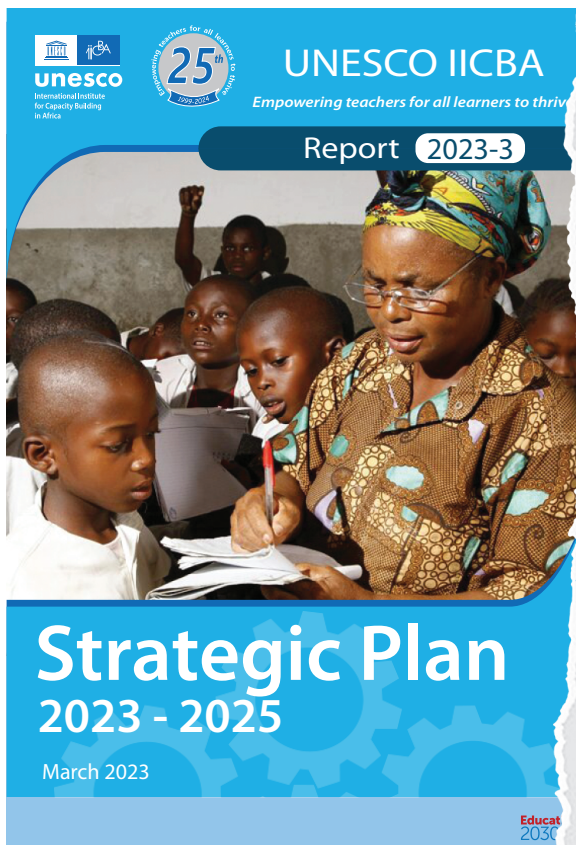


## 2023 Highlights

January to October 2023

### About IICBA

The International Institute for Capacity Building in Africa, 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. In 2024, the African Union Year of Education, IICBA will celebrate its 25th anniversary.



### IICBA's Strategic Plan 2023-25

IICBA adopted a new strategic plan in 2023. The Institute's mission is crystallized in its new motto: *"Empowering teachers for all learners to thrive."* IICBA implements this 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.



Main Line of Action 1

Research and knowledge



Main Line of Action 2

Policy dialogue and advocacy



Main Line of Action 3

Capacity enhancement

To inquire about what IICBA can do for you, please write to [info.iicba@unesco.org](mailto:info.iicba@unesco.org).



# Research and Knowledge

**Aim:** 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.

**Highlights:** In 2023, IICBA significantly expanded its research work, including with the launch of new publication series and grants from new donors such as the Bill & Melinda Gates Foundation.

## Selected 2023 Highlight: Launch of IICBA's New Publication Series

**STUDIES:** Studies are report-length pieces of analytical work providing new empirical analysis or a synthesis of existing work on a specific topic. They include an annual Africa Teachers Report (forthcoming).

**DISCUSSION PAPERS:** DPs are article-length pieces of analytical work discussing a particular question. Case studies as well as literature reviews are also welcome. This series especially is open to external submissions.

**KNOWLEDGE BRIEFS:** KBs are short analytical pieces providing rapid access to new evidence of analysis of a specific question. The focus is on making the analysis accessible to non-technical readers.

**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Study 2023-10

**Africa Teachers Report 2023**  
Gender Inequality in and through Education: The Role of Teachers

November 2023  
Quentin Wodon, Chata Male, and Adenike Onagorowa

In partnership with:  
- African Federation of Teaching Regulatory Authority  
- The African Union International Centre for the Education of Girls and Women in Africa

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Empowering teachers for all learners to thrive  
Discussion Paper 2023-3

**School Leadership and Management in Africa:**  
Benchmarking Tools from the World Bank

Quentin Wodon  
November 2023

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Empowering teachers for all learners to thrive  
Knowledge Brief 2023-42

**Kenya: Exploring Burnout among School Teachers and University Lecturers**  
Part 2 – University Lecturers

Njora Hungi, Florence W. Kamonjo, Wavuru Muriithi, and Quentin Wodon

April 2023

Together with the pressure from demographic growth and gaps in educational attainment, teacher stress or burnout is one of the reasons why the teaching profession faces shortages in Africa. Teacher stress and burnout have been exacerbated by the COVID-19 pandemic. One potential response to high burnout levels is to promote mental health and psychosocial support for teachers and teacher educators in Africa, as discussed in other briefs in this series of briefs. But to do so, a first step is to provide a basic diagnostic of teacher burnout levels.

This two-part brief provides results from an online survey conducted among schoolteachers (Part 1) and university lecturers (Part 2) in Kenya by UNESCO IICBA staff in collaboration with researchers based in Kenya. The survey aimed to answer the following questions: (i) How often do teachers and lecturers encounter selected work-related stressors at their institution? (ii) How much does burnout affect their professional output? (iii) What mechanisms are available in schools or universities support teachers and lecturers deal with work-related burnout? (iv) How do teachers and lecturers deal at a personal level with burnout, and finally (v) How may burnout lead to various effects, including depersonalization, reduced personal accomplishment, emotional exhaustion, reduced job satisfaction, and workload? This brief focuses on results for university lecturers (see Hungi et al., 2023, for a

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**DATA BRIEFS:** DBs are short pieces providing data on specific issues typically for multiple countries or the African continent overall. Commentaries are kept short, simply outlining the data sources and interpretation.

**INTERVIEWS:** Interviews with teachers, ministry officials, CSO staff, researchers, and other educational leaders help to share experiences in a more personal way than what can be done with other publications.

**ACADEMIC JOURNALS:** IICBA supports the publication of selected academic journals, including the Journal of Teaching and Learning in Africa from the African Federation of Teaching Regulatory Authorities.

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Data Brief 2023-24

**Nigeria: Popular Support for Investing in Youth, Priority Areas, and Government Performance**

Clarence Tsipang and Quentin Wodon  
November 2023

Africa has the youngest population in the world with over 420 million people between the ages of 15 to 35 years – the definition of youth used by the African Union. There is probably no more important task today than investing in youth. Ensuring that children and youth are well educated and healthy and have opportunities for employment when reaching adulthood is a top priority. This is often not the case. Estimates of the Human Capital Index of the World Bank suggest that children may reach only a fraction of their potential in adulthood.

The African Union has developed policies and programs at the continental level to steer the continent towards the benefits from the demographic dividend. These policies include the African Union Charter, Youth Decade Plan of Action, and the Malabo Decision on Youth Empowerment. In particular, the Youth Decade Plan of Action focuses on five key priority areas: Education and Skills Development; Youth Employment and Entrepreneurship; Governance, Peace, and Security; Youth Health and Sexual Reproductive Health Rights; and Agriculture, Climate Change, and the Environment. To inform those policies, data are needed. This data brief was prepared ahead of Africa Youth Day to measure levels of popular support for investing in youth, priority interventions to do so, and perceptions of Government performance. Estimates in the series are provided for Africa as a whole, by sub-region, and at the level of individual countries. Measures of the perceived performance of Governments in a wide range of areas and changes in performance over time are also provided. Comparisons are made by gender and by age group (i.e., youth versus older individuals).

Background: Youth are defined by the African Union as the population from 15 to 35 years of age. This brief was prepared ahead of Africa Youth Day on November 11 as part of a series measuring levels of popular support for investing in youth, priority interventions to do so, and perceptions of government performance as well as changes in performance over time. Estimates are provided for Africa as a whole, by sub-region, and at the level of individual countries. Comparisons are made by gender and by age group (i.e., youth versus older individuals). The analysis is based on the last two survey waves from the Afrobarometer. It was conducted to inform research, policy dialogue, and capacity enhancement activities at UNESCO IICBA, including activities related to multi-country programs such as the Africa Knowledge and Innovation Challenge (AKIC) Hub and the African Union Regional Teachers Initiative for Africa.

Key findings: Using data from the Afrobarometer, this brief assesses the extent of popular support for investing in youth and priority interventions to do so. The performance of governments in various areas and changes in performance over time are also measured.

- Respondents to the surveys are asked if they would be willing to pay additional taxes to invest in youth. More than half state that they would be willing to do so.
- In terms of priorities for investment, employment (especially job creation) tends to come first, followed by education. The level of priority granted to social services tends to be lower. Very few individuals state that Governments should not spend.
- Ratings of government performance in a range of sectors tend to be low, although they are higher for basic services than for issues related to jobs and the economy.
- There is a decline in recent years in the perceived performance of governments, with the share of individuals rating performance low falling in the last survey.

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Empowering teachers for all learners to thrive  
Interview 2023-9

**Interview with Adeola Adefemi**  
Winner of the 2023 African Union Continental Best Teacher Award

October 2023  
Interview conducted by Quentin Wodon

Interview series in collaboration with the ESTI Department of the African Union Commission

**Q:** Could you please tell us a bit about yourself?  
**A:** I am a public school teacher known for my contributions to advancing quality education and creating safe learning environments. As the Founder of Girls Allowed Hub, Every Child Counts Club, and the convener of the Secure Your Future Campaign, I am committed to empowering students and fostering their success. My mentorship has resulted in students excelling in over 150 local and international competitions. I have been listed as one of the 100 Change Makers in Nigeria and recognized as a multi-award-winning educator, honored with the JCI Outstanding Young Person in Nigeria Award and currently holding the title of Overall Best Teacher in Lagos and Nigeria. I also received the Inspirational Teacher of the Year Award and was distinguished in 2021 as one of the Top 50 Teachers in the World by the Global Teacher Prize. I have also contributed to academic discourse and presented papers at conferences and seminars. Additionally, I am an author and songwriter, having written and directed over 50 plays and poems. One of my works was performed during the Lagos 50 celebrations. I have a thirst for knowledge and an unwavering commitment to continuous professional growth and expertise in my field.

**Q:** What do you teach, at what level, and where?  
**A:** I teach English as a second language to secondary school students in Nigeria, primarily focusing on language.

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**AFRICA FEDERATION OF TEACHING REGULATORY AUTHORITIES**

**Journal of Teaching and Learning in Africa**

Volume 6, No. 1, 2023

With the support of UNESCO International Institute for Capacity Building in Africa (IICBA)

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# Policy Dialogue and Advocacy

**Aim:** 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.

**Highlights:** In 2023, IICBA organized or participated in over 40 events and dialogues on policy and advocacy. New multi-year funding has been successfully raised to expand this work in coming years.

## Selected 2023 Highlight: KIX Africa 19 Hub, Shanghai Project, and Work with the AU

### Professionalizing teaching:

Under the Shanghai FIT project, IICBA seeks to 1) build the capacity of countries to develop and operationalize national teacher competences and standards frameworks; 2) improve the competences and skills of teachers in line with the national frameworks; and 3) promote South-South dialogue and cooperation.



Photo: Some of the participants at The Gambia policy workshop.

**KIX Africa 19 Hub:** Funded by GPE and IDRC, the Hub supports 19 GPE member countries in using evidence for policy. National Dialogues are a key activity, bringing together experts and practitioners to discuss challenges and produce a call-to-action. In 2023, dialogues were held in Lesotho, Nigeria, South Sudan, The Gambia, and Uganda with Eswatini, Sierra Leone, and Zambia planned.



Africa 19 Hub member countries and a delegate at Uganda's national dialogue on inclusive education

**Other programs:** IICBA implements several other programs that combine policy dialogue and capacity building. This includes country and sub-regional work under the CapED and O3 initiatives, and work in response to demands from UNESCO Regional Offices and donors.



Photo: Participants at an O3 (Our Rights, Our Lives, Our Future) workshop.



# Capacity Enhancement

**Aim:** 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.

**Highlights:** In 2023, IICBA launched its Executive Education and Policy Academy, organized a new popular webinar series, and published a range of training guides for teachers in new thematic areas.

## Selected 2023 Highlight: Illustrative Courses and Events from IICBA's Academy

**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Course 2023-1

IICBA Executive Education and Policy Academy

### Evidence-based Policymaking for Education in Africa

In partnership with  
GPE KIX IDRC | CRDI UNESCO African Union

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Course 2023-2

IICBA Executive Education and Policy Academy

### Mental Health and Psychosocial Support for Teachers in Africa

In partnership with  
UNESCO UNESCO Regional Office for Southern Africa

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Course 2023-3

IICBA Executive Education and Policy Academy

### Improving Student Learning through Better Teacher Policies in Africa

In partnership with  
AFRICAN ASSOCIATION OF YOUTH DEVELOPMENT AUTHORITIES International Day of Girl Teachers for Education 2020

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Course 2023-4

IICBA Executive Education and Policy Academy

### Improving Girls' Education and Ending Child Marriage: Benefits, Programs, and Policies

In partnership with  
African Union International Center for Girls & Women's Education in Africa

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Course 2023-5

IICBA Executive Education and Policy Academy

### Mental Health and Psychosocial Support Training in Kenya

In partnership with  
UNESCO UNESCO Regional Office for Southern Africa Ministry of Education

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Course 2023-6

IICBA Executive Education and Policy Academy

### Mental Health and Psychosocial Support Training in Uganda

In partnership with  
UNESCO UNESCO Regional Office for Southern Africa Ministry of Education and Sports

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Course 2023-7

IICBA Executive Education and Policy Academy

### Mental Health and Psychosocial Support Training in Malawi

In partnership with  
UNESCO UNESCO Regional Office for Southern Africa Ministry of Education

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Event 2023-8

IICBA Executive Education and Policy Academy

### Teacher Well-Being and Policies in Kenya

In partnership with  
KICD UNESCO Regional Office for Southern Africa

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Event 2023-9

### Promoting the Professionalization of Teaching through Competencies and Standards Frameworks: Workshop for The Gambia

In partnership with  
Shinghe Municipal Government of the People's Republic of China Ministry of Basic and Secondary Education of The Gambia

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Event 2023-10

### Promoting the Professionalization of Teaching through Competencies and Standards Frameworks: Workshop for Sierra Leone

In partnership with  
Shinghe Municipal Government of the People's Republic of China Ministry of Basic and Secondary Education of Sierra Leone Teaching Service Commission of Sierra Leone

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**UNESCO IICBA**  
Empowering teachers for all learners to thrive  
Event 2023-11

OCTOBER 2023  
**5 World Teachers' Day**

The teachers we need for the education we want: The global imperative to reverse the teacher shortage

In partnership with  
African Union GPE KIX IDRC | CRDI UNESCO

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**UNESCO IICBA**  
Soutien des enseignants à leur épanouissement et à leur rôle des enseignants  
Évènement 2023-12

### Apprentissages de base, niveaux de scolarité et rôle des enseignants en Côte d'Ivoire

Ministère de l'Éducation Nationale, Côte d'Ivoire  
En partenariat avec : Le Ministère de l'Éducation Nationale et de l'Alphabétisation

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