UNESCO-China Funds-in-Trust Project on Harnessing Technology for Quality Teacher Training

Namibia

18-21 March 2019, Time limit: 15 minutes

By: Namibia Delegation Team
Overview

- CFIT Phase II Key Achievements
- CFIT Moments and Impact
- ICT-CFT Contextualisation through CFIT Project
- CFIT Material Development and Training
- Sustainability of CFIT Project
Objective 1: revitalize the teaching profession to ensure quality and relevance at all levels of education.

Objective 3: harness the capacity of ICT to improve access, quality, and management of education training systems

Objective 9: revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness

Objective 12: set up a coalition of stakeholders to facilitate and support activities resulting from implementation of CESA 16-25
CFIT Phase II Key Achievements

Teaching, Learning, Assessment, Technology and Research

- Develop and enhance teacher educators’ research capabilities to inform innovative teaching practice
- Harnessing ICTs to support teachers development through collaboration and skills development
- Establishment of Pedagogical Innovation Network (PIN)
- Review of the National ICT policy in education and its implementation plan
- Teacher demand and Supply projection model developed
CFIT Phase II Key Achievements

Teaching, Learning, Assessment, Technology and Research

Key Achievements

Examples

- Teacher Educators’ capacity built to improve their research capacity and to implement innovative teaching strategies in HEI’s. **CESA Obj. 1 and 9 / NDP5**

- Built capacity of rural school principals and teachers to integrate ICT’s in teaching, learning and school management. **CESA Obj. 3**

- Establishment of the Kopano Online Forum to build community of learning through the community of practice approach **CESA Obj. 3 and 12.**

- Use of tele-teaching model to effectively conduct professional development interventions at reduced cost.
CFIT Phase II Key Achievements

Training session for teachers at all school phases, namely junior primary (lower primary), senior primary, junior and senior secondary, from all 14 education regions in Namibia.
Namibia developed the Kopano Online Education Forum made of four main components:

1. Information Portal
2. eCollaboration platform
3. MOOC Platform
4. Online Data Collection Platform
The three Kopano solutions consisting of (1) Kopano Information Portal, (2) eCollaboration platform and (3) Micro-learning (MOOC platform).
1. Mathematics Learning Resources (on eCollaboration)
   Resources uploaded for download – available to all teachers teaching Mathematics

2. English 2\textsuperscript{nd} Language - Junior Primary (on eCollaboration)
   Resources uploaded for download – available to all teachers teaching English Second language for Junior Primary

3. STEM Lessons – on the MOOC platform
   Only 27 teachers for two schools have been trained in the usage of the lessons.
4. SAT Based Science – Support Guide for Teachers (Grade 5 – 7) – on the MOOC platform

Only 65 teachers have been trained in the usage of course developed by the CPDTLI.

5. Introduction to eLearning – Theory and Practice

79 teachers have been trained in the usage of this course that introduces them to the usage of eLearning to enhance learning.

6. Namibia Novice Teacher Induction Programme – On the MOOC Platform

Course linked to 317 teachers to download resources during Kopano trainings and share information in their respective schools. Now from 1st March all the 8 903 users of the Kopano solutions are linked to this course to access the resources.
7. **Innovative Pedagogies to Enhance Learning**

This course focuses on innovative teaching strategies, such as flipped classroom, dynamic assessment, mastery learning, etc. 90 teachers are accessing this course for this academic year.
Three-day workshop to capacitate teachers to utilise STEM lessons to instill the love of science in learners at primary schools.
CFIT Online Platform

Digital Materials on the Platform (Impact)

Training sessions of resources on the MOOC platform; including (1) Introduction to eLearning – Theory and Practice, and (2) Innovative Pedagogies to enhance Learning
CFIT Online Platform

Kopano Online Education Forum Launch

Kopano launch event attended by Ministry of education Executive Management, Directors of education, UN Agencies, Academia, NGOs, Diplomatic Representatives, etc.
CFIT Online Platform

Digital Materials on the Platform (Impact)

Training sessions of resources on the MOOC platform; including (1) Introduction to eLearning – Theory and Practice, and (2) Innovative Pedagogies to enhance Learning
CFIT project focuses on the following six aspects of Teacher’s Work:

- Understanding ICT in Education
- Curriculum and Assessment
- Pedagogy
- ICT
- Organisation and Administration
- Teacher Professional Learning

The establishment of the Pedagogical Innovation Network permits the implementation of these above six aspects of teachers’ work aligned to the three approaches of the ICT-CFT framework, including (1) Technology Literacy, (2) Knowledge Deepening and (3) Knowledge Creation.
Curricula of the specialised courses, such as Integrated Media-Technology Education (IMTE), provide the student teachers with skills in:

- Identifying opportunities ICTs can provide to enhance student effective learning
- ICT integration in the curriculum and ICT usage in developing dynamic assessment
- Supporting emerging pedagogies, such as Mastery Learning, deep learning through reflective thinking, etc.
- Develop intuitive lesson plans, sustaining teacher portfolio (administrative tasks)
- Continuous professional development through online courses in the category of MOOCs, online collaboration, etc.
**CFIT materials Development and Training**

**Resources for TTI and Professional Development**

- Developed the Faculty of Education research supervision rubric used by all students and lecturers.

- Developed the Toolkit used in the training of all students in the Diploma in Teacher Education (Inset)- used by lower primary lecturers and tutors in training of in-service teacher.

- Developed Electronic template for developing teacher education modules.

- Developed tutorial resources to train teachers on how to use Kopano solutions.

- Developed materials for the implementation of innovative pedagogies.
UNESCO EDUCATION SECTOR

CFIT Training

Training Offered during CFIT Phase II

In-service teachers were propelled into the online learning environment, and learned ICT skills and competencies to support them in their teacher preparation programme.

In-service teacher education diploma developed from the research findings of the CFIT I project.

Diploma implemented during CFIT II, 2600 teachers enrolled across the country, particularly in rural areas.

Kopano training across the 14 regions

Teacher Educators have a standardized tool to guide their students’ research proposals, methodology and report writing.

Teacher Educators learned to develop blended learning materials for online teaching.

They also learned to facilitate online learning

In-service teachers were propelled into the online learning environment, and learned ICT skills and competencies to support them in their teacher preparation programme.
Access to a high quality teacher education programme that helps unqualified teachers to become qualified,

Teacher educators learned innovative ways to deliver blended learning teacher education programmes, to develop on-line learning materials, to collaborate with Ministry of Education officials in improving teacher quality and training.

Closer collaboration with different stakeholders in education, increased capacity for innovation in teacher education and preparation.

Teachers trained in using eCollaboration platform to enhance peer coaching, mentorship and collaboration skills.
1. **Type of training** – research training, research supervision training, ICT integration, Innovative pedagogy training

2. **Facilitators** – University teacher educators, experts in research from peer institutions, experts in on-line learning and teaching, and experts in on-line materials development.

Survey and produced reports were used in designing capacity building training programmes that were relevant and demand driven;

Improved capacity of TTI staff to develop and deliver innovative teacher education programs using blended delivery modes;

Improved capacity of school teachers and principals to integrate ICTs in their daily operations, improved capacity to be innovative teachers and teacher educators

Improved teacher collaboration and communication using technologies

Break teacher isolation through effective usage of ICTs
CFIT Project - Sustainability

Measures, Plans or Strategies

- Improved collaboration between different education stakeholders
- A shared and focused approach to improve the quality of education in the country, especially in pre- and lower primary education
- Sustain existing ICT infrastructure, solutions already developed and deployed in institution of learning
- Advocate, capacitate and scale-up the Kopano solutions, including the offline Kopano to realise quality education
- Initiate the resources mobilisation to implement the agreed plans and strategies
- Cost the developed teacher demand and Supply projection model

Way Forward
Thank you
Merci
Team Namibia