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International Institute  
for Capacity Building  
in Africa

*Empowering teachers for all learners to thrive*

## UNESCO IICBA

Expertise to Improve Education in Africa

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.

Systems

Schools

Teachers

Learners



# Examples of Projects

## 1 Knowledge and Innovation Exchange (KIX Africa 19)

IICBA manages KIX Africa 19, a hub to facilitate cross-country knowledge exchange and mobilization among anglophone countries in eastern, southern, and western Africa with six thematic areas: Teaching and Learning; Learning Systems; Early Childhood Care and Education; Gender Equality; Inclusion; and Data.



## 2 National Teacher Policy Development

IICBA provides guidance on teacher policy development, including teacher education curricula, continuous professional development, professional standards, competency profiles, motivation, competence-based education, inclusive education, quality assurance, and gender responsive pedagogy.

## 3 Capacity Building of Education Sector Personnel

This intervention focuses on three priority areas: a) evidence-based sector-wide policy and planning; b) skills for life and work; and c) improvement of teachers' practice. Training is provided to Ministries of Education, local education groups, NGOs, and teachers' associations, among others.



## 4 ICT, Open/Distance Learning, and STEM Education

Components of this program include using the TPACK model in teaching and learning; empowering teachers on eLearning content development and assessment; training teachers, TV and radio personnel in providing OD; and developing digital skills and technology enhanced gender-responsive pedagogy.

## 5 Education for Peace and Violence Prevention

IICBA supports countries to mainstream peace education in teacher training and higher institutions. The approach promotes Transformative Pedagogy to equip teachers and learners with essential competencies for peace and emphasizes active engagement of youth and youth-led initiatives.



## 6 Gender-Responsive Pedagogy

This program promotes gender equality and equity in education systems across Africa. An online course and toolkit are being developed based on implementation in 15 countries. The focus is on gender-responsive lessons/teaching materials, boosting learning outcomes, and promoting a safe learning environment.

## 7 Education for Health and Wellbeing

This program seeks to build resilience and strengthen psychosocial support for teachers and teacher educators. An evidence-based regional guide and strategy for psychosocial impacts on mental health and psychosocial support for teachers has been developed and piloted in several countries.



## 8 Professionalization of Teaching in the Asia-Pacific and Africa

This project provides technical guidance for developing and operationalizing national teacher competencies and teaching standards frameworks at the regional level and use the guidance as entry points and tools to inform and improve teacher policy and teacher training in both regions.

## 9 Using Formative and Summative Learning Assessments

IICBA is analyzing national assessments and building competencies of EMIS staff to carry out regular quality measurements and utilize item response theory and item design to create tests that are comparable over time, creating competency scales and promoting dissemination of assessment reports.



## 10 Early Childhood Education - Play and Resilience

The program complements existing efforts by government and non-government players in three countries to help underserved communities by building human resource capacity and resource materials. Training has been developed for teachers, caregivers, and other stakeholders.

## 11 Quality Assurance in Teacher Education

This program supports teacher training institutions to improve teacher education. Apart from guidance materials, situational analyses have been conducted at the country level and toolkits have been developed to enhance teacher education monitoring and accountability.



## 12 Genocide and Global Citizenship Education

This project has three main components; (i) the assessment of teachers' and teacher trainers' needs; (ii) the development of a teachers' guide; and (iii) dissemination of the guide via regional and national workshops. The teachers' guide has been piloted in a half dozen countries.

# A Three-Pronged Approach

IICBA conducts research and shares knowledge to inform policy dialogue and advocacy, which in turn informs capacity development. Staff areas of expertise include the following.

## Research & Knowledge

- Quantitative data collection ranging from national to targeted surveys.
- Qualitative data collection through focus groups, key informants, and interviews.
- Statistical and econometric analysis of surveys, assessments, and other datasets.
- Project evaluation including through baseline and endline data collection.
- Simulation models, including for costing interventions and policy reforms.
- Syntheses of the evidence on what works to improve educational outcomes.
- Organization of symposia and conferences with researchers and policy makers.

## Policy Dialogue & Advocacy

- Situational analysis to inform policy reforms at the country level.
- Technical assistance to Ministries of Education and other education institutions.
- Organization of national dialogues on policy issues with key stakeholders.
- Organization of social dialogue on teacher policies and programs.
- Target setting considering implementation costs and organizational capacity.
- Benefit-cost analysis to inform policy choice at the country level.
- Coordination across countries by managing the African Union's Teacher Cluster.

## Capacity Development

- Capacity development for project design, implementation, and evaluation.
- Capacity development for policy simulations and reforms.
- Experience in wide-ranging thematic areas, especially teacher policy and standards.
- Experience in most African countries – anglophone, francophone, and lusophone.
- Implementation of single as well as multi-country capacity development projects.
- Capacity development both in person and online via eLearning platform.
- Demand-driven approach – tailored capacity development based on needs.

UNESCO - International Institute for Capacity Building in Africa (IICBA)

UNECA Compound, Congo Building 1st floor, Addis Ababa, Ethiopia, P.O. Box 2305, Tel. +251 115 445 284/+251 115 445 435