



ICT in Education 2030: Extending Opportunities for Lifelong Digital Learning

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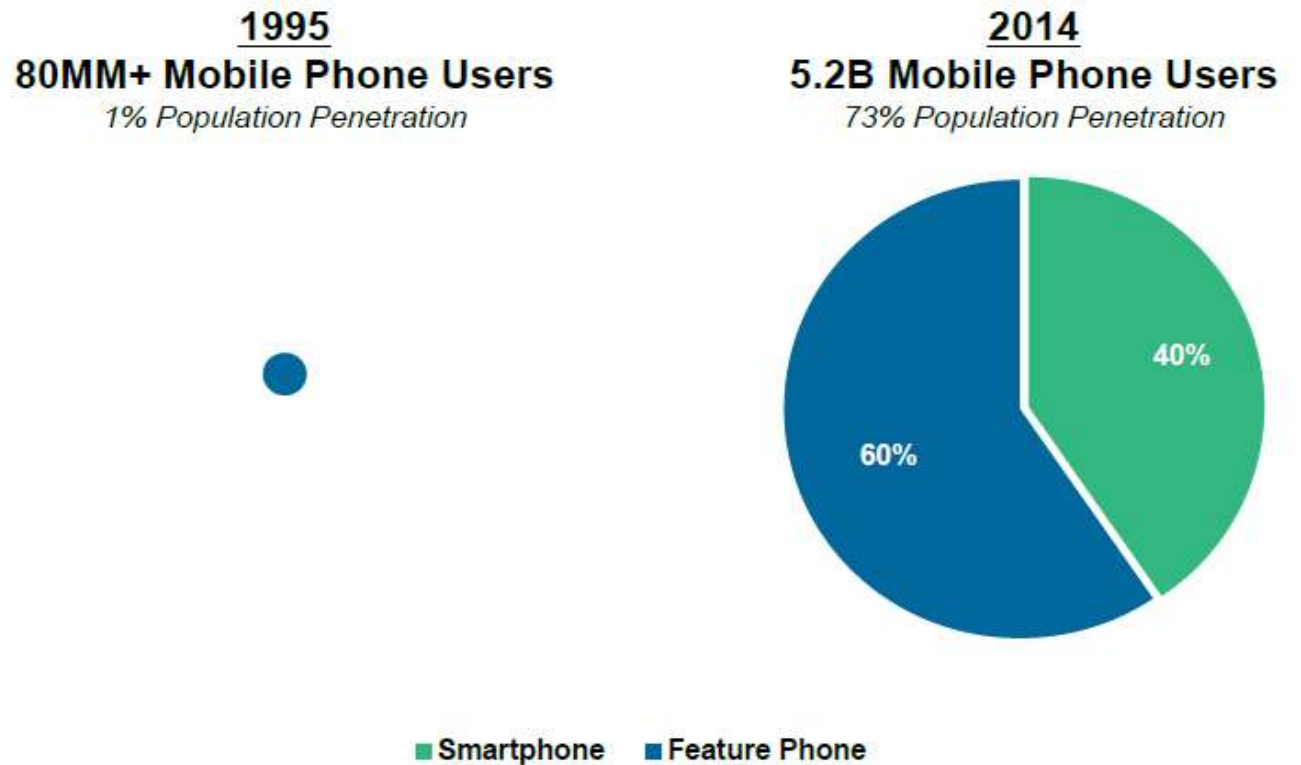
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Context: Why Lifelong DIGITAL Learning ?

Mobile Users Worldwide

Mobile Phone Users – 1995 → 2014... 1% to 73% Population Penetration Globally



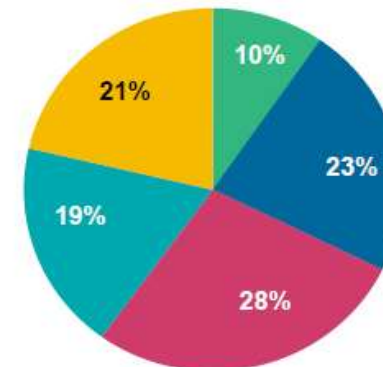
Internet Users

Internet Users – 1995 → 2014...
<1% to 39% Population Penetration Globally

1995
35MM+ Internet Users
0.6% Population Penetration



2014
2.8B Internet Users
39% Population Penetration



■ USA ■ China ■ Asia (ex. China) ■ Europe ■ Rest of World

1 Day in the Life of the Internet



3,159,134,313

Internet Users in the world



967,769,822

Total number of Websites



62,886,199,774

Emails sent [today](#)



1,245,306,276

Google searches [today](#)



1,147,878

Blog posts written [today](#)



240,294,653

Tweets sent [today](#)



2,606,567,009

Videos viewed [today](#)
on YouTube



58,307,304

Photos uploaded [today](#)
on Instagram



51,519,599

Tumblr posts [today](#)

Source: [Internet Live Stats](#)

2030 Development Agenda SDG 4 'Education'

ICT in Education 2030 Agenda

- **SDG 4 of Adopted by the International Community in September 2015** calls for '*Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all*' with its key pillars of access, equity and inclusion.

SDG 4 'Education'

4.1 all children complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.3 Ensure equal access for all to affordable and quality technical, vocational and tertiary education, including university

4.4 Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development,

4.c Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Global Education Monitoring Report 2016

□ On current trends :

- Universal primary completion will be achieved in 2042
- Universal lower secondary completion in 2059
- Universal upper secondary completion in 2084

SDG 2030 would mean:

- ❑ Universalizing upper secondary completion for women in sub-Saharan Africa by 2030 would result in 300,000 to 350,000 fewer child deaths per year in 2050.
- ❑ In low income countries, universalizing upper secondary completion by 2030 would increase per capita income by 75% by 2050 and bring poverty elimination forward by 10 years.
- ❑ Universal upper secondary completion by 2030 would prevent up to 50,000 disaster related deaths per decade by 2040-2050.

Business as usual
will not suffice

- Education has a responsibility to foster the type of skills, attitudes and behaviour that will lead to sustainable and inclusive growth.
- This means reaching out beyond traditional boundaries and creating effective partnerships.
- Innovation for sharing knowledge to support quality lifelong learning opportunities needed

ICT as a key for SDG4

- Qingdao Declaration 2015 – SDG4
ICT must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more efficient service provision.

UN Commitments

- The Universal Declaration of Human Rights states that all people have basic inalienable rights and fundamental freedoms that include the right to receive and impart information and ideas through any media and regardless of frontiers (Article 19) and the right to education (Article 26).
- UNESCO's constitutional commitment to "the free exchange of ideas and knowledge" supports sharing of knowledge using technologies

UNESCO Activities : Extending Opportunities for Lifelong Digital Learning

ICT in Education

Rationale

The use of ICT to support quality teaching and learning at all levels has the potential support the development of inclusive Knowledge Societies.

Activities:

1. Mainstreaming Open Educational Resources (OER)
2. Teacher Training for integration of ICT in the classroom
3. Policy support for open distance flexible and online education focusing for Persons with Disabilities

Open Educational Resources (OER)

Any educational resource/materials that may be
freely accessed, reused, modified and shared
....openly available for use without paying
royalties/licence fees



Image:

http://foothillglobalaccess.pbworks.com/w/page/13095903/Open_Educational_Resources

<http://www.globalkap.com/Industries/Legal>

most free



least free



CREATIVE COMMONS LICENSES



Dr Cable Green, Director
Global Learning, Creative
Commons

Paris OER Declaration 2012

Paris OER Declaration: 4 Main Types of Action

1. **Facilitate understanding and use**
2. **Support capacity building**
3. **Reinforce strategic alliances**
4. **Encourage forward looking actions**

- a) Facilitate awareness and use of OER
- b) Facilitate enabling environments for use of ICT.
- c) Reinforce the development of strategies and policies on OER
- d) Promote the understanding and use of open licensing frameworks
- e) Support capacity building for the sustainable development of quality learning materials
- f) Foster strategic alliances for OER
- g) Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- h) Encourage research on OER
- i) Facilitate finding, retrieving and sharing OER
- j) Encourage the open licensing of educational materials produced with public funds

2nd World OER Congress 2017

18 - 20 Sept. 2016
Ljubljana,
Slovenia

Objectives

1. Examine solutions to meeting the challenges of mainstreaming OER practices in Educational systems worldwide
2. Showcase the world's best practices in OER policies, initiatives, and experts;
3. Providing recommendations for the mainstreaming of OER with links to best practices

• Challenges to mainstreaming OER

Capacity of users to access, re-use and share OER

Language and culture issues

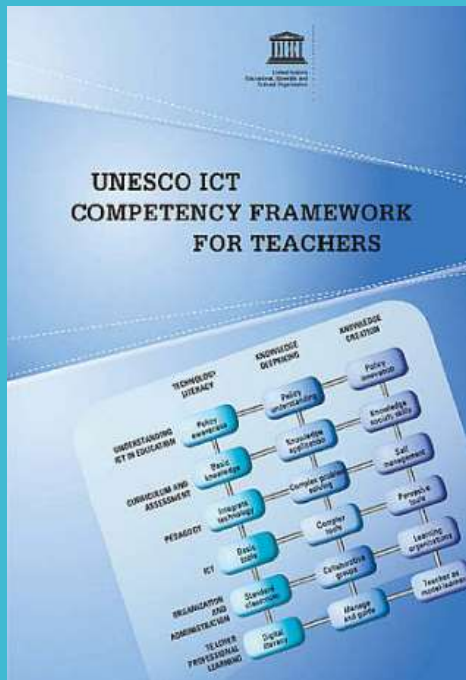
Ensuring inclusive and equitable access to quality OER

Changing business models;

The development of supportive policy environments.

Teacher Training : The ICT Competency Framework for Teachers

- A Framework for training teachers to effectively integrate ICT in their practice.
- A set of competencies that teachers need to integrate ICT into their practice and professional development to advance student learning.
- Current activities focus on contextualizing the ICT CFT using Open Educational Resources (OER) developed through national consultations linking policy objectives and the ICT CFT framework



<i>Approach :</i> COMPONENT:	<i>Technology Literacy</i>	<i>Knowledge Deepening</i>	<i>Knowledge Creation</i>
UNDERSTANDING ICT IN THE CLASSROOM	Policy awareness	Policy awareness	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
ORGANISATION AND ADMINISTRATION	Standard classroom	Collaborative groups	Learning organizations
TEACHER PROFESSIONAL DEVELOPMENT	Digital literacy	Manage and guide	Teacher as model learner

ICT CFT Harnessing OER Project

1. Contextualization of the ICT CFT to meet national ICT in Education TT Objectives
(ICT in Education TT Standards referenced to the ICT CFT)

2. OER-based TT materials based on a curriculum map to support TT available on Open Platforms, mobile – enabled and accessible for persons with disabilities

3. Pilot of Teacher Training using OER-Based TT Materials by national stakeholders



5. International dissemination of the results of the project and inter-regional consultation on the sharing of resources for the curriculum map

4. Consolidation of a pool of international experts to support the harnessing of OER for the ICT CFT



Learning for All:

Guidelines on the Inclusion
of Learners with Disabilities
in Open and Distance Learning

Purpose

The Guidelines addresses the role and obligations of stakeholders – governments, institutions, teachers, instructional designers, and quality assurance and qualifications recognition bodies as well as industries, developers, families and persons with disabilities to:

- contribute to the implementation of the United Nations Convention on the Rights of Persons with Disabilities (2006) – Articles 9, 21 and 24
- support access to quality learning opportunities for persons with disabilities and access to information and knowledge using inclusive, accessible and affordable solutions.

<http://unesdoc.unesco.org/images/0024/002443/244355e.pdf>

Scope

These Guidelines may lead the development of more standardized procedures for the ODL institutes and all other higher educational organizations which use ICTs for their programme delivery.

The Guidelines provides recommendations to 4 main Educational stakeholders:

Policy makers at
governmental level

Educational
institutions delivering
ODL

Instructional designers

Quality assurance
and qualifications
recognition bodies

The Guidelines also include the Matrix of Actions for consideration at all stages of the educational process to support accessibility.

Platforms

Content

Modalities

Conclusion

- The successful integration of ICT in teaching and learning requires the rethinking of the roles and functions of education: teachers, learners, institutions and learning materials ...

Thank you!

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