

Background Paper: *Reorienting Quality Teacher Education towards EFA and ESD in the Asia- Pacific Region*

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Institutional framework

This Project is relevant to ED Sector MLA 2, Expected Result 5: National capacities strengthened to plan, implement and manage basic education, in Asia and the Pacific; and Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including in post-disaster situations.

It is also relevant to UNESCO-IBE's expected results for 2010-2011:

Result 1: Enriched, up-to-date and globally, regionally and nationally relevant learning tools and training modules for curriculum development are progressively shared with institutions (mainly Ministries of Education and universities), resulting in jointly developed, delivered and officially accredited courses at the national levels in different UNESCO regions.

Result 2: Regular production and sharing of curricular documents and materials by COP members, which contribute to the attainment of an interregional comparative perspective, encouraged through regular national, regional and interregional online and face-to-face exchanges on curriculum challenges and issues and through the promotion and facilitation of South-South and Triangular North-South-South Cooperation.

Overall Project outline

UNESCO, through its Regional Office in Bangkok, is requested to meet the needs of the population in Asia and the Pacific for providing education for sustainable development (ESD). In 2006, IBE agreed with UNESCO Bangkok on setting up an interagency group to carry out action-research and capacity development activities in the field of ESD. This collaboration has led to the joint delivery of several capacity development activities during 2007-2010 (training workshops, online forums, etc.) in which country representatives elaborated action plans on developing/consolidating ESD in teacher education and curriculum, as well as the recent finalisation of four thematic training modules for ESD and EFA integration in curriculum and teacher education.

In this context, this Project is aimed at assisting teacher educators and teachers to design and integrate ESD and EFA contents into curricula and teaching materials. In each participating country, the Project selects Teacher education institutes (TEI) to provide teacher educators with capacity development and relevant learning tools. These TEIs are to collaborate with selected pilot schools to train teachers on ESD and EFA issues. This technical support, associated with regular monitoring of outcomes, will eventually contribute to improving ESD and EFA processes in Asia and the Pacific.

Project stakeholders

The partners are: UNESCO Regional and Cluster Offices in Asia Pacific (Bangkok, Jakarta, Phnom Pen and Islamabad), MoEs/National Commissions for UNESCO, UNESCO HQ (2010), Universities, National Teacher Training Institutes and Japanese Funds-in-Trust.

The following countries of the Region are involved in the development/implementation of the Project: Bangladesh, Cambodia, China, Indonesia, Japan, Malaysia, Mongolia, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand, East Timor and Vietnam.

Beneficiaries include mainly: educational policy-makers, curriculum specialists, teacher trainers, (pilot) school principals and teachers, (pilot) school students, communities.

Timetable

The Project is expected to last for at least two years. The conception and preparation stages have been completed. The implementation stage is ongoing and will be associated with regular monitoring and reporting.

Main outputs so far

Table 1. Summary of the project activities carried out to date

Year	Subject	Partners/ Participants	Countries	Outputs	Co-organiser/ Participant short- term evaluation
2007	Infusing ESD through ICT	40	China, Nepal, Bangladesh, India, Sri Lanka, Indonesia, Malaysia, Philippines, Thailand, Vietnam	Mapping of current situation of ESD, training on ESD curriculum design, and agreement on action-research	Awareness raised about ESD, long-term strategy shaped for ESD in the region
2007	ESD-Net Forum	ESD-Net Community	Bangladesh, China, India, Indonesia, Korea, Malaysia, Mongolia, Nepal, Philippines, Sri Lanka, Vietnam	Exchange on political conditions for ESD, themes for training on ESD, and partnerships	Forum outcome taken into account in relevant research, and reference blueprints for drawing ESD teacher education curriculum
2009	Thematic issues for ESD	80	Bangladesh, Cambodia, China, Indonesia, Japan, Malaysia, Mongolia, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand, East Timor, Vietnam	Mapping of situation of the current situation of ESD, training on curricular, research and thematic guidelines, development of 14 action plans on the development of ESD around three dimensions (capacity development, learning resources and classroom practices), dissemination of the Conclusions and Recommendations of ICE 2008	Participants' appreciation of UNESCO in proposing and supporting regional and national agendas on ESD, recognition of the role of IBE
2010	Regional Seminar on ESD / follow-up	96	Bangladesh, Brunei Darussalam, Cambodia, China, Indonesia, Japan, Kazakhstan, Kyrgyz Republic, Lao PDR, Malaysia, Mongolia, Nepal,	Awareness raised and good practices shared about ESD in lifelong learning and holistic development, dissemination of ICE Conclusions and Recommendations	Co-organisers' appreciation of IBE's ongoing support, partnerships in the region strengthened

			Pakistan, Philippines, Sri Lanka, Thailand, Vietnam		
2009 - 2010	Co- production of four training modules	IBE- UNESCO Bangkok		Training modules on four ESD/EFA thematic issues: environment education, nature-disaster risk education, climate change and gender sensitisation, as part of IBE's Training Tools for Curriculum Development	The learning tools are considered as applicable and will be used as main support in upcoming activities

IBE's contribution to this Project includes co-production of thematic learning tools, co-organisation, coordination and facilitation of capacity development activities (especially on curriculum-related issues), sharing of expertise in Inclusive Education, provision of IBE's Training Tools for Curriculum Development (Resource Pack components and thematic training modules) and selection of resource persons to participate in the workshops.

Expected evaluation of *long-term* impact and follow-up mechanisms

We expect to jointly design the long-term monitoring and evaluation mechanisms and timescale with the project partners, mainly through UNESCO Regional and Cluster Offices in Asia Pacific (Bangkok, Jakarta, Phnom Pen and Islamabad).

Our suggestions include:

- Contacting individually representative practitioners from each teacher education institute (and also pilot school if applicable), e.g. six months after a workshop, to survey whether they find the project activities relevant for change to happen in teacher education, curriculum development, teaching-learning practices outcomes; examples to illustrate how change is happening; whether there are irrelevant aspects, why, and what are suggestions for improvement;
- Following-up with the project partners, in particular UNESCO offices in the region, to share their on-site evaluation of the project process;
- Analysing and documenting the results of these evaluations in both quantitative and qualitative terms, in the light of the project expected outcomes and the UNESCO-IBE expected results for 2010-2011, sharing with project stakeholders.

We also expect to take the opportunity of every concrete activity to collaborate with participating stakeholders to jointly define and sharpen these monitoring and evaluation mechanisms, as well as to agree on how to enhance project future development, based on the sharing of preliminary evaluation results (both positive and negative).

More information

More information is available at the following website:

<http://www.unescobkk.org/education/education-for-sustainable-development/>

Planned activities and outcomes for 2011

In 2011, IBE plans to co-organise and participate in three national workshops:

- Philippines (Quezon City, 28 March-1 April; 60 participants from 10 teacher education institutions (TEI) and 2 schools that work closely with each TEI, making a total of 20 schools)
- Thailand (Bangkok, 25-29 April; 90 participants: deans, teacher educators and teachers from teacher education institutions and schools in Thailand, resource persons representatives from UNESCO, Chulalongkorn University and Thai National Commission for UNESCO)
- Vietnam: (tbc)

These activities aim to introduce teacher educators and teachers to the concepts, principles, values, context and content of six ESD and EFA thematic issues – natural disaster preparedness, inter-cultural understanding, environmental protection, gender sensitising, HIV/AIDS, education for international understanding – examine how these can be incorporated in the curriculum and teacher education and teaching/learning material; promote action-research to document “good practices” of curriculum development, pedagogical approaches and institutional policies for ESD and EFA; facilitate collaboration in developing educational resources on these thematic issues as an integral part of teacher education and school curricula. The workshops will feature presentations from experts and examples of good practices.

The expected outcomes of these activities are: the capacities of national teacher education institutions to develop and incorporate ESD/EFA contents into teacher education and curricula are enhanced; the knowledge and skills of teacher educators and teachers to teach ESD/EFA concepts and contents are increased; good and innovative ESD/EFA teaching-learning practices are shared and put into use; resource materials on ESD/EFA are developed and shared; ESD and EFA professional networks are enhanced and increased; activity impacts are assessed, documented and improved through the application of a common Information Form on Participant Profile and proposed follow-up actions. The modules used for the workshops will be the four training modules on environmental education, natural-disaster risk education, climate change and gender sensitisation, as well as the global Resource Pack for curriculum development containing eight modules.

Expected evaluation/follow-up of *short-term* impact/Follow-up mechanisms of 2011 activities

Our suggestions include:

- Jointly with the project partners, mainly through UNESCO Regional and Cluster Offices in Asia Pacific (Bangkok, Jakarta, Phnom Pen and Islamabad), designing activity evaluation questionnaire which will include the UNESCO-IBE information form on Participant Profile;
- During activities, collecting participants’ feedback and profiles through their responses to the evaluation questionnaire;
- During activities, interview participants to get more in-depth feedback on the quality and relevance of activities;
- After activities, analysing and documenting the evaluation results;
- Sharing the activity evaluation results with project partners and participants, while reiterating the expected evaluation of *long-term* impact and follow-up mechanisms (see above), which are supposed to be jointly considered during activities;
- Based on the activity evaluation results (both positive and negative), jointly considering how to other foreseen activities;
- Implementing the expected evaluation of *long-term* impact and follow-up mechanisms (see above), according to timescale jointly agreed upon.