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International Institute
for Capacity Building
in Africa

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



About IICBA

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. IICBA's strategic plan for 2023-25 is built around three main lines of action: (i) Research and knowledge; (ii) Policy dialogue and advocacy; and (iii) Capacity enhancement.

About the Executive Education and Policy Academy

Education systems in Africa are in crisis. Learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. Teachers are key to improve educational outcomes, but many lack the training they need to ensure that children learn. Beyond the current learning crisis, education systems face a range of medium- and long-term challenges, including changing labor markets that require individuals to acquire new skills, climate change, and conflicts. Education systems have a fundamental role to play for sustainable development, but often fall short. IICBA's aim is to empower teachers for all learners to thrive. Through a range of courses of various lengths, the Executive Education and Policy Academy targets officials in Ministries of Education and other education and civil society leaders to equip them with the knowledge they need to improve teacher policies and education systems in Africa.

About this Course

Evidence-based policymaking is essential to improve educational outcomes for children, youth, and even adults. This course targets country focal points and other key partners in the Knowledge and Innovation Exchange (KIX) Africa 19 Hub initiative. The purpose of the hub is to facilitate the effective exchange, mobilization, and utilization of evidence, knowledge, and innovation for education policy review, formulation, and implementation among 19 Anglophone countries in Eastern, Western, and Southern Africa along six thematic areas. These themes include: (i) improving teaching and learning, (ii) strengthening learning assessment systems, (iii) strengthening early childhood care and education, (iv) achieving gender equality in and through education, (v) leaving no one behind, and (vi) meeting the data challenge in education. This course aims to provide KIX country focal points and other key partners with a structured introduction to the process of relying on solid evidence to inform policymaking.



Learning Journey

Module 1 is a one-day residential training on the fundamentals of evidence for policymaking. Four sessions of 1h30 min each will explore issues related to (1) a rapid stock-taking of the state of education systems in Africa and some of the challenges and opportunities ahead; (2) how to ask relevant and important policy questions, taking into account the political economy of reform; (3) assessing the available evidence to inform policy choices related to the questions being asked; and (4) identifying and analyzing existing or new data sources to provide additional evidence. At the end of Module 1, participants should have chosen a policy question that they would like to answer for their own country using an evidenced-based approach during Module 2.

Module 2 is a period of four months during which participants aim to answer the policy question of their choice using available, and possibly new evidence. During that period, participants will benefit from mentoring by IICBA staff as well as other experts as needed. Participants are expected to write a case study on their policy question and the policy alternatives they proposed, based on the evidence collected.

Module 3 consists of a series of sessions to be held at the KIX research and policy symposium to be held in Dakar, Senegal, in October 2023. Participants will present their paper and analysis at those sessions and will receive feedback from IICBA staff and other experts. The sessions will also be an opportunity for participants to reflect on what they have learned in the course and how to use this knowledge in their work. Selected case studies from participants will be published as part of an edited volume, and all participants completing the three modules will receive a certificate of completion.

Module 1
(May 25, 2023), Addis Ababa:
Fundamentals of evidence-based
policymaking

Module 2
(June-September), virtual:
Individual or group project with
mentoring

Module 3
(October 5, 2023), Dakar:
Project presentations and
reflection

Course Coordinators

Dr. Quentin Wodon



Quentin is the Director of UNESCO IICBA. Previously, he worked for 24 years at the World Bank, including as Lead Economist, Lead Poverty Specialist, and manager of the unit on values and development. Before that, he taught with tenure at the University of Namur. He also taught at American University and Georgetown University. A business engineering graduate, after an assignment in Asia as Laureate of a Prize, he worked in brand management for Procter & Gamble. He then shifted career to join a nonprofit working with the extreme poor. This experience led him to pursue a career in international development. Quentin holds four PhDs, has over 700 publications, and has held leadership positions with multiple nonprofits as part of his volunteer work. His research has been covered by leading news media globally.

Dr. Victoria Kisaakye Kanobe



Victoria is a Senior Program Specialist in Education at UNESCO IICBA. She has 26 years of experience supporting Member States and Regional Economic Bodies (such as AUC, EAC, IGAD & SADC) in Africa. Her technical areas include curricula/instruction design for formal and non-formal education; pre-service & in-service teacher education, use of ICTs in education, designing of quality assurance programs, education for health and wellbeing, education in emergencies, and inclusive education. Victoria holds a PhD in Education, a Med, and a BS in chemistry from Makerere University, Uganda, and a MSc. in Public Health from Jomo Kenyatta University, Kenya. She is a member of several education associations, the UNAIDS interagency task team on education, and the Global technical team for balanced and inclusive education at the Education Relief Foundation in Geneva.

Ms. Yvonne Mboya



Yvonne is an educationist and management specialist working as a Research and MEL consultant at UNESCO-IICBA. She leads the Research, Monitoring and Evaluation portfolio of the Anglophone Africa Regional Knowledge and Innovation Exchange (KIX) Hub and its program activities. Yvonne holds a Bachelor of Education in Early Childhood Studies from Kenyatta University and a Master of Arts in Project Planning and Management from The University of Nairobi. Yvonne is an expert in project planning and management, monitoring and evaluation, early childhood development, and education research. She has worked in various development and research settings for over ten years coordinating, monitoring, and evaluating projects and working as an education researcher with local and international NGOs.