



United Nations
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Organisation
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International Institute
for Capacity Building
in Africa

Institut international
pour le renforcement des
capacités en Afrique

**INSTITUT INTERNATIONAL DE L'UNESCO POUR LE RENFORCEMENT
DES CAPACITÉS EN AFRIQUE (IICBA)**

**UNESCO INTERNATIONAL INSTITUTE FOR CAPACITY BUILDING IN
AFRICA (IICBA)**

PACTED Training Workshop

IICBA Activities in TPD

Paris, UNESCO, 17-19 septembre 2012

<http://www.eng.unesco-iicba.org/>

INTRODUCTION

- **IICBA Mandate: develop the capacity of African Member States through**
- **IICBA place and role among the UNESCO field Offices in Africa**
 - **Consultation**
 - **Joint implementation of activities**
 - **Supporting officies in the implementation of activities**
 - **The cases of CAPEFA programmes on teachers**
- **How IICBA implements its activities**
 - **Regional and subregional meetings**
 - **Studies**



IICBA's Main Programs

- Teacher Policy Development and Capacity Building
 - Teacher Policy Development and Implementation
 - Capacity Building for Management of Teacher Education Institutions
 - ICTs for Education and Distance Teacher Education
- Research and Development
 - Research on Teacher Issues
 - Publications on Teacher Education Development
 - Dissemination of Research Output





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1. Teacher Policy Development and Capacity Building

1.1 Teacher Policy Development and Implementation

- Sub-regional workshops: ECOWAS, EAC and IGAD; SADC
- Heads of TD units in MoEs and Heads of TEIs
- Sharing experiences of countries to identify common elements in order to guide the process of teacher policy development and its implementation
- Enhancing awareness of participants on teacher issues that need to be addressed at policy level (use of TTISSA Guide) - projects on the improvement of some aspects of Teacher Profession

1. Teacher Policy Development and Capacity Building

1.1 Teacher Policy Development and Implementation (Cont'd)

- Creating shared understanding of the need to work at sub-regional and regional level for increased relevance and mutual support
- Laying down the groundwork for continued dialogue and consultation through the networking that would be created at the workshop (Discussion group)
- The lessons learnt from the series of workshop on TPD should allow IICBA to play a leadership role to propose guidelines to orient the process of Teacher Policy elaboration (from the diagnosis to the policy) for African countries having completed the teacher diagnosis.



1. Teacher Policy Development and Capacity Building (Cont'd)

1.2 Capacity Building for Management of Teacher Education Institutions: Guinea, Niger, Sierra Leone, Palop's countries, Ethiopia, Tanzania, EAC and IGAD (Objectif F)

- 4 modules to equip TEI managers with knowledge, skills and attitudes in the areas of financial management, staff management, space management and other aspects of management of TEIs;
- Allowing heads, deputy heads, registrars, finance officers and other management staff of TEIs and colleges of education to sharing experiences in the management of their institutions to identify what works where and why;



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1. Teacher Policy Development and Capacity Building (Cont'd)

1.2 Capacity Building for Management of Teacher Education Institutions (Cont'd): Guinea, Niger, Sierra Leone, Palop's countries, Ethiopia, Tanzania, EAC and IGAD (Objectif b – activité 2)

- Demonstrating the usefulness of open source software and ICT for TEI management;
- Encouraging networking among fellow professionals of teacher education institutions and colleges of education in the RECs.



1. Teacher Policy Development and Capacity Building (Cont'd)

1.3 ICTs for Education and Distance Teacher Education (**O2-Activité 1 sur la FAD**)

- Development of ICT-enhanced Teacher Development (ICTeTD)
- Training Syllabuses for African Teacher Training Institutions
- Enhancing the Capacity of Teacher Education Policy Makers in Mapping and Planning for Implementation of National ICT in Education Strategies for SSA Countries: workshop for EAC and ECOWAS countries

1. Teacher Policy Development and Capacity Building (Cont'd)

1.3 ICTs for Education and Distance

Teacher Education (O2-Activité 1 sur la FAD)

- Establishing the state of arts in the integration of ICT in TE in Africa: Directory of TEI in Africa:
 - www.formation-enseignants.org
- Open Distance Learning in Africa (Objectif B – Activité 3)
 - 8 modules of training: Introduction to Teaching and Learning Online, Learning Styles and Instructional System Design, E-learning and Web 2.0, Planning and developing an ELearning Course, Introduction to Course Development With Moodle, UNESCO ICT Competency Framework for Teachers, [ODL PROJECT: Competency Practicum](#), [ODL Master Teachers Course Evaluation](#)

1. Teacher Policy Development and Capacity Building (Cont'd)

1.4 Analysis of Teacher Education Curriculum in Economic Community of Central African States: ECOWAS, (ECCAS ongoing) – collaboration with REFORMA (O1-Activités 1et 3)

- Contributing to increase the effectiveness of the teacher training programmes in the RECs
- Facilitating the harmonization of the programmes
- Allowing mobility of teachers and students.
- Contributing to make the regional integration a reality in the subregion

1. Teacher Policy Development and Capacity Building (Cont'd)

1.5 School Leadership and Management (O1-Activités 1et 3)

- Contributing to increase the effectiveness of the the headmasters and inspectors of primary and secondary school
- 3 modules:
- Around 350 headmasters and inspectors trained



IICBA Advanced Training Programme in Teacher Policy Development and Capacity Building (Objectif F – activité 1)

- Ongoing Thinking about a residential and distance mode training
- **Because**
 - Fragmented approach to teacher policy
 - Regional policy frameworks are not yet reflected in national policies
 - Weak dialogue among actors who have a stake in teacher policies
 - Inadequate response of existing training programmes to government
- **One core module:** Teacher policy development and implementation
- **4 specific modules:**
 - Management of teacher education institutions
 - School leadership and management
 - General and subject methodology
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2. Research and Development

2.1 Research on Teacher Issues

- Studies on managing teacher migration: the role and status of migrant teachers in emergency, chronic crisis and early recovery contexts
- Study on In-service teacher education and training in SSA (Collaboration with COMSEC, TEP, Secretariat of Task Force for EFA)
- Equity and Equality in Teacher Education: The Integration of Gender Issues in Teacher Education Curriculum.



2. Research and Development (Cont'd)

2.2 Publications on Teacher Education Development

- Studies on teacher profiles in Africa
- Publication of modules on indigenous ECCE for Africa
- Fundamentals for Teacher Education Development series 2, 3 and 4 have been completed and/or printed under the following titles:
 - *(Improving the Conditions of Teacher and Teaching in Rural Schools across African Countries*
 - *Stratégies et alternatives opérationnelles pour recruter, former et retenir des enseignants qualifiés en nombre suffisant pour l'atteinte des objectifs de l'éducation pour tous en 2015 en Afrique subsaharienne*
 - *Ensuring Quality by Attending to Inquiry: Learner-Centered Pedagogy in Sub-Saharan Africa* by Frances Vavrus and Matthew Lesley)



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2. Research and Development (Cont'd)

2.2 Publications on Teacher Education Development (Cont'd)

- Publication on the Indigenous ECCE provision for Africa
- Publication of the module Gender Mainstreaming in Teacher Education Policy

