

3rd UNESCO OER Congress

Empowering Educators with Digital Skills for OER

Dr. Gihan Osman

Deputy Chief of Party for Curriculum Innovation & Integrated Pedagogy

USAID Partnerships for Educational Progress

The American University in Cairo

Education in Egypt



The Magnitude of Egyptian Public Education

- 30 % poverty rate in Egypt
- 52 % population under the age of 20
- 92% of Egyptian children attend public schools.

Pre-primary	~ 4.5 m
Primary	~ 12 m
Secondary	~ 11.5 m
Tertiary	~ 8 m

Teachers	~1.8 m
-----------------	---------------

Integrating Open Educational Resources (OER)

Benefits: Cost-effective, customizable, and accessible learning materials

Teachers Shape the Future



https://www.google.com.eg/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwidz7Xh6PHeAhXE_qQKHTZfDRsQjRx6BAGBEAU&url=http%3A%2F%2Fblogs.worldbank.org%2Feducation%2F&psig=AOvVaw2N0IHV5lac22N1Drcat1k&ust=1543313341884194

But are they qualified to do so?



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





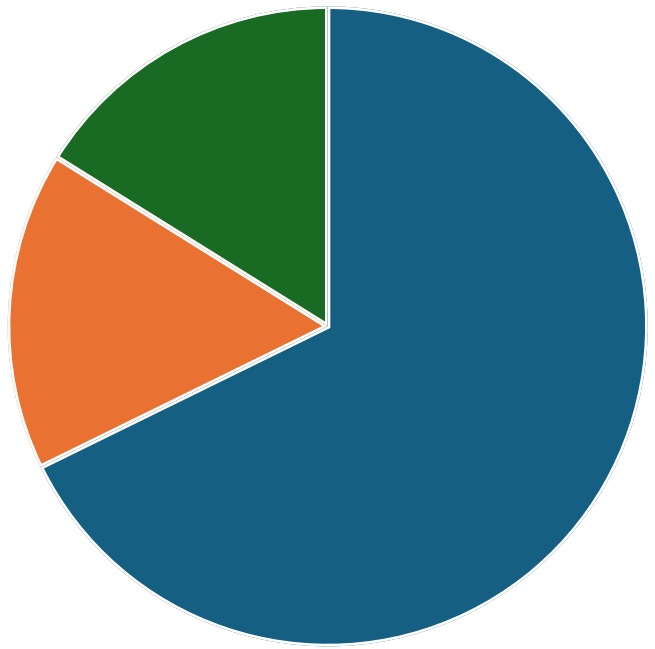
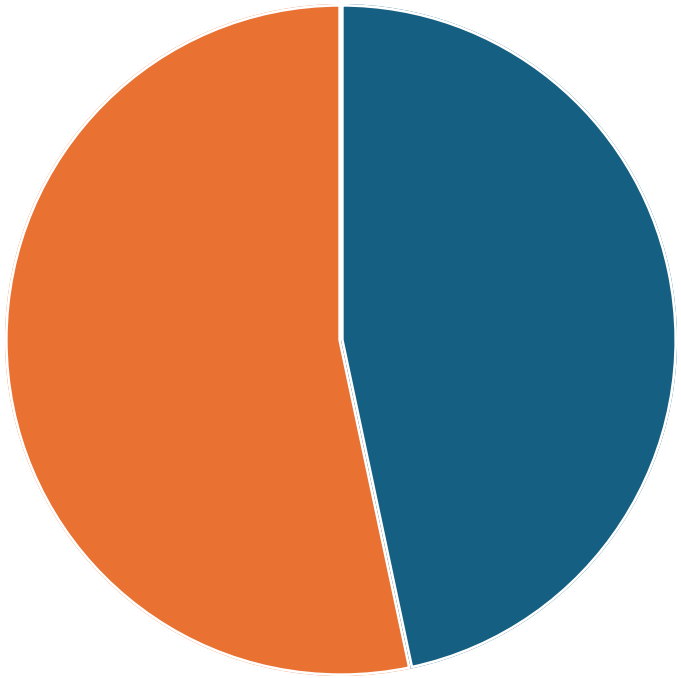
Ms. Al-Shaymaa Muharram (Egypt), Dr. Paul Hector (UNESCO), Dr. Heba El Deghaidy (Egypt), Mr. Shaker Khalil Jabarat (Jordan), Dr. Ayman Helmy (Egypt), Dr. George Abdelnour (Lebanon), Dr. Gihan Osman (Egypt), Dr. Maria Fragkaki (Greece/Palestine) Left to Right

Main Activities

- Review of current OER courses 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.
- Evaluation of the pilot and lessons learned.



An inclusive experience



An inclusive experience

- **It was in Arabic**
- Teachers **applied and were selected**, not nominated.
- Aimed at **public school** middle and high school teachers and students
- Incorporated mostly **open materials**
- Based on **mobile technologies**
- Limited to the use of **free and open apps**
- Blended format: mirrors intended application
- Incorporated **local public strategy and resources**
 - **Egyptian knowledge bank**
- Portfolio assessment encouraged teachers **to contribute to Arab OER forum**

Pilot Cohort Graduates AUC – UNESCO Arabic ICT-CFT Course





UNESCO ICT Competency Framework for Teachers

Helping national ministries of education and higher education institutions develop comprehensive national teacher ICT competency policies, standards, courses and open materials.

Search hub resources



[About](#) |
 [Welcome](#) |
 [UNESCO ICT CFT and OER in Action](#) |
 [ICT CFT Aligned Resources](#) |
 [ICT CFT Adopters](#) |
 [Coming Soon to the ICT CFT Project](#) |
 [CFT Interest Groups](#) |
 [ICT CFT Toolkit](#) |
 [OER Fundamentals](#) |
 [ICT CFT Hub Tutorial Videos](#) |
 [ICT CFT Toolkit and OER Creation tools](#)

UNESCO ICT/CFT Hub



ICT-CFT Adopters

These countries are adopting the UNESCO ICT Competency Framework for Teachers. They are using groups to organize, collaborate, and share ICT-CTF aligned resources.



ALECSO ICT CFT



University of Cambridge
OER4Schools



Commonwealth of Learning
Certificate for Teacher ICT
Integration



TIC pour l'université de
Djibouti



Egyptian ICT CFT



Guyana ICT in Education for
Teachers Course



Kenyan ICT CFT Course



Moçambique - IEDA - TIC na
Pedagogia



The Philippines ICT
Competency Resources



Rwanda ICT Essentials for
Teachers Course



South Africa - MGSLG - MG
Online



South Africa - U of
Witwatersrand - ICT



Challenges for implementing the ICT CFT

- Offering ICT CFT as open content
 - Conceptually
 - Technically
- Funding implementation but even more evaluation and related research
- Supporting participants' (faculty, students, teachers) involvement in terms of time.
- Sustainability of implementing the framework
- Getting buy-in from MoE, due to centralization

Recent developments

Positive steps

- Advanced digital skills and collaboration are being emphasized by the MoE.
- The creation of communities of practices for teachers prompted by the Ministry but owned by teachers and teacher leaders.
- Allowing teachers and teacher leaders to initiate peer learning.
- Incentivizing content creation and integrating that into teacher point system, and into reward and promotion structure.
- Teachers are starting take a more proactive role in their professional development
- The availability of webinars to discuss emerging technologies

Lagging issues

- Teachers are encouraged to create content within a closed system restricted to public school teachers
- The creation of the national digital platform is still under construction
- OER awareness and endorsement is still very low.
- Emerging technologies such as AI are still not offered as part of digital literacy professional development at the ministry level.
- The absence of formal policies that clarify's the Ministry's stance on OERs.
- Self-paced online courses are often too theoretical.

Thank you!

Dr. Gihan Osman

Deputy Chief of Party for Curriculum Innovation & Integrated Pedagogy

USAID Partnerships for Educational Progress

The American University in Cairo

E-mail: gihanosman@gmail.com