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International Institute
for Capacity Building
in Africa

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



**AFRICA FEDERATION OF
TEACHING REGULATORY
AUTHORITIES**



International
Task Force on Teachers
for Education 2030

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

Teachers are key to improve learning outcomes for students in Africa. In turn, teacher policies are key to empower teachers for all learners to thrive. Taking advantage of the annual meeting of the Africa Federation of Teaching Regulatory Authorities (AFTRA), this short course will be held in person on May 11, 2023, in Windhoek, Namibia. The theme of AFTRA's annual meeting is *Transforming Education in Africa: Teachers, Teaching, and the Teaching Profession*. This course targets senior officials attending the AFTRA annual meeting with a focus on how to rely on evidence to inform policymaking. The course will include three sessions of 1 hour each addressing the following questions: (1) How do teacher characteristics and practices affect student learning in Africa?; (2) What types of policies can countries adopt to strengthen the teaching profession; and (3) To what extent have countries adopted such policies and how can countries assess where they stand versus best practices? An optional component consists in implementing a specific project on how to strengthen the teaching profession.



Learning Journey

The course consists of three sessions on May 11, 2023, and an optional component to be completed over the next four months. Participants completing the three sessions and the optional component will receive a certificate of course completion and may be eligible to present their work at the KIX (Knowledge and Innovation eXchange) Symposium that will be held in Dakar, Senegal, on October 3-5.

Session 1: Improving Learning through Better Teaching. The first session will focus on how teacher characteristics and practices affect student outcomes in Africa. Findings will be shared from an analysis of student assessment data and household surveys to assess (1) how teacher characteristics and practices affect learning outcomes, and (2) how learning outcomes affect educational attainment. These findings will be complemented by a synthesis of the literature on how teachers can improve student learning and the policies that countries can adopt to empower teachers for all learners to thrive.

Session 2: Reforming Teacher Policies. This second session will provide a review of the experience to-date in using UNESCO's Teacher Policy Development Guide to inform policy reforms at the country level, with a focus on the implementation of reforms in African countries. The session will also briefly outline potential steps to adapt the guide to the African context and outline plans for work towards (1) an annual Africa Teachers Report; and (2) a bi-annual Global Teachers Report, both of which will aim to inform policy reforms while also making the case for investments in teachers and the profession.

Session 3: Benchmarking Teacher Policies. UNESCO IICBA is currently implementing a project to strengthen the teaching profession in Africa. This includes conducting diagnostic studies in a handful of countries and creating new tools to benchmark teacher policies against good practices, including the issues of qualification standards and pre-service and in-service professional development. This session will share key findings from this work to-date, and outline plans for next steps.

Optional Component: Individual Research Project. Participants will have the option of proposing a research project related to teacher policies in their country. Projects will need to be implemented between June and September 2023. Participants will benefit from mentoring from IICBA's staff to conduct their research and will have the opportunity to apply for presentation of their work at the KIX (Knowledge and Innovation eXchange) Symposium to be held in Dakar in October 2023. Depending on the number of projects proposed by participants and their complexity, a selection of the projects that would benefit from mentoring by IICBA staff may need to be conducted.

Session 1:
Improving Learning
through Better
Teaching

Session 2:
Reforming
Teacher
Policies

Session 3:
Benchmarking
Teacher
Policies

**Optional
Component:**
Individual Research
Project

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. Steve Nwokeocha



Steve is a Professor of Sociology of Education at the University of Calabar in Nigeria. He holds multiple positions in Africa and globally in the regulation of teaching, including as Executive Director of the Africa Federation of Teaching Regulatory Authorities. He is also co-Chair of the African Union Teacher Development Cluster, a branch of the AU Continental Education Strategy for Africa. At IICBA, he is a Lead Consultant on teacher policies, teaching standards, teacher qualification frameworks, and teacher education programs. Previously, he was Nigeria's Director of Operations, Teachers Registration Council of Nigeria, an agency of the Federal Ministry of Education with the statutory responsibility for regulating teaching from Basic Education to the University level. During his 12-year tenure, he laid the foundation for the professionalization of teaching in Nigeria and registered and licensed over a million teachers at all levels of the education system.

Valérie Djoze



Valérie is Cluster lead for global work on teacher policy at UNESCO Headquarters' Section for Teacher Development and member of the joint ILO/UNESCO Secretariat of the UNSG High Level Panel on Teachers, Teaching and the Teaching Profession. Previously she worked as international Consultant in education planning for UNESCO and UNDP, Research Assistant in education policies for the Education For All Global Monitoring Reports, Education Programme Coordinator in UNESCO Cluster Office in Mali and Lead of the Teaching and Learning Cluster at UNESCO regional Office in Senegal. Valérie holds a Master's degree in Analysis of education, training and employment relationships from the Institute for Economic and Social Development Studies of the University of Paris1 Pantheon-Sorbonne (France), and a post-graduate diploma in Curriculum Design and Development from the Open University of Tanzania and Tanzanian Institute of Education. Ms. Djoze-Gallet has co-authored and peer reviewed numerous publications for UNESCO.