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

Uganda

21 March 2019, 09:45 to 10:30
The formulation of CFIT Phase II workplan took into cognition SDGs 4, 5 and 9, CESA SO 1, 3 and 5, NDP II, Education & Sports Sector Strategic Plan – SO 3 and TIET Strategic Plans – SO 3.
• **SDG 4** – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
• **SDG 5** - Achieve gender equality and empower all women and girls
• **SDG 9** – Foster Innovation in the Education system
• **CESA SO 1**: Revitalize the teaching profession to ensure quality and relevance at all levels of education
• **CESA SO 3**: Harness the capacity of ICT to improve access, quality and management of education and training system
• **CESA SO 5**: Accelerate processes leading to gender parity and equity
• **NDP II**: – Aims to achieve equitable access to relevant and quality education and training
• **EDUCATION & SPORTS SECTOR STRATEGIC PLAN**: – SO3: Efficient & Effective Education and Sports by promoting e-learning and computer literacy in secondary and tertiary education to enhance learning outcomes.
• **TEACHER, INSTRUCTOR EDUCATION AND TRAINING STRATEGIC PLAN** SO3: To strengthen institutional infrastructure and facilities.
Key achievements of CFIT Phase II in Uganda

- Increasing membership of institutions from 3 in Phase I to 23 in Phase II
- The first ever ICT Teacher in Education policy was drafted and awaits approval through MoES structures
- Digitization of curricula and development of LMS platform where blended mode training for teachers is available for all.
- Training of ICT technicians at TTIs so that they can offer technical support to Teacher Educators in the CFIT participating institutions.
- Staff from CFIT recipient institutions have benefitted from ‘The Great Wall of China’ scholarships to study in China.
- The contextualized ICT competence Framework for teachers was developed
**Expected Result 3: Effective use of ICT in improved management, and monitoring of ICT in education**

- The project also lent support to MoES in finalizing the draft National Policy for ICTs in Education
- Implemented an M&E framework for ICT Integration in Education, developed in Phase I
- Developed a coherent structure (PIC) between MoES, UNESCO and the 23 Institutions around CFIT Project Management:
  - Quarterly PIC Meetings
  - WhatsApp Groups
Hosts Materials for all TTIs in Uganda with over 600 users (Lecturers, Teacher educators and Student Teachers)
The contextualized ICT Competency Framework for Teachers in Uganda (CICT – CFTU)

Based on the Technology Literacy (TL) level of the UNESCO ICT CFT

Addresses the issue of quality assurance through Capacity building for public teacher training institutions in adapting curriculum and improving the capacity of teacher educators, and Capacity building for examination developers and examiners.

Is Uganda’s standard document in Education to serve as a guide to all those that are integrating ICTs in Education.

In Uganda, the ICT-CFT has been adopted by the tutors, student teachers and Ministry of Education officials. Teacher educators themselves were involved in the development of the framework.
The CICT-CFTU document is categorized into Seven parts, namely:

- Part I: Provides the matrix and Framework from which the course was developed
- Part II: Provides details on the different policies on ICTs both National and Institutional
- Part III: Looks at the curriculum and assessment
- Part IV: Discusses Pedagogy including planning and implementation
- Part V: Discusses Information and Communications Technology to include Productive and Authoring tools, and the Internet.
- Part VI: Discusses organization and Administration that covers teacher understanding and classroom management.
- Part VII: Discusses Teacher Professional Learning that covers planning, teacher awareness and Participation.
The contextualized ICT Competency Framework for Teachers in Uganda (CICT – CFTU)

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CFIT Online Platform

- In-service and pre service course material developed based on the Uganda ICT Competency Framework for Teachers for face-to-face and online delivery mode at the Technology Literacy level

- Curricula and teaching guides for TIET institutions have been digitalized and uploaded onto a dedicated space in the TEELS LMS to support quality teacher teaching and learning
  - Teacher Education Curricula, Guides and syllabi
    - Curricula: 18
    - Guides: 5
    - Syllabi: 14
  - Secondary Teacher Education (STE) Curricula: 19
  - Students modules: 11

- 32 Modules developed in contextualized ICT CFT for Uganda for rollout of the CICT CFTU in a blended mode of delivery

- The e-content addresses certificates, diplomas and bachelors degree in education
**Expected result 4:** Effective Public Private Partnerships and networking mechanisms established and enhanced among the MoES and TTIs

- ICT Infrastructure needs-assessment was completed.
- A net work of IT administrators was developed
- Development of PPP guidelines on ICTs in Education for Teacher Training in Primary, General Secondary and TVET Education was completed
- Donation and training on use of Interactive Smart Panels through a partnership with a Chinese firm - CVTE company.
- Studio equipment was installed at 3 TTIs in Phase II to help teachers develop learning materials
CFIT II UGANDA in pictures...

Group discussions during consultations to formulate ICT in Education policy

Uganda’s delegation at the Namibia CFIT study tour

Minister of State for Higher Education and Chinese Embassy representative in studio set up by CFIT

Minister of State for Higher Education and Chinese Embassy representative visit Computer lab equipped with CFIT support
The most significant CFIT moments and impact

Student teachers learn to utilize ICT to enrich their lesson preparation

Student teacher demonstrates a lesson using SMART panel

Commissioner TIET, the NPO and UNATCOM representative meet Chinese officials at the Chinese Embassy in Uganda
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The Contextualized ICT-CFT for Uganda (CICT-CFTU) Course
Technology Literacy (TL) Approach
CFIT Online Platform

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Sustainability

- Developing an academic award program in Instructional Designs & Distance Education
- Agree on mechanisms to ensure appropriate internet and ICT equipment provision for all TTI as well as a contribute to the running costs of maintaining the LMS server.
- Review the Teacher Education curriculum and incorporate ICT in Education therein
- Develop offline solutions (e.g. mobile configured MOODLE platform) to combine with online platform to enhance use of developed materials
Sustainability

- Enlarge the TEELS platform to reach all 54 TTIs
- Develop a module(s) to train teachers countrywide to make the most use of available mobile devices
- Continue to support the completion of the process of ICT in Education policy development
- Develop offline solutions (e.g. mobile configured MOODLE platform) to combine with online platform to enhance use of developed materials
Sustainability

Continue to train IT personnel at TTIs so as to develop their capacity to support pedagogical staff.

Collaboration with Ministry of ICT, National IC Authority, Research and Education Network of Uganda to improve IT infrastructure and access to secure and reliable virtual servers.

Discussions on Internet Connectivity Ongoing.
Thank you for your attention. Any Questions?
UNESCO-China Funds-in-Trust Project

Thank you
Merci Beaucoup
Webalee Nyoo

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