

Regional Meeting

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



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Korean
Funds-in-Trust



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

Project Overview: Progress and Plans

Regional Project Meeting
1 December 2016, Seoul,

Jonghwi Park
Programme Specialist
ICT in Education, UNESCO Bangkok
Asia and Pacific Regional Bureau for Education



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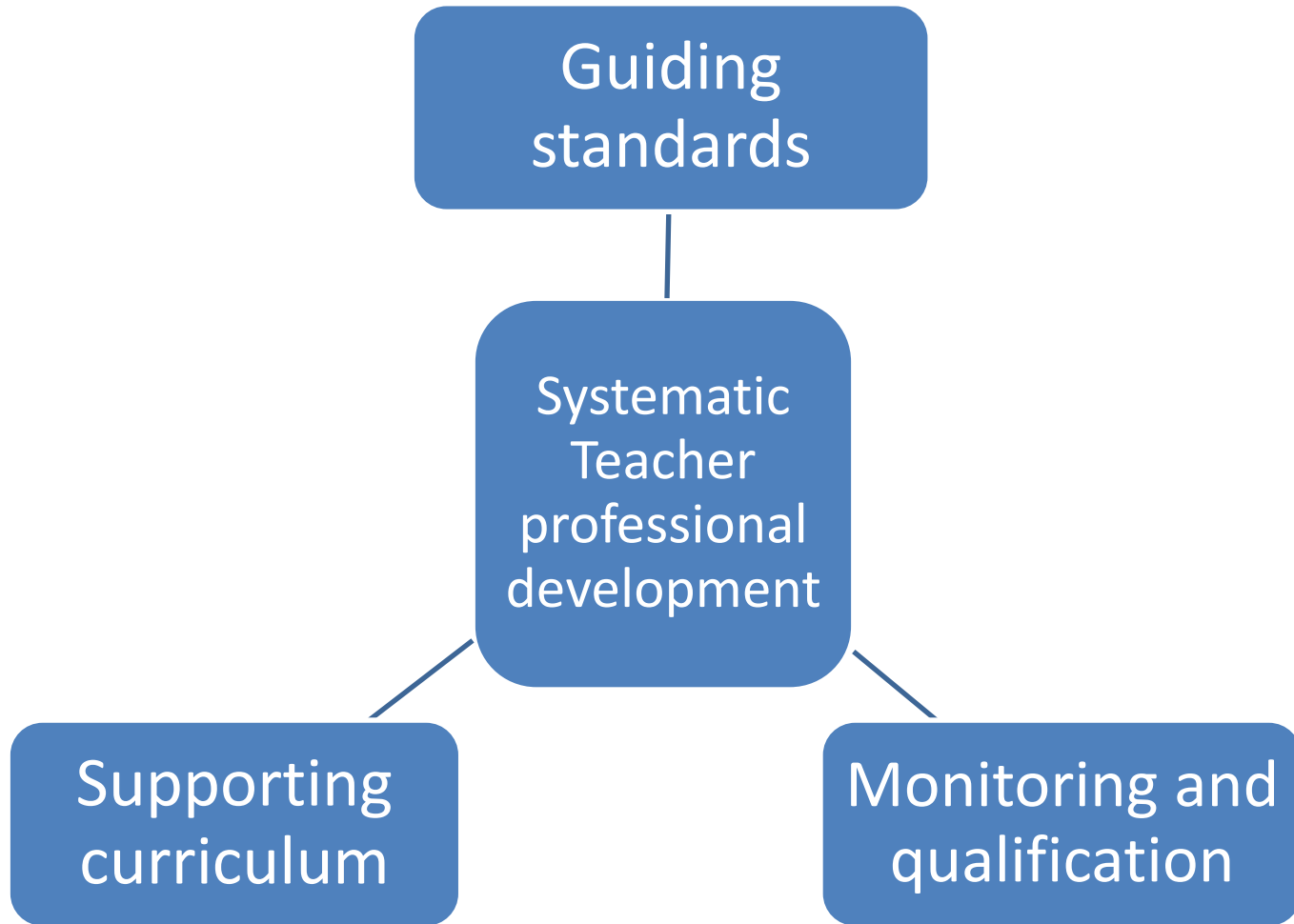
Project Goal

To support governments in **building their capacity to reform teacher training and professional development programmes into competency-based ones**, where teachers' developments are systematically guided, assessed, monitored and tracked at policy and institutional levels



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Policy Level Intervention





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Project Overview

- Duration: August 2013-July 2017 (48 months)
- Total budget: 1M USD
- Beneficiary countries: Member States in AP with three pilot countries (Nepal, Uzbekistan, Philippines)
- Country implementation: Aug 2014-Aug 2016



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Three components

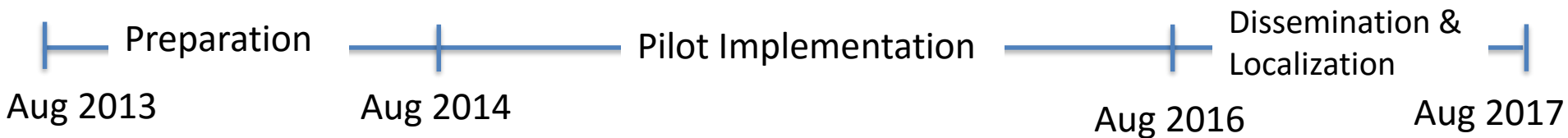
- To develop a **set of tools and training modules** to guide competency-based teacher training policy
- To apply the tools for **country implementation** to build national capacity in developing national ICT competency standards and corresponding training curriculum
- To **share and disseminate** evidence-based information and support **localizations**



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Project Timeline at a Glance

- Supporting pilot countries for:
- Standards development
 - Assessment and qualification system adaptation
 - TEI and PD Curriculum update/development



- Country analysis
- Case study
- Guidebook
- Toolkit

- Enhanced Guidebook
- Enriched Toolkit
- Case Study

Monitoring & Evaluation



Suggested procedures for country piloting

	Activity	Timeframe	Outputs	Main actors
1	Developing workplan	31 Jan 2014	<ul style="list-style-type: none"> Country workplan 	BGK/FO
2	Building country TFT	31 Jan 2014	<ul style="list-style-type: none"> List of TFT 	FO/MOE
3	Country background report	28 Feb 2014	<ul style="list-style-type: none"> CBR 	MOE/FO
4	fact finding mission	Mid March – Sept 2014	<ul style="list-style-type: none"> Country e-readiness report 	BGK/FO/MOE
5	Regional workshop in BGK (to introduce the project and toolkit)	Aug 2014	<ul style="list-style-type: none"> Mutual understanding of the project Refined project modality 	BGK/FO/MOE
6	National consultation workshop for competency standard development	January 2015	<ul style="list-style-type: none"> Standards Performance indicators 	FO/BGK/MOE
7	Revise and finalize the CS, PIs and assessment instruments through online consultation (policy-level endorsement to adopt the CS and PI-based assessment)	Jan 2015 – June 2015	<ul style="list-style-type: none"> Standards & PIs Assessment instruments Updated policy Progress report 	MOE/FO/BGK
8	Regional workshop in BGK (to review the developed CS together)	Aug or Oct 2015	<ul style="list-style-type: none"> Refined and finalized CS, PIs and assessment 	BGK/FO/MOE
9	National consultation workshop for curriculum development with TEIs	Nov 2015 – Jan 2016	<ul style="list-style-type: none"> Updated curriculum draft 	FO/BGK/MOE
10	Revise and finalize the curriculum (through online consultation)	Jan 2016– June 2016	<ul style="list-style-type: none"> Updated or newly developed curriculum 	MOE/FO/BGK
11	Regional workshop	Dec 2016	<ul style="list-style-type: none"> Finalized toolkit 	BGK/FO/MOE

Note: FO indicates UNESCO Office in the country of concern. The order of main actors represents the degree of accountability.



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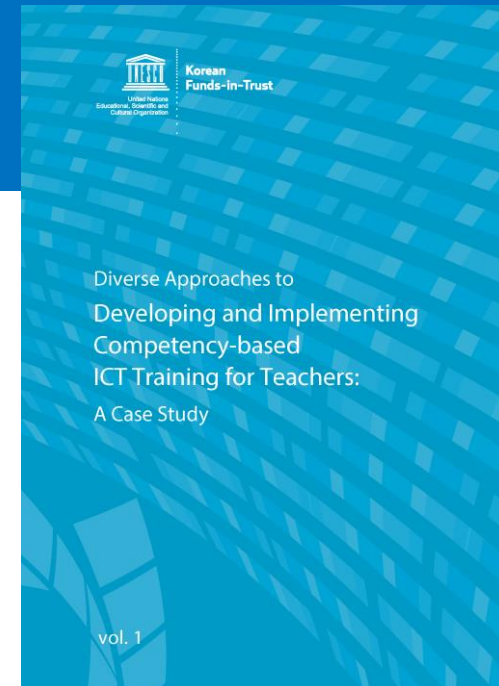
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Progress to date

- Case study published (2014-2016)
- Draft online Guideline developed (2015)
- Competency standards of all three pilot countries developed and endorsed (2015)
- Competency-based teacher training curriculum of all three countries developed (2016)
- Six policy-level regional symposia and meetings



Guideline for Competency-based Teacher Training Reform to Facilitate ICT-Pedagogy Integration



Introduction

There is no doubt that teachers play a key role in successfully integrating ICT into education. Realizing the importance of teachers' capacity, governments, teacher education institutions, private sector, and NGOs alike provide various training for teachers – ranging from...

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Getting Ready

A. Understanding Competency

Competency refers to an element or combination of knowledge, skills and attitudes that an individual uses to perform at work, school or other environments...

[More](#)



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- Home
- Introduction
- Getting Ready
- How to use this Guideline
- Guideline
- Stage 1: Situational Analysis
- Stage 2: Development of ICT Competency Standards
- Stage 3: Developing Performance Indicators and Assessment
- Stage 4: Incorporating ICT Competency Standards into Teacher Training Curriculum
- Stage 5: Recognizing Teacher ICT Competency
- Stage 6: Evaluation and Continuous Progress
- Library



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Summary of Pilot Country Progress

	Uzbekistan	Nepal	Philippines
Local implementing partner	UNESCO Tashkent (supported by KERIS)	UNESCO Kathmandu	SEAMEO INNOTECH
Focus Area	In-service teacher training	In-service teacher training	Pre-service teacher education
Overall Professional Teacher Competency Standards	None (for foreign language teachers)	Endorsed in 2016 (new)	Existing, being reviewed and revised
Approach taken	Stand-alone ICT competency standards for teachers	ICT stream in overall teacher competency standards	ICT stream in overall teacher competency standards
Comp std status	Competency endorsed	Draft competency under government review	Draft competency subjected to public hearings
Curriculum status	MOPE: 2 modules (basic and subject-based) MOHSSE: 2 modules (basic and advanced)	2 courses (Basic and Proficient)	TTL 1 (generic) TTL 2 (for 6 major subject clusters)



Domains of each country

UNESCO	Uzbekistan	Nepal	Philippines
Understanding ICT in Ed	Understanding the role of ICT in Ed	Knowledge and skill of ICT	Understanding ICT in Ed
Curriculum & Assessment	Curriculum & Assessment	Select and utilize ICT integrated teaching learning strategies	Curriculum & Assessment
Pedagogy	Pedagogical practices	Develop and adapt digital learning materials	Pedagogy
Technology (ICT)	Using the technical and software capacities of ICTs	Promote effective communication and collaboration for learning	Technology tools
Organization & Admin	Organizing the independent educational processes	Assess learning and provide feedback	Organization & Admin
Teacher professional learning	Professional development	Be aware on IT policy and contemporary digital culture and demonstrate in professional practices	Teacher Professional Learning
			Teacher Disposition



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Knowledge sharing

- Central Asia Symposium on ICT in Ed, in collaboration with KERIS (2014, 2015, 2016)





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Network of Teacher Education Institutions

- 25 TEIs from 13 countries born during the KFIT phase I
- Supporting annual seminars (2013-2016)
- Linking between policy and practices
- National focal points to distribute UNESCO resources

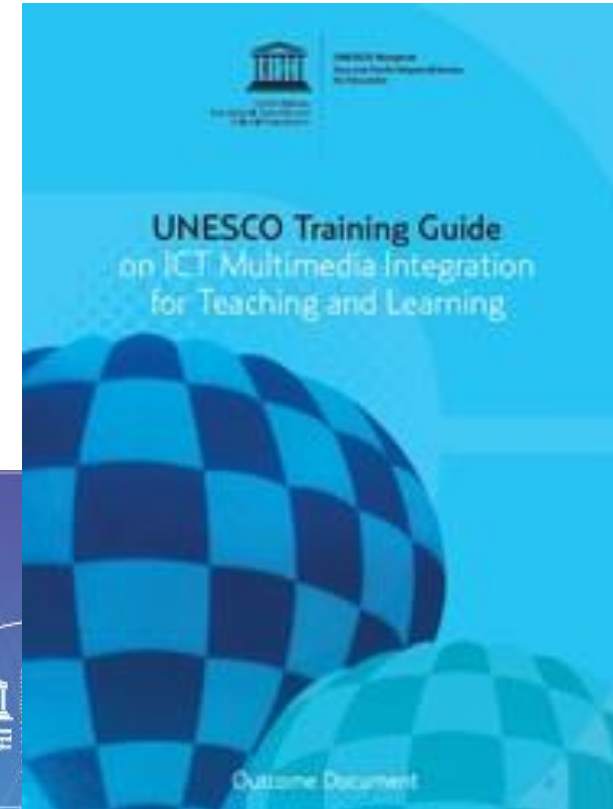




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Directories of Free Educational Resources for Teachers

Offline-based curated free
educational resources for
teachers





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Success factors

- Based on rigorous research and case studies
- Pilot run to enhance the guidebook
- Respecting the country context, hence the strong ownership (Beneficiary country as main actor, UNESCO as facilitator)
- Formative monitoring and evaluation of the project (annual)



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Next steps

- Finalize the online guideline
- Publish the case study vol 2
- Replicate the proven modality in other countries in AP
- Support training of teachers in the three pilot countries (implementation of the standards)
- Share the practices through regional meetings such as Asia Pacific Ministerial Forum on ICT in Education



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THANK YOU.

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