



## **ALO Partnerships in Teacher Education 1998-2004**

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### **Edinboro University of Pennsylvania/University of the Free State, South Africa** *Cycle: 2002*

Using a trainer-of-trainers model, the partnership between Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) is collaborating to establish a teacher professional development program in South Africa. A trained cadre of teachers from the Free State, the Northern Cape, the Northern Province, and KwaZulu Natal will be qualified to train other teachers in EQUALS, a program developed at the University of California-Berkeley to address the under-representation of females and minorities in mathematics and science. Partners developed an EQUALS South Africa curriculum and recruited participants for EQUALS workshops. Two EQUALS instructors visited classrooms to collect baseline data, and participants in the program conducted action research. The program has been registered with the South African Qualifications Authority as a credit-bearing short course, and participants receive credit toward the National Professional Diploma in Education or the Advanced Certificate in Education.

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### **Washington State University/University of the Witwatersrand, South Africa** *Cycle: 2002*

The partnership between Washington State University (WSU) and the University of the Witwatersrand (UWIT) seeks to increase the number of teachers capable of integrating technology into instruction. These goals will be accomplished through a program of teacher training and by establishing a network of U.S. and South African high-tech high schools with the involvement of the partner universities. The goal of the network is to improve student achievement by employing best teaching and learning practices in the United States and South Africa through both face-to-face interaction and information and communication technologies. Faculty from WSU and UWIT are sharing expertise in order to create a knowledge base of effective practices and develop the ability to deliver substantive information in a systematic and effective way. Teachers learn about

integrating technology into teaching and developing curricula for use in the classroom. These teachers also become trainers in their respective schools, sharing knowledge and curricula with their colleagues. During the visit of the U.S. director and the principal of Mt. Spokane High School (MSHS) to South Africa, the partners held seminars designed to share their knowledge and to highlight the success stories and lessons learned from efforts to create high tech high schools in the State of Washington. The U.S. partnership director and MSHS's principal also launched an online partnership project between students and teachers at a South African high school and at MSHS.

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**Prince George's Community College/Vista University, South Africa**

*Cycle: 1998 \**

Award Dates: 1998 AACC, 2000 Sustainability (completed September 2002)

Award Amounts: \$49,999 (1998); \$49,923 (2000)

Proposed Cost Shares: \$54,469 (1998), \$32,501 (2000)

Other Funds Leveraged: \$12,000

Other Partners: Africare; College of Southern Maryland; Garrett Community

College; PBS/Adult Learning Service

Prince George's Community College (PGCC) and Vista University (VU) partnered to strengthen VU's capacity to deliver computer literacy training on its seven campuses through distance education. In 1999, faculty from PGCC and the College of Southern Maryland conducted a weeklong workshop in Pretoria, where different modes of distance learning and distance learning pedagogy were taught to VU computer studies students and to VU faculty. Later that year, the partners taught VU faculty how to create web pages. Beginning in January 2000, with textbooks from McGraw-Hill and licenses donated by PBS, a PGCC faculty member taught an online computer literacy course to 25 VU faculty members. VU subsequently developed an audio distance learning computer literacy course and offered it to students at its campuses in three provinces. Enrollment in this course began at 250 and reached approximately 900 students by Fall 2002. In Spring 2001, VU computer science lecturers provided computer training to 486 area teachers — far more than the 280 originally planned. In response to the high demand, VU offered a second course in July 2001, and 839 teachers enrolled. VU faculty trained another 350 during the third phase of the partnership. Two VU faculty were trained to deliver online instruction and taught an online course about the history of South Africa to 17 students at three community colleges in Maryland in the fall of 2001. Eight VU computer science graduates completed internships as part of the grant, and two of the internships became full-time jobs. With funds from a complementary technology enhancement grant, partners established a 29-station open computer laboratory at VU's Welkom campus in May 2001, at which time a Welkom campus network engineer began Microsoft Certified Systems

Engineering (MSCE) training. VU faculty and lecturers, assisted by PGCC and other partners, developed and provided computer literacy instruction for over a thousand primary/secondary school teachers in South Africa. Teachers will use computers in their classrooms and students, through exposure to computers, will find class more stimulating and, perhaps, remain in school to finish their education.

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**Virginia Polytechnic Institute & State University/Domasi College of Education,  
Malawi**

*Cycle: 2000*

By conducting education research that informs program and policy development, Virginia Polytechnic Institute and State University (VT) and Domasi College of Education (DCE) enhanced the capacity of Malawi's public education system. The partners designed activities to develop educational research skills and instructed selected teacher trainers and primary education advisors. The partners formed a steering committee that included representatives of various stakeholder groups in Malawi to guide the implementation process. VT personnel conducted a needs assessment to determine (1) the knowledge and skill levels of Malawian faculty in research methodologies and in the use of computers, and (2) the availability of computer resources. The committee then selected 24 individuals to receive intensive instruction in educational research. The training provided a contrasting overview of quantitative and qualitative methods, a focus on case study methodology, and exercises in skills building. With guidance from an instructor, the students developed research proposals and conducted research projects on issues in basic education in Malawi. The steering committee adopted a policy paper outlining strategies for ongoing activities and instruction to sustain partnership goals once the partners completed activities under the initial grant. The policy paper provided several options for government officials, policy makers, and administrators, depending on long-term objectives and the availability of fiscal and human resources.

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**Edinboro University of Pennsylvania/University of the Free State, South Africa**

*Cycle: 1999*

This partnership collaborated to train facilitators in two programs designed to educate parents, students, and teachers about the value of science and mathematics and to encourage students to pursue careers in these fields. In 1999, Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) established the Regional Center for Mathematics and Science Education at UFS, which subsequently trained 560 family math (FM) and/or family science (FS) facilitators. Activities from FM and FS books were translated into four of the 11 official languages of South Africa (Afrikaans, isiXhosa, Sesotho, and Setswana) and modified to suit South African cultural and educational conditions. Partners established community-based FM and FS programs in Greater Bloemfontein area primary schools, where the teachers trained in FM and FS

conducted workshops for parents and children using the translated materials. Due to high demand, the project extended its geographic reach and trained facilitators from KwaZulu Natal and the Eastern Free State. One EUP faculty member spent 24 weeks in South Africa conducting training activities, and a UFS staff member participated in the EQUALS Mathematics Institute at EUP in 2000. The South African Qualifications Authority (SAQA) accredited the FM and FS courses, and the Department of Education subsequently approved a teacher training module of 64 credits. Sixteen of the credits will be in FM and FS and will count toward teacher qualification. A local advisory committee continues to monitor the project to ensure that activities and materials remain relevant to the target populations.

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### **Highline Community College/Polytechnic of Namibia**

*Cycle: 1999*

Highline Community College (HCC) and the Polytechnic of Namibia (PON) are collaborating to increase the administrative and programmatic capacity of PON by establishing of a Center for Entrepreneurial Development (CED) and a Center for Teaching and Learning (CTL). Established in March 2000, the CED has conducted a full range of workforce development training classes for government agencies, businesses, and nongovernmental organizations, including seminars on financial planning, marketing, laws governing business start-up, and computer training. The CTL, established in November 2000, trains PON faculty to move from traditional hierarchical teaching methods to interactive approaches that enhance student learning, retention, and critical thinking skills. Namibian representatives have traveled to the United States to study models of curriculum development, student retention and success, professional development approaches, community outreach, contract training design, and center management. The CTL has increased its capacity to train faculty on improved teaching skills, with a special focus on the use of appropriate technology to enhance student success. The CTL has also piloted a new faculty mentoring initiative to introduce new instructors to the polytechnic, to provide faculty from industry with training in classroom management and pedagogy, and to offer ongoing support as they begin teaching. Both CTL and CED recently moved into fully equipped dedicated office space with meeting rooms, computers, and training materials. Both centers are fully staffed. At least 54 host country institutions have benefited from CED offerings, and 1,101 host country nationals have been trained through partnership activities.

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### **Pacific Lutheran University/University of Namibia**

*Cycle: 2002 \**

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$121,019  
Other Funds Leveraged: \$5,800

Other Partners: National Institute of Educational Development; Namibia Association of Norway; Hedmark University College

The partnership between Pacific Lutheran University (PLU) and the University of Namibia (UNAM) has three interrelated goals. First, it will enable 75 Ovahimba teachers in the Ondao Primary School to strengthen their knowledge of literacy and primary education, their teaching skills, and credentials. Second, the project will deepen and solidify the partnership between UNAM, PLU, and HUC. Third, by training Ovahimba primary school teachers, it will provide educational services for marginalized minority groups—a priority of the Namibian Ministry of Basic Education, Sports and Culture and its agency, NIED, as well as the USAID Mission in Namibia. UNAM faculty will gain valuable teacher training experience that, in conjunction with their work on a certification program, will contribute to UNAM’s development of its teacher training capacity. To date, partners have completed the first of five weeklong workshops held at the Ondao Primary School for 73 schoolteachers. Partners held an orientation for UNAM, PLU, and Hedmark faculty to prepare for the teacher-training workshop. They have leveraged \$5,800 in additional funding.

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**University System of Georgia/University of Cape Coast, Ghana**  
*Cycle: 2000*

The University System of Georgia (USG), headed by Kennesaw State University, and the University of Cape Coast (UCC) partnered to train Ghanaian faculty in the use of instructional technology (IT) for basic education. In 2000, eight UCC faculty members received trainers’ training – in areas including Windows 2000, Excel, Access, PowerPoint, Internet, e-mail, software troubleshooting, and Web page design – at four universities within USG and became certified as IT trainers. Upon returning to Ghana, they trained an additional 52 educators. In 2001, eight UCC faculty members received trainers’ training at all seven USG institutions and received their certification. In 2002, one of them established his own IT training center in Ghana, which targets local elementary and junior secondary schoolteachers. Through the multiplier effect, these 16 “supertrainers” have already trained hundreds of educators, primarily through the new Center and UCC’s Department of Primary Education. The partners have received 20 privately donated computers and continue to seek additional equipment and resources for both the training institutions and local schools. They have disseminated partnership results at various venues, including the annual conferences of the African Studies Association, the Georgia Association of Teacher Educators, and the Ghana Association of Science Teachers.

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## **University of South Florida/University of Cape Coast, Ghana**

*Cycle: 2000*

The University of South Florida (USF), the University of Cape Coast (UCC), and the University College of Education of Winneba (UCEW) have teamed to strengthen institutional capacity to support curriculum development and improve teacher training in Ghana. The partners seek to enhance testing and continuous assessment (CA) expertise within the Ghana Education Service/Curriculum Research and Development Division (GES/CRDD) and to establish UCC and UCEW as the primary institutional resources for CRDD. Since the beginning of the project, the partners have conducted five exchange and study visits between Ghana and Florida and have prepared a proposal to revise and improve Ghana's CA system for public schools, grades 1 through 9. The GES approved the proposal and recommended its implementation. The partners continue to develop and fine-tune the overall format of the CA system before it is introduced into the public school system. CRDD established Internet connectivity with USF and UCC to ease communication and improve access to resources, including online curriculum development courses and partner web pages.

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## **University of Delaware/Pontificia Universidad Católica del Perú, Peru**

*Cycle: 2002*

The University of Delaware (UD) and the Pontificia Universidad Católica del Perú (PUCP) are partnered to teach problem-based learning (PBL) in science and mathematics courses for future public school teachers in Peru. By the end of the ALO funding period, the partners expect, among other outcomes, that (1) 100 PUCP science professors (chemistry, physics, and math) will be trained to design and implement PBL courses in their respective disciplines; (2) 100 public school teachers will be trained to design and instruct their subjects in a PBL format; and (3) 40 chemistry, physics, and math courses will be converted into the PBL format at two public universities (the Universidad Nacional Mayor de San Marcos and the Universidad Nacional de Educación Enrique Guzmán y Valle) and two public pedagogical institutes (the Instituto Pedagógico Nacional de Monterrico and the Instituto Paulo Freire de Comas).

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## **Ohio University/State Inst. of Islamic Studies Syarif Hidayatullah, Indonesia**

*Cycle: 2002*

The primary goals of the Ohio University (OU) and State Islamic University Syarif Hidayatullah (UIN) partnership are (1) to build a teaching and research capacity in civic education at UIN, (2) to develop models of active teaching and problem-based learning for civic education for the K-12 madrasah network of Islamic schools in Indonesia, and (3) to strengthen the teaching and research mission of the Southeast Asian Studies Program at OU, particularly in the areas of Islam, educational reform, conflict

management, civic education, and democratic institutions. In December 2002, the OU partners and several OU students conducted workshops on conflict resolution in collaboration with the University of Indonesia's Center for Research on Intergroup Relations and Conflict Resolution (CERIC). Two UIN faculty members are enrolled in OU's Master of Arts program in International Studies, for which they are conducting research and taking courses related to civic education. One UIN faculty member is currently a visiting scholar at OU. In the coming months, two more UIN faculty will travel to the United States to work with OU faculty on the teaching of civic education in Indonesia. CERIC has offered to host workshops on local conflict management, democratic dialogue, the role of the media in reporting on conflict, and tolerance education.

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**University of Massachusetts-Amherst/Afghan University for Education,  
Afghanistan**

*Cycle: 2002 \**

Award Date: 2003

Award Amount: \$124,993

Proposed Cost Share: \$31,113

The goal of the partnership between the School of Education at the University of Massachusetts Amherst (UMass) and the Afghan University for Education (AUE) is to build local institutional capacity for rapid teacher training in basic education. In response to the urgent educational needs in Afghanistan, the partners are increasing AUE's ability to rapidly train accelerated learning facilitators at the community level; develop culturally appropriate training materials; and promote dialogue on the role of rapid teacher training in AUE's academic program. To support project activities, the partners are establishing a Center for Accelerated Learning at AUE. The Center will house project materials, provide logistical support for workshops and other linkage activities, and provide translation services.

Originally the partners had planned to train only 10 "master trainers," but due to overwhelming demand—and despite enormous infrastructure and security challenges—they have trained 38 to date, who, in turn, have conducted workshops for 371 participants in six provinces.

Additionally, UMass and AUE intend to organize a stakeholder meeting at AUE to discuss alternative approaches to basic education for out-of-school youth; conduct training seminars for participating AUE faculty and accelerated learning facilitators; and visit with and learn from the experience of international non-governmental organizations that are conducting other accelerated learning programs in Afghanistan.

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**Prince George's Community College/National University of Rwanda**

*Cycle: 2002*

Prince George's Community College (PGCC) and the National University of Rwanda (NUR) seek to dramatically increase computer literacy in Rwanda by training secondary school teachers. Using instructional CD's created by University of Maryland (UM) students, the partners are providing direct, hands-on training in Windows and Microsoft Office at NUR for 72 teacher-trainers from 72 secondary schools throughout Rwanda. The teacher-trainers use the CD teaching materials, and an NUR-produced manual to provide computer training for approximately 20 teachers at each of the 72 schools with the assistance of the university partners. This training of approximately 1,440 teachers will reach many thousands of students. PGCC and NUR will conduct a workshop for instructors in the faculty of education on active learning strategies, learning outcomes assessment, and instructional technology applications in teaching, and prepare a competency exam for the teacher-trainers. The partners will also class test the CD teaching materials developed by the UM students; prepare the soundtrack in Kinyarwanda for the CD teaching materials; and conduct an intensive three-week workshop at NUR for 36 teachers – one from each of three secondary schools in each of the 12 provinces of Rwanda – who will become teacher-trainers. The partners plan to conduct a second workshop for 36 more teachers from 36 different schools.

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**Indiana State University/Mzuzu University (Malawi)**

*Cycle 2004*

Award Date: 2004  
Award Amount: \$99,946  
Cost Share: \$66,425

Indiana State University (ISU) and Mzuzu University (MU) are collaborating to enhance MU's teacher preparation program in the area of earth science, to address Malawi's environmental issues, and to raise the quality and relevancy of curricula and teaching materials. ISU conducted two summer workshops on the use of Geographic Information Systems (GIS), remote sensing, cartography, and science education as tools for understanding environmental issues for four members of MU's Faculty of Education. During the period between the workshops, the four faculty members will develop and complete technological and pedagogical projects.

The two summer workshops at ISU and the interim projects will help the faculty members develop pedagogical strategies in science education for the creation of teaching units at the elementary and secondary levels that address conservation and environmental concerns.



**Boston University/Lesotho College of Education**

*Cycle 2004*

Award Date: 2004

Award Amount: \$100,000.00

Cost Share: \$101,457.00

Other Partners: Lesotho Ministry of Education; Lesotho Ministry of Health; and Problem Solving for Better Health

This partnership is launching a program to combat HIV/AIDS in Lesotho by strengthening the HIV/AIDS content in the Lesotho College of Education's (LCE) curriculum for teachers in training; initiating the first integrated voluntary counseling, testing, and antiretroviral treatment program (VCTR<sub>x</sub>) in Lesotho at the LCE; and assuring the sustainability and expansion of the program to cover all teachers and health workers by mobilizing existing funds.

All teachers in training will graduate from LCE having participated in a curriculum that presents them with a sound knowledge about HIV/AIDS and provided them instruction on how to integrate this new knowledge into their own teaching in primary and secondary schools.