

There is growing evidence that teacher education and development in Africa presents one of the greatest challenges to both Governments and Teacher Education Institutions.

Some of the challenges relate to:

- the growing gap between the demand and supply of teachers;
- the increasing demand for better quality teachers and teacher educators;
- advances in Information and Communication Technologies (ICTs) and the resultant need for leveraging modern ICTs in the training of teachers;
- pressure for national competitiveness in a globalized knowledge-based economy against an existing reservoir of untrained and under trained teachers in many African countries;
- and, the inability of traditional residential university model of teacher education and training to meet either current or projected demand for teacher education.

In Sub-Saharan Africa particularly, two problems of teacher supply that threaten the attainment of global and national education targets are noticeable.

First, is the shortage of teachers occasioned by increasing numbers of pupil enrolments and the negative impact of the HIV/AIDS pandemic.

Second, is the fact that even where there are enough teachers many of them are untrained or under-trained, and the quality of training is often itself inadequate.

The AVU Teacher Education Program is part of the organization's intervention strategy for some of the quality and quantity challenges facing the teaching profession in Africa. Recognizing the potential and role of ICTs in improving teaching and learning experiences, the continent-wide teacher education program focuses on the use of ICTs both in and across the curriculum, with a particular focus on Mathematics and Science Education.

To facilitate the development and implementation of the program, the African Development Bank (AfDB) granted the AVU funds that cover the program's development and its implementation in ten countries, namely Djibouti, Ethiopia, Kenya, Madagascar, Mozambique, Somalia, Tanzania, Uganda, Zambia and Zimbabwe. A coordinating institution for the program has been competitively selected in each country.



Project Countries and Coordinating (Partner) Institutions

Country	Partner Institution
Kenya	The University of Nairobi
Uganda	Kyambogo University
Tanzania	The Open University of Tanzania
Ethiopia	Jimma University
Mozambique	Universidade Pedagogica
Zambia	University of Zambia
Zimbabwe	University of Zimbabwe
Somalia	Amoud University
Madagascar	Universite d' Antananarivo
Djibouti	Pole Universitaire

Program Development and Implementation Process:

As a first step in the development of the program, a Teacher Education Policy and Curriculum Conceptualization Workshop was held in May 2005 in Nairobi Kenya. The workshop brought together key policy makers and scholars from the Ministries of Education, National Union of Teachers and Participating Universities from nine of the ten African countries. Key outcomes of the workshop included an agreement on components of the Teacher Education program to be developed, policy guidelines on quality assurance and an agreed action plan for program implementation including curriculum design and development.

The process of Curriculum Design and Development commenced in October 2005 with a six days workshop that came up with draft curricula for Mathematics, Biology, Chemistry, Physics and Basic ICT skills. The immediate step in this process is to finalize the curricula and facilitate their adoption in all the participation universities by mid-December 2005.

Ongoing and subsequent activities include: a baseline survey on teacher education in the partner institutions and countries; a sensitization campaign on teacher education in the ten countries; courseware identification and content development; content production and dissemination to the participating countries; development of the program's monitoring and reporting system; appointment and training of program coordinators; and the commencement of the program which is planned for September 2006.

Related Projects:

1. Teacher Education for Sub-Saharan Africa (TESSA)

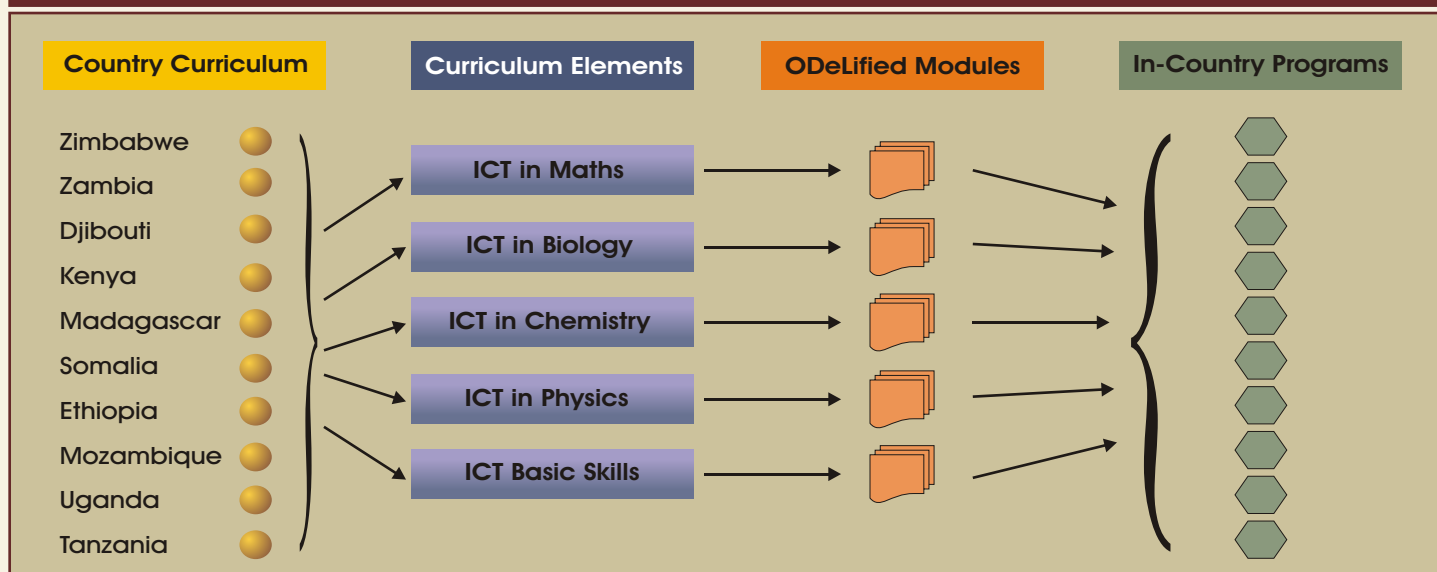
The Teacher Education in Sub-Saharan Africa (TESSA) Project is a consortium comprising of The Open University, The Commonwealth of Learning, The Open University of Tanzania, Fort Hare University in South Africa, and the BBC World Services Trust Fund. It aims at research and development of all aspects of teacher education and development in the sub-Saharan Africa. Part of TESSA's activities is to produce learning and teaching materials on literacy, numeracy, health and junior science for primary school teachers and their trainers in both English and other selected African languages like Kiswahili and Xhosa.

The AVU is at advanced stages of collaboration with the TESSA Project. The proposed collaboration is that the AVU joins the consortium as the materials production and distribution hub of the TESSA project.

2. The UNDP Support for Somali

Due to the unique situation currently prevailing in Somalia, it has become evident that one coordinating institution in the country might not be able to reach and provide effective service to the entire country. Therefore, UNDP has pledged financial support for two more institutions in Somalia in order for the Teacher Education program to cover all the three regions. This has brought on board the participation of East African University in Puntland and the University of Hargeisa in Somaliland.

Curriculum & Content Design & Development Process



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