

ICT-Competency Framework for Teachers Professional Development Course of Instructors in Arab Countries

School-Based Communities of Practice

Egypt and Sudan

PHASE 1: PILOT IN EGYPT & SUDAN

Phase 1: Main Goals

1. Update the OERs featured in the Kenyan pilot course, and develop an Arabic version of the course that fits the local context of Arab educational systems.
1. Pilot the course in two contexts to test the effectiveness of the course in enhancing the skills, knowledge, and confidence of teachers to integrate ICT effectively in their classrooms.
1. Build the capacity of teams involved in the development, implementation, and evaluation of this course.
1. Disseminate the lessons learned from the process and outcomes to ensure sustainability and knowledge sharing with interested stakeholders.

Phase 1: Timeline and Participants

- Arab countries involved:
 - **Egypt:** implementation and evaluation (Dr. Gihan Osman)
 - **Sudan:** implementation (Mr. Attaib Zein)
 - **Tunisia:** evaluation (Dr. Sana Harbi)
- Duration: 6 months
- Participants:
 - 20 teachers from Egypt
 - 20 teachers from Sudan

Phase 1: Main Activities

- Review of current Kenyan OER course on teacher professional development
- Arabization and adaptation of revised course to local Arab contexts
- Orientation of different stakeholders to OERs in teacher professional development and practice.
- Implementation and evaluation of the course in Egypt and Sudan
- Disseminating the evaluation of the pilot and lessons learned.

PHASE 2: SCALING UP

Phase 2: Main Goals

1. Evaluation of the impact on teaching practices of teachers involved in the pilot.
2. Scaled-up implementation of revised course in Sudan and Egypt.
3. Evaluation of course impact on classroom practices for scaled-up implementation.
4. Policy Advocacy to support the effectiveness and sustainability of implementation and impact.
5. Training of teachers in Phase 1 to expand and sustain effort.
6. Contribution of learning objects and projects by participating teachers as OERs in school focused (Arab) repositories.
7. Piloting the course in a third Arab country.

Phase 2: Timeline and Participants

- Arab countries involved:
 - **Egypt & Sudan:** implementation and evaluation
 - **Third Arab Country:** Pilot
 - **Tunisia:** evaluation
- Duration: 2 years
- Participants:
 - 12 schools in Egypt and Sudan
 - 2 schools in third Arab country

Phase 2: Main Activities

- Review and revision of the course based on Phase 1 evaluation.
- Collaboration with ministries of education in three Arab countries to encourage school-based implementation.
- Implementation of course in 26 schools.
- Evaluation of impact on teaching practices as well as enabling factors and challenges.

Phase 2: Main Activities *(continued)*

- Advocacy for policies that create a conducive environments for teachers to engage in OER professional development, creation and utilization.
- Training teachers to become agents of change and trainers of other teachers in the contexts.
- Creation of OERs by teachers
- Conducting events that aim at awareness, training, and discussion of strategies that aid the scalability of using OERs for teacher development and quality education.

For comments and suggestions:

Gihan Osman, PhD

Assistant Professor of Instructional
Technology & Design

Graduate School of Education

American University in Cairo

E:mail: gosman@aucegypt.edu