

CONCILIO

South Campus Newsletter
February 2018

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA
SOUTH CAMPUS/SUID-KAMPUS

A portrait of Prof Francis Petersen, the Rector, is the background for the lower half of the page. He is a middle-aged man with dark hair, smiling, wearing a black suit, a bright blue shirt, and a patterned tie. His arms are crossed.

A message from the Rector
Prof Francis Petersen

The past five months have been extremely busy, but just as fulfilling. I have met and engaged with so many members of the Kopsie community; from the staff and students of all three campuses; to the many external stakeholders such as alumni, donors, representatives from provincial and local governments, and members of various private sector organisations – to name but a few. All these engagements have been greatly informative and have left me with a deep sense of welcoming.

I also had the privilege of getting to know you – the staff of the South Campus – much better, and I am amazed at what is being achieved on the campus. Examples of this include the Internet Broadcast Project, the UFS Schools Partnership Project (SPP), the online offerings – including the Advanced Certificates in Teaching (ACT), as well as the various infrastructure developments for the campus which are either underway or in various stages of planning.

The SPP, in particular, has received funding of more than R2,5 million so far this year to execute projects such as the training of Mathematics and Physical Science teachers, and to fund the studies of academically-deserving students from participating schools. I am proud to note that 308 SPP-recruited students are currently studying at the UFS. Congratulations to Prof Daniella Coetzee, the

Campus Principal, and her management team on this exceptional achievement and for ensuring that the UFS makes a difference in the lives of so many of our youth. I have shared my vision for the UFS with many of the stakeholders and I am pleased with the way in which it has been received across the board. My vision is to grow a university that embraces diversity, inclusivity, and academic excellence. Everybody must feel welcome and safe when they enter our learning and living spaces on the three campuses in Bloemfontein and Qwaqwa. It must be a place where both social and academic dreams are realised – an experience that lays a balanced foundation for whatever the future demands.

I want the UFS to be of service and value to its staff, students, and community, and to act as an agent of diversity and inclusion in its immediate space, as well as beyond. I want it to be an environment that encourages tough-topic conversations – because that is the only way to truth and justice.

The Integrated Transformation Plan (ITP) is the embodiment of my vision for the UFS. If you have not been able to familiarise yourself with the plan, I would like to encourage you to do so. The ITP will be the key driver of my vision for the next five years and all the staff and students will play an integral role in the success thereof. You are invited to be part of my vision for the UFS.

Prof Francis Petersen
Rector and Vice-Chancellor
University of the Free State

Important DATES

Registrations:

NPDE/ACE	Term 1	Term 2	Term 3	Term 4
Payment deadline	15 Dec 2017	16 Feb 2018	01 Jan 2018	No applications and registrations for the 4 th term.
Application deadline NPDE				
UFS registration deadline	16 Jan 2018	05 Mar 2018	18 June 2018	
Control day	17 Feb 2018		21 Jul 2018	8/9 September 2017
Classes start	23/24 Feb 2018	13/14 Apr 18	27/28 Jul 2018	31 Aug/01 Sept 2018

ACT	Intake 1	Intake 2	Intake 3	Anne-Mare's Xerox order and dispatch dates:			
Application deadline	19 Jan 2018	26 Apr 2018	20 Jul 2018	Xerox	12 Feb 18	14 May 18	06 Aug 18
Payment deadline	02 Feb 2018	11 May 2018	03 Aug 2018				
UFS registration deadline	12 Feb 2018	14 May 2018	06 Aug 2018				
Classes start	03 Apr 2018	09 Jul 2018	01 Oct 2018	Dispatch	19 Mar 18	18 Jun 18	10 Sept 18



South Campus Principal, Prof Daniella Coetzee, was recently elected as the new president of Nadeosa (National Association of Distance Education Organisations of South Africa). We caught up with her and asked her a few questions.

What does your job as Campus Principal entail?

Leading in a strategic way, planning for sustainability, and pursuing the vision of the UFS through the open distance learning lens of the South Campus.

How has your experience at the South Campus shaped you for your new role as President of Nadeosa?

The exciting changes at the South Campus during the last five years provide the perfect backdrop against which we are growing as a provider of successful distance education. I see my role as president of Nadeosa as an opportunity for the UFS to broaden its ODL footprint nationally and internationally. The establishment of a dedicated ODL campus at the UFS was

a valuable learning curve, hopefully providing me with the necessary skills and insight that will prepare me for my term at Nadeosa.

What would you like to achieve while you lead this national organisation?

Nadeosa is an organisation that enjoys esteem nationally and internationally for the groundbreaking work it has done, and I would like to further contribute to the process of demystifying distance education in the SA context. As institutions who deliver distance programmes, private and public universities and colleges need to take hands and learn from each other, and I believe that Nadeosa can be instrumental in assisting providers to deliver programmes of excellent quality. In particular, I would like Nadeosa to explore innovative

ways in which throughput of distance students nationally can be improved.

What are your predictions for open and distance learning for the next few years in South Africa? And what developments would you like to see?

As a result of rapid advances in information communication technology worldwide, distance, and particularly online learning, in post-secondary education creates tremendous opportunities for providing access and deepening the global mandate of education for all. In the US there are currently over 6 million students who study online. As in the rest of the world, the potential of online education in SA to become complementary – or in some cases alternatives – to traditional education, cannot be overlooked. The number of

public and private institutions that deliver distance programmes has rapidly increased and support from the DHET and the HEQC has become a reality.

Against the background of the DHET policy promise that the DHET “will work towards creating a post-school distance education landscape based on open learning principles”, which will complement the traditional campus-based provision, the future of distance education in SA is a promising one – provided the field is properly regulated and the focus is on enhancing the quality of provision. Instead of worrying whether or not online education can ever be as good as more traditional formats, perhaps we should instead focus on how we can use it to deliver quality education for people all over the world, particularly the poor and underserved.

I therefore see a bright future for quality distance programmes, especially in addressing the enormous imbalances in skills and experience between different sectors in the SA community. With regard to future developments at the UFS, we need to be committed to addressing issues of sustainability and quality, while extending the numbers of distance students in line with capacity.

We need however to be cautious not to see distance education as a “cheap” (and by implication low quality) version of tertiary education and a “cash cow” to subsidise the

gradually diminishing coffers of universities in general.

What makes you passionate about Distance Education?

The fact that it provides opportunities to deserving people in South Africa (and elsewhere) who, for various reasons, would not have been able to access tertiary education. When I decided ten years ago that I would not further pursue my career as an academic in a Faculty, it was because I saw the positive impact that “taking education to the people” was making – and I was hooked. Providing opportunities to students and lost generations became a passion that I could not resist.

How can distance learning institutions and organisations positively shape the future of South Africa?

Although it is my conviction that distance education should not replace traditional tertiary education, I firmly believe that distance and dual mode institutions and organisations in South Africa have a significant role to play in the future of the country, providing access and redress to thousands of South Africans.

What advice would you give to students across South Africa?

Potential students have to carefully weigh what they want to do with

their lives after school. University education will not solve all the problems of the world, and there are other options. However, if they want to pursue higher education, distance education can transcend the barriers of cost and space – and dreams can come true, irrespective of circumstances

What advice would you give to teachers across South Africa?

If we want to heal education in the country, we need to become agents of change – as teachers, we need to be part of the solution and not part of the problem. In a nutshell – if we want the children of this country to have a chance at a good life, we must be role-models who live what we teach.

Who inspires you? What keeps you going?

I am always inspired by people who have passion for what they do. I am deeply indebted to the philosopher, Paulo Freire, for the way in which his work formed my career. I keep going because the results of what we do at the South Campus are so visible, the way lives are changed and people are given hope.

Who is Prof Daniella in one sentence?

A stubborn, quasi-feminist who refuses to give up.

PhD seminar on South Campus



By Dr Lynette Jacobs

Between 13 and 18 July 2017, ten PhD students assembled on the South Campus for a seminar and to work on their different chapters. Students came from various contexts, including Leribe in Lesotho, Matabeleland North in Zimbabwe, as well as Port Elizabeth and Mount Fletcher in the Eastern Cape.

Among the issues that were discussed during the seminar were the following:

- Communicating your research design
- Registering your title
- The literature study and the theoretical framework
- Research methodology
- Data analysis and reporting
- Critical Policy Analysis
- Applying for ethical clearance
- What is expected in your last chapter

“...not only did the week contribute to their academic growth, it also built social cohesion among them...”



Students were given the opportunity to present their work and get inputs from other scholars, which will allow their titles to be registered at the next Title Registration Committee meeting. These presentations created the platform for critical deliberations. The students were very impressed with the beautiful campus. Students who came from far stayed in the self-catering units at Legae residence and commended the quality of the accommodation.

Upon reflecting on the value of the seminar, the students agreed that not only did the week contribute to their academic growth, it also built social cohesion among them, which they will draw from on their continued PhD journey.

Deserving UAP student awarded Rector's Top Achievers Bursary

By Ingrid Kluyts

When her first year Fasset bursary came to an end, second year B.Com Accounting student, Siziphiwe Sifanelo, had R60 000 outstanding class fees and no access to her study record to apply for additional funding. She serves on the Legae residence committee and met with Prof Coetzee to discuss discounted residence fees. It was at this meeting that she told her story. She is one of six children, five daughters and one son, and all of her siblings study at different universities where they could get bursaries. One studies medicine, one Pharmacology, and three study B.Com Accounting. The youngest is in matric with the aspiration of becoming a pilot. Prof Coetzee accessed her marks to see if she could help and it turned out that she got four distinctions out of six subjects for her last examination and qualified for the Rector's Top Achievers Bursary. Siziphiwe stated that she was incredibly grateful for the opportunity to continue her studies.



Inspiring Gr 12 learners of the Senakangwedi Secondary School to become Librarians. Photo taken by Danie Niewenhuizen.

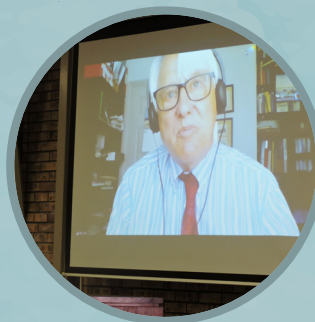
By Lianda Coetzer

SA Library Week is an annual celebration exercised by all types of libraries across the country. It is an opportunity to market library services in an effort to contribute to the understanding of the important role that libraries play in a democratic society by advancing literacy and ensuring free access to information. The theme for the 2017 SA Library Week was: “My Library, our Library”. In the light of this theme, the South Campus Librarian paid a visit to the Senakangwedi Secondary School to inspire Grade 12 learners to consider Librarianship as a profession. The South

Campus is in the ideal position to provide a stepping stone towards Librarianship as a profession through the Short Course in Administration and Management of a School Library. The wish was expressed that the UFS will contribute to the development of a 21st century librarian through learners from the Senakangwedi Secondary School.

21st NADEOSA CONFERENCE

The 21st NADEOSA conference was hosted by the South Campus from 19–21 July 2017. Prof Daniella Coetzee was elected the new NADEOSA president for the term 2017–2019. UFS staff members from a number of departments and Faculties presented papers at the conference.



UFS congratulates Free State on matric results

By Igno van Niekerk

South Campus, distance education, ideas lab, internet broadcast, internet broadcast project, ibp, schools partnership, schools partnership project, matrics, matric pass rate, matric results, pass rate, results, MEC, Education, Tate Makgoe.

The University of the Free State (UFS) congratulates the Free State and its learners on their outstanding performance in the 2017 matric results. The university, which also plays a role in promoting excellence at school level, is proud of the Free State's achievement as the best-performing province in the country with an 86,1% pass rate, excluding progressed learners.

"On behalf of the executive management, staff, and students of the UFS, I would like to extend our warmest congratulations to the Free State MEC of Education, Tate Makgoe, and his executive team in the Department of Education in the Free State on being the top-achieving province in South Africa for the second consecutive year," said Prof Francis Petersen, Rector Vice-Chancellor of the UFS.

He said further, "The UFS is proud to be associated with the Department of Education and salutes them for the many initiatives in schools across the province, which contributed to this year's outstanding matric results. Some of these projects include those presented in conjunction with the university's South Campus, such as the Internet Broadcast Project (IBP), the Schools Partnership Project (SPP), and training programmes for school principals."

Internet Broadcast Project

The UFS IDEAS Lab in the Department of Open and Distance Learning on the UFS South Campus supports learners in 89 schools through the IBP with the help of academic videos. Daily, the IBP transmits lessons to 89 schools in the Free State for learners in Grades 10 to 12. Learners also have electronic access to this material. The project is a collaboration between the university and the Free State Department of Education. It includes support for subjects such as Mathematics, Physical Science, Life Science, Economics, Accounting, and Geography.



With projects like the Internet Broadcast Project and Schools Partnership Projects, the UFS helps to improve education at schools in the Free State. Photo: Elrieka van Dalen.

Schools Partnership Project

The SPP focuses on teachers in order to have a more sustainable impact, with 69 schools in the Free State and Eastern Cape benefiting from it. It makes use of a total of 30 mentors who assist teachers and headmasters with school management, Mathematics, Physical Science, Accounting, and English as language of learning. Mentors visit schools and share knowledge, extra material, and technology to improve the standard of teaching. Matric results and Bachelors pass rates have improved dramatically in these schools.

“Mentors visit schools and share knowledge, extra material, and technology to improve the standard of teaching”

Another aspect is the identification of learners with potential to go to university (so-called first-generation students). They are assisted through extra classes and in applying for tertiary education and bursaries. Many of them currently study at the UFS, and also receive mentorship here.



(From left) Mr Charles Seekoei from the UFS with Mr Flaxman Qoopane.

World Book Day

By Lianda Coetzer

Every year World Book day is celebrated on April 23. UNESCO decided on the date as it was also the death and birth anniversary of William Shakespeare. The aim of World Book Day is to inculcate reading habits among people, especially the youth. In support of this, the Library and Information Services of the South Campus made a book donation to Mr Flaxman Qoopane, a local and well known author. Mr Qoopane has established his own 'literary gallery' and children's library in Hillside View, Rocklands in Bloemfontein. The Library Services sincerely hope that the few books donated will reach the youth to ensure the building of a reading nation.

Against all odds

By Angela Stott

The UFS School Partnership Project has undoubtedly touched the lives of countless learners and set them on a path of academic success. Angela Stott and Nicho Swartz have been working with a group of learners and teachers throughout the year to prepare the learners for the Bloemfontein Expo for Young Scientists. Participation is voluntary and requires an enormous amount of extra-curricular dedication even in contexts that are supportive.

The fact that these learners have gotten as far as having a project to display, despite their context, is extraordinary. Anyone who has worked in the townships will understand this very well. One learner in particular stood out:

Lebohlang Ngakhe, a Grade 9 learner from Lebelo.

Lebohlang lives in a corrugated iron shack about 5 km away from Lebelo, and so spends at least an hour of brisk walking each day to get to and from school. He was attending a school closer to his home until two years ago when he chose to move to Lebelo, despite the distance. His reason for this is because Lebelo is a good school. No doubt the UFS SPP involvement in Lebelo contributed to this decision.

The SPP staff particularly noticed Lebohlang during their winter school in 2016. This was held for all the learners from their schools who had done Expo. He is a quiet, yet intense, focused, diligent, and determined little boy who works fiercely at improving himself and doing his very best. During a reduced version of the winter school this year he showed the staff a voluntary notebook he has been working on, filled with neat notes and diagrams and mind maps. These summarise physics concepts he has obviously been teaching himself and inventions he is thinking about. The mind maps and summaries are done in the style he was taught him at last year's winter school.

When Angela went to Lebohlang's home, his mother pointed out two

boxes full of wires and electronic components that Lebohlang has salvaged from the nearby rubbish dump to use in his creations. Next year Lebohlang has to leave Lebelo because the school only goes up to Grade 9. We discussed which school he will go to and he said there was no good school close enough to his home, but he had entered a Colgate lucky draw competition for a scholarship, so maybe he would be able to go to a good school.

This is just a tiny slice of this exceptional boy's life fighting against the odds. And he is just one of the learners doing Expo this year. Surely the other kids have touching stories too. The SPP staff are hopeful that at least some of them will get medals this year. But the point is that the learners from the township need to be acknowledged for their achievement despite their context even if they don't manage to measure up to the standards of Expo.

***A total of 308 SPP recruited students are currently studying at the UFS. The first group of 22 SPP students assisted by the SPP to gain access to the UFS (2015) (mentored by the SPP) are in their third year and performing well. Two of them are studying Actuarial Sciences.**

Overseas conference attendance

During June and July, various colleagues had the privilege of attending conferences abroad. Prof Corene and Dr Lynette visited Bulgaria to attend and present at the XV Annual International Conference of the Bulgarian Comparative Education Society (BCES) which was held in Borovets, from 20–23 June. Borovets is situated on the slopes of the Rila mountain range and close to the Musala Peak, the highest mountain peak on the Balkan Peninsula.



Lynette and Corene on the slopes of the Rila mountain range. The pictures were taken at the top of the Yastrebets gondola route, 2369 m above sea level. Although it was mid-summer, we were glad that we took some warm clothes with as it was really quite chilly.



The Musala peak, which rises 2925 m (9596 ft) above sea level, is the highest mountain peak in Eastern Europe and the 7th most prominent peak in Europe. Its name means "near God".



Prof de Wet also presented a paper at the Fourteenth International New Directions in the Humanities Conference, at the Imperial College in central London. Prof de Wet in front of the Imperial College, on her way to present her paper in London.



Prof de Wet on one of the old battleships in the maritime museum in Portsmouth in the South of England.

Dr Peet travelled to San Antonio, Texas, US to attend a four-day workshop on "Teaching with the Brain In Mind" presented by Eric Jensen.



Dr Peet with a real human brain (Left lobe) in his hand.

Making a difference is Angela's superpower

Dr Angela Stott-Vogt is passionate about making a difference wherever she goes.



By Eugene Seegers | Photo: Igno van Niekerk

unqualified or disinterested teachers. Yet, from the ashes of despair, Angela identifies phoenixes and makes them fly.

When Angela starts sharing stories, there is no pretence or ego, but a clear sense of commitment, empathy, and passion are evident in every sentence.

“So, there’s this kid: Grade 8; dirt poor. Used to live with his mother, but she’s dead now—a desperate situation. But he loves science. He wants to buy a science kit

from me. I asked him what he was willing to pay. He had R100. I told him that I would give it back to him if he worked through the Grade 10–12 books, which I then gave him. Within a few weeks he was back. I made him write the test I usually give teachers. They average about 60%. He got 90%. Next thing, he wants a chemistry kit. We got it sponsored. A comprehensive one. Worth more than R20 000. Then, by negotiating with a principal, we got him into a prestigious school.

The other day he was in the school’s team for the Science Olympiad. They got into the final round. Then, a tiebreaker: A difficult question. Guess who knew the answer? Yes, he did. Won the competition for his school.”

Angela’s stories flow into one another. The same themes: Poverty and Potential. Creating opportunities. There are more children she is helping; each is a young scientist. There is a young boy who stays in a single-room house with his mom. The room is divided by sheets, which function as walls. In his ‘room’, he keeps a box of components and ‘science things’ he has collected from a rubbish dump nearby. When Angela assisted him in registering for a recent Science Expo, the boy needed string for his project. Angela smiles. “You know where he got it?” She pauses: “He used the string that was used to hang the sheets. There’s opportunity everywhere.”

And she is right, because everywhere she goes, Angela Stott-Vogt creates opportunities. Whether it be through science kits, expo participation, teacher mentorship, or learning opportunities—Angela’s superpower is making a difference.

The world of work

By Mary Ntlhabo

School Partnership Project learners from Botshabelo and Thaba Nchu were brought to the Sasol Library on the Bloemfontein Campus in September as part of the ‘take a child to work’ project, which aims to expose learners to the world of work. Upon arrival the learners were welcomed by the UFS Marketing team who allocated them to different sections of the library to start work for the day. One of the learners from Kgorathuto, Thebe Motaung, was also afforded the privilege of attending a Top Management meeting on the day. At mid-morning all learners

converged in the library’s reading corner where they were treated to a light lunch and each given a chance to report on what they have observed and learned. The highlight of the day was the book launch, where the authors of the book ‘In our own words’, who also come from disadvantaged schools and are currently studying at the UFS, motivated and inspired the learners. One of the learners, Kearabetswe Chwene, has been invited to Christian Liphoko to interact with other authors, as she is an aspiring author herself. She will be given a mentor to assist her with telling her own stories.



Kearabetswe Chwene with poetry author, Vutivi Baloyi. Below: Authors of the book ‘In our own words’.

Literacy day at Christian Liphoko

By Mary Ntlhabo

The UFS Schools Partnership Projects (UFS SPP) together with the UFS Sasol library planned and celebrated Literacy Day at Christian Liphoko on 21 September 2017 in one of our project schools in Thaba Nchu. This initiative is among the most successful examples of collaboration and cooperation in projects that are beneficial to the two campuses.

The event was well attended by representatives of the UFS Sasol Library, UFS SPP mentors, and members of the school SGB. When encouraging learners to excel beyond their current circumstances, the director of Library services, Ms Beitsy Eister, alluded to the fact that she herself was born and bred in Thaba Nchu.

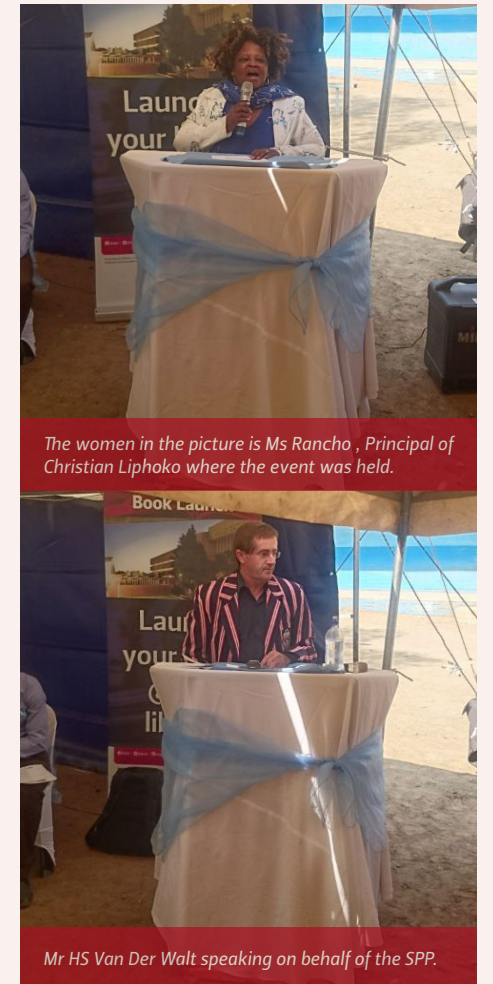
The objective of the day, which was to encourage reading, was marked

by the training of 20 library prefects by Ms Ronet Vrey. The learners will carry on with the continuous maintenance and ensure that the library is functional.

Mr HS Van Der Walt, the project manager for UFS SPP, used the moment to thank the Sasol Library, the school and UFS Community Engagement for the alliance. He further motivated the learners to read, read and read. They must not learn to read, but read to learn.

The highlight of the day was the launch of two books authored by UFS students “In our own words” and a poetry compilation “Keep Hoping” written by Vutivi Baloyi. Learners had the opportunity to interact with authors as one of the co-authors Kabelo Selaledi is a former learner of Christian Liphoko.

“The highlight of the day was the launch of two books authored by UFS students “In our own words” and a poetry compilation “Keep Hoping”



The woman in the picture is Ms Rancho, Principal of Christian Liphoko where the event was held.

Mr HS Van Der Walt speaking on behalf of the SPP.

Congratulations to the South Campus Meerkats who were the overall winners of the Interdepartmental Sports Championships held at the Bloemfontein Campus on 10 November 2017.



NEW

APPOINTMENTS

A warm welcome to all the new members of the South Campus team



Mr Thabo E Ncapodi
Curriculum Design
and Development



Dr Johannes J Möller
IDEAS Lab



Ms Lerato Setilo
Support Services
and Operations

Transforming Teacher Education to Improve Learning Outcomes: E-Seminar

By Dr Lynette Jacobs

Eight colleagues on the South Campus took part in an e-Seminar on transforming teacher education to improve learning outcomes through the IIEP Learning Portal. This seminar brought together 1 121 participants from 142 countries. Every day a presentation was shared through the portal. The South Campus colleagues met every day over the lunch hour to discuss insights gained on various topics, but also took part in online discussions on the different topic.

Maria Teresa Tatto, Principal Investigator for the Teacher Education and Development Study in Mathematics (TEDS-M) presented the keynote presentation on *Transforming teacher education to improve learning outcomes*. This was followed by a presentation by Michael Ward, Senior Policy Analyst, Development Cooperation Directorate and Directorate for Education and Skills, Organisation for Economic Cooperation and Development (OECD) on *What can we learn about the strengths and weaknesses of teacher education systems from large-scale assessments?*. On the Wednesday, Frank Hardman, Professor of Education and Development, University of York, United Kingdom shared his views on *Placing Pedagogy at the Centre of Teacher Education Reform*, and finally Helen Abadzi, retired Senior Education Specialist at the World Bank provided insights on *Which competencies necessary for achieving SDG4 Remain unaddressed through teacher education programs?* (SDG refers to the United Nations sustainable development goals listed under the 2030 Agenda at <https://undg.org/>).

In the Executive report available on the website at <https://learningportal.iiep.unesco.org/en/forum/transforming-teacher-education-to-improve-learning-outcomes-e-seminar-synthesis-report-may-29-june-2-2017> the following key takeaway points are shared:

- Teacher education matters, and can be improved.** Participants remarked that they gained new insight into the importance of the influence of teacher education on students' learning outcomes, suggesting that teacher education is often seen as part of the landscape, not something that can be analysed and reformed.
- Countries face similar issues and concerns with teacher education.** Participants were struck by the universality of many themes addressed in the e-seminar.
- Large-scale assessments and studies can provide information about the strengths and weaknesses of teacher education systems.** However, many participants remarked that their own contexts lacked sufficient information for such an analysis.
- Teachers in many contexts are underprepared in basic knowledge and skills.** Many teachers have significant weaknesses in foundational areas, suggesting that this may require either higher recruitment standards or pre-service and in-service systems that do a better job of assessing and filling these gaps.
- Teachers need to know more than just subject content.** In addition to strengthening teachers' subject knowledge, participants remarked on the importance of teachers understanding the science of cognition and learning, and developing pedagogical content knowledge.
- Greater attention should be given to in-service teacher education.** Participants noted that in-service education should receive equal or greater attention than pre-service training. In-service training should be more systematic, more school-based, tailored to specific needs and contexts, and offered through multiple modalities.
- ICT skills should be a crucial element of teacher education systems.** Participants remarked that digital literacy is a weak area for teachers, and that improving ICT skills would enable them to update their content and teaching methods, as well as provide them with increased professional development opportunities.
- Teachers need to build knowledge and attitudes for inclusive education.** Participants argued that teachers will be unable to support the Sustainable Development Goals' agenda unless they gain a greater understanding of social inequities, discrimination, and the special needs of certain groups of students.
- Teachers need to become more reflexive practitioners.** Participants stated that teachers need to take charge of their own professional development. This requires the ability to observe the effects of their teaching, as well as use assessment data to evaluate and identify ways to improve their own practice.
- Teacher educators need to improve their knowledge and skills.** Many weaknesses in teacher education stem from weaknesses in the knowledge and skills of teacher educators. This emerged as an important issue to investigate further.

Some of the interesting points of discussion will be shared by colleagues at the next campus meeting.



Photo from the portal website learningportal.iiep.unesco.org