UNESCO’s Work in ICT in Education Policy

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Focus areas

- Facilitating high-level policy Debates
  - Qingdao Declaration: Harnessing ICT to achieve Education 2030
  - Global and regional Forums
- Analyzing the trends of ICT in Education
- Supporting the development of national ICT in education policies and master plans
UNESCO’s Tools and capacity building activities

- UNESCO ICT in Education Toolkit (www.ictinedtoolkit.org)
- A global ICT in Education Policy Platform in cooperation with Intel: www.ictedupolicy.org
- 30+ national workshops and 10+ sub-regional workshop; directly trained 1000+ policymakers of more than 50 countries.
Lessons learned on ICT in education policy development: A butterfly model

1. ICT in Ed sector policy is needed
2. Cross-sector national agency or committee
3. By national teams, not by external consultants
4. Policy and Master plan aligned with national priorities
5. All schools & teachers should be sensitized
6. Partners and stakeholders should be consulted and engaged
7. Legal power & institutional strategy
8. Budget commitment
9. Monitoring & evaluation
10. Review & update
Start the policy planning with learning outcomes and schools results

- Connected digital devices & BYOT
- Digital content & OER
- E-school strategies and school leadership
- Teachers’ ICT-pedagogy competency & incentives
- Learning outcomes & assessment

E-School Model

Equitable and inclusive access
Quality of learning
Anytime anywhere learning
Unleash ICT’s potentials for deeper learning,

Openness of curriculum & assessment

Learning outcomes
- Subject knowledge acquisition in fixed time & space
- ICT enhanced knowledge/value deepening
- Knowledge creation & personalized life long learning

Teaching & Learning
- ICT enhanced classroom based lectures
- Extended lessons or online courses (e.g. OER MOOCs)
- Coached U-learning & project based learning

Content
- Govt. or institutional (open) educational resources
- Public open educational resources
- Teacher/student generated resources (BYOC)

ICTs
- School devices & connection per students \( \rightarrow 1:1 \)
- Public internet connection
- Universal broadband & Personal devices (BYOT)

School
- Openness of schools or learning environments

Public

Personal

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Model of leveraging ICT to deliver anytime anywhere learning opportunities:

- Universal broadband & Personal devices (BYOT)
- Teacher/student generated resources (BYOC)
- ICT enhanced classroom based lectures
- Extended lessons or online courses (e.g. OER MOOCs)
- Coached U-learning & project based learning
- Public open educational resources
- Teacher/student generated resources (BYOC)

**Inputs**

- Learn-centric course design
- Personalized teachers' coaching
- School-based supports

**Outputs**

- Outcome driven planning: Knowledge, skills, competencies, values
- Curriculum & assessment adjustment
- Inter-sector cooperation & coordination

**Processes**

- Anywhere eLearning environment: individual + collaborative + social
- Anytime learning opportunities: learning + life + work
- Accessible for anybody: openness + relevance + credibility

**Openness of curriculum**

- Subject knowledge acquisition in fixed timespace
- ICT enhanced classroom lessons or online courses (e.g. OER MOOCs)
- Public open educational resources

**Openness of schools or learning environments**

- Openness of student involvement
- Openness of school or learning environments
- Openness of assessment

**Openness of assessment**

- Subject knowledge acquisition in fixed timespace
- ICT enhanced classroom lessons or online courses (e.g. OER MOOCs)
- Public open educational resources

**Openness of learning outcomes**

- Outcome driven planning: Knowledge, skills, competencies, values
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**Openness of schools or learning environments**

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- Openness of school or learning environments
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Policy coherence

- Curriculum: What to learn, how to learn, and where to learn vs. ICTs to locked or unleashed
- Assessment for students: Assessment expectations vs. Digital learning expectations → adjustment of learning assessment
- Schools or other edu institutions: Schools’ performance evaluation vs. Expected e-school leadership and e-school support strategy
- Teachers: Teachers’ performance evaluation vs. Expected teachers’ pedagogical use of ICT
- Teachers education: Pre-service teachers preparation vs. in-service teacher training and professional development
Thank you...

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