



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

UNESCO IICBA Strategic Plan

2018-2021

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



Education
Sector

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



The International Institute for Capacity Building in Africa, established in 1999, is the only UNESCO Category One Institute in Africa and is mandated to strengthen teacher development throughout the continent. The Institute is also the Teacher Cluster Coordinator under the framework of the African Union's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.



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UNESCO IICBA Strategic Plan

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Abbreviations

AU	African Union
AUC	African Union Commission
CapED	Capacity Development for Education for All
CESA	Continental Education Strategy for Africa
ECCE	Early Childhood Care and Education
ICT	Information and Communications Technology
IICBA	International Institute for Capacity Building in Africa
IIEP	International Institute for Educational Planning
MTR	Medium Term Result
SDGs	Sustainable Development Goals
TEIs	Teacher Education Institutions
TVET	Technical Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization

Foreword by UNESCO IICBA's Director

Education is a basic human right and the foundation on which to build peace and drive sustainable development. Yet, there are 63 million out-of-school children of primary school age in the world today, according to the UNESCO Institute for Statistics (2018), and more than one-half of them live in Africa. If Africa is going to achieve universal primary and secondary education by 2030, then an estimated 17 million teachers are needed (UIS, 2016).

The African continent has an exploding youth population with more than 60% of the estimated 1.1 billion inhabitants under 35 years old (UNESCO, 2017). Many young people are combating poverty and facing high unemployment rates and increased conflict, violent extremism and natural disasters. Due to these conditions, youth and families either choose or are forced to leave their homes to pursue safer and better living conditions.

All children, no matter their circumstance have the right to an inclusive and equitable quality education. Ensuring education for refugees and internally displaced persons presents new challenges to education systems that are already overburdened. The large youth population and pursuit of education for all has strained education systems ill-prepared to handle the massive expansion. Nevertheless, many African countries have made significant progress in expanding access to education in recent years. This has typically come at the expense of quality.

To meet the demand for education, many countries had to choose between larger teacher-pupil ratios and recruiting underqualified teachers. Many underqualified teachers were recruited and hired as 'contract' teachers. This lowered the overall prestige of the teaching profession, which also suffers from declining teacher motivation and low morale. Inadequate teacher salaries and compensation, and poor working and living conditions are also contributing factors (UNESCO IICBA, 2017).

UNESCO IICBA's mandate is clear—strengthen the capacity of African Member States in teacher policy and development— and more relevant than ever before in addressing Africa's educational

challenges. UNESCO IICBA is uniquely positioned as the sole UNESCO Institute in Africa concentrating on teachers. This provides the opportunity to coordinate continental and regional cooperation in teacher-related issues and promote the harmonization of teacher policies.

The 2018-2021 Strategic Plan capitalizes on UNESCO IICBA's comparative advantage to guide its actions in strengthening the capacity of Member States and contributing to the Sustainable Development Goals, Education 2030 Agenda, and African Union's Agenda 2063.

Three main areas emerge in this planning period in which UNESCO IICBA will take action, namely Capacity Development, Partnerships and Advocacy, and Research and Development. UNESCO's Global Priority Africa and Global Priority Gender Equality are incorporated and a plan for Strategic Partnerships and a Communication Strategy have also been developed in order to support the Plan. During this period, UNESCO IICBA will continue to coordinate the Continental Education Strategy for Africa 2016-2025 framework's Teacher Cluster. UNESCO IICBA will also implement the Continental Teacher Mobility Protocol jointly with the Education Division of the African Union Commission. This will contribute to high continental professional standards for teachers, enhanced teacher professional development and the overall revitalization of the teaching profession.

The Strategic Plan recognizes the need for UNESCO IICBA to tackle cross-cutting issues, such as mainstreaming gender and information and communications technology, as well as critical issues in order to bring innovation to teacher training and respond to emerging needs. Critical issues include education for sustainable development and education in emergencies and post-conflict situations, which will be explored through transformative pedagogy, peacebuilding and youth empowerment to prevent violent extremism and promote learning to live together.

Executive Summary

UNESCO IICBA's Strategic Plan for 2018-2021 is guided by its mandate and mission to strengthen the capacity of Member States in Africa in teacher policy and development. This work is vital to realizing its vision of an integrated, prosperous and peaceful Africa where everyone has access to qualified, motivated and professionally supported teachers.

Teachers, who are at the heart of this vision and the key to achieving Sustainable Development Goal 4 on Education, are currently lacking in quantity, quality, motivation and support in Africa. There is low teacher morale and declining motivation for the profession throughout the continent (UNESCO IICBA, 2017). This makes it difficult to recruit for the profession and currently it is estimated that 17 million teachers are needed in order to achieve universal primary and secondary education by 2030, according to the UNESCO Institute for Statistics (2016).

For this reason, UNESCO IICBA's two strategic goals are:

1. To support increasing the supply of qualified teachers
2. To enhance teacher support and motivation

These goals will be achieved by taking action in three key areas:

1. Capacity Development
2. Partnerships and Advocacy
3. Research and Development

Six strategic objectives, falling within these three areas, will guide UNESCO IICBA during the planned period:

1. Support national teacher policy development
2. Strengthen education institutions
3. Empower teacher's professional development and networking
4. Promote regional and national cooperation in teacher-related issues
5. Foster dialogue on teachers and education
6. Collect, analyze and generate quality, evidence-based information

This plan is supported by a vision for Strategic Partnerships, because UNESCO IICBA recognizes their

value in promoting regional and national cooperation in teacher-related issues, and in fostering dialogue on teachers and education. Strategic partnerships have three objectives:

1. Successfully implement UNESCO IICBA's Strategic Plan 2018-2021
2. Ensure the efficiency and effectiveness of resource mobilization
3. Strengthen advocacy, cooperation and coordination mechanisms

The Strategic Plan is also supported by a Communication Strategy that covers all of UNESCO IICBA's programme areas and will support collaboration, coordination and institutional operations. The strategy aims to contribute to effective communication that will:

1. Help to fulfill UNESCO IICBA's strategic goals and objectives
2. Amplify the visibility of UNESCO IICBA to its stakeholders
3. Inform partners and donors on implementation progress, and demonstrate UNESCO IICBA's accountability
4. Ensure people understand what UNESCO IICBA represents and does
5. Improve teachers' professional image and raise awareness to address teachers' issues in Africa
6. Keep UNESCO IICBA team members proud, motivated, innovative and accountable in their tasks

The plan is divided into three sections. The first section presents the background and rationale for the strategic agenda by reviewing the current education context and UNESCO IICBA's previous work in a situational analysis. The second section is the heart of the document and goes into detail on UNESCO IICBA's Strategic Plan for 2018-2021. Its goals, key action areas and strategic objectives are discussed here at length. The third and final section of the document presents complementing strategies on strategic partnerships and communication that will accompany the 2018-2021 plan.

Background and Rationale

Overview of IICBA

The International Institute for Capacity Building in Africa (IICBA) was established by the UNESCO General Conference in 1999. As the only UNESCO Category 1 Institute whose headquarters is based in Africa, UNESCO IICBA is mandated to strengthen teacher policy and development in Africa.

UNESCO IICBA fundamentally believes that education is a basic human right and the foundation to build peace and drive sustainable development.

Teachers are the key to quality and equitable education. In Africa, several challenges exist in the current status of teachers and teaching, which impede the progress of African countries towards achieving global and continental education agendas. In response to this, UNESCO IICBA acts as a facilitator and catalyst to build the capacities of Member States in teacher policy and development.

Mission Statement

To strengthen the capacity of Member States in Africa in teacher policy and development.

Vision Statement

An integrated, prosperous and peaceful Africa where everyone has access to qualified, motivated and professionally supported teachers.

UNESCO IICBA's vision and mission are in full alignment with the United Nations (UN) Sustainable Development Goals (SDGs), Education 2030 Agenda, African Union (AU) Agenda 2063 and Continental Education Strategy for Africa 2016-2025 (CESA 16-25).

UNESCO IICBA also coordinates the Teacher Cluster under the framework of CESA 16-25 and incorporates UNESCO's Global Priority Africa and Global Priority Gender Equality in its work.

The Institute's main area of action is in Capacity Development, but it also works in the areas of Partnerships and Advocacy, and in Research

and Development. Within these three areas, UNESCO IICBA caters for cross-cutting issues, such as mainstreaming gender and information communication technology (ICT), and critical issues at all education levels, including early childhood care and education (ECCE), primary and secondary education, technical and vocational education and training (TVET), higher education and non-formal education.

Capacity Development tackles work in teacher policy and development at three levels: policy, institutions and teachers. Through teacher education content development and teacher trainings, UNESCO IICBA enhances local capacity to address cross-cutting and critical issues towards equity and inclusive quality education. Partnership and Advocacy includes working in partnerships to combine expertise, promote local ownership and responsibility, and increase sustainability, experience sharing and impact. By championing educational issues and interventions, information and knowledge on cross-cutting and critical issues is spread and dialogue on teachers and education is fostered. Research and Development covers the production of quality research for evidence-based policy formulation and methodological support to policy-makers. It improves foresight in the area of teacher policy and development, contributing to the achievement of SDG 4 and CESA 16-25. Monitoring and Evaluation, overarching areas, are critical to ensure the continuous implementation and improvement of all UNESCO IICBA's capacity development activities and the delivery of quality outputs.

The Education Content

The current global education agenda is set by the UN's 2030 Agenda for Sustainable Development. This ambitious plan of action for people, planet and prosperity aims to eradicate poverty by 2030 through sustainable development with 17 SDGs. SDG 4 is specifically dedicated to education and aims to

“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

(UN General Assembly, 2015, p.17)

Teachers are key to achieving SDG 4-Education 2030 agenda, and therefore Target 4.c requests

“to substantially increase the supply of qualified teachers by 2030”

(UN General Assembly, 2015, p.17)

This is of particular importance in Africa, where the population is experiencing rapid growth with a booming youth population. More than 60% of the African population is under 35, which creates a high demand for teachers and also raises the challenge of connecting education and training to decent and stable employment (UNESCO, 2017). According to the UNESCO Institute for Statistics (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.

The AU’s Agenda 2063 aspires for “well educated and skilled citizens, underpinned by science, technology and innovation for a knowledge society is the norm and no child misses school due to poverty or any form of discrimination” (AUC, 2015, p.2). The collective vision and roadmap commit to catalyzing education by “expanding universal access to quality early childhood, primary and secondary education,” consolidating gender parity, strengthening TVET, investing in universities, science, technology and research, harmonizing education standards, and enabling high quality university education (AUC, 2015, p.14-15).

These aspirations are further outlined in a continental strategy called CESA 16-25, which owns and adapts the global SDGs to the African context. Its mission is “reorienting Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and

creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels” (CESA 16-25, p. 21).

The African continent has many challenges to overcome if it is to achieve these ambitious targets. According to UIS (2018a), sub-Saharan Africa has the highest rates of education exclusion; “Over one-fifth of children between the ages of about 6 and 11 are out of school, followed by one-third of youth between the ages of about 12 and 14. According to UIS data, almost 60% of youth between the ages of about 15 and 17 are not in school.” Due to the growing school-age population the situation is likely to get worse without urgent action.

Gender gaps also persist throughout the continent. In sub-Saharan Africa, girls of every school-age group are more likely to be excluded from education than boys (UIS, 2018b). According to UIS data, 9 million girls across the region between the ages of about 6 and 11 will never go to school at all, compared to 6 million boys. Their disadvantage begins in primary school, where 23% of girls do not attend compared to 19% of boys, and persists to when they are adolescents and the exclusion rate for girls is 36% compared to 32% for boys (UIS, 2018a). In order to achieve gender equality in and through education, the quality of education for boys must be maintained, while increasing the access and quality for girls.

Female educators have a positive impact on girls’ education and therefore their recruitment and retention are of great importance for the region. It is of great significance, because there are more men teaching in primary schools than women in sub-Saharan Africa. The percentage of female primary school teachers ranges from 89% in the Seychelles to 13% in Liberia, but in most countries, women compose the minority, such as in South Sudan (15%), Togo (16%), Central African Republic (19%), Benin (24%) and Djibouti (27%) (UIS, 2016). In many countries it is difficult to increase the number of female teachers, because many girls do not complete schooling. This vicious cycle is one of many contributors to Africa’s teaching crisis (UNESCO IICBA, 2017).

The recruitment and retention of teachers, female and male, is further complicated by low teacher morale and declining motivation. Across Africa there are high levels of teacher absenteeism and attrition and low professional commitment to teaching duties. The daily difficulties of living and work in schools (especially schools and classrooms with poor conditions and inadequate teaching and learning resources) coupled with poor incentives and in some areas national instability and crises further challenge the task of employing, training and retaining qualified teachers and strong school leaders (UNESCO IICBA, 2017).

Higher education also faces many challenges in Africa. As access to and completion of basic education increases throughout Africa, there is a growing demand for higher education. African higher education institutions are at varying degrees of development in their ability to respond to the demand and maintain high quality, relevant programmes. Increasing demand for higher education also creates a financial burden for an education sub-sector that is not yet considered a top priority (UNESCO Regional Office for Eastern Africa- Nairobi, 2017). Access to and quality of universal basic education is the main priority of most global and national education agendas around the world. As a result, Africa is experiencing an emergence of private universities and a need for governmentally established quality assurance regulatory frameworks (UNESCO Regional Office for Eastern Africa- Nairobi, 2017). In 2014, 18 African nations signed the *Addis Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States*, which aims to strengthen and promote inter-regional and international cooperation in the recognition and harmonization of qualifications and definition and enforcement of effective quality assurance and accreditation mechanisms. There is still much to be done in seeing the 2014 Addis Convention and AU Agenda 2063 ambitions for harmonization of standards and recognition of qualifications in higher education throughout Africa come to fruition.

Situational Analysis

This situational analysis, which involves an analysis of the Institute's comparative advantage and its unique selling proposition, is key to determining UNESCO IICBA's strategy towards its programmes and activities over the next four years.

UNESCO IICBA has been at the forefront of teacher policy and development in Africa. It is the only UNESCO Category 1 Institute with a mandate for Africa and the only one specialized in capacity development for teachers. Although the education division of the AU works on teacher development, they rely on UNESCO IICBA as a strategic partner to implement policies adopted by its Member States. UNESCO IICBA is the only organization obligated by Member States to support them in the area of policy development, implementing policy frameworks and capacity development. This position places UNESCO IICBA as a natural implementing partner working regionally, directly with national governments and other organizations concerned with policy development for education, and at the grassroots level to build the capacity of teachers in Africa.

UNESCO IICBA takes a holistic approach to improving the quality of education systems. The Institute works at all educational levels from upstream interventions to work on the ground with communities in critical and cross-cutting areas in order to cover all levels of capacity development, namely policy, institutions and teachers.

As an institute that develops knowledge, Member States benefit from UNESCO IICBA's broad experience and the provision of evidence-based research and practical knowledge and skills that can be tailored specifically to country contexts. They also benefit from UNESCO IICBA's network and platform on teachers in Africa, which has allowed UNESCO IICBA to respond to emerging issues and critical areas of need. For example, UNESCO IICBA has explored the role of teachers as actors of peace in education through its peacebuilding project in the Horn of Africa in order to address conflict in

the area. Met with success in building resilience and addressing violent extremism in schools, the project has expanded to other African regions. Additionally, the project supports the first flagship programme of UNESCO's Priority Africa "promoting culture of peace and non-violence" (UNESCO, 2014, p.11) and the achievement of the CESA strategic objective 10 to "promote peace education and conflict prevention and resolution at all levels of education and for all age groups" (AUC, n.d., p.8). As UNESCO IICBA involves itself in these other relevant areas, it is important to not lose focus on its regular programmes.

Engaging in current policy frameworks and commitments, such as the SDGs, Agenda 2063 and CESA 16-25, has created potential for UNESCO IICBA to expand its activities and partner with other high-level and local organizations working towards these agendas. There is a network of national and regional UNESCO field offices within Africa committed to these visions who are currently underutilized. By tapping into the regional field offices, UNESCO IICBA can improve on the coordination of activities in the regions and expand its scope and outreach. In addition to UNESCO entities, there are multiple departments within the African Union Commission (AUC) that can be capitalized upon, e.g. Human Resource Science Technology, Social Affairs and Peace and Security, as well as other international and local non-governmental organizations tackling education issues.

The Education Division of the AUC and UNESCO IICBA are currently overseeing the process of operationalizing the Continental Teacher Mobility Protocol, as recommended by the Specialized Technical Committee on Education Science and Technology during its second meeting in Cairo in 2017. The systematic mobility of teachers requires the establishment of continental professional standards for teachers to be adopted by African nations. UNESCO IICBA's Teacher Support and Motivation Framework and reputable engagement with ministries of education and teacher education institutions (TEIs) becomes instrumental in driving and guiding the process.

The office of UNESCO IICBA is strategically located in Addis Ababa, Ethiopia, the political capital of Africa. This has contributed to increased engagement with the AU, United Nations Economic Commission for Africa, whose headquarters' space UNESCO IICBA shares, and other UN agencies. UNESCO IICBA supports the AU as a key implementing partner that is Africa based with a specific mandate to cover capacity development in the teaching process across the continent. UNESCO IICBA was chosen to coordinate the Teacher Cluster under the framework of CESA 16-25, which also contributes to engagement with the AUC and other stakeholders, and visibility across the continent. However, UNESCO IICBA has in the past concentrated many of its programmes and activities in East Africa and Ethiopia, where funding opportunities were available. To address this, UNESCO IICBA is working to expand its strategic partnerships and initiatives beyond Addis Ababa and East Africa. An increase in partnerships and resource mobilization would provide more support to UNESCO IICBA's activities and expand its scope and visibility.

The African continent is currently facing issues of conflict, political instability, corruption, and population growth, which has led to an escalation in security issues. Subsequently, the focus of funding opportunities has shifted away from the education sector towards competing priorities linked to peace and security. This threatens resources allocated to programmes, administration and human resources. To combat this, UNESCO IICBA has effectively utilized and maximized upon its consultants, interns and volunteers. There is still a need to strengthen human resources with the employment of more qualified and experienced staff to meet the organization's challenges and strengthen its programmes. There is also a need for better communication and collaboration between the administrative and programmes teams and for more streamlined administrative procedures. The internal organization and data storage of programmes and publications requires improvement as well and is hoped to be addressed upon UNESCO IICBA's move into a new office space.

UNESCO IICBA also faces the challenge of supporting technology innovation for education and more specifically, ICT projects in teacher education on a continent with limited ICT resources and unreliable access to electricity and the Internet. This poses a risk to the reach and impact of UNESCO IICBA webinars but can also be viewed as an opportunity to aid in developing and strengthening ICT platforms, beginning with TEIs where reliable Internet connections and computer labs are more likely to be found. The network of universities and colleges can also serve as learning platforms for UNESCO IICBA to disseminate its curriculum development and training activities, ensuring quality and relevant in-service training for the current class of teachers, as well as future cohorts. Webinars and other online resources also serve as a great way for UNESCO IICBA to network and expand outreach through the dissemination of its evidence-based research and publications to other partners and stakeholders. This along with an

increased social media presence and the relaunch of the UNESCO IICBA newsletter contributes to visibility and recognition, and the potential to attract more funding and partners. UNESCO IICBA is currently in the process of developing a new communication strategy, redesigning its website and creating a learning platform to host online lectures, courses, and publications. In order to improve its linguistic coverage, UNESCO IICBA is striving to ensure that publications are available in two or more languages.

Given the changing landscape of the education sector in Africa and the opportunities that exist for stakeholders to collaborate, UNESCO IICBA is leveraging on its experience and strengths in Africa to align its programmes with other education partners. Consequently, UNESCO IICBA will be able to cover other parts of the continent and expand its impact through collaborative partnerships.

The Strategic Plan

UNESCO IICBA's Strategic Plan at a Glance

Vision and Mission

Vision

An integrated, prosperous and peaceful Africa where everyone has access to qualified, motivated and professionally supported teachers.

Mission

To strengthen the capacities of Member States in Africa in teacher policy and development.

Goals

- 1: To support increasing the supply of qualified teachers
- 2: To enhance teacher support and motivation

Objectives

Key Action Area 1: Capacity Development

- Support national teacher policy development
- Strengthen education institutions
- Empower teacher's professional development and networking

Key Action Area 2: Partnerships and Advocacy

- Promote regional and national cooperation in teacher-related issues
- Foster dialogue on teachers and education

Key Action Area 3: Research & Development

- Collect, analyze and generate quality, evidence-based information

Vision and Mission

UNESCO IICBA's vision and mission are in line with the UN SDGs, Education 2030 Agenda, AU Agenda 2063, and CESA 16-25.

UNESCO IICBA's vision is:

An integrated, prosperous and peaceful Africa where everyone has access to qualified, motivated and professionally supported teachers.

UNESCO IICBA recognizes education as a basic human right, the foundation to build peace and drive sustainable development and believe it is essential to an integrated, prosperous and peaceful Africa. Teachers are key to inclusive and equitable quality education. Therefore, teachers play a central role in UNESCO IICBA's work in order to see its vision come to fruition.

To realize the vision, UNESCO IICBA's mission is:

To strengthen the capacities of Member States in Africa in teacher policy and development.

UNESCO IICBA's mission responds directly to UNESCO's first main line of action to support Member States in the implementation of SDG 4. More specifically it aims to assist in the achievement of expected result 5, which calls for '*National teacher policies developed and/or implemented and teacher-training programmes improved to increase the supply of qualified and motivated teachers (contributing to SDG target 4.C, 4.1 and 4.2).*'

Strategic Goals

Two ambitious goals vital for increasing quality education in Africa drive UNESCO IICBA's agenda for the next four years. These goals focus on teachers who are at the heart of every education system, directly implementing education policies in the classroom where they are at the center of the teaching-learning process. They are a critical resource to quality education and therefore their supply, quality and motivation as well as the support they receive must be monitored, enhanced and sustained.

Goal 1: Support increasing the supply of qualified teachers

Ultimately the quality of education comes down to the quality of teachers in the classroom who directly impact the teaching-learning process. Currently, there is a crisis in teacher quantity and quality in Africa. The pursuit of the Millennium Development Goals and Education for All over the past two decades towards universal primary education saw large increases in enrollment of many boys and girls across the continent. Enrollment does not guarantee completion of schooling though and the increases in access to education came at the expense of the quality of education.

The expansion in primary school enrollment required an increase in the supply of teachers to meet the demand for education. Many nations hired applicants who lacked proper qualifications and even lowered entry requirements to the teaching profession in order to satisfy expanding enrollment (UNESCO, 2015). The presence of average pupil-teacher ratios at 42 for the primary level in sub-Saharan African and rising to more than 60 in countries, such as Central African Republic (80), Chad (62), Ethiopia (64) and Malawi (69), illustrates a continued demand in the supply of teachers (UIS, 2016). An exploding youth population throughout the continent only exacerbates the demand, which according to UIS (2016) is about 17 million teachers needed to achieve universal primary and secondary education by 2030.

UNESCO IICBA aims to refocus attention on issues of quality relating to teacher qualifications, standards and training. In order to do so, UNESCO IICBA will support Members States in the development of comprehensive national teacher policies regarding standards of practice and codes of conduct as well as TEIs in management, leadership and quality assurance. TEIs also need to stay relevant and up to date on education theory and practice. New aspects such as gender mainstreaming, education for sustainable development, prevention of violent extremism, transformative pedagogy and ICT education are areas which will need particular assistance. UNESCO IICBA will continue its work in all these critical areas as well as in emerging issues by producing materials and providing support and training to TEIs. In doing so, UNESCO IICBA contributes to ensuring relevant, quality initial teacher training and to supporting increasing the supply of qualified teachers.

Goal 2: Enhanced teacher support and motivation

Equally important to the supply of qualified teachers is to ensure that they are supported and motivated, which is UNESCO IICBA's second goal. Having an adequate pool of teachers is not enough by itself to ensure quality education (UNESCO, 2015). Teachers need support and motivation in order to facilitate quality teaching and learning. They need to be invested in the classroom, in student learning and in the lives of their students. They need to create and deliver engaging lessons that meet the needs of each of their students all the while acting as role models, leaders and champions for quality education.

Providing holistic and effective support and inspiring motivation are "key to attracting and retaining teachers in the profession and an important component of building positive teaching and learning environments at the school level" (UNESCO IICBA, 2017, p.9). Currently, reports across Africa state that teacher morale and job satisfaction is low and declining. Low salaries and

compensation contribute to declining morale as well as “the poor condition of school buildings and learning facilities, lack of school-based support and school leadership” (UNESCO IICBA, 2017, p.12). Understanding these challenges is vital to increasing the pool of quality teachers. To the same end, it is also important to understand what draws teachers in and what conditions are necessary for their engaged persistence and retention (UNESCO IICBA, 2017).

In order for teachers to effectively embrace and be successful in their responsibilities, they need support in their everyday activities through a conducive policy and learning environment that provides continuous professional development (CPD), adequate teaching and learning materials, and remuneration and benefits that enhance motivation. UNESCO IICBA champions for Members States to incorporate CPD for teachers in national teacher policies and the professionalization of teaching. CPD supports current in-service teachers in staying relevant by providing opportunities for them to upgrade their skills and qualifications, learn about new teaching and learning approaches, and network with other teachers to share experiences and exchange best practices. The teaching and learning materials in critical and cross-cutting issues that UNESCO IICBA publishes also supports CPD trainings. CPD cannot happen in the absence of school leadership and management, which UNESCO IICBA also works to strengthen.

UNESCO IICBA also works to combat low teacher morale and declining motivation through a Teacher Support and Motivation Framework for Africa. This framework that UNESCO IICBA is currently producing will serve as a tool to help countries assess their own levels of teacher commitment and satisfaction and provide policy recommendations on how to facilitate the growth of well-motivated teachers with the attitudes, competencies and conditions to provide quality education.

Strategic Objectives

Within the context of these two goals, the strategic objectives of UNESCO IICBA fall within three key action areas:

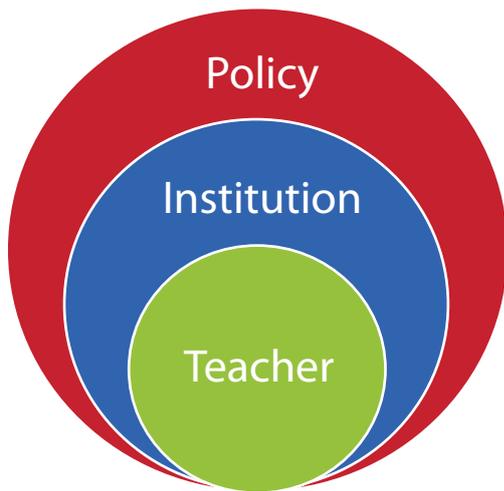
- Capacity Development
- Partnerships and Advocacy
- Research and Development

Capacity Development

The terms and concepts relating to capacity have changed over the years and what was once called capacity building has now evolved into the more widely used and accepted term known as capacity development. This was due to the building metaphor’s assumption that one is starting from little or nothing, i.e. there is no existing capacity from which to start. Development implies more of an organic process that instead builds upon the capacities and knowledge which already exist in the beneficiaries and targets. Currently, there is not a universally-accepted definition of nor standard or guide on capacity development.

UNESCO IICBA was created at a time when capacity building was the leading phrase. Although the Institute is unable to change its name (which includes “capacity building”), UNESCO IICBA fully recognizes the variation in the terms and believes that capacity building expands upon and strengthens what was already there through a partnered process. In doing so it hopes to more closely align capacity building with capacity development. Throughout this document and in UNESCO IICBA’s work the term ‘capacity development’ is used.

UNESCO IICBA aligns with the UNESCO Capacity Development for Education for All (CapED) programme to define capacity development as follows:



“Capacity Development: process whereby people, individually and collectively, organizationally and institutionally, strengthen their capacities to manage their affairs in an autonomous and efficient fashion.”

(UNESCO, 2011, p. 119).

This definition highlights how capacity is developed at different levels. UNESCO IICBA specifically works at three levels of capacity, as shown in figure 1, namely policy, institution and teacher. The policy level aims to institutionalize (“institutionally strengthen”) teacher policy and development in laws, rules, power relations and social norms that govern education. Education Institutions (organizations), whose effective implementation of policies, especially those regarding teacher training, directly affects the quality of education in a system, are the second level. UNESCO IICBA’s work is ultimately targeted at the level of teachers, the third level, who directly affect the quality of education in the classroom.

By working at all three levels the broader picture as well as the local context can be seen. In this work, UNESCO IICBA acts as a catalyst, taking on a facilitative role, and also recognizes that capacity development is a long-term process requiring multi-stakeholder partnerships and sustainability measures.

The policy level focuses on upstream interventions to **support national teacher policy development** (Objective 1.1). UNESCO IICBA endeavors to ensure that Member States have the required capacity to effectively manage and implement a high-

quality education system. Together with Ministries of Education, UNESCO IICBA works to ensure comprehensive teacher policies (Indicator 1.1.1), teacher qualifications and professional standards (Indicator 1.1.2) and governance mechanisms (Indicator 1.1.3) are formulated, implemented and monitored. Policies specifying standards of practice and codes of conduct lay the foundation of a quality education system. They define the overall tone for teaching and learning and directly affect the quality and quantity of teachers by determining how attractive the teaching professions is and setting the bar for who can become a teacher.

As an Institute focused on the African continent, UNESCO IICBA must strive for geographical coverage in its interventions. The Institute therefore aims to have programmes and interventions in each region on the continent (Indicator 1.1.4). Various critical issues will relate to different regions at different times. UNESCO IICBA will pursue its capacity development work at all levels in all regions on the continent.

Institutions are responsible for the in-service education and training (INSET) of the teaching force and the quality of education they receive. That is why UNESCO IICBA works at this level, to **strengthen education institutions** (Objective 1.2) who are ground level implementers of national education policies and major factors in a teacher’s quality. UNESCO IICBA aims to keep TEIs relevant and well-informed and therefore provides manuals, guides and tools for teachers covering pedagogy, learning assessment, cross-cutting issues, such as mainstreaming gender and ICT, and various critical issues (Indicator 1.2.1). UNESCO IICBA also offers individualized technical assistance to meet specific local needs (Indicator 1.2.2).

UNESCO IICBA works to ensure a qualified, motivated and professionally supported teacher workforce throughout Africa. This requires a conducive policy environment and effective teacher training programmes, but also initiatives with teachers themselves. Therefore, UNESCO IICBA works at the level of teachers to **empower teacher’s professional development and networking** (Objective 1.3). This will be achieved by providing opportunities for exchange and

sharing between teachers and staff of various TEIs (Indicator 1.3.1). UNESCO IICBA will also support teacher's initial training and CPD by working in partnership with TEIs and producing teaching and learning materials for teachers (Indicator 1.3.2). UNESCO IICBA provides its expertise at all education levels, including ECCE, primary and secondary education, TVET, higher education and non-formal education. In any level of education, besides support from peers, teachers also need guidance and direction from school directors and supervisors, who typically themselves started as teachers. UNESCO IICBA also works with these educational managers to strengthen their skills in management and leadership so that they can provide an encouraging school climate and culture where a teacher can thrive.

MTR 1.1: Support National Teacher Policy Development

- Number of Member States supported in teacher policy formulation and implementation
- Number Member States developing or implementing qualification and professional standards for teachers
- Number of Member States with established professional governance mechanisms
- Coverage of UNESCO IICBA's involvement in each region of Africa

MTR 1.2: Strengthen education institutions

- Number of IICBA manuals, guides and tools for teachers adopted, trained or used by teacher education institutions
- Share of technical assistance designed and implemented according to the need of the teacher education institution

MTR 1.3: Empower teacher's professional development and networking

- Number of opportunities for exchange and sharing between teachers and staff of various teacher education institutions offered
- Number of Member States receiving IICBA support on teacher's initial or continuous professional development

Partnerships and Advocacy

UNESCO IICBA recognizes the importance, complexity and amount of work that needs to be done in order to improve quality and inclusive education for all in Africa. Therefore, the second key action area is in **Partnerships and Advocacy**. UNESCO IICBA works in partnership with Member State governments, international and bilateral organizations, non-governmental organizations and the private sector to combine expertise, promote local ownership and responsibility and increase sustainability, knowledge sharing and impact. UNESCO IICBA will **promote regional and national cooperation in teacher-related issues (Objective 2.1)** by offering platforms for South-South cooperation (Indicator 2.1.1) and signing formal agreements with strategic partners (2.1.3). UNESCO IICBA coordinates the Teacher Cluster within the framework of CESA 16-25, which provides a great opportunity to engage several stakeholders and Member States. UNESCO IICBA will, in the coming years, create and implement coordination mechanisms for the Cluster (2.1.4).

UNESCO IICBA champions educational issues and interventions to spread information and knowledge on critical and crossing cutting issues in education in Africa to our partners, stakeholders and civil society in order to **foster dialogue on teachers and education (Objective 2.1)**. UNESCO IICBA aims to spread knowledge and awareness through its website and social media platforms (Indicator 2.2.1) as well as through its quarterly newsletter (Indicator 2.2.2). Through UNESCO IICBA events (meetings, workshops, ceremonies, UN International Day celebrations, etc.), stakeholders will also be engaged in-person with the opportunity to network and connect to others involved in a similar area of work (Indicator 2.2.3). At the upstream level, UNESCO IICBA encourages Member States to participate in social dialogue with teacher representatives, civil society and relevant education partners to ensure all voices are heard and cultivate collaboration and cooperation (Indicator 2.2.4).

MTR 2.1: Promote regional and national cooperation in teacher-related issues

- Number of South-South cooperation platforms offered
- Number of formal agreements signed with strategic partners
- Creation and implementation of coordination mechanisms for the AU CESA Teacher Development Cluster

MTR 2.2: Foster dialogue on teachers and education

- Monthly average of page views of IICBA website and platforms
- Number of IICBA newsletters published
- Average number of participants participating in IICBA events (in person and live stream)
- Number of Member States engaged in social dialogue with teacher representatives, civil society and relevant education partners

Research and Development

Our work, especially at the policy level, must be informed by the **collection, analysis and generation of quality, evidence-based information** (Objective 3.1), which UNESCO IICBA contributes to in **Research and Development**. Improving foresight in the area of teacher policy and development is vital to effectively generate evidence, recommendations and insights for the advancement of SDG 4. UNESCO IICBA will continue to produce (Indicator 3.1.1) and disseminate (Indicator 3.1.2) publications in critical and cross-cutting areas of interest for African nations. In order to widen the reach of its publications throughout Africa, UNESCO IICBA will also strive to make publications available in two or more languages (Indicator 3.1.3).

In-person training are an effective way to disseminate knowledge and advancements in research and to directly reach teachers, teacher educators, policy-makers and other stakeholders. The impact and reach of training is limited by

human resources and financial capacity of the training Institution and the involved partners. UNESCO IICBA plans to develop and launch a Learning Platform where its trainings and materials can be accessed online, free of charge (Indicator 3.1.4). This will allow UNESCO IICBA's research and development to spread to many corners of Africa.

MTR 3.1: Collect, analyze and generate quality, evidence-based information

- Completion rate of the IICBA publication plan
- Monthly average of IICBA publication downloads
- Share of IICBA publications available in two or more languages
- Creation, launch and maintenance of an IICBA Learning Platform

Measuring Our Progress

To better support project management and information-based decision-making in UNESCO IICBA, more systematic and continuous collection, analysis and use of information of the progress and achievement of the Strategic Plan 2018-2021 and its objectives will be developed. With this Strategic Plan UNESCO IICBA is improving its overall results delivery with fewer but more sharply articulated expected results. With a monitoring and evaluation plan, UNESCO IICBA will improve its information-based decision-making and reporting by using more efficient external as well as internal information obtained through evaluations.

UNESCO IICBA has streamlined its objectives according to the Agendas of Education for Teacher Development in Africa (Agenda 2063 and CESA 2016-25) as well with the SDG 4c. concerning the Teachers (Agenda 2030).

UNESCO's main institutional planning documents the Medium-Term Strategy (C/4 document) and the quadrennium Programme and Budget (39 C/5 document) lay foundation also to UNESCO IICBA's planning, monitoring and reporting activities to UNESCO and Member States. UNESCO IICBA objectives and activities correspond to Major Programme I, the Main Lines of Action 1 and 2 as well as its Expected Results 5 and 10,

which contribute towards achieving the SDG 4, and especially target 4.c involving teachers and educators. UNESCO IICBA's objectives correspond to the objectives of Global Priority Africa as well. UNESCO IICBA will streamline its cross-cutting issues in mainstreaming ICT and gender in all levels of its key action areas and programmes.

A results framework and a set of key performance indicators have been created to monitor and report on the results against the set targets in this strategic plan as well as in the monitoring and evaluation plan (see annex).

UNESCO IICBA reports biannually to its Governing Board and to Member States of the progress of this Strategic Plan and its objectives.

UNESCO IICBA applies UNESCO's evaluation policies and guidelines and maintains an annual evaluation plan of all extra-budgetary projects (i.e. decentralized evaluations). A monitoring and evaluation plan will ensure that during the project design/planning phase an adequate budget and plan for decentralized evaluations is secured. Projects with a budget above \$1.5 million are externally evaluated.

Complementing Strategies

Strategic Partnerships

UNESCO IICBA places a high value on stakeholder participation and partnerships in order to achieve global and regional education agendas. Strategic partnerships are essential to promote regional and national cooperation in teacher-related issues, and to foster dialogue on teachers and education.

The agendas of Education 2030 and CESA 16-25 have entrusted UNESCO IICBA with a mission to reinforce teachers in Africa towards an inclusive and equitably educated, sustainable, peaceful and prosperous continent, and to empower African youth to participate and lead social transformation.

It is of prime importance to efficiently and effectively develop and manage strategic partnerships and mobilize resources in order to support UNESCO IICBA's mandate and objectives. Such partnerships are long-term and underpinned by common interests in the overall goals of Education 2030 and CESA 16-25, to which they contribute by sharing intellectual and financial resources. Strategic partnerships differ from project-based partnerships that are aimed at and expired on completion of the project, but UNESCO IICBA seeks strategies for the two to potentially complement one another.

The objectives of the strategic partnerships are to:

1. Successfully implement UNESCO IICBA's Strategic Plan 2018-2021
2. Ensure the efficiency and effectiveness of resource mobilization
3. Strengthen advocacy, cooperation and coordination mechanisms

This Strategy targets the following key partners: the UNESCO family and other UN Agencies, the AU and regional economic communities, African Governments, other multilateral partners, research institutions, universities and their networks, and the private sector.

UNESCO IICBA will concentrate on the partnerships

that will fill in the Medium Strategic Plan 2018-2021 and identify the areas where it has a comparative advantage with a long-term value-added in working jointly with other partners. Partnerships will be formalized through memorandums of understanding that will be signed by the Director.

At the global level, UNESCO IICBA will continue to exercise its role in advocating on teacher issues. In this regard, UNESCO IICBA will also give the requisite attention to UNESCO's global priorities on Gender Equality and Africa. At the regional level, UNESCO IICBA will advance its role in coordinating the Teacher Cluster under the framework of CESA 16-25, and actively support the UN Regional Coordination Mechanism to the AU. At the national level, UNESCO IICBA will foster partnerships to support African Member States to achieve their education agendas, and to ensure the ownership and sustainability of interventions.

There is a need to strengthen UN interagency coordination and collaboration to improve multi-stakeholder partnerships. This becomes more relevant as UNESCO IICBA promotes teachers' welfare and their role in youth and social development. Furthermore, the private sector will not be seen only as a financing partner, but as an entity that can contribute intellectually to issues, particularly in the areas where the private sector is leading the trend, and also in technical innovation, such as ICT, science, technology, mathematics and engineering, TVET, mobile learning, etc.

Communication Strategy

UNESCO IICBA values external and internal communication in order to achieve its mandate, exhibit transparency and demonstrate accountability, and enable its continuous development. To this end, a communication strategy is being developed in order to support the Strategy Plan 2018-2021. This communication strategy will cover all of UNESCO IICBA's programme areas and support collaboration, coordination and institutional operations.

The communication output of UNESCO IICBA has increased over the years, but lessons for improvement can be derived from reflection. These include strengthening the two-way communication with the audience, upgrading and exploring different approaches to reach audiences, and enhancing resources management and plans for communication. UNESCO IICBA will advocate not only for teachers' issues, but also for teachers' role in coping with various development challenges, in particular those related to youth and those addressed in the SDGs and the AU 2063 Agenda. This requires consolidated collaborations with cross-sectoral partners.

This strategy aims to contribute to effective communication that will:

1. Help to fulfill UNESCO IICBA's strategic goals and objectives
2. Amplify the visibility of UNESCO IICBA to its stakeholders
3. Inform partners and donors on implementation progress, and demonstrate UNESCO IICBA's accountability
4. Ensure people understand what UNESCO IICBA represents and does
5. Improve teachers' professional image and raise awareness to address teachers' issues in Africa
6. Keep UNESCO IICBA team members proud, motivated, innovative and accountable in their tasks

The key audiences for UNESCO IICBA's communication are: staff, its Governing Board, African Member States, donors, partners, education professionals, teachers and other stakeholders in the education sector. In addition, community groups and civil society will also be targeted as it is crucial to change the public image and social status of teachers in Africa.

UNESCO IICBA communications will mainstream key messages that include, but are not limited to, the following:

1. UNESCO IICBA is accountable and dedicated to support African Member States to achieve

inclusive and equitable quality education through teacher development

2. Teachers are imperative to quality education, youth development and peace and sustainable development
3. Continuous and adequate investment must be made by African countries to support the teacher sector to achieve Agenda 2063's the "Africa We Want."

Based on current resource constraints, UNESCO IICBA will prioritize improving the effectiveness and quality of existing communication approaches, while also exploring and upgrading free or low-cost digital media. UNESCO IICBA will also enhance partnerships and cooperation for e-Learning, mobile networks and social media campaigns and work to efficiently utilize extra-budgetary resources for mass media.

The Director of UNESCO IICBA oversees the Institute's communication and assigns the Senior Programme Specialist to supervise the operation of social media. In addition, young professionals, including staff, volunteers and interns form the communications team. As the regular budget is limited, cost of publication and mass media is covered by extra-budgetary resources and cost-recovery.

UNESCO IICBA works throughout the continent, which requires its communications to be tailored to the political, socio-cultural and religious context of the different regions and nations. Staff must be informed about the varying contexts and events in the region, and sensitive to what and how UNESCO IICBA communicates via social media, ensuring not to diffuse politically incorrect language or unconfirmed information. Important procedures in communication will therefore include conducting background research, clarifying information with partners and stakeholders, and receiving approval from the Director or Senior Programme Specialist before posting anything online. Diligence, caution and context sensitivity are central values for effective communication.

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Annex

Results Framework: Selected Key Performance Indicators

1 Capacity Development

1.1 Support national teacher policy development.

- 1.1.1 Number of Member States supported by IICBA in teacher policy formulation and implementation
- 1.1.2 Number of Member States supported by IICBA in developing or implementing qualification and professional standards for teachers
- 1.1.3 Number of Member States with established professional governance mechanisms
- 1.1.4 Coverage of UNESCO IICBA's involvement in each region of Africa

1.2 Strengthening education institutions

- 1.2.1 Number of IICBA manuals, guides and tools for teachers adopted, trained or used by teacher education institutions
- 1.2.2 Share of technical assistance designed and implemented according to the need of the teacher education institution

1.3 Empower teacher's professional development and networking

- 1.3.1 Number of opportunities for exchange and sharing between teachers and staff of various teacher education institutions offered
- 1.3.2 Number of Member States receiving IICBA support on teacher's initial or continuous professional development

2 Partnerships and Advocacy

2.1 Promote regional and national cooperation in teacher-related issues

- 2.1.1 Number of South-South cooperation platforms offered
- 2.1.2 Number of formal agreements signed with strategic partners
- 2.1.3 Creation and implementation of coordination mechanisms for the AU CESA Teacher Development Cluster

2.2 Foster dialogue on teachers and education

- 2.2.1 Monthly average of page views of IICBA websites and platforms
- 2.2.2 Number of IICBA newsletters published
- 2.2.3 Average number of participants participating in IICBA events (in person and live stream)
- 2.2.4 Number of Members States engaged in social dialogue with teacher representatives, civil society and relevant education partners

3 Research and Development

3.1 Collect, analyze and generate quality, evidence-based information

- 3.1.1 Completion rate of the IICBA publication plan
- 3.1.2 Monthly average of IICBA publication downloads
- 3.1.3 Share of IICBA publications available in two or more languages
- 3.1.4 Creation, launch and maintenance of an IICBA Learning Platform



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