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EDUCATION CONSULTANCY AND
PROJECT DESIGN

What is Education transformation all about? What is our Theory of Change? How do we plan it? What are the critical ingredients we definitively should not miss? And what is the role of edtech in this complex equation?

Education Systems, formal learning institutions and education stakeholders worldwide are dealing with the challenging mission of reimagining learning in times of great uncertainty and inequity. Driving education transformation in such demanding times may not be an easy task and there is probably no turning back. In fact, this seems to be already part of our daily routines as educators: to plan for face to face, distance, and hybrid learning scenarios, where both curricula and social and emotional development must go hand in hand. But to deliver quality and equitable learning experiences that enable students to become responsible and committed lifelong learners, citizens, and future workers, depends upon a balanced capacity to design purposeful projects, driven by pedagogy and a strong commitment to a purposeful action.

The **ik.design service** was developed through a deep research to support that process. Particularly, it aims **at supporting the design of a comprehensive educational project, taking advantage of digital learning resources. Relying on our experience we help you responding to several critical questions:** How do we align a project with the Education Masterplan, policies, and strategies to put in place? How do we plan for an effective change through the professional development of the local education agents? How may we foster students' educational and career development? And what learning resources do we choose to help us reach our purposes?

What does it aim for?

The ik.design will help you set clear educational goals and make strategic decisions about the means, the processes, the methods and the people to involve, so that you are able to drive an educational project towards massive and meaningful outcomes.

1. **Educational Policies and Strategies** targets the design of Education plans that consider the integration of edtech to achieve wider systemic and measurable goals for the development of a learning ecosystem in a specific geography, based on a review of local educational policies and strategies.
2. **Professional Development of Educational Agents** targets the design of strategic plans that consider principles, procedures and content for Professional Development and Training Accreditation in the context of transformative Education Projects with edtech, to develop Teacher Career Status, Continuous PD for Educators, Institutional Leadership and Communities of Practices.
3. **Educational and Career Development** targets the design of strategic plans that consider the infusion of critical vocational dimensions in the different levels curriculum and didactic, supported by edtech, to promote a culture of school engagement and studies pursuit that favours the alignment of students' personal talents and interests with social and economic priorities of a particular geography.
4. **Early Learning – access and quality** targets the design of strategic plans for PreK-K Education that consider a relevant skills matrix and an intentional and systematic action upon the analogical and digital resources to favour quality in children's exploratory endeavours and reinforce critical thinking and media literacy since early age.
5. **Skills and Learning Processes** targets the design of methodological plan for the effective development of transferable skills in the different school levels, through innovative pedagogical strategies that take advantage of edtech, and favours the diversification of learning processes in formal education.
6. **Educational Technology Resources** targets the design of edtech solutions proposals, identifying the most suitable technological means – hardware and software – for specific project implementation, suited to the local requirements and contextual development opportunities.

ik.design fields of action

How does it work?

It comprises two sequential actions:

1. Initial Assessment

The initial context assessment is based on integrated procedures that align with UNESCO frameworks for ICT in Education (1), the Microsoft Education Transformation Framework (2) – as we are Microsoft Global Training Partners – and the 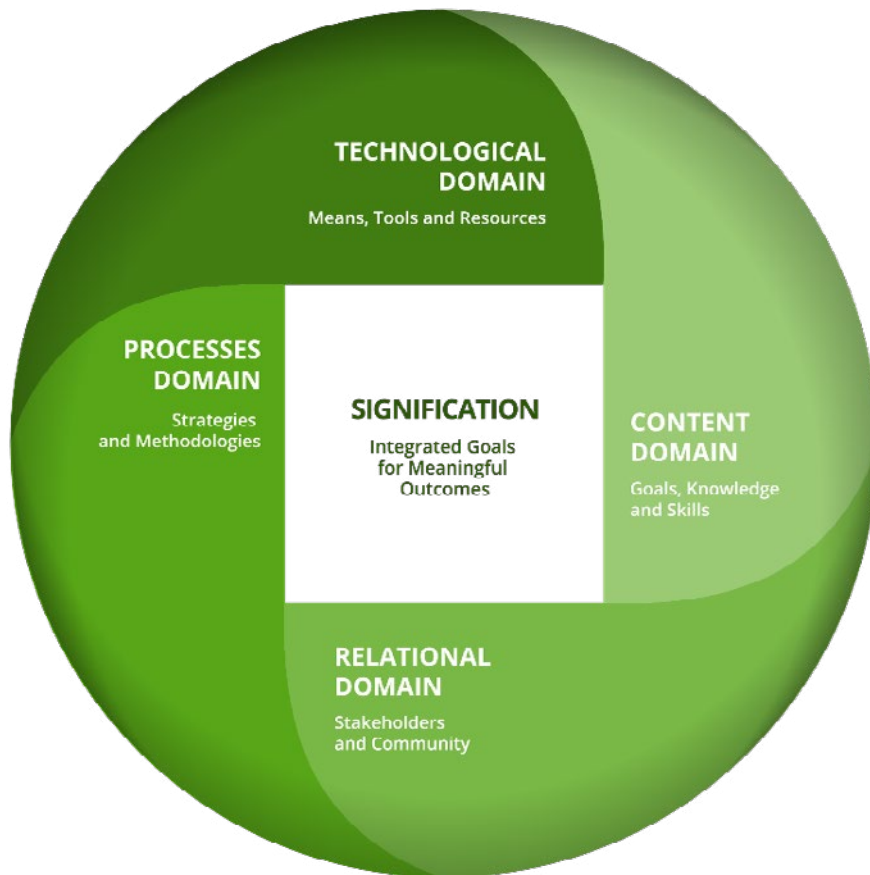ik.model (3) – our own pedagogy framework to guide meaningful edtech projects). It may include Education Projects analysis, meetings with stakeholders and decision makers, and real context observations to get an overview perspective of the particular Education ecosystem, priorities, needs and opportunities. This information helps identifying possible relevant paths for the design of an edtech project that comprises wider goals and outcomes.

	TECHNOLOGY LITERACY	KNOWLEDGE DEEPENING	KNOWLEDGE CREATION
UNDERSTANDING ICT IN EDUCATION	Policy awareness	Policy understanding	Policy innovation
CURRICULUM AND ASSESSMENT	Basic knowledge	Knowledge application	Knowledge society skills
PEDAGOGY	Integrate technology	Complex problem solving	Self management
ICT	Basic tools	Complex tools	Pervasive tools
ORGANIZATION AND ADMINISTRATION	Standard classroom	Collaborative groups	Learning organizations
TEACHER PROFESSIONAL LEARNING	Digital literacy	Manage and guide	Teacher as model learner

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UNESCO framework for ICT in Education

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Microsoft Education Transformation Framework

TECHNOLOGICAL DOMAIN

Means, Tools and Resources

PROCESSES DOMAIN

Strategies and Methodologies

SIGNIFICATION

Integrated Goals for Meaningful Outcomes

CONTENT DOMAIN

Goals, Knowledge and Skills

RELATIONAL DOMAIN

Stakeholders and Community

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2. Project Design

The project design sets strategic and methodological plans that consider critical professional development actions and relevant educational impact assessment goals within a matrix of six specific fields of action that have been defined in accordance to worldwide Educational priorities, and are specifically aligned with the contextual initial assessment for the project design. A report will be delivered as an output of this process, integrating: 1) a contextualised and significant perspective on change; 2) a plan for professional development through systematic training, mentoring, monitoring and supervision; and 3) a proposal to evaluate the impact of the pedagogy-driven edtech integration. The specific aspects of this project, in terms of the design of the implementation, the times for action, as well as the number and roles of the stakeholders involved, are presented in this report, respecting the will of the decision makers, the convenience of the participants and the local dynamics. This way, conditions will be created for future improvements, based on the monitored goals towards the expected changes, strengthening projects' identity and building capacity to face future needs in complex systems.