

**TEACH THE TEACHER PROJECT**  
**PHASE REPORT FROM September to December 2004**  
**Status February 2005**

### **EXECUTIVE SUMMARY**

The first phase of implementation of the teach-the-teacher project concerned mainly the setting up of a conducive environment for the deployment of the training activities. The first training centre opened doors at Makepe, Douala in August 2004. The centre is fully equipped (computers, internet access, training material and support personnel) to host 12 participants at once. The training of trainers' seminar held soon after prepared 7 Cameroonians as facilitators in charge of imparting the knowledge of APICT to their colleagues. The sensitisation campaigns organised have proven efficient enough in regard to the usage of the centre. **37 participants are currently undergoing the training and their enthusiasm and devoutness leaves no doubt as of the quality of the training and the success of this phase.** On the whole, the objectives of this first phase have been generally met.

### **THE TRAINING CENTRE**

Discussions were held, notably on 9<sup>th</sup> Sept 04 with representatives of prospective schools to discuss on the centre's physical organisation. Various propositions came up amongst which we decided to setup an independent centre in Makepe Douala so that all surrounding schools would have equal access to the infrastructures.

#### ***FACILITIES***

The APICT centre holds facilities to accommodate up to 12 participants per sessions. It is equipped with the following material:

1 Server

12 PIV Computers equipped with relevant software and networking

2 notebook computers

1 Video projector

Scanner, Digital Camera, Webcam...

A Wireless Broadband internet Connection

These facilities are all meant to enhance the learning experience of the participants, by providing them with all the tools needed for a thorough understanding of the APICT Scheme.

## **TEACHING MATERIAL**

### ***Texts***

A provider's contract was signed with UNI-C (the courses developer) and conferred to the UNISONcig, the right to use, deliver, translate and adapt the training material. To date, we have received 10 modules (4 Obligatory and 6 optional) all in English and have successfully translated all of them From English to French language.

Most of the localisation (adaptation of the module to local context) has been carried on for some of the module materials. However, we are constantly editing the others, based on the feedback and contributions from the participants. We are also planning a seminar in February, with school representatives and pedagogical inspectors in the various fields so as to further adapt the material and improve its pedagogical relevancy to the Cameroonian context. Thus all the training material needed is now available in both languages (French and English) of interest in our country.

### ***The website***

We have not succeeded in editing the website offered by UNI.C because of some technical issues linked to our internet connection. Furthermore, most participants do not have access to internet out of normal study periods at the centre; So all online material might not be used at all. It was therefore decided that all this study material will be gathered and burnt on a CDROM, to be hosted under stringent security on the servers in individual schools (if available) where the training will be taking place. On the other hand, we are currently developing an independent study website based on free software Docebol MS20 ([www.docebolms.org](http://www.docebolms.org)) or Dokeos 155 ([www.dokeos.org](http://www.dokeos.org))

## **THE FACILITATORS**

Training of facilitators took place from the 14<sup>th</sup> to 19<sup>th</sup> Septembre 2004 in the brand new APICT learning Centre in Makepe Block L, Douala. The Training was conducted by Mr. Franck Back Jensen, UNI-C Coordinator of the EPICT programme from Denmark. 7 of the 10 participants obtained the facilitator's certificate; of which 2 are currently in charge of the 2 classes going on.

## **PARTICIPANTS**

17 schools have manifested their interest in the project as of now. Out of these, 8 are currently partaking the classes.

6 primary education institutions all from the private sector

2 Secondary education institutions (private and public)

The average number of participants per school is 4 and we do provide training to 35 participants now. This makes a participation rate of about 93% from the expected number of participants. Initially, 37 participants registered for the first batch of the APICT training but one of the participants died after 3 months of training (Late Mr. Paul Nwaha) while Mrs. Kotto Germaine was forced to stop classes for health purposes.

We have also witnessed a high interest in computer training by women instructors: 17 of the 37 participants are women (46%). They have also been very active in the training process and though very enthusiastic, it was noticed that their computer skills were generally less developed than that of their fellow men counterparts. In order to avoid discouragement and drop outs we initiated some computer skills catch up classes which are attended by about 60% of the participants (mainly women: 80%).

To date, we have registered 26 participants for the next Batch scheduled to start this February 2005. Further sensitisation shall take place in schools both in Douala and Buea so that this number can grow up to at least 80 as expected for the two centres.

### ***Training status***

Participants have select and undertake 8 of the 10 modules available In order to obtain their certificates. Each module lasts 2 weeks.

To date all participants have successfully gone trough 6 modules and are expected to complete their training in February.

The facilitators have expressed their satisfaction on the work of all participants, particularly their enthusiasm and comprehension of the pedagogy. However they note that some of the teaching scenarios produced by the participants, though good and interesting are inadequate for the Cameroonian schooling environment and

therefore might be irrelevant. This confirms the need to hold an adaptation seminar with key inspectors.

## LESSONS LEARNED

- Most of the participants taking part to the training do not have access to a computer, be it at home or at school so they expressed concern on the utilisation they will make of the training they are being provided.

*To solve this, UNISONcig entered into discussions with some business people in the computer sector, to arrange facilities for the participants to acquire the computers (new or second hand) at a cheaper rate (by group purchase) and instalment payment. Even though this was highly welcomed by the participants, only 6 of them have currently acquired the PCs.*

- Participants also experienced difficulties concerning the frequency of delivery of the various modules. This is because most of them lacked basic computer skills which are important (though not essential) to a fast understanding of the training.

*We had to hire a computer trainer to organise special ICT classes for the teachers, which are attended by about 22 of the 37 participants.*

In order to avoid in the future the problems that have been raised, by the first batch, (absence of ICT tools in their schools, lack of internet access) new working procedures and programmes have been developed with the private/business sectors for a smooth running of the classes:

- 1. the training shall now take place, as much as possible, in the schools own installations (Computer Lab)*
- 2. for the schools that do not have any computer infrastructures, UNISONcig will support to fundraise and acquire PC and relating materials so as to setup their own Computer labs.*
- 3. whenever possible, arrange for affordable internet access to the school.*

This new procedure has many objectives; the main ones being

- To help accommodate more teachers per batch: this means that there shall be no structural limit to the number of participants per intake since the training is mostly electronic.

- To raise awareness in other schools both about the training and the need of computer infrastructures and thus help create computer labs in as many schools as possible.
- To foster the spread of the programme, not just amongst teachers but also amongst the end users of the scheme: the pupils.

### ***Milestones***

- Setting up of the supervision committee
- Deployment of external infrastructures
- Community internet access to individuals and schools

<b>CONCLUSION</b>
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In spite of the difficulties encountered during the first phase the main activities of the centre have been carried on. All the material for the training are now available in French and English which are the languages of instruction in Cameroon. This phase has served the intended purpose of putting to the test all training procedures and validating the material for a smooth 2<sup>nd</sup> phase.

### **Annex :**

Financial Report

Note on financial data