



unesco
International Institute
for Capacity Building
in Africa



UNESCO IICBA

Empowering teachers for all learners to thrive

Expertise to Improve Education in Africa

Work Program for 2024 (updated February 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.

Systems

Schools

Teachers

Learners

To inquire about what IICBA can do for you, please write to info.iicba@unesco.org



Resource Mobilization

IICBA receives a small annual core allocation from UNESCO HQ and relies mostly on external grants (voluntary contributions) to carry its work. Through grant applications submitted in 2023, IICBA raised US\$17 million in new external funding – this includes several projects in collaboration with partners as well as multi-year allocations. IICBA's planned budget for 2024 is at about US\$8 million.

Key IICBA Projects for 2024

1

Knowledge and Innovation Exchange (KIX Africa 19 Hub)

Funding: US\$5.9 million from the Global Partnership for Education and Canada's IDRC, 2020-27. IICBA manages the KIX Africa 19 Hub project with UNICEF ESARO and the African Union's IPED as consortium partners. The Hub facilitates cross-country knowledge exchange and mobilization among anglophone countries on four thematic areas: (i) Improving teacher professional development; (ii) Strengthening early childhood care and education; (iii) Achieving gender equality, equity, and inclusion; and (iv) Data systems strengthening.



European Union's Regional Teachers Initiative for Africa

2

Funding: US\$5.5 million from the European Union, 2024-2029. Together with UNESCO HQ and the Teacher Task Force, IICBA supports the European Union's Regional Teachers Initiative for Africa. This project covers analytical, policy, and capacity enhancement. One example is the Africa Teachers Reports series, the first of which was launched in Brussels at two events with the Belgian Presidency of the Council of the European Union in January and February 2024.

3

Capacity-building of Teachers to Promote Continuous and Inclusive Access to Safe and Quality Education for Girls in West Africa

Funding: US\$3.3 million from the Government of Japan (grant-in-aid), 2024-26. This project contributes to accelerating progress towards girls' education in Burkina Faso, Cameroon, Chad, Mali, Mauritania, and Nigeria through quality and safe learning environments. The project supports professional development for teachers and the continuous and inclusive access to safe and quality education, including by strengthening digital learning in Teacher Training Institutions.



Professionalization of Teaching in Asia-Pacific and Africa

4

Funding: US\$2.0 million from the Municipality of Shanghai Fund-in-Trust, 2021-26. This project aims to develop regional technical guidance for developing and operationalizing national teacher competencies and teaching standards frameworks. It is implemented by IICBA in Africa and UNESCO Bangkok in Asia in collaboration with UNESCO HQ. In Africa, more in-depth work is conducted in Sierra Leone and The Gambia apart from regional and continental work.

5

Creating Safe, Supportive, and Resilient Learning Environments Amid Conflict and Crises in the Sahel, Central, and East Africa

Funding: US\$1.2 million from the Government of Japan (supplementary budget), 2024-25

This project seeks to create safer, more supportive, and more resilient learning environments amidst security crises in the Sahel, Central Africa, and East Africa. This is done by strengthening teachers' preparedness to safeguard school-age children's right to education and their positive development. The focus countries are Burkina Faso, Central African Republic, and Mali, with Chad and Niger as additional network countries.



Mental Health and Psychosocial Support for Teachers and Students in Three Conflict-affected Regions of Ethiopia for Safe School Return

6

Funding: US\$0.9 million from the Government of Japan (supplementary budget), 2024-25

This project seeks to enhance well-being and learning among teachers and students in conflict-affected areas of northern Ethiopia in the context of school reopening. This will be achieved through capacity development interventions on mental health and psychosocial support and through creating effective platforms for peace and resilience building among school communities.

7

Research on Teacher Professional Development and Other Related Issues

Funding: Variable, through research grants from multiple organizations. As part of its new strategic plan for 2023-25, IICBA has strengthened its research capacity to inform policy dialogue and capacity enhancement. Recent grants include funding from the Bill & Melinda Gates Foundation, EYElliance, ICHEI, and likely grants from several other partners being finalized. The grants are for research among others on what works in teacher professional development, factors affecting foundational learning, cost-benefit analyses, digitalization in African universities, and digital, literacy, and numeracy skills for teachers.



Support to UNESCO Regional and Country Offices

8

Funding: Variable, through Ministries of Education and decentralized funding from UNESCO Regional Offices. IICBA provides expertise on teacher professional development and education system strengthening to UNESCO's Regional Offices in Africa (Dakar, Harare, Nairobi, Rabat, and Yaoundé). Recent examples include work on pre-service teacher training in Mauritania, the prevention of violent extremism in higher education in Burkina Faso, and support to the GPE system transformation grant for Côte d'Ivoire.

9

Support to UNESCO HQ Programs and Secondees

Funding: Variable, through funding for both staff positions and programs. IICBA manages several UNESCO programs for selected African countries or with a continental scope with funding provided by UNESCO HQ for staff positions as well as activities. The two largest programs currently are CapED (Capacity Development for Education) and O3 (Our rights, Our lives, Our future). IICBA also benefits from secondees. This includes a recent UN Volunteer supported by the Japan International Cooperation Agency, and a new JPO position supported by the Chinese government.



Other Projects and Activities

10

Funding: Variable. IICBA manages or co-leads a range of other activities. This includes support for the African Union Year of Education (2024), managing the Teacher Development Cluster under the African Union's Continental Education Strategy for Africa 2016-25, co-leading the China-Africa Deans of Education Forum with Beijing National University and UNESCO INRULED, and developing a new eLearning platform.

Suggestions for projects and activities are welcome.

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.

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