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Cultural Organization

Guiding ICT in Education Policy Towards Education 2030

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**





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UNESCO's Tools and capacity building activities



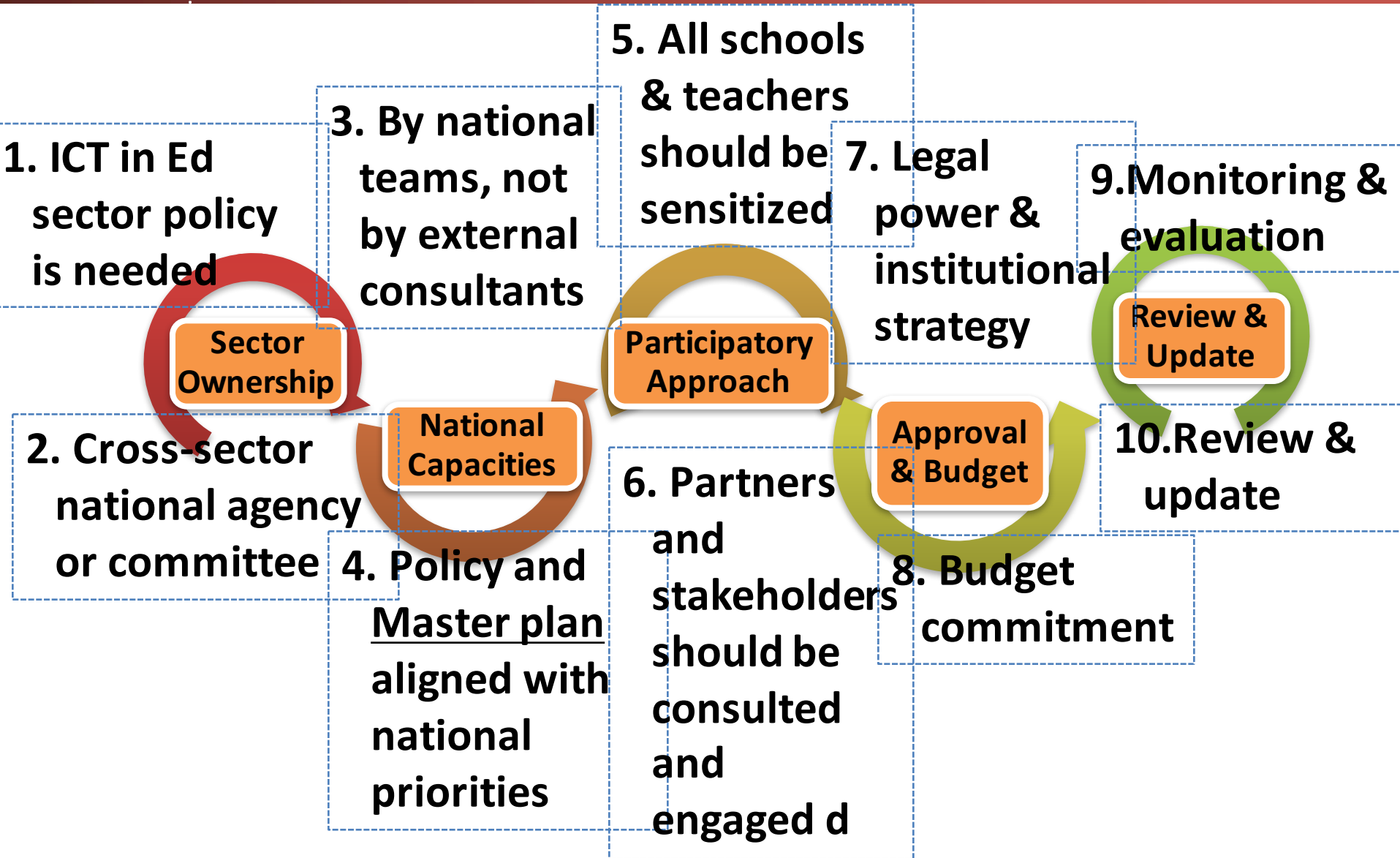
ICT in Education
Policy Platform



- **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





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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



Equitable and inclusive access

Quality of learning

Anytime anywhere learning



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Unleash ICT's potentials for deeper learning,



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Openness of curriculum & assessment →

Outputs

Processes

Inputs

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 → 1:1

Public internet connection

Universal broadband & Personal devices (BYOT)

School

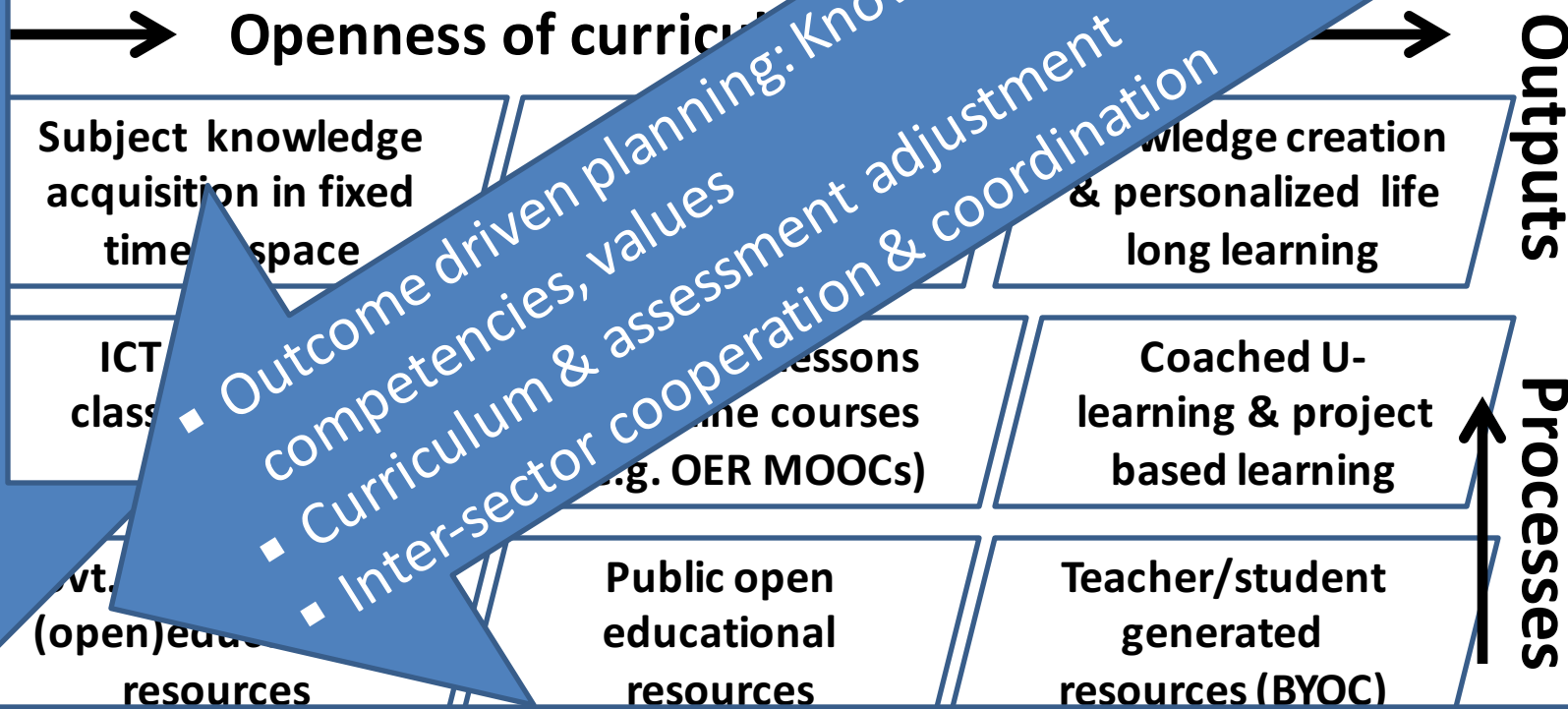
Public

Personal

→ Openness of schools or learning environments →

Model of leveraging ICT to deliver anytime anywhere learning opportunities

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



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

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

➔ **Openness of schools 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**



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Thank you...

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