



Biannual Progress Reports Template & Reports

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Project Full Title: **ICT-enabled In-service Training of Teachers to Address Education for Sustainability**

Project Acronym: **ICTeEfS**

Project number: **598623-EPP-1-2018-1-CY-EPPKA2-CBHE-JP**

EC Programme: **ERASMUS +**

Agreement number: **(2018-3774-001-001)**

Start date: **15th January, 2019**

Duration: **3 years**

Budget: **€ 991.711**

Disclaimer

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Executive Summary

This deliverable contains the 1st and 2nd biannual progress reports of all partner institutions in Indonesia, Malaysia and Vietnam. The third biannual progress report will be submitted by the end of July 2020. A progress report is a report of work accomplished during a specific time period. We have planned to have biannual reports throughout the period of the three-year ICTeEfS project. Recording the ICTeEfS progress is an indicator of what has been accomplished and what lags behind. Such an information is very critical to the whole process of the project. As we have pointed in our methodology, particular attention is given to the SMART goals because it helps to establish specific, measurable, attainable, realistic, and time-targeted goals. Monitoring the ICTeEfS performance should be done daily/weekly/monthly, but it has to be recorded in a longer-periods of time. In deciding about the module or template for recording and writing up the biannual progress report the following questions should be asked:

How much of the work is complete?
 What part of the work is currently in progress?
 What work remains to be done?
 What problems or unexpected things, if any, have arisen?
 How the project is going in general?
 Accordingly, the following template was prepared to be used for the progress biannual and monitoring report.

INDONESIA



ICTeEfs 1st BIENNIAL ACTIVITY REPORT

[January 15th, 2019 – 15th July 2019]

NAME OF PARTNER: UNIVERSITAS GADJAH MADA

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

Since this project was conducted from January until July 2019, Universitas Gadjah Mada (UGM) has done these following progress of deliverables and milestones. First of all, before we start doing the project activities, we have analyzed the SWOT of ICT implementation on ESD in UGM as our first step in knowing the best approaches and methods we should apply to make sure that nothing is missed and all the activities can be successfully implemented.

I. SWOT ANALYSIS

A. Strength

- UGM has the Center for Innovation and Academic Studies to support the digitalization of teaching materials and dissemination of online education system.
- UGM has Wisdom Park as a learning model of education for sustainable development such as water management and the diversity terrestrial as well as underwater.
- The experience of UGM students performing KKN has been published and shared around the world via YouTube.
- The idea of sustainability has been developed since the 1990s through seminars and books on low external input agriculture.
- UGM has a master degree for sustainability major under the management of Postgraduate School for multidiscipline studies.

- UGM has held several seminars about sustainability such as agribusiness sustainability and ICCEESD (International Conference On Community Engagement and Education for Sustainable Development)
- UGM is a leader for RCE Yogyakarta in collaborating stakeholders and supporting ESD implementation in university specifically and the community generally.
- UGM has a policy on inserting the ESD content into curricula.

B. Weakness

- The broad Key Performance Indicator and impact in performing ESD, which involves students, teachers, community, and the government is difficult to be identified and to be measured.
- Publicity of the activities in the Scientific Journal is relatively minimal.
- Lack of sustainability on the developed programs in the community without university supervision.
- University curricula cannot respond to the globalization quickly, especially for intercalating topics related to ESD.
- The low awareness of students, teachers, and community in utilizing ICT as a delivery tool for the learning process.
- The low capability of lecturers and teachers in operating ICT tools.

C. Opportunities

- Learning topics about ESD are essential, strategic, and needed for our curricula
- UGM has a policy that gives opportunity and discretion in developing ESD contents in our courses, laboratories, and also networking regionally, nationally, and internationally.
- UGM has many lecturers who are a concern to SDGs topics
- UGM could develop a roadmap for ESD program implementations to achieve SDGs
- UGM has partnership and collaboration commitment from stakeholders
- The ICT implementation for online learning during the learning process is allowed until 40%.
- BAPPENAS (Indonesian Ministry of National Development Planning) has a working group that focuses specifically on SDGs
- UGM is asked by the government to promote education in Indonesia remote areas by using ICT.

D. Threats

- ICT implementation on ESD is not necessarily accepted by the stakeholders both from in inside or outside UGM
- The capacity and the capability of users in ICT implementation who will use our contents are still limited
- Indonesian government policy about higher education is affected by many factors so the policy of ICT implementation could be changed anytime
- This ICT implementation on ESD could be limited by the local wisdom
- 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 the university and high school.

- Political issue related to the education and research which could possibly create disorientation for our education system.
- Our young generation nowadays are preferring to use the internet for entertainment rather than for education
- Indonesian diverse cultures could possibly limit us to getting the same understanding from all stakeholder

After analyzed the SWOT, we then moved in completing activities that should be done by month 6 based on the written work plan.

II. DELIVERABLES

1. RCE Yogyakarta has joined the kick-off meeting in Nikosia, Cyprus on February and performed a presentation about UGM SWOT analysis in implementing ICT on ESD. (February 22-25, 2109)
2. After RCE Yogyakarta was invited in Cyprus Meeting, we immediately contacted the Center for Innovation and Academic Studies of UGM (Pusat Inovasi dan Kajian Akademik UGM or abbreviated as PIKA UGM) to discuss this ICTeEfS project. Then, we involved the head of PIKA, Dr. Hatma Suryatmojo (hsuryatmojo@ugm.ac.id) in every activity we have been doing during these last 6 months.
3. During ICTeEfS activities, RCE Yogyakarta has involved the UGM competent lecturers with high dedication and high motivation to help all the activities can be successfully done.
4. RCE Yogyakarta conducted the first internal meeting for UGM team to discuss and coordinate the distribution of requested questionnaires about ICT and ESD implementation to UGM students and high school teachers in Yogyakarta. (April 22, 2019)
5. RCE Yogyakarta team always tried to involve UGM in any kind of activities, such as in translating the translated questionnaire from Bahasa into English to keep the validity of the questionnaire in UGM Language Center that belongs to Faculty of Cultural Sciences.
6. RCE Yogyakarta has distributed the 425 ICTeEfS questionnaires 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. The chosen schools to distribute the questionnaires were selected based on the consideration of equal distribution. (April 23, 2019)
7. RCE Yogyakarta has selected 25 courses to be revised by the project coordinator that consist of course name, course short description, and name of instructor and email. The 25 mapped courses then were reduced into 10 courses after the Johor meeting. Those 25 courses are as follows:
 - a. Training of Successful Learners for New Students (PPSMB)
 - b. Student Community Servicer-Community Empowerment Learning (KKN-

- PPM)
- c. General Biology
 - d. Environmental Science
 - e. Organic Chemistry
 - f. Climatology
 - g. Pollution and Environment Toxicology
 - h. Ecology
 - i. Conservation Biology
 - j. Business Introduction
 - k. Macroeconomics Introduction
 - l. Microeconomics Introduction
 - m. Public Policy Analysis
 - n. Development Information System
 - o. Basics of Cultural Sciences
 - p. Pancasila and Nationality Education
 - q. Religion
 - r. Indonesian Arts and Cultures
 - s. Community Empowerment Studies
 - t. Basics of Physics
 - u. Basics of Mathematics
 - v. Basics of Chemistry
 - w. Philosophy of Science
 - x. Research Methodology
 - y. Thesis. (April 24, 2019)
8. The questionnaires distribution took approximately two weeks until we could collect all of them and then we coded them in the excel file based on the template provided by the project coordinator. (May 10, 2019)
 9. After the coding process, we did a simple analysis of the questionnaire result and presented it in the Johor meeting. (May 17, 2019)
 10. Before the courses were reduced into 10, RCE Yogyakarta has mapped the key concepts of 25 course in 5 curricular dimensions i.e. 21st Century Learning Goals, 21st Century Critical Skills (10Cs), Sustainability Justice, EfS Contextualised in ICTs, and ICTs Contextualised in EfS, using the template provided by the project coordinator. (June 2019)
 11. RCE Yogyakarta as UGM team held a weekly meeting to prepare and finalize everything before the Johor meeting (June 14, 22, 25, and July 2, 2019)
 12. RCE Yogyakarta has joined the 1st ICTeEfS managerial meeting in Johor on July 4-8, 2019 and performed a short presentation about RCE Yogyakarta progress until June 2019. (July 4-7, 2019)
 13. After Johor meeting, RCE Yogyakarta held a meeting with other UGM member for Johor task coordination. (July 12, 2019)
 14. After the mapping of courses key concepts, RCE Yogyakarta performed the deconstruction process for 10 revised courses after Johor meeting that takes the syllabus of the course, the learning activities or assignments, and the course readings into consideration using the provided template by the project coordinator. The 10 revised deconstructed courses are as follows:
 - a. Training of Successful Learners for New Students (PPSMB)

- b. Student Community Servicer-Community Empowerment Learning (KKN-PPM)
 - c. General Biology
 - d. Ecology
 - e. Conservation Biology
 - f. Basics of Social Sciences
 - g. Pancasila
 - h. Indonesian Arts and Cultures
 - i. Hydrometeorology
 - j. Introduction to Game Theory (July 18, 2019)
15. Another meeting was held to discuss and finish the first biannual report for ICTeEfS. (July 20, 2019).

Variations

[Insert milestones missed/delayed and likely impact on the project
Justify variations occurred]

Until this report was made, we have homework that is still needed to be done which are:

1. Colloquium in wider number to gather all the stakeholders that are expected to be involved in this ICTeEfS project such as each instructor of the chosen courses, the high school teachers, the representative students, and the targeted officials. We haven't done the colloquium yet because we still need more detailed preparation.
2. There is a gap or difference of perception and interpretation in implementing the ESD concept in the community. It is because there are still no standard guidelines about ESD implementation in the community real life.
3. In every ESD program that has made, the developers didn't really concern about the impact of the program in the community. Most of them were just focused on how to create excellent output. It is because of the wider spectrum and the impact itself was relatively difficult to be measured.

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

The current problems and risks during the project activities are as follows:

1. Low awareness of teacher, student, and community in using ICT as a learning delivery tools.
2. Low capability of human resources in operating ICT tools technically.
3. Lack of decent infrastructure
4. To distribute the questionnaires in targeted schools, RCE Yogyakarta had to get permission from the provincial government which took time for a while.
5. As UGM is not a university of education, the chosen courses are still not enough to give a representation to the prospects of alumni who will become teachers after graduation

The remedial actions we expect to overcome those problems are as follows:

1. Providing guidelines such as online tutorials or handouts about ICT utilization

- UGM official website
- 2. Improving the infrastructure by purchasing more ICT equipment
- 3. Conducting training for the teachers and lecturers of ICT implementation in the learning process
- 4. Manage the government licensing for questionnaire distribution outside UGM

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

We concern that these are some kind of problems we will have in the future:

- 1. Administrative matters that is more complicated than what we thought
- 2. The sustainability of the program implementation and impact as it could be stopped suddenly and does not continue.

How we will overcome those problems:

- 1. We pick a particular staff who is really capable to take care of the administrative staff. Also we will upload the required documents to the provided website regularly.
- 2. Maintain a good communication with Procurements and Logistics Center and Directorate for Finance of UGM to make sure that there will be no misunderstandings.
- 3. We will engage the possible activities of ICTeEfS with UGM activities or programs related to ESD to maintain sustainability.

Additional Information on Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

These are some information about the impact and value of the work that we have achieved in institutional and societal level:

- 1. This project has stimulated the communication between the stakeholders inside and outside UGM in developing ESD framework.
- 2. This project has given the basic concept of ICT based learning design
- 3. This project has inspired to create a strong foundation in implementing ESD in the real-life
- 4. This project has given an overview of ICT implementation on ESD from the design until the implementation.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.)	Male	-
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trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Female	-
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	-
	Female	-
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	-
	Female	-
Number of students from the partner countries who have attended programs/courses developed in the framework of the project <u>to the date of the 3rd biannual report submission:</u>	Male	-
	Female	-
Communication Strategy- Achievements		
<p>[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, etc.]</p> <ol style="list-style-type: none"> 1. The result of the ongoing project has been informed to every stakeholder in UGM so that every party could be aware of the needs of ICT implementation on ESD. 2. For the data obtaining, RCE Yogyakarta has asked the four faculties (Faculty of Cultural Sciences, Faculty of Biology, Faculty of Sciences and Mathematics, and Vocational School) officially. So, besides contacting the competent lecturers to distribute the questionnaire to the targeted students, we also asked the faculty permission for the questionnaire distribution. 3. RCE Yogyakarta has created a WhatsApp group with every involved lecturer for coordination and maintaining good communication between each member. 4. Every guideline, new tasks, and paper references from the project coordinator have been forwarded and distributed to the involved lecturers via email. If it's necessary, the task would also have been translated into Bahasa to ease the understanding of the task. 5. RCE Yogyakarta has contacted Procurements and Logistics Center of UGM (Pusat Pengadaan dan Logistik UGM) that has the authority and responsibility to any procurements in UGM as we are required to purchase numbers of ICT equipment from this project such as computers, tablets, and cameras. 6. RCE Yogyakarta has also been maintaining good communication with UPI as another team member of ICTeEfS in Indonesia using video conference to make a similar understanding of the given tasks. 7. RCE Yogyakarta has asked Yogyakarta government permission (Provincial Education Board and Directorate General of National Unity and Politics) for the questionnaire distribution outside UGM. 8. We have published the press release of the project, especially about the 1st ICTeEfS Managerial Meeting in Johor on: <ol style="list-style-type: none"> a) https://biologi.ugm.ac.id/2019/07/09/kembangkan-metode-pembelajaran- 		

[berbasis-ict-terintegrasi-esd-fakultas-biologi-hadiri-1st-managerial-meeting-training-workshop-malaysia/](#)

- b) <https://pengabdian.ugm.ac.id/2019/07/10/ugm-hadiri-1st-icteefs-managerial-meeting-di-malaysia-rce-yogyakarta-siap-memfasilitasi-implementasi-esd-berbasis-ict/>.

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

For the dissemination of the project results, we prefer to present them in the form of:

1. An FGD in wider number between project members, course instructors, involved school teachers, about ICT implementation on ESD
2. Colloquium
3. International ESD forum that is planned to be held in the middle of November 2019
4. Publish the dissemination results into UGM website



ICTeEfs 2nd BIENNIAL ACTIVITY REPORT

[15th July, 2019-15th January, 2020

NAME OF PARTNER: UNIVERSITAS GADJAH MADA

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

WP	D	Activity	What we have done
WP 1	D1.2	Project management and communication	1. Coordination meeting about tasks division with UGM team members after First Managerial Meeting in Johor as we needed to send: names and e-mails of the participants in Johor, the ppt presentations and the updated mapping of the courses to be revised (from 25 to 10), and the 10 deconstructed course by 18 July (12 July

			<p>2019)</p> <ol style="list-style-type: none"> 2. Follow-up meeting and progress report of the deconstructed courses (18 July 2019) 3. Group meeting to discuss and finalize the 1st Biannual Report (20 August 2019) 4. Coordination meeting to talk about the deconstructed course revised by the project coordinator. In this meeting, it was agreed that lecturers from each courses will be invited to sit together and perform the revision of the deconstructed courses on a small workshop. (13 September 2019) 5. Submitting the Staff Cost Management and Action Plan. (10 November 2019) 6. Coordination meeting to perform the task about Integrating the SDGs with UN World Days across the Curriculum. (18 November 2019) 7. Sending email to UPI about the information of UGM representatives who will attend the 2nd Managerial Meeting and Training Workshop of ICTeEfS in Bandung on 10-13 Januari 2020. (26 December 2019) 8. Last coordination meeting to prepare everything we should perform before the 2nd Managerial Meeting in Bandung and what we should bring to the meeting. (6 January 2020)
	D1.3	Biannual progress report	<ol style="list-style-type: none"> 1. Submitting the 1st Biannual Report to project coordinator (22 August 2019)
WP 3	D3.3	Establishing ICT-blended learning lab/tools and LMS	<ol style="list-style-type: none"> 1. Uploading the reconstructed courses to eLOK which is the UGM Learning Management System at https://elok.ugm.ac.id/ along with the syllabus and modules.
WP 4	D4.2	Infuse ICTeEfS in teacher education curricula	<ol style="list-style-type: none"> 1. Working on course deconstruction for Students Community Service or KKN (1 August 2019) 2. Working on course deconstruction improvement for Success Skills or PPSMB (10 August 2019) 3. Submitting the 10 deconstructed courses to the project coordinator (12 August 2019) 4. All involved lecturers that have been invited to the FGD on 11 October were performing the revision process of the deconstructed courses together. (26

			<p>October 2019)</p> <ol style="list-style-type: none"> 5. Coordination meeting in making the uniform template for the revised deconstructed courses. (24 October 2019) 6. Submitting the 10 revised deconstructed courses to project coordination. (29 October 2019) 7. Sending the 10 syllabus of the deconstructed courses. The 7 of them are in English and the other 3 are in Bahasa. (21 November 2019) 8. Submitting the 10 updated deconstructed courses based on the on the input and suggestions provided by the peer-reviewers. (23 December 2019)
	D4.3	Develop pre-service course syllabi/modules	<ol style="list-style-type: none"> 1. UGM has been working on the reconstruction process for the 10 courses. The reconstructed courses are have been reviewed by the peer-reviewers and uploaded in D4.3 folder.
	D4.4	Develop in-service training modules and the multilingual ICTeEfS e-toolkit	<ol style="list-style-type: none"> 1. Submitting the task about Integrating the SDGs with UN World Days across the Curriculum. (1 December 2019)
WP 5	D5.1	ICTeEfS Train-The-Teacher educator	<ol style="list-style-type: none"> 1. Conducting the RCE Yogyakarta workshop to gather particular school teachers from Yogyakarta region with aims to inform them about ICT and Education for Sustainability integration into their courses as the ICTeEfS programs. (18-19 September 2019) 2. Conducting Focus Group Discussion for lecturers of the deconstructed courses. (11 October 2019) 3. Creating the list of schools in Special Yogyakarta Region Province where the some of the teacher will be invited and trained.
WP 6	D6.1	Internal monitoring and quality assurance plan and reports	<ol style="list-style-type: none"> 1. Evaluation of the 10 deconstructed courses and doing some improvement to the 10 revised deconstructed course that have been reviewed by the peer-reviewers based on the input and suggestions provided. (5 December 2019)
	D6.2	External monitoring and quality assurance plan and reports	<ol style="list-style-type: none"> 1. Participating in CBHE Cluster meeting and Info-session on the international dimension of the Erasmus+ Programme in Jakarta as ICTeEfS university partners representative

			(27-28 November 2019) 2. Visit from Erasmus+ to UGM Yogyakarta Indonesia to see and evaluate the Erasmus+ programs run by UGM (29 November 2019)
WP 7	D7.2	Project website and associated social media	1. Until now, UGM has been publishing any activity related to ICTeEfS on UGM Directorate for Community Services website at https://pengabdian.ugm.ac.id/rce-ugm/

Variations

[Insert milestones missed/delayed and likely impact on the project

Justify variations occurred]

1. After the 2nd Managerial Meeting in Bandung, UGM has planned to start inviting the school teacher for the training, but then it hasn't been executed yet because of the Covid-19 outbreak.
2. The equipment procurement process is faltered as many offices are not working.

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

The current problems and risks during the project activities are as follows:

1. The hindrance due to the Covid-19 pandemic.
2. All schools and offices are closed
3. The procurement process for the equipment is faltered as well

The remedial actions we expect to overcome those problems are as follows:

1. Conduct the training for the teacher via online. This will be a bit more challenging than the offline training but this will alleviate the work under current circumstance.
2. It is needed to create the extra content on the course about how to survive the pandemic.
3. Keep contacting the procurement office of UGM to see if there is any possible procedures to be done

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

We concern that these are some kind of problems we will have in the future:

3. Administrative matters that is more complicated than what we thought
4. The sustainability of the program implementation and impact as it could suddenly stop and does not continue.

How we will overcome those problems:

4. We pick a particular staff who is really capable to take care of the administrative staff. Also we will upload the required documents to the provided website regularly.

- We will engage the possible activities of ICTeEfS with UGM activities or programs related to ESD to maintain sustainability.

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

These are some information about the impact and value of the work that we have achieved in institutional and societal level:

- This project has stimulated the communication between the stakeholders inside and outside UGM in developing ESD framework.
- This project has given the basic concept of ICT based learning design
- This project has inspired to create a strong foundation in implementing ESD in the real-life
- This project has given an overview of ICT implementation on ESD from the design until the implementation.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	0
	Female	0
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	0
	Female	0
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	0
	Female	0
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project in the period of the 2nd biannual report submission:	Male	0
	Female	0

Communication Strategy- Achievements

[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, photos, etc.]

Nu.	Date (2019)	Activities
1	July 12	After the 1 st Managerial Meeting in Johor Malaysia,

		UGM held the coordination meeting about tasks division with UGM team members after First Managerial Meeting in Johor as we needed to send: names and e-mails of the participants in Johor, the Johor presentations files, the updated mapping of the courses to be revised (from 25 courses initially that then was reduced to 10 courses), and the 10 deconstructed courses by July 18.	
2	July 18	Held the follow up meeting to report the progress about the courses deconstruction.	
3	August 20	After submitting the 10 deconstructed courses to the project coordinator, UGM held a coordination meeting by gather all the members to work on the 1 st ICTeEfS Biannual Report to be submitted on August 22.	
4	September 13	Held a follow up meeting after the project coordinator sent the deconstructed courses that have been reviewed. On this meeting, it was agreed that lecturers from each courses will be invited to sit together and work on the improvement of the deconstructed courses on a small workshop.	
5	September 18-19	Conducting the RCE Yogyakarta workshop to gather 50 school teachers from Yogyakarta region that aims to inform about ICT and Education for Sustainability integration into their courses as the ICTeEfS programs.	
6	September 23	Published the RCE Yogyakarta workshop activities about ICT and Education for Sustainability integration into their courses as the ICTeEfS programs above on https://rce.pengabdian.ugm.ac.id/2019/09/23/rce-yogyakarta-conducted-a-meeting-or-sarasehan-with-yogyakarta-communities/	
7	October 11	Conducting Focus Group Discussion for lecturers of the deconstructed courses to improve the courses based on project coordinator suggestions.	
8	October 11	Published the press release of the FGD activities about the ICTeEfS on https://pengabdian.ugm.ac.id/2019/10/11/rce-ugm-menggelar-workshop-dan-focus-group-discussion-kegiatan-ict-enable-in-service-training-of-teachers-to-address-education-for-sustainability-icteefs/	
9	October 24	Held the coordination meeting to make the uniform template for the revised deconstructed courses. The revised version of the deconstructed courses then was submitted on October 29	
10	November 18	Held a meeting to work on Integrating the SDGs with UN World Days across the Curriculum.	
11	November 27-28	Participating at CBHE Cluster meeting and Info-session on the international dimension of the Erasmus+ Programme in Jakarta as ICTeEfS university partners representative.	

12	December 5	Held a coordination meeting to work on some improvement to the 10 revised deconstructed course that have been reviewed by the peer-reviewers based on the input and suggestions provided.
12	December 26	Sent an email to UPI about the information of UGM representatives who will attend the 2nd Managerial Meeting and Training Workshop of ICTeEfs in Bandung on 10-13 Januari 2020.
14	January 6	Held the last coordination meeting to prepare everything we should perform before the 2nd Managerial Meeting in Bandung and what we should bring to the meeting.
15	January 17	Publish the press release of UGM attendance on ICTeEfs 2 nd Managerial Meeting in Bandung Indonesia at https://pengabdian.ugm.ac.id/2020/01/17/universitas-gadjah-mada-menghadiri-icteefs-erasmus-mundus-managerial-meeting-and-regional-workshop-bandung-10-13-januari-2020/

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

For the dissemination of the project results, we prefer to present them in the form of:

5. An FGD in wider number between project members, course instructors, involved school teachers, about ICT implementation on ESD
6. Colloquium
7. Publish the dissemination results into UGM website



ICTeEfs 1st BIENNIAL ACTIVITY REPORT

[January 15th, 2019 – 15th July, 2019]

NAME OF PARTNER: Prof. Dr. Mohammad Ali (Universitas Pendidikan Indonesia)

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution).

WP 1

D1.1

In this periode, Universitas Pendidikan Indonesia (UPI) followed up yhr Kick-off Meeting & Workshop which was held in Nicosia Cyprus from 22 through 25 February 2019. In this meeting three person from UPI attended the even (Mohammad Ali, as the Project manager at UPI; Dr. Rini Solihat; and Dr Laksmi Dewi as members).

UPI organized workshop before and after meeting in Cyprus to provide: 1) developed SWOT analysis, 2) conducted students and teachers, and ICT coordinators survey; 3) selected and analyses courses at UPI for program revision & development.

1) In Cyprus, UPI team present the SWOT analysis as follows:

Component	Description
Strength	<ol style="list-style-type: none"> 1. Universitas Pendidikan Indonesia (UPI) is mandated by the Indonesian Government as one of the public higher education institutions which organize Professional Teacher Training Program known as <i>Pendidikan Profesi Guru (PPG)</i>. 2. As it is stipulated by the Law Number 5 Year 2005, on Teachers and University Instructors, every teacher candidate must undertake the program and earned a Professional Teacher Certificate after completed the program. 3. All teacher candidates who are undertaking teacher training, are required to have competencies related to the use of ICT. This means, the use of ICT in teacher training on sustainability is considered affordable. 4. Sustainability issues and the related-courses content have been integrated into the UPI's general subjects curriculum, such as in the course of Environment Education, and in the mandated students community service program that every student has to undertake it in the last semester of the study at UP, as well. 5. Most of UPI students and instructors are ICT literates 6. The university provides them with ICT both at the university level and at the faculty and department levels. 7. UPI collaborates with the local government in organizing and facilitating the existing teachers with professional teacher training 8. Improvement among its instructors are involved in the national programs on teacher professional improvement programs. 9. UPI has ICT infrastructure and facilities with a higher degree of connectivity both in the related laboratories and in its academic offices. 10. (Fibers optics BW 1000 Mega between buildings; 150Mbps

	<p>between regional campus; 28 laboratory)</p> <ol style="list-style-type: none"> 11. UPI is one of the Indonesian prominent universities indicated by webometrics rank of 12 (2018) 12. The university has also ICT based in almost all academic activities and services.
Weak	<ol style="list-style-type: none"> 1. UPI still needs to improve its internal system policy in regard to coping the integration of sustainability issues in teaching and learning processes supported by the use of ICT. 2. Among the attempts is done by identifying the potential departments which have implemented the integration of sustainability issues in teaching and learning supported by ICT. 3. UPI needs to improve curriculum concerning teacher preparation by integrating the sustainability issues in teaching and learning supported by ICT. 4. Although most of the UPI's faculty member are ICT literates, their degree of competencies in using ICT and their knowledge on sustainability still varies. 5. By implementing ICTeEfS, the UPI's faculty members and staff would to do extra work, and prepare extra budget for extra activities 6. Other institutions which use UPI facilities said that UPI cannot accommodate all request for various training because of the limitation of time availability. 7. UPI need more training in the content of sustainability. Particularly to the faculty members who are involved in the professional teacher training programs in regard to improving their competencies, awareness and behavior. 8. More preparation is needed to face the in-service teacher training program. 9. Include time organization and human resources.
Opportunity	<ol style="list-style-type: none"> 1. The position of UPI as the most prominent university in the Indonesian teacher preparation and quality improvement makes it affordable to disseminate the ICT enabled teacher training of sustainability and other competencies related-to SDGs to other faculties of education over the country. 2. UPI has opportunity and affordability to provide teachers with a training program of SDGs through its community service program, either independently or by doing collaboration with the local government's office of education 3. Every UPI's faculty member has a mandatory function to conduct a community service program and this can be fulfilled by organizing ICT enabled teacher training on

	<p>sustainability education</p> <ol style="list-style-type: none"> 4. The organization of ICT enabled teacher training on sustainability can be included in the Professional Teacher Training Program, as well as being considered as an extra-curricular activity 5. The policy of UPI that has already supported SDGs achievement should be strengthened by making collaboration with the local government 6. Digital circumstance at UPI enables its faculty member to perceive ICT application in teacher training as a need instead of as an obligation 7. Integrating sustainability issues in teaching and learning supported by the use of ICT at UPI can overcome the lack of synergy in the internal system policy. This means, the policy maker will have evidence on the importance of including ICT and SDG's as important components in its curriculum development 8. The UPI's faculty members need to be literate in ICT and SDG's, by being involved in various related-programs, in order to strengthen their competencies 9. Concerning the ICT enabled teacher training on sustainability, the UPI faculty members also need to be involved in the program with regard to strengthening their related- competencies and insight 10. Policy makers at UPI should have perceived this program as one those demanded 11. There are some UPI's instructors who are not literate on ESD and need to improve their related-competencies. 12. In this case, they are also able to undertake training on SD by using ICT. 13. In order to provide a proper training program on ICT enabled teacher training on sustainability, It needs to conduct a need assessment. 14. Develop the training program system, including the formulation of competencies, formulation of training materials and designing them in the ICT system 15. Try out the system of training and disseminate it at schools in the university and schools in the local area 16. ICT enabled pedagogy is no longer an option, rather, it is a need. This can make ESD pedagogy spread out be faster and make more comprehensive. 17. UPI can play an important role in the application of the ICT enabled pedagogy in the education system in Indonesia. 18. ICT enable pedagogy can be supported by the availability of facilities and ideas sharing, especially in developing the training system. 19. This can strengthen UPI in making the program sustainable. 	
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Threats	<ol style="list-style-type: none"> 1. Commitment from all units in the university to conduct the sustainability education through this particular training program is questionable 2. Supports from the faculty and other faculty members need to be encouraged and strengthened 3. Teachers who join the training program need a significant encouragement to implement their competencies in teaching and learning on SD to their students 4. Sustainability education training program is not contradictory with regulation. In its implementation, however there is no standard or policy which gives recognition to the teachers who are involved in the training 5. According to that fact, we need a policy regarding to giving recognition to the teachers who undertake the sustainability education training program. 6. Sustainability education training program should follow the existing standards (number of course hours, instructors, etc.) so it can be recognized by the related-professional association and the government.
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2) In the preparation of Students, Teachers & ICT Coordinators survey. UPI decided the sample of student, teachers & ICT coordinators as the participants. This task then followed up by adapting the instrument of surveys into Bahasa (Indonesian language), and choosing area of participants which was chosen in Indonesia. The instrument was distributed to participants using Google form. In regard to making sure data collection was complete, UPI team also assigned UPI students to visit the participant-school. For student participants, UPI team selected based on the background of their discipline (social science, education, and science education faculty). Data was collected and processed by coding according to the questionnaire items.

3) In activity of mapping courses to be revised for ICTeEfS at UPI, we followed suggestion to choose courses from various department/study program. At that time we choose 20 course from four department in three faculty (Science and mathematics Education Faculty: Biology Education Department, 7 courses; & Physics Education Department, 3 courses; Social Science Education Faculty: Geography Education Department, 9 courses); and 1 course from Education Technology Department from Education Faculty).

4) In Cyprus meeting, UPI team as participants participated 6 session. The activities was held in various methods and increase our knowledge, insight, and skill (Contextualizing ICTs in EfS and EfS in ICT; integrating SDGs in teaching and learning at the primary, secondary and teacher education levels; DeCoRe plus Methodology for ICTeFfS course curriculum revision; Managing staff

employment, mobility and purchase of equipment; Strategies for disseminating the ICTeEfS project results; Setting-up the ICTeEfS In-service Training Infrastructure.

In second meeting: 1st Managerial Meeting & Training Workshop in University Technology Malaysia, Johor (4-7 July 2019) UPI team involve 6 persons (Prof Dr. Mohammad Ali, Dr Cepy Riyana, Dr Laksmi Dewi, Dr. Rini Solihat, Gema Rulliyana, M.Pd, and Dadi Mulyadi, M.T).

There were 8 session in Johor meeting. Starting from session: 1) Overview of the ICTeEfS project progress; 2) Peer-Reviewing the Selected Undergraduate Courses and Concepts; 3) Workshop CARE methodology for developing student-driven learning activities; 4) Presentation of preliminary results of the ICTeEfS stakeholders' surveys; 5) Workshop applying the Identified stakeholders' inputs on the teachers' standards and competence framework; 6) Managing staff employment and purchase of Equipment and 7) workshop about rules & procedures for staff employment; 8) the ICTeEfS communication, reporting and virtual training environment.

In Johor meeting, however, not all agendas were implemented, for example session 8, and session 4. In Johor meeting we also discussed about potential problems face by the team. Financial issue became one of the issues discussed deeply. The other issue that was also important was employing DeCoRe analysis for revising every course chosen by team.

Variations

Milestone missed/delayed:

In doing activities, UPI team faces some problems.

- 1) Delay of data collection survey.
- 2) Change of courses chosen for being revised (Category and number of course)
- 3) Financial management system problem

Impact:

- 1) Delay in sending the survey data.
- 2) Delay in sending information about revised courses
- 3) Delay in disbursement of fund due to complicated financial management system at UPI.

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

Problems:

1. UPI team still have not enough understanding about financial management system asked by the Frederick University as a research coordinators.
2. Changes in the university curriculum

Risks:

1. UPI team chose to carefully use the Budget that's already accepted.
2. UPI team have to choose new course to be revised

<p>Anticipated Problems & Risks [Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]</p> <p>Problems and risks: Budget for next phase of development (WP 1, D.p1 and D.p2) still cannot be arranged by UPI team. The risk is UPI team delay preparing for the next activities.</p> <p>Suggestions: There is a technical guidance for the implementation of each phase in each activities.</p>		
<p>Additional Information of Notable Achievements [Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]</p> <p>Impact and value of the work achieved: At the institutional level, preparation process of this international project strengthen the recognition of UPI performance. This work also increase opportunity of UPI team to contribute to capacity building of UPI staff directly.</p>		
Details on Capacity Building		
Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	5
	Female	4
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	1
	Female	1
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	-
	Female	-
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project to the date of the 3rd biannual report submission: +- 400	Male	
	Female	
Communication Strategy- Achievements		

[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, etc.]

1. UPI team activities was uploaded at UPI website www.upi.edu as press release item after Johor Meeting
2. UPI team organized a discussion with UPI Rector and also Vice rector, not only in managerial case but also procedural technique of research project
3. UPI team is preparing 2 (two) articles for publication in reputable international journals

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

1. UPI team will prepare a website and collect the content which is related to the research project
2. UPI team organizes regular meeting in implementing this project and preparing the agenda of Bandung meeting on January 2020.
3. The team is also preparing the dissemination of the project result. With respect to this preparation the team is planning to organized an international seminar on the application of ICT to in-service teacher training to address SDGs.
4. Project manager is invited to attend Asia Pacific UNESCO - SEAMEO meeting with the agenda of discussing the important role of teacher training institutions in the implementation of GOP on SDGs. He plans to present an overview about this project in the meeting.



ICTeEfs 2nd BIENNIAL ACTIVITY REPORT

[15th July, 2019-15th January, 2020

NAME OF PARTNER: Prof Mohammad Ali, M.A., M.Pd.
(Universitas Pendidikan Indonesia)

Progress Against Deliverables & Milestones

After 1st Managerial Meeting & Training Workshop in University Technology Malaysia, Johor (4-7 July 2019) UPI team just like other research partner was finished some task: *About the courses*, 10 course was chosen and distributed in three faculty: Education, Faculty of Science and Mathematics Education, Faculty of Technology and Communication. After mapping 10 course to be revised, we applying the DeCoRe plus methodology for course revision. Finalize practicing the CARE Methodology for Developing ICTeEfs Student-Driven Learning Activities in 10 course chosen to be used for in service training and the teacher education course curricula revised (after have feed

back from reviewers). *About the equipment*, we were identified system model of online program, Find out distributor, Specify the equipment, Purchase equipment (phase-1: PCs 10 pcs), and Preparing room for set up PCs. About the *Program* we try to Identify area based on participants of surveys (previously), Mapping area for training ICT Coordinator & pre service teacher (involve three faculties in University, and Dissemination in scientific forum (example: Bangkok meeting)

About the Administration we finished organize documents of joint declaration, travel report, and internal contract (with university)

Variations

Unfortunately, just like in 1st Biannual Report, Universitas Pendidikan Indonesia still have problem finishing the task. For example, we miss document time sheet, so it can not be reported in ICTeEfS 2nd Managerial and Training workshop in Bandung. Another things that missed by Universitas Pendidikan Indonesia team was task to integrated school curriculum with undergraduate course which was revised using DeCoRe plus Methodology.

Current Problems & Risks

Related to courses chosen when we developed ICTeEfS learning plans and activities to be used for in-service training might be delay, we have to worked twice. There was curriculum change in University (2 courses identified change; General Biology, General Ecology, & Science for Primary School) and the process still on going. We have to started again review courses that changed and follow DeCoRe Plus Methodology for some courses.

Related to Equipment, purchased can not be carried out immediately, so only limited number equipment already buy, in our case 10 PCs already bought.

Related to Program of ICT-Coordination training, there was no agreement with ICT Coordinator and school that asked as research participant (survey & training participants). There was no information about specific time of research project will be carried out at school and university (different program).

Related to Administration, developing of time sheet mobility (researcher or all personal involve was missed). Things also occurred in *Dissemination process*. Dissemination still limited in forum, not yet result publication.

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

Additional Information of Notable Achievements

According in to impact, **For internal of University staff in UPI:** this project research indirectly increase global insight about Educational for Sustainability. Researchers and lecturer who involve as course instructor, and students who involve as survey respondent strengthened their knowledge personally. **For stakeholder:** Involvement of teachers (ICT Coordinators) and school in this project is expected will raising their concern about the issues of sustainability, even basically some of program that also concern about sustainability implicitly already exist. **At the institutional and policy level:** Universities will have about 10 courses infused with Education for Sustainability, it expected will initiate academic contribution to development of awareness about sustainability. Beside that, started this semester: 1) there was new course in School of Postgraduate, Magister of Science Education Study Program (Science Education for Sustainable Development); 2) there was even of seminar that take issues of ESD and SDGs as theme conference; 3) ESD become research topics of some magister and doctoral students in Universitas Pendidikan Indonesia.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained in the period of <u>the 2nd biannual report submission:</u>	Male	2
	Female	2
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	2
	Female	
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	
	Female	
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project in the period of the 2nd biannual report submission:	Male	
	Female	

Communication Strategy- Achievements

List the activities done for the dissemination of the project, already conducted by Universitas Pendidikan Indonesia Team. There was evidenced by the presence and support of the chancellor/rector of Universitas Pendidikan Indonesia and dean from involved faculty (Education Faculty and Science, Mathematics and Computer Science Education Faculties) at the opening ICTeEfS 2nd Management and Training Workshop in Bandung.



Opening ceremony of ICTeEfs 2nd managerial Meeting & Regional Training Workshop attended by the rector and dean of UPI

Press releases about UPI team activities was uploaded at UPI website www.upi.edu as press release item after Bandung meeting.

Communication Strategy- Forthcoming

1. UPI team will continue to prepare a website and collect the content which is related to the research project
2. UPI team organizes regular meeting in implementing this project and preparing the task after ICTeEfs 2nd Managerial & Training Workshop in Bandung
3. The team is also preparing the dissemination of the project result. With respect to this preparation the team was supported international seminar on ESD issue in School of Postgraduate UPI, organized by Science Education Study Program (<http://science.conference.upi.edu/icmse2020>) and (<http://msceis.conference.upi.edu/2020>) organized by Science, Mathematics and Computer Science Education Faculties

MALAYSIA



ICTeEfs
ICT-enabled In-service
Training of Teachers
to Address Education
for Sustainability



ICTeEfs 1st BIENNIAL ACTIVITY REPORT **[January 15th, 2019 – 15th July, 2019]**

NAME OF PARTNER: OPEN UNIVERSITY MALAYSIA (OUM)

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

WP1- Project Management & Communication

Kick off meeting at Frederic University, Nicosia Cyprus. Representatives from OUM: Prof. Dr Widad Othman & Ms Norazzila Shafie. The Consortium Agreement was signed. SWOT analysis related to project was prepared and presented.

WP2 – SWOT Analysis/ Stakeholders' input:

Translation of survey questionnaires to Bahasa Melayu. Joint effort partners from University Science Malaysia (USM) and University Technology Malaysia (UTM). Survey conducted in collaboration with Officers from State Education Department. Samples of survey include:

- OUM students at the Cluster of Education & Social Sciences
- ICT coordinators teaching in various government schools (primary and secondary) in the states of Selangor and Federal Territory, Putrajaya

Data collected were collated and shared with the project leader and other partners.

WP3 – Setting-up the ICTeEfs In-service Training Infrastructure:

ICT coordinators from government schools in states of Selangor and Federal Territory Putrajaya were identified.

Module enhancers from OUM are appointed based on their area of specialization and courses they are teaching:

1. Dr Hamidah Mat – Islamic Studies
2. Ms Norazzila Shafie – Mathematics Education
3. Dr Zahari Hamidon – Instructional Design
4. Mr Mohd Lokman Abdullah – Science & Computer Education
5. Mr Oo Cheng Keat – International Relations and Global Citizenship Education

The subject areas in which the learning materials will be redesigned/restructured are as follows:

1. Generic skills
2. IT
3. Curriculum
4. Pedagogy

A detailed specifications of equipments for establishing the ICT laboratory (or Smart Lab as locally termed) was prepared and shared amongst the partners in Malaysia.

WP4 – Design & Development:

Ten (10) courses from OUM to be revised and developed for ICTeEfS based on the specified areas include:

No.	Course Code	Course Name	Enhancer Name
1.	MPU3412	Community Service	Mr Oo Cheng Keat
2.	OUMH1603	Learning Skills for 21 st Century	Mr Oo Cheng Keat
3.	HBEF1403	Art in Education	Dr Zahari Hamidon
4.	HBEF3103	Instructional Technology in Education	Dr Zahari Hamidon
5.	HBEF2303	ICT in Education	Mr Mohd Lokman Abdullah
6.	HBSC3303	School Science Curriculum	Mr Mohd Lokman Abdullah
7.	HBIS1103	Pedagogy for Islamic Study	Dr Hamidah Mat
8.	ABSY1103	Introduction to Syariah	Dr Hamidah Mat
9.	HBMT1203	Teaching of Preschool Mathematics	Ms Norazzila Shafie
10.	HBMT3103	Teaching of Primary Mathematics Part III	Ms Norazzila Shafie

The course mapping workshop was held on the 21st June 2019. The outcome from this meeting lead to the redesigning of modules content.

Variations

[Insert milestones missed/delayed and likely impact on the project. Justify variations occurred]

Initially the list of ICT coordinators (or teachers as used locally) was provided by the Division of Schools, Ministry of Education. However, this list was not current and OUM has to request assistance from the State Education Department.

The questionnaire was uploaded online to ease data collection. But the response from the ICT teachers was very slow. Finally with the involvement of Officers from the State Education Department; the number of responses improved.

The numbers of OUM learners that responded via online are not as targeted. To distribute and collect data physically was not possible during the implementation period because OUM learners were on semester break. Consequently, respondents from the learners/students group is much lower than anticipated.

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

1. Problem in getting commitment from the ICT teachers to be involved in this project.
Remedial Action: OUM will have to collaborate with officers from State Education Department for any activities involving teachers. The State Education Department officers involved must be officially appointed.
2. Redesigning of the modules content – only 30% of content can be changed in compliance with the Malaysia Qualifications Agency (MQA) requirements. More than 30% changes will require submission to MQA for approval and endorsement.
Remedial Action: To avoid unnecessary complications, the module enhancers will comply with MQA’s ruling of 30% change. More focus on SDGs will be given for the course work with support from online resources.

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

1. Training for the ICT teachers/coordinators will have to be strategically planned to avoid these teachers leaving their classes while school is in session. Training dates will be discussed with the State Education Department officers as teachers will only attend training upon their instructions.
2. Training will be conducted by the six OUM academics involved in this project at the soon-to-be equipped Smart Lab. Based on local preferences of using desk tops or lap tops, tablets will not be used.
3. Feedback from OUM learners after being exposed to the revised content will be challenging as for an ODL learner the attendance to face-to-face tutorial sessions is not compulsory. Consequently, attendance rated may be low during certain tutorials. This team has to work closely with OUM learning centres to gather feedback.

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

1. OUM has successfully gathered a big amount of data specifically from ICT teachers with about 900 respondents in total.
2. All three partners from Malaysia, i.e. University Science Malaysia (USM), University Technology Malaysia (UTM) and Open University Malaysia (OUM) are collaborating as one team to represent the country. OUM hosted two meetings on the 15th April 2019 and 17th June 2019 to discuss issues pertaining to the project.
3. The Malaysia team met with the Minister of Education who was impressed with this project. Forthcoming from the visit, MOE will provide all necessary support for the project. The MOE team will also release press statement related to the project.
4. With the support of MOE, and to ensure as many teachers receive training as per their peers involved directly with the project, the final module to be developed will be presented to the Ministry of Education Malaysia. This module can be included as a compulsory module for in-service teachers continuous professional development; and a core module for pre-service teachers training.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	3
	Female	3
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	-
	Female	1
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	-
	Female	-
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project <u>to the date of the 3rd biannual report submission:</u>	Male	-
	Female	-

Communication Strategy- Achievements

[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, etc.]

A write-up published in the OUM's Education Today (May-June 2019 issue, page 18):

<http://oumeducation.oum.edu.my/magazines/2019/may-june-2019>

Posting the project in Cluster of Education and Social Sciences (OUM) Blog's:

<https://cessoum.net/2019/08/20/ict-enabled-in-service-training-of-teacher-to-address-education-for-sustainability-icteefs/>

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

More write-ups to be published on the progress of the project as well as paper publications based on the swot analysis and stake holders inputs.



Co-funded by the
Erasmus+ Programme
of the European Union



ICTeEfs
ICT-enabled In-service
Training of Teachers
to Address Education
for Sustainability



ICTeEfs 2nd BIENNIAL ACTIVITY REPORT

[15th July, 2019-15th January, 2020

NAME OF PARTNER: OPEN UNIVERSITY MALAYSIA (OUM)

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

WP1- Project Management & Communication

1st Managerial Meeting & Training workshop has conducted by University Technology Malaysia at Johor Bahru and attended by 6 participants from OUM.

Participants from OUM: Prof. Dr Widad Othman, Assoc Prof. Dr Zahari Hamidon, Dr Hamidah Mat, Ms Norazzila Shafie, Mr Oo Cheng Keat and Mr Lokman Abdullah.

2nd Managerial Meeting & Training workshop has conducted by Universitas Pendidikan

Indonesia at Bandung and attended by the same participants from OUM.

WP2 – SWOT Analysis/ Stakeholders’ input:

Survey conducted in collaboration with Officers from State Education Department.

Samples of survey include:

- OUM students at the Cluster of Education & Social Sciences
- ICT coordinators teaching in various government schools (primary and secondary) in the states of Selangor and Federal Territory, Putrajaya

Data were collated and shared with the project leader and other partners. (Done before and during Johor meeting in July)

WP3 – Setting-up the ICTeEfS In-service Training Infrastructure:

Learning environment platform was identified and developed in Linux using Nginx/Apache, MySQL/MariaDB, PHP 7 and Laravel as framework.

Registered Domain Name: myerasmus.my

Team members:

No.	Member Name	
1.	Mr Mohamad Zahili Bin Ramly	Programmer/Developer
2.	Mr Wan Muhammad Izran Bin Mohamed Said	Programmer/Developer
3.	Muhammad Noor Izwan Bin Sungip	Programmer/Developer
4.	Mohd Aiman Bin Junoh	Graphic Designer
5.	Nur Aniza Zainal	Administrative

WP4 – Design & Development:

The ten (10) undergraduate deconstructions courses* were submitted and OUM received feedback of six (6) courses from reviewer in early December 2019:

No.	Course Code	Course Name	Enhancer Name
1.	MPU3412	Community Service	Mr Oo Cheng Keat
2.	OUMH1603	Learning Skills for 21 st Century	Mr Oo Cheng Keat
3.	HBEF2303	ICT in Education	Mr Mohd Lokman Abdullah
4.	HBSC3303	School Science Curriculum	Mr Mohd Lokman Abdullah
5.	HBMT1203	Teaching of Preschool Mathematics	Ms Norazzila Shafie
6.	HBMT3103	Teaching of Primary Mathematics Part	Ms Norazzila Shafie

*The deconstructions courses workshop was held on the 24th September 2019 at Open University Malaysia, Kuala Lumpur.

More meetings were conducted in OUM with focus on the deconstruction courses, equipment changes and learning environment platform on the 14th November 2019, 21st November 2019, 4th December 2019 and 19th December 2019 accordingly.

During Bandung meeting, further refinement was done by based on feedbacks from reviewers. Two courses were selected as example and presented to the team during that meeting. Feedback from the panel were noted.

We further developed the remaining courses based on the feedbacks and using the template on 3rd February 2020 at OUM, Kelana Jaya.

Variations

[Insert milestones missed/delayed and likely impact on the project
Justify variations occurred]

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

Problem: Equipment change approval is still pending.

Risks: Delayed in setting up the ICT-blended learning laboratory for training of ICT Coordinators/teachers.

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

Problem: The selected DeCoRe courses for the pre-service teacher curriculum are subjected to the Malaysian Qualifications Agency (MQA) regulations and standards. Therefore, it is important to align and strategize infusion implementation of developed materials in the process.

Risk: Thus, some aspect of the ICTeEfS curriculum could be successfully implemented and some may be re-alignment before implementation.

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

All three partners from Malaysia, i.e. University Science Malaysia (USM), University Technology Malaysia (UTM) and Open University Malaysia (OUM) are collaborating as one team to represent the country. OUM hosted another meeting in 11th November 2019 to discuss issues pertaining to the project and preparation for the managerial meeting and workshop at Bandung.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	3
	Female	3
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	4
	Female	2
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	-
	Female	-
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project in the period of the 2nd biannual report submission:	Male	-
	Female	-

Communication Strategy- Achievements

[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, photos, etc.]

Posting the project in Cluster of Education and Social Sciences (OUM) Blog's:

<https://cessoum.net/2019/08/20/ict-enabled-in-service-training-of-teacher-to-address-education-for-sustainability-icteefs/>

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

More write-ups to be published on the progress of the project as well as paper publications

based on the SWOT analysis and stake holders inputs.



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ICTeEfs 1st BIENNIAL ACTIVITY REPORT

[January 15th, 2019 – 15th July, 2019]

NAME OF PARTNER: P4 Universiti Sains Malaysia

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

WP1: MANAGEMENT: Project Management and Communication

D1.1 Kick-off meeting & Consortium Agreement

- P4 contributes to the development of the management and communication strategy. 2 researchers participated in the kick-off meeting, present on SWOT analysis. Meeting other partners and members strengthen the networking.

Deliverables:

15 meetings with USM Team

Introduction and understanding the project,

SWOT analysis,

Curriculum mapping,

online and administration of students and teachers' questionnaire,

determine teachers' sample,

translation of questionnaire to Malay language,

Colloquium with stake holders,

organizational issues,

reporting issues,

identification of stakeholders,

engagement with state education authority and also the Ministry of Education

2 meetings with the Malaysian Team (15th April 2019 and 17th June 2019)

- Introduction of ERASMUS+ ICTeEfS grant and sharing information of the grant procedures

- Explain and discuss work package and budget allocation for grant

- Update on process to submit Partnership Agreement to Legal Office, USM

_Discussion on work package for P4 partner university USM

- Discuss on how to approach and get approval from ministry of education and state education department on ERASMUS project for ICT teacher

Update on questionnaires and data (Students and teachers)

Presenting and sharing of work packages according to universities

Discuss Teachers' Competencies Framework

Submit proposal to Education Planning and Research Division (EPRD) Ministry of Education Malaysia

Update on Partnership Agreement Preparation for partners meeting in July

Issues and sharing procurement procedures charges by university

Consortium and partnership agreement completed

WP 2: PREPARATION: Situation/SWOT Analysis and Stakeholders' Inputs

Task 2.1: select internal and external stakeholders in cooperation with all partners to be interviewed based on defined criteria and assign experienced interviewers to carry out

needs and knowledge assessments.

Deliverables:

D2.1 Conducting needs and knowledge assessments

D2.2 Stakeholders' survey for ICTeEfS-teaching competences

D2.3 A ICTeEfS teaching standards and competences framework

D2.1: SWOT analysis in cooperation with all Partners allow all partners to sum-up all key outcomes of the project with their major strengths, weaknesses and opportunities for effective exploitation

D2.2: A survey targeting 150 students (pre-service teachers at 1st and 4th year); 400 teachers functioning as ICT Coordinators and 10 key experts in ICTeEfS to identify needs and competences needed and contrast these competences with the international standards.

D2.2: Organise colloquia with key representatives of the stakeholders (teachers, students, NGO, Content experts) for mapping the needs and competences for courses.

WP3: Setting-up the ICTeEfS In-service Training Infrastructure

Task 3.1: P4 with feedback from P5 to P10 and in consultation with P1 & P2 will start selecting subject areas and setting learning objectives on the basis of the needs and knowledge assessments carried out in the previous WP (Situation Analysis & Stakeholders' Inputs).

Deliverables

D3.1 Selecting subject areas and setting learning objectives for ICTeEfS

D3.2 Teacher trainee selection and school-district centres

D3.1 10 Courses were selected:

PGT212E: Mathematics Teaching Methods I

PGT315E: Biology Teaching Methods

PPG210E: General Science Teaching Methods

PGT 223: Geography Teaching Methods I

PPG 316: Geography Teaching Methods II

PGT 312E: Mathematics Teaching Methods II

WSU101: Sustainability: Issues, Challenges and Prospectus

LSP 404 : Technical and Engineering English

LSP

PGA103: Teacher, School and Society

WP 6: (QPLN): Monitoring and Quality Assurance

Task 6.1: P2 in cooperation with P1 and other Partners will develop a monitoring and quality assurance plan that will set-up the strategies for the internal and external monitoring and quality assurance procedures, methods, staff involved and expected outcomes.

Task 6.2: Organise the internal and external monitoring & quality assurance tasks with the designated teams representing various stakeholders and sub- contracting three highly skilled external experts. P1 & P2 with feedback from other partners will be carry out the process of selecting the external evaluators based on defined criteria, including expertise in the field, knowledge of the three partner countries.

Variations

[Insert milestones missed/delayed and likely impact on the project

Justify variations occurred]

Administration of teachers and students questionnaire were delayed because:

1. Bureacratic issues for permission to collect data.
2. The planned scheduled falls on school holidays and also students were out for teaching practicum (4th year) and 1st year students' had examination (over 3 weeks).

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

To ensure support and teachers' as well as faculty members support and commitment to the project.

Engage with Ministry of Education – meeting with HE Minister of Education - To get approval from Penang, Kedah & Perak State Education Department to join as collaborators in this project. Collection of data from students (1st yr & 4th yr) and school teachers

Bureaucracy

Bureaucracy at the level of university particularly on the issue of dissemination of funding to the trainers/researchers.

Engage with education faculty: To get course structure (RP) for all related subjects from School of Educational Studies, USM

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

Anticipated problems and risks

1. To get approval from Penang, Kedah & Perak State Education Department to join as collaborators in this Project.
2. to get the cooperation and commitment of the lecturers at SES USM
2. to get teachers' participation in answering questionnaire
3. to get the number of student teacher in answering questionnaire because because they are not on campus for 'teaching practice'

Action taken

Meeting session with Ministry of Education

Meeting session with Penang, Kedah & Perak State Education Department.

Meet and discuss issues and possible solutions with the identified lecturers

Administer the questionnaire (teachers) with the help of State Education Department (SED) officers

Administer the questionnaire (student teachers) with the help of Teaching Practice

Chairperson of SES

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

1. Engage education authorities: Minister of Education, State Education Departments
2. Questionnaire for teacher was distributed by **SED**.
3. Receive approval to conduct research from Educational Planning and Research Division
4. Identify courses, map curriculum and analyse the course structure from perspectives of DeCore methodology.
5. SED (State Education Departments) willing to collaborate in this project ensuring support for teachers to participate in the project.
6. Education Faculty and USM willing to collaborate in this project thus support curriculum mapping and implementation at the faculty level.
7. Education faculty willing for in kind contribution for space for lab and furnitures for computer laboratory.

Details on Capacity Building

Number of academic staff from the partner country’s Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained <u>to the date of the 3rd biannual report submission</u> :	Male	5
	Female	7
Number of non-academic staff from the partner country’s Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained <u>to the date of the 3rd biannual report submission</u> :	Male	6
	Female	8
Number of staff from the partner country’s non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained <u>to the date of the 3rd biannual report submission</u> :	Male	80
	Female	100
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project <u>to the date of the 3rd biannual report submission</u> :	Male	30
	Female	40

Communication Strategy- Achievements

[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, etc.]

Discussions with :

Dean, School of Educational Studies

Deputy Dean, Academic and Curriculum, School of Educational Studies

Programme Chair

Individual Faculty members
Ministry of Education

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

Dissemination of information through project website - Forthcoming
Presentation in conferences and management meeting.



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ICTeEFS 2nd BIENNIAL ACTIVITY REPORT

[15th July, 2019-15th January, 2020

NAME OF PARTNER: USM

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

3.3 Establishing ICT-blended learning lab/tools and LMS 31/12/19

Meeting with procurement department and Dean of School Educational Studies. Have agreed on the following:

1. Space to setup the learning lab
2. In kind contribution, furniture for computer lab
3. Technician

4.3 Develop preservice course syllabi/modules 31/06/20

Application of DeCORE methodology to infuse into the selected courses. The developed module was submitted for reviewing process by team from Cyprus and Greece.

Based on the feedback, P4 organized several workshops to refine and respond to the comments and suggestions.

During the Bandung meeting, further refinement was done by taking into account feedbacks from reviewers. Two courses were selected as example and presented to the team during the meeting. Panels feedbacks were noted

After the meeting, we further developed the remaining eight courses based on the feedbacks and using the template in the Toolkit.

We are in the process of developing the preservice course syllabi/modules by organizing several

workshops to refine the modules.

Variations

[Insert milestones missed/delayed and likely impact on the project
Justify variations occurred]

Establishing ICT-blended learning lab/tools and LMS 31/12/19

1. Bureaucratic issues for permission to setup the ICT-blended learning lab/tools. Furthermore, there was a major reshuffle in the officers in charge at faculty level. Therefore, have to re-engage the necessary procedure for procurement process. However, the team recently has obtained commitment from the faculty of education for in kind contribution for the facilities.

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

Problem: Bureaucratic issues

Risks: Delayed in setting up the ICT-blended learning lab/tools and LMS

Action Taken: Re-engaged the necessary procedure for procurement process

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

Problem: USM preservice teacher curriculum is subjected to MOE OBE requirement. Therefore, it is important to align and strategized infusion implementation of developed materials in the process.

Risk:

Thus, some aspect of the ICTeEFS curriculum could be successfully implemented and some may be delayed.

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

Recently, the School of Educational Studies has undergone a curriculum review. Thus, the knowledge gained from the ICTeEFS has enable us to apply to the current curriculum effectively.

Details on Capacity Building		
Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained in the period of <u>the 2nd biannual report submission</u>: Academic Staff: 1. Muzirah Musa 2. Munirah Ghazali 3. Wun Theam Yew 4. Chew Cheng Meng 5. Nor Asniza Ishak 6. Nur Jahan Ahmad 7. Nooraida Yakob 8. Rabiatul Adawiah Ahmad Rashid 9. Mohammad Zohir Ahmad 10. Aziah Ismail 11. Mazlan Hanafi Basharudin 12. Aidiahmad Dewa 13. Mohd Sayuti Hassan 14. Amelia Abdullah	Male	6
	Female	8
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained in the period of the 2nd biannual report submission: 1. Nur Syazwana Hamzah 2. Kamsiah Kamarudin 3. Wan Sharipahmira Mohd Zain 4. Muhammad Hafiz Ahmad	Male	1
	Female	3
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	
	Female	
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project in the period of the 2nd biannual report submission:	Male	
	Female	

Communication Strategy- Achievements

[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, photos, etc.]

1. Website RCE Penang - <http://www.rce-penang.usm.my/index.php/projects-initiatives/research-projects/150-ict-enabled-in-service-training-of-teachers-to-address-education-for-sustainability-ictiefs>

2. Facebook RCE Penang – <https://www.facebook.com/RCEPenangUSM/photos/a.764736896881959/2832463783442583/?type=3&theater>

3. Presentation about ICTeEFS during International Conference:

- Tokyo
- Okayama

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

1. To disseminate about the project during:
- The Kedah State International Seminar
 - National STEM Carnival



ICTeEfs 1st BIENNIAL ACTIVITY REPORT

[January 15th, 2019 – 15th July, 2019]

NAME OF PARTNER: UTM

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

No.	Activities	Description	Milestones
1.	Kick off meeting and consortium agreement	<p>The kick off meeting has been conducted in Nicosia for 4 days and attended by 2 participants from UTM.(February 2019)</p> <p>We submitted the consortium agreement after the meeting since we could not get the document signed by our vice chancellor earlier.(June,2019)</p>	completed
2.	Project management and communication	<p>We briefed about the project details to the administrators of UTM Faculty of Social Science and Humanities.(April, 2019)</p> <p>We worked on getting the MOU agreement signed by UTM.(February-April, 2019)</p> <p>Our team communicates with USM and OUM from time to time to coordinate all activities and understand the requirement of the projects based on proposal and budget details. We had 2 workshops in April and June, 2019.</p> <p>UTM was selected to organize the second meeting at Johor on 4th to 7th July 2019. We involved in hosting 49 participants from 9 institutions at</p>	completed

		<p>Pulai Spring resort. The preparations began as early as April, 2019 and continued until July 2019.</p> <p>We presented the project to officers from the Johor State Department of Education who agreed to collaborate. From the meeting they provided names of schools and teachers to participate in the ICTeEfS survey. (May, 2019)</p>	
3.	Contacting needs and knowledge assessment	<p>Prior to attending the kick off meeting in Cyprus, our team prepared the SWOT analysis to be shared in the kick off meeting. (January, 2019)</p>	completed
4.	Stakeholders survey for ICTeEfS teaching competences	<p>The English version of the Survey was translated to Bahasa Malayu Version prior to the dissemination of the survey to ICT teachers. Survey data was collected through online application (google forms)</p>	completed
5.	ICTeEfS teaching standards and competences framework	<p>Prof Makrakis and Prof Nelly shared with us some frameworks that we can embed in our modules for teachers and courses for undergraduates.(July, 2019). Our team have submitted the mapping of courses with dimensions of the framework.(July, 2019)</p>	ongoing
6.	Selecting subject areas and setting learning objectives for ICTeEfS	<p>Two inhouse meetings were conducted to select and discuss 11 subjects for the project. 11 subjects selected represent core and elective courses the the programs offered in the School of Education, UTM (June, 2019)</p>	completed
7.	Teacher trainee selection and school district centers	<p>Teachers trainee and school districts were selected based on approval from Johor Department of Education (May, 2019). Prior to this approval we also receive approval from the Malaysian Ministry of Education (May,</p>	Completed

		2019)	
8.	Establishing ICT-blended learning lab/tools and LMS	In all our present courses, we incorporate the use of LMS and other ICT learning tools at undergraduate and postgraduate level. This practice will be maintained and upgraded from time to time.	Ongoing
9.	Mapping courses to be revised and developed	We have selected 11 courses from various programs and revised them based on the ESD criteria. (July, 2019)	Completed
10	Internal monitoring and quality assurance plan & reports	Informal weekly meeting has been conducted to monitor project progress	Ongoing
11	External monitoring and quality assurance plan & reports	External monitoring has been progressively conducted from time to time with Malaysian partners institutions through whatsapp, emails, google drive, face to face meetings.	Ongoing
12	Dissemination and sustainability strategic plan	Dissemination and strategic plan is continually conducted with Malaysian partners institutions. Google Drive was used for project dissemination with UTM team members and Malaysian partners. Google Form was created for the dissemination of questionnaire.	Ongoing
13	Project website & associated social media	Facebook group was created for communication and information dissemination purposes.	Ongoing

Variations

[Insert milestones **missed/delayed** and likely impact on the project
Justify variations occurred]

- The process of signing the agreement was very complicated and time consuming due to some miscommunications.

Current Problems & Risks

[Insert **problems and risks** occurred during the period covered and any remedial actions taken]

- No allocation for teacher training will impact the project next year. This is a very significant concern addressed by the Johor State Department of Education (JPNJ)
- Due to delay in distribution of budget, some financial matters could not be processed including buying equipment for project in the first year and making claims for the trip to Cyprus.
- The amount of budget received is not according to the original plan as we only received 25% of the total budget this month (August, 2019).

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

- Involvement of teachers in training may be limited due to the lack of fund for the teacher training sessions.

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

The first regional meeting in Johor Malaysia was a success.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained to the date of the 3rd biannual report submission:	Male	0
	Female	7
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained to the date of the 3rd biannual report submission:	Male	2
	Female	0
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained to the date of the 3rd biannual report submission:	Male	2
	Female	1
Number of students from the partner countries who have attended programmes/courses developed in the	Male	0

framework of the project to the date of the 3rd biannual report submission:	Female	1
Communication Strategy- Achievements		
<p>[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations at conferences and other events, publications, etc.]</p> <ul style="list-style-type: none"> ● Meeting with stakeholders (Johor State Department of Johor, Ministry of Education Malaysia) ● Colloquium to brainstorm subjects that will be chosen in training teachers ● Meeting with other Malaysian partners from USM and OUM. ● Weekly in-house meeting among members ● Announcement of Johor Meeting in UTM news 		
Communication Strategy- Forthcoming		
<p>[Provide information on how you intend to communicate the results of the project in the next biannual period]</p> <ul style="list-style-type: none"> ● Through social media ie. Facebook ● Well defined project plan that can be delivered to the new stakeholders ● Conferences 		



ICTeEFS 2nd BIENNIAL ACTIVITY REPORT
[15th July 2019 – 8th January, 2019]
NAME OF PARTNER: UNIVERSITI TEKNOLOGI MALAYSIA

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)			
No.	Activities	Description	Milestones
WP1 (MNGT)			
D1.1	1 st Managerial Meeting & Training Workshop	The 1 st Managerial Meeting & Training workshop has been conducted in Johor Bahru, Malaysia	Completed

		for 4 days and attended by 44 participants from UTM and other partner institutions.(July 2019)	
D1.2	Project management and communication	<p>Our team communicates with USM and OUM from time to time to coordinate all activities and understand the requirement of the projects based on proposal and budget details.</p> <p>We had 3 workshops in April, June and November 2019.</p> <p>UTM has successfully submitted the given assignments/tasks, 1stbiannual^t and 2nd managerial meeting report, joint declarations, 2019 time sheet and the 3 year time sheet</p>	Ongoing
WP2 (PREP)			
D2.1	Contacting needs and knowledge assessment	<p>The 11 undergraduate courses deconstructions were initially submitted on August 31, 2019. UTM received feedback from reviewers in early December, 2019. We made amendments and submitted on 2nd January 2020.</p> <p>We developed short inter/cross-disciplinary lesson plans suitable for primary and secondary schools curricula based on the celebrated days listed in each SDG enabled by ICT.</p>	Completed
D2.2	Stakeholders survey for ICTeEfS teaching competences	Submitted the responses from 150 teachers in May 2019	Completed
D2.3	ICTeEfS teaching standards and competences framework	The framework was presented by Prof Nelly and Prof Makrakis during Johor meeting.	Completed
WP3 (DEV)			
D3.1	Selecting subject areas and setting learning objectives for ICTeEfS	11 undergraduate courses were selected involving 12 instructors. The learning objectives were revised to integrate ICTeEfS concepts.	Completed
D3.3	Purchase of equipment	We already have quotations from 3 companies. UTM is processing the tender to purchase the first 17 computers with i5 microprocessor..	Ongoing
D3.2	Teacher trainee selection	Teacher trainee who enrol in the 11	Ongoing

	and school district centers	courses will be trained. Only one course is being piloted this semester. For in-service teacher training, the school districts were selected based on approval from Johor Department of Education We are hoping the same schools involved in the earlier survey(May, 2019) will be selected.	
D3.3	Establishing ICT-blended learning lab/tools and LMS	In all our present courses, we incorporate the use of LMS and other ICT learning tools at undergraduate and postgraduate level. This practice will be maintained and upgraded from time to time.In fact starting from this semester, UTM is practising 70% face to face and 30% online learning.	Ongoing
WP4 (DEV)			
D4.1	Mapping courses to be revised and developed	<p>We have selected 11 courses from various programs and revised them based on the ESD criteria.</p> <p>We have received the reviews on the revised courses, improved accordingly and submitted by 2nd Jan 2020.</p> <p>During Bandung workshop, we were being guided to develop modules for the courses. The draft for modules of 7 courses have been completed.</p>	Ongoing
D4.2	Infuse ICTeEfS in teacher education curricula	The revised 11 courses infused with EfS in accordance with the thematic areas identified through the needs analysis will be further assessed to formulate the in-service teacher training program. (March, 2020)	Ongoing
D4.3	Develop preservice course syllabi/modules	The development of modules for all 11 undergraduate courses	Ongoing
D4.3	Develop inservice training modules and the multilingual ICTeEfS e-Toolkit	<p>Teacher trainee material develop short inter/cross-disciplinary lesson plans suitable for primary and secondary school curricula based on the celebrated days listed in each SDG enabled by ICT</p> <p>OUM with the cooperation of UTM and USM is developing online</p>	Ongoing

		module ICTeEfS for in-serviced teachers.	
WP6 (QPLN)			
D6.1	Internal monitoring and quality assurance plan & reports	Informal meeting has been conducted to monitor project progress.	Ongoing
D6.2	External monitoring and quality assurance plan & reports	External monitoring has been progressively conducted from time to time with Malaysian partners institutions through WhatsApp, emails, google drive, face to face meetings.	Ongoing
WP7 (DISS)			
D7.1	Dissemination and sustainability strategic plan	Dissemination and strategic plan is continually conducted with Malaysian partners' institutions. Google Drive was used for Dissemination and monitoring of deliverable tasks and financial report . Google Form was used for creating and dissemination of questionnaire.	Ongoing
D7.2	Project website & associated social media	Facebook group was created for communication and information dissemination purposes.	Ongoing
<p>Variations [Insert milestones missed/delayed and likely impact on the project Justify variations occurred]</p> <ul style="list-style-type: none"> The process of signing the agreement was very complicated and time consuming due to some miscommunications. Finally we received the signed agreement a few days prior to the Johor meeting. 			
<p>Current Problems & Risks [Insert problems and risks occurred during the period covered and any remedial actions taken]</p> <ul style="list-style-type: none"> No allocation for teacher training will impact the project next year. This is a very significant concern addressed by the Johor State Department of Education (JPNJ). We are trying to get some fund from UTM Problem in purchasing all the equipment all at once is not possible due to insufficient allocation in 1st year project. We will break the main purchase to smaller purchases. With the first round budget that we received, we plan to buy 17 personal computers. The amount of budget received is not according to the original plan as we only received 25% of the total budget this month (August, 2019). We have selected 11 courses to be revised. There are 4 undergraduate courses that are owned and taught by instructors who have not been involved in the training. 			

<p>We need to train them in order to develop the modules for pre-service teachers and probably we will conduct the training next month. Consequently this will cause a delay in production of modules.</p>		
<p>Anticipated Problems & Risks [Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]</p> <ul style="list-style-type: none"> • Involvement of teachers in training may be limited due to the lack of fund for the teacher training sessions. • Risks for supplier because of not enough allocation for purchasing equipment. 		
<p>Additional Information of Notable Achievements [Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]</p> <p>The first regional meeting in Johor Malaysia was a success.</p>		
<p>Details on Capacity Building</p>		
<p>Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained to the date of the 3rd biannual report submission:</p>	Male	0
	Female	7
<p>Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained to the date of the 3rd biannual report submission:</p>	Male	1
	Female	1
<p>Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained to the date of the 3rd biannual report submission:</p>	Male	1
	Female	1
<p>Number of students from the partner countries who have attended programmes/courses developed in the framework of the project to the date of the 3rd biannual report submission:</p>	Male	0
	Female	1
<p>Communication Strategy- Achievements [Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations at conferences and other events, publications, etc.]</p> <ul style="list-style-type: none"> • Meeting with stakeholders (Johor State Department of Johor, Ministry of Education 		

Malaysia)

- Meeting with UTM management team (Dean, Lab coordinator, Research Management Centre and Technician from faculty)
- Colloquium to brainstorm subjects that will be chosen for training pre-service teachers
- Meeting with other Malaysian partners from USM and OUM (3 times)
- Announcement of Johor Meeting in UTM news

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

- Through social media ie. WhatsApp
- Well defined project plan that can be delivered to the new stakeholders
- Conferences and publications

VIETNAM



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for Sustainability



ICTeEfs 1st BIENNIAL ACTIVITY REPORT

[January 15th, 2019 – 15th July, 2019]

NAME OF PARTNER: International University

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

WP1 (MNGT): Project Management & Communication

D1.1 Kick-off meeting & Consortium Agreement

IU has sent two persons to attend the kick-off meeting in Cyprus, including Dr. Pham Thi Hoa, Project coordinator at IU, and Dr. Pham Ngoc, project team member. At the workshop, IU shared the result of SWOT analysis, and discussed with project PI and all other partners related to the project management and implementation.

D1.2 Project Management & Communication Plan

IU actively took part in discussion with project PI and all other partners related to the project management and communication via several channels:

- + Via the kick-off meeting in Cyprus
- + Via email
- + Via online call and text using whatapps.

IU also conducted meeting internally to disseminate project information. The meeting at IU got the participation of the Vice Rector, Dr. Ho Nhat Quang, and Deans of four Schools and three Departments (School of Biotechnology, School of Business Administration, School of Electrical Engineering, School of Computer Science,

Department of Industrial Systems, Department of Environmental Engineering, Department of English). At the meeting, the managers agreed on the list of Faculties joining the project, the specified staff from each faculty to be the TOT and project members. The project detail was translated into Vietnamese and disseminated to all project team at IU.

Project information was disseminated through the website of IU:

www.rcesouthernvn-vi.hcmiu.edu.vn

D1.3 Biannual Progress Report

Biannual progress report was prepared following the template provided by project PI

D1.4 Project Final Report

IU will contribute to write the project final report following the guidance of project PI

WP2 (PREP): Situation/SWOT Analysis and Stakeholders' Inputs

D2.1 Conducting needs and knowledge assessments

Selection of internal and external stakeholders was done by project team at IU. Internal stakeholders were students and Lecturers at the selected Schools/Departments, as well as the managers and staff of the supportive centers and departments in IU. External stakeholders were the Board of Rectors and Lecturers at the schools in Ho Chi Minh City and nearby provinces.

Meeting with internal stakeholders was conducted at IU on February 2019. Several interviews with external stakeholders were conducted at their schools (June 2019), and at a workshop in Can Tho (June 2019). The stakeholders' needs, the barriers and drivers for ICTeEfS were collected. All grouped in the SWOT categories of strengths, weaknesses, opportunities and threats had discusses. This information was critical for the process of design and development of the ICTeEfS teaching standards and competences in D2.3.

D2.2 Stakeholders' survey for ICTeEfS teaching competences

Stakeholders' survey was conducted with 532 preservice teachers (students of first year and four years of different majors at IU) and 101 in-service teachers – ICT coordinators in schools. Survey tool was developed by project PI and been commented and revised by all project partners of all countries. Two instruments for survey of preservice and in-service teachers were used. These instruments were translated into Vietnamese, and pre-test to validate the meaning which have translated before used in the surveys.

Two type of surveys have been conducted, online survey using google form, and offline survey by distributing of questionnaire papers. At the results, 531 preservice teachers 101 in-service teachers – ICT coordinators were surveyed. The results were sent to project PI for further combination of data from different countries.

D2.3 A ICTeEfS teaching standards and competences framework

IU organised colloquia at IU's campus on July 2019 with key representatives of the stakeholders which have mentioned in D2.1 and D2.2 for mapping the needs and competences in line with the results of the above interviews and surveys in order to develop the ICTeEfS teaching standards and competences framework. Stakeholders (teacher educators, preservice teachers, inservice teachers, administrators, ICTeEfS experts) inputs were synthesized in the "ICTeEfS teaching standards and competences framework" following the instrument developed by project PI.

WP3 (DEV): Setting-up the ICTeEfS In service Training Infrastructure

D3.1 Selecting subject areas and setting learning objectives for ICTeEFS

As agreement between project PI and all project partners about the number of courses to be selected for infusion of ICTEfs, IU selected 10 courses from different majors. These courses were selected based on the needs and knowledge assessments carried out in the previous WP (Situation Analysis & Stakeholders' Inputs), in combination with other criteria for selection, such as core course or elective course, number of students enroll in the course every year,.... The curricula of those selected courses were analyzed using DECORE and CARE methodology. The key concepts of 21st Century learning goals, 21st century critical skills (10Cs), Sustainability justice, EfS Contextualised in ICTs, ICTs Contextualised in EfS were used for analyzed the courses' curricula. The results have sent to project PI for external comments.

Variations

[Insert milestones missed/delayed and likely impact on the project
Justify variations occurred]

Our institution followed the project implementation schedule on-time.

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

The problem arises due to the lateness of the first budget instalment transfer. To solve the problem, we have called for support from our board of rector of our university to pre-financial support for the project team to attend the training in Johor Bahru, Malaysia. We also ask for two members to make pre-payment for attending the kick-off meeting in Cyrus. This problem caused difficulty to arrange traveling for the project team. But the problem has been managed.

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

At institutional level, the project was well acknowledged by the involved Faculties, Lecturers and Students. This project also got strong support from the Board of Rector and the supportive office at IU. The infusion of ICTEfs into curricula at IU will be benefit for lectures and students.

The project theme also got interest of several school in Ho Chi Minh City and nearby provinces. The integration of ICTEfs is new concept but important and useful for schoolteachers.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	4
	Female	4

Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained to the date of the 3rd biannual report submission:	Male	1
	Female	0
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained to the date of the 3rd biannual report submission:	Male	1
	Female	0
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project to the date of the 3rd biannual report submission:	Male	0
	Female	1
Communication Strategy- Achievements		
<p>[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, etc.]</p> <p><i>Project information was disseminated by:</i></p> <ul style="list-style-type: none"> • Discussion with Board of Rector, Dean of Schools/Department, Lecturers on internal meeting (13 March 2019) • Announcements in website of IU: rcesouthernvn-vi.hcmiu.edu.vn • Presentation in conference in Can Tho: “MIEE CẦN THƠ: HỘI NGỘ & SẺ CHIA”, 16 June 2019 		
Communication Strategy- Forthcoming		
<p>[Provide information on how you intend to communicate the results of the project in the next biannual period]</p> <p>In the next biannual period, we intend to communicate the results of the project via several channels:</p> <ul style="list-style-type: none"> • Through social media ie. WhatsApp • Conferences and publications • Website 		



ICTeEfS 2nd BIANNUAL ACTIVITY REPORT

[15th July, 2019 – 15th January, 2020]

NAME OF PARTNER: International University

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

WP1 (MNGT): Project Management & Communication

D1.2 Project Management & Communication Plan

IU actively took part in discussion with project PI and all other partners related to the project management and communication via several channels:

- + Via the managerial meeting in Malaysia on 4th – 7th July 2019 and in Indonesia on 10th to 13rd 2020
- + Via email
- + Via online call and text using whatapps.

IU also conducted meeting internally to between project group member to organize the project related work.

D1.3 Biannual Progress Report

The 2nd Biannual progress report was prepared following the template provided by project PI

WP3 (DEV): Setting-up the ICTeEfS In service Training Infrastructure

D3.2. Teacher trainee selection and school-district centers

International University collaborate with the Department of Science and Technology in Ho Chi Minh City select 30 schools in Ho Chi Minh City as the teacher trainees. School-district center will be selected during the later phase of the project.

D3.3: ICT-Blended Learning Laboratories/Tools for ICTeEfS

The list of equipment for the ICT-Blended Learning Lab was collaboratively revised by the project team at IU, and sent to the Project PI for getting approval of the revised list before doing the tendering process.

WP4 (DEV): Design and Development

D4.2 Infuse ICTeEfS education in teacher education curricula

The ten courses were selected to be revised following the methodology of the project. ICTeEfS were infused into the curricula of these 10 courses in different field at IU. These courses were revised following the template “Mapping key concepts for courses to be revised V1”. The syllabus was mapped with the:

- 21st century learning goals
- 21st century critical skills (10Cs)
- Sustainability justice
- EfS contextualized in ICTs
- ICTs contextualised in EfS

D4.3 Develop pre/in-service ICTeEfS course syllabi and course modules

These 10 courses for pre-service courses were revised following the below step:

- Teacher educators were trained by the project PI and experts, prepared for

deconstruct of course syllabus

- Deconstruct of course syllabus
- Review by internal and external reviewers
- Teacher educators were trained by the project PI and experts, prepared for construct of course syllabus
- Construct the course syllabus
- Review by external reviewers. All 10 syllabus will be sent for final external review by 31 March 2020.

D4.4: Develop the multilingual ICTeEfS e-Toolkit

e-Toolkit was developed by project PI. IU received and distributed the e-toolkit for teacher educators to develop the course syllabi

D4.5: Validation and accreditation of courses, training modules and e-Toolkit

The revised course syllabi will be submitted for the approval of the related Schools/Departments before applied into teaching.

WP5 (DEV): Implementing the ICTeEfS In-Service Teacher Training Programme

D5.1 ICTeEfS train-the-teacher educator

IU selected 6 teacher educators attending the training for ICTeEfS on 4/7/2019-7/7/2019 at UTM, Malaysia and 7 teacher educators attending the training on 10/1/2020-13/1/2020 at UPI, Indonesia. These lecturers will become the trainers for in-service teachers in the next phase of the project

The list of teacher educators attending the training for ICTeEfS on 4/7/2019-7/7/2019 at UTM, Malaysia:

Pham Thi Hoa

Luu Van Thanh

Nguyen Dinh Hung

Tran Thanh Tu

Vu Hoa Ngan

Bui Doan Danh Thao

List of 7 teacher educators attending the training on 10/1/2020-13/1/2020 at UPI, Indonesia:

Pham Thi Hoa

Luu Van Thanh

Nguyen Dinh Hung

Nguyen Hong Lan

Vu Hoa Ngan

Bui Doan Danh Thao

Tran Viet Dung

WP6 (QPLN): Monitoring and Quality Assurance

D6.1 Internal monitoring and quality assurance strategic plan & reports

Strategic plan and reports for activities of IU will be monitored internally by IU project coordinator, following instruction and plan of the whole project. Reports were written biannually.

D6.2 External monitoring & quality assurance plan & reports

All reports and documents were sent to project PI for external monitoring according to the given timeline.

WP7 (DISS): Dissemination, Valorisation & Sustainability

D7.1: Dissemination, valorisation and sustainability strategic plan

Project information was disseminated via different channel: website of IU

www.rcesouthernvn.hcmiu.edu.vn, shared at workshop and seminar.

<p>Variations [Insert milestones missed/delayed and likely impact on the project Justify variations occurred] Our institution followed the project implementation schedule on-time.</p>		
<p>Current Problems & Risks [Insert problems and risks occurred during the period covered and any remedial actions taken]</p> <ul style="list-style-type: none"> • No allocation for teacher training is provided by the project next year. We have difficulty in getting another fund for organizing the teacher training • The approval for the revision of equipment list took long time. • The amount of budget received is not according to the original plan as we only received 25% of the total budget this month (August, 2019) 		
<p>Anticipated Problems & Risks [Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]</p> <ul style="list-style-type: none"> • Involvement of teachers in training may be limited due to the lack of fund for the teacher training sessions. • Risks for supplier because of not enough allocation for purchasing equipment. 		
<p>Additional Information of Notable Achievements [Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level] At institutional level, the project was well acknowledged by the involved Faculties, Lecturers and Students. This project also got strong support from the Board of Rector and the supportive office at IU. The infusion of ICTEfs into curricula at IU will be benefit for lectures and students. The project theme also got interest of several school in Ho Chi Minh City and nearby provinces. The integration of ICTEfs is new concept but important and useful for schoolteachers.</p>		
<p>Details on Capacity Building</p>		
<p>Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u></p>	Male	4
	Female	4

Number of non-academic staff from the partner country’s Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained to the date of the 3rd biannual report submission:	Male	1
	Female	0
Number of staff from the partner country’s non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained to the date of the 3rd biannual report submission:	Male	0
	Female	1
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project to the date of the 3rd biannual report submission:	Male	0
	Female	0
Communication Strategy- Achievements		
<p>[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, etc.]</p> <p><i>Project information was disseminated by:</i></p> <ul style="list-style-type: none"> • Announcements in website of IU: rcesouthernvn.hcmiu.edu.vn • Presentation at the workshop in Ho Chi Minh City on “STEM education: role of stakeholders”, 6/12/2019 		
Communication Strategy- Forthcoming		
<p>[Provide information on how you intend to communicate the results of the project in the next biannual period]</p> <p>In the next biannual period, we intend to communicate the results of the project via several channels:</p> <ul style="list-style-type: none"> • Through social media ie. WhatsApp • Conferences and publications • Website 		



ICTeEfS 1st BIENNIAL ACTIVITY REPORT

[January 15th, 2019 – 15th July, 2019]

NAME OF PARTNER: Faculty of Education, USSH, VNU HCMC

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

- Kick off meeting was organized to set up project management bodies, work packages and defined stakeholder's involvements.
- The SWOT analysis was implemented, all the needs, strengths, weaknesses, opportunities, threats were pointed out and sent to programme country.
- Staff-management meeting: to inform to the faculty members about project objectives, project activities and its deliverables => faculty members and staff were communicated clearly about project.
- Stakeholders' survey for ICTeEfS teaching competences: The ICTeEfS student and coordinators questionnaire were translated into Vietnamese and sent it to 110 teachers and 200 students. Data showed the gaps, barriers, level of competences of the respondents in related to ICT and EfS.
- Establishing ICT-blended learning lab/tools and LMS: lecturers at FoE were undergone training which conducted by ICT-coordinator. They are all known how to use LMS in teaching.
- Selecting subject areas and setting learning objectives for ICTeEfS: after identifying the needs of learners and the available resources at school sector, 12 prioritized subjects were selected and its learning objectives for ICTeEfS were defined.
- Mapping courses to be revised and developed: Mapping courses have been revising and developing for ICTeEfS which based on 6 pillars and 10 Cs
- 01 course Legal Foundation in Education was deconstructed.

Variations

[Insert milestones missed/delayed and likely impact on the project
Justify variations occurred]

- **ICTeEfS teaching standards and competences framework (April - June)**
- Teacher trainee selection and school-district centers (March – June)
- Internal monitoring and quality assurance plan & reports (January – June)
- Project Website & associated social media (January – June)

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

- Lack of time to implement all given activities within the first 6 months of the year 2019. It is noticed that for May and June are the months for final exams. (Some missed activities will be strictly follow up and accomplish before September)

<ul style="list-style-type: none"> - Time consuming for communicating to school levels and slow decision making due to its management procedure (create direct communicative mean between the FoE, of USSH to relevant administrative persons at school levels.) - Instability in the policy related to financial transfer from foreign countries to VN. Making a request and submitted to the Ministry of Finance for project implementation => waiting for approval. 		
Anticipated Problems & Risks [Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them] <ul style="list-style-type: none"> - Lack of interest in the target groups (Department of Education and school teachers). 		
Additional Information of Notable Achievements [Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level] <ul style="list-style-type: none"> - Center for Research & Education for Sustainable Development was established to facilitate ESD at university level. 		
Details on Capacity Building		
Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	
	Female	
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	
	Female	
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained <u>to the date of the 3rd biannual report submission:</u>	Male	
	Female	
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project <u>to the date of the 3rd biannual report submission:</u>	Male	
	Female	
Communication Strategy- Achievements [Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, etc.]		

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]



ICTeEfS 2nd BIENNIAL ACTIVITY REPORT

[15th July, 2019-15th January, 2020

NAME OF PARTNER: Faculty of Education, University of Social Sciences and Humanities, VNU-HCMC

Progress Against Deliverables & Milestones (Go to the Detailed Project Description and see the WPs and Deliverables in the specified period. Describe concretely your institution's contribution)

The Faculty of Education (FoE) has established ICT-blended learning lab (LMS) and have been using by FoE's students.

Infused ICTeEfS in the curricula of 12 courses. Developed the 12 preservice course syllabus and conducted a ICTeEfS train-the-teacher educators.

Variations

[Insert milestones missed/delayed and likely impact on the project
Justify variations occurred]

The "Validation and accreditation of courses" (WP4) for the month of Nov and Dec was delayed. It affected on the detail of courses' revision, however, the FoE got experience from other partners and improved her courses.

Project website & associated social media (WP7) have not yet set up.

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

- (1) Some courses are not handled by the FoE, thus, it is challenged to include and monitor these courses into ICT-blended learning lab => Network and collaborate with Deans of these faculties/ departments (with selected courses) to establish and integrate these courses into FoE's LMS
- (2) The transfer of staff: some staff transferred to other universities that affected the project activities => recruited the new ones and trained them.

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

The long holidays (New Year celebration, Lunar New Year holidays) and the infection of SARS-CoV-2 have significantly interfered with schooling that anticipated the project progress especially in train-the-teacher educators and other activities at the first 6 months of the 2nd year.

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved, especially at the institutional and societal level]

The ESD was integrated in an outdoor activity with the participation of all students at FoE, it spread out the idea of ESD and became familiar to students in comparison to the first six months.

Details on Capacity Building

Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	02
	Female	08
Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	05
	Female	02
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained in the period of the 2nd biannual report submission:	Male	02
	Female	02
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project in the period of the 2nd biannual report submission:	Male	35
	Female	130

Communication Strategy- Achievements

[Provide information on the dissemination of the project results. List the activities done for the dissemination of the project, such as discussions with officials, press releases about the project, announcements in social media by providing URL links, presentations in conferences and other events, publications, photos, etc.]

- Discussed with local officers in Ben Tre province (department of education, bureau of education)
- Integrated the project results in the FoE's 20th anniversary activities.

Communication Strategy- Forthcoming

[Provide information on how you intend to communicate the results of the project in the next biannual period]

- Collaborate with local officers in Ben Tre and ask for their approval in order to communicate the results of the project to local teachers and ICT-coordinators.
- Network with other faculties/ departments' heads to communicate the results of the project to students at USSH