



## Teacher Education and Professional Development

### What is the Teacher Education and Professional Development program?

The Teacher Education and Professional Development program is a partnership between USAID, the Ministry of Education and the private sector. The Government's commitment to universal primary education includes improving the quality of education – even as the number of students increase. The program supports public teacher training colleges in strengthening the skills and expertise of educators, so they are prepared to deliver quality education. Technology is provided to supplement teacher training and enhance the classroom experience.



Photo: Joan Lewa USAID/Kenya

*The Permanent Secretary of Education visited the pilot sites and evaluated the program to inform a Government strategy to roll out integration of technology in classrooms throughout Kenya.*

### Project Duration and Budget

May 2007 – May 2013  
\$10.5 million

### Who implements the Teacher Education and Professional Development program?

FHI360  
[www.fhi360.org](http://www.fhi360.org)

### Where does the Teacher Education and Professional Development program work?

Nationwide (all public primary schools and diploma teacher training colleges)

### What does the Teacher Education and Professional Development program do?

The Teacher Education and Professional Development program is providing teacher training colleges with the tools and training necessary to effectively prepare the next generation of teachers. Through learning and applying international practices, the colleges are able to provide quality pre-and in-service teacher education and professional development.

A Teacher Competency Framework was developed and adopted by the Ministry of Education to promote common standards in teaching skills, knowledge, professional values, behavior and evaluation. A “Tutor Induction Program” includes follow-on mentoring through college-based Professional Development Centers.

Teacher education materials are provided to prepare student-teachers for actual school conditions, the materials include specific training on HIV/AIDS issues and a Multi-Grade and Large Class teacher training module that was adopted in early 2012 for distribution by the Ministry of Education. The materials have been distributed to all teacher training colleges and to teacher advisory centers in some regions. Infusing HIV/AIDS in Primary Teacher Training Colleges and surrounding communities has encouraged many Kenyans to know their HIV status, promote and encourage healthy behaviors and reduce stigma.

An innovative public-private partnership involving USAID, the Government of Kenya, Intel, Microsoft and Cisco launched an extensive pilot program introducing Information and Communications Technology and training to 20 primary schools, three secondary schools and three teacher training colleges. The Permanent Secretary of Education spent several days visiting the pilot sites and evaluating the program to inform a Government strategy to roll out integration of technology in classrooms throughout Kenya.

### How is the Teacher Education and Professional Development program making a difference?

To date, over 8,000 tutors and educators and 32,000 current and future teachers have been trained on various aspects of improving educational quality. Twenty colleges

have launched Professional Development Centers that use action research to continually improve teachers' skills.

More than 290 teachers now use information technology tools in the classroom. Teacher support teams have been formed in North Eastern, Coast and Central Provinces to support teachers in integrating this new technology into lessons and teaching methods. More than 4,600 primary and 270 secondary school learners have benefitted from the computer and communications equipment.

### **What key challenges does the Teacher Education and Professional Development program face?**

Teacher trainees and tutors are subject to frequent transfers – creating continuity and time management challenges. Achieving policy change requires a shift in accepted thinking and an overhaul of institutions, which is a long process requiring many levels of buy-in.

### **The Teacher Education and Professional Development program in action**

Students at Mwijabu Primary School in Mombasa, Kenya can't wait to get to school – even in the evenings and over the weekend. "The integration of ICT in lessons has motivated students and captured their interest," says Ms. Janet Moraya, a teacher at Mwijabu.

USAID has introduced Information and Communications Technology (ICT) to 20 primary schools, three secondary schools and three teacher's colleges in partnership with the Government of Kenya, Microsoft, Intel and Cisco.

Bour-Algy primary school in the arid northeast town of Garissa was not able to maximize the technology because of frequent power outages. With new solar equipment provided by the program the school now has a reliable source of power – and the impact of the new technology is felt throughout the community.

Both students and parents are excited about the possibilities. Bour-Algy parents have taken it upon themselves to provide security for the new technology. They've cleared overgrown bushes in and around the compound and take turns supplementing the security being provided by the school.

"It is rare to see the local people come together as a community the way they have to improve and secure the school," said Mohamed Ahmed Affey, Headteacher at Bour-Algy primary school.

Teachers at both schools believe the quality of education has increased. Students no longer miss school and are enthusiastic about coming because of the computers.

"They like school now, the ICT component has made school interesting for them," says Moraya.



Photo: Joan Lewa USAID/Kenya

*The entire community at Bour-Algy primary is excited about the computer equipment and solar power provided through a public partnership between the Ministry of Education, Microsoft, Intel, and USAID.*

### **For more information:**

[www.fhi360.org](http://www.fhi360.org)

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