



## **UNESCO Harare Cluster Office**

**In the Framework of The UNESCO Teacher Training Initiative  
in Sub-Saharan Africa**

**Mission Report**

**Lusaka, Zambia**

**May 2005**

**Juma Shabani**  
**Director, UNESCO Harare**

**MISSION REPORT TO LUSAKA, ZAMBIA TO ORGANIZE A CONSULTATIVE  
MEETING ON THE TEACHER TRAINING INITIATIVE IN SUB-SAHARAN  
AFRICA IN SUPPORT TO EFA  
Lusaka Zambia, 30-31 May 2005**

**Submitted by Juma SHABANI**  
**Director, UNESCO Harare Cluster Office**

## **Background**

Following the evaluation of lead teacher training institutions in Sub-Saharan Africa carried out by ED/HED in 2003 and the strategic review of UNESCO's post Dakar role in EFA held in 2004, the 170<sup>th</sup> Session of the Executive Board requested the DG to undertake the following activities:

- To initiate a consultation with all key EFA stakeholders on their respective roles and contributions
- To develop UNESCO's EFA strategy for the period 2005-2015 and results-based yearly implementation plans

One of the five specific objectives of the UNESCO's EFA strategy for 2005-2015 is to identify areas of support to EFA with a special focus on the three core initiatives(LIFE, GIHAE and the Teacher training initiative) and the quality of education.

## **The Teacher Training Initiative in Sub-Saharan Africa**

### Objectives of the Initiative

The major objectives of this initiative include the following:

- To relate more closely teacher training and education policy to national development goals
- To improve quality of teacher education
- To improve skills and professional conditions of teachers
- To improve teacher recruitment and retention

The initiative will be implemented in all Sub-Saharan African states in four phases. The first phase of the initiative will be implemented in 17 countries during the period 2006-2009. At the end of each phase the initiative is expected to achieve the following four results.

### Expected Generic Results at the end of Each Phase

- A comprehensive teacher education plan, including both formal and non-formal education integrated into national education plans and other sectoral plans;
- The quality of training in teacher education institutions improved , based upon upgraded curricula and pedagogy, especially in priority subjects such as HIV/AIDS prevention, literacy and ICTs;

- The teacher shortage and status of teachers recognized as key national development issues, addressed by governments and supported by donors; and
- Internationally recognized standards and national policy regarding HIV/AIDS prevention integrated and implemented in curricula of teacher education institutions and university teacher education programmes

### **Teacher Training Initiative in Zambia**

Zambia has been selected as one of the 17 countries to benefit from the initiative during the period 2006-2009. Furthermore Zambia has been selected as one of the four countries to serve as pilot countries for the initiative during the period from June to December 2005. The pilot countries will be used to develop, test and document the methodologies and strategies that could be applied in other countries for identification of national needs and priorities in teacher training and education and preparation and implementation of the various plans needed to implement the initiative, including the 4 year national strategic plan (2006-2009), the 2 year work plan related to the 33 C/5 and the yearly implementation plan

#### The Purpose of the Consultative meeting in Zambia

- To brief the major stakeholders on the new teacher training initiative and involve them in the process of identification of national needs and priorities of Zambia in teacher training and education, in particular through a comprehensive SWOT analysis
- To agree on the needs and priorities in the area of teacher training and education and to define modalities for development of the various plans: national strategic plan, 2-year work plan and yearly implementation plan
- To identify effective implementation strategies including appointment of a national project officer and use/establishment of structures like UNESCO chairs
- To identify roles and contributions of UNESCO and the various stakeholders involved in the implementation of the SWAp in education in Zambia.

#### Participants

The consultation was attended by all the national stakeholders in education in Zambia, including

- the Permanent Secretary and the Director of the Teacher training division in the Ministry of education, the National Commission for UNESCO, relevant organizations of the civil society, the Dean of education of the University of Zambia, Representatives of Teacher training colleges, Representatives of Teachers' Unions, Representatives of Parents' associations
- UNICEF
- UNESCO represented by J.Shabani, Director Harare Cluster office; Tirso Dos Santos, Education Programme Specialist, UNESCO Harare Cluster Office and Jacques Guidon, form UNESCO/BREDA

#### Agenda of the consultation

The agenda was made up of the following 3 presentations and several brainstorming sessions:

- An overview of the Teacher Training Initiative in Sub-Saharan Africa. A power point presented by J.Shabani

- Teacher Training Issues in the Zambia national EFA plans by the Coordinator of the national EFA secretariat
- Teacher education issues in the national education/development frameworks by the Director of the Division of Teacher training and education in the Ministry of education

The meeting was chaired by the Secretary General of the National commission for UNESCO except for the closing session which was chaired by the Permanent Secretary in the Ministry of education

### **Major Outcomes of the Consultation**

The consultative meeting helped to reach a national consensus on the major needs and priorities of Zambia in the area of teacher training and education which include the following:

- need to update the national teacher education policy and to integrate this policy into the national development frameworks in particular the SWAp in education
  - need to revise existing teacher training curricula in particular those related to science education; to mainstream HIV/AIDS in all the teacher training programmes and to use ICTs for the purpose of improving delivery and quality of teacher training education
- In this context it was recommended to the Ministry of education to submit to UNESCO as soon as possible the proposal required for the release of an amount of USD 200,000 pledged by the DG in March 2004 from the Japanese Funds-in Trust for skills development and capacity building of grade 8 and grade 9 teachers
- need to strengthen pedagogical capacity in teacher training colleges including effective use of distance education
  - need to support establishment of a regional UNESCO chair on teacher training at the university of Zambia in order to promote research on issues of teacher training in support to EFA and to support development of informed national education policies

A full report on the consultative meeting is being prepared by the Zambia national commission for UNESCO in collaboration with the ministry of education

Juma Shabani