ICT Competency Standard for Teachers and
Institutional Strategy for Teacher Training on ICT-pedagogy Integration
1. **ICT CFT**: Outputs & Review
2. **TPCK**: Structure & Development
3. **Teacher Training**: Institutional Strategy
UNESCO ICT Competency Framework for Teachers (ICT CFT) – A reference framework

<table>
<thead>
<tr>
<th>Policy and Vision</th>
<th>Technology Literacy</th>
<th>Knowledge Deepening</th>
<th>Knowledge Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Assessment</td>
<td>Basic Knowledge</td>
<td>Knowledge Application</td>
<td>21st Century Skills</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Technology Integration</td>
<td>Complex Problem Solving</td>
<td>SELF Management</td>
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<td>ICT</td>
<td>Basic Tools</td>
<td>Complex Tools</td>
<td>Pervasive Tools</td>
</tr>
<tr>
<td>Organization &amp; Administration</td>
<td>Standard Classrooms</td>
<td>Collaborative Groups</td>
<td>Learning Organizations</td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>Digital Literacy</td>
<td>Manager and Coach</td>
<td>Teacher as Model Learner</td>
</tr>
</tbody>
</table>
Goal

ICT-CFT project aims to provide guidelines for planning teacher education programmes and training offerings that will prepare teachers or facilitating professional development on effective ICT-pedagogy integration.

Latest Development

- A Policy Framework: the rationale, structure and approach
- A Competency Framework Modules structure (3 levels/approaches × 6/5 components)
- Suggested syllabi and exam specifications: syllabus on the specific skills to be acquired by teachers within each set of module—the first draft of the syllabi on Technology Literacy & Knowledge Deepening
How to understand the CFT Structure

- **Policy and Vision**: Technology Literacy → Knowledge Deepening → Knowledge Creation
- **Curriculum and Assessment**: Basic Knowledge → Knowledge Application → 21st Century Skills
- **Pedagogy**: Technology Integration → Complex Problem Solving → Self Management
- **ICT**: Basic Tools → Complex Tools → Pervasive Tools
- **Organization & Administration**: Standard Classrooms → Collaborative Groups → Learning Organizations
- **Teacher Professional Development**: Digital Literacy → Manager and Coach → Teacher as Model Learner
How to understand the CFT Structure
How to understand the CFT Structure

- The structure is more appropriate for planning the national ICT in Education Master Plans. Some components, such as policy, and curriculum & assessment, are more related to governmental accountability or institutional capacity (policy background) than to teachers’ competencies.

- Understanding the relation of the ICT-CFT to national education policies, ICT-readiness, teacher development programmes, and teachers’ professional and cultural environments is needed before action.
ICT in Education Policy Divide: From MP0 to MP3

• Geographic divide: While some countries moving ICT in Edu Master Plan (MP) 3 to MP4, most developing countries do NOT have a MP
• Low ownership: Low ownership caused by “outsourcing”
• Low implementation rate: Most developing countries do NOT have recurrent budget for ICT in education
• Technical barriers: Lack of technical capacity in implementing the developed MP
• No monitoring: Lack of monitoring on impact of ICT on education and learning outcomes
Evolution of ICT in Education Master Plans of Singapore

Masterplan 1: Building the Foundation (1997)


Masterplan 3: Strengthening and Scaling (2009)

How to apply the CFT: Localizing UNESCO ICT CFT or developing your own standard?

1. ICT-CFT and **E-Readiness**: ICT Competency Standards should not be taken as mandatory standards for teachers in developing countries without sufficient e-readiness.

2. ICT CFT and **Teachers Pedagogical Content Knowledge**: Teachers’ ICT qualifications should be pivoted around pedagogy.

3. Teachers’ ICT competency is **not the determinant factor** for knowledge deepening and knowledge creation. Policy environment and other enabling factors are more critical.
Readiness of member states to adopt ICT(-pedagogy) competency standards: Gradualism is better than forcible deployment to avoid driving teachers away; Starting from pre-service teachers first?

- Electricity supply
- Access to and use of basic ICT facilities
- ICT trained teachers and ICT support staff
- Radio & television instruction, educational software, email, etc.
- ICT-enhanced content development & innovative pedagogical management
- New ICT vocational skills development
- Expansion of ICT-related fields of studies
- ICT and student achievements
- ICT for lifelong learning
- Tracer students on ICT-skilled students in labor market
- Distance education, virtual/open universities, virtual high schools, virtual labs and online simulations, digital libraries, etc.
- Internet-enabled self-learning
- Webcasting, podcasting, video/video conferencing, etc.

Output: Evidence of impact of ICT on education

Input: Level of ICT provision in education system
4. Assumed pre-conditions for knowledge deepening and knowledge creation are outside of the contextual realities of developing countries: the education level at which teachers work; the particular subject they teach and the methodologies are used; and the conditions of access to ICTs at schools by students and teachers.

5. Most public teacher education institutions in developing countries lack the capacity to design and provide training courses on ICT in education. Therefore the systematic improvement of ICT-CFT under these conditions remains a challenge.
Step 1 Standard Setting: China Educational Technology Standards (CETS) was developed and endorsed at 2004.

Step 2 Standard Adoption: CETS was adopted as a new set of compulsory criteria for Teacher’s Certificate.

Step 3 Syllabus and Training Programme: Government invested in and monitoring the development of in-service teacher training courses.

Step 4 Public Training Providers: Government selected local training (and exam) centers through bidding process who are entitled funds and authorized certification.

Step 5 Coherent Teacher Education: Pre-service teacher training courses reformed accordingly.
A “4-14-N” structure was designed for CETS

- 4: 4 Dimensions (1st Indexes);
- 14: 14 second indexes;
- N: N numbers of performance indicators for different target groups:
  - 41 indicators for teachers
  - 46 for Administrators
  - 44 for Technology Coordinators
CETS: Content and Framework

- **AWARENESS AND ATTITUDE**
  - Awareness of Demand of ICT
  - Awareness of Implementation and Innovation of ICT
  - Interest and Attitude of ICT

- **IMPLEMENTATION AND INNOVATION**
  - Instruction Design
  - Implementing Lesson
  - Integrating ICT into the Curriculum
  - Collaboration and Communication
  - Learning and Professional Development

- **KNOWLEDGE AND SKILLS**
  - Basic Concepts
  - Basic Skills
  - Information searching, processing and presenting
  - Information security and evaluation

- **SOCIAL RESPONSIBILITES**
  - Social Ethics
  - Rule of Law
  - Social Responsibilities
  - Humane Care
  - Information security and evaluation
CETS for Teachers

- Awareness and Attitude
  - Awareness of Educational Value of ICT
  - Self-Consciousness of Using ICT
  - Assessment and Self-Reflection
  - Concepts of Life Long Learning

- Knowledge and Skills
  - Basic Knowledge and Information Literacy
  - Basic ICT Skills
  - Designing and Implementing Lessons
  - ICT-Supported Teaching and Management
  - ICT-Enhanced Research and Professional Development

- Implementation and Innovation
  - ICT-Mediated Communication & Collaboration

- Social Responsibility
  - Applying ICT Equitably
  - Applying ICT Effectively
  - Applying ICT Appropriately
  - Self-Regulating Practice
CETS-based In-service Teacher Training Courses on ICT-pedagogy Integration
Unit 1 Orientation
Activity 1 Experiencing ICT in Education
Activity 2 Introduction to the Training Package
Activity 3 Collection and Management of Individual and Group Information
Unit Exercise and Reflection

Unit 2 Re-cap Educational Technology
Activity 1 Key Concepts of Educational Technology
Activity 2 Concepts and Methodology of Instructional Design
Activity 3 PPT on My Understanding of Educational Technology
Unit Exercise and Reflection

Unit 3 Application of Teaching Media and Resources
Activity 1 Understanding Values of Teaching Media
Activity 2 Processing and Compilation of Digital Learning Resources
Activity 3 Searching Educational Resources
Activity 4 Evaluating Educational Resources
Activity 4 Applying Digital Educational Resources Legally and Appropriately
Unit Exercise and Reflection

Unit 4 ICT-enhanced Expository-Based Learning
Activity 1 Analysis of Sample Lessons
Activity 2 Design and Development of Lesson Plans
Activity 3 Peer Review on Lesson Plans
Activity 4 Understanding and Applying Learning Assessment
Unit Exercise and Reflection
Unit 5 ICT-enhanced Inquiry-Based Learning
Activity 1 Analysis of Sample Lessons
Activity 2 Understanding and Applying Rubric
Activity 3 Design Inquiry-Based Learning Activities
Activity 4 Presentation and Peer Review on Lesson Plans
Unit Exercise and Reflection

Unit 6 Planning Facilitation and Organization of ICT-enhanced Lessons
Activity 1 Analysis of Sample Plans
Activity 2 Creation of Implementation Plans
Activity 3 Peer Review on Implementation Plans
Activity 4 Evaluating Students’ Performance
Activity 4 Management of Teaching and Learning Information (Portfolios)
Unit Exercise and Reflection

Unit 7 Infusing ICT across Curriculum
Activity 1 Understanding Integration of ICT and Curriculum
Activity 2 Discussion on Key Issues and Strategies of Infusing ICT across Curriculum
Activity 3 Upgrading Integration of ICT in Lesson Planning
Unit Exercise and Reflection

Unit 8 Documentation and Sharing of Training Outcomes
Activity 1 Compilation of e-Portfolios
Activity 2 Design and Development of Learning Webpages
Activity 3 Publication of Training Outcomes
Activity 4 Peer Review on Training Outcomes
Unit Exercise and Reflection

Annex I Sample lessons or lesson plans; Annex II Related Resources
Training Course (B) for Teachers at Infusing Stage

Unit 1 Orientation
Activity 1 Sharing of Stories on Using ICT in Teaching
Activity 2 Introduction to the Training Package
Activity 3 Team Building and e-Portfolio Creation
Unit Exercise and Reflection: Blog; Mind Mapping Tools

Unit 2 Seminar on Infusing ICT across Curriculum
Activity 1 Understanding Integration of ICT and Curriculum
Activity 2 Diagnostic Study on Effectiveness of ICT-pedagogy Integration
Unit Exercise and Reflection

Unit 3 Integration of ICT in Unit Planning
Activity 1 Understanding and Analysis of Unit Planning
Activity 2 Planning Integration of ICT in Unit-level Learning
Activity 3 Creation of Mind Map of Unit Planning
Activity 4 Finalization of Integration of ICT in Unit-level Learning
Activity 5 Unit Plan Sharing and Peer Review
Unit Exercise and Reflection

Unit 4 Design of Inquiry Based Learning
Activity 1 Mapping Out Key Concepts
Activity 2 In-depth Analysis of Inquiry Based Learning
Activity 3 Design Inquiry Based Learning Activities
Activity 4 Presentation and Peer Review
Unit Exercise and Reflection
Training Course (A) for Teachers at Applying Stage (cont.)

**Unit 5 Development and Application of Thematic Learning Resources**
Activity 1 Understanding Thematic Learning Resources
Activity 2 Designing Thematic Learning Resources
Activity 3 Creating a Website of Thematic Learning Resources
Activity 4 Publication of Websites and Peer Review
Unit Exercise and Reflection

**Unit 6 Designing Unit-based Learning Assessment**
Activity 1 Understanding Learning Assessment
Activity 2 Analysis of Unit-based Learning Assessment Plans
Activity 3 Applying Multiple Assessment in Evaluating Unit Learning Outcomes
Unit Exercise and Reflection

**Unit 7 Organization and Facilitation of Unit-based Learning**
Activity 1 Creation of Unit Implementation Plans
Activity 2 Reflection on Lesson Implementation and Action Study
Unit Exercise and Reflection

**Unit 8 Sharing of Outcomes and Reflection over Training Process**
Activity 1 Compilation of Training Outcomes
Activity 2 Publication of Training Outcomes
Activity 3 Reflection over Process
Unit Exercise and Reflection

**Annex I Sample lessons or lesson plans**

**Annex II Related Resources**
UNESCO’s roles in promoting ICT CFT

(a) an education standard-setting agency
(b) the lead agency of “e-learning”: an advocate of ICT for quality education, lifelong learning and inclusive knowledge societies

What UNESCO should and will do:

- Standard setting and capacity building
  - Strengthening the national capacity in localizing or developing their own ICT competency standards for teachers
  - Capacity building for teacher training institutions in adapting curriculum and improving the capacity of teacher educators

- Advocacy of enabling policy environment

What UNESCO should NOT do: UNESCO should not provide a seal of alignment or certification, either directly or indirectly
Shift of teachers’ qualification: Pedagogical content knowledge (PCK) → Technological PCK (TPCK)

ICT for Pedagogical Transformation (Enabling & managing deeper learning through ICT)
- Creation of LMS, interactive tools, gaming
- Specific learning tools, Web 2.0 Mind Mapping, WebQuest

ICT for Pedagogical Innovation (Facilitating students learning with and/or through ICT)
- Designing ICT enabled lesson plans and digital materials, creating pedagogically proper learning environment
- ICT-based Subject-Specific Pedagogical Skills (Conceptual learning, organization of ideas, tele-collaboration)

ICT Integration in subject teaching (Teaching with ICT)
- Authoring tools Multimedia tools
- Integrating ICT in lesson planning; Use of multimedia tools
- ICT-based Generic Pedagogical Skills (Present, guide search for information, create content, facilitate)

Teachers’ Learning about ICT
- Teachers experience good pedagogy as a student
- Enhancing daily life, teaching, and traditional management using ICT
- Productivity tools Internet (information searching & online community); E-mail
Four stages of Teachers’ Development on ICT-pedagogy Integration

(a) Stages of ICT usages
- Becoming aware of ICT
- Learning how to use ICT in subject teaching
- Understanding how and when to use ICT
- Specializing in the use/design of ICT

(b) Pedagogical Usages of ICT
- Applying productivity tools
- Enhancing traditional teaching
- Facilitating blended learning within or across subject areas
- Creating & managing ubiquitous & interactive e-learning environments

Transforming
Infusing
Applying
Emerging
ICT-Pedagogy Integration

- Pedagogy Content: Knowledge: beliefs & values
- Pedagogical Skills, esp. Instructional Design
- Subject Specific Pedagogy: Adaptation to content
- Learners Sensitive Pedagogy: Adjustment
- Context Adaptive Pedagogical Techniques

Modular Content of Pedagogy: Introduction; Problem-Based Learning + Resources

Embedded Pedagogy: Contextual Knowledge; Skills; Hands-on practice

ICT Usage

Transformation
- Infusing
- Applying
- Emerging

ICT-Pedagogy Integration

- Module A
- Module B
- Module C
- Module D
- Module E
Suggested pre-service teacher training course on ICT in education

ICT Specialization (Transforming)
- Online Community + LMS
- Specialized ICT Courses

Infusing ICT across Curriculum (Infusing)
- ICT-pedagogy Integration
- Project Based Learning: Theories & Examples

ICT in Subject Areas (Applying)
- General ICTs in Subject Areas
- Specialized ICTs for Basic Skills
- Subject-specific ICTs

ICT Literacy (Emerging)
- ICT Skills + Productivity Tools
- Development of Digital Materials

Pedagogical Knowledge

Information Literacy
3. Teacher Training: Institutional Strategy

Why Institutional Capacity of TEIs?

- Why pre-service teachers prioritized: More and more non-ICT-qualified new but not next-gen teachers are supplied to schools.

- Are teacher education institutions ready to prepare the next generation of teachers who can apply ICT effectively? – A survey by UNESCO Bangkok:
  - Lack of institutional leadership and policy support
  - Teacher educators are lack of skills and technical support
  - Curriculum are out-of-date or insufficient

- Will training of individual trainers be cascaded or vaporized? Individual teacher trainers will soon be reverted to the business as normal if their leaders and curriculum are kept in the box.

→ Institutional capacity building is more difficult to kick off, but easier to sustain the impact.
What’s the Institutional Capacity of TEIs

The institutional capacity is a systemic capability of coordinating **internal elements** toward the destination illuminated by a visionary leadership, and of **assimilating** external resources or **adapting** itself to contextual changes during its evolitional process.
What’s the Institutional Capacity of TEIs

The institutional capacity is a systemic capability of coordinating internal elements toward the destination illuminated by a visionary leadership, and of assimilating external resources or adapting itself to contextual changes during its evoluotional process.

Where TEIs are:
- Current situation
  - Training content
  - Trainers

How e-ready
- Training content
- Trainers

Where to go?
- Vision & Standards
- Institutional policy
- Plan & strategy

Leadership

Instructors’ Capacity

Curriculum
UNESCO Next Generation of Teachers Project: Building the institutional capacity of the TEIs in **designing and providing the training on ICT-integration for pre-service teachers** → Over 50 TEIs from 16 countries

**Curriculum-Development Workshops and follow-up technical assistances**

**Dean’s Forums**
- Institutional evolution
- Broadening to other TEIs
- Scaling up to national policy

**Curriculum**

**Leadership**

**How e-ready**
- Training content
- Trainers

**Instructors’ Capacity**

**Where TEIs are:**
- Current situation

**Capacity building workshops for teacher educators**
Objectives and Expected Results

- **Leadership:** Enhance the leadership of the deans of TEIs in planning and managing effective training programmes on ICT in education → I. Dean’s Forum

- **Capacity of instructors:** Build capacity of teacher educators on ICT-pedagogy integration → II. Capacity building workshop on ICT-pedagogy integration

  III. Peer Coaching

- **Training content:** Catalyze the efforts of TEIs in reforming ICT-related curricula → IV. Curriculum Development Workshop
Main deliverables of UNESCO in building institutional capacity of TEIs

I. Dean’s Forum
II. ICT-pedagogy Integration
III. Curriculum Development
IV. KFIT Project based learning and telecollaboration

- Inter-TEIs cooperation
- MOE
- Other TEIs
- Local schools
- TEI-School partnership
I. Dean’s Forum

Objectives

<table>
<thead>
<tr>
<th>4 Forums: 4 forums for 150 deans of 50+ TEIs from 16 countries</th>
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</thead>
<tbody>
<tr>
<td>Thematic or in-depth Dean’s Forum</td>
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<tr>
<td>• Thematic discussion and experience sharing</td>
</tr>
<tr>
<td>National Forums or inter-TEI exchange</td>
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<td>• Local follow-up</td>
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<tr>
<td>• Institutional actions</td>
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<tr>
<td>1st Regional Dean’s Forum</td>
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<tr>
<td>• Systematic vision</td>
</tr>
<tr>
<td>• Training on leadership</td>
</tr>
<tr>
<td>Institutionalization is a process of fossilization of best practices</td>
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</tbody>
</table>

Example of results achieved-
**Institutional Policy**
From: Filomena Dayagbil
[ftdayagbil@yahoo.com](mailto:ftdayagbil@yahoo.com)

I am Filomena T. Dayagbil, Dean of the College of Teacher Education of Cebu Normal University (CNU). We have **institutionalized** our ICT training for graduating Education students in the university. For the past two years, all 4th year Education students (600 students every year) **cannot graduate** without undergoing the training on **ICT integration** into teaching and learning.
II. Workshop on ICT-pedagogy Integration

- A 5-day workshop for teacher educators on ICT-pedagogy integration

  - Effective (training) strategies on how to use ICT into different pedagogy: Pedagogical principles, supporting examples, appropriate tools, etc.
  - Hands-on practices of ICT-based unit/lesson design

- Achievement: 13 national Workshops on ICT-pedagogy Integration have been organized
ICT-pedagogy Workshop

Overview

- ICT-pedagogy integration model
- Suggested training content and methodology
- TPCK

ICT in expository based learning

- Pedagogical principles supported by lesson videos
- Useful pedagogical techniques
- Relevant ICTs
- Lesson design

ICT in inquiry based learning

- Pedagogical principles supported by lesson videos
- Useful pedagogical techniques
- Relevant ICTs
- Lesson design

Individual resources based learning

- Pedagogical principles supported by lesson videos
- Useful pedagogical techniques
- Relevant ICTs
- Lesson design

ICT in cooperative learning

- Pedagogical principles supported by lesson videos
- Useful pedagogical techniques
- Relevant ICTs
- Lesson design

- Starting from what they can do what they need to do
- Practicing “pedagogy-in-use”
- Gaining confidence by self-achievements
Training FRAMEWORK on ICT-pedagogy integration

**Introduction**
- Expository based learning
- Inquiry based learning
- Individual learning
- Cooperative learning

**Pedagogy Content Knowledge**
- PBL on pedagogy:
  - Learning theory background;
  - Key concepts;
  - Key features
  - What ARE & ARE NOT Practical knowledge
  - General procedure
  - Typical issues & coping strategies
  - Further quest:
    - Key problems or key concepts
    - Resources

**ICT-facilitated**
- General principles and showcases
  - Key points showing relative advantage ICT for pedagogy
  - Suggestions and principles
  - Scenarios to read and analyze
    - Analyze their appropriateness, effectiveness, and efficiency
    - Connected to real context

**Hands-on Instructional Design**
- Put all together
  - For what?
    - Content and objectives
  - To whom?
    - Student Ana.
  - Match of ICT & pedagogy:
    - ICT-amplified existing ones & ICT-empowered emerging ones.
  - Design and provision of ICT
    - Select; combine compile; create
Objectives: Building capacity in ICT-related course development

Expected results: Existing training courses on ICT updated or new ones developed and authorized

Activities: Curriculum-development workshops followed by technical assistances and wrapped up by curriculum authorization
# Main Categories of ICT-related Training Courses in TEIs

## Decision you need to make (authorization & resources)

<table>
<thead>
<tr>
<th>Decision you need to make</th>
<th>E. ICT-subject teacher training courses</th>
<th>A. Educational Technology</th>
<th>B. ICT in Subjects</th>
<th>C. e-learning</th>
<th>D. ICT-pedagogy integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a new course</td>
<td></td>
<td>non-computer</td>
<td>subject tools</td>
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<td>Focusing on pedagogical</td>
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<td></td>
<td>computer-based</td>
<td>courseware design</td>
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<td>design</td>
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<td>Other media</td>
<td>design</td>
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<td>development of online</td>
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<td>lesson design</td>
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<td>environments</td>
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<td>2. Upgrade the content</td>
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<td>3. Promote methodology</td>
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ICT-related Teacher Training Courses – East China Normal University

**Specialization in Educational ICTs**
- Instructional Website Design & Programming - Compulsory for Subject of Computer Science
- Didactical Game Development
- Application of Virtual Reality Technique in Education
- Creation of 3-D Animation in Education
- Webquest & Online Learning

**Emerging**

**ICT in Subjects – Grade Year 3**
- Instructional Design & Practice on ICT in Teaching
- Application of Multimedia in Edu.
- Application of Teaching Media
- Graphic Design of Educational Media - Elective for all
- Microteaching Practical Training

**Applying**

**ICT across Subjects**
- Application of ICT across Subjects - Elective for all subjects at any grade years
- ICT-pedagogy Integration - Elective for all subjects at any grade years

**Infusing**

**ICT Literacy – Grade Year 1**
- Computer & Information Literacy
- Word, Powerpoint, Excel...

**Transforming**

- Didactical Game Development
- Application of Virtual Reality Technique in Education
- Creation of 3-D Animation in Education
- Webquest & Online Learning

- Elective courses for all subjects at any grade years
## In-service ICT Teacher Training in Korea

### Training Level

<table>
<thead>
<tr>
<th>ICT Literacy Course</th>
<th>Basic ICT Use Course</th>
<th>ICT Advanced Course</th>
<th>ICT Leadership Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information search and use of ICT tools</td>
<td>ICT-based problem-based education</td>
<td>Creative lesson planning for ICT use</td>
<td>Building a 21st century school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching with ICT for developing thinking skills</td>
<td>Leading innovation</td>
</tr>
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### Peer coaching course on ICT use

### Target Audience

- **School teachers**
- **School CEOs**

Teachers’ career stages (from induction to retirement)
Collective school-based professional development

- Objectives: Training of (master) trainers on ICT-pedagogy integration → peer coaching and institutional trainings
- Activities: 2 Peer Coaching workshops covering >60 master teacher educators
- Results: Peer coach adopted by TEIs training localized

• **Mobile phone for teachers’ professional development:** “Text2Teach” of Philippines (SEAMEO-Innotech ): Delivering digital learning materials to schools with the use of mobile technologies including Continuing Studies for Teachers via Television.
Designated/Authorized Distance Teacher Training Centers
- Metropolitan/Provincial Areas: 19 Centers
- Non-Metropolitan Areas (including universities): 42 Centers

Distance Training Institutes
How UNESCO Helps

- Standard setter
- Capacity builder
- Laboratory of Ideas
- Clearing house
- Catalyst of international cooperation
UNESCO’s Technical Assistance in Developing ICT in Education Policy

- Workshop on ICT in Education policy making
  - ICT in Education Toolkit: [www.ictinedtoolkit.org](http://www.ictinedtoolkit.org)
  - 17 workshops for 29 countries covering more than 400 policymakers

- Policy analysis and case study on national ICT in education policies

- Long-term assistance in helping Member States to develop ICT in Education Master Plans
Thank you...

f.miao@unesco.org


http://twitter.com/#!/UNESCOICTs