Collaboration and partnership in teacher education and development in Africa

Education in Emergencies Faculty Development at the University of Nairobi

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Work in Progress
### Introduction

Uon/IRC collaborate on development of a first ever master’s in education in emergencies.

This is a five year privately funded program to both develop the content, the faculty and the human capital simultaneously.

Started in 2009, the faculty development started with a team of 6. The process involved the faculty doubling up other faculty duties to start a totally new field.

### Operational definition

“a process of enabling individuals, institutions and societies to sustainably define, articulate, engage and actualize their vision or developmental goals building on their own resources in the context of new paradigm”
Faculty Development

Faculty Development is contextualized as a type of organizational change. It is assumed to be a continuous or whole-group identified type, and should be approached from the perspective of the organizational ecosystem. The process involves a range of levels, from individuals all the way to the entire organization.

The levels are interdependent and interrelated and should work as a whole.

Faculty Development Framework

The guiding framework for capacity development

The Framework calls for a necessary paradigm shift in approaching capacity development from the well-known class-room style to a rigorous non-traditional approaches

This framework is a more complex approach. Why?

is to offer different methodologies and tools

for identifying and addressing fundamental systemic and individual capacity challenges.
The framework ......

This framework is more adaptive, 
• Accepts a broader view of capacity 
• Accepts that organization are more complex 
• Organizations consisted of interrelated factors 
• The dynamics that govern all of the interrelated factors of capacity building are unpredictable 
• not easily controlled through outside intervention

All the cited factors make capacity dev. Strategies more difficult to create, implement successfully in a sustainable manner

Framework....

The Framework is built on two (2) strategic cornerstones;

Integrated Approaches and Faculty Continuous Improvement Processes

Knowledge Based and Innovation Driven processes.
Methods Used for Capacity development

Mock teaching/peer evaluation

Self-reading/assignments

Guest Lectures

Co-teaching/peer evaluation

Field visits
Conferences
Workshops

Tools used in Capacity Development

Reading materials in print and soft copies

Relevant podcasts

Knowledge based & Innovative Faculty

Relevant websites

Content guiding/teaching notes
Opportunities

- Faculty selection is by interest and voluntary
- 6 faculty members have gone through the training cycle
- 2 faculty additional members have been incorporated for training
- Taught and Prepared 2010 cohort and graduated them through course work and project
- Continuous interest and motivation
  - Over 300 students have gone through a core course

Challenges

- Expensive to train and sustain
- Competing faculty responsibilities
- Maintaining motivation especially when the effort is not recognized with a traditional accredited certificate
- Faculty turnover creates an expensive capacity gap
- Sustainable issues as materials are externally developed
- Visiting Practitioner adaptation to the University takes long
- University conflicting schedules to a programmed curriculum
Discussion