

Experiences in Quality Education

PROGRAM FOR EDUCATION DEVELOPMENT OF EQUATORIAL GUINEA



República de Guinea Ecuatorial
Ministerio de Educación, Ciencia y Deportes

prOdege



All First Grade Teachers in Equatorial Guinea Trained in Active Learning Methodology

*One of the goals of the Program for Education Development of Equatorial Guinea (PRODEGE) is to make **Active Schools** a model for every school in the country. This is achieved when children demonstrate that they are able to understand what they read, write creatively, and use math in daily life.*

To reach this goal, teacher development and training initiatives are being carried out, with an emphasis on the active learning approach. One example of such efforts was a summer course offered in July of this year to first grade teachers and school directors, and led by tutors, inspectors and the technical team of PRODEGE's Active Schools component.

This year, first grade teachers in Equatorial Guinea spent the break between the 2009-2010 and 2010-2011 school years participating in a continuing professional development opportunity entitled, "Summer Course 2010."

The training course consisted of two workshops, a two-week session followed by a one-week session. Both workshops were designed for all first-grade teachers in the country, as well as school directors.





social and cultural realities.

The first session, “Methodology Workshop for First Grade Teachers,” had the following objectives:

- a) To train teachers to use innovative strategies for first grade learning and to organize students for active participation.
- b) To heighten awareness among first grade teachers, promoting new attitudes and methods in the classroom and adaptation to students’

Regional workshops based on these courses are currently being offered in 16 training circles in district capitals around the country. Some aspects of this experience that may be used as lessons learned for the future include:

1. **Training of tutor group.** Tutors were trained in a workshop similar to the kind offered to active school teachers, and the agenda for the regional workshops was developed collectively.
2. **Synergy among active school teachers, authors, facilitators, inspectors and tutors.** Knowledge, strategies, methods and styles for adapting to different contexts are shared, regardless of a common agenda.
3. **Teacher attitude open to change.** First grade teachers are open to putting new methods into practice at the beginning of the 2010-2011 school year. Some teachers have demonstrated poor reading and writing skills, as well as certain resistance to collaborative team work; these obstacles are gradually being resolved over the course of the workshop.
4. **Ministry of Education and Science authorities and inspectors promoting change.** Decisive attitude with which the country’s education leaders are supporting first grade teachers in their ownership and mastery of the active methodology.
5. **Necessary teaching material.** For teacher training as well as classroom use, it is critical that schools have basic resources, including the teacher manuals, *Project One: My Name* and *Project Two: The General Store*, in addition to the other materials that should be on hand at all schools.
6. **Raising awareness with the education community.** Awareness has been raised through radio campaigns have been aired, encouraging parents to become actively involved in their children’s learning and to recognize the importance of first grade for success throughout primary education.
7. **Sufficient time for teacher development.** Teachers appreciate having enough time to carry out all activities in the first grade projects. Tutors and teachers agree that what can be done in the workshops can be done in the classroom.
8. **Monitoring these new methods will be crucial.** Changes in the ways teaching and learning happen in the first grade will make it necessary to design new support and monitoring strategies, so that teachers continue to implement change.