



Report of the CESA Teacher Development Cluster on Activities for 2022-23

November 2023

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The International Institute for Capacity Building in Africa, established in 1999, is the only UNESCO Category One Institute in Africa and is mandated to strengthen teacher development throughout the continent. The Institute is also the Teacher Cluster Coordinator under the framework of the African Union's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.

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CESA 16-25 Reporting Template Report of Activities

Activity Details

INSTRUCTIONS: Complete the following table with details of the activities that you are doing that contribute towards achieving the goals of CESA 16-25.

Organization	UNESCO IICBA (coordinator) / EI (Chair) / AFTRA (Co-chair)
Location	Ethiopia, Addis Abeba
Reporting period	January 2022 – September 2023
Report compiled by	UNESCO-IICBA
Contact Information	q.wodon@unesco.org
Date submitted	14/09/2023

Summary

INSTRUCTIONS: Insert a one paragraph summary of the overall progress during the reporting period that could be shared with partners and stakeholders.

The cluster has met on a quarterly basis over the period in review and kept minutes of its meetings. It has continued to make progress on core activities, including those related to teacher professional development, teacher training, and teacher wellbeing. Eight activities and recent developments are worth emphasizing: (1) Cluster members have promoted the use by member states of existing African Union instruments on professional standards and competencies for teachers, including through a set of reports to be released for World Teachers' Day 2023; (2) The cluster has shepherded the adoption of new African Union instruments, including the African Continental Teacher Mobility Protocol, with other instruments and documents having been reviewed by the cluster for eventual adoption by the African Union; (3) Cluster members have actively collaborated with other CESA clusters, the African Union ESTI team based in Addis Ababa, and its two centres (AU CIEFFA based in Ouagadougou and AU IPED based in Kinshasa); (4) The cluster has continued to work with the African Union to organize the annual Continental Teacher Award; (5) The cluster and its members have contributed to the preparation of the African Union's Year of Education in 2024; (6) Through the cluster's secretariat which also manages the KIX Africa 19 Hub, funding has been provided to AU IPED among others for a review of achievements under CESA 16-25; (7) The cluster implemented in the summer of 2023 a survey of its members to assess priorities for future activities; and (8) The cluster has agreed to a number of innovations to be implemented starting in the Fall of 2023, including an annual Africa Teachers Report and a newsletter to be published with the AU ESTI team. Of note, attendance by members at quarterly cluster meetings has been increasing with 34 participants at the last meeting and steps being taken to increase membership in coming months. Finally, the cluster and its members have taken steps to mobilize financial resources to implement a wider range of activities, including for the Year of Education.



Activities & Outputs

INSTRUCTIONS: Complete the following table for the Each Cluster Activity.

Describe your progress with the activity and the outputs generated.

Choose a status for each activity (achieved, in progress, challenges or not started).

Note: the 4 areas correspond to areas of focus agreed to when launching the cluster.

Priority Area 1: **Teacher Professional Development** (including teacher wellbeing)

Status	In progress
Objective	The cluster supports member states in teacher professional development & standards
Activity dates	<i>Planned:</i> January 2022-August 2023; <i>Actual:</i> January 2022-August 2023
Progress	Cluster members have continued to provide technical support to Member States.
Outputs created	<p><u>Illustrative list of recent activities and outputs by the cluster or its members:</u></p> <ul style="list-style-type: none"> Promotion of the use of AU frameworks on professional standards and competencies for teachers through a set of three studies for West Africa, Sierra Leone, and The Gambia to be released for World Teachers' Day 2023. Support to the AU Institute of Education for Development through the KIX African 19 Hub among others for the organization of multiple workshops on EMIS data and other topics and for the evaluation of the CESA 16-25. Contributions to the AFTRA 10th International Teaching and Learning Conference & 12th Roundtable in May 2023 in Namibia including a half day training on teacher policies and the need to improve student learning. Participation at events organized by AUC, including AU CIEFFA's High Level Dialogue in Addis Ababa and multiple AUC events at the UN in New York. Development of a strategy on Mental Health and Psychosocial Support (MH-PSS) for Teachers endorsed by Cluster members in February 2023. Development of a global survey on the status of teachers, a survey on school leadership, and a virtual forum on financing education and teachers. Surveys on teacher motivation and burnout in Kenya with publication of key findings and presentation at a plenary session of the 4th annual conference of the African Curriculum Association in Kenya in July 2023. Support to Sahel countries including Mauritania to improve initial and in-service training of primary school teachers in mathematics and languages. Launch of IICBA's Executive Education and Policy Academy for MoE officials and other education leaders to equip them with the knowledge they need to improve teacher policies and education systems in Africa.

Priority Area 2: **Teacher Recruitment and Mobility**

Status	In progress
Objective	The cluster supports the development and implementation of the African Union Continental Teacher Mobility Protocol
Activity dates	<i>Planned:</i> 2021; <i>Actual:</i> 2022
Progress	The Continental Teacher Mobility Protocol (CTMP) was finalized and presented in EST-STC 4 in 2022. Further action for formal adoption of CTMP by the AU is needed. Funding is needed for to promote implementation among Member States.
Outputs created	CMTP



Addis-Ababa, ETHIOPIA P. O. Box 3243 Téléphone : +251 115 182075 Fax : +251 115 51784

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Priority Area 3: **Teacher Training**

Status	In progress
Objective	The cluster and its members support member states in developing and implementing a wide range of teacher training programs
Activity dates	<i>Planned: 2022-2023; Actual: 2022-2023</i>
Progress	Cluster members have continued to provide technical support to Member States.
Outputs created	<p><u>Illustrative list of recent activities and outputs by the cluster or its members:</u></p> <ul style="list-style-type: none"> AfECN is implementing an Early Childhood workforce initiative, a multi-sectoral effort to produce new knowledge and equip decision-makers with tools and resources to support quality early childhood workforce at scale. CAFOR is developing a Digital Initiative for TVET teacher training . FAWE and IICBA are working on an eLearning course on gender-responsive pedagogy to be released at the FAWE 2023 triennial. AFCAN is conducting teacher training to enhance inclusive education, child protection, teacher motivation, and education in emergency. IICBA developed eLearning content with over 5,000 teachers trained. IICBA provided training on education for peace and the prevention of violent extremism with 42 universities and training colleges in 22 African countries.

Priority Area 4: **Social Dialogues and Other Topics**

Status	Achieved In progress
Objective	The cluster facilitates open and constructive dialogues among education stakeholders including teachers and teacher unions, teacher education institutes and MoEs.
Activity dates	<i>Planned: 2022-2023; Actual: 2022-2023</i>
Progress	Cluster members have continued to provide technical support to Member States.
Outputs	<p><u>Illustrative list of recent activities and outputs by the cluster or its members:</u></p> <ul style="list-style-type: none"> EI is developing a social dialogue framework, a seminar was held to share highlights, and events were organized in countries (most recently Zambia). Malawi, Ethiopia, Nigeria, Uganda, Lesotho, and South Sudan had KIX Africa 19 national dialogues on a range of issues including gender and data, inclusive education, leaving no child behind, and EMIS data. The KIX Africa 19 and KIX Africa 21 organized a Continental Research Symposium in Addis Ababa in October 2022 with 285 participants from 51 countries. The 2023 event is planned for October 2023 in Abidjan. The cluster organizes with the ESTI team the annual Continental Teacher Award ceremony and participates in the selectin of prize winners. The cluster is actively collaborating with other clusters – this includes collaborations with on school feeding, girls' education, and life skills. The cluster contributed to the preparation of the African Union's Year of Education and helped fund through KIX a review of CESA 16-25. The cluster implemented a survey of its members to assess priorities and will launch new activities in the Fall of 2023, including an annual Africa Teachers Report and a newsletter to be published with the ESTI team.



Results (2022-2023)

INSTRUCTIONS: Complete the following table with the latest results for your key indicators. Focus on outcome / goal indicators, if possible, rather than activities and outputs which are already described in the previous section.

Note: The list of activities provided below is illustrative, not exhaustive.

Activity	Indicators	Baseline	Target	Results Achieved
Create a platform that annually celebrates African Teachers	Number of events organised to celebrate teachers	2	2	2
Support the development of policy/ framework/ schemes for teacher professional development	Number of countries supported to develop National Teacher Policies/ frameworks	0	6	6
Design frameworks for the implementation of social dialogue	Number of social dialogue framework developed	0	1	1
Support the institutionalization of social dialogue	Number of countries using materials for policy dialogue & advocacy	2	8	4
Support the development and dissemination of teaching and learning materials on peace education	Peace education materials developed	0	3	3
Support the capacity building of teachers to use ICTs in the planning, implementation, monitoring, strategies and programs	Number of teachers trained	0	+5000	+5000
Encourage research in education	Number of continental research symposium organized	0	1	1

*Add more activities as necessary



Partners & Stakeholders

INSTRUCTIONS: Provide a brief summary describing your collaboration with each of the partners / stakeholders involved in the activities.

- Activities were done in collaboration with cluster members including EI, AFTRA, UNICEF, CAFOR, AFTRA, FAWA, AFCAN, CEMASTEPA, ACA, IGAD, and IICBA.
- The Teacher Development cluster collaborated with the HGSE cluster in preparation of the 2022 and 2023 ADSF and in drafting a Teachers' guide on school feeding.
- The cluster benefits from collaborations with the KIX Africa 19 and 21 Hubs, including for the Continental symposium, national education dialogues, and support for AU IPED
- The cluster maintains an active collaboration with AU CIEFFA including for participation in events and a half day training provided to AU CIEFFA focal points in Ministries.
- The cluster collaborated with JET education in the development of CTMP.
- The cluster is expanding its work with AFTRA for events and a range of publications.
- The cluster is planning with UNESCO GEM a review of pre-service teacher education in STEM in a few countries that will contribute to GEM spotlight reports.
- Other collaborations include RECs, Teacher Unions, Teacher Education Institutes.

Challenges & Lessons Learned

INSTRUCTIONS: Provide a brief summary describing the challenges that were encountered during the reporting period and the lesson learned. Include any solution that you plan to implement in the next reporting period.

Challenges:

- (1) The cluster has no active participation by member states.
- (2) Some important organizations working on teacher issues in Africa are not yet member while some cluster members are not active.
- (3) There is a lack of funding to implement some of the planned activities.
- (4) There is a lack of awareness of AUC instruments such as the CTMP, the Continental Qualifications Framework, the Continental framework of teaching standards and competences, and the Continental guidelines for regulation of teaching.

Solutions/best practices (corresponding to the challenges highlighted above):

- (1) The cluster is in the process of inviting representative countries to become member.
- (2) The cluster is planning to invite new members and sort out existing members based on their commitment to cluster work, with guidelines being prepared for this process.
- (3) The cluster is mobilizing new fundings to support its work from several sources, with funding expected to become available in the Fall of 2023.
- (4) The cluster is putting in place new initiatives to increase its visibility and enhance the use of African Union instruments including through analytical work at the country and regional levels (e.g., studies, quarterly newsletter, annual Africa Teachers Report).



Budget

INSTRUCTIONS: Provide a summary of the expenditure during the reporting period.

<2022-2023>

Activity	Expenditure this reporting period
Teacher professional development	covered by members
Teacher wellbeing (burnout and MH-PSS)	covered by members
Development of CTMP	covered by members
Teacher training	covered by members
Social dialogue	covered by members
TOTAL	

<Tentative list - Proposed Activities for 2023-2024 and summary of expected expenditure>

Activity	Expenditure this reporting period
Annual Africa Teachers Report	TBC
Expanded webinar series	TBC
Quarterly newsletter on teacher/education in Africa	TBC
Interview series with teachers and policy makers	TBC
Summit(s) on education financing/teachers in Africa.	TBC
Annual research conference/symposia	TBC
Review of pre-service Teacher education in STEM	TBC
Adoption of MH-PSS strategy	TBC
Promotion of Continental Teacher Mobility protocol	TBC
Promotion of African Union instruments	TBC
TOTAL	TBC

Note: Budgets are to be confirmed based on on-going resource mobilization including through the European Union's Regional Teacher Initiative for Africa to which UNESCO IICBA is contributing at the regional level. Some activities of the cluster also benefit from support from the KIX Africa 19 Hub managed by UNESCO IICBA. The cluster secretariat is also in discussion with other partners for potential funding of specific activities. The cluster expects to continue expanding its activities, including for the AU Year of Education in 2024.



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International Institute
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info.iicba@unesco.org



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Address

UNESCO - International Institute for Capacity Building in Africa (IICBA)
Menelik Avenue, UNECA Compound, Congo Building 1st floor
Addis Ababa, Ethiopia, P.O. Box 2305
Tel. +251 115 445 284/ +251 115 445 435

