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

Liberia

18-21 March 2019, Time limit: 15 minutes
Main Achievements:

- Revision of the TTI curricula for integration of advanced elements of the ICT Pedagogical contents
- Revision and redesign of the ICT Modules from 6 to 3 (Word, PowerPoint and Excel) as per the recommendation of the international evaluation team in Phase I of the project.
- Training of Master Trainers into E-Learning Platform and MOOCS
- Geographical deployment of CFIT reflective of the TTIs
Alignment of interventions with CESA Priorities

**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
CFIT contextualized ICT-CFIT

The ICT-CFIT was contextualized to the framework of Liberia based on the Joint Education Sector Review of the Ministry of Education with a focus on teacher education in Liberia. The framework has been built in the educational plans of the teacher training institutes, and the ICT content and pedagogical guidelines enshrined in the curriculum of the RTTIs and that of the University of Liberia.

As a result of these initiatives, the learners adhere to the established ICT standards and requirements as follows:

1. Teacher educators not only use ICT curriculum to teach, but also trainees are able to apply MS Word to do assignments in and out of school.

2. Teacher educators procure their personal lab tops while teacher trainees use Smart Phones to do their assignments when they are away from the schools setting.
CFIT Materials Development and Training in Phase II

1. Revised and remodeled ICT Modules (MS Word, MS Excel, and MS PowerPoint)
2. The modules are being used both by the teacher educators and teacher trainees as well as administrative staff of the RTTIs and the University of Liberia
3. These Modules have provided an iconoclastic hands-on perspective to the teacher educators and teacher trainees. It assists them not only as a study guide but also and instrument to aid them in their practical work on the computer
4. Training materials on MOOCs and eLearning Platforms
CFIT Training

During Phase II the following activities were undertaken in respect of CPD:

1. E-learning training and facilitation for the eight (8) ICT Master trainers. The training was conducted by experienced Local ICT experts from two major ICT tertiary institutions and from ICT service providers in Liberia.

2. Basic E-learning training for teacher educators

Outcomes:

   a. Teacher educators are comfortable extend learning by using known search engines enhance teaching contents.
   b. ICT Master Trainers use MOOCs and other e-learning platforms to facilitate training sessions.
The most significant CFIT moments and impact

- **Curriculum Revision**
- **Teachers Educators Workshop**
- **E-Learning Master Trainers Workshop**
- **Multimedia Hands-on**
Online Platform

Liberia CFIT program is in the process of developing an Online platform for use by Teacher Educators and Trainees from the 3 TTIs and the UL Teacher College. The main components of this platform would be:

a. Content Sharing

a. Collaboration
Online Platform

UNESCO-China Funds-in-Trust Teachers Portal

admin

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Sustainability

1. The Ministry of Education has placed emphasis on the development of an ICT Policy in Education which sets the framework for the design and implementation of ICT education program in Liberia.

2. Local partners have the will and interest to support the ICT project but lack the required resources for practical embellishment of the sub-sector.

3. A Chinese business firm has provided additional computers (30) to the project after an appeal to them when they visited one of the RTTIs.

4. For scaling up, the Government of Liberia has proposed the following mainly an establishment of ICT equipment in at least 5 counties where trained ICT teachers will be employed to apply what they have learned and also teach ICT at the secondary school level.
. Q&A

. Comments
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