Overview

Reporting Period

2016

2017

- Current network: 21 TEIs from 13 countries
- Received 16 reports
- Reviewed 14 (up to October 31st 2017)
Resource Distribution

Total: **16,696** CD’s distributed by the Network + 40 USBs + 124 participants were given the link to the resources (versus 13,402 in 2014)

**CD9** was distributed the most
**CD5** was distributed the least

Observations:
- Some TEIs distributed only CDs 8 and 9; others didn’t distribute CDs 8 and 9.
- CDs **5-9** were found very useful by teachers
- No/little monitoring done on post-training activities or progress of participants (due to same challenges as listed in 2014-2015 reports)
- Few research done
**Exemplary Cases**

**NCERT:** Developed various platforms/websites for extensive sharing of resources.

**NUST:** Awareness seminars

**TDTHB:** Train teachers and students on the use of resources.

**KU:** A focal point for each group of trainees to check on progress and provide feedback; follow-up training conducted.

**NCERT:** A database of the trained personnel was prepared to provide support to various organisations in the respective states

**Govt TTC:** Echo trainings (dissemination workshop) conducted

**RIE:** Most of the e-content materials of the centre have been developed by the trainees of the different programmes

**NCERT:** Plans to translate the resources to languages in India, and have shared these with the states for local adaptations.

**MSU-IIT:** Partnerships with various stakeholders.

**USP:** Developed inter- and cross-island partnerships for both training and research.

**UP & NUST:** Attempted to conduct research; will conduct teacher trainings.

**MNU:** Translated some of the contents into local language
Success Factors

- Availability of ICT infrastructure
- Contextualization of resources and training
- Hands on activities during training
- Leadership of an institution and national recognition
- Continuous professional development approach
- Partnerships
Challenges

Challenges in using resources
- Infrastructure constraints
- Language variety/barrier
- Teacher capacity and workload
- Lack of interactivity

Challenges of training
- Lack of monitoring
- More time and interaction needed for training
- Lack of funding
- Lack of human resources
Challenges – RWG and TWG

**RWG**
- Sustaining RDTCs in research without internal and external support
- Challenges in data collection for country-specific and cross-country research
- Formal recognition

**TWG**
- Time and financial support for RDTC trainers in promoting resources
- Time and workload for teachers to attend trainings
- Confidence among teachers to use ICT
- Monitoring the community of teachers trained
- Language barriers
- Lack of experts/resource persons on ICT integration
- Infrastructure
- Remote areas

- Lack of cooperation from schools and administrators
- Change of national education focus
- Limited copies of resources with no financial resources to reproduce
- Need to update resources
RDTC Network:
Next Steps
Next steps: GCED

• Project countries: Bhutan, India, Sri Lanka, Thailand, Malaysia, Philippines, Korea, China, Japan
• Project countries: Interested TEIs should contact UNESCO to attend national capacity building activities.
• Completed work plan to be sent to UNESCO by Jan 2018 if need UNESCO’s feedback.
• Lesson plans and materials, lesson video, etc.. by June 2018 (Call for presentation to be announced)
• Selected ones to be invited to share at a regional GCED conference (Sept or Oct 2018)
Expectations and Challenges

**UNESCO to RDTC**

- Forefront implementer and national focal point of UNESCO’s work in ICT-supported T&L
  - Training
  - Distribution
  - Research (M&E)
- Self-sustaining network

**RDTC to UNESCO**

- Recognition and formality (as incentives)
- Contextualized resources and training
- More funding
UNESCO’s Plan

- **To tighten up the RDTC activities with current projects of UNESCO ICT in Education:**

<table>
<thead>
<tr>
<th>Projects</th>
<th>Countries</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency-based teacher training reform</td>
<td>Philippines, Nepal, Uzbekistan, Sri Lanka, Myanmar, Mongolia</td>
<td>Policy level</td>
</tr>
<tr>
<td>Research on students’ digital behavior, perception and use in education settings</td>
<td>Vietnam, Bangladesh, Fiji, Thailand</td>
<td>Research</td>
</tr>
<tr>
<td>ICT in Education Master Plan Development</td>
<td>Bhutan, Solomon Islands, Maldives</td>
<td>Policy level</td>
</tr>
</tbody>
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- **To seek formal recognition/endorsement by MOE**
Timeline

• December 2017: RDTC annual report
• January 2018: Start contacting the MOE for the formal nomination and endorsement
• March 2018: Notification to all endorsed RDTCs
• Sept-Oct 2018: GCED Regional Seminar
• Q4 2019: RDTC Seminar
Thank you

Auken Tungatarova
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