UNESCO-China Funds-in-Trust Project
Harnessing Technology for quality teacher training

Concluding meeting of Phase II of UNESCO-CFIT Project and Consultation on Teacher Development in Africa, 18-22 March 2019, Addis Ababa, Ethiopia
UNESCO-CFIT Phase II

• Phase II: 2017-2018

• Consolidate achievements and expand scope of Phase I

• 10 countries: Congo, Côte d’Ivoire, DR Congo, Ethiopia, Liberia, Namibia, Tanzania, Uganda, Togo, and Zambia
CFIT in UNESCO Programme & Global Sustainable Development Goals (SDGs)

SDG4 goal:
“ensure inclusive and equitable equality education and promote lifelong learning opportunities for all”

SDG 9 goal:
“Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation”

SDG4.C goal:
“By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States”

UNESCO ER5:
“National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality”

Norwegian Teacher Initiative
International Teacher Task Force
Teacher Standards
CFIT Project
CFIT in Regional Frameworks and national Education Plans

- Aligning regional education goals and translating commitments into action at country level (SDG4.c, AU 2063 Agenda, CESA, and Teachers in national sector plans)

- Performance against global education objectives

- Engaging partnership and cooperation to address national teacher needs of quality and quantity

- Supplying teachers and teacher educators in challenging economic situations
Highlights on Achievements

• **Strong Country ownership & leadership** (in design and execution)

• **Committed partnership: engaging multiple actors** (MoE policy makers, TTIs, teachers, other stakeholders and UNESCO)

• **South-south cooperation**: study tours, networking, exchange of resources, expertise and experiences

• **ICT infrastructure and technology** in teacher training, teaching and learning

• **Capacity development**
Global Acknowledgement


  The two sides have taken note of the smooth progress and notable results of the UNESCO-China Funds-in-Trust, support its continued implementation and have extended it to another four years - 2018-2021. (4.3.5 Beijing Action Plan 2019-2021)


- UN good practice under South-south cooperation framework in Advancing the Education 2030 Agenda. South-south and Triangular cooperation in Action

Thank you

For more information:

https://en.unesco.org/themes/teachers