Good Practices

of the CFIT project on "Enhancing Teacher Education for Bridging the Education Quality Gap in Ethiopia"

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

IICBA
International Institute
for Capacity Building
in Africa

The College has developed:

4 language handbooks

1 ICT module

2 CPD intervention handbooks

1 handbook on Mathematics

1 handbook on Science

Introduction

The UNESCO-China Funds-in-trust (CFIT) project on "Enhancing Teacher Education for Bridging the Education Quality Gap in Ethiopia" has been implemented since March 2014. It was designed to complement the government's objective in increasing the supply of qualified teachers. By strengthening Teacher Education Institutions (TEIs), pre-service and in-service teachers will be better prepared to provide quality education. Besides, the project aims to improve the institutional capacity of TEIs to facilitate the productive use of ICT for education. IICBA has been closely working with Hawassa College of Teacher Education and Bahir Dar University. This is to share the good practices from Hawassa College of Teacher Education (the "College") in the development of training modules and cascading of training.

Development of Training Modules

UNESCO-CFIT project training modules are developed based on the institutional needs.

The project involved stakeholders and a comprehensive needs assessment to find out the gap between the required standard and the actual performance of teacher education. The College management formed a needs assessment team which comprised of experienced instructors from different subject areas. The College was mandated with identifying the needs pertinent to infrastructure and needs related to capacity building. The College designed needs assessment instruments in different subject areas, conducted the assessment and drafted report.

The report reflected both kinds of needs. The infrastructure needs assessment identified gaps with respect to establishing 1 language lab, setting up 5 ICT enhanced classrooms and establishment of video conferencing schemes and facilities to connect the college with 5 primary schools cluster resource centers. The capacity building needs assessment identified competence gaps among teacher educators and primary school teachers. Validation workshops were organized to gather inputs for the report.

The College developed intervention modules based on the needs identified. The modules were reviewed for content and pedagogy. Then, modules validation workshops were carried out and the team-incorporated workshop inputs into the training modules. As a result, 9 intervention modules were produced.

1

INSTRUMENTS

designed for needs assessment on different subject areas

2

NEEDS ASSESSMENT

conducted to identify the capacity builidng needs and competency gaps

3

INTERVENTION MODULES

developed based on the needs identified and reviewed for content and pedagogy before validation

Cascading Module of Trainings

Cascading Model of Trainings is the delivery of trainings through layers of trainers until it reaches the final target group.

150 EXPERTS were trained in the first cohort.

They were selected from the cluster schools, including school principals, cluster supervisors, English teachers, Sidaamu Afoo language teachers, mathematics teachers and science teachers.

3750 TRAINERS were trained by the experts in the subsequent cohort.

Then these trainers trained primary school teachers in their own schools.

THE ADVANTAGES of the cascading module are: i) it is **cost effective** and ii) **creates a sense of ownership** of the training. As a result, primary school teachers have owned the training and are seeking training material support in their respective schools. Most of the teachers are using the inputs of the training in their teaching and learning process.

ONE CHALLENGE of the cascading module is that the training message will not be communicated 100 % effectively. **The key message may get diluted at each stage of cascading.** To maintain original training message, the College carefully selected trainers based on their educational qualification and experience. Trainers were trained within an adequate number of days and were evaluated thereafter.

In order to reduce the possibility of losing key messages, the College limited the stage of cascading into second and third cohort. The training modules were provided to all trainers as one way of maintaining quality.

Conclusion

Institutions should identify their areas of deficiency before developing training materials. They have to identify their infrastructural needs and capacity building needs. Training documents based on identified needs can correctly address the current institutional needs.

Once training modules are developed, the institution can train all of its members within manageable size. Otherwise, it is advisable to use cascading model of training to reach all other members. When using cascading, trainers should be knowledgeable about the possibility of content lost and methods to mitigate it.

CFIT INITIATIVE ON ICT TRAINING MODULE

ICT course had been neglected in the New Primary Teacher Education Framework before the intervention CFIT Project. The Ministry of Education assumed that in-service teachers come to the college with basic skills in ICT. However, the reality on the ground was different. Many teachers especially in rural areas were not familiar with basic computer skills and would be learning these skills for the first time in the colleges. The technological disparity between rural and urban students has necessitated the Ministry of Education to consider including ICT in primary school teacher preparation. Colleges need to produce ICT literate school teachers. The ICT course being given in TEIs is purely a CFIT initiative. The regional colleges agreed up on the rationale and included the course in the syllabus. The ICT module developed by the project is being used in 5 colleges in the Southern Nations, Nationalities and Peoples region, eventually benefiting more than 10,000 teachers through pre-service and in-service training programmes.