

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

Guidelines for Case Presentation

Background

UNESCO Bangkok has been undertaking the “Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration” Project since 2013, 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 teachers’ developments throughout pre-service and in-service training are systematically guided, assessed, monitored and tracked at policy and institutional levels.

This Regional Meeting will bring together key project stakeholders 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. The second purpose is to invite the participants to review the online “Guideline for Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration” (“online Guideline”), reflecting the process flows, tools, and materials that were developed and used during the country implementation workshops, aimed at guiding other countries in developing and implementing their respective ICT competency standards for teachers. 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.

In relation to these objectives, designated authors from Nepal, Philippines, and Uzbekistan are invited to present their respective case studies on Day 1 of the Regional Meeting. This Guidelines for Case Presentation (“Guidelines”) aims to guide the case study authors in preparing their presentations. **The presentations and subsequent discussions will inform the review and enhancements to the online Guideline, that will be main task on Day 2.**

Presentation Content & Time Allocation

- You will have **25 minutes** to present your case study through a slide presentation. Presentations must be able to respond to the Suggested Structure and Guiding Questions, as enumerated below.
- The Session Chair will regulate the time allocations and facilitate the Q&A at the end of the session
- Each case presentation will be followed by interactive consultation with the experts and the project team to enhance the Guidebook.

Submission

- Please limit your presentation to a maximum of 30 slides, corresponding to the time allocation.
- It is highly encouraged not to have heavy text in the slides, preferably less than 7 lines with minimum font size of 20.
- Please send an electronic copy of the slide presentation on or before **28 November 2016** to: Ms. Mel Tan via e-mail: mm.tan@unesco.org

Suggested Structure & Guiding Questions

1. Overview of Education System and Context

- Basic background information on the country (including national teacher development policy and strategies, readiness survey results, etc.)
- Please provide a brief summary of the Teacher Readiness Survey findings conducted for the project.

2. The ICT Professional Development Strategy for Teachers

- A brief overview of the ICT professional development strategies for teachers of the country (Who are the main actors? How are the strategies related to the national education policy? Are the ICT competency standards part of overall teacher competency standards? Or are the ICT competency standards a standalone strategy?)

3. Development of ICT Competency Standards for Teachers

- Flowchart of the procedure
- Main actors
- Outputs

4. Aligning the Identified ICT Competencies with Teacher Training Curriculum

- Procedure
- Main actors
- Outputs (modules and model syllabi)

5. Impact and issues

- Impacts: planned mechanisms to monitor and evaluate the effectiveness of the of the reform or competency-based teacher training; include any evidences that support the effectiveness, if any
- Success factors: key elements that contributed to the development of competency standards and corresponding curriculum
- Issues and solutions: issues and challenges that were faced (or still remain) during the development and implementation process; steps taken to overcome/address the issues
- Lessons learned and tips that can guide other countries

6. Next steps

- Immediate plan (things to be done to get the competencies and curriculum to be officially endorsed)
- Long-term roll out plan
- Other areas to consider

Contact

If you have any questions regarding the publication, please contact Ms. Jonghwi Park (j.park@unesco.org) or Ms. Mel Tan (mm.tan@unesco.org).