



**General Conference**  
35th session, Paris 2009

rep

United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

Report

35 C/REP/6  
24 July 2009  
Original: English

**REPORT BY THE GOVERNING BOARD OF THE UNESCO  
INTERNATIONAL INSTITUTE FOR CAPACITY-BUILDING  
IN AFRICA (IICBA) ON THE INSTITUTE'S ACTIVITIES  
FOR 2008-2009**

**OUTLINE**

**Source:** Article IV (6) of the Statutes of the UNESCO International Institute for Capacity-Building in Africa (IICBA) (30 C/Resolution 8).

**Purpose:** This report presents IICBA's activities during 2008-2009 aimed at reinforcing national capacities within the framework of UNESCO's general policy and in particular in light of the Dakar Framework for Action.

1. This report presents the activities of the UNESCO International Institute for Capacity-Building in Africa (IICBA) and provides an overview of the financial support received from UNESCO and its partners during 2008-2009. It also provides an update on new initiatives being undertaken towards strengthening the internal capacity of the Institute's management and increasing efficiency at all levels of its operation.

**BACKGROUND**

2. In line with the Biennial Sectoral Priorities (BSPs) for 2008-2009 and the vision and the mission of Major Programme I, IICBA was requested by the General Conference, at its 34th session, to contribute to the achievement of the following main lines of action (MLAs):

- (a) MLA 2 – capacity development in policy, planning, monitoring and evaluation in relation to teacher development in Africa; and
- (b) MLA 3 – promoting policy dialogue and research and setting norms and standards for teacher education in Africa.

3. To this end, the Institute was requested to provide support to the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) in cooperation with the relevant Divisions at Headquarters and the Regional Bureau for Education in Africa (BREDA), working closely with the field offices in the region and with the African Union for the successful implementation of the Second Decade of Education in Africa. IICBA was also requested to strengthen its partnerships with relevant stakeholders, in particular the Association for the Development of Education in Africa (ADEA), the African Development Bank (ADB) and the Joint United Nations Programme on HIV/AIDS (UNAIDS).

4. The expected results (ERs) to be achieved were as follows:

- (a) ER 1 – Capacities of ministries of education and teacher education and training institutions strengthened in a selected number of countries, with a focus on those participating in TTISSA;
- (b) ER 2 – Quality research on recruitment, training, retention and welfare of teachers conducted and disseminated in a number of countries;
- (c) ER 3 – National efforts to achieve the EFA goals supported through training in the use of ICTs in education and in school leadership and management in selected countries; and
- (d) ER 4 – Effective partnerships with relevant stakeholders in teacher education strengthened, with a focus on those participating in TTISSA.

## **OUTPUTS AND ACHIEVEMENTS**

### **Expected result 1: Capacities of ministries of education and teacher education and training institutions strengthened in a selected number of countries, with a focus on those participating in TTISSA**

5. The following outputs and achievements were made under this expected result:

- (a) four training modules produced through an extrabudgetary project have been finalized and are being used in Africa. The modules have been tested in Sierra Leone, the United Republic of Tanzania, Guinea, Niger and Nigeria. Approximately 237 heads of various teacher training institutions attended the workshops;
- (b) the postgraduate diploma in distance education (PGDDE) programme conducted by IICBA in cooperation with the Indira Gandhi National Open University in Malawi and Swaziland is proceeding according to plan, and 32 teacher educators are working through their course in the two countries;
- (c) a training workshop on module writing for distance education programmes in Sierra Leone was carried out by IICBA staff as part of its collaboration with BREDA in the implementation of a CapEFA programme for Sierra Leone;
- (d) a training course on "Contextualizing Science Teacher Education using OpenSource Software" was carried out in Malawi. The training was conducted in December 2008 and involved 21 science teacher educators from five teacher training centres in Malawi. Participants developed exemplary lessons that take into account the Malawi context;
- (e) three Women in Educational Leadership workshops in three African countries (Cameroon, Nigeria and Burundi) were organized, with the number of participants varying between 40 and 60 in each of the countries. The Pretoria Node coordinated the workshops and solicited funding from UNICEF for the workshop in Burundi;

- (f) assistance was provided to Guinea in the validation of modules in Sciences and Technology, Human Sciences and Physical Education as well as in the design of modules for a training package on the Modular Approach to Teacher Training. Similarly, the Dakar Node assisted Niger with the validation of training modules for multi-grade teaching and also trained 65 teachers, inspectors and relevant personnel in the Ministry of Education with the appropriate use of the modules produced. Guinea-Bissau has also benefited from the evaluation of a policy document on the pre- and in-service training of teachers whose curriculum is designed to include content and activities on peace education;
- (g) in order to reach out to both English- and French-speaking countries in Africa with its services, a French version of the training modules for School Leadership and Management has been developed. Accordingly, IICBA trained 52 headmasters and inspectors in the Central African Republic in June 2008. In addition, a similar training took place in Burkina Faso in July 2008 for 60 colleagues working in the management of education at school and district level in the country. An agreement has been reached with the UNICEF office in Burkina Faso to replicate the training;
- (h) production of a status report on teacher training institutions in 10 TTISSA countries – Burkina Faso, Burundi, Central African Republic, Chad, Democratic Republic of the Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger; and
- (i) production of a strategic promotional and communication plan that presents a synthesis of data and information on potential new constituencies. The plan suggests strategies for engagement that are aligned with shared institutional values and beliefs.

**Expected result 2: Quality research on recruitment, training, retention and welfare of teachers conducted and disseminated in a number of countries**

6. The following outputs and achievements were made under this expected result:

- (a) six studies on the situation of early childhood care and education in Burkina Faso, Ethiopia, Lesotho, Nigeria, the Republic of Congo, and South Africa were completed. A regional workshop was also organized to discuss the findings of the studies. The report is being published in English and will be translated into French and Portuguese for wider circulation;
- (b) the publication of a series of booklets entitled *Fundamentals of Teacher Education* was launched. The series aims to inform policy-makers, planners and managers of teacher education working at the institutional and national levels in Africa. The three major objectives of the series are to (i) monitor the change in policies and their effect on teacher education management, (ii) highlight current issues of teacher education development and management, and (iii) explain and disseminate planning and management techniques that can be applied to the formulation of appropriate policies of teacher education in respective Member States;
- (c) a *Handbook for Educational Planners* was published for use as a self-learning material for policy-makers in education. It contains chapters in micro- and macro-economics and their relevance to educational planning.

**Expected result 3: National efforts to achieve the EFA goals supported through training in the use of ICTs in education and in school leadership and management in selected countries**

7. The following outputs and achievements were made under this expected result:

- (a) a study on the experience of South Africa in using new technologies for teacher education in partnership with IIEP (ready for publication) was developed;

- (b) a study on developing a competency framework for ICT in Education for African teachers was produced, in partnership with the United Nations Economic Commission for Africa (UNECA). The findings of the study were presented at the e-Learning Africa Conference in Accra, Ghana in May 2008;
- (c) training on pedagogy-based ICT use for teacher education training was held in February 2008 in Ethiopia in cooperation with the Korean National Commission for UNESCO. Seventy teacher educators drawn from 26 teacher education institutions in Ethiopia attended the workshop;
- (d) ICT-Enhanced Teachers Standards were developed in order to provide African Ministries of Education with ICT-supported teachers' standards and competencies. Three workshops will be conducted in the African Union Regional Economic Communities (RECs) – ECOWAS (July 2009), SADC (September 2009) and EAC (November 2009);
- (e) an interactive, self-paced and engaging CD-ROM on the management of HIV/AIDS in the education sector was developed to train teacher educators and educational managers. Resources for the project were made available by UNAIDS; and
- (f) ICT training for teacher professional development took place in Sudan in June 2008. The main objective of the training was to equip teacher educators with new pedagogical skills in order that they might take full advantage of the potential of technology to enhance student learning and become acquainted with strategies to meaningfully integrate technology into the curriculum and use technology as a learning tool.

**Expected result 4: Effective partnerships with relevant stakeholders in teacher education strengthened, with a focus on those participating in TTISSA**

8. The following outputs and achievements were made under this expected result:
- (a) workshops on the use of IICBA's HIV & AIDS CD-ROMS in classroom teaching were successfully delivered through close cooperation with the biggest teachers' union in South Africa – the South African Democratic Teachers' Union;
  - (b) a CD-ROM on the management of HIV/AIDS in the education sector for training teacher educators and educational managers was developed in partnership with UNAIDS (see ER 3, (e));
  - (c) workshops and planning sessions were held with the African Union Commission in order to contribute to the implementation of the activities of the Second Decade of Education for Africa in the field of education.

**CONSTRAINTS AND CHALLENGES**

9. One major challenge that IICBA continues to face is the absence of an office building that would allow it to carry out its functions properly. It has been over two years since the Ethiopian Government donated a premium piece of land for the building. However, funds have not been available to construct the building. The Institute, in cooperation with the Ministry of Education of Ethiopia, is exploring the possibility of securing funding for this purpose.

10. Until very recently, the Institute had very few international staff at professional level. That situation has now improved somewhat following the recruitment of the P-3 Programme Specialist in Educational Planning in January 2007 and the appointment of the Programme Coordinator in September 2008. At the same time, however, the Director has been transferred and two other

national staff – the senior secretary and the Administrative Officer – have also left the Institute. Since November 2008, the assistant Administrative Officer, recruited in July 2008, is handling financial and staff issues.

11. The shortage of financial resources is another major concern. The regular budget allocated to the Institute is mostly used to cover staff costs, leaving few resources for programme implementation. In order to address this weakness, measures are being taken to obtain extrabudgetary resources. However, this is being done with great difficulty, as many donors often are more willing to give funds directly to countries. In this regard, IICBA wishes to express its gratitude to the Government of the People's Republic of China for their donation of \$750,000 to the work of the Institute. As part of its strategy for 2010-2011, IICBA is considering strengthening its partnership with UNESCO offices in the development of joint projects to be submitted to donors.

## **PERSPECTIVES AND RECOMMENDATIONS**

12. The Executive Committee of the Governing Board met in April 2009 in Addis Ababa. Among the decisions taken, it approved the mid-term review report on the Strategic Plan (2005-2010) implementation. Furthermore, it recommended the development of a new plan for the next three biennia (2010-2011, 2012-2013, 2014-2015) that takes into account the new guidelines set regarding the development of teacher policies.

13. In order to have greater impact on the ground, the Institute will continue to implement its programme activities at the subregional level in cooperation with the African Union Regional Economic Communities (RECs), in close consultation with UNESCO Cluster and National Offices and under the overall coordination of BREDA.

13. As regards financing, IICBA's budget has been increased in the Draft Programme and Budget for 2010-2011 (35 C/5). However, extrabudgetary funds will be required for programme implementation.