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This Final Report is a product of the self-evaluation undertaken by the APEID/ICT in Education team of UNESCO Bangkok. The report has been validated by an external evaluator on March 2013, in compliance with UNESCO requirements.
ABOUT THE PROJECT

It has been observed that despite a significant and ubiquitous role being played by digital devices and media in changing characteristics of learning outside of schools, ICT remains abysmally under-used by students and teachers in classrooms, and ICT-enabled student-centred teaching and learning approach finds no ground of pervasiveness within school systems, especially for developing countries.

While the barrier of access to ICT has been gradually surmounted, three obstacles still remain in the way of teachers’ using ICT to its full potential toward enhancing student learning and improving the quality of education: 1) the lack of policy encouragement (especially at the school level), 2) the lack of knowledge on new pedagogy and techniques of integrating ICT in student-centred teaching and learning activities, and 3) the lack of long-standing professional support which further leads to teachers’ lack of confidence.

In response to these, through the generous support of the Korean Funds-in-Trust (KFIT), UNESCO Bangkok implemented the “Facilitating Effective ICT-Pedagogy Integration Project” (shortened as “KFIT project” henceforth) from January 2010 to March 2013 with the goal of creating an enabling environment that facilitate students’ direct and effective use of ICT for more meaningful and productive learning activities, with a specific focus on project-based telecollaboration.

The KFIT project looked into piloting and demonstrating an institutional strategy in facilitating students’ ICT use through designing and facilitating student-centred ICT-supported activities, building capacity of teachers on ICT-pedagogy integration, and advocating the development of a whole-school support strategy on integrating ICT in Education. In addition, it strategized to build and strengthen partnerships between school teachers and teacher educators to promote peer coaching and follow-through support within the local contexts. It was hoped that the strengthened local trainer-teacher partnership will not only serve as a demonstration of effective facilitation modality for policy makers and as a project exit strategy for UNESCO in the short run but will also sustain practice-oriented professional development of both teacher educators and teachers in the long run. In this regard, the KFIT project likewise produced relevant publications and provided regional and international platforms to share lessons learnt and to sustain communities of practices for both teachers and teacher educators.
UNESCO-Bangkok was able to conduct a number of activities under the project. These can be categorized into six (6) main areas: 1) Project Management and Internal Capability Building, 2) Capacity Building Workshop on Project-Based Learning and Telecollaboration, with Follow-up, 3) Regional Workshops, 4) Regional Policy-Level Meetings, 5) Mobilization of Funds for National Workshops, and 6) Visibility.

1. **Project Management and Internal Capability Building** – The project team took on a multi-stakeholder approach in managing the project by bringing together various international/regional experts, UNESCO field offices, partner organizations, and country-level collaborators to provide guidance and relevant assistance in project implementation as well as in the project’s regular review and enhancement.

2. **Capacity Building on Project-Based Learning (PBL) and Telecollaboration and Follow-up / Monitoring Activities** – This project component looked into capacitating teachers and teacher educators on creating an enabling environment that uses ICT to support student-centered pedagogy and promote higher order thinking. Participants underwent training workshops, follow-up/monitoring activities, PBL proposal grant competitions, regional seminars, and an international collaborative project.

Through partnerships with selected local Teacher Education Institutions (TEIs) and/or organizations, 13 country-level capacity building workshops in 7 countries (Bangladesh, China, Malaysia, Pakistan, Philippines, Thailand, and Vietnam) were conducted for 155 schools (374 teachers/school officials trained) and 27 Teacher Education Institutions (110 teacher educators trained). An additional 35 participants from policy-making agencies/organizations were also trained. Participants were able to collaboratively develop 65 project plans and 15 lesson plans during the workshops, with the potential of being enhanced in the future for actual implementation in their respective schools.

In order to further strengthen the relationship established between TEIs and schools, partner TEIs were tapped to monitor the teachers’ progress
and to provide appropriate support during project enhancement and implementation such as conducting follow-up meetings, additional training, and online support as well as documenting progress and experiences, in line with the “Guidelines for Facilitating and Monitoring School Projects” provided by the UNESCO team.

Two rounds of the PBL Proposal Grant Competition were conducted to encourage teachers to enhance their project designs for eventual implementation. A total of 26 proposals were submitted and rated based on a selection criteria specifically developed for this competition. From these, 8 proposals were selected for implementation support. The partner TEIs were requested to continue guiding and monitoring the project teams. A number of reported challenges, lessons learnt, good practices, recommendations, and cases are showcased in the Regional Guide for PBL and Telecollaboration.

As an offshoot of the PBL-Telecollaboration Workshops, the KFIT International School Project (KISP) was initiated to provide teachers and students an opportunity to expand their boundaries and collaborate with other groups internationally. It brought together approximately 300+ unique students from Grades 3 to 7 of 10 schools in 6 countries (Canada, China, Philippines, Republic of Korea, Malaysia, and Bangladesh) to work on telecollaborative projects. UNESCO Bangkok’s Education Community (EC) provided the online collaboration platform.

UNESCO Bangkok and the British Council held two regional seminars to
provide a platform for educators and school administrators to share and learn about the latest and innovative teaching and learning practices supported by ICT toward building communities of teaching practices. Participants also had the opportunities to share experiences, gather ideas, and discuss collaborations through the poster presentations, “School Collaboration Corner”, and school visit.

Drawing on the wealth of experiences, insights, and lessons from the various activities of the overall KFIT project, the “Regional Guide for Planning and Implementing Technology-Enhanced Project-Based Learning and Collaboration” is meant to provide teachers and teacher educators with practical guidelines/procedures and sample cases to effectively design and implement ICT-supported project-based learning and collaboration activities in their classrooms.

3. **Regional Trainers’ Training Workshops** – UNESCO-Bangkok was able to conduct two (2) regional trainers’ training workshops, with the aim of expanding the reach of its training programmes to more teachers in the region and thus promote the potentials of effective ICT-Pedagogy Integration to a wider audience.

Together with Intel Asia-Pacific, UNESCO-Bangkok organized the “Regional TEI-RDC Training Workshop” primarily to train the UNESCO-Bangkok’s network of Resource Distribution Centres (RDCs) on rolling out the “Capacity Building on ICT Multimedia Integration for Teaching and Learning” that focuses on practical ICT pedagogy-integration of the free UNESCO multimedia resources and interactive tools into teachers’ actual lessons. Twenty-eight (28 participants) came from 18 UNESCO-Bangkok RDCs, three (3) UNESCO Field Offices, and the Lao-PDR Teacher Education Department - representing 13 countries.

The second regional trainers’ training workshop, “Telecollaboration (Regional) Workshop on Reorienting Teacher Education towards EFA and ESD”, was designed to draw upon the experiences of KISP. It was meant to encourage teacher educators and teachers from the wider UNESCO-Bangkok network to incorporate EFA/ESD contents into the teacher education/school curricula and materials as well as integrate ICT-supported student-centred pedagogies into their teaching practices. Forty-eight (48) teachers and teacher educators from 31 TEIs, 5 schools, and 2 SEAMEO centres, covering 13 countries were able to design 13
EFA/ESD-themed multi-national project plans during the workshop. As of February 2013, at least 7 of the 13 projects had been reported to be at varying degrees of implementation.

4. **Regional Policy-Level Meetings** – In order to strengthen the network of ICT in Education stakeholders, regional meetings were conducted to engage education officials, other policy-makers, and other key players in dialogue on various issues relating to ICT in education – including policy, indicators, programs and projects, challenges, lessons learned, and good practices.

Three (3) implementations of Asia Pacific Ministerial Forum on ICT in Education (AMFIE) provided Education Ministers from the Asia-Pacific region a regular platform to share experiences, discuss strategies, and reflect on key issues related to ICT in Education. Countries represented in the Forum increased from 16 to 19 to 20 through the 3-year run, with more Ministers or Vice-Ministers participating each year. Speakers and country delegates shared their respective updates on the development, revisions, and/or implementation of ICT in Education Master Plans of various countries; Teacher Training programmes and modalities, deployment of ICT infrastructure, and other related topics.

The Symposium on ICT in Education: Potential and Lessons Learnt” brought together over 50 officials and professionals representing six member states from Central and Northeast Asia and international partner agencies. Country case presenters and participants discussed various key issues in the effective use of ICT in the areas of educational policy formulation, planning, and management as well as teaching and learning.

5. **Fund Mobilization for National Initiatives** – The KFIT Project mobilized funds for the implementation of various country-level activities through local organizations, namely:

- *Intel Teach Essentials Course Workshops for Rajabhat Universities (Thailand)* – Teachers were guided in developing their respective unit
portfolios that promote student-centered learning through ICT-assisted facilitation approaches, within the Intel Teach Essentials framework.

- **Teacher training activities on Information and Pedagogical Technologies in Education for 21st century teaching (Uzbekistan)** – UNESCO-Tashkent used the funds to support the implementation of several activities towards building the capacity of teachers and supporting their effective use of ICT in teaching and learning, as follows: (1) conduct of capacity building to master trainers on effective ICT-supported instructional design towards developing teaching and learning materials, (2) translation of training curricula for “1:1 Computing” and “Project-Based Approach”, and (3) translation of the national survey conducted to assess the effectiveness of the Teacher Training programme.

- **Integrating ICT into Pre-Service Teacher Education for Quality Learning in Schools (DPRK)** – UNESCO-Beijing mobilized the funds to conduct various activities that promote the use of ICT as a means to improve the quality of education in the country. The National Forum of Education Deans and training workshop for national master trainers were meant to review, analyse, and enhance/develop Education Technology courses for pre-service teachers. Follow-up activities included the provision of necessary reference books, equipment, and courseware; conduct of school-based training for school teachers for 6 pilot schools teacher educators, senior education officials, and professionals from the Multimedia Production Centre; and the development and pilot use of subject-specific ICT-based courseware. Long-term partnerships were likewise established among six universities and pilot schools to promote as an institutional strategy for integrating ICT in education in DPRK.

- **Harnessing Potentials of ICT to Improve the Quality of Basic Education: Developing ICT in Education Indicators and the E-school Standards (China)** – In line with the country’s 10-year (2011-2020) Plan on ICT in Education, the Chinese NatCom and the Department of Science and Technology conducted an International Experts Meeting and local consultation meetings that focused on the formulation and implementation of China’s National ICT in Education Indicators and E-School Standards towards improving the quality of China’s basic education through upstream quality control strategies. The resulting indicators will guide the formulation of evidence-based recommendations for the mid-term policy adjustment and next-generation policy development. The E-School Standards, on the other hand, will be used as a whole-school quality assurance mechanism in planning and evaluating school environments.
UNESCO Next Generation of Teachers: Third Philippine Conference on ICT in Teacher Education (Philippines) – This Conference was organized in response to UNESCO-Bangkok’s challenge to TEI participants of the Next Gen Project to initiate local programs that would help build the capacity of other TEIs in their respective countries. Through plenary sessions, workshops, demo sessions, and an "ICT in Education Best Practices" competition, the Conference aimed to engage the participants to further advance their knowledge on the latest developments in the effective use of ICT in education towards raising the standards of education.

6. Visibility - Four (4) documents were developed to promote the project’s experiences and outcomes to a wider audience among UNESCO’s member states, namely: (1) Regional Guidebook for Planning and Implementing Technology-Enhanced Project-Based Learning and Collaboration, (2) Training Guide on the Effective Use of UNESCO Multimedia Resources (temporary title), (3) AMFIE 2012 Outcome Document, and (4) Research Study on the KFIT International School Project (KISP).

UNESCO-Bangkok provides updates, articles, and information on the KFIT project through its website, the ICT in Education newsletter (with more than 7,000 subscribers), Facebook page (2,000 fans), and Twitter account (3,600 followers). The UNESCO-Bangkok website, UNESCO-Paris website, and the newsletter of UNESCO’s Communication Information sector feature some of the articles from time to time. There had also been media coverage for some of the KFIT project’s major events and country-level workshops. Further, the KFIT project has been reported in various local, regional, national fora.
## SUMMARY OF KFIT PROJECT ACTIVITIES AND ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Beneficiary country and target group</th>
<th>Training Programme developed</th>
<th>Main activities delivered, direct beneficiary, and network created</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating Effective ICT-pedagogy Integration</td>
<td>• 6 Beneficiary countries: Bangladesh, China, Malaysia, Philippines, Thailand, Vietnam&lt;br&gt;• Additional workshops: Pakistan (1), Regional TEI-RDC Training Workshop using Multimedia Resources in Teaching and Learning (1), ESD/EFA Telecollaboration Workshop&lt;br&gt;• Target groups: Teacher educators, subject area school teachers, UNESCO Resource Distribution Centres (based in TEIs), UNESCO Field Offices</td>
<td>• 3-tp-4-day Capacity Building Workshop on PBL and Telecollaboration&lt;br&gt;• 3-day Training Workshop on the Effective Use of UNESCO Multimedia Resources in Teaching/Learning</td>
<td>• 13 national training workshops on PBL and Telecollaboration across 7 countries: trained 382 teachers (from 155 schools), 148 teacher educators (from 58 TEIs), and 43 policy makers/ICT in Education stakeholders; included monitoring activities and PBL Proposal Grant Competition&lt;br&gt;• 1 implementation of the KFIT International School Project (KISP) that brought together 200+ students from 10 schools in 6 countries to work on telecollaborative projects&lt;br&gt;• 2 regional training workshops on the effective use of ICT in Education – trained 19 UNESCO Resource Distribution Centres from 10 countries, 2 SEAMEO Centres, 31 TEIs, 5 schools, and 3 UNESCO Field Offices (76 participants)&lt;br&gt;• 2 Regional Seminars on Innovative ICT Practices in Teaching and Learning for 180+ teachers and teacher educators&lt;br&gt;• 3 implementations of the Asia-Pacific Ministerial Forum on ICT in Education, with 15-20 countries represented&lt;br&gt;→ 13 local networks of teacher education institutions and school teachers&lt;br&gt;→ a network of trainers to roll-out the capacity building programme and sustain local partnerships&lt;br&gt;→ strengthened network of ICT in education policy makers from 20 countries&lt;br&gt;→ a network of UNESCO Resource Distribution Centres from 10 countries</td>
<td>• Teacher-designed and implemented projects&lt;br&gt;• Reports from various country-level collaborators&lt;br&gt;• UNESCO Education Community portal (<a href="http://ict.unescobkk.org/">http://ict.unescobkk.org/</a>)&lt;br&gt;• Publications (2013):&lt;br&gt;  ◦ Regional Guidebook for Planning and Implementing Technology-Enhanced Project-Based Learning and Collaboration&lt;br&gt;  ◦ Training Guide on the Effective Use of UNESCO Multimedia Resources&lt;br&gt;  ◦ AMFIE 2012 Outcome Document&lt;br&gt;  ◦ Research Study on the KFIT International School Project (KISP)&lt;br&gt;  ◦ ICT-Related Courses in the Pre-Service Teacher Education Curriculum (partial)</td>
</tr>
</tbody>
</table>
**Project Results**

Through the three-year project, UNESCO Bangkok was able to create better appreciation among schools and TEIs of the effective use of ICT for student-centred learning. The various activities conducted did not only expose the teachers/ teacher educators to the core principles of ICT integration in teaching and learning but most importantly, provided opportunities to

- Improve teachers’ capacity on effective ICT-Pedagogy Integration through
  - the conduct of 13 capacity building workshops in 7 countries: trained a total of 484 teachers and teacher educators on effective ICT-Pedagogy Integration and/or Project-Based Learning and Telecollaboration, with at least 8 of the 12 TEIs reporting post-training school-TEI partnership in terms of follow-up and coaching activities and support
  - the development of at least 90 project plans by workshop participants for possible implementation – these include 30 innovative practices of collaborative PBL showcased during the Regional Seminars
  - the two (2) implementations of the PBL proposal grant competition with eight (8) outstanding projects offered grants to assist in the project implementation

- advocate leadership for ICT-Pedagogy integration through
  - conducting two (2) regional Trainers’ Training workshops on effective ICT-Pedagogy integration and/or Project-Based Learning and Telecollabobration, training 76 teacher educators from 18 countries, inclusive of 3 education specialists from the UNESCO Field Offices
  - raising awareness among school officials on the need of a whole-school support strategy
  - establishing and strengthening TEI-school partnerships

- provide platforms to build educators’ communities of practices through the implementation of the KFIT International School Project (KISP) that involved 300+ students from 6 countries

- promote knowledge sharing and catalyse international cooperation by
  - organizing or co-organizing five (5) regional meetings participated in by 518 education officials, teachers, and other ICT in Education stakeholders
  - mobilizing funds for the conduct of six (6) national workshops participated in by approximately 780+ education officials, teacher educators, and teachers
  - raising additional funds and in-kind supports from both public and private sector partners
  - the development and dissemination of relevant project outputs/publication
Project Evaluation (General Findings)

The Project Team had carried out diverse activities with multiple stakeholders at various levels, e.g. organizing Asia-Pacific Ministerial Forum on ICT in Education for high-level policy dialogue, providing Regional Seminars for teachers and teacher educators, making publications of regional guidebooks for teachers, to name a few. Nonetheless, all these activities were designed and implemented to achieve one goal: **Advocating and facilitating the pedagogical use of ICT to enhance student learning.**

Key Success Factors and Good Practices

Some of the key factors that led to the project’s success are:

- **Sound project design with regular enhancement** – The project design and corresponding activities went through regular reviews from the steering committee, the project team, and local partners. Experts/resource persons were likewise brought in to develop, review, and enhance activity materials. As a result, the project activities, targets and schedules were self-monitored and enhanced based on internal capacity assessment, feedback from participants and project partners, and progress of similar regional and international initiatives. [Incorporating formative assessment from an external evaluator would have provided additional inputs for project enhancement and will be considered for future projects.]

- **Training with a “pedagogy first” principle** – In view of the unfamiliarity of PBL and Telecollaboration to the participating teachers, it was deemed crucial for them to be convinced and to internalize the new pedagogical practices rather than being drowned on the use of ICT tools per se. To this end, the project team attempted different ways to approach the workshop, such as delaying the introduction of ICT elements to the later part and focusing more on orienting the teachers with different innovative pedagogies. Further, the workshop was re-designed to a more participatory format so that they can model student-centred instruction through first-hand experience towards transforming teachers’ pedagogical beliefs from traditional lecture-based to student-centred constructivist instruction. Finally, a clear set of guidelines and corresponding templates and presentation files were provided to participants as reference, in order to successfully manage the different stages of collaborative projects – from planning to implementation to evaluation.

- **Enhanced project sustainability through local partnerships and**
support – Being a regional bureau serving 47 countries in the region, UNESCO Bangkok considered the strategy of gaining and sustaining strong local partnerships a key success factor in making a project sustainable. These partnerships built through the KFIT project has been and will play a significant role in sustaining the impact of the project beyond the project period.

With the overall goal of strengthening the capacity of TEIs (and various organizations from the private/public sector) in the preparation of future teachers and in the provision of follow-through guidance to in-service teachers, the project was designed to give TEI partners the leadership, coordination, and mentoring role in their respective countries. The TEIs likewise reported that they greatly benefitted from the partnership by using this activity as a subject of action research for both faculty and students, in order to enhance its own teacher education course offerings. In addition, the Project Team mobilized fund to field offices (e.g. Beijing, Tashkent Offices) with careful examinations of project proposals, coupled with a series of reviews of the progress of individual projects.

- Careful analyses of local needs and context – In view of the diverse range of readiness among schools and teachers in the beneficiary countries to adopt new approaches to ICT-integrated learning, the team looked into the alignment of the training design and materials to the context and needs of the host country, based on pre-training discussions with the partner TEI. The partner TEIs were also invited to customize the training design to the local context and teachers’ readiness.

Localization and customization were likewise the primary considerations for the country-level projects and activities that involved fund mobilization from UNESCO-Bangkok under the KFIT project.

In general, the activities under the KFIT project got positive feedback from the various stakeholders. Teachers and teacher educators alike shared that despite the challenges posed by collaborative PBL, they will promote its continued use along with the TEI-school partnership because of the observed benefits among teacher educators, teachers, and students. They, along with partner organizations, would like to see the range of activities under the KFIT project to be replicated to reach a wider audience.

“These [sessions] were really important to make me understand how to practically integrate ICT in our existing lessons and which are the tools and resources that can help. Practical demonstration of the resources will help me and my teachers to use them very easily.”

- teacher from Pakistan
Challenges and Responses

Just in any other project, the KFIT Project encountered numerous challenges to overcome, including:

- **Language and cultural barriers** – One of the biggest challenges that the Project Team encountered during the capacity building activity involved language barriers and cultural differences across countries, not to mention diverse situations in their education systems. This was particularly challenging since the workshop was implemented in seven different countries but needed to maintain the quality standard. Some local translators lacked knowledge on ICT-integrated PBL that made it difficult for them to clearly explain concepts and sample cases provided by the trainers. In response, UNESCO Bangkok invited local organizations and experts to collaboratively plan, organize, and facilitate the workshops. Materials and cases were likewise localized to the local context prior to the training implementation, based on the pre-training assessment from UNESCO and the partner organization. Further, the training team ensured that local resource persons provided sample ICT-supported project implementations to serve as “proofs of concept” that collaborative PBL can indeed be done in the local context.

Language barriers were also reported as a major challenge for the KISP implementation, especially the students’ limited English proficiency. Low participation rates in forums were attributed to their difficulty in using English to share experiences and insights with other participants. To resolve this issue, the participants were encouraged to post their thoughts and outputs in their respective local languages. The other participants were then encouraged to use Google Translate or find resource persons to translate the posts.

- **Lack of clear indicators to measure student learning** – Although the Project Team collaborated with a group of international experts in the area of learning sciences and computer-supported collaborative learning, the universal challenge in identifying clear indicators to evaluate students’ higher order thinking skills persisted. Despite the lack of internationally recognized assessment indicators in this area, the training team clarified to the teachers that they will be evaluating not just student products / outputs (common in traditional assessment) but also the process undergone by the students through the collaborative projects. In this regard, it was emphasized that they should i) include specific learning objectives that pertain to the application of 21st century skills and ii) conduct regular formative assessment on students’ progress. The participants were exposed to possible strategies that included reflection/journal-writing, feedback-giving, peer assessment, among others – strategies that were likewise modeled by the training team during the actual workshop implementation.
In addition, they were also provided with sample rubrics and checklists to model from, like the ones provided by rubistar, Intel Teach, and those actually used by teachers in previously implemented collaborative projects.

- **Motivation and incentives for teachers** – The motivation of the teachers is usually high at the end of the workshop – many of them excited to try out this new method of facilitating learning and getting their students involved. However, when they go back to their schools, certain realities set in, like lack of support from the school heads, lack of allotted time to implement the work plan (sometimes becoming an additional burden), and lack of financial and human resources. These factors lead to hesitation and later on low motivation among the teachers. In response to this, UNESCO-Bangkok provided incentives through the conduct of PBL Proposal Grant Competitions. In addition, UNESCO-Bangkok announced during the workshops that the local TEI partner will be selecting teachers with the best project implementations to participate in the Regional Seminar on Innovative ICT Practices in Teaching and Learning under full sponsorship. The Seminar provided opportunities for exemplary teachers to showcase their respective projects to a regional audience and network with teachers from other countries. This proved to be a major source of motivation for the teacher participants to continue enhancing their project designs and eventually implement their collaborative projects.

- **Leadership Training** – Another vital factor considered by UNESCO-Bangkok was the participation and support of administrators and school/district education leaders to gain their support for the overall PBL design and implementation. The Project Team invited the school administrators to the workshops for orientation and project showcase. It was emphasized that the various forms of support and guidance of school leaders are necessary in providing the teachers and students with a school environment that promotes active learning through ICT-supported collaborative projects. Admittedly, there is room for improvement in this aspect of leadership training since there were few follow-up activities to deepen the appreciation or build the capability of school leaders or head teachers on PBL-Telecollaboration implementation and support. In response, some partner TEIs took it upon themselves to hold informal meetings with school officials to influence them in promoting and supporting collaborative projects.
Despite these challenges, it was encouraging that the KFIT Project got positive feedback from the various stakeholders. They have reported their commitment to promote the Project approach and results beyond the Project scope and period because of the observed benefits among teacher educators, teachers, and students. Further, they expressed their hope to see the range of activities under the KFIT Project replicated to reach a wider audience.

Throughout the three years of implementation, not only has the Project Team persistently reflected the good practices and lessons learnt, but it also constantly analysed and accounted for local needs and contexts. As a result, the Project has gained encouraging reputation from the region and has exceeded the target number of the capacity building workshops.

**Sustainability and Next Steps**

The lessons learnt from this Project have enriched the capacity of the Project Team to be ready for the next steps. On one hand, the Team will continue its efforts to sustain and further scale up the impacts of the Project through the production and dissemination of various relevant resources, capacitating stakeholders, gathering working models, strengthening networks, and providing supports for regional and national follow-up activities to be conducted by a number of enthusiastic local collaborators. On the other hand, the Team will pursue the second phase of the KFIT Project, “Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration” (also known as “KFIT Phase 2”) with the aim of bringing its first-hand ground-level experiences on the ICT-pedagogy integration to the policy-level dialogue and help governments to reform teacher training for the effective ICT-pedagogy integration.

In continuation and expansion of the current KFIT project, KFIT Phase 2 intends to support governments in reforming teacher ICT training programme into competency-based to facilitate effective ICT-pedagogy integration. By reforming and converting existing teacher training modules into competency-based, teachers’ development can be systematically guided, assessed, monitored and tracked at policy and institutional levels. It is hoped that the national standards could lead the nation to develop a comprehensive roadmap for teacher development from being ICT-literate to being able to facilitate students’ knowledge deepening and to eventually contributing to transforming education. The ICT in Education Team will use UNESCO ICT Competency Framework for Teachers (ICT-CFT), published in December 2011 (Accessible through http://unesdoc.unesco.org/images/0021/002134/213475e.pdf), as a main reference for the project.
Conclusion

In line with the priorities of UNESCO 36 C/5 biennium programme, the reported KFIT-supported project, “Facilitating Effective ICT-Pedagogy Integration (2010-2012)” was designed and implemented to strengthen national capacity to develop and implement effective teacher education programme and policies, with special emphasis on integrating ICT to transform teaching and learning in schools. This project provided a milestone to intervene actual use of ICT at school, moving away from “using ICT for the sake of ICT” and toward “using ICT to enhance student-centred learning”. For that, the project targeted end users of ICT in education, which are teachers and students who had been normally neglected in policy development processes. The project also aimed to strengthen local partnership between schools and teacher education institutions (TEIs), between teachers and teacher educators, and between UNESCO and local organizations in order to help build and sustain institutionalized capacity in integrating ICT and pedagogy. The project benefitted an estimated 170 teacher educators (from 75 TEIs) and 400 teachers (from 150 schools) in the region as well as four UNESCO field offices.

This project succeeded in advocating and raising awareness amongst multiple actors in education, including policy makers, district officials, school administrators, teacher educators, teachers and students, on the importance of ICT-supported new pedagogy in preparing our young generations for the needs and required skillsets in the 21st century.

UNESCO Director-General Irina Bokova asserted the importance of teachers’ role in integrating ICT in education that “Technology can be a powerful education multiplier, but we must know how to use it. It is not enough to install technology into classrooms – it must be integrated into learning. Nothing can substitute for a good teacher” (Opening remark at the Asia Pacific Ministerial Forum on ICT in Education 2012, Bangkok, Thailand). UNESCO will continue to support and empower teachers to be competent and confident in employing innovative ICT-supported pedagogies until such new culture of learning becomes mainstreamed in our schools.
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- UNESCO-Beijing
- UNESCO-Islamabad
- UNESCO-Tashkent
- Universiti Sains Malaysia
- World Bank
“Technology can be a powerful education multiplier, but we must know how to use it. It is not enough to install technology into classrooms – it must be integrated into learning. Nothing can substitute for a good teacher”

- UNESCO Director-General Irina Bokova

Asia Pacific Ministerial Forum on ICT in Education 2012, Bangkok, Thailand