



UNIVERSITAS
GADJAH MADA



ICTeEFS
ICT-enabled in-service
Training of Teachers
to Address Education
for Sustainability



UTM
UNIVERSITI TEKNOLOGI MALAYSIA



ICT-enabled In-service Training of Teachers to Address Education for Sustainability [ICTeEFS]

CBHE Cluster meeting and Info-session on the
international dimension of the Erasmus+ Programme

27-28 November 2019, Jakarta Indonesia



Project Title

- ICT-enabled In-service Training of Teachers to Address Education for Sustainability [ICTeEfS]

Project Objectives

- Developing an ICT-enabled capacity-building program to in-service teachers and teacher educators and turn them able to use innovative teaching methodologies and pedagogies orienting to education for sustainability (EfS).



Specific Objectives:

1. Support the development of the faculties of education in partner universities to align curriculum, teaching, learning and research with the area of education for sustainability.
2. Build capacity of academic staff at the faculties of education that will turn them able to contribute to the development, implementation and evaluation of a wide ICT-enabled in-service teachers training program on education for sustainability.
3. Develop an efficient, cost-effective, decentralized, multiplier and innovative in-service teacher professional development program enabled by blended learning, focusing on the integration of education for sustainability across school curricula.
4. Develop innovative teaching, learning and curriculum materials in the form of a multilingual e-Toolkit addressing the integration of education for sustainability in teaching, learning and curriculum.
5. Develop a Euro-Asian Network of ICT-enabled Education for Sustainability to strengthen cooperation in the field of ICTeEfS and replicability of produced outputs and outcomes.



Partners and Consortium

1. Frederick University (Cyprus) Coordinating Institution
2. University of Crete (Greece)
3. RCE Crete (Greece)
4. University of Science Malaysia (Malaysia)
5. Open University Malaysia (Malaysia)
6. University of Technology Malaysia (Malaysia)
7. Indonesia University of Education (Indonesia)
8. Universitas Gadjah Mada (Indonesia)
9. Ho Chi Minh International University (Viet Nam)
10. University of Social Sciences and Humanities (Viet Nam)

Expected impact in short and long term at individual, institutional and/or HE system level



- 1. At the teachers' educators and pre/in-service teachers' level:** Involving academic staff, students and heads of departments as well as external stakeholders in the design, development, implementation and evaluation processes will impact on their personal empowerment/engagement and taking ownership of the project with consequent impact on the project's quality and sustainability.
- 2. At the local/national level:** The integration of EfS issues of local/national concern in teacher education accessible by pre- and in-service teachers will have a positive impact on raising learners' awareness on the three pillars of sustainable development (environment, society and economy) and PCs efforts for meeting the 2030 Agenda for SDGs.
- 3. At the institutional and policy level:** The Faculties of Education at the partner universities will have about 80 courses infused with EfS, widening their educational offering and contribution to local society and in-service teachers' accessibility to lifelong professional development.
- 4. At the Regional/European/International Level:** The multiplicity-scalability-replicability methodology adopted in the project will have a positive impact on teaching/learning and training quality, the expansion of the project outputs, especially on the number of teachers trained and the transfer of knowledge and outputs (e.g. the multilingual e-Tool kit on ICTeEfS) in other contexts within the target countries, in Europe, the region and globally.



Achievements

- The Kick-off meeting (February 22-25, Nicosia Cyprus) and training workshop along with the 1st Managerial and Training Workshop (Johor, Malaysia, July 4-8, 2019) have been carried out.
- More than 2000 questionnaires have been collected by partner institutions in connection to situation analysis in addition to SWOT analysis carried out. At Yogyakarta to 218 UGM students from four faculties i.e. Faculty of Cultural Sciences, Faculty of Mathematics and Sciences, Faculty of Biology, and Vocational School, and also to 207 high school teachers from selected schools in Yogyakarta province have participated.
- Among the 7 partner institutions, close to 80 courses (10 courses from Yogyakarta) to be revised and be infused with ICTeEfS. Currently the courses are being reviewed both by peers and the external evaluator appointed by the Coordinating Institution (Frederick University) using the DeCoRe plus methodology developed by Prof. Dr. Vassilios Makrakis Project Coordinator.
- The official ICTeEfS Website (<http://icteefs.frederick.ac.cy>) hosts an Online Community of Practice developed by the Coordinating Institution and currently the Blended Learning and Training Environment/LMS (Learning Management System) has been developed and installed (<https://learn.frederick.ac.cy/course/view.php?id=1854>) in the project Website.

Acievements Cont.

- A Framework for Teacher Standards and Competences related to ICTeEfS has been developed guiding teacher training activities.
- Partners are currently working on developing ICTeEfS learning plans and activities to be used for inservice training and the teacher education course curricula revised.
- The 2nd Managerial and Train-The-Trainer workshop has been planned to take place in Bandung Indonesia, 10-13 January 2020.



Challenges

- A first challenge is how to bridge the university-community gap in terms of curriculum development addressing issues of ICTeEfs. This has been tackled through the local RCEs hosted in most partner universities.
- A second challenge is how to get together with other partners from Malaysia and Vietnam. This has been tackled by establishing close cooperation and communication that has been highly facilitated by the project coordinator at Frederick University and the local coordinator from University Science Malaysia.
- A third challenge is developing awareness and dissemination about the project within our institutions, the local community and the region. We are working on it and use our networks and participation in various institutional bodies both at national and regional level.



Risks

- ICT implementation on ESD is not necessarily accepted by the stakeholders both from in inside or outside UGM
- ICT coordinators is a concept that reached different interpretations. As a consortium we are working to define this concept and at the forthcoming 2nd managerial meeting and training workshop in Bandung, this issue will be resolved.
- Indonesian government policy about higher education is affected by many factors so the policy of ICT implementation could be changed anytime. The challenge of the project is how to affect policy at various levels. This needs to be worked more.
- Less communication between the primer education and higher education since the ministry for each has been separated in the government level. This separation could possibly limit the communication between university and high school.



THANK YOU