

Regional Meeting

Supporting Competency-Based
Teacher Training Reforms to Facilitate
ICT-Pedagogy Integration Project



Korean
Funds-in-Trust



Hotel Ibis Ambassador Seoul Myeongdong, Republic of Korea, 1-2 December 2016

CONCEPT NOTE

Project Brief

Since 2013, UNESCO Bangkok has been implementing “Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration” Project, through the support of Korean Funds-in-Trust (KFIT). The project (“KFIT-II Project”) aims to support governments in **reforming ICT teacher training and professional development programmes into competency-based ones**, where teacher development throughout pre-service and in-service training is systematically guided, assessed, monitored and tracked at policy and institutional levels.

The specific objectives of the project are:

1. To develop a set of generic tools and training modules in the form of a Regional Guidebook that will serve as reference for the Member States in building local capacity in defining national ICT competency standards and developing an assessment/monitoring system that can be later adapted and localized into the context of a country (to be piloted in three selected countries);
2. To build the capacity of national TEIs in developing appropriate curriculum to support the developed national ICT competency standards; and
3. To share and disseminate evidence-based information with other Member States in the Asia-Pacific region and support localizing the developed tools/training modules into different languages and contexts

The Project’s outputs and processes employed in the pilot countries would serve as models for other countries as they develop their own localized roadmaps for teacher professional development.

Progress to date

During the first year of implementation, the Project identified and gathered four promising case studies that developed and successfully operationalized their respective national ICT competency standards for teachers. The cases range from integrating ICT into the overall national teacher standards and comprehensive career path (Australia), to closely involving teachers and practitioners in the process of competency modelling (Republic of Korea), to involving different groups of experts to review and determine a national framework (China), and to a partnership-driven pilot project to contextualize the UNESCO ICT-CFT into Kenya and Tanzania. The case study, “Diverse Approaches to Developing and Implementing Competency-based ICT Training for Teachers: A Case Study”, is now available for distribution and download (<http://bit.ly/KFIT2Cases>).

Drawing on success factors and challenges found from the country cases, the pilot version of the “Guideline for Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration” (<http://demo.pentasi.net/klien/unesco/>) was developed in December 2014. The online Guideline consists of a package of generic tools/instruments, step-by-step guidance in developing and operationalizing the national ICT competency standards for teachers, training modules on development processes and mechanisms, and model country cases that serve as valuable references for other governments and institutions in replicating and adapting the process in their own contexts.

The Guideline in turn informed the next phase of the Project, which was the two-year country pilot implementation (2015-2016). Three pilot countries were selected, namely, Nepal from South Asia, the Philippines from Southeast Asia, and Uzbekistan from Central Asia, with support from UNESCO Kathmandu, SEAMEO INNOTECH, and UNESCO Tashkent, respectively. The first year of country implementation (2015) focused on supporting these countries in developing their national ICT competency standards for teachers, for either pre-service teacher education or in-service professional development, tailored to the needs and contexts of the respective countries. The second year (2016) was designed to support the countries in operationalizing the standards by reflecting the formulated competency standards in the actual teacher training curriculum or professional development programmes. With the country workplans serving as a guide, the project team, together with experts, provided technical assistance to the three pilot countries through in-country national workshops and online consultations with the country task forces and key stakeholders.

As of September 2016, the competency standards and corresponding teacher training curriculum frameworks for Uzbekistan have been endorsed by the two Ministries of Education. Piloting of the courses are underway, with nationwide roll-out targeted in the coming months. For Nepal and the Philippines, it is expected that both the competency standards and teacher education/ training curriculum will get official endorsement from their lead education agencies by the end of 2016. It should be noted that the country differences in project progress have been due to the accommodation of each country’s internal processes and requirements.

Regional Meeting 2016

The Regional Meeting 2016 will bring together key project stakeholders, international experts, and project evaluators to share and review the project’s progress and discuss next steps.

The primary purpose of this Meeting is to provide an opportunity for the three pilot countries to share their progress and achievements, along with challenges and lessons learned throughout the 2-year country implementation. A special session will be organized to enhance the competency-based teacher training/development curriculum that they developed, through intensive discussion and reflection with participating experts.

The second purpose is to invite the participants to review the online Guidelines and provide inputs to improve on it. Reflecting the experiences from the pilot country implementations, the enhanced version of the Guidelines will include process flows, tools, and materials that were developed and used during the country implementation workshops.

Finally, the Meeting will provide a venue for the pilot countries to present the preliminary documentations of their project experience, which will comprise Volume 2 of the aforementioned Case Study. The project team and pilot countries will also have opportunities to consult international experts and the project evaluators on plausible next steps, including but not limited to accreditation

of training providers, recognition of teachers' ICT competencies, and evaluation of the competency standards.

In summary, the Meeting will provide the participants with an opportunity to:

- take stock of the experiences and achievements of the three pilot countries in regard to incorporating national ICT competency standards for teachers into teacher education/ training curriculum,
- contribute to the development of the Volume 2 of case studies that will serve as a major reference for Member States,
- provide inputs to enhance the online Guidelines, and
- gather feedback from the Experts' Committee on project achievements and planned next steps.

Expected Outputs

By the end of the Meeting, the UNESCO Bangkok Project Team will have the following outputs:

- draft documentation of the pilot country implementations (Volume 2 of case studies),
- proposed enhancements to the online Guideline, and
- recommendations for next steps – both for the project team and the pilot countries.

Dates and Venue

The meeting will be organized at Hotel Ibis Ambassador Seoul Myeongdong, Republic of Korea on **1-2 December 2016**.

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