

# Investing in School Leaders in Africa

May 8, 2024 In-person: Mulungushi International Conference Centre, Lusaka, Zambia

Online: Register at [https://unesco-org.zoom.us/webinar/register/WN\\_siFId4B5ScKJOf7C7iDyuQ](https://unesco-org.zoom.us/webinar/register/WN_siFId4B5ScKJOf7C7iDyuQ)



In partnership with



# About IICBA

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. IICBA's strategic plan for 2023-25 is built around three main lines of action: (i) Research and knowledge; (ii) Policy dialogue and advocacy; and (iii) Capacity enhancement.

## About the Executive Education and Policy Academy

Education systems in Africa are in crisis. Learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. Teachers are key to improve educational outcomes, but many lack the training they need to ensure that children learn. Beyond the current learning crisis, education systems face a range of medium- and long-term challenges, including changing labor markets that require individuals to acquire new skills, climate change, and conflicts. Education systems have a fundamental role to play for sustainable development, but often fall short. IICBA's aim is to empower teachers for all learners to thrive. Through a range of courses of various lengths, the Executive Education and Policy Academy targets officials in Ministries of Education and other education and civil society leaders to equip them with the knowledge they need to improve teacher policies and education systems in Africa.

## About this Course

School leaders are key to motivate and coach teachers, and thereby to improve learning outcomes for students in Africa. Taking advantage of the annual meeting of the Africa Federation of Teaching Regulatory Authorities (AFTRA), this short course will be held in person on May 8, 2023, in Lusaka, Zambia. The theme of AFTRA's annual meeting is "*The Teachers We need for the Education We Want: Agenda Setting for the African Union Education Year, 2024.*" This course targets senior officials attending the AFTRA annual meeting with a focus on how to rely on evidence to inform programs and policies aiming to strengthen school leadership. The course will include three sessions of 1 hour each addressing the following questions: (1) How much does school leadership matter for teachers and learners?; (2) What can we learn from surveys of school leaders?; and (3) How can we strengthen policies for school leadership including Africa-wide certification?



# Learning Journey

The course will consist of three sessions held in the morning of the third day of the AFTRA conference on Wednesday, May 8, 2023.

## **Session 1: How much does school leadership matter for teachers and learners?**

The first session will focus on providing a rapid profile of school leaders in Africa and discussing how they may affect the motivation and job satisfaction of teachers as well as educational outcomes for students. Findings will be shared from analysis conducted by UNESCO ICBA using a range of datasets and stylized facts from a rapid review of the literature. Examples of programs to invest in the professional development of school leaders will be provided. The importance of increasing the share of female school leaders will also be discussed.

**Session 1:**  
How much does school leadership matter for teachers and learners?

**Session 2: What can we learn from surveys of school leaders?** Education International Africa recently implemented a survey among school leaders. The survey asks a range of questions, including how school leaders assess policies for school leadership in their country, whether specific qualifications are required to become a school leader, whether countries have initiatives to promote gender equity in school leadership, how school leaders may contribute to the provision of quality education, how school leaders rate their overall working conditions, and the challenges they face. Findings and implications from the survey will be shared.

**Session 2:**  
What can we learn from surveys of school leaders?

**Session 3: How can we strengthen policies for school leadership including Africa-wide certification?** One of the initiatives being considered by AFTRA and UNESCO IICBA is the possibility of providing a recognized certification for school leaders based on a number of professional standards and qualifications that school leaders should acquire. This could be accompanied by eLearning courses made available for school leaders to acquire some of these qualifications. These ideas will be shared with participants in the course to benefit from their feedback.

**Session 3:**  
How can we strengthen policies for school leadership including Africa-wide certification?

**Resources:** Participants will receive links to a number of resources that will be shared on school leadership, including links to papers published in the newly revamped Journal of Teaching and Learning in Africa published by AFTRA with support from UNESCO IICBA under the European Union's Regional Teachers Initiative for Africa. The training will also inform participants on how they could have their work published in the journal.

**Resources**

# Course Coordinators

**Sophia Ashipala**



Sophia Ashipala is a Head of Education Division at Africa Union Commission, working in the Department of Education, Science, Technology and Innovation. She is responsible for the design and planning of policy programs and technical advice to member states, while also chairing the Steering Committee Group spearheading the implementation of Education as the Theme of the Year 2024 Road Map. Before joining the African Union Commission, she served as Deputy Director for Program and Quality Assurance in Namibia, overseeing curriculum implementation in schools. She has also worked as Chief Education Planner, School Principal, Head of Department, and Teacher. Sophia holds a Master's degree in public policy management from International University of Management in Namibia, a Bachelor's degree in Curriculum Studies from North West University in South Africa, and a Basic Education Teacher Diploma from the Windhoek College of Education in Namibia.

**Quentin Wodon**



Quentin is the Director of UNESCO IICBA. Previously, he worked for 24 years at the World Bank, including as Lead Economist, Lead Poverty Specialist, and manager of the unit on values and development. Before that, he taught with tenure at the University of Namur. He also taught at American University and Georgetown University. A business engineering graduate, after an assignment in Asia as Laureate of a Prize, he worked in brand management for Procter & Gamble. He then shifted career to join a nonprofit working with the extreme poor. This experience led him to pursue a career in international development. Quentin holds four PhDs, has over 700 publications, and has held leadership positions with multiple nonprofits as part of his volunteer work. His research has been covered by leading news media globally.

**Steve Nwokeocha**



Steve is a Professor of Sociology of Education at the University of Calabar in Nigeria. He holds multiple positions in Africa and globally in the regulation of teaching, including as Executive Director of the Africa Federation of Teaching Regulatory Authorities. He is also co-Chair of the African Union Teacher Development Cluster, a branch of the AU Continental Education Strategy for Africa. At IICBA, he is a Lead Consultant on teacher policies, teaching standards, teacher qualification frameworks, and teacher education programs. Previously, he was Nigeria's Director of Operations, Teachers Registration Council of Nigeria, an agency of the Federal Ministry of Education with the statutory responsibility for regulating teaching from Basic Education to the University level. During his 12-year tenure, he laid the foundation for the professionalization of teaching in Nigeria and registered and licensed over a million teachers at all levels of the education system.

**Dennis Sinyolo**



Dennis is an education expert, researcher, and Africa Director of Education International, the global union federation, representing more than 32.5 million teachers and education support personnel in 180 countries. From 2006 to 2020, Dr Sinyolo was Senior Coordinator in charge of Education International's Education, Employment and Research Unit at its Headquarters in Brussels. Dr Sinyolo currently sits on several boards and committees, including the Global Partnership for Education (GPE), the International Task Force on Teachers for Education 2030, the Executive Committee of Education Cannot Wait and UNESCO's International Institute for Capacity Building in Africa. Dr Sinyolo is also co-chairperson of the African Union's Teacher Development Cluster. He holds a doctorate in Education Management from University of South Africa.

**Victoria Kisaakye Kanobe**



Victoria is a Senior Program Specialist in Education at UNESCO IICBA. She has 26 years of experience supporting Member States and Regional Economic Bodies (such as AUC, EAC, IGAD & SADC) in Africa. Her technical areas include curricula/instruction design for formal and non-formal education; pre-service & in-service teacher education, use of ICTs in education, designing of quality assurance programs, education for health and wellbeing, education in emergencies, and inclusive education. Victoria holds a PhD in Education, a Med, and a BS in chemistry from Makerere University, Uganda, and a MSc. in Public Health from Jomo Kenyatta University, Kenya. She is a member of several education associations, the UNAIDS interagency task team on education, and the Global technical team for balanced and inclusive education at the Education Relief Foundation in Geneva.