Planning for 2017
In your Terms of Reference (2016-2017)

• Resource distributions
• Training activities
• Monitoring & evaluation
Resource Distribution

• Distribute the resources
• Track and record the distributions
• Collect feedback/suggestions on the resources
• Share other training resources to enrich the network (copyright?)
• Initiate the localization of the resources and training materials (optional)
Table 3.1

Statistics of UNESCO resource distribution

<table>
<thead>
<tr>
<th>Distribution of resources at an Event/Training Workshop/Conference etc.</th>
<th>CD1</th>
<th>CD2</th>
<th>CD3</th>
<th>CD4</th>
<th>CD5</th>
<th>CD6</th>
<th>CD7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1172</td>
<td>1203</td>
<td>1168</td>
<td>1184</td>
<td>1235</td>
<td>1110</td>
<td>1172</td>
<td>8244</td>
</tr>
<tr>
<td>Distribution of resources to individuals</td>
<td>705</td>
<td>694</td>
<td>674</td>
<td>681</td>
<td>682</td>
<td>985</td>
<td>737</td>
<td>5158</td>
</tr>
<tr>
<td>Total</td>
<td>1877</td>
<td>1897</td>
<td>1842</td>
<td>1865</td>
<td>1917</td>
<td>2095</td>
<td>1909</td>
<td>13402</td>
</tr>
</tbody>
</table>
Training Activities

• Identify the core master trainers
• Provide training for at least 100 per year (incl. in- and pre-service teachers, teacher educators)
• Encourage master trainers to cascade / replicate
• Propose and co-organize national-level workshops
• Participate and send 1-2 reps to the annual RDTC regional seminar
• Preferably in connection with the Seminar theme; but very flexible
### Table 4.2

**Number of training participants**

<table>
<thead>
<tr>
<th>PARTICIPANT</th>
<th>USP</th>
<th>NCERT-RIE</th>
<th>TDTHBC</th>
<th>UTAR</th>
<th>MMSU</th>
<th>MSU-IIT</th>
<th>UPD</th>
<th>KCI</th>
<th>UST</th>
<th>DLSU</th>
<th>ECNU</th>
<th>SCNU</th>
<th>CMU</th>
<th>SSRU</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Participants</strong></td>
<td>0</td>
<td>387</td>
<td>125</td>
<td>345</td>
<td>89</td>
<td>102</td>
<td>205</td>
<td>141</td>
<td>413</td>
<td>0</td>
<td>700</td>
<td>828</td>
<td>101</td>
<td>312</td>
</tr>
</tbody>
</table>

![Pie chart showing the distribution of training participants](image)

**Figure 4.3 Type of training participants**

Legend:
- Green: Pre-service / In-service teachers
- Red: Teacher Educators
- Orange: Graduate/Postgraduate students
- Brown: Faculty / Institution members

- 79% Pre-service / In-service teachers
- 9% Teacher Educators
- 10% Graduate/Postgraduate students
- 2% Faculty / Institution members
Monitoring & Evaluation

• Submit progress report at 1\textsuperscript{st} year and final report at 2\textsuperscript{nd} year (accumulative), including:
  • statistics on the disseminated resources
  • description of activities, supporting images and files
  • a tentative RDTC work-plan for the succeeding year.

• Collate and analyse the feedback from the resource recipients (UNESCO to provide the form).

• Conduct impact research on the effectiveness of the UNESCO resources and RDTCs’ trainings, and how these influenced classroom practices. \textit{(Optional)}. 
Reported accomplishments

• Reaching a large number of participants (ECNU, SCNU)
• Cascading/echo training (MMSU, KCI, MSU-IIT)
• Working with partners (MMSU, KCI, UPD)
• Sustainability (CMU, ECNU, UST)
Expected outputs

**Capacity building**
- Good understanding of partnership opportunities
- Draft proposals

**UNESCO activities**
- Clear understanding of impact research and new training

**Network planning**
- Plan for 2017, including annual report, next seminar, collaboration plan and strategies for self sustainable network
Capacity Building: Partnerships

• Mongolia + UZB+ China: PBL for math (teacher training)
• UTAR + MSUIIT + THBC: Cross country lesson study for science
• Maldives National Institute + Bangladesh + India: Sec Science & Math teacher training
• NCERT (including RIEs) + USP (Tuvalu/Fiji) + Nepal KU: Collaboration/sharing platform (potential for upscaling to other countries, i.e. Maldives, Sri Lanka, Pakistan, Uzbekistan, Myanmar, Cambodia at Phase 2)
• UP + NUST: VR for Dyslexia
• DLSU + CMU + SSRU: Webportal of best practices
• Yangon U of Foreign Languages & Mandalay U of Foreign Languages: teacher training (language skills)
• UE: Training for safe and responsible use of ICT
Training

• Training guide (ICT for Active Learning)
  • To be revised and shared – feedback due by end of December 2016
  • Request: share sample lesson plans
  • To be finalized and distributed – by May 2017; consultations to be done prior to finalization

• National teacher conferences?
  • Inform network members via e-newsletter (Binod)
  • NCERT Conference – 1-3 Feb 2017 (near Bangalore); brochure to be sent out

• Closed online group for RDTCs: Shika; link to be shared early December

• Webinar?
  • Platform: check with Shenzhen institute
Impact Research (M&E)

From Open Space: Better M&E

• Revise/refine the survey
• Pilot/cognitive test in early Dec (3 RDTCs needed)
• Finalize the survey
• Main study (10 RDTCs needed) – May-June 2017
  • Maldives NU
  • (India) NCERT Bhopal
  • U of the Philippines-Diliman
  • Shenzhen Center
  • UTAR
  • MSU-IIT
  • Kathmandu U
  • CMU (?)
  • 2 more to be advertised by newsletter

• Report submission in July 2017
Suggestions from Open Space

For better sustainability:

• Collaboration/sharing platform: USP
• School + TEI partnership: at local level
• E-newsletter: Binod

NOTE:

• Outcome Document – Jan 2017
• Call for proposals (research, training/conference) – end of Jan 2017
• Annual Progress Report – submit by Oct 2017 (template to be sent out by next week)
Next year

- To be organized by the PHP RDTC, led by UP (commitment by UP College of Education Dean)
  - November 2017
  - Proposals open for 2018 onwards
- Webinar? (dependent on platform)
- Theme to be consulted and finalized by Feb 2017
  - See evaluation form responses
Working Groups

• institutional membership

Training WG

• Revision of repository feedback form, work with Research WG
• For new members: to partner with a more senior RDTC member for guidance on the Multimedia Training Guide

Research WG

• UNESCO resources Impact Study: Reiteration of call for participation in conduct of main study
• Study on teachers’ OER awareness: participation in pilot study and main study
WG membership

- Govt Teachers’ Training College – TWG
- USP-Fiji – TWG
- NCERT – TWG & RWG
- RIE Bhopal – RWG
- RIE Mysore – RWG
- RIE Ajmer – TWG & RWG
- TDTHBC – TWG
- UTAR – RWG
- Maldives NIE – TWG
- Maldives NU – RWG
- ITPD-Mongolia – TWG & RWG
- Yangon & Mandalay U of Foreign Languages – TWG
- Kat U – TWG (IT Technical Training sub-group)
- NUST-SEECS – TWG
- UPD – TWG
- UE – TWG
- MSU-IIT – TWG
- DLSU –
- ECNU – TWG & RWG
- SCNU – TWG & RWG
- ICHEI (Shenzhen) – TWG & RWG
- Rajabat U – TWG
- CMU – K Toh (TWG?)
- CISRIPES (Uzb) - TWG
TWG

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- TDTHBC
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- DLSU – ??
- ECNU
- SCNU
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RWG

- NCERT
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- RIE Mysore
- RIE Ajmer
- UTAR
- Maldives NU
- ITPD-Mongolia
- SCNU
- ICHEI (Shenzhen)
Sustainable Partnerships for Transformative Teaching

Regional Seminar for UNESCO Resource Distribution and Training Centres (RDTC)
23-25 November 2016, The Landmark Bangkok, Thailand

Thank you!