International Institute for Capacity Building in Africa
Strengthening teacher policy and teacher development in Africa

22-24 July 2019
Nairobi, Kenya

UNESCO East African Region Annual Retreat
UNESCO IICBA

– Established in 1999 as the only Category I institute in Africa

– Dedicated team of 30 people from 12 countries, based in Addis Ababa

– Mandated to strengthen teacher policy and teacher development in Africa
What we do  

Capacity Development, Research and Policy Support

Three-level Capacity Building

- Formulating teacher policies and social dialogue tools
- Defining qualifications, professional standards and professionalization of teaching
- Promoting teacher regulatory mechanisms and governance

- Supporting teacher training programs
- Promoting quality assurance
- Enhancing management and leadership

- Strengthening education and development (initial, continuous professional development and other professional support)
- Fostering professional networking

Levels of Capacity Development
Cross-cutting and Critical Issues

- Resilience and Prevention
- Refugees and Internally Displaced People
- Marginalized and Vulnerable Groups

- Global Citizenship Education (GCED)
- Prevention of Violent Extremism through Education (PVE-E)
- Peace-building and Anti-corruption
- Entrepreneurship
How we do it

**Continental level**
- **Research**: to produce quality research for evidenced-based policy and methodological support to policy makers

**Regional level**
- **Standard-Setting**: to organize standard-setting trainings for Regional Economic Communities and the African Union Commission for regional integration and harmonization

**Country level**
- **Technical assistance**: to design tailored programmes that meet countries’ and individual schools’ specific needs
Why we do it

According to UNESCO UIS (2016), the greatest teacher shortages are in Sub-Saharan Africa. The demand for teachers needed to achieve universal primary and secondary education by 2030 stands at about 17 million; about 6.3 million teachers for primary school (to fill new posts and replace teachers expected to leave) and 10.8 million for secondary schools.

Other challenges include gender imbalance of teachers, recruitment of unqualified/untrained teachers, teachers’ welfare, inappropriate curriculum and low levels of learning achievement.

"Any education system is only as good as its teachers"

"Teaching is the one profession that creates all other professions"
Where we do it

1. East Africa and Sahel Countries
   We support teachers and policy makers to tackle educational issues in emergencies, conflicts and refugee settings, PVE-E and peace-building.

2. Burundi, Guinea, Lesotho, Mali, Mozambique, Niger, South Africa, and Uganda, Zambia and Zimbabwe
   We provide guidelines and technical support to the governments to formulate holistic teacher policies and frameworks.

3. Ethiopia, Ghana, Kenya, Rwanda and Togo
   We promote gender responsive education policy and practices and the use of ICTs in teacher training and teaching.
Some of the recent work of IICBA
IICBA conducted a training workshop on e-learning, e-assessment and ICT tools for teaching and learning for teacher educators of Hawassa College of Teacher Education (HCTE) in Hawassa, Ethiopia as part of the UNESCO-China-Funds-in-Trust (CFIT) Project.
HNA Project for gender empowerment

Quality education empowers girls to lead better lives

Enhancing the quality and relevance of education for adolescent girls in Ethiopia and Ghana
Meet Eden, Blen and Hareg: three Ethiopian girls who value their education-
https://www.youtube.com/watch?v=NZfnVkf0PC4
IICBA and the UNESCO Addis Ababa Liaison Office jointly organized a five-day STEM (science, technology, engineering and mathematics) training workshop from 3–7 June 2019 in Bishoftu, Ethiopia.

The workshop was for 19 key teacher educators selected from the UNESCO-HNA Project beneficiary teacher training institutions in Ethiopia, namely Bahir Dar University, Kotebe Metropolitan University and Hawassa College of Teacher Education.
Dissemination workshop for Play and resilience toolkit. Toolkit launched and published involving three project countries - Nigeria, South Africa and Zimbabwe with two UNESCO regional offices - Abuja and Harare. workshop
Experience Sharing Meeting between the Horn of Africa project countries and Sahel project countries

Transformative Pedagogy for Peace and Resilience Building published and used in the training

1 study trip to Japan organized, 27 teachers and Ministry trained.

10 Ministries of Education from Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Mauritania, Niger, Nigeria and Senegal engaged

6,500 teachers trained in the Horn of Africa
3,550 teachers reached in Sahel countries

11 Training of Trainers organized and 47 Teacher Trainers Trained and 56 teacher trainers trained

Peace/Resilience Building and PVE through teacher development
Japan Study Trip in 2018
• 2 Days Workshop on the Situational evaluation of the existing Master’s program in Environment, Climate Change and Disaster Risk Management of the University of the Comoros. Analysis of the structure, curriculum and lectures in view of a Quality Assurance Framework.
• Consolidated work plan for the development of the Quality Assurance Framework for the ongoing Master Program.
• Share experiences, possible areas of interventions and joint activities in relation to the project “Strengthening Comoros’ Resilience against Climate Change and Variability Related Disaster through Education”.

Meeting with the President of the University of Comoros, Fenella FROST-the Resident Representative UNDP-Comoros-Mr. Mohamed Radjay Moustoifa,NatCom Comoros- Mr Ali Said- Sectary General of ISESCO-Comoros and H.E. Moindjïé Mohamed Moussa, Minister of National Education
Teacher training and development for Seychelles: UNESCO Nairobi Regional Office, HQ, UIS, etc.

Teacher development support with Kenya: UNICEF Kenya and IICBA

Teacher policy support and social dialogue of teachers (CapED): Nairobi regional office

Strengthening Teacher Training in DRC: DRC- World Bank - IICBA project to strengthen the teacher training system of the country
Teaching and Learning Educators' Network for Transformation (TALENT) in collaboration with UNESCO IICBA organized a Regional Capacity Development Workshop on Classroom-Based Formative Assessments in Addis Ababa, Ethiopia.

With support from Global Partnership for Education, the workshop brought together international experts and representatives from UNESCO, the International Institute for Educational Planning (IIEP), IICBA, the UNESCO Office in Beirut, UNICEF Ethiopia, UNICEF Tanzania, Brookings Institution and the Australian Council for Education Research (ACER).

15 African countries, namely Cameroon, Chad, Côte d’Ivoire, Ethiopia, Gambia, Ghana, Kenya, Malawi, Mali, Nigeria, Senegal, Sierra Leone, South Sudan, Tanzania, and Togo participated in the workshop.
Teachers’ guides and tools in vital areas

• Transformative Pedagogy for Peacebuilding
• School safety – tools for teachers
• Play and resilience (early learning)

Coming soon…
• ICT integration in teaching
• Media and Information Literacy
• Entrepreneurship education
• Teachers’ guide for school feeding
• Learning with cultural heritages
IICBA coordinates the CESA Teacher Development Cluster of the African Union Commission in partnership with AFTRA and Education International.
Thank you for your attention!

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