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

ETHIOPIA

18-21 March 2019, Time limit: 20 minutes
Overall objective of the project

- To complement government efforts to bridge the education quality gap by improving the capacity of Teacher Education Institutions

Implementation approach and strategy

- Needs based intervention (focus on Institutional, National and Continental priorities)
- Participatory planning and decision making
- Drawing lessons from phase I and other similar initiatives
- Strong monitoring and reporting
CFIT training has been conducted for 3 groups of beneficiaries

1. **Teacher educators:** Over 200 Teacher educators in Bahir Dar university (BDU) and Hawasa College of Teacher Education (HCTE) benefited from training programmes in ICTs, research and CPD

2. **Pre-service teachers:** CFIT modules actually reached over 10,000 student teachers in more than 5 TTIs. Training has been conducted through face to face and LMS

3. **In-service teachers:** Over 2000 in-service teachers in 10 CRCs benefited from training in Languages, STEM, Application of ICTs in education and CPD
The most significant CFIT moments

Teacher educators on online course development training
Student teachers learning in smart classroom
Deans of TTIs participating in CFIT experience sharing workshop
CFIT Online Platform

- CFIT Ethiopia has developed LMS( http://lms.bdu.edu.et/ ) in Bahir Dar University
- 15 Professional courses and CPD package have been developed and uploaded to the LMS.
- 219 Student teachers and 150 in-service teachers were able to access the courses and/or CPD packages online
Encouraging results have been achieved as a result of the LMS

- Trainees are able to access the online courses at a distance and convenient time for their learning,
- The courses have good quality and motivate learning when compared with traditional face-to-face course
- School teachers are supported through CPD to update their subject matter and professional competence
- Collaboration and knowledge sharing is enhanced among teachers enrolled in the CPD support platform
Significant achievements of CFIT

• About 15 training and course modules in STEM, the languages, ICT and research have been produced in CFIT phase I and phase II and used in preservice and in-service training.

• More than 15,000 teachers in Amhara and South regions have been supported through the materials to improve their professional knowledge and skills.

• The LMS in BDU enhanced access to teacher training by providing flexibility in course offering and assessment.

• Use of ICT to support students’ learning in schools and TTIs improved – interest, searching & using ICT resources for lessons has increased.
**Significant achievements CFIT**

- Collaboration among TTIs, REBs (Regional Education Bureau) and schools strengthened. More resources are obtained from REB (computers) to enhance the ICT facilities in schools.

- CFIT course materials like ICT use in education and Virtual lab manuals are adapted by different education facilities and programs in Bahir Dar University and TEIs in the south region.

- Other institutional facilities in BDU (Medicine & Agriculture) showed interest to use ICT for teaching and learning drawing on lessons from the CFIT project.
Significant achievements of CFIT

- CFIT experiences helped the TTIs to be selected by MoE as centers of excellence in teacher education and to attract different projects, such as NORHED (The Norwegian Programme for Capacity Development in Higher Education and Research for Development) and the UNESCO-HNA (UNESCO Hainan) Girls’ Education project.

- CFIT supplied ICT labs in the TTIs, hence students’ access to internet and computer is increased.

- The TTIs assigned ICT lab technicians and a video conference expert to sustain the project activities.
Sustainability

Looking into the future

• Though there are encouraging results in the TTIs and schools in terms of using innovative pedagogies for teaching and learning, the following are important actions to be taken for sustainability of results:
  
  • Supporting teacher educators to improve their proficiency in the use of ICTs for education;
  
  • Working in synergy with other project/programs for resource sharing and cost effective implementation, and also for avoiding duplication of efforts;
Sustainability

Looking into the future

• Strengthening local level experience sharing and exchange programs between TTIs and schools to share resources and promising practices,

• Strengthening country ownership – local level monitoring and resource support to the TTIs and schools is critical, and

• Dealing with people who doubt changes and innovation to open their mind and heart – we need to do what????
Thank you

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