The International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform education policies, strengthen teacher professional development, and build capacity in education institutions, including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits.
Knowledge and Innovation Exchange (KIX Africa 19)
ICBA manages KIX Africa 19, a hub to facilitate cross-country knowledge exchange and mobilization among anglophone countries in eastern, southern, and western Africa with six thematic areas: Teaching and Learning; Learning Systems; Early Childhood Care and Education; Gender Equality; Inclusion; and Data.

National Teacher Policy Development
ICBA provides guidance on teacher policy development, including teacher education curricula, continuous professional development, professional standards, competency profiles, motivation, competence-based education, inclusive education, quality assurance, and gender responsive pedagogy.

Capacity Building of Education Sector Personnel
This intervention focuses on three priority areas: a) evidence-based sector-wide policy and planning; b) skills for life and work; and c) improvement of teachers’ practice. Training is provided to Ministries of Education, local education groups, NGOs, and teachers’ associations, among others.

ICT, Open/Distance Learning, and STEM Education
Components of this program include using the TPACK model in teaching and learning; empowering teachers on eLearning content development and assessment; training teachers, TV and radio personnel in providing ODL; and developing digital skills and technology enhanced gender-responsive pedagogy.

Education for Peace and Violence Prevention
ICBA supports countries to mainstream peace education in teacher training and higher institutions. The approach promotes Transformative Pedagogy to equip teachers and learners with essential competencies for peace and emphasizes active engagement of youth and youth-led initiatives.

Gender-Responsive Pedagogy
This program promotes gender equality and equity in education systems across Africa. An online course and toolkit are being developed based on implementation in 15 countries. The focus is on gender-responsive lessons/teaching materials, boosting learning outcomes, and promoting a safe learning environment.

Examples of Projects

| 1 | Knowledge and Innovation Exchange (KIX Africa 19) |
| 2 | National Teacher Policy Development |
| 3 | Capacity Building of Education Sector Personnel |
| 4 | ICT, Open/Distance Learning, and STEM Education |
| 5 | Education for Peace and Violence Prevention |
| 6 | Gender-Responsive Pedagogy |
| 7 | Education for Health and Wellbeing |
| 8 | Professionalization of Teaching in the Asia-Pacific and Africa |
| 9 | Using Formative and Summative Learning Assessments |
| 10 | Early Childhood Education - Play and Resilience |
| 11 | Quality Assurance in Teacher Education |
| 12 | Genocide and Global Citizenship Education |
IICBA conducts research and shares knowledge to inform policy dialogue and advocacy, which in turn informs capacity development. Staff areas of expertise include the following.

**Research & Knowledge**
- Quantitative data collection ranging from national to targeted surveys.
- Qualitative data collection through focus groups, key informants, and interviews.
- Statistical and econometric analysis of surveys, assessments, and other datasets.
- Project evaluation including through baseline and endline data collection.
- Simulation models, including for costing interventions and policy reforms.
- Syntheses of the evidence on what works to improve educational outcomes.
- Organization of symposia and conferences with researchers and policy makers.

**Policy Dialogue & Advocacy**
- Situational analysis to inform policy reforms at the country level.
- Technical assistance to Ministries of Education and other education institutions.
- Organization of national dialogues on policy issues with key stakeholders.
- Organization of social dialogue on teacher policies and programs.
- Target setting considering implementation costs and organizational capacity.
- Benefit-cost analysis to inform policy choice at the country level.
- Coordination across countries by managing the African Union’s Teacher Cluster.

**Capacity Development**
- Capacity development for project design, implementation, and evaluation.
- Capacity development for policy simulations and reforms.
- Experience in wide-ranging thematic areas, especially teacher policy and standards.
- Experience in most African countries – anglophone, francophone, and lusophone.
- Implementation of single as well as multi-country capacity development projects.
- Capacity development both in person and online via eLearning platform.
- Demand-driven approach – tailored capacity development based on needs.