

Teacher  
with



training

specialization on life and information technology skills

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## ***Deliverable [5.4]***

***[Final Impact and Evaluation Report]***

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## Project information

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## Executive Summary

The whole project has a considerable impact on enhancing competences of the faculty academic staff and the modernization of the partner countries' higher institutions. For this reason, the methodology implemented includes detailed description of tasks and activities, activities' outputs, resources, estimation, short-term and long-outcomes, definition of impact on local, national, European and international level. Additionally, the creation of the 21stcenturyTeachSkills education platform and the development of an e-toolbox containing best practices leads to the modernisation of teaching methodologies, the promotion of life-long learning offering flexible learning paths and creates a multi-level impact in the field of Education in the partner countries.

This document summarizes the major achievements of the project. It analyses the immediate and short-term impact of the project activities, studies whether the project objectives have met and presents the quality of the project outcome. It also contains the results from the final evaluation of the course program.

## Report on Project Activities, Outputs, Resources, Outcomes, and Impact

**Project Overview:** The project aimed to enhance the educational landscape in Asian Higher Education Institutions (HEIs) by integrating 21st-century skills into curricula and capacity-building programs. It involved collaboration between Asian and European HEIs, focusing on teacher training, curriculum development, and quality assurance. Below is a comprehensive report on the activities, outputs, resources, outcomes, and impact achieved throughout the project's work packages.

**WP1 - Curricula & Capacity Building Training Content:** Activities included surveys, report drafting, and focus groups to understand the educational needs and develop training materials.

- **Outputs:** 2 Reports on educational program content and capacity-building for university teachers, state-of-the-art report.
- **Resources:** Questionnaires, academic staff participation, focus groups, and online platforms were utilized.
- **Outcomes:** Increased understanding of 21st-century skills in HEIs, tailored training materials, and suggested teaching methodologies to fit the learners' needs.
- **Impact:** Improved teaching quality, modernized curricula, and increased academic staff competence of the Asian Region. For the 1<sup>st</sup> report, 525 questionnaires were completed by teachers, schools' leaders & parents unions and 784 by students of elementary/secondary school. For the 2<sup>nd</sup> report, 128 questionnaires completed by academic staff and for the state-of-the-art report 12-15 experts from each institution participated and offered their expertise to design the Educational Program of the project.

**WP2 - Curricula & Capacity Building Training Content:** This phase focused on course development, training, and platform specifications.

- **Outputs:** Developed course syllabi, study materials, e-platform specifications, e-tutor guides, and e-toolbox for 21st-century teaching.
- **Resources:** Academic staff, student participants, online platforms, and feedback mechanisms.

- **Outcomes:** Trained academic professionals, enhanced teaching methods, and improved learning resources.
- **Impact:** Increased student engagement, better teaching practices, and improved learning outcomes. 51 academic professionals were involved in the course delivery and 798 students participated in the course of the Educational Programme. 128 academic professionals were trained in the capacity building programme. 1262 users who registered in the 21stTeachSkills Platform benefitted from the platform design and the academic professionals followed the tutor's guide to make the most of the platform's facilities and enhance their professional experience. Towards this direction, the collection of best practices for the e-toolbox helped academics to integrate new tools and methodologies in their teaching.

**WP3 - Capacity Building Activities:** Activities included study visits, online training, and e-toolbox delivery.

- **Outputs:** Conducted study visits, delivered online training sessions, and provided e-toolbox support.
- **Resources:** Academic staff, online platforms, study visit arrangements, and e-toolbox materials.
- **Outcomes:** Enhanced academic staff skills, increased participant satisfaction, and improved teaching practices.
- **Impact:** Strengthened institutional capacities, improved educational quality, and promoted international collaboration. 1262 users benefited from the use of the educational platform in local, regional, national and international level. Students benefited from the online learning modules and the academics and educators from the use of learning communities for exchange of professional experiences. Participants were trained during the study visits of the project in the capacity building program and after the study visit took part in the online training session, which supported them in aligning technology with content and pedagogy and in using innovative assessment tools for students' evaluation.

**WP4 - Delivery of Educational Programme & Capacity Building Course:** Focused on course delivery, accreditation, and evaluation.

- **Outputs:** Delivered educational programs, accredited courses, and conducted interim and final evaluations.
- **Resources:** Course materials, academic staff, evaluation tools, and accreditation procedures.
- **Outcomes:** Accredited courses, positive evaluations, and enhanced educational quality.
- **Impact:** Recognized qualifications, improved teaching standards, and institutional advancement.

The accredited course programme, which was incorporated in the official degree program of the partner countries institutions, led to the modernisation and internationalization of the higher education system in the PCs. According to the program evaluation, participants acquired knowledge of 21st century competencies, improved their critical thinking and collaborative problem-solving abilities. Teachers were encouraged to use the skills gained by this course in their individual teaching related subjects and they said that they will be highly qualified to teach 21st century Skills to students of elementary and secondary school. Another key strength identified was the online platform's effectiveness in facilitating and enhancing the learning experience. 450 students and 128 teachers answered the questionnaires for the evaluation of the Educational Programme. Both students and teachers rated positively the online platform for its user-friendliness, easy navigation, appealing interface, minimal technical issues, and effectiveness in supporting their learning experience. They also found the content interesting, valuable, and stimulating. The programme fostered critical thinking and skill development and participants reported a significant increase in understanding of 21st-century digital skills. Participants in the survey and evaluation of the capacity building program were highly educated. Learning outcomes were evaluated positively, content and interconnections were appropriate, clear and understandable for learners, clear instructions were provided in the parts of the module.

**WP5 - Quality Assurance & Monitoring:** Activities involved quality planning, board appointments, and periodic reporting.

- **Outputs:** Developed quality assurance plans, appointed quality boards, and produced periodic reports.



- **Resources:** Quality board members, reporting tools, and communication channels.
- **Outcomes:** Improved project oversight, enhanced communication, and ensured quality standards.
- **Impact:** The quality plan ensured the efficient project management, effective communication, and flow of quality deliverables. Partners' communication was carried out through 42 online meetings, the use of communication platforms such as: onedrive, online, face to face, emails, whatsapp, wechat so as to provide easy access and participation for all partners.

**WP6 - Dissemination and Exploitation:** Focused on disseminating project outcomes and planning for sustainability.

- **Outputs:** Implemented dissemination plan, created project website, organized networking events, and developed exploitation strategies.
- **Resources:** Dissemination materials, website platform, event coordination, and stakeholder engagement.
- **Outcomes:** Increased project visibility, stakeholder engagement, and sustainability planning.
- **Impact:** Expanded project reach, stakeholder involvement, and long-term impact.

From the beginning of the project a detailed dissemination plan has been implemented including the dissemination strategies, tools and channels, target groups, promotional materials, description of the organization and evaluation of networking events and detailed instructions for each step of the dissemination. The dissemination was made through a series of means such as: the design concept, logo, and style guide as well as layout of website, posters, design of internal and external communication templates, local and international dissemination channels, interviews from media, newspapers, you tube channel and digital media.

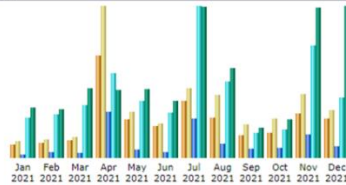
The website was disseminated on global level as it included all important information about the outcomes of the project and links to the educational platform and the courses offered in the HEIs. In the following graphs (1-2) we can see the use of the website from 2021 to 2024.

## Website Statistics – 2021 and 2022

Year 2021

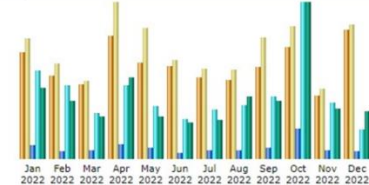
Year 2022

Monthly history



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2021	106	134	263	3,642	225.00 MB
Feb 2021	124	150	533	3,962	219.24 MB
Mar 2021	143	170	418	4,880	315.68 MB
Apr 2021	850	1,264	4,236	7,749	307.39 MB
May 2021	322	383	759	5,244	309.42 MB
Jun 2021	260	285	487	4,170	259.14 MB
Jul 2021	475	580	3,572	13,943	682.19 MB
Aug 2021	334	524	1,255	7,037	404.71 MB
Sep 2021	183	277	825	2,297	136.03 MB
Oct 2021	206	329	920	2,584	174.06 MB
Nov 2021	371	527	2,144	10,369	681.85 MB
Dec 2021	326	395	1,047	5,536	686.00 MB
<b>Total</b>	<b>3,700</b>	<b>5,018</b>	<b>16,459</b>	<b>71,413</b>	<b>4.30 GB</b>

Monthly history



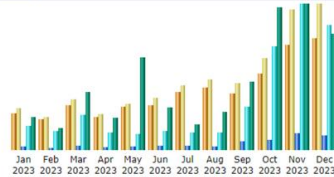
Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2022	357	406	1,127	7,214	653.56 MB
Feb 2022	279	321	582	6,056	535.72 MB
Mar 2022	251	262	657	3,721	388.31 MB
Apr 2022	414	526	1,181	6,011	751.83 MB
May 2022	323	439	877	4,286	386.33 MB
Jun 2022	311	332	492	3,234	334.35 MB
Jul 2022	273	301	676	4,024	359.45 MB
Aug 2022	264	299	708	4,414	570.50 MB
Sep 2022	308	408	916	5,124	533.96 MB
Oct 2022	376	446	2,454	12,842	1.41 GB
Nov 2022	213	236	677	4,603	465.09 MB
Dec 2022	434	452	621	2,358	441.26 MB
<b>Total</b>	<b>3,803</b>	<b>4,428</b>	<b>10,968</b>	<b>63,887</b>	<b>6.70 GB</b>

## Website Statistics – 2023 and 2024

Year 2023

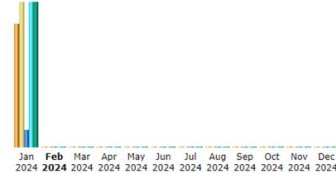
Year 2024

Monthly history



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2023	266	298	759	5,057	392.51 MB
Feb 2023	226	237	496	4,044	265.89 MB
Mar 2023	325	365	1,016	7,454	694.74 MB
Apr 2023	233	256	624	3,733	381.34 MB
May 2023	310	337	827	3,461	1.09 GB
Jun 2023	324	374	1,026	4,023	509.43 MB
Jul 2023	415	460	1,023	3,790	306.53 MB
Aug 2023	450	508	844	3,680	456.41 MB
Sep 2023	407	480	1,752	9,346	822.04 MB
Oct 2023	547	658	2,197	22,338	1.67 GB
Nov 2023	752	1,008	3,582	31,119	1.71 GB
Dec 2023	805	1,047	3,234	26,755	1.36 GB
<b>Total</b>	<b>5,060</b>	<b>6,028</b>	<b>17,380</b>	<b>124,860</b>	<b>9.56 GB</b>

Monthly history



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2024	565	664	1,509	12,757	565.91 MB
Feb 2024	0	0	0	0	0
Mar 2024	0	0	0	0	0
Apr 2024	0	0	0	0	0
May 2024	0	0	0	0	0
Jun 2024	0	0	0	0	0
Jul 2024	0	0	0	0	0
Aug 2024	0	0	0	0	0
Sep 2024	0	0	0	0	0
Oct 2024	0	0	0	0	0
Nov 2024	0	0	0	0	0
Dec 2024	0	0	0	0	0
<b>Total</b>	<b>565</b>	<b>664</b>	<b>1,509</b>	<b>12,757</b>	<b>565.91 MB</b>

## **Graphs 1,2: the use of the website from 2021 to 2024**

Networking events facilitated exchanges between partner institutions, experts, policymakers, and educators. Online interactions and discussions addressed the national and regional perspectives on 21st-century teaching skills, emphasizing the need for collaborative efforts to reform education systems. The 5 successful networking events in India, Cambodia and China with 814 participants, in total, underscored the project's global impact, fostering collaboration, celebrating achievements, and inspiring innovative approaches to education assessment (APPENDIX 1: Networking events tables). The exploitation and sustainability planning focuses on expanding the project's results. It has established Teacher Training Labs at PC-HEIs, developed manuals, maintained stakeholders' database and content repository, and interacted with policymakers at the Regional and National Levels.

**WP7 - Management & Coordination:** Activities included consortium management, meetings, funding management, risk assessment, and agreement formalization.

- **Outputs:** Managed consortium activities, conducted meetings, managed funds, assessed risks, and formalized agreements.
- **Resources:** Management tools, meeting platforms, financial systems, risk assessment frameworks, and legal agreements.
- **Outcomes:** Effective project coordination, risk mitigation, and legal compliance.
- **Impact:** Efficient resource utilization, risk management, and sustained collaboration.

The new courses developed within the project's life cycle are the Educational Program with 4 Modules and the Capacity Building Program with 2 Modules. As expected in the proposal, the Educational Program was accredited in all partner countries institutions. 798 students attended the Educational Program and 128 academics attended the Capacity Building Course.

188 participated face-to-face in the 4 study visits of the project and in the extra project meeting and networking event in Jaipur. The participation level at Networking events was 90%. Finally, 1262 users registered on the website's online platform with the educational material of the project.

Throughout the project's duration, 5 transnational meetings and 42 virtual ones were conducted, ensuring consistent communication and collaboration among partners. The risk assessment criteria, including risk documentation, contingency planning, responsibilities, and ownership,

along with regular monitoring, were meticulously adhered to, recognizing the critical role of a robust risk management strategy highlighted by the global pandemic's challenges. To support partner engagement and progress with deliverables, monthly online meetings, smaller supportive groups, and one-on-one communications were established. Additionally, eight bilateral agreements and a grand agreement with the EU, alongside seven MOUs between partners, solidified collaborative efforts and commitments towards project objectives.

## Evaluation of the Educational Programme

The Educational Programme consists of four modules offered by the universities of the consortium and is designed for both pre-service and in-service teachers. Pre-service refers to students enrolled in a bachelor's programme related to teaching, while in-service denotes active teachers and teachers. Pre-service participants are required to complete all four modules, while in-service participants can choose to complete two to four modules:

- Module 1 (10ECTS): Teaching critical thinking and collaborative problem-solving skills
- Module 2 (10ECTS): Education Technology skills (based on the Technological Pedagogical Content Knowledge)
- Module 3 (10ECTS): Authentic learning tasks - practical implementation of the skills in the classroom
- Module 4 (10ECTS): Optimizing Assessment for 21st century skills

All programme modules were successfully developed as MOOCs, incorporating engaging elements like videos, PowerPoints, interactive activities, relevant literature material, and quizzes. This not only allowed for flexible and accessible learning, but also facilitated multilingual delivery as the materials were translated into all project languages. This inclusive approach promotes greater participation and knowledge dissemination, maximizing the program's reach and impact within the multilingual project network.

### a. Module 1

This module is designed for pre-service or in-service teachers to make them equipped and skilled in utilizing critical thinking skills and collaborative problem-solving skills for students in whichever subject they teach at secondary or higher secondary education. All units are integrated and linked to soft skills, emotional intelligence, mindfulness, empathy and life skills.

Critical thinking skills improves problem solving abilities and decision making, increases creativity and values, improves organizational ability, saves time through structured thinking process, creates the ability to evaluate resources, acts as protective device against uncertainty, provides the capability to interconnect several disciplines involved to understand the length and breadth of problem/subject at hand and making logical deductions to resolve.

Collaborative Problem-Solving involves collaboration among group members to discuss common challenges, sharing perspectives, identifying issues, weighing options, developing standards and reaching an agreement. The members of the group gather information, share ideas and perspectives, analyze and synthesize information and ideas and come about with common solutions developing social and cognitive skills.

There is a huge gap in implementing and incorporating 21st Century Teaching Skills in developing countries especially using the critical thinking skills and collaborative problem-solving skills in educational institutions. Even if the teachers know about it, there is no structured manner in which these skills are utilized. These skills most often do not figure in curriculum and there are no specific guidelines for their assessment and evaluation. The principal aim of this course is to bridge this gap and empower teachers to use critical thinking skills and collaborative problem-solving skills in any discipline or subject that they teach. The module consists of the following units:

- Unit 1 - 21st Century Skills
- Unit 2 - Critical Thinking-Concept, Characteristics and Elements
- Unit 3 - Process of Critical Thinking
- Unit 4 - Strategies to develop Critical Thinking Skills
- Unit 5- Methods and Tools to develop Critical Thinking Skills
- Unit 6 - Role of a Teacher to promote Critical Thinking Skills
- Unit 7- Assessment of Critical Thinking Skills
- Unit 8 - Suggested activities for Critical Thinking Skills
- Unit 9 - Collaborative Problem-Solving Skills -Concept, Characteristics and Elements
- Unit 10 - Methods and Tools to develop Collaborative Problem-Solving Skills
- Unit 11 - Role of a Teacher to promote Collaborative Problem-Solving Skills
- Unit 12 - Assessing student's Collaborative Problem-Solving Skills
- Unit 13 - Suggested Activities for Collaborative Problem-Solving Skills
- 

### **i. Course Materials**

Both students and teachers found the workload manageable in Module 1 (average rating 4.04). While the module structure and evaluation methods were well-received (average rating above 4.1), both groups identified room for improvement in the clarity of learning outcomes (average rating 4.13). Both students and teachers considered the courses interesting and effective in developing critical thinking (average rating above 4.2). Notably, both groups agreed the module contributed to understanding 21st-century digital skills (average rating 4.3). Looking deeper into study materials, both stakeholders found them adequate overall (average rating 4.25) but suggested room for enhancement.

## ii. Teaching Conditions

In Module 1, both students and teachers found the online platform to be generally user-friendly and easy to navigate, with average ratings of 4.09. Finding and accessing course materials received slightly lower ratings, averaging 4.05. While the platform's visual appeal received an average rating of 4.02, both groups reported minimal technical issues (average rating of 3.96). Overall, both students and teachers perceived the platform as effectively supporting their learning experiences, with an average rating of 4.22.

## iii. Student Feedback

Majority of respondents appreciated various aspects of the module such as the clarity of learning outcome, the quality of study materials, evaluation methods, and structure of module.

Most participants/ students found the course to be interesting which also improved the understanding of 21st Century Skills and enhanced Critical thinking capabilities.

## iv. Teachers Feedback

Teachers valued the project's platform for its ability to connect them with large groups of students and fellow trainees, highlighting the logic and coherence of the knowledge presented and appreciating the accessible yet continuous evaluation process. However, they suggested improvements in platform stability to avoid downtime and called for enhanced use of technology to promote critical thinking in their teaching.

## v. Strength and Successes

- **Engaging and Effective Learning:** Both students and teachers found the courses interesting and valuable in developing critical thinking skills. This indicates a stimulating and effective learning environment that fostered critical analysis and problem-solving abilities.
- **Critical thinking and collaborative problem-solving abilities** were demonstrably improved, indicating the effectiveness of the module in developing these crucial skills.
- **Significant Improvement in 21st-Century Skills:** Both students and teachers reported a notable increase in their understanding of 21st-century digital skills. This highlights the

module's success in equipping participants with essential skills for the modern digital world.

- **Well-Structured and Manageable:** The module structure and evaluation methods were well-received by both groups, and the workload was considered manageable. This suggests a clear, organized learning experience that balanced challenge with accessibility.

## vi. Areas of Improvement

- **Clarity of Learning Outcomes:** Both students and teachers felt improvement was needed in clarity of learning outcomes.
- **Accessibility of Course Materials:** Finding and accessing course materials received lower ratings than navigation.
- **Platform Stability:** Teachers suggested improvements in platform stability to avoid downtime.

## vii. Recommendations

- **Emphasize on engaging and effective learning:** Develop a stimulating environment that fosters critical analysis and problem-solving skills. This can be achieved through interactive activities, real-world applications, and collaborative learning opportunities.
- **Focus on developing 21st-century skills:** Integrate relevant tools and technologies into the curriculum to equip participants with essential digital skills needed for today's world.
- **Ensure clear and well-structured learning:** Develop a well-received structure and evaluation methods, while striving for continuous improvement based on feedback.
- **Enhance clarity of learning outcomes:** Clearly define and communicate learning objectives in a way that is easily understood by all participants. This can involve providing specific examples, rubrics, and success criteria.
- **Improve accessibility of course materials:** Streamline the platform's search and organization system to facilitate easy access to relevant materials. Consider user-friendly interfaces and diverse formats to cater to different learning styles.
- **Explore technology for critical thinking:** Incorporate innovative technological tools and strategies that actively promote critical thinking and collaborative problem-solving in the curriculum. Encourage teachers to explore and adopt effective methods for integrating technology into their teaching.



## b. Module 2

Module 2, offers a comprehensive exploration of authentic learning in practical settings, primarily aimed at pre-service and in-service teachers. With 10 ECTS (260 hours of labor), the module consists of different tutor-facilitated sessions, involving discussions, demonstrations of technologies, group work and practical tasks. Each session will have a strong pedagogical component, emphasizing the practical applicability of the content discussed. Learners will be expected to participate actively, sharing their everyday experience of using technology. Learners will also be encouraged to contribute to a class discussion throughout the term, on topics related to the module.

### **GOALS**

This module aims to familiarize students with a variety of technological tools and applications used in the area of teaching and learning. To do so, the module helps students to understand the pedagogical approaches and practical aspects of technology in teaching and learning, become aware of the technological, social and linguistic implications of the use of technology in education and explore emerging issues in teaching and learning with technology.

### **MODULE LEARNING OUTCOMES**

- Identify and evaluate the possibilities and challenges of using various technological resources and activities.
- Discuss and use technology in education from both pedagogical and socio-cultural perspectives
- Evaluate technology-enhanced learning and teaching programmes.
- Engage critically with published research and with practical learning problems.
- Show awareness of varying learners' needs and understanding how to respond with technology.

### **ACADEMIC AND GRADUATE SKILLS**

- Understanding and evaluating primary technological tools used in education
- Ability to adapt different technologies for teaching and learning purposes
- Ability to select and integrate different technologies
- Ability to evaluate technology enhanced programmes.

The module consists of the following units:

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- Unit 1 - Introduction to Education Technology Skills
- Unit 2 - Computer Mediated Communication I
- Unit 3 - Computer Mediated Communication II
- Unit 4 - The Social Network and learning
- Unit 5 - Game-based Learning
- Unit 6 - Technology and Assessment
- Unit 7 - Evaluating and researching technology-enhanced learning and teaching I
- Unit 8 - Evaluating and researching technology-enhanced learning and teaching II
- Unit 9 - Teaching with Technology

### **i. Course Materials**

In Module 2, both students and teachers found the workload manageable (average rating 4.43 for students, 5.0 for teachers). The clarity of learning outcomes was perceived positively by both groups, with students giving an average rating of 4.24 and teachers a perfect score of 5.0. This suggests a strong alignment between expectations and delivered content. While both sides found study materials adequate (average rating 4.50 for students, 5.0 for teachers), room for improvement remains. The module structure was considered clear and helpful by both students (average rating 4.52) and teachers (although no data provided). Both groups reported high engagement and skill development, with students averaging 4.38 for interesting content and 4.40 for critical thinking development, while teachers praised content structure and delivery (ratings of 5.0). Notably, both agreed on the significant improvement in understanding of 21st-century digital skills (average rating 4.50 for students, no data for teachers). Overall, Module 2 seems to have well-structured, engaging, and effective materials, with potential for further improvement in study materials based on student feedback.

### **ii. Teaching Conditions**

In Module 2, both students and teachers found the online platform user-friendly and easy to navigate, with average ratings of 4.41 and 5.0, respectively. Finding and accessing course materials received a positive rating of 4.17 from students, compared to the teachers' rating of 4.5. The platform's visual appeal continued to climb, with both groups averaging 4.5 for students and 5 for teachers. Technical issues remained minimal for both groups (average ratings of 4.62 and 5.0). Overall, the online platform was perceived as effectively supporting learning experiences, with an average rating of 4.48 for students and 5.0 for teachers.

### iii. Student Feedback

Positive feedback included appreciations for the course atmosphere, the clarity of instructional materials, and freedom in learning activities. Improvement suggestions were minimal, with some students indicating no need for changes and others suggesting personal improvements. In conclusion, the module was generally well-received, with strengths in course structure, materials, and the online platform's functionality. However, there is potential for enhancing the clarity of learning outcomes and the accessibility of course materials. Students' feedback was predominantly positive, reinforcing the effectiveness of the module in providing an engaging and supportive learning environment.

### iv. Teachers Feedback

Teachers believed the teaching process is knowledge transfer and appreciated the detailed information and resources available for 21st-century skills. In short, there are very few improvement suggestions put forward by teachers, and some teachers indicate that there is no need to make changes. In summary, this module has received very positive feedback from teachers, especially in areas such as course clarity, student preparation, and online platform availability. The high level of student engagement and performance, as well as the minimum need for improvement, emphasizes the success of this module from the teacher's perspective.

Teachers observed that students were well prepared for the course contents, rating this aspect at 4.5. Student engagement through questions to elucidate doubts also received a perfect score of 5.0. Active participation in learning activities was rated 5.0, reflecting high levels of student engagement. Overall, the student performance was positively viewed, with a rating of 5.0.

### v. Strength and Successes

- **Highly Engaging & Effective Content:** Both students and teachers found the courses interesting and valuable, fostering critical thinking and skill development. They praised the courses for being stimulating and engaging, effectively promoting critical thinking skills.

- **Significant Skill Improvement:** Both groups reported a notable increase in their understanding of 21st-century digital skills. This suggests the module successfully equipped participants with essential skills for the modern world.
- **Comprehensive & Well-Organized:** Students and teachers commended the module for its well-organized structure and the high calibre of its course materials. This indicates a clear, accessible, and well-resourced learning environment.
- **Engagement:** Students demonstrated strong engagement and thorough preparation throughout the module. Notably, teachers observed high levels of student engagement through active participation and questions. This highlights a conducive learning environment fostering active involvement.
- **Effective Online Platform:** Both groups agreed the online platform effectively facilitated and enhanced the learning experience. This emphasizes the importance of user-friendly and well-functioning technology in supporting quality online education.

## vi. Areas of Improvement

- **Accessibility of Course Materials:** While students found materials adequate, their rating on finding and accessing them was quite low. This suggests potential room for improvement in search, organization, or user interface within the online platform.
- **Further Refining Clarity of Learning Outcomes:** Despite positive ratings, there might be opportunities to make learning objectives even clearer and more easily understood for all participants.

## vii. Recommendations

- **Enhance accessibility of course materials:** Improve search capabilities, optimize organizational structure, and consider diverse user interfaces to cater to different learning styles.
- **Further refine clarity of learning outcomes:** Clearly define and communicate learning objectives in a way that is easily understood by all participants. Utilize specific examples, rubrics, and success criteria.
- **Promote active engagement:** Encourage active participation through diverse learning activities and question-asking opportunities.

- **Maintain engaging and stimulating content:** Continue fostering critical thinking and skill development through interactive activities, real-world applications, and collaborative learning opportunities.

### c. Module 3

This module is designed for pre-service or in-service teachers to make them equipped and skilled in authentic learning in practical dimensions. As George Siemens suggested, learning to be a physicist, a chemist, or an historian is all about forging concrete connections—interpersonal connections between apprentices and mentors, intellectual connections between the familiar and the novel, personal connections between the learner’s own goals and the broader concerns of the discipline. Connection-building will require new forms of authentic learning—forms that cut across disciplines and bring learners into meaningful contact with the future employers, customers, clients, and colleagues who will have the greatest stake in their success. Without a doubt, technology will play an essential supporting role.

Thus, Module 3, offers a comprehensive exploration of authentic learning in practical settings, primarily aimed at pre-service and in-service teachers. With 10 ECTS (260 hours of labor), the module's content is designed to enhance teachers' skills in implementing authentic learning strategies in their classrooms. Authentic learning here focuses on establishing real-life connections and problem-solving abilities that extend beyond traditional educational settings. This module is characterized by various learning approaches such as simulation-based learning, student-created media, inquiry-based learning, peer-based evaluation, and more, each contributing to the overarching goal of providing practical, relevant, and interdisciplinary learning experiences. The target group includes both bachelor and master's learners in teaching, with a curriculum rich in collaborative activities, diverse teaching methods, and a variety of assessment methods. The comprehensive nature of this module emphasizes the importance of technology in supporting authentic learning experiences, ranging from online interactions to hands-on projects and simulations. This module consists of the following units:

- Unit 1 - Introduction to Authentic Learning
- Unit 2 - Simulation-Based Learning
- Unit 3 - Student-Created Media
- Unit 4 - Inquiry-Based Learning
- Unit 5 - Peer-Based Evaluation
- Unit 6 - Working with Remote Instruments
- Unit 7 - Reflecting and Documenting Achievements
- Unit 8 - Working with Research Data

### **i. Course Materials**

Module 3 demonstrates positive feedback across various aspects. Both students and teachers felt the workload was manageable (average rating 4.43 for students, 5.0 for teachers). Clarity of learning outcomes received favourable ratings, with students averaging 4.24 and teachers giving a perfect 5.0, indicating consistent alignment between expectations and delivered content. While both groups found study materials adequate (average rating 4.50 for students, 4.5 for teachers), there's room for improvement. The module structure remained clear and helpful, as reported by students (average rating 4.52) and teachers (although no data provided). Engagement and skill development remained high, with students averaging 4.38 for interesting content and 4.40 for critical thinking development, while teachers valued content structure and delivery (ratings of 4.5). Notably, both groups agreed on the significant improvement in understanding of 21st-century digital skills (average rating 4.50 for students, no data for teachers).

### **ii. Teaching Conditions**

In Module 3, both students and teachers experienced a user-friendly and easy-to-navigate online platform, averaging ratings of 4.41 and 5.0, respectively. Finding and accessing course materials received a positive rating of 4.17 from students and 5.0 from teachers. The platform's visual appeal remained high, with both groups averaging 4.50. Technical issues remained minimal for both groups (average ratings of 4.62 and 5.0). Overall, the online platform was perceived as effectively supporting learning experiences, with an average rating of 4.48 for students and 5.0 for teachers.

### **iii. Student Feedback**

Positive feedback included appreciations for the course atmosphere, the clarity of instructional materials, and freedom in learning activities. Improvement suggestions were minimal, with some students indicating no need for changes and others suggesting personal improvements. In conclusion, the module was generally well-received, with strengths in course structure, materials, and the online platform's functionality. However, there is potential for enhancing the clarity of learning outcomes and the accessibility of course materials. Students' feedback was predominantly positive, reinforcing the effectiveness of the module in providing an engaging and supportive learning environment.

#### iv. Teachers Feedback

Teachers appreciated the detailed information and resources available for 21st-century skills. There were minimal suggestions for improvement, with some teachers indicating no need for changes. In conclusion, the module received an extremely positive evaluation from teachers, particularly in areas such as course clarity, student preparation, and online platform usability. The high levels of student engagement and performance, along with the minimal need for improvements, underscore the success of the module from the teachers' perspective.

Teachers observed that students were well prepared for the course contents, rating this aspect at 5.0. Student engagement through questions to elucidate doubts also received a perfect score of 5.0. Active participation in learning activities was rated 4.5, reflecting high levels of student engagement. Overall, student performance was positively viewed, with a rating of 5.0.

#### v. Strength and Successes

- **Comprehensive & Well-Organized:** Both students and teachers agreed the module had a clear structure and high-quality course materials, indicating a well-organized and well-resourced learning environment.
- **Engaging & Stimulating Content:** The courses were praised for being interesting and fostering critical thinking skills, highlighting their ability to engage and challenge participants.
- **Active Learning Environment:** High levels of student engagement and preparation were observed, suggesting a conducive environment that encouraged active participation and thorough preparation.
- **Supportive Online Platform:** The effectiveness of the online platform in supporting learning was a significant strength, emphasizing its user-friendliness and positive impact on the learning experience.

#### vi. Areas of Improvement

- **Further Refining Clarity of Learning Outcomes:** Despite positive ratings, there might be opportunities to make learning objectives even clearer and more easily understood for all participants.

## vii. Recommendations

- **Maintain clear and well-organized structure:** Provide high-quality course materials and ensure a well-designed learning environment to facilitate easy navigation and comprehension.
- **Develop engaging and stimulating content:** Foster critical thinking skills and keep participants invested through interesting and challenging presentations.
- **Promote active learning:** Encourage active participation through diverse learning activities and question-asking opportunities to create a conducive environment for thorough preparation and engagement.
- **Refine clarity of learning outcomes:** Clearly define and communicate learning objectives in ways that are easily understood by all participants. Utilize specific examples, rubrics, and success criteria to ensure everyone is on the same page.

## d. Module 4

Module 4 provides a comprehensive exploration of practical learning experiences for pre-service and in-service teachers. This module, equivalent to 10 ECTS (260 hours of work), includes various tutor-facilitated sessions that incorporate Group and Individual Activities, Problem-based Exercises, Performing, Reading (Analyzing) and Writing, Quizzes, Group Discussions, Presentations, and Project Assignments, along with the utilization of Learning & Teaching Technologies. Each session is designed with a strong pedagogical focus, emphasizing the practical applicability of the discussed content. Learners are actively encouraged to engage in class discussions on module-related topics throughout the term.

### GOALS

The aim of the learning is to introduce the needs of 21st century skills and improve the assessment, teaching, and learning of 21st century skills by increasing assessment literacy among universities and national education stakeholders, focusing on the constructive use of assessment in education, and developing new methods for assessing 21st century skills.

### MODULE LEARNING OUTCOMES

After the learning of the module, trainees will be able to:

- Understand the needs of learning and teaching of the 21st Century Skills.
- Understand the associated elements with collaboration and teamwork, creativity and imagination, critical thinking, and problem-solving skill.



- To enhance knowledge of effective instructional strategies including productive group work, participation, and digital learning for 21st Century Skills.
- To learn about information literacy, media literacy, and ICT (information, communication, technology) literacy for 21st Century Skills Learning & Teaching.
- Understand the way to select the common skills for the needs their own environment.
- Develop assessment tasks for 21st Century Skills (likes: Critical Thinking and Problem Solving).
- Identify the weakness in the assessment task.
- Adopt and modify (optimize) assessment for the 21st Century Skills.

### **ACADEMIC AND GRADUATE SKILLS**

- Develop a comprehensive understanding of the needs of 21st-century skills, including collaboration, teamwork, creativity, imagination, critical thinking, and problem-solving.
- Gain knowledge and skills in employing effective instructional strategies such as productive group work, participation techniques, and digital learning methods tailored for fostering 21st-century skills.
- Learn to select and adapt common skills suitable for their specific educational environments, fostering a targeted approach to skill development.
- Develop assessment tasks specifically designed for evaluating 21st-century skills, with a focus on critical thinking and problem-solving.
- Gain the ability to identify weaknesses in assessment tasks and adopt optimization strategies, ensuring assessments align effectively with the requirements of 21st-century skills.
- Acquire proficiency in information literacy, media literacy, and ICT literacy relevant to 21st-century skills in learning and teaching.

This module includes the following units:

- Unit 1 - Concept of assessment for 21st century skill
- Unit 2 - Need of assessing 21st Century Skills
- Unit 3 - Impact of optimizing Assessment for development of 21st Century Skills
- Unit 4 - Cognitive Skill
- Unit 5 - Non-cognitive skill
- Unit 6 - Techniques for assessing 21st Century Skills
- Unit 7 - Criteria for the Assessment of 21st Century Skills
- Unit 8 - Role of Teacher, and Challenges
- Unit 9 - Data collection
- Unit 10 - Data analysis and Interpretation

- Unit 11 - Reporting of data for documentation of assessment 21st century skill

### **i. Course Materials**

In Module 4, both students and teachers found the workload manageable (average rating 4.34 for students, 4.18 for teachers). They agreed the module structure was clear and helpful (average rating 4.45 for students, no data for teachers). While both groups valued the study materials (average rating 4.67 for students, 4.18 for teachers) and found the evaluation methods appropriate (average rating 4.45 for students, no data for teachers), both identified room for improvement in the clarity of learning outcomes (average rating 4.23 for students, 4.36 for teachers). Engagement and skill development remained high, with students averaging 4.32 for interesting content and 4.36 for critical thinking development, while teachers valued content structure and delivery (ratings of 4.36 for clarity and 4.18 for overall support). Finally, students highlighted the significant improvement in understanding of 21st-century digital skills (average rating 4.61 for students).

### **ii. Teaching Conditions**

Module 4's online platform received positive feedback from both students and teachers. Both groups found it user-friendly and easy to navigate, with average ratings of 4.45 (students) and 4.32 (teachers). The platform's visual appeal received consistent ratings of 4.32, and technical issues remained minimal for both groups (average ratings of 4.36 for students and 4.66 for teachers). Overall, the platform was perceived as highly effective in supporting learning experiences, with an average rating of 4.75 for students and 4.45 for teachers.

### **iii. Student Feedback**

Favourable responses highlighted the positive course atmosphere, the clarity of instructional materials, and the freedom within learning activities. Suggestions for improvement were limited, with some students expressing contentment and others proposing individual enhancements. In summary, the module was largely positively embraced, showcasing strengths in course structure, materials, and the functionality of the online platform. Nevertheless, there is room for improving the clarity of learning outcomes and the accessibility of course materials. The predominantly

positive feedback from students underscores the module's effectiveness in creating an engaging and supportive learning environment.

The motivation provided by teachers to students received a high rating of 4.56. Teachers exhibited a strong pedagogical capacity, earning a commendable score of 4.51. The interaction between teachers and students was positively rated at 4.61, indicating elevated levels of student engagement. Overall, the performance of teachers was deemed satisfying, with a rating of 4.43. The teachers were well-prepared and supportive, earning an impressive rating of 4.77.

#### iv. Teachers Feedback

Teachers perceived the teaching process as knowledge transfer and expressed gratitude for the abundance of detailed information and resources catering to 21st-century skills. In essence, minimal suggestions for improvement were provided by teachers, with some indicating that changes were unnecessary. To summarize, the feedback from teachers has been overwhelmingly positive, particularly in aspects like course clarity, student preparedness, and the accessibility of the online platform. The substantial engagement and performance levels of students, coupled with the limited suggestions for improvement, underscore the module's success from the teacher's standpoint.

Teachers noted that students exhibited strong readiness for the course material, giving this aspect a rating of 4.08. Student involvement in seeking clarification through questions earned a perfect score of 4.41. The level of engagement in learning activities was notably high, receiving a rating of 4.68. Overall, the assessment of student performance was favorable, with a rating of 4.18.

#### v. Strength and Successes

- **Highly Engaging & Effective:** Both students and teachers found the content interesting and valuable, fostering critical thinking and skill development.
- **Significant Skill Improvement:** Students reported notable improvement in understanding 21st-century digital skills.
- **Clear & Well-Structured:** Participants appreciated the clarity of module structure and found the platform user-friendly.

## vi. Areas of Improvement

- **Further Refining Clarity of Learning Outcomes:** Despite positive ratings, there is still room to improve the clarity and understanding of learning objectives for all participants.

## vii. Recommendations

- **Continuous improvements** in course materials' accessibility should be a key focus, ensuring a seamless learning journey for both students and teachers.
- **Maintain engaging and stimulating content:** Continue fostering critical thinking and skill development through interesting and valuable presentations.
- **Refine clarity of learning outcomes:** Clearly define and communicate learning objectives in a way that is easily understood by all participants.

## e. Summary of Educational Programme

Overall, the averages and the analysis of all individual Modules indicate a generally positive evaluation across all categories, with particularly high scores in the areas of learning outcomes, course materials, interlinking with other courses, explanation of key concepts, and the accessibility of the online platform.

### i. Online Platform Evaluation

Both students and teachers rated positively the online platform for its user-friendliness, easy navigation, appealing interface, minimal technical issues, and effectiveness in supporting their learning experience. Students rated it favourably across all aspects (user-friendliness: 4.41-4.47, interface: 4.50-4.58, technical issues: 4.56-4.62, learning experience support: 4.48-4.64), while teachers gave perfect scores for aspects like user-friendliness and accessing materials (5.0). This consistent positivity highlights the platform's success in creating a supportive and engaging online learning environment.

However, some participants faced initial technical difficulties that were later resolved. To further enhance the platform, consider conducting regular surveys and collecting feedback from users about their experience with the platform. This feedback is vital to identify areas for improvement and prioritize necessary updates and adjustments.

## ii. Strength and Successes

The Educational Programme boasts a range of strengths and successes, contributing to a positive learning experience for both students and teachers. Following the major highlights, based on the evaluation analysis of all 4 individual Modules:

### **Engaging and Effective Content**

- Both students and teachers found the content interesting, valuable, and stimulating.
- The programme fostered critical thinking and skill development.
- Participants reported a significant increase in understanding of 21st-century digital skills.

### **Well-Organized and Supportive Environment**

- Students and teachers appreciated the clear structure and high-quality course materials.
- High levels of student engagement and preparation were observed, indicating a conducive learning environment.
- The user-friendly online platform effectively supported the learning experience.

### **Additional Observations**

- The programme effectively promoted active participation and critical thinking.
- The online platform played a crucial role in facilitating and enhancing learning.

Taken these strengths are the key factors for the overall success and positive feedback of the Educational Programme, they can provide as best practices, a solid foundation for future programme development and offer valuable insights for other educational initiatives.

## iii. Areas of Improvement

While the programme has garnered positive feedback, there are a few areas where improvement can further enhance the learning experience:

### **Clarity of Learning Outcomes**

- Despite generally positive feedback, both students and teachers identified a need for clearer and more easily understood learning objectives.
- Implementing strategies like specific examples, rubrics, and success criteria can enhance understanding for all participants.

### **Accessibility of Course Materials**

- While students found the materials adequate, ratings on finding and accessing them were lower.
- This suggests potential improvements in the search function, organization system, or user interface of the online platform.
- Streamlining access and ensuring user-friendliness are crucial for a smooth learning experience.

#### **Platform Stability**

- Some teachers reported issues with platform stability, suggesting the need for improvements to avoid downtime.
- A reliable and stable platform is essential for uninterrupted learning and efficient course delivery.

By addressing these areas for improvement, the programme can continue to provide a successful and enriching learning experience for all participants. Last but not least, ongoing evaluation and feedback collection are crucial for identifying and implementing necessary enhancements.

### **iv. Recommendations**

By capitalizing on the strengths of the 4 Modules and addressing the identified areas for improvement, future initiatives can build even more successful learning experiences that equip participants with valuable skills and knowledge for the modern world.

#### **Content and Learning Objectives**

- Refine Clarity of Learning Outcomes: Prioritize clearly defining and communicating learning objectives in a way that all participants understand easily. Implement strategies like specific examples, rubrics, and success criteria.
- Maintain Engaging and Stimulating Content: Continue fostering critical thinking and skill development through interesting and valuable presentations. Consider incorporating interactive activities, real-world applications, and collaborative learning opportunities.

#### **Accessibility and Platform**

- Enhance Accessibility of Course Materials: Improve search functionality, optimize the organizational structure, and consider diverse user interfaces to cater to different learning styles. Ensure seamless access to materials for both students and teachers.
- Maintain Clear and Well-Organized Structure: Provide high-quality course materials and ensure a well-designed learning environment for easy navigation and comprehension.

- Address Platform Stability: Implement solutions to prevent downtime and ensure a reliable and stable platform for uninterrupted learning.

### **Engagement and Participation**

- Promote Active Learning: Encourage active participation through diverse learning activities, discussions, and question-asking opportunities. Cultivate a conducive environment for thorough preparation and engagement.
- Develop Engaging and Stimulating Content: Design content that fosters critical thinking skills and keeps participants invested through interesting and challenging presentations.

### **Continuous Improvement**

- Gather Regular Feedback: Continuously collect feedback from students and teachers to identify areas for improvement and ensure the programme remains relevant and effective.
- Emphasize 21st-Century Skills: Integrate relevant tools and technologies into the curriculum to equip participants with essential digital skills needed for today's world.

## **EDUCATIONAL PROGRAMME**

The Educational Programme has demonstrably achieved its goals, fostering positive learning experiences and promoting critical thinking and 21st-century digital skills development. Strengths like engaging content, a supportive environment, and a user-friendly platform have contributed significantly to its success. However, opportunities for improvement exist, primarily in enhancing clarity of learning objectives, accessibility of course materials, and platform stability.

Addressing these areas through recommended actions like providing clearer learning objectives with supporting examples, improving the search function and organization of materials within the platform, and ensuring platform stability will further refine the program's effectiveness. Additionally, maintaining engaging content, promoting active participation, and emphasizing 21st-century skills through relevant tools and technologies will solidify the program's foundation for future iterations. Ultimately, by capitalizing on its strengths and addressing identified areas for improvement, the Educational Programme can continue to empower teachers with the knowledge and skills they need to cultivate 21st-century learners and bridge the gap between current education and the demands of the modern world.

Last but not least, continuous feedback collection and evaluation are always crucial to ensure the program's long-term impact and ability to adapt to evolving needs of the society and the participants.





## APPENDIX 1: Networking events tables

### SCES (INDIA) DETAILS NETWORKING EVENT

S.No.	Details of Networking Event	
1.	Name of the Partner	SCES, SIU India [Symbiosis International (Deemed University)]
2.	Dates of the event	10 <sup>th</sup> October 2022, 12 <sup>th</sup> October 2022, 13 <sup>th</sup> October 2022, and 14 <sup>th</sup> October 2023
3.	Themes of the Event	10th Oct 2022 – Networking with Top Management, Press and Directors of Various Institutes regarding the expected project outcomes and impact 12 <sup>th</sup> Oct 2022 – Visit to Symbiosis International School 13 <sup>th</sup> Oct 2022 - Online interaction & networking with Experts and Policy Makers 14 <sup>th</sup> Oct 2022 - Visit to Kaveri Group of Institutes
4.	Target Stakeholders	Principal / Directors <input type="text" value="11"/> Press Reporters <input type="text" value="15"/> Deans / Heads etc.  Teachers <input type="text" value="25"/> Pupil / Students <input type="text" value="30"/>  Experts / Govt. Officials <input type="text" value="9"/>  Delegates under the project visiting SIU, Pune, India <input type="text" value="28"/>
5.	Expected No. of Participants	80
6.	Mode of Event	Online <input type="text" value="Yes"/> Offline <input type="text" value="Yes"/> Hybrid
7.	List of the Expert for the Event*	<u>10<sup>th</sup> Oct 2022</u> <input type="text" value="Yes"/> (1) Dr. Vidya Yeravdekar, Principal Director, Symbiosis and Pro- Chancellor, SIU, India <u>12<sup>th</sup> Oct 2022</u> (2) Dr. Sunit Jadhav – Faculty, Symbiosis Medical College (3) Dr M Madan Mohan – Principal, Symbiosis International School, Viman Nagar, Pune <u>13<sup>th</sup> Oct 2022</u> (4) Dr. Pankaj Mittal, General Secretary, Association of Indian Universities (AIU)

		<p>(5) IAS Ayush Prasad, Zilla Parishad CEO, Pune  (6) Dr. K Parameswaran, Associate Professor of Law, Gujarat National Law University  (7) Dr. Gargee Mitra - Head - Symbiosis Schools Central Directorate  (8) Dr. Pranav Vashist, independent researcher on the Dharmashastra (ancient Indian body of jurisprudence) and the Constitution of India  <u>14<sup>th</sup> Oct 2022</u> -  (9) Mrs. Malati Kalmadi – An Educationalist, India</p>
8.	Budget planning for each event*	4000 Euros (from Project) + 1000 (co-financed by SIU)
9.	Venue and Logistic Planning*	<p><b><u>10<sup>th</sup> Oct 2022</u></b>  Venue – Conference Room, City Campus of SIU at Senapati Bapat Road, Pune and later at various places such as the Media Studio, Climate Change Centre etc. at the Hilltop campus of SIU at Lavale, Pune  Logistics – (i) Bus arranged for delegates; (ii) Networking Lunch arranged for delegates, press and top management;  <b><u>12<sup>th</sup> Oct 2022</u></b>  Venue – Symbiosis International School Campus in Viman Nagar Pune  Logistics - (i) Bus arranged for delegates; (ii) Tea and Refreshments arranged for delegates;  <b><u>13<sup>th</sup> Oct 2022</u></b>  Venue – Symbiosis Law School, Pune, Symbiosis New Viman Nagar Campus  Logistics – (i) Event organised at PDCLE Hall (having facilities of Smart Board, projectors etc.); (ii) MS Teams Live Online link – shared with Schools from Sangli and Pune (iii) Sound System (iv) Video Recording  <b><u>14<sup>th</sup> Oct 2022</u></b>  Venue – Auditorium and Gifted Centre (Atal Tinkering Lab) at Kaveri Group of Institutes, Ganesh Nagar Road, Erandwane, Pune  Logistics – (i) Bus arranged for delegates</p>

10.	Sponsors, if any	4000 Euros allocated under the project for Networking by EU 1000 Euros - 10% Co-Financed by SCES, SIU under the project
11.	Language used in Event	English
12.	Involvement of social media	Yes (i) National Television Channel (ii) Media company (SRV) (iii) Instagram
13.	Expected Impact of Event*	Direct – Reach out to 80 plus Teachers, Students, Educationists, Govt. Officials, Press and other stakeholders Indirect impact – 5000 audience/readers

### RUPP (CAMBODIA) DETAILS NETWORKING EVENT

S.No.	Details of Networking Event	
1.	Name of the Partner	RUPP, NGS, NICC, UICC, SWU, KU, BV, SZPT, UBB, SCES, FE
2.	Tentative date of the event	9th March 2023
3.	Theme of the Event	21 <sup>st</sup> Century Skill
4.	Target Stakeholders	Principal <input checked="" type="checkbox"/> Teacher Educator <input checked="" type="checkbox"/> Teacher <input checked="" type="checkbox"/> Pupil Teacher <input type="checkbox"/> Any other, specify
5.	Expected No. of Participants	133 participants
6.	Mode of Event	Online <input checked="" type="checkbox"/> Offline <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/>
7.	List of the Expert for the Event*	<ul style="list-style-type: none"> <li>▪ Prof.Kean Tak, Vice</li> <li>▪ Dr. Srun Sovila, Project coordinator</li> <li>▪ Prof. Vong Chorvy, Director IQA</li> <li>▪ Dr. Ou Vitou, Director of UICC</li> <li>▪ Var Sovandara, Director of ICT Centre</li> <li>▪ Ms. Nhem Somaly, Programmer manager Bondos Konma (BK)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Dr. Khim Chamreun Vice dean of Faculty Engineering (online)</li> </ul>
8.	Budget planning for each event*	<ul style="list-style-type: none"> <li>▪ Total Budget: EUR 4,00 = \$4475</li> <li>▪ Description of expense: <ul style="list-style-type: none"> <li>▪ Meeting Room arrangement at STEM</li> <li>▪ Gala Dinner at Sunway Hotel</li> <li>▪ Location Transportation</li> <li>▪ Banner Printing</li> <li>▪ Gifts for delegates</li> </ul> </li> </ul>
9.	Venue and Logistic Planning*	SUNWAY Hotel, Phnom Penh
10.	Sponsors, if any	RUPP in kind
11.	Languages used in Event	English
12.	Involvement of social media	<ul style="list-style-type: none"> <li>▪ Press News Release on BTV news</li> <li>▪ Promote in RUPP Website</li> <li>▪ Promote in RUPP Telegram: have 13.6K Subscribers.</li> <li>▪ Promote in Facebook page in a department of RUPP by live stream: Liked Page: 3K</li> </ul>
13.	Expected Impact of Event*	<ul style="list-style-type: none"> <li>▪ fostering meaningful connections, celebrating achievements, and sparking inspiration for ongoing collaboration in the critical area of optimizing assessment for 21st century skills.</li> <li>▪ Promoting 21<sup>st</sup> Century Skill to public</li> </ul>
14.	Strategy to follow up the Networking	<ul style="list-style-type: none"> <li>▪ Contact the participants in the list</li> <li>▪ Contact Sunway hotel for venues</li> <li>▪ Contact program coordinator</li> </ul>

## SWU (CHINA) DETAILS NETWORKING EVENT

S.No.	Details of Networking Event	
1.	Name of the Partner	Southwest University (SWU)
2.	Dates of the event	4 <sup>th</sup> October 2023, 1 <sup>st</sup> October 2023
3.	Themes of the Event	4th Oct 2023 – Networking with Top Management of SWU, and Directors of Various Institutes regarding the expected project outcomes and impact, Networking dinner 1st Oct 2023 – Visit the campus of Southwest University, Networking dinner
4.	Target Stakeholders	Principal / Directors <input type="text" value="11"/> Press Reporters <input type="text" value="10"/> Deans / Heads etc.  Teachers <input type="text" value="20"/> Pupil / Students <input type="text" value="30"/>  Experts / Govt. Officials <input type="text" value="4"/>  Delegates under the project visiting SWU, Chongqing, China <input type="text" value="45"/>
5.	Expected No. of Participants	80
6.	Mode of Event	Online <input type="text" value="No"/> Offline <input type="text" value="Yes"/> Hybrid <input type="text" value="No"/>
7.	List of the Expert for the Event*	<u>1<sup>th</sup> Oct 2023</u> (1) Prof. Jiali Yao, Dean of the Department of Education, Southwest University (2) Dr Jian Zhang, Director of Key Research Bases for Humanities and Social Sciences, Ministry of Education. <u>4<sup>th</sup> Oct 2023</u> (1) Guo, Haixia - Project Officer of Chongqing Municipal Government Science and Technology Bureau (2) Du, Xiaokang, Vice President of Sichuan Cultural Industry Vocational College (3) Yu, Le, Vice President of Chongqing College of Traditional Chinese Medicine (4) Lu, Min, Manager of Banan District Science and Technology Innovation Center (5) Jiang, Caixia, Vice Principal of Chongqing Konggangjiayuan Primary School

		<p>(6) Sun, Jing Wen, Senior Teacher of Bashu Primary School in Chongqing</p> <p>(7) Ren, Nanfei, Senior Teacher at Chongqing Lixin Vocational Education Center</p> <p>(8) Dr Jian Zhang, Director of Key Research Bases for Humanities and Social Sciences, Ministry of Education.</p> <p>(9) NOVI, General Manager of Chongqing Novi Vocational Training Co., Ltd</p>
8.	Budget planning for each event*	4000 Euros (from Project)
9.	Venue and Logistic Planning*	<p><u>1<sup>st</sup> Oct 2023</u></p> <p>Venue – Conference Hall of Library at Southwest University (having facilities of Smart Board, projectors etc.), watch the promotional video, Campus of SWU at Tiansheng Road, Beibei and later at various places at the campus of SWU at Beibei, Chongqing</p> <p>Logistics – (i) Bus arranged for delegates; (ii) Dinner, Tea and Refreshments arranged for delegates</p> <p><u>4<sup>th</sup> Oct 2023</u></p> <p>Venue – Boacch Hotel, Chongqing, China</p> <p>Logistics – (i) Event organised at hotel Hall; (ii) Dinner, Tea and Refreshments arranged for delegates</p>
10.	Sponsors, if any	4000 Euros allocated under the project for Networking by EU
11.	Language used in Event	English

## NUBB (CAMBODIA) DETAILS NETWORKING ENENT

S.No.	Details of Networking Event	
1.	Name of the Partner	NUBB, BTEC, Battambang High Schools
2.	Tentative date of the event	21 September 2023
3.	Theme of the Event	NUBB's Networking Event
4.	Target Stakeholders	Principal <input checked="" type="checkbox"/> Teacher Educator <input checked="" type="checkbox"/> Teacher <input checked="" type="checkbox"/> Pupil Teacher <input checked="" type="checkbox"/> Any other, specify
5.	Expected No. of Participants	80 participants
6.	Mode of Event	Online <input type="checkbox"/> Offline <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/>
7.	List of the Expert for the Event*	H.E. Sok Khorn, Dr. Sam Rany, Mr. Tieng Morin, Mr. Yoeng Hak
8.	Budget planning for each event*	USD 3000
9.	Venue and Logistic Planning*	Reatrey Battambang Restaurant
10.	Sponsors, if any	No
11.	Languages used in Event	Khmer
12.	Involvement of social media	Online newspaper/ NUBB's Social Media
13.	Expected Impact of Event*	Students, faculty members, leaders, and local partners improve their professional skill via the 21 <sup>st</sup> Teach Skill projects and future

		collaboration in teaching and research programs.
14.	Strategy to follow up the Networking	NUBB’s team will go to visit their institutions once a year in order to deliver workshop and news sessions. We also invite them to attend our academic activities at NUBB.

### BV (INDIA) DETAILS NETWORKING EVENT

S.No.	Details of Networking Event	
1.	Name of the Partner	Banasthali Vidyapith
2.	Tentative date of the event	26 November, 2023
3.	Theme of the Event	<p><b>International Conference cum Networking Event on 21st Century Skills for Teachers</b></p> <p><b>Sub-Themes</b></p> <ol style="list-style-type: none"> <li>1. 21<sup>ST</sup> Century Skills - Concept, Characteristics and Elements</li> <li>2. Strategies to develop 21<sup>ST</sup> Century Skills</li> <li>3. Methods and Tools to develop 21<sup>ST</sup> Century Skills</li> <li>4. Role of a Teacher to promote 21<sup>ST</sup> Century Skills</li> <li>5. Assessment of 21<sup>ST</sup> Century Skills</li> </ol>
4.	Target Stakeholders	Principal <input type="text" value="23"/> Teacher Educator <input type="text" value="100"/> Teacher <input type="text" value="20"/> Pupil Teacher <input type="text" value="60"/> Any other, specify
5.	No. of Participants	203
6.	Mode of Event	Online <input type="checkbox"/> Offline <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/>



7.	List of the Expert for the Event*	Attached
8.	Budget planning for each event*	As per Budget + BV co - funded
9.	Venue and Logistic Planning*	Banasthali Vidyapith, Rajasthan, India
10.	Sponsors, if any	EACEA, Banasthali Vidyapith
11.	Language used in Event	English, Hindi
12.	Involvement of social media	Facebook, Instagram, You tube, Print-media -
13.	Expected Impact of Event	Wider dissemination of project at Regional, National and International Level