Governments globally are focusing on how best to use ICT in education. As part of this, they are supporting teacher training and accreditation programs to ensure their investment in infrastructure is rewarded with effective deployment of ICT in teaching and learning. For teachers, the first step is to achieve a ‘qualified teacher status’ (QTS), enabling them to teach regionally, which usually means completing an ‘initial teacher training’ (ITT) to help them sharpen skills.

Most countries investing in ICT for education have already begun making parallel investments in capacity building, but these investments often comprise once-off, ad hoc training exercises in which those participating either do not receive sufficient training to internalize the competences they require for effective ICT integration or participate in isolated courses in which they learn skills in ways that are out of sync with what is happening in their schools.

It is therefore imperative that teacher development initiatives remain a priority with governments and given the resources to succeed. But to be successful, teacher development programmes must be relevant and resonate with what is occurring at school levels. Successful ongoing professional development models can be divided into three phases:

**Situation**

 Governments globally are focusing on how best to use ICT in education. As part of this, they are supporting teacher training and accreditation programs to ensure their investment in infrastructure is rewarded with effective deployment of ICT in teaching and learning. For teachers, the first step is to achieve a ‘qualified teacher status’ (QTS), enabling them to teach regionally, which usually means completing an ‘initial teacher training’ (ITT) to help them sharpen skills.

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**Solution**

UNESCO – in partnership with Microsoft, Intel, Cisco, the International Society for Technology in Education, and the Virginia Polytechnic Institute and State University – has produced an ICT Competency Standards for Teachers (CST), which identifies the teacher as central in developing student ICT capabilities. This framework provides an excellent basis for engaging national governments and other key stakeholders in teacher education in a systematic planning process to construct a customized ICT Competence Framework for Teachers for their country.

Where countries have not yet developed such frameworks and/or comprehensive strategies for professional development, Education Impact – as an independent consulting firm with access to a global network of Fellows highly skilled and experienced in deployment of ICT in education systems – is ideally placed to deliver a clear country roadmap for the national ICT Professional Development Strategy for Education Impact delivers short-term, but highly intensive, consultancy engagements to achieve this goal.

**About Education Impact**

Education Impact is an independent global fellowship of some of the world’s leading education experts. The focus of Education Impact is on the effective use of information technology to transform teaching, learning, and institutional administration. Services are delivered across the spectrum of Education and ICT and include envisioning, strategic planning, implementation, and evaluation.

“We needed to gain a clear global picture to present to the new minister after the election of why it was important to invest in ICT in education now. Many companies or consultants only offer a global solution. Education Impact was able to localize this to the Malaysian perspective.”

Dr Haili Dolhan, the MoE’s deputy director-general of education.
Scope

Although Education Impact can tailor its engagement model to meet any specific contextual requirement, development of a detailed ICT Professional Development Strategy for Teachers will typically comprise of:

**COUNTRY ANALYSIS**
- Review of key information regarding the participating country
- Identification of stakeholders

**IN COUNTRY CONSULTANCY**
- Face to face meetings and interviews to understand the roles stakeholders
- Strengths and weaknesses analysis and information gathering phase ended with verifications on location

**STAKEHOLDER WORKSHOP**
- Implemented at end of first Consultancy Visit
- Fellow presentations of ideas and recommendations plus a preliminary roadmap

**DETAILED REPORT**
- Learning pathways in ICT Integration for teachers, school principals, ICT Coordinators, teacher trainers, and Ministry officials
- Integration of the UNESCO Competence Framework for Teachers within the Strategy

**FOLLOW UP**
- Presentation of final draft of Strategy
- Final feedback process to refine the report before final submission – complete with collaterals for presentation

**Engagement phases:**

<table>
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<tr>
<th>Engagement Phase</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Phase I: Preparation</strong></td>
<td>Briefing tele-conference between Ministry of Education, Education Impact and other relevant players to finalize brief, provide contextual input, and discuss logistics of consultancy</td>
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<td></td>
<td>Provision of all relevant documents (policies, strategies, reports, etc) to Education Impact to facilitate initial desktop review and preparation for consultation visit, plan schedule for visit and logistics for travel</td>
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<tr>
<td></td>
<td>Conduct additional literature searches to assemble relevant documentation needed for consultancy, complete initial desktop review</td>
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| **Phase II: Consultation**        | Complete country visit to hold meetings, visit a selection of schools, conduct interviews, and brainstorm with relevant stakeholders |
|                                  | NOTE: It is anticipated that 5 to 10 working days of meetings will be required depending on country size and situation |
|                                  | Hold initial stakeholder workshop on final day of consultation visit to present high-level concepts and discuss proposed Strategy and Initiative |

| **Phase III: Report Writing and Presentation** | Prepare complete draft of report based on results of visit and further desktop review, and circulate to stakeholders for review and comment |
|                                               | Receive feedback on complete draft of report, finalize draft |

| **Phase IV: Presentation (optional)**        | Complete final country visit to present report to stakeholders |
|                                              | Finalize report based on inputs received during workshop |
|                                              | Present final report to Minister of Education and other key stakeholders |

**Who is this workshop for?**

**Primary Clients**
- National Ministries of Education
- Operational Partners supporting governments with deployment of ICT in education
- Inter-governmental organizations working in partnership with National Ministries

**Relevant Government Parastatals**
- National Ministries of Education
- Operational Partners supporting governments with deployment of ICT in education
- Inter-governmental organizations working in partnership with National Ministries

**Outcomes**

- Delivery of an integrated, coherent National ICT Professional Development Strategy for Teachers, which:
  - Is contextually specific and attainable
  - Responds to political priorities of the Ministry of Education
  - Builds on and incorporates globally accepted Frameworks for Professional Development of Teachers
  - Draws on international best practice and harnesses existing resources, courses, and programmes to support implementation in the most cost-effective way possible

- An ICT Professional Development Strategy for Teachers for the Country, incorporating:
  - Rationale for, and viability of the strategy
  - Key goals and long-term outcomes
  - Description of strategy, key principles and assumptions plus stakeholder analysis
  - A management structure for the strategy
  - A roadmap for the professional development strategy plus 3 to 5 year results
  - A logical framework for the strategy plus an activity schedule
  - Monitoring and evaluation strategy plus notional budgets

**Next steps**

Begin implementation of your Teachers’ ICT Competencies development Workshop now to ensure that your educational system is well positioned for transformative opportunities and that key priorities are being addressed. To learn more about Education Impact, their services, and how they can help your organisation, please contact:

Fred Fulton Berrios, Operations Director, Education Impact
fredfulton@educationimpact.net

For additional information please visit the Education Impact Web site at

www.educationimpact.net