The Roles of Partnership in Scaling Up ICT-enhanced Innovative Learning: Policy to Practice

Jonghwi Park
Programme Specialist, ICT in Education
UNESCO Asia-Pacific Bureau for Education
Most pressing issues?

Identified as one of two “most pressing issues” (n=16)

- Robust ICT Policy: 8
- Partnership for Infrastructure: 9
- Teacher Development: 7
- School Reform: 3
- Others: 4
But we need more than just money.
Potentials of ICT in LLL

• Not just infrastructure to make LLL a reality
• How can we achieve a “lifelong learning society”?
• ICT can help develop self-directed learning: “how to learn, where to learn, when to learn, what to learn and whom to learn with”
Why do most ICT policies go nowhere?

Dr Robert Kozma, Keynote address in AMFIE 2012
Why do ICT policies go nowhere?

- Not a policy but projects—policy in bits and pieces
- Current policies are replaced by the new government
- The policy focuses only on ICT
- The policy is organizationally isolated (Lack of coordination between and within agencies)
- The policy does not specify measurable goals

Is this story familiar to you?

Visions in Education

Basic Education  Knowledge acquisition  Knowledge deepening  Knowledge creation

Your Teacher Development Curriculum in Reality

- The history of computers
- How to connect hardware
- How to use productivity tools

Your policy vision is here
Towards a shared vision

Balances between
✓ Centralized top-down
✓ Centralized bottom-up
✓ Decentralized bottom-up
Partnering at all levels

Practitioners
- Enact innovations
- Devise, evolve innovations
- Articulate problems of practice
- Provide feedback
- ...

Policymakers
- Plan themes
- Decide policies
- Provide guidelines
- Fine-tune policies
- Allocate resources
- ...

Researchers
- Interpret policy constructs
- Draw implications of research findings
- Problematize
- Do meta-studies
- Initiate research
- ...

Partnership with UNESCO for ICT in Education
UNESCO’s support

• Provide an overall assessment of the education system

• Organized 17 workshops for 27 countries between 2005-2012

• Government requests for 2012-2013: Indonesia, Malaysia, Thailand

• New project: Policy Guideline for M-Learning
Case: Malaysia Policy Review
ICT-based innovation can happen in the classroom without an ICT policy. There are many cases around the world where motivated, skilled teachers have used the power of ICT to engage students in collaborative research, searching and managing information, and creating and publishing digital products. However, it is policy that can connect ICT-based innovation to other changes in curriculum and assessment; to professional development, teaching and learning; and to research and evaluation that can transform the entire educational system.

The policy development materials are online documents (exercises, readings, videos, case studies, and other resources) designed for use with policymakers, legislators, ministry officials, administrators, and education leaders at the national, state, or municipal level. The materials can be used one on one with an Intel or external consultant, in a workshop conducted by Intel or a partner or your own.

Who is Dr. Robert B. Kozma? [video]
What is the education policy process? [video]
What is the role of policy in education transformation? [video]
Why is the policy process important? [video]
Teacher Development (1)

- “Facilitating ICT-Pedagogy Integration” 2010-2012
- Building teacher capacity in ICT-enhanced student-centered learning
- Strengthening partnerships between teachers and teacher educators
• **25 Resource Distribution Centers**

• Support localization of UNESCO Multimedia Resources (CD-ROMs)
## The UNESCO ICT Competency Framework for Teachers

<table>
<thead>
<tr>
<th></th>
<th>Technology Literacy</th>
<th>Knowledge Deepening</th>
<th>Knowledge Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding ICT in Education</strong></td>
<td>Policy awareness</td>
<td>Policy understanding</td>
<td>Policy innovation</td>
</tr>
<tr>
<td><strong>Curriculum and Assessment</strong></td>
<td>Basic knowledge</td>
<td>Knowledge application</td>
<td>Knowledge society skills</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>Integrate technology</td>
<td>Complex problem solving</td>
<td>Self management</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>Basic tools</td>
<td>Complex tools</td>
<td>Pervasive tools</td>
</tr>
<tr>
<td><strong>Organization and Administration</strong></td>
<td>Standard classroom</td>
<td>Collaborative groups</td>
<td>Learning organizations</td>
</tr>
<tr>
<td><strong>Teacher Professional Learning</strong></td>
<td>Digital literacy</td>
<td>Manage and guide</td>
<td>Teacher as model learner</td>
</tr>
</tbody>
</table>
Open Educational Resources (OER) project (UNESCO-Hewlett)

- In collaboration with Commonwealth of Learning (COL), UNESCO organised the 2012 World Open Educational Resources (OER) Congress
- OER World Declaration 2012
- Guidelines for OER in Higher Ed (http://unesdoc.unesco.org/images/0021/002136/213605e.pdf)
• Education and Science TV Contents Sharing Project in Asia and the Pacific

✓ YTN Science will to share and translate to English its science programmes
✓ UNESCO Bangkok to coordinate the project
✓ KOCCA to provide project support and help promote science, education and international exchange in the region
Reflections: Scaling up school-level innovation into national level
How do we know if an Education Reform is Successful?
INSIGHTS FROM EUROPEAN AND ASIAN EDUCATION INNOVATIONS

How do we know if the education reform is successful?
How do we know what we have achieved or failed to achieve?

What can we learn from international and our own experiences, so as to better achieve our reform goals?

Date: January 23, 2013, Wednesday
Time: 5:30 – 7:00 pm
Venue: Rayson Huang Theatre, The University of Hong Kong

http://edureform.cite.hku.hk
Enquiry: cite@hku.hk

Central Asia Symposium on ICT in Education:
Innovative ICT Practices on Lifelong Learning
28 - 30 January 2013, Holiday Inn Almaty Hotel, Republic of Kazakhstan
• Take time to share vision and reach deep understanding of “why are we innovating?”
  – Learning matters. (Pedagogy first!)  
• Promote discursive dialogue between policy and ed practices (feeding back each other) – balance btw top-down and bottom-up  
• Hand-holding with stakeholders (Are they really ready?)
THANK YOU.

Jonghwi Park (j.park@unesco.org)
ICT in Education, UNESCO BANGKOK
(www.unescobkk.org/ict)
Singapore’s ICT in Ed Master Plan

Singapore’s ICT in Ed Master Plan