



Report by the Governing Board

of the UNESCO International Institute for Capacity Building in Africa (IICBA)
on the Activities of the Institute for 2022-2023

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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Report

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REPORT BY THE GOVERNING BOARD OF THE UNESCO INTERNATIONAL INSTITUTE FOR CAPACITY-BUILDING IN AFRICA (IICBA) ON THE ACTIVITIES OF THE INSTITUTE FOR 2022-2023

OUTLINE

Source: Article IV(5) of the Statutes of the UNESCO International Institute for Capacity-Building in Africa (IICBA).

Purpose: This report presents the programme activities of IICBA for 2022-2023, implemented in accordance with 41 C/Resolution 9 and 41 C/5.

1. This report by the Governing Board of the UNESCO International Institute for Capacity-Building in Africa (IICBA) outlines selected Institute activities for 2022-2023. This has been a period of substantial change at IICBA with (i) new leadership since December 2022; (ii) a new Strategic Plan for 2023-2025; (iii) a stronger emphasis on research and knowledge to inform policy dialogue and advocacy, both of which help prioritize capacity-building activities; (iv) promising gains in resource mobilization through voluntary contributions; (v) better communications including a new website and the launch of the Executive Education and Policy Academy; and (vi) an expansion of partnerships.

2. As a result, IICBA is gradually improving its ability to fulfil its mission, which is to meet the needs of Africa in the areas of teacher development, school leadership and management, and school supervision and support, with an emphasis on the production, sharing, and dissemination of knowledge. As per the Institute's Statutes, this is to be done by (i) providing up-to-date capacity building programmes; (ii) promoting and conducting research into teacher issues; (iii) promoting effective knowledge management; (iv) working with centres of excellence with a view to enlisting



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their involvement in the activities of the Institute; and (v) promoting exchanges of experience, expertise, and programmes.

New Strategic Plan

3. IICBA's new Strategic Plan for 2023-2025, approved by the Governing Board in March 2023, was developed in line with SDG 4, the African Union's Agenda 2063 and its Continental Education Strategy for Africa (CESA) 2016-2025. IICBA's vision is that of an Africa where qualified teachers enable all children, youth, and adults to get the educational opportunities they need for work and life, and as supportive members of their families and communities, which in turn contributes to more sustainable and peaceful societies. This vision is enshrined in IICBA's new motto: *"Empowering teachers for all learners to thrive."*

4. Within its new Strategic Plan, IICBA focuses on supporting 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 implements, through three main lines of action: (1) research and knowledge 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 policies; (2) policy dialogue and advocacy 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 model; and (3) capacity enhancement 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 trainings. Research informs policy dialogue and advocacy, which in turn help set priorities for capacity enhancement.

5. IICBA's strategic plan outlines for the first time 22 Key Performance Indicators (KPIs) for which the Institute's management team is accountable. For each KPI, baseline data are provided for 2022 together with ambitious targets for 2023 to 2025. The KPIs are aligned with the priorities of the Institute and its three main lines of action, and contribute to the overall Education Sector's results framework.

Selected Programmes

6. IICBA manages several flagship programmes contributing to the Institute's mission and lines of action. What follows is a brief description of key activities by programme.

- IICBA leads the KIX Africa 19 Hub, in a consortium with UNICEF ESARO and the African Union's IPED to collect, generate, exchange, and facilitate effective use of data, knowledge, and innovation for education policy formulation and implementation among 19 GPE countries in Africa. Key activities include supporting research initiative, building capacity through communities of practice, and facilitating knowledge exchanges through national and regional dialogues. The KIX Continental Research Symposium organized in October 2022 led to a participation of 285 education policy actors, researchers, civil society actors, and Ministry officials from 51 countries, including 41 African countries. The positive evaluation has led to the renewal by GPE and IDRC for three more years.
- IICBA aims to enhance teaching professionalism in Africa and Asia-Pacific through the *Shanghai Funds-in-Trust project for professional standards and competencies*. The project focuses on the development and operationalization of national frameworks of professional standards and competences for teachers and school leaders. Situational analyses have been completed and validated for the two target countries in Africa (Sierra Leone and Gambia) and a separate West Africa report was finalized for release on World Teachers' Day 2023.

- IICBA supports four countries (Zambia, Burundi, Niger, and Uganda) through the CapED Programme, to develop and implement national teacher policies, and strengthen teacher management information systems, teacher standards, and continuing professional development. For example, Zambia was supported to institutionalize social dialogues to ensure that teachers' voices are heard. The country is currently being supported to develop a new teacher policy to address emerging issues. Uganda was supported to strengthen its Teacher Information Management System, leading to harmonized records through the registration of 230,151 teachers. Other supported initiatives included operationalization of Quality Assurance in Teacher Education guidelines, gender responsive CPD modules for the National Institute for Teacher Education, and social dialogues for teachers. Niger was supported in the development and implementation of costed plans for its national teacher policies. The current focus for Niger is on a framework and interventions for keeping girls in school. Burundi was supported to integrate STEM and gender-responsive pedagogy in Teacher Education and Training and is now being supported to finalize a national teacher motivation framework. IICBA also shared its expertise with the Seychelles and Mozambique for evidence-based teacher policy development.
- To strengthen the capacity of teachers and educators in designing and implementing education programmes for peace, and resilience in emergency contexts, IICBA continued to implement a project on the prevention of violent extremism. Over the period in review, four experience-sharing meetings were organized for 13 countries and training was provided for 42 universities and training colleges in 22 countries. In addition, close to 1,000 youth were trained in seven countries. The independent evaluation of this project was positive and indicated that the project was effective, efficient, and sustainable, with relevant components and objectives, well-utilized resources, and ongoing support from stakeholders.
- To empower TVET teachers on eLearning content development and assessment, two eLearning modules were validated, and 1,000 teachers were trained from five East African countries (Ethiopia, Kenya, Madagascar, Uganda, and United Republic of Tanzania). In addition, 373 teachers and television and radio personnel from 10 ECOWAS countries were trained in providing open and distance learning. Finally, with funding from GPE, 10 TPACK-based modules were created and validated with 10,231 certificates offered online to 5,233 teachers for selected ECOWAS countries (Ghana, Liberia, Nigeria, Sierra Leone, and Gambia).
- IICBA has been supporting programmes aiming to provide mental health and psychosocial support to teachers and teacher educators in selected sub-Saharan Africa countries during and post the COVID-19 pandemic within the framework of the Our Rights, Our Lives, Our Future (O3) project. A regional training guide on mental health and psychosocial support for teachers was developed and a regional training for Master trainers was conducted at a regional meeting for Eswatini, Ethiopia, Kenya, Malawi, and Uganda. This was followed by country trainings in Kenya, Malawi, and Uganda with 220 education and health specialists trained to scale up the mental health and psychosocial support (MHPSS) interventions in their countries. In addition, a continental strategy on strengthening MHPSS for teachers was developed and presented at the AUC Teachers cluster for adoption before approval by the AUC.
- *Coordination of the Teacher Development Cluster and support to the Life Skills Cluster under CESA 16-25:* IICBA coordinates the African Union's Teacher Development Cluster. This includes promoting the use by Member States of AU instruments on professional standards and competencies for teachers, adoption of the new African Continental Teacher Mobility Protocol; and collaboration with the AU Education, Science, Technology and Innovation (ESTI) team and the International Centre for the Education of Girls and Women in Africa (CIEFFA) and the Pan-African Institute of Education for Development (IPED) (including by providing KIX funding for a review of CESA 16-25). Apart from coordinating

the Teacher Development Cluster under CESA 16-25, IICBA also actively participates as a member organization in (or helps co-coordinating) other clusters under CESA.

- Other activities include over a half-dozen teacher guides prepared in 2022-2023, including most recently a guide in partnership with the United Nations and UNESCO Headquarters on “*Advancing Genocide and Global Citizenship Education to strengthen the Prevention of Atrocity Crimes in Africa*” – the guide was piloted by IICBA in six countries (South Africa, Kenya, Rwanda, South Sudan, Namibia, Zimbabwe). In collaboration with Forum for African Women Educationalists (FAWE), IICBA has been working on eLearning courses on gender-responsive pedagogy to be released at the FAWE triennial international conference on girls’ education (November 2023, Kenya). In addition, IICBA is finalizing a study on gender inequality in and through education for Nigeria in partnership with the Federal Ministry of Education of Nigeria. IICBA conducted research on work-related burnout levels among teachers and university lecturers in Kenya and prepared a series of briefs on gender, inclusive education, and educational outcomes for KIX national dialogues. Finally, IICBA regularly provides support to UNESCO regional offices on projects, including most recently for work on Mauritania to improve pre-service education under a European Union project for the Sahel, and for work on Burkina Faso on the prevention of potential extremism in universities.
- Some of the *new initiatives* include IICBA’s Executive Education and Policy Academy launched in May 2023. An annual Africa Teachers Report is being planned to provide knowledge on issues affecting teachers and make the case that investments in teachers. IICBA is planning a research with PASEC data and a review of what works in teacher professional development with support from the Bill and Melinda Gates Foundation and is collaborating with the World Bank on an initiative to measure teachers’ digital skills. IICBA is planning the launch of an eLearning platform on digital skills for teachers, gender-responsive pedagogy (with FAWE), and the prevention of violent extremism through education. As part of a stronger emphasis on research to inform policy and capacity-building activities, IICBA is collaborating with the African Federation of Teaching Regulatory Agencies (AFTRA) for the publication of the Journal of Teaching and Learning in Africa; and (viii) other opportunities should emerge from multiple proposals submitted and being reviewed by potential funders.

Visibility

7. IICBA’s team made a coordinated effort over the last six months to increase the visibility of the Institute. Highlights include (i) the creation of a new website integrated within the UNESCO platform with a modern look and a wider range of resources; (ii) the launch of new publication series, including IICBA studies, reports, discussion papers, training guides, knowledge briefs, country briefs, interviews, and event summaries – IICBA expects to have over 150 new publications completed in 2023 with easy-to-read four-page knowledge briefs accounting for a large share of the total; (iii) the launch of IICBA’s Executive Education and Policy Academy already mentioned above to federate all Institute trainings; (iv) the launch of a new webinar series, with an average of over 1,000 individuals registering for each of the last three webinars; (v) more systematic participation by IICBA staff at low cost in a wide range of national and international events organized by (or with) key partners, including the African Union Commission (ESTI department, AU CIEFFA, AU IPED, and other departments), AFTRA, the African Curriculum Association (ACA), and many more. Of note, IICBA is progressively being asked more often to share its work at national and international events. One recent example is an event for Nigerian teachers to which IICBA contributed with 540 participants on Zoom, 2,300 participants in viewing centres, and up to 15,000 participants via Facebook.

Performance

8. IICBA’s new strategic plan includes 22 KPIs with targets systematically higher than baseline values. The Institute is on track to achieving these targets. Among the 22 KPIs, nine relate to

research and knowledge. At the time of writing, seven of the targets for 2023 have been achieved and the average achievement rate for the nine targets together is 132%. Another five KPIs relate to policy dialogue and advocacy. So far for 2023, two targets have already been achieved and the average achievement rate for the five targets together is 113%. Finally, eight KPIs relate to capacity enhancement, with 4 targets already achieved so far and the average achievement rate for the eight targets together at 137%. The KPI targets not yet achieved should all be achieved by end-2023, with one potential exception for the number of participants in IICBA eLearning courses that may depend on the exact timing of the launch of IICBA's new eLearning platform.

9. As illustrated by this quote: *“The following are the key evaluation findings: In terms of effectiveness, the project components and objectives were relevant, project outputs were appropriate and well used, the project main goal was realized, teamwork was achieved, and the project had a high level of visibility. In terms of efficiency, internal structures were well utilized to achieve project objectives, value for money realized, project scope was fully covered, resources and funds were well distributed and managed, all project activities were implemented as planned and project targets were met. In terms of sustainability, local stakeholders were involved, government departments participated in the project, stakeholders were committed to continuously supporting project activities, the Training of Trainers (ToT) strategy was used to extend training to various training institutions, peace clubs were established to continue activities with support from the training institutions, local resources were used to support project activities and peace education was integrated into the traditional training curriculum.”*

Resource Mobilization and Partnerships

10. In recent years IICBA faced challenges in raising resources, which led to deficits that could have hampered the Institute's future operational capabilities and programme effectiveness. IICBA has however recently made progress towards financial sustainability and prospects for voluntary contributions are on-going. IICBA has started rebuilding and expanding its financial reserves through careful management of resources. This is strengthening the sustainability of the Institute and providing an opportunity to achieve larger impact regionally and in countries with a growing number of partners and donors.

Conclusion

11. Substantial progress has been achieved by IICBA over the period in review. This includes the adoption of a new strategic plan, implementation of a wider range of projects, gains in resource mobilization, the launch of the Executive Education and Policy Academy, the creation of a new website and better communications, work on a new eLearning platform, and an expanding array of partnerships. As a result, ahead of the African Union's Year of Education in 2024, IICBA is better positioned to fulfill its mission, thereby *“empowering teachers for all learners to thrive.”*



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