



## **BLEND**

*Blended Learning for Educators in a  
(global) Network for Development*

**VVOB/COACH breakfast event**  
23 February, Washington DC

# *BLEND project rationale*

- **Accelerated shift** to online and blended Continuous Professional Development (COVID-19 pandemic crisis)
- ICT as **a tool** to improve teaching, learning and professional development of teachers and school leaders
- Overcoming **barriers** and grasping **opportunities** in specific contexts
- Global **exchange** and **learning**



*Three-in-one learning trajectories*  
**Global – South-Africa – Vietnam**

# Global Learning trajectory



Pratham



AGA KHAN FOUNDATION

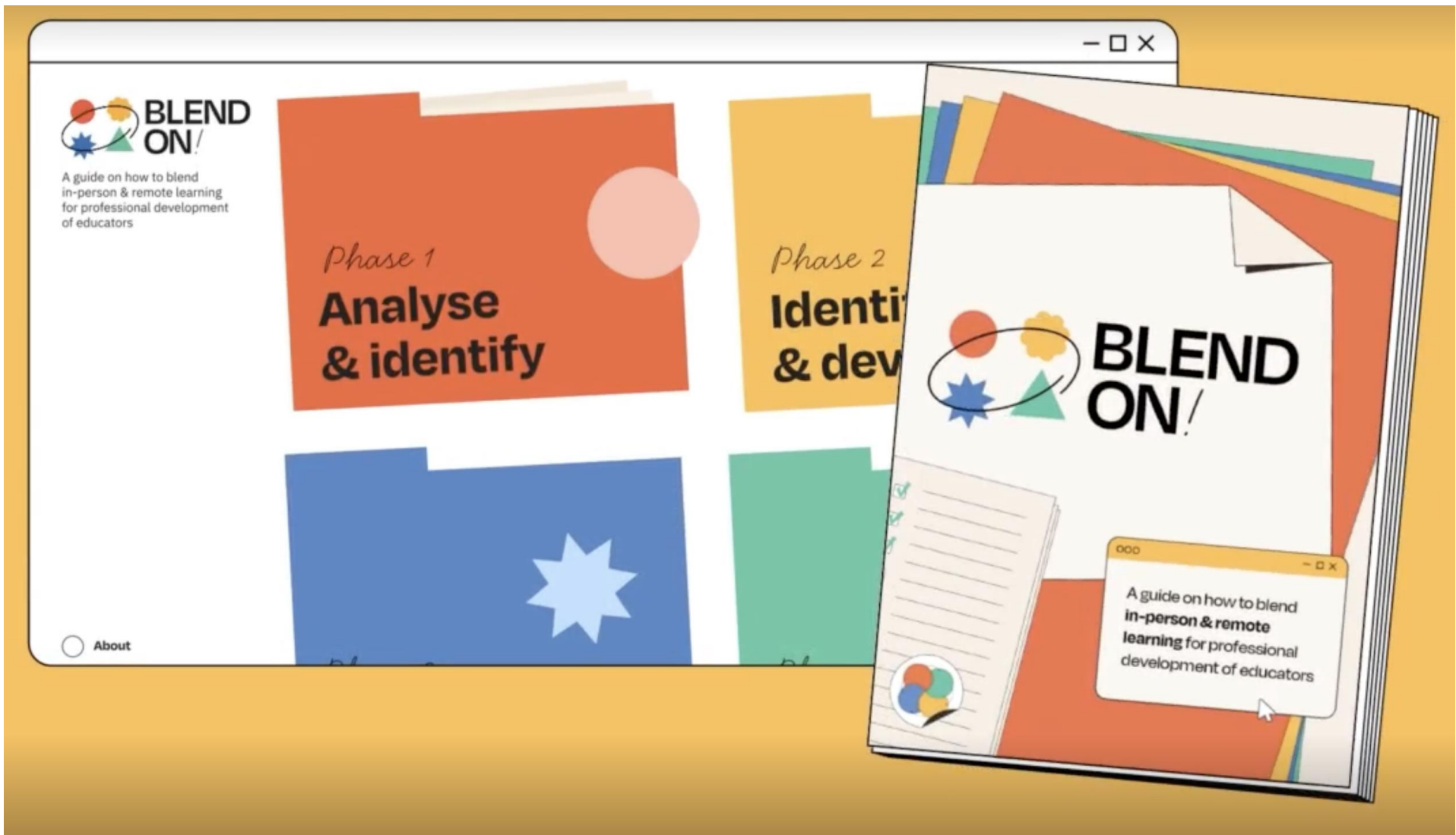


RIGHT TO PLAY



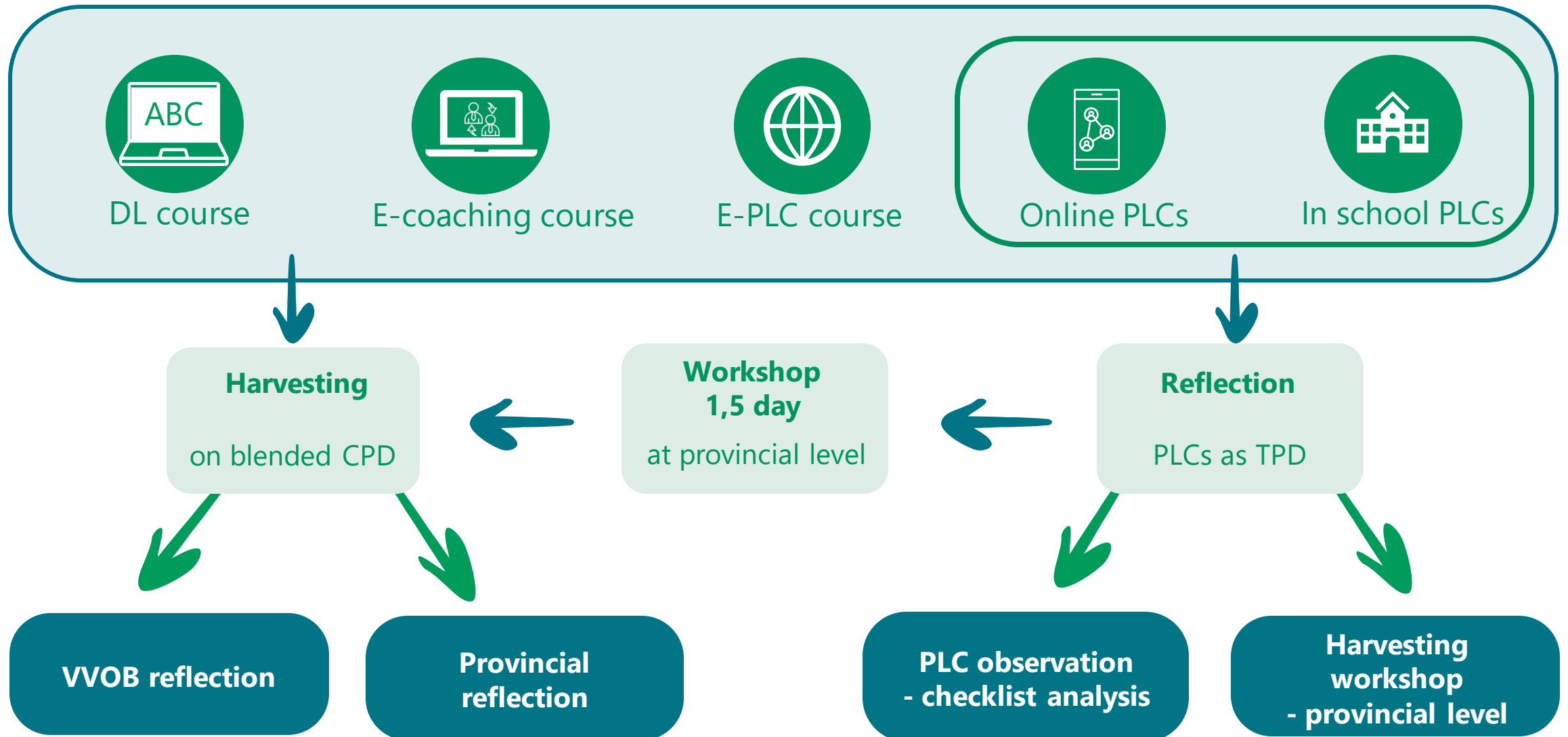
# Output: *blend ON!*

- **Guide** for 'CPD providers' on how to develop blended CPD for educators
- With 12 hands-on steps in 4 key phases: analysis – design/development – implementation – evaluation
- With **checklists, tools and case studies**
- Addressing **cross-cutting themes**:
  - Engagement and motivation
  - Gender equity and inclusion
  - Cost-effectiveness, scalability and sustainability



*Print + website format:*  
**[www.blendon.org](http://www.blendon.org)**

# Blended CPD trajectory developed in Viet Nam



- There is still a tendency to value in-person modalities over online modalities. **Blended CPD trajectories help to shift that mindset.**
- When schools organize more online meetings, **EQUITY increases** as more teachers can attend.



- To ensure active participation in blended CPD trajectories, conditions like time, workload, preparation, support, and motivation need to be carefully considered.
- Educators at all levels (provincial, district and school) need to have full awareness and a good understanding of the blended CPD approach.