External Partnerships: Governments, the African Union, and Other Stakeholders

External partnerships are also essential for IICBA to have impact. At the country level, IICBA will work closely with Ministries of Education, National UNESCO Commissions, local education groups (LEGs), teacher training institutions, and other stakeholders. At the regional level, IICBA is located in Addis Ababa in large part because this is where the African Union has its own headquarter. IICBA manages the Teachers cluster under the African Union CESA 2016-25. It also partners with multiple African Union centers and programs. UNESCO IICBA intends to broaden and deepen these collaborations.

Other key partners include multilateral agencies such as the African Development Bank, the Global Partnership for Education, and the World Bank; bilateral and multilateral donors including the European Union; other

UN Agencies such as UNDP, UNFPA, UNICEF, UNHCR, and UNGEI; student assessment organizations such as CONFEMEN and SACMEQ; regulatory agencies and federations such as the Africa Federation of Teaching Regulatory Authorities; organizations that are member of various clusters under the African union's CESA; higher education institutions such as universities, and more generally and civil society groups, youth organizations, organizations representing Parent Teacher Associations and School Management Committees, and other education stakeholders.

Important additional partners, a few of which are currently represented on IICBA's Governing Board, include ADEA (Association for the Development of Education in Africa), EI (Education International), FAWE (Forum for African Women Educationalists), Arigatou International, etc. This list is not exhaustive, but it illustrates the range of partnerships that IICBA must maintain to achieve impact from its work.

Communications

Communications are essential for IICBA to fulfill its role. This includes communicating with internal and external partners, as well as Ministries of Education, Teacher Training Institutions, other education stakeholders, and the public. The Institute will revamp its communications strategy with five priorities. First, IICBA will launch a new website that will be integrated within the UNESCO platform. This will make it easier for other UNESCO entities to use IICBA materials, and for IICBA to share relevant information from other UNESCO entities, including departments at UNESCO headquarters, regional and liaison offices, and other Category 1 Institutes. Second, IICBA will launch a blog and use its social media channels (such as Facebook, LinkedIn, Twitter, and Instagram) to communicate its work more systematically, including by sharing key findings from its analytical work. Third, IICBA will communicate more systematically in French as well as in English, and for some key products in Portuguese. Fourth, when launching its new online eLearning platform, IICBA will implement a targeted communications plan to facilitate take-up of the courses among key constituencies. Finally, IICBA will invest in building relationships with the news media, especially for flagship products and initiatives, so that key findings from its work are shared broadly, thereby contributing to advocacy.

Figure 4: IICBA's Work is Informed by SDG 4, the AU's Agenda 2063 and the CESA 2016-25

Governance, M&E, and Sustainability

Governance

As per its statutes, IICBA is administered by a Governing Board consisting of eight members chosen for their eminence in fields relevant to education and the aims of the Institute. Members are appointed by the Director-General of UNESCO as follows:

i. five members appointed for a period of four years having regard for equitable geographical, linguistic and gender distribution, with one of the members being a national of the host country (Ethiopia);

ii. three members from regional organizations in Africa designated, for a period of four years, on the following basis:

    1. the African Union Commission (permanent appointment);

    2. the Association for the Development of Education in Africa (permanent appointment); and

    3. the African Development Bank (AfDB) in rotation with the Economic Commission for Africa.

No changes in the structure of the Governing Board are expected, although new members must be appointed when their term ends.

A key responsibility of the Governing Board is to approve the policies of the Institute within the framework of the Institute's Statutes and the general policy of UNESCO. This includes approving the Institute's annual program of work and budget with due regard to the obligations resulting from the fact that the Institute has been established within UNESCO.

Monitoring & Evaluation

IICBA will closely monitor and evaluate its work, both for the Institute as a whole and for projects. This will be done following the five principles of UNESCO's Results-based management: (1) Outcome- and impact-oriented approach: focusing on achieving results, notably outcomes, and impacts (rather than solely outputs and activities and how they are delivered or undertaken); (2) Interdisciplinarity towards collective results: Adopting an integrated, interdisciplinary, and comprehensive response to solve complex challenges; (3) Inclusion and participation: Strengthening inclusive and participatory processes to achieve results; (4) Transparency: Planning, programming, implementing, and assessing results through clear pathways of change accessible by all stakeholders; and (5) Adaptive management: Adapting interventions as circumstances on the ground and the evidence on what works are subject to change.

Sustainability

IICBA receives a budget allocation from UNESCO, but most of its resources come from voluntary contributions from donors (extra-budgetary allocations). IICBA has been successful recently in attracting new donors and sources of funding, and in renewing existing funding from donors. This Strategic Plan assumes that resource levels will continue to increase over the period from 2023 to 2025. Resource mobilization will be needed for all three of IICBA's main lines of action: (i) research and knowledge; (ii) policy dialogue and advocacy; and (iii) capacity enhancement. The M&E framework for this strategy and its Key Performance Indicators (KPIs) are provided in annex.

Annex 1

Results Framework — Outcomes, Outputs, and Activities

Goal: IICBA aims to empower teachers for all learners to thrive. This is done through three main lines of action: (1) research and knowledge; (2) policy dialogue and advocacy; and (3) capacity enhancement.

Note	Most indicators are specific to IICBA's new monitoring & evaluation framework, but indicators identified by a star (*) are measures being adopted for UNESCO's Education sector as a whole

MLA 1 – Research and Knowledge

Outcome N° 1: Knowledge gaps are identified and filled, and evidence-based syntheses of what works are provided to ensure that relevant and up-to-date knowledge on teachers, teaching, and education systems in Africa is available to inform the formulation and implementation of teacher and education policies

Key performance indicators (KPIs)

(*) UNESCO Education sector measures

- *IICBA will monitor KPIs aligned with UNESCO's Education sector results framework for its next biennial program and budget cycle (42 C/5 for 2024-2025) upon confirmation of approval of the new framework by UNESCO's Executive Board.*

Research materials: Number of new IICBA research publications

- *Research publications include IICBA Studies, Discussion Papers, Knowledge Notes, Reports, Interviews, and books, plus external journal articles and book chapters*

Training materials: Number of new training guides and eLearning courses

- *Training guides may target teachers but also Ministry staff and other stakeholders such as NGOs. New eLearning courses may be produced or hosted on IICBA's platform.*

Dissemination: Number of blogposts/short articles and website thematic pages

- *Blogposts and short articles may be internally or externally published, including on IICBA's website, the KIX Africa 19 webpage, external blogs, and social & news media outlets*
- *Thematic pages on IICBA's new website provide resources and links on topics of interest*

Support for African education researchers

- *Number of IICBA papers by external African researchers published*
- *Number of research grants provided to external African researchers*

Research events organized by IICBA and externally organized events with IICBA contribution

- *Number of events and number of participants at events*

One UNESCO/UN Approach: Number of collaborations

- *Collaborations include joint research and knowledge products*

Output N°1.1: Key knowledge on current teacher, teaching, and education issues in Africa is disseminated at the regional and national levels to inform policy/practice

Activities

1. *Produce relevant research and knowledge to inform teacher policies*
2. *Produce an annual Africa Teachers Report*
3. *Synthetize existing knowledge for policymakers/practitioners*
4. *Update and expand IICBA's Teacher Guides for Africa*
5. *Build a knowledge platform with eLearning and thematic guidance*
6. *Promote research and knowledge by African researchers*

Output N°1.2: A demand-approach for research and knowledge sharing is adopted

Activities

1. *Produce just-in-time knowledge for KIX national dialogues*
2. *Produce knowledge relevant to Ministries of Education*
3. *Produce knowledge relevant to the African Union*
4. *Produce knowledge relevant to UNESCO offices/entities*
5. *Produce knowledge relevant to other organizations*

Output N°1.3: One UNESCO Approach

Activities

1. *Expand collaborations on research & knowledge with UNESCO offices*
2. *Expand collaborations on research & knowledge with other UNESCO Institutes*

MLA 2 – Policy Dialogue and Advocacy

Outcome N°2: Policy dialogue and advocacy are conducted at the country and regional levels to inform teacher and education policies. This is done using a demand-driven approach that combines IICBA's strengths in several areas, including through the KIX (Knowledge and Innovation eXchange) model.

KPIs

(*) UNESCO Education sector measures

- *IICBA will monitor KPIs aligned with UNESCO's Education sector results framework for its next biennial program and budget cycle (42 C/5 for 2024-2025) upon confirmation of approval of the new framework by UNESCO's Executive Board.*

Number of regional and sub-regional events and attendance for policy/advocacy

- *Events may be organized by IICBA or IICBA staff may present at external events. Events may be in-person, online, or hybrid. Attendance is monitored and satisfaction surveys are fielded.*

Number of country and other events and attendance for policy/advocacy

- *Events may be organized by IICBA or IICBA staff may present at external events. Events may be in-person, online, or hybrid. Attendance is monitored and satisfaction surveys are fielded.*

Deliverables under the Teacher cluster under the African Union's CESA

- *Coordinate the cluster's workplan and meetings, including to inform and contribute to African Union policy and events related to 2024 as the AU Year of Education*

Demand for IICBA Expertise: Number of organizations for which technical assistance is provided

- *Technical assistance may be requested by regional, national, or local organizations, both external and internal within UNESCO (e.g., liaison and regional offices as well as HQ), with a special focus for technical assistance for Ministries and Teacher Training Institutions.*

One UNESCO/UN Approach: Number of collaborations

- *Collaborations include joint events or products for policy dialogue and advocacy*

Output N°2.1: Regional policy dialogue and advocacy

Activities

1. *Prioritize policy dialogue and advocacy based on importance*
2. *Organize regional events or participate in external events*
3. *Disseminate IICBA research and knowledge at regional events*
4. *Manage the Teacher cluster under the African union's CESA*
5. *Develop a regional communications strategy*

Output N°2.2: Country policy dialogue and advocacy

Activities

1. *Prioritize policy dialogue and advocacy based on importance*
2. *Organize country events or participate in external events*
3. *Disseminate IICBA research and knowledge at country events*
4. *For selected countries, develop a communications strategy*

Output N°2.3: One UNESCO Approach

Activities

1. *Expand collaborations on policy with UNESCO offices*
2. *Expand collaborations on policy with other UNESCO Institutes*

MLA 3 – Capacity enhancement

Outcome N°3: Capacity enhancement initiatives are implemented at the country and regional levels with a focus on teacher professional development and policies, including promising interventions to reduce learning poverty. This is done through a combination of in-person and online training.

KPIs

(*) UNESCO Education sector measures

- *IICBA will monitor KPIs aligned with UNESCO's Education sector results framework for its next biennial program and budget cycle (42 C/5 for 2024-2025) upon confirmation of approval of the new framework by UNESCO's Executive Board.*

Number of regional and sub-regional events and attendance for capacity enhancement

- *Events may be organized by IICBA or IICBA staff may present at external events. Events may be in-person, online, or hybrid. Attendance is monitored and satisfaction surveys are fielded.*

Number of country and other events and attendance for capacity enhancement

- *Events may be organized by IICBA or IICBA staff may present at external events. Events may be in-person, online, or hybrid. Attendance is monitored and satisfaction surveys are fielded.*

Number of participants completing ICBA eLearning courses uptake

- *Participants include those completing existing or new courses produced or hosted on IICBA's eLearning platform. Satisfaction surveys at course completion are fielded.*

Demand for IICBA Expertise: Number of organizations for which technical assistance is provided

- *Technical assistance may be requested by regional, national, or local organizations, both external and internal within UNESCO (e.g., liaison and regional offices as well as HQ), with a special focus for technical assistance for Ministries and Teacher Training Institutions.*

One UNESCO?UN Approach: Number of collaborations

- *Collaborations include joint events or products for capacity enhancement*

Output N°3.1: Regional-level capacity enhancement

Activities
1. *Prioritize capacity enhancement based on importance*
2. *Organize regional events or participate in external events*
3. *Disseminate IICBA research and knowledge at regional events*
4. *Develop a regional communications and advocacy strategy*

Output N°3.2: Country-level capacity enhancement

Activities
1. *Prioritize capacity enhancement based on importance*
2. *Organize country events or participate in external events*
3. *Disseminate IICBA research and knowledge at country events*
4. *For selected countries, develop a communications and advocacy strategy*

Output N°3.3: One UNESCO Approach

Activities
1. *Expand collaborations on capacity with UNESCO offices*
2. *Expand collaborations on capacity with other UNESCO Institutes*

Annex 2

Targets for Key Performance Indicators

Goal: IICBA aims to empower teachers for all learners to thrive. This is done through three main lines of action: (1) research and knowledge; (2) policy dialogue and advocacy; and (3) capacity enhancement.

Note Most indicators are specific to IICBA's new monitoring & evaluation framework, but indicators identified by a star (*) are measures adopted in 2023 for UNESCO's Education sector as a whole

Key Performance Indicators (KPIs)

Main Lines of Action	Baseline			
	2022	2023	2024	2025
Research and Knowledge				
(*) UNESCO Education measures - to be monitored once approved	-	-	-	-
- Research materials: Publications (studies, papers, briefs)	1	60	80	100
- Training materials: Training guides and eLearning courses	7	8	10	12
- Dissemination: Blogposts/short articles/IICBA website thematic pages	-	10	12	14
- Support to African researchers: Publications in IICBA series & grants	-	20	25	30
- IICBA-organized regional, sub-regional, or country events	1	3	4	5
- External events with IICBA contribution	2	8	10	12
- Participants in IICBA-organized events	285	400	500	600
- Participants in external events with IICBA contribution	100	400	500	600
- One UNESCO/UN approach: Collaborations	-	2	4	6
Policy Dialogue and Advocacy				
(*) UNESCO Education measures - to be monitored once approved	-	-	-	-
- IICBA-organized regional, sub-regional, or country events	12	14	16	18
- External events with IICBA contribution	10	14	16	18
- Participants in IICBA-organized events	822	1,000	1,100	1,200
- Participants in external events with IICBA contribution	909	1,000	1,100	1,200
- One UNESCO/UN approach: Collaborations	3	4	5	6
Capacity Enhancement				
(*) UNESCO Education measures - to be monitored once approved	-	-	-	-
- IICBA-organized regional, sub-regional, or country events	10	12	13	14
- External events with IICBA contribution	9	12	13	14
- Participants in IICBA-organized events	482	600	700	800
- Participants in external events with IICBA contribution	221	300	500	700
- Participants completing IICBA eLearning courses	5,500	6,000	8,000	10,000
- One UNESCO/UN approach: Collaborations	10	12	14	16
Specific Technical Assistance Provided				
- Countries assisted	13	16	18	20
- Teacher Training Institutions assisted	-	8	12	16

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UNESCO International Institute for Capacity Building in Africa (IICBA)

2023-2025 Strategic Plan

Education systems in Africa are in crisis. Today, learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. It is also high in North Africa. Teachers are the key to improve educational outcomes, but many lack the training they need to ensure that children learn. Furthermore, with already high levels of debt exacerbated by the recession brought about by the pandemic, national budgets for education are constrained in many countries.

Beyond the current crisis, education systems face a range of medium- and long-term challenges. Labor markets are changing, as are the skills that individuals require to thrive. Education systems – from preschools to universities, must adapt to respond to these changes. In addition, societies are facing unprecedent challenges – climate change and conflicts being among the most prominent. Education has a fundamental role to play for sustainable development, as well as for promoting peace and global citizenship.

IICBA's mission is to meet the needs of Africa in the areas of teacher development, school leadership and management, and school supervision and support. This new strategy outlines how IICBA intends to fulfill its mission from 2023 to 2025. Our ambition is captured in our new motto: Empowering teachers for all learners to thrive. IICBA has unique opportunity to scale up its work for the African Union Year of Education (2024)

The International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform education policies, strengthen teacher professional development, and build capacity in education institutions, including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits.

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