



United Nations  
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la science et la culture



UNESCO-China  
Funds-in-trust

UNESCO-  
Fonds en dépôt  
de Chine

**UNESCO-China Funds-in-Trust (CFIT) Project on  
“Harnessing Technology for Quality Teacher Training”  
Consultative Meeting**

***8 – 9 October 2014  
UNESCO Headquarters  
Meeting minutes***

**Contents**

- 1. Introduction and objectives ..... 3
- 2. Proceedings ..... 3
- 3. Meeting agenda..... 9
- 4. List of Participants ..... 10
- 5. Group discussion guideline..... 12
- 6. Appendices ..... 13

## 1. Introduction and objectives

This is the first consultation meeting gathering all the eight CFIT Project countries since implementation has started in the first three project countries (**Côte d'Ivoire, Ethiopia, Namibia**). The meeting also marked the beginning of the implementation in the five new project countries (**Congo, DR Congo, Liberia, Tanzania, and Uganda**).

The main objective of the meeting is to review the achievements and lessons learnt in the implementation of the CFIT project in the first three project countries: Côte d'Ivoire, Ethiopia, and Namibia. The sharing has been beneficial to the second group of project countries: Congo, DR Congo, Liberia, Tanzania, and Uganda, especially at the onset of their implementation period.

The meeting gathered country representatives, Permanent Delegates, National Commissions from all participating countries, China, as well as international experts, and staff from UNESCO field offices and UNESCO headquarters. The media (Xinhua News Agency, People's Daily, Wen Hui Bao, China Radio International, Science and Technology Daily) also attended the special information meeting for the permanent delegations.

The modality of the meeting include:

- A special information meeting for the permanent delegations;
- Plenary sessions of reviewing the progress in the first three countries; and
- Group discussions of the challenges encountered, and the suggested solutions.

## 2. Proceedings

**8<sup>th</sup> October 2014**

### **2.1 Opening and welcome**

2.1.1 Chief/ED/PLS/EDP Mr. Francesc Pedró welcomed the participants.

2.1.2 ADG/ED Mr. Qian Tang welcomed the participants. The main points of his speech are:

- Gratitude to China's support, and the participation of the permanent delegations and colleagues from the eight project countries.
- The implementation in the first three countries has been smooth.
- The model of the CFIT Project – South-South collaboration, country ownership, and the support of the Chinese Embassies and the private sector in the project countries – is a new modality, and is an example for other UNESCO projects.
- The history of the close collaboration between UNESCO and China, and China's preliminary commitment to continue the CFIT Project for two extra years.

2.1.3 Ambassador of China to UNESCO, Mrs. Xiuqin Zhang delivered her opening remarks. The main points of her speech are:

- Gratitude to ADG/ED Mr. Tang's leadership, UNESCO staff and country project team's work, and permanent delegations' support for the CFIT Project.

- Appreciation of the fact that UNESCO put teachers' education on top of its agenda, and the DG's efforts in mobilizing international resources to support teacher education in Africa.
- China's long-lasting friendship with African countries is based on equality and mutual respect. Many cooperative programmes under the framework of China-Africa Cooperation Forum have been carried out and both sides have benefitted. This cooperation will be deepened.
- The CFIT Project is the first time for China to cooperate with UNESCO via Funds-in-Trust. The experience so far has shown great potential.
- We should make full use of UNESCO's authority, expertise and networks in education cooperation programmes.
- The Chinese Permanent Delegation and the Chinese National Commission to UNESCO will continue to support the project.

*After the Opening and welcome session, ADG/ED Mr. Tang and Ambassador of China Mrs. Xiuqin Zhang were interviewed by the media about the CFIT Project, while the proceedings in the meeting room continued.*

## **2.2 Special Information meeting for the permanent delegations:**

### 2.2.1 Overall presentation of the CFIT project, by Mr. Francesc Pedró (See: [HQ overall presentation](#))

Drawing from the findings of the needs assessment exercise in the eight countries, the diverse contexts of the eight countries in terms of population, economic development, and resources in education were presented. It demonstrated that the CFIT Project is working in eight countries with very different background. The overall framework of the CFIT Project was then presented, namely to enhance the capacities of key teacher education institutions to train an adequate number of qualified teachers to achieve EFA via ICT. Finally the objectives of the meeting were presented.

#### Q&A

Questions concerning the **data** about individual countries were raised. It was found that there were discrepancies between the data used in the presentation (from UIS, the World Bank, and UNDP) and the countries' own data. This is because the UN and local government might be drawing data from different sources. In the case of UNESCO, the use of UN data is obligatory.

### 2.2.2 Côte d'Ivoire, presented by the Côte d'Ivoire Country Project Team (See: [Côte d'Ivoire presentation](#))

The project works in seven districts in the country, which could bring impact to up to 5,597 teachers. The major activities carried out so far include: one workshop (20 participants), four trainings (on online platform, MOODLE, management of ICT, and producing distance learning materials) (94 participants), and producing ten training modules (on Transversal, French language, Mathematics, Science, Ethics, and Psychology). The modules will be institutionalized and continued to be used. 208 items of equipment (e.g. servers, computers, laptops etc.) have also been purchased.

### 2.2.3 Ethiopia, presented by the Ethiopia Country Project Team (See: [Ethiopia presentation](#))

The project mainly works in two TTIs, and could bring impact to 200 teacher educators, 15,000 pre-service teacher trainees, 2,000 school teachers, and concerned policymakers. The major activities carried out so far include: five workshops (271 participants), 1 training (on online platform) (25 participants), and producing eleven training modules (on continuous professional development, ICT, English language, mother tongue, research skills) which will continued to be used in the TTIs.

#### 2.2.4 Namibia, presented by the Namibia Country Project Team (See: [Namibia presentation](#))

The project works in the University of Namibia. The beneficiaries of the project are at least 40 teacher educators, 20 key personnel in the MOE, 200 teacher trainees, 600 in-service teachers, 26 school principals. The activities carried so far included nine workshops (official launch of the CFIT Project, national consultative meeting and coordinating committee meetings, and education sector review meeting) (271 participants), six trainings (on research protocol development and regional report writing) (25 participants), and action research (28 teams going to 28 schools, collecting data about why school children are not learning well). 511 items of equipment (e.g. tablets, memory cards etc.) have been purchased and used during the action research.

### **2.3 Session 1: Key achievements and challenges**

#### 2.3.1 Headquarters' overall presentation, by Mr. Francesc Pedró (See: [HQ overall presentation](#))

The main points of the presentation are:

- As of 6 October 2014, the implementation rate of the first six months in the three countries were: Côte d'Ivoire – 69%; Ethiopia – 77%; Namibia – 50%.
- Each of the three countries' achievements in the four areas: Development of learning materials, training and seminars at national level; purchasing equipment, and monitoring and evaluation.
- The impact of the project is yet to be seen, but the cooperation between TTIs, MOE and UNESCO has been well established, which is a solid foundation for future impact.
- It is expected that at the end of the project, the main impact would be: ICT equipment will be improved, teacher trainings will be more ready to utilize ICT and online platforms, and eventually more teacher trainees can be trained.
- The challenges encountered in the countries include: project design (limited timeframe, limited budget, speed and flexibility of budget allocation); and national contexts (security and maintenance of equipment, limited capacity and heavy workload of TTI and MOE, lack of a culture of research and using ICT, logistics in a vast country, and special country situation e.g. Ebola outbreak).

#### Q&A

- Participants expressed **gratitude** to the Chinese government for the support and hoped that the support from the project could continue to ensure sustainability.
- The **role of the country project teams** (including the MOE and the TTIs): they are an indispensable part of the implementing unit of the CFIT project.
- **Procurement** of equipment: the procurement procedure must follow relevant regulations of UNESCO. Colleagues were also encouraged to seek advice from the first three countries in terms of procurement procedure and ICT management.
- Supporting **individual teachers** in the villages: The CFIT Project mainly works with teacher educators, the 'individual teachers in the villages' are secondary beneficiaries.
- **Motivation of teacher educators** to use ICT: the teams found that whether teacher educators were motivated do not depend too much on their age, but more on how much they found ICT useful.
- **Fund decentralization** for the five countries: the fund would be decentralized to the relevant field offices by the end of October 2014 (*The fund was decentralized on 22 October 2014*).

*In the next session the three teams used the same PPT presentations they used in the morning. The three teams mainly presented challenges and solutions in this part, and responded to participants' enquiries.*

### 2.3.2 Côte d'Ivoire, presented by the Côte d'Ivoire Country Project Team (See: [Côte d'Ivoire presentation](#))

The main points of the presentation and discussion:

- To increase teacher educators' motivation in being trained in ICT, participants were given a certificate which could serve as an official qualification. Recognition from the MOE is crucial.
- For purchasing equipment, there was a call for tender, three proposals were shortlisted, and a final one selected. All procedures had to follow UNESCO's regulation and UNESCO's templates were used.
- The establishment and functioning of the online platform, virtual library, MOODLE were explained.

Some challenges:

- The implementation experienced some delay at the beginning: the fund decentralization was delayed due to some procedural problems in UNESCO. But after the fund reached the country, the implementation has been roughly on track.
- In terms of the location of the equipment, they were distributed around all the regions. A challenge of setting up the equipment is the security situation in some areas. The team had missions in assessing the security of the venues before installing the equipment, and has asked the MOE to ensure the security. Some equipment was still not installed because security loopholes were found.

### 2.3.3 Ethiopia, presented by the Ethiopia Country Project Team (See: [Ethiopia presentation](#))

The main points of the presentation and discussion:

- In terms of developing the 11 teacher training modules, IICBA provided an outline, the TTIs and University developed the contents, the content was then reviewed by IICBA and the MOE.
- The CFIT team in Ethiopia has to report to UN Development Assistance Framework (UNDAF) quarterly, to ensure synergy between interventions in Ethiopia.

Some challenges:

- The workload for the TTIs is heavy.
- The budget to cover equipment needs of the two TTIs is limited.

### 2.3.4 Namibia, presented by the Namibia Country Project Team (See: [Namibia presentation](#))

The main points of the presentation and discussion:

- Concerning the action research, the main purpose was to find out why students are not learning well. The 28 case studies were consolidated into 14 regional reports, and a national report which is being finalized currently. The national report will include recommendations and strategies for intervention in improving students' learning, which will be reflected in the materials development later.
- The ICT skills level of the researchers varies, but when they received the tablets for conducting the research, response was generally positive.

Some challenges:

- Logistics of sending 28 research teams was a challenge.

- Researchers have different levels of ICT skills and research skills.

### *Cocktail*

A cocktail was organized on the 7<sup>th</sup> Floor of the UNESCO Fontenoy Building, which was attended by the participants and the Ambassador of China Mrs. Xiuqin Zhang. The purpose was to give participants further opportunities to have free discussions and exchanges.

## **9<sup>th</sup> October 2014**

### **2.4 Group discussion**

Mr. Francesc Pedró introduced the discussion modality of the day. Four themes were discussed:

- Financial management
- Human resources management
- Monitoring and evaluation
- ICT

The discussions were led by UNESCO Field Office colleagues. The results of the discussion were as follow.

#### 2.4.1 Financial management, chaired by Mr. Omar Diop, reported by Mr. Malick Diaby (See: [Financial management presentation](#))

The main challenges in this area were found to be: the delay decentralization of the fund and the fund absorption capacity. The suggested solutions are: timely decentralization of the fund, pre-financing of activities when necessary, and a mechanism for accountability. Participants also found that a system of joint UNESCO-government management, transparent planning with the national party, developing terms of reference for activities, and a checklist of organizing activities are helpful in making financial management more efficient.

#### 2.4.2 Human resources management, chaired by Mr. Yao Ydo, reported by Mr. Solomon Andargie (See: [Human resources management presentation](#))

It was found that an NPO with required skills and understands the education system in the country, together with the full support of UNESCO staff, is crucial to the implementation of the CFIT Project. If specific expertise is required, it should be sought from the country first. Participants also found that the CFIT management should help creating synergy with existing interventions of other partners in the country. The suggested ways to make human resources more efficient are: the HQ should provide orientation on UNESCO procedures for NPOs and country project teams, continue experience sharing among project countries, forming networks of NPOs and CFIT country project teams, and synergy with other projects in the countries.

#### 2.4.3 Monitoring and evaluation, chaired by Ms. Cecilia Barbieri, reported by Mr. Solomon Andargie (See: [Monitoring and evaluation presentation](#))

The main challenges of M&E were found to be: the implementers had insufficient time to undertake internal M&E, the frequency of reporting should reconcile with other sectorial reporting channels, the logistics problem when the TTIs are far away from each other, and the lack of understanding and skills on monitoring and evaluation. The suggested solutions are: providing training on M&E when necessary and collaborating

with M&E teams in the ministry, undertaking regular internal M&E to check if the team is on the right track, regularly updating documentation of activities, keeping M&E simple, practical and timely, and regular review of targets and adjust them if necessary.

#### 2.4.4 ICT, chaired by Mr. Fengchun Miao, reported by Mr. Touré Lanciné (See: [ICT presentation](#))

The main challenges of ICT were found to be: limitation in equipment and human resources, the teacher trainers' lack of awareness of using ICT, using ICT to conduct training, lacking online training tools and difficulties in internet connection. Suggested solutions included establishing partnerships with mobile operators and seeking free broadband internet service.

#### **2.5 Concluding presentation and closing** (See: [HQ concluding presentation](#))

Ms. Maki Hayashikawa thanked participants for their very engaging discussion. The experiences shared and questions raised were helpful in improving the CFIT project in all eight countries.

After two days of fruitful discussion, the next steps would include:

For the three countries

- Mid-term monitoring missions to be held by the first quarter of 2015.

For the five countries

- Decentralization of the fund to the five countries by the end of October 2014.
- Starting the process of NPO recruitment.
- Potential 'study tours' for the five countries visiting one of the first three countries to learn from their experiences.

For all countries

- A 'UNESTEAM' networks is to be established for the country project teams to communicate and share documents.
- The next Newsletter will be sent out by December 2012.
- The plan for the next consultative meeting in Paris will be announced later.
- A 'CFIT leaflet' (in both English and French) has been published and can be used by the countries.
- Following the requests of the countries, trainings for NPOs and country project teams about UNESCO's regulations and procedures, M&E etc. will be arranged.
- The training modules produced will be reviewed by external experts.



### 3. Meeting agenda

The implementation of UNESCO-China Funds-in-Trust (CFIT) Project in Côte d'Ivoire, Ethiopia and Namibia started in February 2014. This meeting aims at:

- Reviewing the progress in the 3 countries;
- Sharing lessons learnt; and
- Familiarizing the delegations of the 8 countries with the CFIT project.

Day 1: 8 October 2014, Main room: Room IX; Extra rooms: 4.062, 4.064		
9:30 – 10:00	<b>Opening and welcome</b> Chaired by Francesc Pedró	Qian Tang, ADG/ED, Mrs. Xiuqin Zhang, Chinese Ambassador
<b>Information meeting for the delegations, Chaired by Qian Tang, ADG/ED</b>		
10:00 – 12:00	Overall presentation of the CFIT project	Francesc Pedró
	Côte d'Ivoire presentation	Côte d'Ivoire Country project team
	Ethiopia presentation	Ethiopia Country project team
	Namibia presentation	Namibia Country project team
	Q&A	Chaired by Qian Tang, ADG/ED
12:00 – 14:00	<b>Lunch (12:00 – 13:00 UNESCO staff meeting)</b>	
<b>Session 1: Key achievements and challenges</b>		
14:00 – 15:00	<b>HQ</b> An overview of the progress: Finance, Activity, Impact, Challenges	Francesc Pedró
15:00 – 15:30	<b>Côte d'Ivoire</b> Q&A	<i>Presenter:</i> Côte d'Ivoire Country project team Chaired by: Yao Ydo
15:30 – 16:00	<b>Coffee Break</b>	
16:00 – 16:30	<b>Ethiopia</b> Q&A	<i>Presenter:</i> Ethiopia Country project team Chaired by: Omar Diop
16:30 – 17:00	<b>Namibia</b> Q&A	<i>Presenter:</i> Namibia Country project team Chaired by: Cecilia Barbieri
17:00 – 18:00	Country project team meeting with HQ staff 2 groups: the 3 countries and the 5 countries	Free arrangement
<b>18:00</b>	<b>Cocktail at UNESCO Fontenoy 7<sup>th</sup> Floor</b>	
Day 2: 9 October 2014, Main room: Room IV, Extra room: 4.021		
<b>Session 2: Discussion on different themes concerning the management of the CFIT project**</b>		
9:30 – 10:00	Introduction of discussion modality	Francesc Pedró
10:00 – 11:30 <b>(Coffee Break 11:00 – 11:30)</b>	Participants split into two groups, each focus on one theme: - Financial management - Human resources management <i>(Group A: Room IV; Group B: 4.021)</i>	Group work
11:30 – 12:00	Presentation on financial management	Chaired by: Omar Diop Rapporteur: Malick Diaby
12:00 – 12:30	Presentation on human resources management	Chaired by: Yao Ydo Rapporteur: Solomon Andargie
12:30 – 14:00	<b>Lunch</b>	
14:00 – 15:30 <b>(Coffee Break</b>	Participants split into two groups, each focus on one theme: - Monitoring and evaluation	Group work

<b>15:00 – 15:30)</b>	- ICT (Group C: Room IV; Group D: 4.021)	
15:30 – 16:00	Presentation on monitoring and evaluation	Chaired by: Cecilia Barbieri Rapporteur: tbc
16:00 – 16:30	Presentation on ICT	Chaired by: Fengchun Miao Rapporteur: tbc
16:30 – 17:00	<b>Concluding presentation and Closing</b> Other relevant activities and the next steps	Maki Hayashikawa

## 4. List of Participants

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#### Congo

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## 5. Group discussion guideline

### Financial management

- What are the key challenges in financial management?
- How can we tackle the challenges? Experiences from the 1<sup>st</sup> 3 countries.
- How to make financial management more efficient?

### Human resources management

- Is having the NPO enough? Is the capacity in the field office enough to manage the project?
- What is the availability of expertise in the country?
- What is the capacity within the partners and counterparts?
- What are the key challenges in human resources management?
- How can we tackle the challenges? Experiences from the 1<sup>st</sup> 3 countries.
- How to make human resources management more efficient?

### Monitoring and evaluation (M&E)

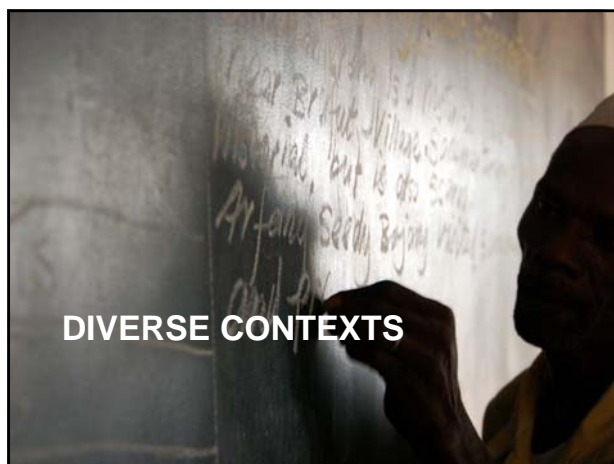
- What are the key challenges in monitoring and evaluation?
- In addition to the overall M&E of the HQ, what other M&E is carried out locally for the project?
- How can we tackle the challenges? Experiences from the 1<sup>st</sup> 3 countries.
- How to make M&E more efficient?

### ICT

- What are some of the best ways to help teacher educators benefit from the ICT elements in the CFIT project?
- What are the key challenges in using ICT?
- How can we tackle the challenges? Experiences from the 1<sup>st</sup> 3 countries.

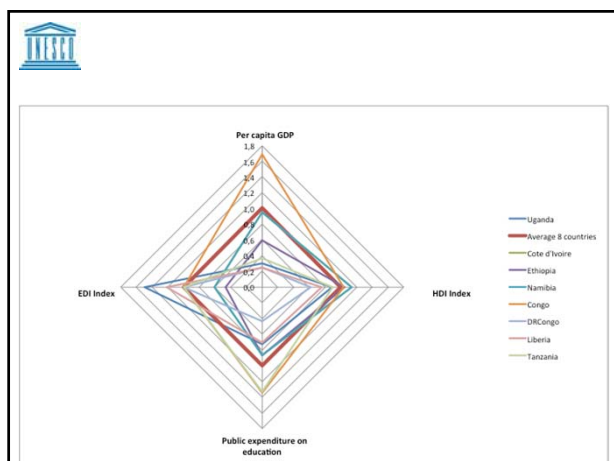
## 6. Appendices

- Appendix 1 - HQ overall presentation
- Appendix 2 - Côte d'Ivoire presentation
- Appendix 3 - Ethiopia presentation
- Appendix 4 - Namibia presentation
- Appendix 5 - Financial management presentation
- Appendix 6 - Human resources management presentation
- Appendix 7 - Monitoring and evaluation presentation
- Appendix 8 - ICT presentation
- Appendix 9 - HQ concluding presentation



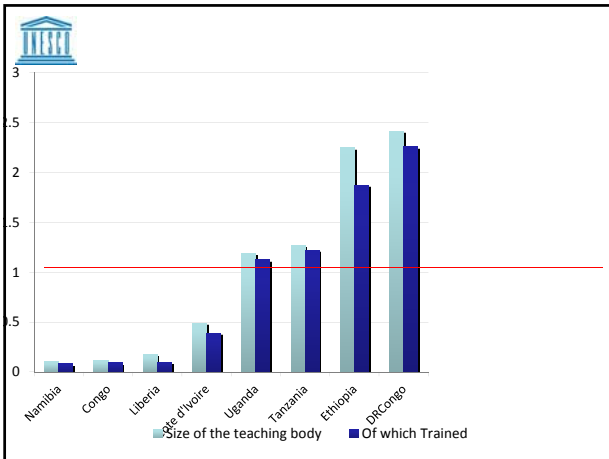

**Diverse contexts**

	Ethiopia	Côte d'Ivoire	Namibia	Congo	DR Congo	Liberia	Tanzania	Uganda
School age population (primary - Secondary)	26 019 462	6 407 738	649 034	1 343 107	20 336 020	1 267 962	15 420 954	13 170 745
GDP per capita (PPP \$)	1 109	1 790	6 780	3 172	454	454	695	572
HDI Index	0.396	0.432	0.608	0.564	0.338	0.412	0.488	0.484
Public expenditure on education as % of GDP	4.7	4.6	8.3	6.22	2.5	2.82	6.18	3.28
Expenditure on Teachers	Approx. 80%	Approx. 80%	...	N/A	N/A	N/A	N/A	N/A
EDI Index	0.237	0.304	0.617	N/A	N/A	0.610	N/A	0.754




**Seizing Teacher Issues**

	Ethiopia	Cote d'Ivoire	Namibia	Congo	DR Congo	Liberia	Tanzania	Uganda
No. of primary teachers	321 894 (2011)	70 016 (2011)	15 283 (2011)	16 527 (2012)	345 486 (2011)	25 137 (2012)	180 967 (2012)	169 503 (2011)
No. of trained teachers (primary)	1 <sup>st</sup> cycle (Grade 1-4) 20.1% 2 <sup>nd</sup> cycle (Grade 1-4) 83.3%	80% (2011)	80%	80.3% (2012)	93.5% (2011)	56.4% (2011)	96.6% (2012)	94.8% (2011)

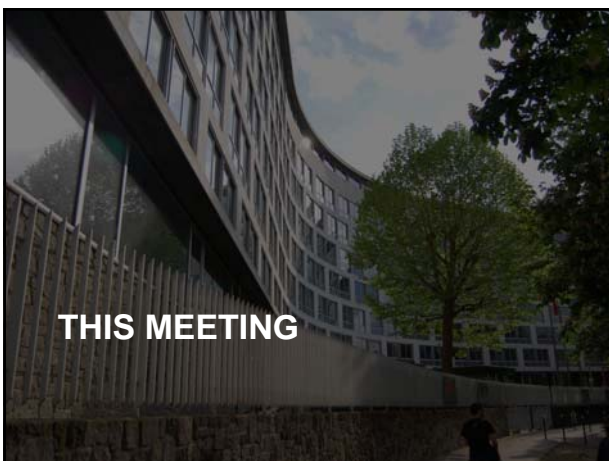

### Overall framework

- To enhance the capacities of teacher education institutions to prepare an adequate number of qualified teachers to achieve EFA, making the most of ICT.
- Capacity development in:
  - relevant key institutions;
  - organizational structures of line ministries and key teacher education/training institutions;
  - trainers and staff skills and competencies; and
  - capacities as supporting resource, such as the knowledge base.



### 4 main activities

- Development of learning materials
- Capacity development through training
- Purchasing equipment
- Monitoring and evaluation

### Meeting objectives

- Review the progress in the first 3 countries;
- Provide opportunities for peer-learning among the 8 countries; and
- Familiarize the delegations of the 8 countries with the CFIT project .



## 2 clear expectations

- Present and discuss
  - **Main achievements** under way
  - **Challenges** and ways forward
- **Learn** from each other



## CFIT Project on Teachers for EFA

### Consultative Meeting

October 8-9, 2014

Francesc Pedró  
Education Policy

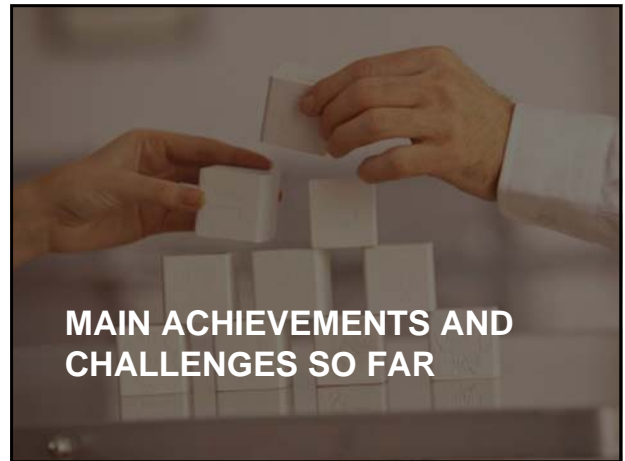


United Nations  
Educational, Scientific and  
Cultural Organization

UNESCO-China  
Funds-in-trust

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

UNESCO-  
Fonds en dépôt  
de Chine



## Main achievements

- Execution rates
- Achievements
- Impact
- Challenges



## Implementation rates

As of 6 Oct 2014	Côte d'Ivoire		Ethiopia		Namibia	
Development of learning materials	40%	\$27,573	93%	\$46,623	44%	\$39,138
Training and seminars at national level	38%	\$44,979	77%	\$45,000	96%	\$86,569
Purchasing equipment	98%	\$187,960	0%	\$0	84%	\$25,348
Monitoring, reporting and evaluation	75%	\$23,173	44%	\$11,038	0%	\$0
<b>Total</b>	<b>69%</b>	<b>\$283,686</b>	<b>77%</b>	<b>\$102,661</b>	<b>50%</b>	<b>\$151,055</b>

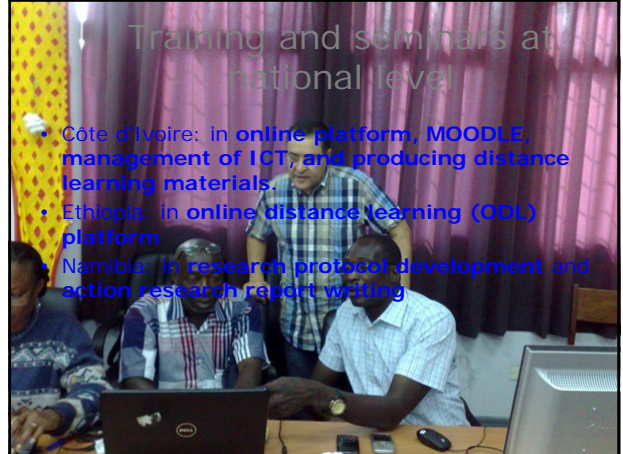




## Development of learning materials

- Côte d'Ivoire: training modules on **Transversal, French language, Mathematics, Science, Ethics, and Psychology** produced and validated
- Ethiopia: training modules on: **Continuous professional development (CPD), ICT in education, English and mother tongue skills, and research skills** produced and validated.
- Namibia: in progress

Attention: READER  
FRIENDS  
Sit and read awhile.



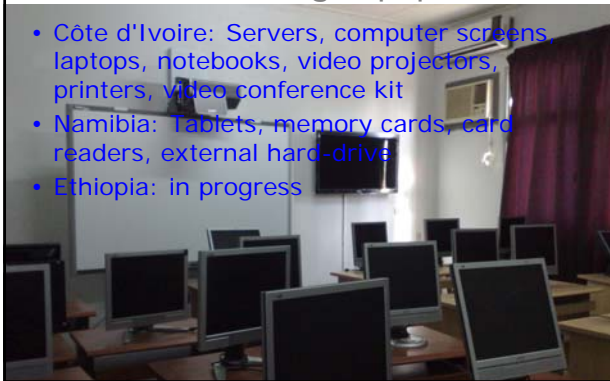
## Training and seminars at national level

- Côte d'Ivoire: in **online platform, MOODLE, management of ICT, and producing distance learning materials.**
- Ethiopia: In **online distance learning (ODL) platform**
- Namibia: In **research proposal development and action research report writing**



## Purchasing equipment

- Côte d'Ivoire: Servers, computer screens, laptops, notebooks, video projectors, printers, video conference kit
- Namibia: Tablets, memory cards, card readers, external hard-drive
- Ethiopia: in progress



## Summary

Items	Côte d'Ivoire	Ethiopia	Namibia	Total
No. of workshops, meetings	2	5	9	16
No. of participants in the workshops, meetings	20	271	475	766
No. of trainings (e.g. on research, distance learning materials production, management of ICT)	4	1	6	11
No. of participants in the trainings	94	25	135	254
No. training modules produced	10	11	Not yet	21
No. of equipment	208	Not yet	511	719
ICT platform	In progress	In progress	In progress	-
Implementation rates (based on the 1 <sup>st</sup> 6 months budget)	69%	77%	50%	64%



## M & E

### Local level:

- Regular review meetings with stakeholders (MOE, TTIs, partners)
- Meetings with the local Chinese Embassies

### Overall level:

- Activity documentation
- Monthly financial review
- Quarterly progress review
- 6-month progress and financial review



## Impact so far

- Yet to be seen, but **cooperation between TTIs, MOE and UNESCO has been well established** – the foundation for future impact.
- We foresee that
  - Ethiopia: teacher educators will improve research skills; teacher trainees will have improved training modules
  - Namibia: teachers' and lecturers' research skills will be enhanced to improve early grades education
  - Côte d'Ivoire: academic advisors will be equipped to design distance learning materials and conduct training for teacher trainees
  - All countries:
    - ICT equipment will be improved
    - teacher trainers will be more ready to utilize ICT, including online platforms and online networks
    - → more trainees can be trained



## Challenges so far

### Related to project design:

1. Timeframe (limited)
2. Budget (limited in covering equipment)
3. Budget allocation (need more flexibility and to be faster)
4. Equipment (security, maintenance, and effective management of challenging)



## Challenges so far

### Related to national contexts:

1. Capacity (of lecturers/teacher in conducting research being at different level)
2. Culture of research (might not be strong among target groups, ownership not easy to be established)
3. Readiness to use ICT (some teacher educators / trainees might not be familiar with using tablets or other ICT equipment, online platform)
4. Workload (could be heavy for some lecturers, teacher educators in addition to their work; heavy for TTIs in addition to government programmes)
5. Logistics (targeted TTIs spread out in the country)
6. Country situations (e.g. Ebola)





## 1. L'OBJECTIF GENERAL ET LES OBJECTIFS SPECIFIQUES DU PROJET UNESCO-CFIT EN CÔTE D'IVOIRE

### 1.1- OBJECTIF GÉNÉRAL

Améliorer la formation continue des enseignants pour relever la qualité de l'enseignement en Côte d'Ivoire.

### 1.2- OBJECTIFS SPÉCIFIQUES

En vue de la réalisation de cet objectif général, le projet vise spécifiquement le renforcement des capacités des encadreurs pédagogiques et l'amélioration des performances des enseignants. Il s'agira de :

- S'approprier le nouveau paradigme de formation continue à distance des enseignants par le biais des TIC ;
- Mettre en place des infrastructures et des équipements pour la formation continue des enseignants à distance;
- Concevoir des ressources pédagogiques pour assurer la formation continue des enseignants ;

## 1. L'OBJECTIF GENERAL ET LES OBJECTIFS SPECIFIQUES DU PROJET UNESCO-CFIT EN CÔTE D'IVOIRE (suite)

### 1.2- OBJECTIFS SPÉCIFIQUES (SUITE)

- Renforcer les capacités des encadreurs pédagogiques en ingénierie de la FOAD pour assurer la formation continue des enseignant(e)s ;
- Promouvoir la recherche pédagogique et les échanges de bonnes pratiques relatives à l'intégration pédagogique des TIC.

## 2. LES CLÉS TTI(S) ET LES BÉNÉFICIAIRES

Dans sa première phase, 5656 enseignants du primaire sur 18 000 (instituteurs adjoints, titulaires du BEPC) verront leur capacité renforcée afin d'améliorer leur performance en classe.

Pour rappel, au sortir d'une longue période de crise en Côte d'Ivoire, plusieurs cohortes de jeunes ivoiriens ont été intégrées dans l'enseignement primaire et secondaire sans avoir au préalable suivi le cursus normal de formation des enseignants dans les centres et instituts de formation initiale (CAFOP, ENS, INJS, INSAAC, etc.).

## 2. LES CLÉS TTI(S) ET LES BÉNÉFICIAIRES (suite)

Localités ciblées pour le projet	Acteurs clés des TTI	Bénéficiaires
<b>Abidjan</b>	- Directeur du CAFOP - Inspecteur de l'Enseignement Préscolaire et Primaire d'Adjamé 1 - Chef de l'Antenne de la Pédagogie - 02 Conseillers Pédagogiques tuteurs	230 enseignants instituteurs adjoints
<b>Bouaké</b>	- Directeur du CAFOP - Inspecteur de l'Enseignement Préscolaire et Primaire de Bouaké- Koko - Chef de l'Antenne de la Pédagogie - 02 Conseillers Pédagogiques tuteurs	708 enseignants instituteurs adjoints
<b>Bondoukou</b>	- Inspecteur de l'Enseignement Préscolaire et Primaire Bondoukou 2 - Chef de l'Antenne de la Pédagogie - 02 Conseillers Pédagogiques tuteurs	1080 enseignants instituteurs adjoints

## 2. LES CLÉS TTI(S) ET LES BÉNÉFICIAIRES (suite)

Localités ciblées pour le projet	Acteurs clés des TTI	Bénéficiaires
<b>Daloa</b>	- Directeur du CAFOP - Inspecteur de l'Enseignement Préscolaire et Primaire Daloa 3 - Chef de l'Antenne de la Pédagogie - 02 Conseillers Pédagogiques tuteurs	818 enseignants instituteurs adjoints
<b>Man</b>	- Directeur du CAFOP - Inspecteur de l'Enseignement Préscolaire et Primaire Man 1 - Chef de l'Antenne de la Pédagogie - 02 Conseillers Pédagogiques tuteurs	1628 enseignants instituteurs adjoints
<b>Korhogo</b>	- Directeur du CAFOP - Inspecteur de l'Enseignement Préscolaire et Primaire Korhogo 2 - Chef de l'Antenne de la Pédagogie - 02 Conseillers Pédagogiques tuteurs	715 enseignants instituteurs adjoints

## 2. LES CLÉS TTI(S) ET LES BÉNÉFICIAIRES (suite)

Localités ciblées pour le projet	Acteurs clés des TTI	Bénéficiaires
Yamoussoukro	- Directeur CAFOP - Inspecteur de l'Enseignement Préscolaire et Primaire Yamoussoukro 1 - Chef de l'Antenne de la Pédagogie - 02 Conseillers Pédagogiques tuteurs	418 enseignants instituteurs adjoints

Remarque:  
Il est prévu l'extension du projet à 3 autres localités que sont Daoukro, San-Pédro et Odiénné pour environ 1357 enseignants qui bénéficieront des formations.

## 4. REVUE FINANCIÈRE

Taux d'exécution.

Budget by activity - WBS 02.09.2014					
		B. Allotment in 2013 & 2014	C. Assigned	D. Available (B-C=D)	Implementation rate (%)
xxx.1	Cote d'Ivoire				
xxx.1.1	Activity 1: Development of learning materials	69 085	27 620,28	41 464,72	40%
xxx.1.2	Activity 2: Training and seminars at national level	118 288	45 842,92	72 445,08	39%
xxx.1.3	Activity 3: Purchasing equipment	190 997	186 825,96	4 171,04	98%
xxx.1.5	Activity 5: Monitoring, reporting and evaluation	31 007	22 302,93	8 704,07	72%
	<b>Total:</b>	<b>409 377</b>	<b>282 592,09</b>	<b>126 784,91</b>	<b>69%</b>

## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PAROURS

Intitulé de l'activité / formation	Nombre de participants / personnes en cours de formation	Produits (titre et nombre de modules révisés produits, etc.)
Production des documents de référence du projet	--	Actes institutionnels (arrêtés) de création des organes de pilotage et d'exécution du projet CFIT pris ; Plan de communication du projet validé
	20	Manuel de procédures de mise en œuvre du projet élaboré
Renforcement des capacités techniques des centres de formation continue	--	Centre National de formation continue à distance restauré
	-	6 missions d'évaluation des capacités techniques des centres régionaux dédiés à la formation à distance effectuées
	-	22 soumissions à l'appel d'offres pour la fourniture de matériels TIC évaluées
	-	Matériels TIC acquis pour 7 centres de formation

## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PAROURS (suite)

Intitulé de l'activité / formation	Nombre de participants / personnes en cours de formation	Produits (titre et nombre de modules révisés produits, etc.)
Renforcement des capacités des acteurs chargés de la mise en œuvre du projet	04	Cadres du ministère à l'ingénierie de la formation à distance formés (Université de Paris-Descartes)
	35	Encadreurs pédagogiques formés à la prise en main de la plate-forme de formation Moodle
	30	Gestionnaires du système éducatif formés au management de projet TICE
Ciblage des bénéficiaires	25	Encadreurs pédagogiques formés à la production de ressources pédagogiques numériques
	34	Listes des formateurs validées dont: 14 tuteurs d'accompagnement 20 rédacteurs de modules
	5656 enseignants ciblés	Listes des stagiaires par centre de formation validées

## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PAROURS (suite)

Intitulé de l'activité / formation	Nombre de participants / personnes en cours de formation	Produits (titre et nombre de modules révisés produits, etc.)
Production des ressources pédagogiques	25	Modules de formation validés
	-	10 modules de formation produits dans 06 domaines - Domaine Transversal : 01 module - durée: 6 heures - Français : 04 Modules - Durée: 50 heures - Mathématiques: 02 Modules - Durée: 40 heures. - Sciences : 01 Module - Durée: 30 heures - EDHC : 01 Module - Durée: 06 heures - Psychopédagogie : 01 Module - Durée: 06 heures

## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PAROURS (suite)

Type de matériel acheté	Quantité	Destination et utilisateurs
<b>Equipements pour les salles de formation</b>		
Serveur: Processeur : INTEL XEON E5-2620/ 6 cœurs 3GHz avec 16 Go RAM, DD:1To	1 unité	Centre National de Ressources Pédagogiques Numériques (CNRPN)- Abidjan (Sud)
Serveurs : 4 cœurs, 3GHz, RAM : 8 Go, DD 500Go.	06	Bondoukou (Est) Yamoussoukro (Centre) Bouaké (Centre) Korhogo (Nord) Daloa (Centre-Ouest) Man (Ouest)
Ordinateurs clients légers : écran : 20"	160	- 40 (CNRPN) - 20 dans chacune des 6 localités :120

## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PARCOURS (suite)

Type de matériel acheté	Quantité	Destination et utilisateurs
<b>Equipements pour la salle de production</b>		
Ordinateur multimédia (Core i7, RAM : 8Go, DD : 1To, avec carte graphique dédiée, Taille écran : 20")	02 unités	CNRPN
Ordinateur workstation (INTEL XEON E5- RAM: 8 Go, DD: 1 To, écran: 20")	01 unité	CNRPN
Ordinateur de bureau PC (Core i5, Ram : 2 Go, DD : 500 Go, Taille écran 17")	(08) unités	2 CNRPN 1 dans chacune des localités

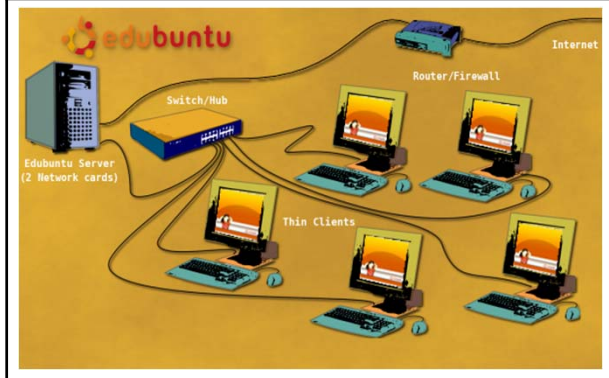
## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PARCOURS (suite)

Type de matériel acheté	Quantité	Destination et utilisateurs
<b>Equipements pour la salle de production</b>		
Ordinateur portable Notebook (Digital tablet) XT3, Ram : 4Go ,DD:320 Go, Ecran 14.5"	04 unités	CNRPN
Disque Dur Externe 2To	02 unités	CNRPN
Onduleurs pour les serveurs: 2 KVA et 1 KVA	08 unités	- 2 au CNRPN - 1 dans chacune des localités
Vidéoprojecteur	01 unité	CNRPN
Imprimante multifonction (sortie réseau)	01 unité	CNRPN

## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PARCOURS (suite)

Type de matériel acheté	Quantité	Destination et utilisateurs
<b>Matériels webconférence</b>		
Kit video conférence : Web Cam Conférence LOGITECH cc3000e	07 unités	Dans les 7 localités
Ecran LCD HD 43 pouces: 720p, 30 fps (émission/réception)   1080p, 30 fps (réception)	01 unités	CNRPN
Ecran LCD HD 40 pouces: 720p, 30 fps (émission/réception)   1080p, 30 fps (réception)	06 unités	Dans les 6 localités

## 5. LES PRINCIPALES ACTIVITÉS MISES EN ŒUVRE À MI-PARCOURS (suite)



## 6. IMPACT À MI-PARCOURS DU PROJET UNESCO-CFIT SUR LA FORMATION CONTINUE DES ENSEIGNANTS EN CÔTE D'IVOIRE

- les gestionnaires du système se sont appropriés le nouveau paradigme de la formation continue à distance par les TICE ;
- les conseillers pédagogiques sont outillés à la rédaction de modules de formation à distance et à l'utilisation du matériel TIC ;
- les centres de formation continue des enseignants sont équipés en matériel TICE ;
- les conseillers pédagogiques sont outillés à l'utilisation d'une plate-forme de formation en ligne.

## 7. LES DÉFIS À MI-PARCOURS DE LA MISE EN ŒUVRE DU PROJET

- Amener toute la communauté éducative à s'approprier le nouveau paradigme de formation à distance;
- Gérer rationnellement les salles multimédia dédiées à la formation à distance ;
- Prendre en compte les formations dispensées dans le développement professionnel des auditeurs.



8. LES PRINCIPALES ACTIVITES A REALISER DANS LA SECONDE MOITIE DE LA MISE EN ŒUVRE DU PROJET		
Intitulé de l'activité / formation	Nombre de participants / personnes en cours de formation	Produits (titre et nombre de modules révisés produits, etc.)
Création de la bibliothèque virtuelle nationale (BVN)	.....	Création de la BVN au CNRPN Installation des miroirs dans les centres régionaux
		Alimentation de la base de données de la BVN par les productions de modules et de documents pédagogiques connexes
Renforcement des capacités des gestionnaires des centres de formation	40	Organiser un atelier sur la méthodologie d'enseignement mixte (blending learning) à Korhogo
	30	Organiser un atelier pour la prise en main de l' ENA (Environnement Numérique d'Apprentissage) par les tuteurs et les responsables des salles de formation

8. LES PRINCIPALES ACTIVITES A REALISER DANS LA SECONDE MOITIE DE LA MISE EN ŒUVRE DU PROJET (suite)		
Intitulé de l'activité / formation	Nombre de participants / personnes en cours de formation	Produits (titre et nombre de modules révisés produits, etc.)
Mise en œuvre de la formation pédagogique des enseignants du primaire	25	Organiser un atelier d'élaboration du parcours de formation
	350	Organiser le regroupement d'imprégnation à l'environnement d'apprentissage
	350	Implémenter la formation à distance
	350	Organiser le regroupement de remédiation
Suivi-Evaluation de la formation des enseignants	25	Elaborer les outils du suivi de la formation
	25	Organiser le suivi des activités d'apprentissages sur les différents sites
	20	Organiser une web conférence avec le Siège UNESCO sur la certification dans la FOAD.



Quelques images relatives aux activités réalisées





- ### Objectives of the CFIT project in the country
- Enhance CPD programs through ICT-based solutions
  - Update teaching and learning environment through the production and use of new ICT courses
  - Improve the English language and mother tongue competencies of pre- and in-service teachers
  - Enhance daily teaching and learning activities through ICT-enhanced classrooms, video broadcasting systems and e-libraries

- ### Overall objective of the CFIT project in the country
- Improve teaching methodologies of Science and Mathematics teachers
  - Strengthen capacity of teacher educators to design and conduct research in teacher training
  - Reinforce networking among TEIs to share knowledge on teacher education

- ### The Key TTIs and the beneficiaries
- 200 teacher educators in 2 TEIs including deans of TEIs
  - 15000 pre-service student teachers in 6 TEIs
  - 2000 in-service teachers in cluster schools
  - Policy makers working in teacher development

### Financial review

		Ethiopia			
xxx.2					
xxx.2.1	Activity 1: Development of learning materials	50,250	46,662.71	3,587.29	93%
xxx.2.2	Activity 2: Training and seminars at national level	58,750	45,000	13,750.00	77%
xxx.2.3	Activity 3: Purchasing equipment	0	0	0.00	0%
xxx.2.5	Activity 5: Monitoring, evaluation & reporting	25,000	8,582.41	16,417.59	34%
	<b>Total:</b>	<b>134,000</b>	<b>100,245.12</b>	<b>33,754.88</b>	<b>75%</b>

### Key activities carried out so far

Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
1. Needs assessment of teachers (Teacher educators, teachers and leaders) in CPD Support	180 teachers + 40 Principals + 12 supervisors + 25% teacher educators (questionnaire, interviews, FGD, classroom observation)	2 CPD Needs assessment reports
2. Assessment of skill gap in English and mother tongue	177 teachers through questionnaire 24 + 24 teachers through TKT test, 98 English & mother tongue lessons (teachers) through observation	2 ENGLISH AND SIDAAMU AFOO SKILL GAP ASSESSMENT REPORTS



## Key activities carried out so far

Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
3. Needs assessment of teacher educators in Research skills	50% (90) of teacher educators through questionnaire	1 research needs assessment report
4. Gap analysis on existing ICT related courses	200 student teachers and teacher educators through questionnaire & FGD	2 ICT support needs assessment reports

## Key activities carried out so far

Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
5. Validation workshops on training and equipment needs -2 w/shops	114 participants (teacher educators, teachers, principals & supervisors, local ed. Officials, and MoE & IICBA experts)	Six (6) validated training & equipment needs assessment reports
6. Development of training modules on themes CPD, ICT in education; English, mother tongue and research skills	Task teams of teacher educators in both TEIs (35 from HCTE + 24 from BDU)	Eleven (11) draft Modules addressing training needs of teachers, school leaders and teacher educators

## Key activities carried out so far

Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
7. Review and validation of draft training modules -2 workshops	117 participants (teachers and teacher educators, sch. leaders, local ed. & ICT officials, MoE and IICBA experts)	Validated and final modules -11 modules
8. Training workshop on ODL platform	25 participants (teacher educators, MoE & IICBA experts)	Situational analysis and recommendations on set up and management of ODL platform
9. Validation w/shop on an ICT course syllabus for the training of student teachers	40 participants (teacher educators, deans of TEIs, local ed. Officials, MoE & IICBA experts)	One (1) validated ICT course syllabus

## Key activities carried out so far

Type of equipment purchased	Number purchased	Where are they? For what usage?
1. Launch of Bidding (ICB) for acquisition of Video conferencing system in 10 Cluster schools + 2 TEIs, and computer and language laboratories in 2 TEIs	On progress	----

## Key activities carried out so far



- Teacher educators on skills training

## Key activities carried out so far



- Experts validating needs assessment reports

### Key activities carried out so far



- module reviewers presenting their findings/inputs

### Key activities carried out so far



- Participants commenting modules during validation workshops

### Impact of the CFIT project in the country so far

- Phase 1(Q1 & Q2) focused on needs assessment and development of training modules
- Impact on capacity development to be expected during and after 3<sup>rd</sup> and 4<sup>th</sup> quarters
- However, the project activities served as venues of communication for building a positive culture of quality improvement

### Impact of the CFIT project in your country so far

- Enhanced national capacities in research skills and training modules development
- Production of 10 tailor made modules that will target 2000 teachers and 200 teacher educators
- Creation of 2 ICT courses that will benefit 15000 student teachers (regular program)
- The two courses will also benefit in-service teachers who are doing their courses in the TEIs during summer

### Challenges of implementation encountered so far

- Pressure on the two TEIs due to overlap of project activities with government programs
- Limited resource-Much concern on adequacy of available budget to cover procurement of equipment

### Key activities in the second half of the implementation

- Training workshops for both TEIs academic staff on more interactive supports for CPD (more than 200)
- Setting and testing VC system in both TEIs and local school cluster centres, and provide online CPD support for school teachers(10 centres X 200 teachers)

## Key activities in the 2<sup>nd</sup> half

- Preparation of CPD ICT Package in CPD (e-lessons and CD- ROMs)
- Finalize preparation of pre-service ICT course for training of student teachers in 5 CTEs
- Training TEIs teaching staff on how to teach the new ICT courses (both TEIs)
- Procurement of facilities to upgrade the computer and multi media language lab

## Key activities in the 2<sup>nd</sup> half

- Training on English and mother-tongue to pre-& in-service teachers
- Review of secondary school science and mathematics curriculum for updating teaching sciences and mathematics
- Producing digital materials to support science & maths subjects
- Strengthening school linkages and providing training based on the new training modules to promote active learning

## Key activities in the 2<sup>nd</sup> half

- Conduct forums of deans of all TEIs and other stakeholders on quality teacher training
- Short term training for deans and stream heads of the colleges on management of higher education institutions

## Coordination & follow up

- Two structures have been conceived for coordination of CFT
  1. The National Coordination Unit(NCU)
  2. The Regional Coordination Unit(RCU)
- Purpose is to ensure sustainability of project achievements through promotion of national ownership

## Coordination & follow up



- There is high expectation for outcomes from MoE

## Coordination & follow up



- There is attention and follow up of donor

## Coordination & follow up



- There is ownership and participation of Regional & *Woreda* Education Bureaus (REBs)

## Coordination & follow up



- There is locally available support from ICT agencies



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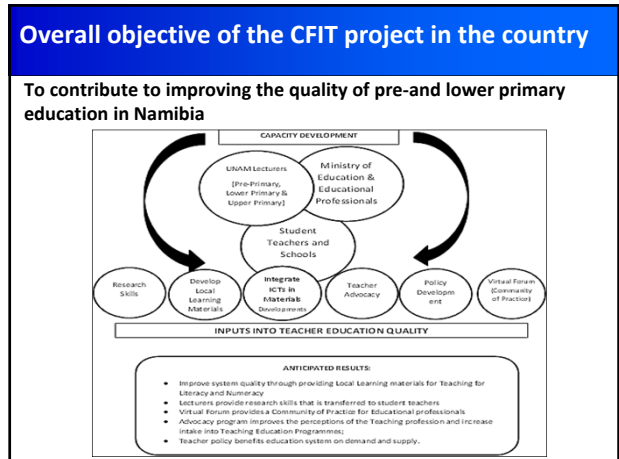


Thank you

**CFIT Progress Presentation  
NAMIBIA**

8 October 2014, Time limit: 15 minutes

UNESCO-China Funds-in-Trust Project on  
HARNESSING TECHNOLOGY FOR  
QUALITY TEACHER TRAINING



### The Key TTIs and the beneficiaries

**University of Namibia, Faculty of Education**, is the only teacher training institution and main implementer

The direct beneficiaries of this project are:

- At least 40 teacher educators and at least 20 key personnel in the MoE involved in early childhood and lower primary education
- 200 Pre and lower primary B Ed students
- 200 serving teachers of the MoE and 28 school principals involved with UNAM in this project
- At least 400 serving lower primary teachers and other professionals who will take part in the virtual forum on lower primary education

Secondary beneficiaries will be about 8,000 learners, at least 56 school board members.

Other stakeholders include: the National Institute for Educational Development, the Regional Advisory Teachers, and the Namibian College of Open Learning.

### Financial review

Chinese Funds-In-Trust project: Capacity development for Quality in pre and lower primary teacher Education in Namibia

WBS code	Activity	BL 10	BL 11	BL 13	BL 20	BL 30	BL 40	BL 50	Total	
580RAF1002.3.1	Activity 1: Development of learning materials	Allocation	500.00	000.00	0.00	000.00	0.00	0.00	0.00	88 500.00
		Expenses	0.00	637.50	043.32	000.00	0.00	0.00	0.00	38 680.82
		Remaining	500.00	362.50	043.32	000.00	0.00	0.00	0.00	49 819.18
580RAF1002.3.2	Activity 2: Training and seminars at national level	Allocation	500.00	500.00	0.00	000.00	000.00	000.00	0.00	90 000.00
		Expenses	110.00	284.34	608.48	634.40	000.17	657.02	225.23	86 519.64
		Remaining	390.00	215.66	608.48	634.40	999.83	342.98	-225.23	3 480.36
580RAF1002.3.3	Activity 3: Purchasing equipment	Allocation	0.00	0.00	0.00	0.00	0.00	000.00	0.00	30 000.00
		Expenses	0.00	0.00	661.12	0.00	0.00	492.35	0.00	25 153.47
		Remaining	0.00	0.00	0.00	0.00	0.00	507.65	0.00	4 846.53
580RAF1002.3.4	Activity 4: Regional meetings and dissemination	Allocation	0.00	0.00	0.00	3 500.00	0.00	0.00	0.00	
		Expenses								
		Remaining	0.00	0.00	0.00	3 500.00	0.00	0.00	0.00	
580RAF1002.3.5	Activity 5: Monitoring, reporting and evaluation	Allocation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
		Expenses								
		Remaining	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
580RAF1002.3.6	Miscellaneous	Allocation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
		Expenses								
		Remaining	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

### Financial review

Activity	Description Activity	Amount (USD)
Personnel/TA related costs	Resource persons, missions, local expertise, coordination	27,347
Launch of the CFIT project	Organization of the joint launch of the CFIT supported project and the EFA GMR with the participation of ADG/ED	1,901
Training on research protocol development	Training for about 100 educationists on the development of research protocol and on action research	41,223
Procurement of tablets and accessories	Procurement of 120 tablets for researchers and teachers	23,016
Conduct action research	28 teams conduct a total of 10 days action research in 28 schools in 14 regions in Namibia	61,313

### Key activities carried out so far

Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
Official launch of the project, combined with the national launch of the EFA GMR (24.02.2014)	About 200	Broad dissemination of the project and advocacy on teacher related issues
Training workshop on research protocol development (23-25.02.2014)	About 100 (Selected teachers, pre- and lower primary lecturers from UNAM, regional directors, Ministry staff)	Action research project introduced and capacity of teachers and lecturers developed to carry out the research on the acquisition of early literacy and numeracy. Trust built and common understanding of roles and goals. Roles and responsibilities assigned and agreement reached on research protocol and joint work plan for case studies



## Launch of CFIT Project and EFA GMR 2014



## Training workshop on development of research protocol- February 2014



## Key activities carried out so far

Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
<b>Action research</b> (Development of Action Research Toolkit, Data collection, Analysis of the research data per school)	28 teams, consisting of UNAM lecturers, MoE staff and teachers, UNESCO, collected data in 28 case study schools (in total about 120 researchers)	28 case studies developed
<b>Regional report writing workshops</b>	35 lecturers participated in the workshops on all 5 UNAM campuses	Analysis of the data by region Researchers capacitated in data analysis
<b>National Consultative meeting</b>	15, consisting of National Coordination Team, Campus coordinators, selected lecturers and UNESCO	National report with priority list of issues for intervention





Key activities carried out so far		
Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
School Technology Readiness Survey	28 schools completed the survey	Data collected and analyzed
Virtual Forum	In progress	Platform established (UNESCO WSIS Knowledge Community)
Collection of resources for literacy and numeracy acquisition	Activity recently launched	
Development of teacher demand and supply model		Draft model developed

Key activities carried out so far		
Name of activity/training	Number of participants/people being trained	Deliverables (e.g. name and number of revised modules produced, etc.)
Education sector review meeting	250	Progress of the project reported and annual progress of the education sector reviewed against sectorial strategic plan
National Coordinating Committee meetings	10	6 meetings (up to October 2014)
Recruitment of Project Coordinator		Project Coordinator recruited

Key activities carried out so far		
Type of equipment purchased	Number purchased	Where are they? For what usage?
Tablets	120	Distributed to all researchers at UNAM, MoE and in 28 case study schools, to facilitate data collection and for participation in virtual forum and any future IT-driven activities
Memory Cards	120	See above
Card readers	120	See above
External hard-drive	1	At UNESCO Office, for archiving purposes
USB keys	150	Distributed to action research training participants

Impact of the CFIT project in your country so far
<ul style="list-style-type: none"> <li>Up to date information collected by UNAM regarding the schools' ICT readiness</li> <li>Bringing together educators and practitioners from different institutions across the country, to reflect on issues pertinent to teaching and learning of numeracy and literacy, (MoE Head Office and regional staff, teachers, UNAM – Implementers and Policymakers)</li> <li>Overall orientation on and use of action research within UNAM, MoE and in schools</li> <li>Action research experience informed and effected the practice/teaching of lecturers</li> <li>Impact of the <b>provision of IT equipment</b> to institutions and schools; teachers confronted with new practices of recording themselves and reflecting; opened a new world for teachers and learners</li> </ul>

### Impact of the CFIT project in your country so far

- Impact of the **leadership of the Dean** of the Faculty of Education in the field research; leading and guiding by example
- **Equal opportunities** for capacity development in all campuses and a variety of schools, rural and urban staff.
- Platform created to develop **synergies** with other related projects aimed at promoting literacy and numeracy in the early grades
- Lecturers spent extended period of time in a specific classroom and gained insights on actual classrooms' situation and teaching practices.
- Gained experience in carrying nationwide research
- Draft demand and supply model available

### Challenges of implementation encountered so far

- Different **levels of capacity** in conducting action research,
- Added to the workload of the lecturers
- Not all teachers and regional staff attended the orientation training (budget and number constraints)
- **Culture of research** not internal to the practice of some lecturers; value is not necessarily understood
- **Logistics** of sending 28 teams out (big distances in Namibia)
- Delay in procurement of tablets
- Teachers not very familiar with the **use of tablets**
- **Budget allocations** and need for flexibility in budget lines
- **Limited timeframe** poses challenges; actual impact needs more time because scope of needs and challenges broader than initially thought, especially in terms of capacity building – Project timeframe might not allow to adequately address all capacity-related challenges

### Key activities in the second half of the implementation

- National and regional Dissemination of the results of the action research and data analysis (Beginning of December)
- Implementation of the interventions
  - Interventions on classroom/institutional level (Action Research PART II (Toolkit of strategies)
  - Interventions on researchers' level (UNAM Fac of Ed, MoE)
  - Literacy-numeracy specific interventions
  - ICT-specific interventions
  - Interventions regarding support structures
- Finalization of the demand and supply model and training of the relevant users on the utilization of the model for informing policy and planning
- Launch and utilization of the Virtual Forum, training of key facilitators and pilot-testing the forum
- Training on the use of technology for the development of materials
- Training on the development of advocacy materials
- Completion of the database of resources for literacy and numeracy acquisition

### Time for Q&A



Thank you





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**Financial management /  
Gestion financière**

**9 October 2014**

UNESCO-China Funds-in-Trust Project on  
HARNESSING TECHNOLOGY FOR  
QUALITY TEACHER TRAINING

What are the key challenges in financial management? / Quels sont les principaux défis en matière de gestion financière ?

- Disponibilité **effective** des fonds;
- La gestion rationnelle des fonds mis à disposition
- Capacité d'absorption des fonds:

How can we tackle the challenges? / Comment relever ces défis ?

- Mise à disposition des fonds à temps utile;
- Concertation entre le gouvernement et l'UNESCO pour mettre à disposition le personnel par un arrêté ministériel;
- Une bonne planification, et si possible un préfinancement, des activités par le ministère;
- Mécanisme de reddition des comptes

How to make financial management more efficient? / Comment améliorer l'efficacité de la gestion financière ?

- Etablir un dispositif de gestion conjoint UNESCO/Gouvernement;
- Une planification transparente avec la partie nationale;
- Elaborer les termes de références des activités;
- Elaborer des check-list pour l'organisation des activités;



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**Human resources management /  
Gestion des ressources humaines**

9 October 2014

UNESCO-China Funds-in-Trust Project on  
HARNESSING TECHNOLOGY FOR  
QUALITY TEACHER TRAINING

Is having the NPO enough? Is the capacity in the field office enough to manage the project? / Le NPO est-il suffisant ? Le bureau hors Siège a-t-il les capacités suffisantes pour assurer la gestion du projet ?

- Provided that the person knows the education system and has the required skills, an NPO is enough
- But project should secure the support of all UNESCO staff

What is the availability of expertise in the country? /  
Quelle est l'expertise disponible dans le pays ?

- There are all sort of expertise but we should be open to receive expats in specific areas
- If specific skill is required, it must be sought from the nation first
- Availability of networks among the project teams will also enhance capacity of implementation

What is the Potential within the partners and counterparts? /  
De quelles capacités disposent nos partenaires et nos homologues ?

There is potential support in the countries but it is up to the project teams to tap these supports  
The CFIT management should also capitalize the need to create synergy with existing interventions from other partners

What are the key challenges in human resources management? /  
Quels sont les principaux défis en matière de gestion des ressources humaines ?

- Ownership, Workload, and Time were the main challenges
- UNESCO rules and procedures
- Request for incentives for coordinating teams

How can we tackle the challenges? /  
Comment relever ces défis ?

- Proper orientation on UNESCO procedures for NPOs and key project team at HQ
- Research and module development component of the projects should be integrated with key activities of the Universities

How to make human resources management more efficient? / Comment améliorer l'efficacité de la gestion des ressources humaines ?

- Experience sharing among project countries
- Trainings for NPOs and other personnel
- Forming networks of NPOs and CFIT project team
- Synergy with other projects in the countries



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**M&E /  
Suivi et évaluation**

9 October 2014

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QUALITY TEACHER TRAINING

What are the key challenges in monitoring and evaluation? /  
Quels sont les principaux défis en matière de suivi et  
d'évaluation ?

- Shortage of time to undertake internal M&E on the part of the implementers
- Frequency of reporting and reconcile with other sectorial reporting channels
- Logistics when the TEIs are far away from each other
- Lack of understanding and skills on M&E

What are the key challenges in monitoring and evaluation? / Quels sont les principaux défis en matière de suivi et d'évaluation ?

- Lack of awareness on how to do and who will do the M&E (the importance of standard M&E implementation)

In addition to the overall M&E of the HQ, what other M&E is carried out locally for the project? / En plus du SE global assuré par le Siège, quelles autres activités en matière de SE du projet sont-elles menées localement ?

- There are joint reviews
- Sectoral reporting channels

How can we tackle the challenges? / Comment relever les défis ?

- Training on M&E when necessary and collaboration with M&E teams in the ministry
- Undertake regular internal M&E to check whether we are in the right track
- Regularly Updating documentation of activities
- Keep M&E simple and practical
- Regular review of targets and adjust them if necessary

How can we tackle the challenges? / Comment relever les défis ?

- Regular communication with implementers and actors
- Ensure timely M&E



What are some of the best ways to help teacher educators benefit from the ICT elements in the CFIT project?

Quelles sont les meilleures façons d'aider les formateurs d'enseignants à exploiter les éléments du projet du CFIT relatifs aux TIC ?

- ✓ Apprentissage des techniques de base pour une présentation concrète;
- ✓ les enseignants doivent participer à des forum sur l'utilisation des TIC;
- ✓ Développer les systèmes de formation à distance;
- ✓ Création de plateforme pour la pratique collaborative;

What are some of the best ways to help teacher educators benefit from the ICT elements in the CFIT project?

Quelles sont les meilleures façons d'aider les formateurs d'enseignants à exploiter les éléments du projet du CFIT relatifs aux TIC ?

- ✓ Partager les contenus a travers la téléphonie;
- ✓ Formation des producteurs à la rédaction des contenus en ligne;
- ✓ Ressoudre les problèmes liés à la certification des formations en ligne;

What are some of the best ways to help teacher educators benefit from the ICT elements in the CFIT project?

Quelles sont les meilleures façons d'aider les formateurs d'enseignants à exploiter les éléments du projet du CFIT relatifs aux TIC ?

what are the key challenges in using ICT ?  
Quels sont les principaux défis en matière d'utilisation des TIC ?

- ✓ Disponibilité du matériel (besoin en équipement, accessibilité pour les apprenants);
- ✓ Ressources humaines;
- ✓ Sensibilisation des formateurs de formateurs;
- ✓ Mise en place de programme de formation aux TIC;

what are the key challenges in using ICT ?  
Quels sont les principaux défis en matière d'utilisation des TIC ?

- ✓ Manque d'outils de base nécessaire à la formation en ligne ;
- ✓ Difficulté d'accès aux connexions;

How can we tackle the challenges? /  
Comment relever les défis ?

- ✓ Utilisation de bande passante non-utilisée et gratuite;
- ✓ Partenariat avec des opérateurs de téléphonie (dans la mesure des possibilités);



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**CFIT 8-9 October 2014**

**Conclusion**

**9 October 2014**

UNESCO-China Funds-in-Trust Project on  
HARNESSING TECHNOLOGY FOR  
QUALITY TEACHER TRAINING

## Recap

- Very engaging discussions
- Active learning, experience sharing
- Group work summaries
- Success factors:
  - ownership - govt., TTI, content
  - incentives/motivation
  - synergizing and partnerships
  - tap into existing resources - human & financial
  - innovations
- Regular documenting of experience
- Explore project experience sharing visits

## Next steps

- Donor has already approved the ProDocs and the Budget
- Fund decentralization: VERY LIKELY by the end of October 2014
- NPO recruitment: start now (if you have not started yet)
- Monitoring missions to first 3 countries
- Next newsletter : December 2014
- Plan for next consultation meeting?

Thank you very much!  
bon voyage et  
à bientôt