Reorienting Quality Teacher Education towards EFA and ESD

Lay Cheng Tan
UNESCO Bangkok
10 July 2012
Target dates to meet ESD and EFA goals

2012  2013  2014  2015

EFA

Role of teachers
Objectives

- Share findings from the gap analysis and promote good practices of teacher education
- Increase capacity of teacher educators and teachers to integrate EFA and ESD concepts
- Enhance the capacity of curriculum developers to localize ESD/EFA materials
- Consolidate networks, e.g., ESD-Net and ASPnet schools
Phase 1: 2010 - 2011
Phase 2: 2011 - 2012
Phase 3: 2013 -
Component 1: Analyze gaps in teacher education curricula

Component 2: Enhance capacity of TEIs on designing ESD and EFA teaching materials

Component 3: Capacity building for curriculum developers

Component 4: Networking
Gap analysis of 11 country reviews

Consolidation report
- Country profiles on pre-service teacher training
- Gaps in policies, curricula, materials, pedagogy
- Case studies of promising practices
- Recommendations

8 countries covered: Bangladesh, Cambodia, China, Lao PDR, Mongolia, Nepal, Thailand and Viet Nam
Advocacy Kit for promoting inclusive education through teacher training

- Three target users:
  1. Policy-makers
  2. TEI managerial staff
  3. Teacher trainers

- Languages
  English, Bangla, Chinese, Khmer, Lao, Mongolian, Nepali, Thai, Vietnamese

- Expected publication date: 30 November 2012
Building capacity of TEIs

1 regional seminar
Bangkok, Thailand: 9 Nov-2 Dec 2010

Penang, Malaysia: 22-25 Nov 2010
Manila, Philippines: 28 Mar-1 Apr 2011
Bangkok, Thailand: 25-29 Apr 2011
Ha Long, Viet Nam: 13-16 June 2011
Building capacity of TEIs

Themes

- Climate change
- Environmental protection
- HIV/AIDS prevention
- Gender sensitizing
- Inclusive education and rights-based education
- Multilingual education
- Education for international understanding
- Global education
- Child friendly school
Building capacity of TEIs

Translation of ESD guidelines into Thai and Vietnamese

- Environmental Protection
- Climate Change
- Gender Sensitizing
Building capacity of TEIs – Phase 2

3 national workshops
Jakarta, Indonesia: 10-14 July 2012
Phnom Penh, Cambodia: Aug/Sept 2012
Beijing, China: Sept 2012
Building capacity of TEIs – Phase 2

Themes
• Environmental protection / Climate change
• Intercultural understanding
• Inclusive education
• Gender sensitizing

Participants (40-50 per workshop)
• Teacher educators and teachers
• Curriculum developers

Partners
• MOEs
• National Commissions
• Universities, TEIs and schools/teachers
**Building capacity of TEIs**

**Expected outputs – sample of action plan**

<table>
<thead>
<tr>
<th>Components of Action</th>
<th>Pedagogies/Methods/Strategies</th>
<th>Stakeholders</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender Sensitizing</strong></td>
<td>Use of interactive exercises as learned in the workshop</td>
<td>Department of Education-Teacher Education Council</td>
<td>Trained faculty</td>
</tr>
<tr>
<td>Area of Concentration</td>
<td>May 2011 (5-day training)</td>
<td>New (at most 3 years in the service) in-service teachers teaching Science, Math &amp; English (Cebu City)</td>
<td>Funding from Department of Education-Teacher Education Council</td>
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<tr>
<td>Goals/ Objectives</td>
<td>Introduce the topic in the Teacher Induction Program</td>
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<td>Rationale</td>
<td>Respect for student gender is essential for deep understanding of the lesson.</td>
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<tr>
<td>Main Actions</td>
<td>Train new (at most 3 years in the service) in-service teachers how to address gender issues in class</td>
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<table>
<thead>
<tr>
<th><strong>Climate Change</strong></th>
<th>Lecture-discussion</th>
<th>Graduate students in Environmental Education (EE)</th>
<th>Trained faculty</th>
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<tbody>
<tr>
<td>Enable students to act in order to mitigate or adapt to climate change</td>
<td>Film showing interactive exercises learned in the workshop</td>
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<td>Social responsibility is crucial in addressing climate change.</td>
<td>First Semester 2011-2012 (June 2011 to October 2011)</td>
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<td>Prepare a UbD plan on climate change for graduate students in Environmental Education</td>
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**ACTION PLAN**

<table>
<thead>
<tr>
<th>Name</th>
<th>ROSANELIA T. YANGCO</th>
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<tbody>
<tr>
<td>Institution</td>
<td>U.P College of Education, Diliman, Quezon City, Philippines</td>
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</tbody>
</table>
Building capacity of TEIs

Expected outputs – action plans

Ecological solid waste management
Bitan-ag Creek project
A school-based approach

**Collaborative effort**
Corazon M. Baculio - Puntod National High School (PNSH)
Jo Mark M. Libre, MA PoS - Mindanao University of Science and Technology (MUST)
Jessica P. Campano - Capitol University (CU)
Building capacity of TEIs

Expected outputs – sample of action plan

Rosidah Ahmad (MALAYSIA)
Suparno Sastro (INDONESIA)
Tatyana Mawati (INDONESIA)
Building capacity of TEIs

Expected outputs – sample of action plan

Indonesia: SSE Green Teacher: Mangrove for Life

Malaysia: Reducing Ecological Footprint on Earth

Maldives: Revisiting the Maldives culture: inventing Dhivehi language cultural story books

Korea: Green growth and ESD
Telecollaboration workshop

Tentatively 24-26 September 2012, Bangkok

In collaboration with ICT in Education project funded by KFIT
Telecollaboration workshop

- Lessons learned from KFIT project
- Target groups: TEIS and teacher educators
- Common theme: RICE project
Regional Seminar on Curriculum Development

Tentatively 22-24 October 2012, Bangkok

- Share results from gap analysis, good practices and lessons learned from project activities
- Showcase examples of how EFA and ESD concepts have been integrated into the curriculum
- Target groups: policy makers, curriculum developers and teacher educators
Future Plans

Phase 3

• Continue to support capacity building in:
  ➢ localizing EFA-ESD materials
  ➢ designing and integrating EFA-ESD concepts into TEI and school curriculum
  ➢ using ICT to teach and learn about EFA-ESD concepts

• Monitor and evaluate project activities

• Share lessons learned and contribute to various forums in preparation for the end of DESD (2014) and EFA (2015)
Thank you