



**Regional Seminar for  
UNESCO Resource Distribution and Training Centres (RDTc)  
Teacher Training to Promote Safe, Effective and Responsible Use of ICT**

11-13 November 2015, South China Normal University, Guangzhou, PR China



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# OUTCOME DOCUMENT



UNESCO Asia and Pacific Regional Bureau for Education

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# 1. Background

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UNESCO Bangkok's Resource Distribution and Training Centres (RDTC) is a network of 24 teacher education institutions across 12 countries in the Asia Pacific Region. Acting as focal points for training and distribution of UNESCO ICT in Education resources to the practitioners, such as teachers and teacher educators, the RDTC network plays an important role in localizing and cascading UNESCO Bangkok's ICT in Education programme. Since 2011, the network annually gather to exchange their views and expertise and to cross-fertilize their capacity. This year's Regional Seminar ('Seminar' hereafter) for RDTC was co-organized by UNESCO and South China Normal University (SCNU) on 11 – 13 November 2015 in Guangzhou, People's Republic of China, with the generous support from Korean Funds-in-Trust. The Seminar brought together a total of 80 participants. The programme and the list of participants are provided in Annex A and Annex B respectively.

This year's RDTC Seminar was designed around the theme of "Teacher Training to Promote Safe, Effective and Responsible Use of ICT (SERU-ICT)". There is no doubt that ICT plays a critical role in enabling inclusive and sustainable human development. It provides people not only with access to information and services, but also with opportunities to participate in and contribute to the knowledge economy. The opportunities and benefits that ICT has brought to our lives are enormous. However, the very same technologies have raised an array of social and ethical issues to contend with. Globally, these issues have ranged from online safety and security (identity theft, scams, system phishing, hacking, online predators and cyber bullying) to misuse of information (plagiarism, access to inappropriate contents, and misrepresentation) to physical and mental health concerns (long exposure to the screens, back and arm pains, and game/Internet addiction).

The opportunities and simultaneous risks that ICT presents need a balanced approach and appropriate attention from the education sector. A safe digital environment should be created where young digital citizens can comfortably and confidently take advantage of technologies in an ethical and responsible manner in order to allow them to successfully participate in and contribute to the knowledge society. Creating such an environment requires a concerted effort from all related stakeholders. Among them, teachers are at the very forefront of these strides with the power to equip students with the right set of skills to act smartly and responsibly in the digital world. Likewise, the roles of Teacher Education Institutes (TEIs) are emphasized in including the notion of safe, effective and responsible use of ICT (SERU-ICT) in teacher training curriculum and in training teachers to act as active agents to foster digital citizenship.

With the main theme of promoting SERU-ICT, this year's Seminar contained three related subtopics, 1) teacher training on media and information literacy (MIL), 2) using open educational resources (OER) to enhance teaching and learning and 3) building teachers' community of professional learning.

Media and Information Literacy (MIL) is one of the vital capacities in promoting SERU-ICT. UNESCO defines MIL as a set of skills, knowledge and attitudes, which are essential for life-long learning, responsible citizenship and good governance.<sup>1</sup> MIL equips people with the ability to critically evaluate media and information, to effectively and ethically use media and produce information, and to engage with media for self-expression and participation. These are all very important features of SERU-ICT.

OERs, on the other hands, empower teachers to explore wider opportunities to effectively use ICT in teaching and learning. In doing so, teachers need to equip themselves with the right set of skills to search for high quality OER pools, critically evaluate them, and ethically use them. Teachers can also create their own OERs, and appropriately share them.

The premise of a ‘professional learning community’ underscores that educational work is collaborative,<sup>2</sup> and collaboration is an important aspect of professional practices in educational settings.<sup>3</sup> Research<sup>4</sup> revealed that collaborative practice among teachers is a common feature of schools where students score high in national tests, overriding students’ disadvantaged socio-economic backgrounds. The significance of building and fostering further implementation of a professional learning community among the Member TEIs is crucial to sustain their joint efforts in promoting SERU-ICT. The professional learning community will provide a space for the member TEIs to exchange promising practices, provide peer-coaching and support, and share educational contents (or OERs) on the SERU-ICT.

In recognition of the importance of the issue of SERU-ICT, this year’s Seminar for UNESCO RDTC aimed to provide the member TEIs an avenue to actively exchange knowledge, perspectives, and experiences on SERU-ICT. The Seminar also intended to help the RDTC members strengthen their capacity in SERU-ICT so as to adapt it into their teacher training programmes, as well as other scholarly works.

## Objectives

The objectives of the Seminar were to:

1. Provide the Member TEIs with an avenue to actively exchange knowledge, perspectives and experiences on SERU-ICT.
2. Help the RDTC Members strengthen their capacity in SERU-ICT so as to adapt it into their teacher training programmes, as well as other scholarly works.
3. Update each other on the RDTC activities of the past year, such as sharing the results from UNESCO-supported research projects and national conferences, and discuss future plans to continue the activities of RDTC network beyond 2015.

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<sup>1</sup> Please see for more details at <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-as-composite-concept/>

<sup>2</sup> Roberts, S., & Pruitt, E. (2003). *Schools as professional learning communities*. London: Sage.

<sup>3</sup> Quicke, J. (2000). A new professionalism for a collaborative culture of organizational learning in contemporary society. *Educational Management and Administration*, 28(3), 299-316.

<sup>4</sup> James, C. R., Dunning, G., Connolly, M., & Elliott, T. (2007). Collaborative practice: a model of successful working in schools. *Journal of Educational Administration*, 45(5), 541-555.

This Outcome Document synthesizes presentations and discussions from various sessions during the Seminar, including keynote, selected paper presentations, poster sessions and workshops. It also summarizes next steps and suggestions that were discussed during the planning session at the end of the Seminar. To view the full programme and to download all the presentations please visit [Seminar website](http://www.unescobkk.org/education/ict/current-projects/rdtc/rdtc-regional-seminar-2015-china) (<http://www.unescobkk.org/education/ict/current-projects/rdtc/rdtc-regional-seminar-2015-china>).

## 2. Synthesis of the sessions

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The Seminar sought to explore the issues and challenges in teacher training for SERU-ICT as well as to strengthen RDTc members' capacities in the area. In order for doing so, it comprised a keynote speech, five selected research paper presentations, two poster sessions, two workshops, one planning session for future activities, and a study visit. There were some unique features in this year's event. One such feature was the 'selected paper presentations' for which RDTc members were invited to submit papers on SERU-ICT through a call for papers. After a screening process, the selected ones were presented at the Seminar. Another unique addition was the 'Poster Session' that exhibited RDTcs' accomplished works during 2014-2015. The following sections synthesize key discussions from different sessions related to SERU-ICT and OERs.

### 2.1 SERU-ICT: Priorities, issues and challenges

This section begins by highlighting key issues and challenges in SERU-ICT from a global perspective. It then describes UNESCO's ongoing initiative on SERU-ICT in the Asia-Pacific region. The section also includes research findings on awareness of SERU-ICT among Malaysian higher education students, and the current status of SERU-ICT in teacher education curriculum in Nepal.

#### 2.1.1 Issues and challenges in SERU-ICT from a global perspective: Keynote presentation

Ms Rosalie O'Neale, Senior Advisor of Australia's Office of the Children's eSafety Commissioner focused her [keynote presentation](#) on the government's Cybersmart Programme, its evolution through the years, and the different features of the comprehensive national outreach programme for schools. Ms O'Neale mentioned that the education function serves as the lynchpin of the entire programme. The Office capacitates institutions/ organizations based on their own research findings on what children experience in relation to ICT use. She emphasized that as technology, attitudes, and utilization patterns evolve, the Office of eSafety Commissioner needs to be aware and informed, while guiding different stakeholders on how to deal with these

concerns, priorities, and issues. The Office does this through an integrated, comprehensive programme, where different stakeholders are involved to reinforce each other's actions – from teachers, schools, parents, to government bodies, law enforcement, industry, and the rest of the community. Children themselves are given a voice on how they perceive and react to any proposed solution developed for them.

An area of interest for the RDTCs is the Office's comprehensive national outreach programme with schools. It focuses on providing professional development training for teachers, including pre-service teachers. They provide internet safety awareness, 1-day professional development courses to teachers, and 1- to 1½-day lectures and tutorials to final-year teacher education students. These aim to raise awareness and change mindsets among teachers when dealing with class-wide use of ICT. Through Connect.ed, they provide an online set of self-paced modules to teachers from far-flung school communities, as part of their continuous professional learning. Ms O'Neale also mentioned that a voluntary certification scheme is in place, where service providers can go through an accreditation mechanism to assist the Office in carrying out the messages to the public.



*Photo 1. Ms. Rosalie O'Neale delivering keynote speech*

The Office provides various resources on relevant topics through its website ([www.esafety.gov.au](http://www.esafety.gov.au)), which contains a number of quality educational resources. Some of the highlights include:

- Virtual Classrooms that feature presentations on topics, such as security and privacy, cyberbullying, communicating safely online, making good choices online, includes materials for teacher training as well as primary and secondary students (with discussions on different age-sensitive issues)
- A base set of resources that can serve as springboards for classroom discussion; supported by teaching plans and activity sheets that are developed with the help of communities, and linked to the Australian national curriculum
- #GameOn<sup>5</sup> is five webisodes of lower secondary students making poor decisions online related to cyberbullying, excessive gaming, privacy, passwords, downloads, online friends, supported by study guides, lesson plans, and activities built around curriculum areas and threaded around a number of curriculum areas

The keynote speaker noted that these teaching materials went beyond mere safety advice. They focused more on simple yet substantive messages to guide and change the behaviours, or to develop good ones (respect, common sense, etc). She also emphasized how much they value research findings (i.e. on what kids do online, their attitudes towards risk-taking, who they get help from, etc.) that guide the development of their resources. These were meticulously designed and developed with field experts for different age and cultural groups. Every resource is multi-layered and packaged for continuous reinforcement. The materials are provided so as not to require too much time from teachers, while simultaneously offering flexibility for those who wish to tailor the resources to their own particular contexts. Additionally, the general public may use the resources, as long as attribution is given to the Office, while noting that some are copyrighted materials (video & audio), while others are under Creative Commons.

Ms O’Neale further mentioned that Australia is working on its National Safe Schools Framework to ensure alignment between state- and federal-level initiatives to ensure a safe cyber environment for children all over the country. The success of the Office’s programme was attributed to the heavy reliance on schools. She likewise discussed how the programme components undergo rigorous monitoring and evaluation for continuous improvement and relevance to its target beneficiaries – such as measuring the impact of the Outreach programme by conducting pre-, immediate-post-, and 3-month-post- intervention surveys among the participants. Evidences are gathered on cost-effectiveness, approaches to feed into the planning process for the next cycle. Ms O’Neale concluded the presentation by reiterating the importance of a national coordination agency for the successful implementation of SERU-ICT.

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<sup>5</sup> <https://www.esafety.gov.au/education-resources/classroom-resources/gameon>



### 2.1.2 UNESCO's initiative on SERU-ICT

Recognizing the fact that the research on SERU-ICT is scant in the Asia Pacific region, Ms. Maria Melizza Tan, Programme Officer of UNESCO Bangkok presented the “[Fostering Digital Citizenship through Safe, Effective, and Responsible Use of ICT](#)” Project. It aims to promote policy dialogue on the issues of the safe, effective, and responsible use of ICT, and to build the education sector's capacity in fostering digital citizenship among children. The activities planned for the Project's three phases were explained. As part of the first phase, UNESCO Bangkok is conducting a policy review among 22 participating Asia Pacific Member States on SERU-ICT, to be available in early 2016. Preliminary findings highlight the following:

1. Majority of the countries do not have coordinating agencies or budgets to support a systematic, evidence-based approach
2. Despite prioritizing the development of basic ICT skills among students, majority reported a lack of policies and/or programmes to foster cyber wellness, safety, and security within school communities, i.e.
  - SERU-ICT is not in the national curriculum
  - SERU-ICT is not emphasized in teacher competency standards and programmes
  - lack of security guidelines on the use and sharing of information and content
  - deficient cyber safety and security protocols
3. There is no concerted effort to promote cyber-safety and wellness for younger children (aged 0 to 8 years old)

Ms. Tan also emphasized the important role of teachers and school leaders in this area. As such, the RDTCs are enjoined to incorporate SERU-ICT into their teacher education and teacher training activities. She likewise invited the RDTCs to continue conducting relevant local research on this topic towards contributing to the overall project objectives. She encouraged the network members to consider joining the research network that will work on the planned Digital Kids Asia Pacific research and contribute to the regional resource repository on SERU-ICT.

### 2.1.3 Awareness of SERU-ICT among higher education students in Malaysia

The Universiti Tunku Abdul Rahman (UTAR) research team from Malaysia presented their [study findings](#) on the level of awareness of safe and responsible use of ICT among Higher Education students in Malaysia. Adopting both qualitative and quantitative research methods the study was conducted with 103 university students, aged from 19 to 24. Both questionnaire survey and focus group interviews were carried out. The questionnaire survey was drawn on the instruments

employed by the 2014 DiGi Survey Report<sup>6</sup>, a national study that examined internet-related behaviours of students aged 7 to 18 (primary & secondary school students). Focus group interviews aimed at examining students' perceptions and experiences of risky online activities. The major findings are:

1. The awareness level of Malaysian higher education students on safe and responsible use of ICT is relatively high.
2. Students felt somewhat safe when they are on internet.
3. Students have a good understanding of what constitutes risky online activities and cyber-bullying.
4. Students are aware of the steps needed to protect themselves while using the internet.
5. Students recognize the importance of learning about internet safety.
6. Only a small percentage (29.1%) of students reported about being cyber-bullied at least once.
7. Family members or relatives are the first support network that students turn to.
8. Students are concerned with invasion of privacy and the anonymity of the internet.

#### 2.1.4 Current status of SERU-ICT in teacher education curricula in Nepal

Given the significance of teacher education curricula in preparing teachers with the knowledge and skills in management of safe and responsible use of digital technology for learning, KUSOED (Kathmandu University School of Education) conducted [research](#) with an aim to analyze and critique on the Nepali universities' teacher education curricula (BEd and MEd) from the perspective of SERU-ICT. The study adopted a desk based research approach to review teacher education curricula from two universities in the first phase. What followed was the interviews with teachers, students and a curriculum integration specialist in the second phase. An analysis matrix was used to determine if the teacher education courses had sections on 1) ICT tools, benefits of ICT use, and e-learning; 2) Responsible, legal (rights) and ethical behaviour; 3) Safety, security, wellness, and protection against risks (frauds and awareness); and 4) Values reinforcement (respect, empathy, etc.). The major findings are:

1. Nepali universities take pride in the existing teacher education curricula that aim at developing ICT capability in learners in finding, selecting and using information.
2. However, not much SERU-ICT contents are imparted yet in Nepal's teacher education curriculum. There is no SERU-ICT course in any of the two universities.
3. It is essential to encourage teachers for themselves and for their learners to make safe and sensible choices in the use of digital technology.

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<sup>6</sup> DiGi. (2014). *Safety Net: Capacity building among Malaysian schoolchildren on staying safe online*. Retrieved from [https://digi.cybersafe.my/files/article/CyberSAFE\\_Survey\\_Report\\_2014.pdf](https://digi.cybersafe.my/files/article/CyberSAFE_Survey_Report_2014.pdf)

The presentation concluded by emphasizing the importance to have a separate course or a chapter on SERU-ICT in a teacher education course in Nepal, and that ICT be considered as a cross-cutting subject to be integrated in all programmes. The presentation also suggested that SERU-ICT is not just teaching about ICT, it is a culture that needs to be maintained to help create a safe and innovative learning environment.

## 2.2 Open educational resources to enhance teaching and learning

This section begins by highlighting research findings on Malaysian teachers' awareness of OERs. It then presents a case study of pre and in-service school teachers' perception on ICT integrated pedagogies including OERs conducted at the University of South Pacific. The section also includes UNESCO's ongoing work on directories of free educational resources for teachers.

### 2.2.1 Awareness of open educational resources: A Malaysian case

UTAR (Universiti Tunku Abdul Rahman) presented another [study](#) that aimed at finding out the status of awareness, usage and intention to use open educational resources (OERs) in the future, and the contribution of OERs by Malaysian secondary school teachers. The study was informed by the Technology Acceptance Model (TAM).<sup>7</sup> A structured survey was carried out in one of the Malaysian secondary schools, with a total of 138 teacher responses. The major findings are:

1. Despite the high degree of intention (70%) among Malaysian teachers to use OER, awareness and usage are at 30-40% only, while actual contribution to OER is low, at 14%.
2. The main barrier to using OERs are: finding the appropriate OERs for teaching is time consuming, and they are not easy to locate. Moreover, teachers are concerned about the reliability and validity of available OERs.
3. Benefits of using OERs are: they can enhance users' knowledge, and help to share best practices, as well as to enhance current practice.
4. Presentation slides, images, assessment tools, and lecture notes are the types of OERs more used by the teachers. In contrast, animation, interactive learning objects, handbooks, podcasts and recorded lectures are the types of OERs less used by the teachers.

The presentation concluded by providing recommendations for more awareness campaigns for teachers and developing/maintaining a directory of related OERs to be used in schools.

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<sup>7</sup> Davis, F. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly* 13 (3), 319-340.

## 2.2.2 ICT integrated pedagogies for pre and in-service school teachers: A case study at the University of the South Pacific

USP (University of the South Pacific) presented the [findings of a study](#) that aimed to understand pre and in-service school teachers' perception on ICT integrated pedagogies after attending the related courses. Using a focus group strategy, the research particularly sought to answer what are the student teachers' perceptions of current sessions on ICT integrated pedagogies, and how important teachers consider ICT integrated pedagogies. The major findings are:

1. Teachers perceive trainings are useful, despite no available infrastructure in their own schools.
2. They prefer to have a combination of content and technology hands-on applications.
3. Teachers suggested that ICT-pedagogy integration be included as a compulsory aspect to demonstrate in 1 out of 3 micro-teaching sessions.
4. They acknowledge the reinforcing effect of assessment in motivating them to practice more.
5. Teachers want to spend more time learning about ICT-integrated pedagogies. In fact they requested that one more year be added to their training so that they would have more time to learn, practice, and reflect on their own progress.
6. They identify the benefits of OER – as such, [UNESCO free educational resources](#) are in high demand, not only for teachers trained but also for their students and co-teachers.

The presentation concluded by calling the need for education sector to look into the following areas:

- CPD on ICT-pedagogy integration
- incorporating digital competencies as part of a teacher's competencies
- embedding ICT across the curriculum as a cross-cutting theme in all areas of education
- providing access to relevant OERs for teacher and students, appropriate to the Pacific context

## 2.2.3 UNESCO's directories of free educational resources for teachers

This session demonstrated UNESCO's upcoming Directories of Free Educational Resources for Teachers. One directory is for lower secondary science, and another for classroom productivity tools. "Directory of Free Educational Resources for Teachers" Project aims to provide a curated set of quality digital free (open) educational resources for teachers and teacher educators of countries with low internet penetration and/or least developed countries. These resources are meant to be used for classroom teaching and learning and to strengthen teacher professional development. In brief, the development phase involved the following major activities:

- A group of related educators in the region shared their expertise to develop a quality content evaluation framework, which guided the review and rating of the digital resources.
- Chung Dahm Learning Ltd (CDL) from Korea has provided technical support in designing and creating the directories.
- A coordination team from the UNESCO Bangkok office went back and forth with experts and CDL several times to revise the directories.

The beta version of the directories was showcased during the Seminar. The UNESCO indicated their plans to publish the directories both in DVDs and USBs, as well as through the UNESCO website for downloading in early 2016. The DVDs and USBs will be distributed through the RDTC Network.

### 3. Poster sessions

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Poster sessions showcased RDTCs' impressive work over the last two years and highlighted their key achievements. A total of 19 RDTCs presented posters in two sessions. All posters were digitally printed beforehand and carried by respective RDTCs. Representatives from respective RDTCs elaborated their poster contents and also answered queries from the visitors. The visitors indicated 'take away' features for their own organization/institution and also expressed their interests for any further collaboration. Moreover, the visitors were invited to provide any constructive suggestions for the presenting RDTCs. The poster presenters collected all comments and recorded any interest for collaboration. The poster sessions enabled participants to communicate, share and learn from each other. The sessions also provided good opportunities for all participants to boost up their relationships.



*Photo 2. Poster presentation*

It was apparent from the poster sessions that most of the RDTCCs distributed UNESCO resources. They also carried out numerous training activities primarily for teachers. The majority of the training activities mainly focused on ICT pedagogy integration based on an introduction of how to efficiently use the UNESCO resources in teaching and learning. In addition to training activities, some RDTCCs also started working to localize the resources including the development of mother-tongue based packs, integrating the resources into the local curriculum and learning plan. Some of them also took joint initiatives in setting up a network to connect schools with individuals, enriching the UNESCO resources, developing a regional platform for further communication etc. The detailed summary of RDTCCs' activities delivered in 2014 is provided in Annex C.

## 4. Workshops

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Two capacity building workshops on 'Design Thinking for Education' and 'Capacity Building on UNESCO's Media and Information Literacy (MIL) Curriculum for Teachers' were organized drawing on the feedback from last year's Regional Seminar for more capacity building opportunities. The following sections briefly highlight the key features of both workshops.

## 4.1 Design thinking for education

Habi Education Lab conducted the half-day [Design Thinking for Education \(DT4E\) workshop](#), in line with the Innovative Pedagogies project of UNESCO Bangkok that seeks to develop a teacher toolkit on various innovative pedagogies. The full workshop usually runs for 2 days. The teaser workshop aimed at providing hands-on experience for the participants to understand and apply the ‘design thinking’ methodology in designing educational processes and products. It began by orienting participants on different steps (‘identify-invent-improve’) in design thinking process using a modified version of [Stanford d.School’s Wallet Challenge](#). They then went on to use the core methods of each step in understanding their students’ use of ICT vis-à-vis SERU-ICT concerns. Three key mindsets or the principles of the methodology are: (1) empathy for users, (2) collaborative process of ideation, and (3) rapid prototyping. At the end of the workshop participants showed much enthusiasm to adapt and apply ‘design thinking’ method in their own working contexts.

## 4.2 Capacity building on UNESCO’s Media and Information Literacy (MIL) curriculum for teachers

The [MIL \(Media and Information Literacy\) workshop](#) was conducted by UNESCO Bangkok’s Communication and Information sector, introducing UNESCO’s MIL Curriculum for Teachers. This workshop aimed at helping participants build their capacity in promoting the use of UNESCO’s MIL Curriculum for Teachers. In doing so the workshop provided opportunities for participants to conceptualize the core features of MIL as well as specific techniques to promote the use of curriculum. The participants also discussed the importance of MIL within the education sector and the benefits of incorporating the MIL curriculum into the existing curriculum. At the end of the workshop participants showed their interest to actively promote MIL curriculum.

## 5. Study visit

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On the second day of the Seminar, all participants visited the Nanshan District, Shenzhen to observe an English class at the Nanshan Experimental School that demonstrated ICT-integrated pedagogy in the teaching-learning process. Thereby participants also had an opportunity to understand the status and application of ICT in primary schools in South China. The visit also included a trip to China’s ‘Future Classrooms’, an initiative that envisioned a classroom with state of the art ICT facilities and equipments. The Future Classroom helped participants experience the

technological miracles coming to the future education. It also demonstrated an example of localization of UNESCO's educational resources in the Chinese context. The study visit to Shenzhen ended by a trip to 'Folk Culture Village', a theme park that showcased the history and culture of multi-ethnic groups in China.



*Photo 3. Class observation at Nanshan Experimental School in Shenzhen, PRC*

## 6. Planning meeting

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The last session of the Seminar was a planning meeting for devising future RDTC activities. In the first part, UNESCO presented a summary of the reports submitted by RDTCs about their activities delivered in 2014. The summary of the reports is shared in Annex C. In the second part, planning for joint research, training activities, membership renewal, and Regional Seminar in 2016 was discussed. RDTCs were briefed on the new reporting requirements and a deadline was agreed upon. They were also informed about the criterion for membership renewal and the processes involved. Finally, an expression of interest was sought to host the 2016 Regional Seminar where RDTCs in Philippines responded positively to the call.

Two working groups, namely the 'Research Working Group' (RWG) and the 'Training Working Group' (TWG) used the opportunity to brainstorm and present their ideas for future activities. The following are the outcomes of their meetings reported by the respective group leaders:



## 6.1 Training Working Group (TWG): Summary of discussion

Group members agreed to promote a new set of free educational resources of the UNESCO Bangkok. The group was further divided into three sub-groups, namely: Monitoring; Localization of Resources; and Mentoring. Each sub-group discussed their main activities and agreed upon some specific tasks.

### Monitoring sub-group

The Monitoring Sub-group proposed to come up with a mechanism to determine how many teachers trained by the RDTC members used the resources after the training (post-training). A reward mechanism for best practices is planned to be drafted to recognize the best performing RDTC members. Specific tasks for the sub-group are:

1. Identify a sub-group coordinator.
2. Prepare a pre-questionnaire to establish a baseline data, and a post-questionnaire to measure the impact of the training. This would be important to ascertain the usefulness of the training sessions or else these need to be redesigned.
3. Prepare six monthly online questionnaires to be filled out by the trainees to give an indication of growth. Growth is measured in terms of increase in the use of resources or steady use of resources.
4. The TWG will collate the data to check the best performing centres. A reward to be given to the best performing schools in the form of sponsoring 1-2 champions to present their strategies at the RDTC Regional Seminar.

### Localization of resources sub-group

All sub-group members agreed that there is no 'one-size-fits-all' approach in pedagogy. Teaching and learning techniques that are considered as the best in one context may not work as well in another. The examples that are relevant in one place may not make sense elsewhere. In this backdrop, localization and contextualization of resource materials are necessary for effective and wide use of the UNESCO Bangkok's multimedia resources. The specific tasks for the sub-group are:

1. Identify a sub-group coordinator.
2. Prepare lesson guides and activity sheets. RDTCs can prepare sample lessons and activity sheets, and train teachers to prepare more. Those lessons and activity sheets can be distributed along with the resources.
3. Develop and include supplementary notes. As per the needs of teachers, some supplementary notes can be provided through the resource materials. For example, while teaching mathematics in Nepal, sub-group members from other countries can provide notes for using different measuring systems used by various communities while teaching standard measurements.

4. Develop materials in such a way that teachers are given spaces to incorporate their ideas. It is always good to promote creativity and enthusiasm among teachers while using the resources. For example, RDTCs can ask teachers to go through an activity sheet and create their own using local examples and resources.

### Mentoring sub-group

The mentoring sub-group proposed to implement blended RDTc mentoring, a type of peer mentoring where RDTcs buddy up, and help guide and support one another. Mentoring can mostly be done virtually. Although it is expected that the relationships are primarily developed by interactions through the Internet, RDTcs can also invite one another to participate in their teacher development programmes. In this way, the face-to-face element of the blended mentoring can take place. The specific tasks for the sub-group are:

1. Identify a sub-group coordinator.
2. Prepare a mentoring scheme where a RDTc buddies up with another RDTc through a virtual platform for a continuous mentoring process through:
  - a. exchange of resources
  - b. sharing of expertise - resource persons via virtual platform
3. Provide feedback to UNESCO, for guidance and possible support. UNESCO can help arrange trainings in RDTcs needing assistance, particularly on human and financial resources.

## 6.2 Research Working Group (RWG): Summary of discussion

The RWG members expressed their keen interest to collaborate on cross-country comparative research/study in the areas of SERU-ICT, OER, reflective teaching practices, and more. Specifically, the members planned to carry out the following research activities:

1. RDTcs from Malaysia (UTAR CLT), Philippines (De La Salle University), China (South China Normal University), Maldives (MNU), Fiji, Nepal, Thailand and Pakistan to conduct each country's data collection from:
  - i. Higher education students regarding "Safe, Effective and Responsible Use of ICT" and
  - ii. Higher education lecturers/teachers regarding "impact of OER and barriers of adoption".

In this regard UTAR CLT to disseminate the instruments used for the studies, and to render support to the other RDTcs for activities such as data-analysis and literature review.

Depending on schedule and timing (e.g. whether in time for the next Regional Seminar 2016), the group might choose to analyse data from each country together, and then produce a single comparative, cross-country study. Or alternatively, each country will produce preliminary findings, and continue work to produce a single comparative cross-country study after the Seminar.

2. Philippines RDTC (De La Salle University) to conduct studies on “Assessment of ICT Needs for Teachers”.

3. India and Fiji RDTCs to conduct collaborative research on “Barriers of ICT Pedagogy Integration”.

## 7. Evaluation of the seminar

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A post-seminar survey was carried out for evaluating the Seminar. The survey was completed by 32 RDTC participants. The majority of the respondents found most of the sessions beneficial. The session about ‘SERU-ICT in Asia Pacific’ emerged as the most beneficial (88%) one, followed by the study visit (82%) and the Design Thinking workshop (78%). About 69% of the respondents also found ‘OERs and ICT integrated pedagogy’ session helpful. This indicates that the newly initiated feature of the ‘selected paper presentations’ was proven to be very beneficial as it was the main element of both ‘SERU-ICT in Asia Pacific’ and ‘OERs and ICT integrated pedagogy’ sessions. Poster sessions, another newly added feature of this year’s Seminar to share achievements and lessons among RDTC members, were also highly regarded by the participants (72% and 69% respectively for the two poster sessions). Some of the participants’ comments included: “I like every part of this seminar”; “the inputs on SERU, OERs, MIL are good resources for us to renew current contents and ICT competencies for teacher educator programmes. The design thinking workshop provides an idea on how to integrate innovation in teaching”.

Overall, the responses from the participants are positive in terms of usability and relevance of the Seminar and its content. Specifically, 97% of the respondents found the Seminar interesting, useful and relevant, while 100% opined that the Seminar was meaningful to the current needs of their countries. Also all respondents acknowledged that the Seminar had made their understanding of RDTC network more focused.

The theme ‘SERU-ICT’ was well received by the participants. This is characterized by the fact that all respondents (100%) stated they had gained new insights, whereas 97% of them had learnt how to apply tools for teacher training to promote SERU-ICT. This is also prevalent in their comments such as: “As a parent and a school head, I learnt a lot from the 1st session about SERU ICT”; “The seminar helped me to gain more insights about SERU-ICT”.

The majority of the respondents (88%) agreed that the pace of the Seminar was appropriate. However, a small proportion (12%) found the pace less appropriate. Some of the reasons mentioned in their comments are: “some of the activities might be done longer so that the

participants can have more time to do it and not in a hurry”; “the participants reflected some sessions were too rushed compared with the informative contents”.

The respondents highly evaluated the resource persons. All respondents (100%) agreed that resource persons were knowledgeable on their presented contents. In addition, 97% of the respondents opined that there was a good interaction between participants and presenters, and 94% viewed that the resource persons presented the topics clearly and in a well-organized manner. Respondents’ satisfaction about the resource persons was further exemplified by the comments such as: “The resource persons are very accommodating. They are willing to entertain queries even after the sessions”; “I like the interactive activities like games, participative workshops done by Habi speakers and Mr. Tuazon”. One of the respondents even expressed her willingness to echo the ‘Design Thinking’ workshop for the school teachers in her country.

The respondents expressed their high level of satisfaction concerning all logistical support throughout the Seminar. Specifically, all respondents (100%) were content with accommodation arrangement and adequacy of the facilities. In addition, 97% of the respondents were satisfied with foods and transportation arrangements. Moreover, almost everyone enjoyed the study visit to Shenzhen (97%). One comment from a respondent was: “The study visit is very impressive to everyone”. SCNU Secretariat also received a lot of appreciations from the participants. Some comments are: “The students were great in helping us out”; “Very happy with the student helpers”.

Overall, the Seminar was successful with 100% of the respondents stating that it met their expectations. Some comments are: “A wonderful seminar. Everything was done very well”; “Very well organized and enriching seminar for capacity building and professional development”.

Apart from increasing the duration, a main suggestion for the improvement of the Seminar in the future was minimizing the changing of venues. A number of interesting suggestions were put forward concerning the theme for next year’s seminar. Some of them are:

- Integrating ICT in Education with a focus on climate change and mitigation
- Assessment and evaluation using ICT
- Blended learning
- ICT in fostering problem solving ability
- Fostering creativity through ICT
- Strengthening community of practice by ICT

The detailed responses of the participants’ evaluation survey are given in Annex D.

## 8. Conclusion and next steps

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The Seminar successfully achieved its objectives by providing RDTC members an avenue to actively exchange knowledge, perspectives and experiences on SERU-ICT. The keynote speech, selected paper presentations, and workshops were not only beneficial in giving a theoretical orientation of SERU-ICT and related issues, but also introduced participants to the pragmatic ways on how to apply them in educational settings. Thus the Seminar helped the RDTC members strengthen their capacity in SERU-ICT so as to adapt it into their teacher training programmes as well as other scholarly works. The Seminar also provided opportunities to update each other on the RDTC activities of the past years, and to discuss future plans to continue the activities of the network.

The ‘selected paper presentations’ through a call for papers generated lots of interest and enthusiasm among the members as they found it linked to their professional interests. In light of this, the host SCNU provided a similar recommendation in their report for the future Seminar, i.e. more sessions need to be planned by incorporating more research work for maintaining the right academic atmosphere of the Seminar. Also there was much interest expressed by the participants to look for opportunities for joint research publications.

The planning meeting resulted in some concrete plans from both research and training working groups. This shows a real commitment of the respective group members. Importantly, this momentum should be continued. It is, therefore, hoped that the members continue communicating and coordinating online discussions, sharing of good practices, and providing peer support.

This year’s Seminar demonstrated that RDTC network has come a long way and matured over the last three years. It was characterized by the fact that the participants were actively engaged in the discussions and workshops, asking many questions and sharing their own perspectives on the issues presented. It was also evident from the Seminar’s evaluation that the participants greatly appreciated different sessions. One of the most distinct features and transformations observed this year was that various collaborations were initiated by the RDTC members instead of by UNESCO Bangkok. RDTCs are more active in learning more about the activities of other RDTC members, and seem eager to understand how they can learn from and/or replicate their efforts. Another observation from this year’s RDTC Seminar was that RDTCs can act as a solid testbed for new and innovative ideas. Topics such as SERU-ICT, DT4E and MIL were well shared, and the feedback from the TEIs were truly relevant and appreciated. Therefore, it is strongly recommended that the Regional Seminar should continue to be a regular event.

A number of suggestions were already proposed by the RDTC members for the theme of the next Seminar, including “assessment and evaluation using ICT”, “blended learning”, “fostering

creativity through ICT”, to name a few. The Regional Seminar 2016 is tentatively planned to be held in November 2016 in the Philippines.

## Annex A: Programme

Day One: 11 November 2015, Wednesday	
0830 - 0900	Registration
0900-0930	<p>Opening Ceremony</p> <ul style="list-style-type: none"> <li>• Welcoming Remarks by South China Normal University (Ming Liu, President, SCNU)</li> <li>• Welcoming Remarks by UNESCO (Libing Wang, APEID Coordinator, UNESCO Bangkok)</li> </ul> <p>Introduction of Participants Overview of the Seminar (including logistics) Group <span style="float: right;">Photo</span></p>
0930-1030	<p>Session 1: Keynote Presentation</p> <p>Chair: Jonghwi Park, Programme Specialist, UNESCO Bangkok</p> <p>Topic: Teachers – Guiding Young Digital Citizens <i>Promoting Safe, Effective and Responsible Use of Information and Communication Technology (SERU-ICT) in Teacher Training: Priorities, Issues and Challenges from a Global Perspective</i></p> <p>Speaker: Rosalie O’Neale, Senior Advisor, Office of the Children’s eSafety Commissioner, Australia</p> <p>Q&amp;A</p>
1030-1100	Tea Break
1100-1230	<p>Session 2: Safe, Effective and Responsible Use of ICT (SERU-ICT) in Asia-Pacific (Submitted paper presentations)</p> <p>Chair: Jianhua Zhao, Professor, South China Normal University</p> <ul style="list-style-type: none"> <li>• Fostering Digital Citizenship through Safe, Effective, and Responsible Use of ICT (Maria Melizza Tan, Programme Officer, UNESCO Bangkok)</li> </ul>

	<ul style="list-style-type: none"> <li>• Awareness of Safe and Responsible Use of ICT among Higher Education students in Malaysia (Priscilla Moses, Assistant Professor; Cheah Phaik Kin, Assistant Professor; Pek-Hoon Er, Senior Lecturer; Chee-Keong Chong, Lecturer; Universiti Tunku Abdul Rahman (UTAR), Malaysia)</li> <li>• Current Status of SERU-ICT in Teacher Education Curricula in Nepal (Rebat Kumar Dhakal, Educator; Binod Prasad Pant, Educator; Kathmandu University School of Education (KUSOED), Nepal)</li> <li>• Q&amp;A</li> </ul>
1230-1330	Lunch Break
1330-1500	<p>Session 3: Open Educational Resources (OERs) and ICT Integrated Pedagogy (Submitted paper presentations)</p> <p>Chair: Elenita Natalio Que, Professor, UP College of Education</p> <ul style="list-style-type: none"> <li>• Awareness of Open Educational Resources: A Malaysian Case (Chee-Keong Chong, Lecturer; Mahmud Bin Hj. Abdul Wahab, Deputy Dean; Chee-Heong Lee, Assistant Lecturer; Pek-Hoon Er, Senior Lecturer; Universiti Tunku Abdul Rahman (UTAR), Malaysia)</li> <li>• ICT integrated pedagogies for pre and in-service school teachers: A Case Study at the University of the South Pacific (Shikha Raturi, Academic, University of the South Pacific (USP), Fiji)</li> <li>• Q&amp;A</li> </ul>
1500-1530	Tea Break
1530-1700	Session 4: Poster Presentation A 11 RDTCs
1700-1800	SCNU campus tour
1900	Official Reception Dinner hosted by SCNU



Day Two: 12 November 2015, Thursday

0900-1230 (tea break included)	<p>Session 5: Workshop – Design Thinking for Education</p> <p>Facilitators: Gerson Abesamis, Co-founder and Lead for Design, Innovation and Technology, Habi Education Lab, Philippines Clifton Esteban, Co-founder and Lead for Operations, Habi Education Lab, Philippines</p>
1230-1330	Lunch
	Study Visit
1330	Travel to Shenzhen Nanshan District School from Huashi GDH Hotel (about 90 minutes)
1515	Visit Shenzhen Nanshan School, observing their instructions (over 1 hour)
1700	Visit ‘Future Classroom’
1830	Dinner hosted by Nanshan District Education Bureau
1930	Visit Folk Culture Village
2030	Return to Hotel (about 90 minutes)

Day Three: 13 November 2015, Friday

0900-1030	<p>Session 6: Workshop – Capacity Building on UNESCO’s Media and Information Literacy (MIL) Curriculum for Teachers</p> <p>Facilitators: Ramon Tuazon, President of Asian Institute of Journalism and Communication (AIJC) Misako Ito, Adviser in Communication and Information, UNESCO Bangkok</p>
1030-1045	Tea break
1045-1215	Session 6 continues
1215-1330	Lunch

1330-1430	Session 7: Poster Presentation B 10 RDTCs
1430-1445	Tea Break
1445-1630	<p>Session 8: Planning Session of the RDTC Network</p> <p>Facilitator: Miron Kumar Bhowmik, Programme Officer, UNESCO Bangkok</p> <p>Agenda:</p> <ul style="list-style-type: none"> <li>• UNESCO Directory of Free Educational Resources for Teachers</li> <li>• Reporting Status (2014)</li> <li>• Reporting Requirement for 2015 Activities</li> <li>• Future Direction of RDTC beyond 2015</li> <li>• Agreed Work-plan</li> </ul>
1630-1645	<p>Closing Ceremony</p> <ul style="list-style-type: none"> <li>• Closing Remarks and Vote of Thanks by UNESCO (Jonghwi Park, Programme Specialist, UNESCO Bangkok)</li> <li>• Closing Remarks and Vote of thanks by SCNU (Jianhua Zhao, Professor, South China Normal University)</li> </ul>
1900	Dinner

## Annex B: List of participants

RDTC participants			
<b>1</b>	<b>Ms. Sahelee Jamila Naz</b> Project coordinator British Council Bangladesh Bangladesh	<b>2</b>	<b>Mr. Syed Aminur Rahman</b> Project Manager British Council Bangladesh Bangladesh
<b>3</b>	<b>Ms. Shikha Raturi</b> Co-manager/Lecturer University of the South Pacific Fiji	<b>4</b>	<b>Mr. Hrushikesh Senapaty</b> Principal/Professor Regional Institute of Education, NCERT India
<b>5</b>	<b>Mr. Liew Tho Lip</b> IT Coordinator Tun Datu Tuanku Haji Bujang College Malaysia	<b>6</b>	<b>Mr. Douglas Anak James</b> Teacher Tun Datu Tuanku Haji Bujang College Malaysia
<b>7</b>	<b>Mr. Chee Heong Lee</b> Assistant Lecturer Centre for Learning & Teaching, University Tunku Abdul Rahman Malaysia	<b>8</b>	<b>Ms. Pek Hoon Er</b> Senior Lecturer Centre for Learning & Teaching, University Tunku Abdul Rahman Malaysia
<b>9</b>	<b>Mr. Chee Keong Chong</b> Lecturer Centre for Learning & Teaching, University Tunku Abdul Rahman Malaysia	<b>10</b>	<b>Mr. Mahmud Hj Abd Wahab</b> Assistant Professor Centre for Learning & Teaching, University Tunku Abdul Rahman Malaysia
<b>11</b>	<b>Mr. Mohamed Aleem</b> Education Development Officer National Institute of Education Maldives	<b>12</b>	<b>Mr. Ahmed Haleem</b> Teacher Educator National Institute of Education Maldives
<b>13</b>	<b>Ms. Aminath Zifna</b> Lecturer The Maldives National University Maldives	<b>14</b>	<b>Mr. Mohamed Shihab</b> Lecturer The Maldives National University Maldives
<b>15</b>	<b>Mr. Mohamed Rasheed</b> Lecturer The Maldives National University Maldives	<b>16</b>	<b>Mr. Rebat Kumar Dhakal</b> Lecturer School of Education, Kathmandu University Nepal

<b>17</b>	<b>Mr. Binod Prasad Pant</b> Lecturer School of Education, Kathmandu University Nepal	<b>18</b>	<b>Mr. Imran Haider</b> Manager Academic Coordination NUST School of Electrical Engineering and Computer Science (NUST-SEECs) Pakistan
<b>19</b>	<b>Mr. Johnson Modesto Blanco</b> Assistant Professor College of Teacher Education, Mariano Marcos State University Philippines	<b>20</b>	<b>Ms. Lily Ann Pedro</b> Professor College of Teacher Education, Mariano Marcos State University Philippines
<b>21</b>	<b>Ms. Avril Joy Ramayan</b> Faculty College of Education, Mindanao State University-Iligan Institute of Technology Philippines	<b>22</b>	<b>Mr. Osuardo Jr. Pabatang</b> Faculty College of Education, Mindanao State University-Iligan Institute of Technology Philippines
<b>23</b>	<b>Ms. Rosario Alonzo</b> Dean College of Education, University of the Philippines Philippines	<b>24</b>	<b>Ms. Elenita Que</b> Assistant Professor College of Education, University of the Philippines Philippines
<b>25</b>	<b>Ms. Maria Cecilia Tagunicar Ubarra</b> Managing Director Knowledge Community, Inc. Philippines	<b>26</b>	<b>Ms. Maria Charina Tagunicar Ubarra</b> Senior Research Officer Knowledge Community, Inc. Philippines
<b>27</b>	<b>Mr. Allan De Guzman</b> Dean University of Santo Tomas - Educational Technology Center Philippines	<b>28</b>	<b>Ms. Anna Cherylle Ramos</b> Director University of Santo Tomas - Educational Technology Center Philippines
<b>29</b>	<b>Ms. Josefina Era</b> Department Chair University of the East Philippines	<b>30</b>	<b>Ms. Vanessa Orillano</b> Professor University of the East Philippines
<b>31</b>	<b>Mr. Jasper Vincent Alontaga</b> Assistant Professor De La Salle University Philippines	<b>32</b>	<b>Mr. John Addy Garcia</b> Dean De La Salle University Philippines
<b>33</b>	<b>Mr. Jiping Zhang</b> Professor Department of Educational Information Technology, East China Normal University PR China	<b>34</b>	<b>Mr. Weifu Li</b> President China's Information Technology Education Magazine PR China

35	<b>Ms. Feng Qiu</b> Senior researcher Department of Educational Information Technology, East China Normal University PR China	36	<b>Mr. Hartfried Schmid</b> Consultant Information Technology Service Center, Chiang Mai University Thailand
37	<b>Mr. Denthana Dechaprathumwan</b> Head of Audio Visual Unit Information Technology Service Center, Chiang Mai University Thailand	38	<b>Ms. Intira Robroo</b> Director Faculty of Education, Suan Sunandha Rajabhat University Thailand
39	<b>Ms. Rossukhon Makaramani</b> Senior Consultant Faculty of Education, Suan Sunandha Rajabhat University Thailand	40	<b>Mr. Hai Nguyen Duy</b> Lecturer / Director Hanoi National University of Education Viet Nam
41	<b>Mr. Ming Liu</b> President South China Normal University PR China	42	<b>Mr. Qintai Hu</b> Vice President South China Normal University PR China
43	<b>Mr. Jianhua Zhao</b> Professor/Deputy Dean South China Normal University PR China	44	<b>Ms. Yinjian Jiang</b> Professor South China Normal University PR China
45	<b>Ms. Su Mu</b> Professor South China Normal University PR China	46	<b>Ms. Xiufang Ma</b> Associate Professor South China Normal University PR China
47	<b>Ms. Li Li</b> Lecturer South China Normal University PR China	48	<b>Ms. Jing Kong</b> PhD Candidate South China Normal University PR China
49	<b>Mr. Weijun Wang</b> Professor/Deputy Dean NorthWest Normal Universtiy PR China	50	<b>Mr. Jian Zhao</b> Associate Professor NorthWest Normal Universtiy PR China
51	<b>Ms. Yuan Li</b> Lecturer South University of Science and Technology of China PR China	52	<b>Ms. Shen Guo</b> Postgraduate Student South China Normal University PR China

53	<b>Ms. Xiaojia Zhang</b> Postgraduate Student South China Normal University PR China	54	<b>Mr. Pengge Yao</b> Postgraduate Student South China Normal University PR China
55	<b>Ms. Yucui Guo</b> Postgraduate Student South China Normal University PR China	56	<b>Mr. Guangwu Guo</b> Postgraduate Student South China Normal University PR China
57	<b>Mr. Jiajun Liang</b> Postgraduate Student South China Normal University PR China	58	<b>Ms. Xiuping Su</b> Postgraduate Student South China Normal University PR China
59	<b>Ms. Yanhui Liu</b> Postgraduate Student South China Normal University PR China	60	<b>Ms. Lan Chen Tang</b> Postgraduate Student South China Normal University PR China
61	<b>Ms. Xi Zhang</b> Postgraduate Student South China Normal University PR China	62	<b>Mr. Huidong Shao</b> Postgraduate Student South China Normal University PR China
63	<b>Ms. Leiyan Wang</b> Postgraduate Student South China Normal University PR China	64	<b>Ms. Liang She</b> Postgraduate Student South China Normal University PR China
65	<b>Ms. Lifeng Li</b> Postgraduate Student South China Normal University PR China	66	<b>Ms. Baihui Li</b> Postgraduate Student South China Normal University PR China
67	<b>Ms. Xingfen Yang</b> Postgraduate Student South China Normal University PR China	68	<b>Ms. Cuicui Liu</b> Postgraduate Student South China Normal University PR China
69	<b>Ms. Ru Yang</b> Postgraduate Student South China Normal University PR China		

## Resource Persons

<b>70</b>	<b>Ms. Rosalie O’Neale</b> Senior Advisor Office of the Children’s eSafety Commissioner Australia	<b>71</b>	<b>Mr. Ramon Guillermo R. Tuazon</b> President Asian Institute of Journalism and Communication Philippines
<b>72</b>	<b>Mr. Clifton C. Esteban</b> Operations and Business Development Lead Habi Education Lab Philippines	<b>73</b>	<b>Mr. Gerson M. Abesamis</b> Design and Innovation Lead Habi Education Lab Philippines

## UNESCO

<b>74</b>	<b>Mr. Libing Wang</b> APEID Coordinator & Senior Programme Specialist in Higher Education UNESCO Bangkok	<b>75</b>	<b>Ms. Misako Ito</b> Adviser in Communication and Information UNESCO Bangkok
<b>76</b>	<b>Ms. Jonghwi Park</b> Programme Specialist for ICT in Education UNESCO Bangkok	<b>77</b>	<b>Mr. Myungsuk Shin</b> Korea Funds-in-Trust (KFIT) Programme Coordinator and Programme Specialist UNESCO Bangkok
<b>78</b>	<b>Ms. Lay Cheng Tan</b> Programme Officer UNESCO Bangkok	<b>79</b>	<b>Ms. Maria Melizza Tan</b> Programme Officer UNESCO Bangkok
<b>80</b>	<b>Mr. Miron Kumar Bhowmik</b> Programme Officer UNESCO Bangkok		

# Annex C: Summary of RDTC annual reports

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## 1. Introduction

With an initial aim to facilitate the dissemination of UNESCO ICT resources to students, teachers and teacher educators locally, and to provide corresponding training on the proper use of these resources, UNESCO Bangkok has been supporting a network of Teacher Education Institutions (TEIs) in the Asia Pacific region since 2009. We call this the UNESCO Resource Distribution and Training Centre (RDTC) Network. Responding to the network's overwhelming success, we took one step further to help it evolve into a firm regional ground of a professional learning community, where teacher educators can share their promising practices of harnessing the potential of ICT for education, and deepen expertise and knowledge through healthy and active interaction. Since 2013, this resulted in a two year formal agreement with a group of TEIs in the region. The objectives of our RDTC network are:

1. To provide an effective platform for sharing and updating common issues, challenges and best practices among RDTCs
2. To support capacity building for teacher educators to stay abreast in the area of ICT-enhanced innovative pedagogies
3. To promote TEI's research-oriented evidence-based monitoring and evaluation so as to inform future support activities from UNESCO

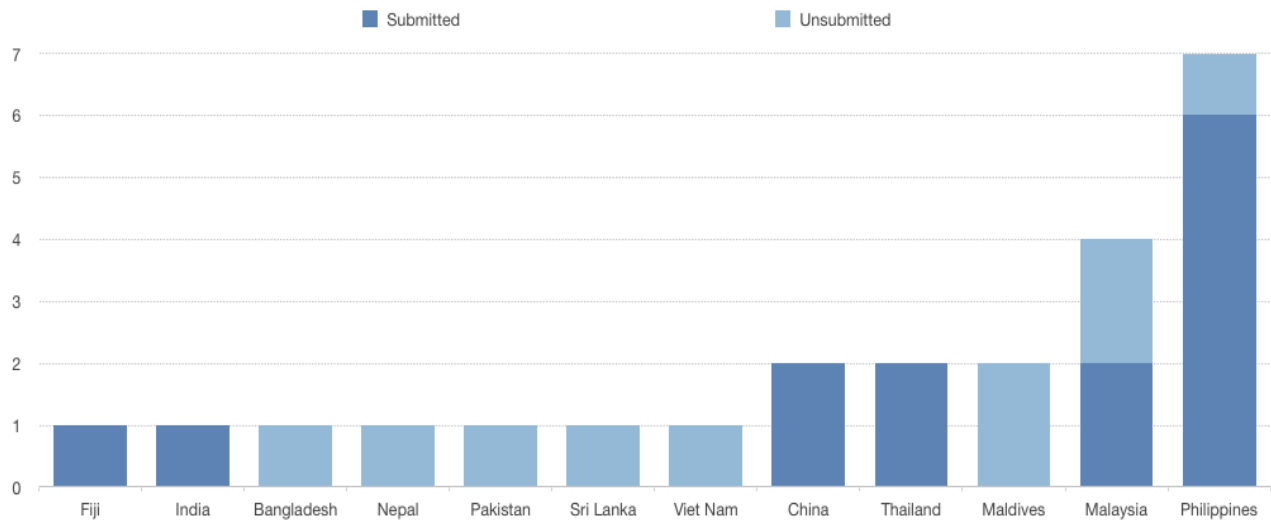
In its current form, a total of 24 TEIs from 12 countries are actively involved in our RDTC works. Their key activities include: to regularly receive teaching and learning resources on ICT in Education from UNESCO Bangkok, and distribute these resources to local teacher educators, teachers and students; to conduct trainings and workshops for at least 100 participants per year that typically include pre-service teachers, in-service teachers, and/or educators from schools and institutions of higher learning on various ICT in Education topics including the uses of UNESCO resources; to take lead on monitoring and evaluation of their activities as well as carry out relevant research; and to participate in the UNESCO annual regional seminar for RDTCs.

As part of the monitoring and evaluation of RDTC works, each TEI is required to submit an annual report highlighting the activities delivered in a particular year, impact of these activities, challenges they faced, and their plan for the next year. The following is a summary of RDTC activities in 2014 drawing on those individual reports.

## 2. Report submission

14 RDTCs out of 24 submitted annual reports, which is 58.3% the total. Figure 2.1 provides details about submission of RDTC reports by country. From Philippines, 6 out of 7 TEIs have submitted the reports, while 2 out of 4 from Malaysia. All member TEIs from Thailand, China, India and Fiji have also submitted their reports. However, as of now, we haven't received any reports from the TEIs in Viet Nam, Sri Lanka, Maldives, Pakistan, Nepal and Bangladesh.





PARTICIPANT	FIJI	INDIA	BANGLADESH	NEPAL	PAKISTAN	SRI LANKA	VIET NAM	CHINA	THAILAND	MALDIVES	MALAYSIA	PHILIPPINES
Submitted	1	1	0	0	0	0	0	2	2	0	2	6
Unsubmitted	0	0	1	1	1	1	1	0	0	2	2	1

*Figure 2.1 Submission of RDTC annual reports by country*

### 3. Resource distribution

#### 3.1 Statistics on disseminated resources

The details of distribution of UNESCO resources are presented in Table 3.1. In 2014, 14 RDTs distributed a total of 13402 CDs including 8244 (61.5%) at conferences/trainings/workshops, while 5158 (38.5%) to individual users outside of any conferences/trainings/workshops.

Table 3.1

*Statistics of UNESCO resource distribution*

	Total Number of distributed UNESCO resources (estimated total numbers)							
	CD1	CD2	CD3	CD4	CD5	CD6	CD7	Total
<b>Distribution of resources at an Event/Training Workshop/Conference etc.</b>	1172	1203	1168	1184	1235	1110	1172	8244
<b>Distribution of resources to individuals</b>	705	694	674	681	682	985	737	5158
<b>Total</b>	1877	1897	1842	1865	1917	2095	1909	<b>13402</b>

#### 3.2 Users' feedback on disseminated resources

RDTs reported the feedback from diverse users about the UNESCO resources. In general, the users rated these very positively for the high quality, interactive and accessibility features. However, the users have also located some errors in the content and identified a few barriers while using the resources. The following provides the details about the users' information, type of the usage of resources, overall evaluation, barriers they faced, and suggestions for future improvement:

- User analysis

Drawing on 8 reports that provided related information, the users typically included in-service and pre-service teachers, teacher educators/trainers, undergraduate and postgraduate students, faculty members, ICT coordinators, librarians, government officials, and volunteers. Their age ranged between 20 and 60 year-old, from both primary and secondary schools as well as higher education institutions. Based on the five reports that provided information on gender, female users are estimated as twice more active than the male users.

- **Users' usage of the resources**  
Firstly, the majority of the users had started using UNESCO resources in their Lesson Plans (LP) for teaching activities in the classroom. However, no supporting data was provided to reflect any specific utilization rate. Secondly, since the users had different educational backgrounds and taught different subjects, each individual had his/her own preference when selecting a particular resource or CD.
- **Users' evaluation of the resources**  
In general, the users rated the resources quite positively for the high quality, richness and usefulness, interactivity and accessibility features.
- **Users' perceived barriers in using the resources**  
The barriers of using the CDs are diverse. The highest-rated three include language constraints, disconnection from the local curriculum, infrastructure and technical problems. Most of the installation problems were solved by RDTCs themselves. Some of them also made efforts to integrate the resources with the local curriculum, and translate the resources into their own languages.
- **Users' plan to use the resources for training**  
The users planned to select and add up more UNESCO resources into the lesson plan. Some users also planned to organize continuous professional development (CPD) trainings for other colleagues using those resources. The teachers and faculty members from higher education institutions also planned to conduct some studies related to the integration of UNESCO resources with the local curriculum.
- **Users' comments and suggestions for improvement**  
There is no doubt that the UNESCO resources have created much interest and enthusiasm among many users. Based on the constraints the users identified so far, localization of the resources is the most highly-required one to further improve its accessibility, availability and sustainability features. In particular, they suggested using USB Flash drive instead of CDs to deliver the resources, translating the English version into their mother tongues, and integrating the resources into their local curriculum and learning plan. The other important suggestions were: more high-quality trainings on the uses of UNESCO resources are needed; and expanding and continuously updating the UNESCO resources so that these may cover more subject areas in the future. Some of the users also suggested to allow more time to become familiar with the resources.

### **3.3 Further initiatives**

RDTCs' further initiatives in relation to UNESCO resources really depend on their current progress of work and analysis of the feedback they collected from the users/participants. In general, RDTC members will continue expanding the production of the UNESCO resources, including duplicating CDs for further distribution, organizing more RDTC training activities, and motivating users to promote cascading/echoing trainings. For some of them who have already successfully distributed a good number of CDs and received enough feedback, localization of the resources seems to be the next step. For a few RDTC, such as Fiji, they will look for learning lessons and experiences shared by other members before taking further steps.

## 4. Training activities

### 4.1 Summary of RDTC training activities

The total number of training, workshop, seminar, and orientation (hereafter we call ‘training activities’ together) delivered by RDTC was 60. Percentage-wise each of the training activities accounted for: training (69.0%), workshop (17.2%), seminar (3.4%), and orientation (10.4%).



Figure 4.1 Number of training activities delivered by each RDTC

Figure 4.1 shows that the number of training activities delivered by each TEI varied, ranging from no training activities this year by USP & DSLU to as many as 12 by ECNU. Those who organized training activities mostly focused on the uses of UNESCO resources with a view to promoting the integration of such resources in local curriculum and learning plan.

A total of over 3748 participants attended various training activities in 2014. As shown in Table 4.2 as well as Figure 4.3, teachers are the main group of trainees. Some of the reports haven't further classified pre-service and in-service teachers, which made it difficult to calculate the specific number of teachers in each group. However, based on the numbers provided in several individual reports, it shows that more in-service teachers participated in training activities than the pre-service teachers.

Table 4.2

*Number of training participants*

PARTICIPANT	USP	NCERT-RIE	TDTHBC	UTAR	MMSU	MSU-IIT	UPD	KCI	UST	DLSU	ECNU	SCNU	CMU	SSRU
Number of Participants	0	387	125	345	89	102	205	141	413	0	700	828	101	312

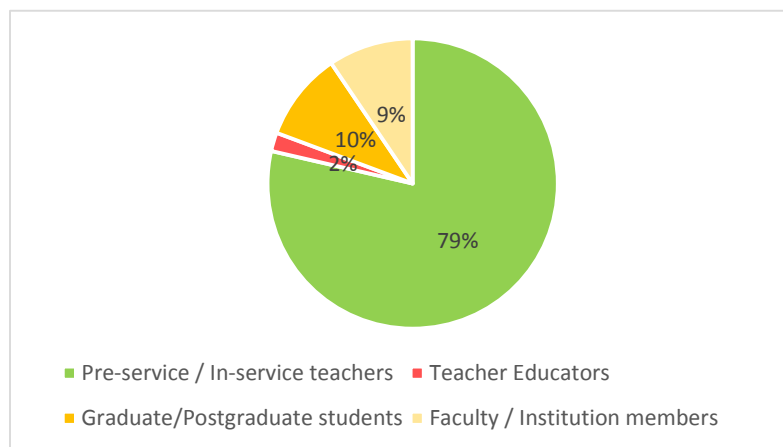


Figure 4.3 Type of training participants

The majority of the training activities mainly focused on ICT pedagogy integration based on an introduction of how to efficiently use the UNESCO resources in teaching and learning. The other topics included: ICT tools in teaching and learning, ICT literacy standard, ICT-enhanced instructional design, multimedia in T&L, blended learning and future classroom settings, e-learning concept, assessment and ICT Multimedia Integration in the 21st Century Classrooms, reflective practices, etc.

#### 4.2 Evaluation of training activities

The overall evaluation by the participants is satisfactory in terms of design, content, speakers, facilities, and duration of the training activities. The participants highly appreciated the organizers, as the trainings have met most of their expectations. A few RDTCs have also received feedback from the participants that they need more of such types of trainings. However, some participants have provided suggestions in order to further improve the quality of training activities. These include:

- The trainings should be longer;

- Customize training for different groups of participants;
- Samples of lesson plans (LP) need to be integrated with UNESCO resources;
- More interactive sessions during training would be beneficial;

### **4.3 Post-training monitoring of participants**

Although two or three RDTCs reported that some trainees conducted cascading or echo training later in their own institution, they haven't provided sufficient details. Indeed, most of the RDTCs did not provide enough data in this section regarding the monitoring part of post-training that includes details about the cascading or echo training, or any other stuff that shows participants are applying the knowledge and skills gained through the workshops/trainings that RDTCs conducted, and detailed monitoring mechanism in recording or capturing that information. Drawing on their reports, the weakness of the monitoring work are mainly because of 1) time constraint; 2) lack of human resource; 3) lack of responses / motivation from participants; 4) relying too much on the partner institutions.

However, those RDTCs that provided related information have claimed that they are aware of the importance of building an efficient monitoring mechanism. Some of them even have taken measures such as facilitating on-line interactions, setting up national platforms for promoting communication among schools, reproducing CDs, and installing software at school computer labs as a preparation for echo/cascading trainings, encouraging teachers to submit self-reflections after training. These are all done with a view to learning more about the post-training effects.

### **4.4 Further activities held in the reporting year**

Most of the RDTCs made efforts in delivering high-quality trainings/workshops to meet the needs of the teachers, teacher educators, students, and other faculty members. Those RDTCs who had already successfully met the target of the year concentrated more on localization of the resources, including developing mother-tongue based packs for the software/tool/contents, integrating the resource to the local curriculum and learning plan. Some of them also took joint initiatives in setting up a network to connect schools with individuals, enriching the UNESCO resources, developing a regional platform for further communication, organizing teacher educator seminars, and promoting some on-ground practices in order to motivate other participants.

## **5. Overall assessment**

### **5.1 Accomplishment of RDTCs' targets**

Figure 5.1 shows that, out of 14 RDTCs who submitted reports, 11 met targets of conducting training for at least 100 participants. Some of them went far beyond the expectation by training as many as over 700 participants (i.e. ECNU, SCNU).

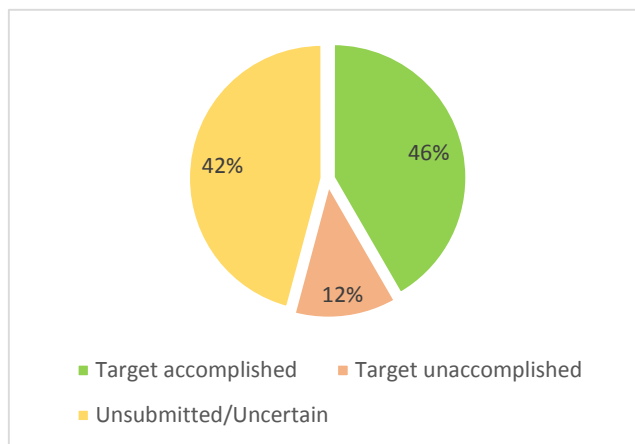


Figure 5.1 Target accomplishment

Of three RDTCs who haven't met the targets two of them did not carry out any trainings due to the shortage of human resources and time constraints, but they have planned to organize some in the coming year. The third RDTDC almost met the target by delivering 2 trainings for total 89 participants.

In addition, all 14 RDTCs distributed resources, so they met the target. In terms of monitoring and evaluation, all 14 RDTCs submitted reports, although some did not include sufficient information. Nevertheless, they fulfilled minimum requirements.

Overall, out of 14 RDTCs who submitted reports, 11 met targets of what they have agreed to deliver. We don't know any status of 10 RDTCs at all.

**5.2 Significant achievements and lessons to learn**

- Reaching a large number of participants (ECNU, SCNU)  
Each RDTDC agreed to provide training for at least 100 participants per year. Encouragingly, two RDTCs from China trained over 700 people each. The participants were mostly teachers, and a few students from higher education institutes. However, they reported little information on how they reached such a large number of participants, how they mobilized resources, and how they ensured the quality of the training. Exploring this information will be beneficial for other RDTCs.
- Cascading/echo training (MMSU, KCI, MSU-IIT)  
MSU-IIT has reported that two of the trained in-service teachers organized echo-training for their colleagues. MMSU's partner institution has also cascaded training and involved more participants. KCI mentioned that their trained participants are expected to train their fellow teachers and the ICT coordinators will do the preparing work for echo-training.

- Working with partners (MMSU, KCI, UPD)  
MMSU collaborated with its partner institutions in the region to facilitate echo trainings and workshops; KCI collaborated with Department of Education (DepEd) that resulted selection of appropriate participants, active participation of schools, and an agreement form DepEd to monitor the follow-ups. UPD planned to organize follow-up trainings together with Microsoft to meet teachers' requirements.
- Sustainability (CMU, ECNU, UST)  
CMU has selected 10 pre-service teachers to voluntarily help with follow-up research, but no outcomes had been reported yet. ECNU will further develop the resources based on a 'unify' platform for sharing advanced resources among schools. The platform is in the pilot stage at the moment. So far, 10 schools have been selected to test the platform, and they are expected to be working on embedding the resources into their daily courses/teaching. UST has built up a course site via cloud technologies to increase the accessibility and sustainability of the usage of resources. The course site will soon be piloted for the training of pre-service teachers and will be shared among RDTCs, if found to be effective.

### 5.3 Challenges and solutions

RDTCs reported various challenges in delivering their activities in the reporting year as well as some solutions they adopted. These are provided below:

- Technical barrier  
Some of RDTCs reported technical problems during installation and use of the CD. Most of them were resolved by their own IT support personnel.
- Budget limitation  
Almost every RDTC has reported their difficulties in securing adequate budget. Some of them applied for funding support from their own institutions/universities and managed. In some cases it was also reported that RDTCs partnered with some local organizations that helped them mobilize some resources for organizing training.
- Monitoring mechanisms  
The lack of follow-ups has been reported as the biggest challenges by most of the RDTCs. In order to tackle this challenge some RDTCs attempted or planned to implement some encouraging strategies such as Tuvalu (i.e. USP), technology integration, e-learning and mobile transfer strategies (i.e. MMSU), building up a national platform for each school and individuals (i.e. ECNU), and working collaboratively with participants' institutions (i.e. KCI) to receive continuous feedback.
- Motivation  
Some of the RDTCs reported that they haven't received any response from users/participants, therefore, increasing the motivation of the users/trainees is another challenge. So far, no attempts and measures have been reported.



- **Localization**

On the one hand, as the resources were originally provided in English, participants from some non-English speaking countries reported that they faced difficulties to directly use those. Professional translation needs time and funding. On the other hand, teachers provided feedback to see sample lesson plans (LPs) to guide them to integrate the UNESCO resources into their daily teaching activities. Some RDTCs have started working on this (i.e. UST).

## **6. Future plan**

Most of the RDTCs have indicated their future plans to continue providing high-quality trainings on ICT in education topics to further increase the usage of UNESCO resources. The other future activities that some RDTCs have listed clearly in their reports are: accelerating the localization of the resources, continuing to set up and strengthen national network, piloting some common platform, developing language plug-ins, etc.

## **7. Suggestions and recommendations for the RDTC network**

There are a few useful suggestions from each RDTC to improve the network activities. These are:

- i. UNESCO resources should be updated regularly, localized to multiple languages, and developed in such a way that these are accessible on multiple platforms, including desktop/laptop pc, mobile learning devices, etc.
- ii. Educators and specialists from local TEIs collaboratively working with the professional technical trainers from private agencies, such as Microsoft, would be very useful in delivering quality trainings.
- iii. Project grants/certificates by UNESCO could be a motivation for the users/participants.
- iv. Strengthening communication among RDTCs at the national level as well as collaborating internationally are central to enhancing the coordination capacity of each RDTC.
- v. To improve the documentation of distribution, maintaining a logbook is suggested, which will enable to track the CDs provided to schools.
- vi. To record the post-training impact, an efficient monitoring mechanism should be set up as soon as possible.
- vii. RDTCs should select more suitable candidates for trainings so that they could fully utilize UNESCO resources in their teaching, as well as cascade the trainings for other fellow teachers.

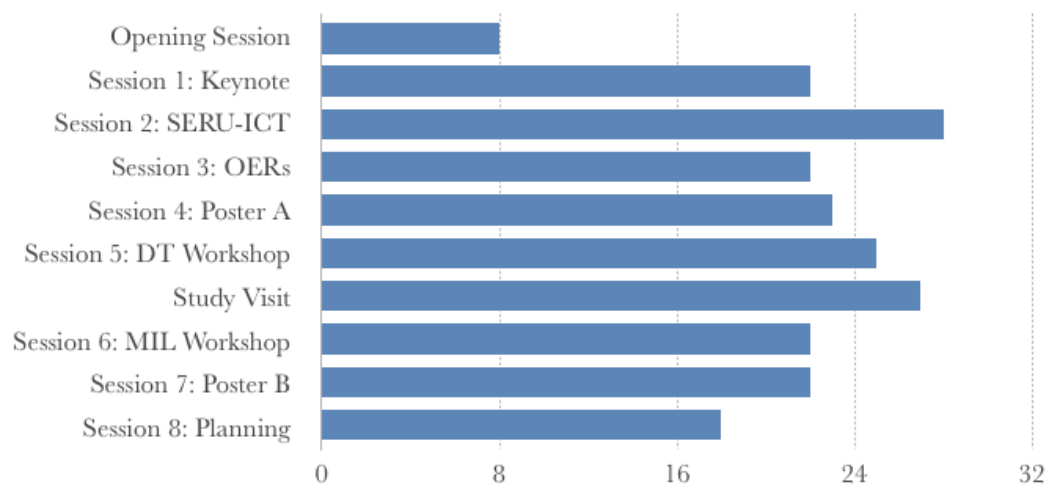
## **8. Future support from UNESCO**

Since the above analysis of RDTC reports indicates that post-training monitoring seems to be the weakest part, this is the area where UNESCO should provide more support to RDTCs in the coming years. In this regard UNESCO will closely work with the Training Working Group (TWG) and Research Working Group (RWG) of RDTC network. Some of the actions will include:

- digitizing the evaluation forms and inventory logs
- developing post-training monitoring mechanism and necessary tools.

## Annex D: Detailed responses of the participants' evaluation survey

1. Which sessions are the most beneficial to you? (multiple responses possible)



Session Name	Number	Percentage
Opening Session	8	25%
Session 1: Keynote Presentation	22	69%
Session 2: Safe, Effective and Responsible Use of ICT (SERU-ICT) in Asia-Pacific	28	88%
Session 3: Open Educational Resources (OERs) and ICT Integrated Pedagogy	22	69%
Session 4: Poster Presentation A	23	72%
Session 5: Workshop – Design Thinking for Education	25	78%
Study Visit	27	84%
Session 6: Workshop – Capacity Building on UNESCO’s Media and Information Literacy (MIL) Curriculum for Teachers	22	69%
Session 7: Poster Presentation B	22	69%
Session 8: Planning Session of the RDTC Network	18	56%

2. Please explain your choice/s.

- I liked every part of this seminar.
- I learned a lot in the sessions.
- I found all sessions equally important.
- All the sessions were very important to the attainment of the overall goal of the RDTC seminar. Each one (session) significantly contributed to making a meaningful and enriching experiences for the participants.
- All the sessions were interesting, captivating and worth listening. I could get ample learning opportunities through the seminar. Some of the new concepts like design thinking and media and information literacy were of particular importance to me and I can twining that. I can implement them in my professional work.
- The sessions I choose is very helpful to our curriculum. It enhances learning.
- Good keynote and all other presentations.
- The keynote session from Ms. Rosalie on what have been done is enlightening and glad to able to access the materials.
- MIL is an integral part of education system today and it was good to hear the instances of -media and information representation - integration of MIL in learning and teaching. Cyber safety is an issue that is neither fully understood by the students and teachers nor parents, but the issues discussed in the seminar helped identify the ways to go about it.
- As a parent and a school head, I learnt a lot from the 1st session about SERU ICT. Poster presentation explained the amount of work done by RDTCs. It's really interesting to see such a huge activities. Design thinking workshop was the best as the two people presented the workshop did fairly a wonderful job.
- Gained relevant knowledge for further ICT-supported/enhanced teaching and learning.
- Gained some insights on how to organize better training activities/workshop.
- Learned details about future classrooms of different countries.
- Learnt how to educate our students on safety issue, what 'to do' and 'not to do' with others. Also raising awareness among the students on internet safety.
- The poster was very meaningful for participants in exchanging ideas.
- Poster presented great ideas and helped what to learn from other RDTCs.
- The study visit was very impressive one.
- Design thinking workshop was engaging and interesting.
- Helped me in getting new ideas that I can try back home.
- Gained more knowledge that I can apply to my country.

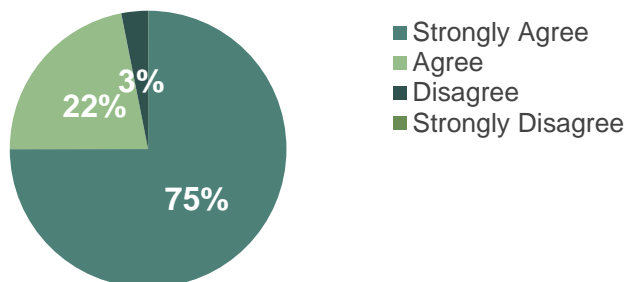
- The sessions are very much related to my field of work, so I feel it's really important. I gained lot of new information as well as refreshed my knowledge and understandings from the workshops and presented papers (some). I'll incorporate them on my curriculum. Poster session helps me to compare our work with other RDTCs. Design thinking workshop opened up me to real life situation of implementation.
- The Design thinking workshop gave the first-hand experience although I've personally come across the idea and toolkit earlier. It really gives strong motivation to bring the workshop back to my organization.
- As I'm new with UNESCO RDTc, the planning session gave a clearer picture on the current condition and the direction.
- They met my expectations.
- The inputs on SERU, OERs, MIL are good resource for us to renew current content and ICT competencies for teacher educator programs. The design thinking workshop provides an idea on how to integrate innovation in teaching
- The topics covered in the seminar can expectedly be used as inputs in our plan to develop certificate programme intended to cater to the identified needs and concerns of our K-to 12 teachers.
- For the group to move forward and have meaningful and productive networking. The study visit showed me the possibilities of creating the future classroom and at the same time reminded us that foundational pedagogical principles should not be forgotten.
- All parts are interesting, useful and relevant, but because of language barrier, I did not understand some parts.

Please tick the number which best indicates your level of agreement with each statement

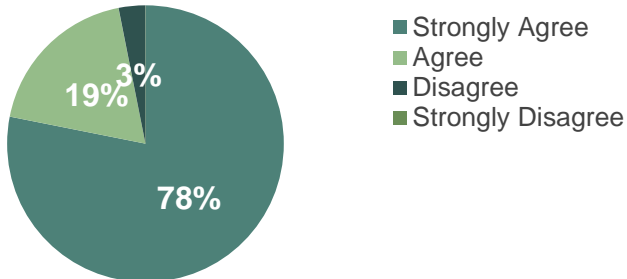
(Q3-Q20)

1- Strongly Disagree; 2 - Disagree; 3 - Agree; 4 - Strongly Agree.

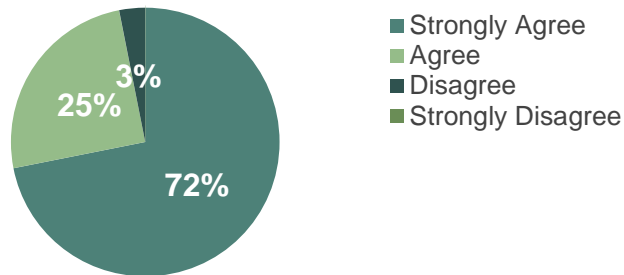
3. The seminar was interesting to me



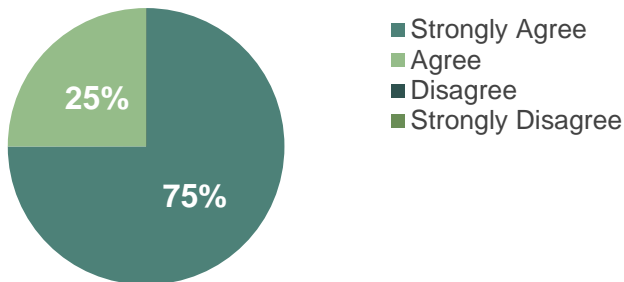
4. The seminar was useful to me



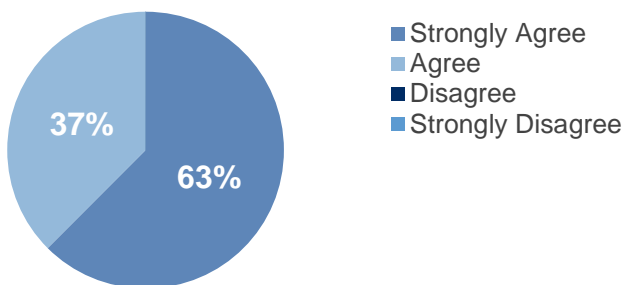
5. The seminar was relevant to me



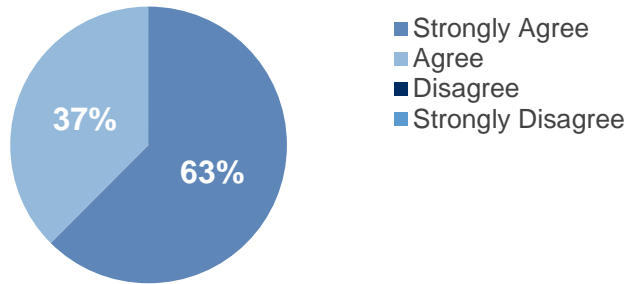
6. The seminar was relevant to the needs of our country



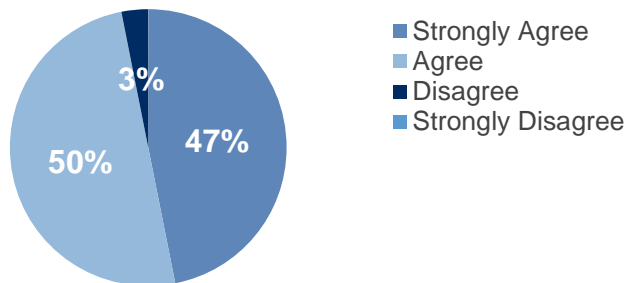
7. My understanding about the RDTN Network is more focused



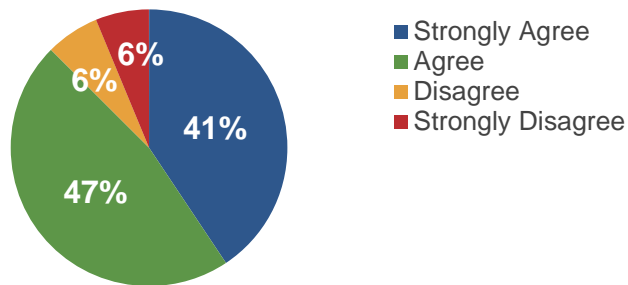
8. I gained new insights on safe, effective and responsible use of ICT



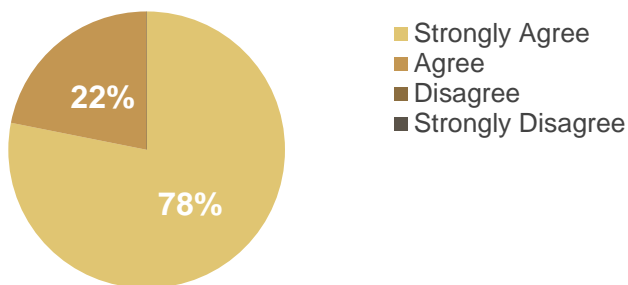
9. I learned how to apply tools for teacher training to promote safe, effective and responsible use of ICT



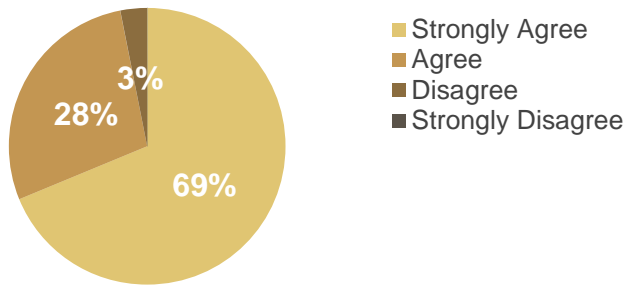
10. The pace of the seminar was appropriate



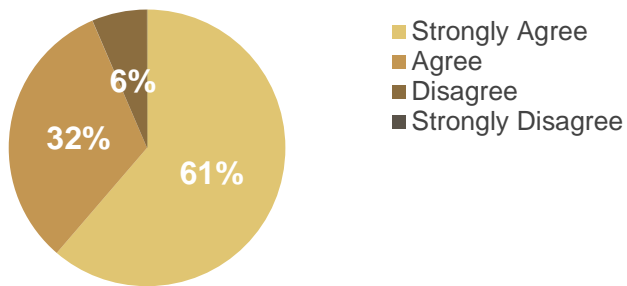
11. The Resource Persons were knowledgeable on the workshop contents



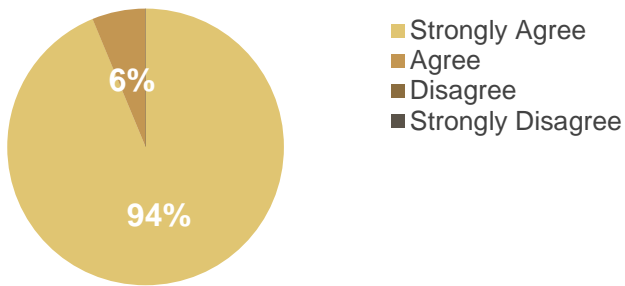
12. The Resource Persons were facilitative and interacted well with the participants



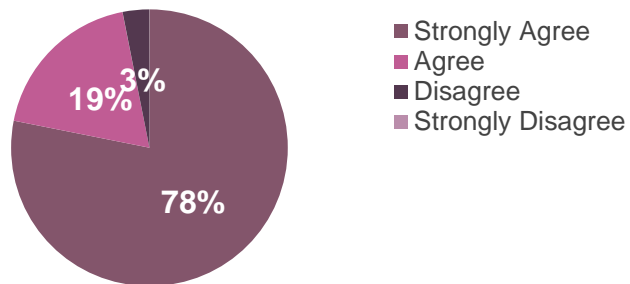
13. The Resource Persons presented the topics clearly and in an organized manner.



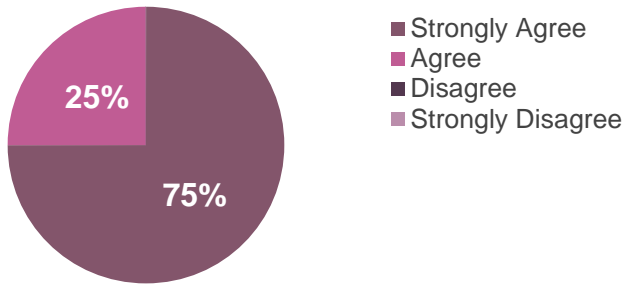
14. The SCNU Secretariat members were helpful



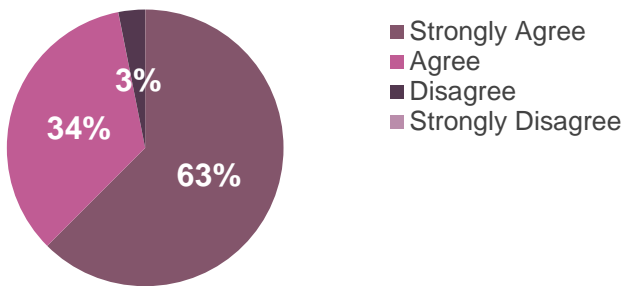
15. I was satisfied with the transportation service during the Seminar



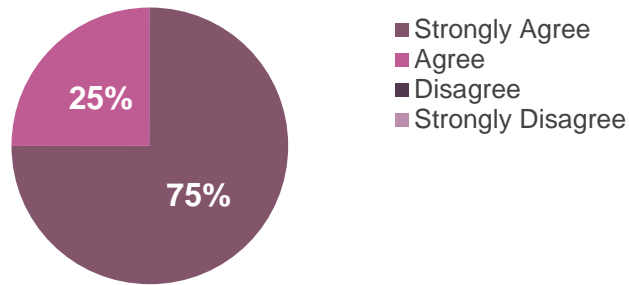
16. The facilities were adequate



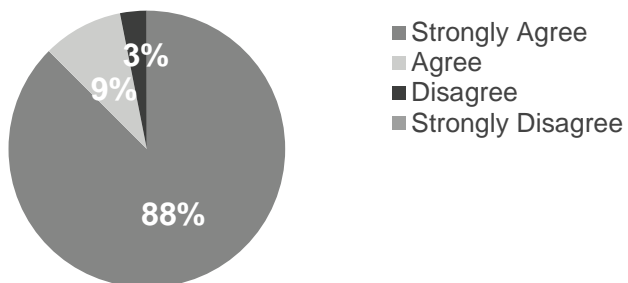
17. I liked the foods provided during the Seminar



18. I was satisfied with the accommodation

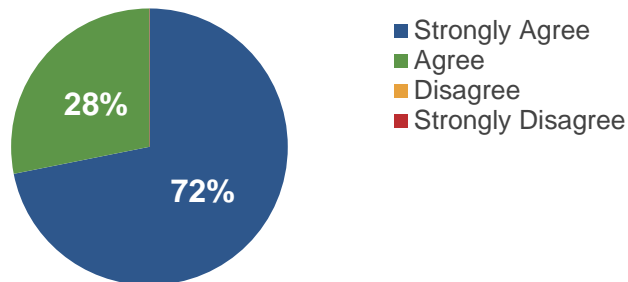


19. I enjoyed the study visit





20. Overall, the seminar met my expectations



Please answer the following items (Q21-Q24)

21. Any further comments on the Resource Persons?

- Wonderful people.
- More engaging, more participative.
- All are very good.
- Helpful and knowledgeable.
- They were competent, open and facilitative.
- I am so proud of the Filipino resource persons. They were very informative and I learnt a lot!
- Resource persons are very good. But it seems some practical sessions could be incorporated with the topic such as more sessions for new learning tools.
- They were mostly ok. However, for lack of time maybe they were rushing all the time. Better cut down the content and go to a normal pace while running a workshop that does justice to the topic presentations.
- The resource people are very accommodating. They are willing to entertain queries even after the sessions.
- Presenting a new topic and having the information at his fingertips, Dr. Ramon engaged me the most. This topic is crucial in the current form of lifelong learning which is concretized through the discussion on MIL.
- The most effective resource person for me is the last session because it was clearly explained and energetic.
- Some resource persons could be from our user teachers/students.
- There are resource persons using power point presentation which uses small fonts which can hardly be seen from the back of the venue. I like the interactive activities like games, participative workshops done by Habi speakers and Mr. Tuazon.

- Keynote presenter is generally good, informative. Design thinking people are good and interactive, but can be much more relevant to education, instead of asking us to research on traveling problems + needs. Media information literacy has too little interactive activities.
- CI workshop not really workshop and interactive (especially compared with the fantastic design thinking workshop). I was not really clear about what this workshop wanted to achieve.
- They were ok on their content areas; however they were always rushing to cover the contents in a limited time.

22. How can we improve the seminar in future? Please be specific with your suggestions?

- Overall, seminar was well-organized! Really appreciate all hard efforts of organizer and the students. Thank you!
- Some of the activities might be done longer so that the participants can have more time to do it and not in a hurry.
- Give more time to the workshops to have a substantial learning.
- If the distance for study visit is quite far, it should be planned for a whole day.
- Any special requirements, e.g. poster, please give more time as it is hard to prepare and send for printing within such a short notice.
- Should have some free time, say one afternoon for us to 'shop' by own.
- Wi-Fi is not very reliable (not your fault). Please provide stable internet connection.
- Organize all activities (in door workshops) in the same place. Moving from one building to another was hazardous. Please minimize changing venues.
- Place for poster presentation was not practical. It needed more space to move and more systematically organized.
- Arrange to see some good practices on UNESCO materials in real time. Could be arranged by the host RDTC or video of a class.
- May be including some less content. There was a long agenda to cover. So people should be given time to reflect upon the learning.
- Please keep half day free, so that we could buy at least one souvenir.
- Cut down the waste of food if possible.
- Organize the institutional visit on a separate whole day to maximize interaction of host institution which open more opportunities to learn from actual experiences, challenges of innovations, reform leaders, and champions of ICT.

- Besides training, RDTc may also produce papers for publications in IS journals. This can also be a good key performance indicator of the RDTcs effectiveness. RDTcs may also be asked to produce video documentary of their accomplishments.
- Please provide time for participants to explore and get to know the place better. I, for one (example), would like to learn about significant landmarks in the place which I'm visiting for the first time. This is also a form of learning which could make us better educated.
- When UNESCO wanted to see sustainability, having new theme every year might not be a good idea. The RDTcs might not be able to focus on the sustainability when there are new areas to work on yearly basis. Although I've to admit that introducing new ideas is important, yet UNESCO might want to look into this. Maybe asking RDTcs to start developing OERs (general or localized) to ensure sustainability of OER effort might be a good idea. Follow-up is also important.

23. Do you have any final comments regarding this seminar?

- Congratulations UNESCO and partner organizers for a very successful event! Thank you very much for a fruitful training! Keep it up! Thank you SCNU for taking good care of us.
- A wonderful seminar. Everything was done very well.
- Very fruitful to me. Get more new ideas to use in teaching and research.
- Involving decision makers of RDTc countries. May be from education / technology
- UNESCO Bangkok need to put additional effort to maintain the consistent RDTc coordinators like imposing a 2-4 year period for coordinators turn. Then only the reporting back would be effective.
- It was very good and enlightening. I found a lot of opportunities by attending this.
- Hope to see more collaborations between RDTcs.
- Very well organized and enriching seminar for capacity building and professional development.
- I enjoyed the seminar very much. I could learn different things which were even some new concepts to me. I hope I can integrate the learned contents in my teaching. I really look forward to the next seminar.
- It was an excellent seminar. Maybe we could have invited some more experts from around the world.
- A module / guide on how to use the design thinking in learning could have been provided. The compressed version of the workshop was not sufficient to adapting the framework in our context.

24. What theme would you suggest for the Regional Seminar 2015?

- Role of ICT in ASEAN integration
- Integrating ICT in education with a focus on climate change and mitigation

- Use of appropriate technology in education
- Assessment and evaluation using ICT
- Future classroom model: A way to strengthening the education
- MOOCs, digital citizens and Intercultural collaboration
- Effective use of open-access resources
- New trends of ICT integration in education
- Blended learning
- Design thinking in ICT education or MIL in education
- ICT in fostering problem solving ability
- Fostering creativity through ICT
- Strengthening community of practice by ICT
- ICT for early childhood care and education
- ICT for diverse teachers
- 'Viewing' is a competency identified in Philippines education standard, therefore, it can be considered as a topic the next seminar