Promotion of equitable access to education and skills development by means of ICT

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WELCOME YOU!
Nowadays the main economical and social forces of the world are concentrated around fields directly connected to KNOWLEDGE what means to EDUCATION first of all
SDG 4 on Education

- SDG 4 - **integral part** of the 2030 Agenda for Sustainable Development.
- All SDGs **interdependent**
- **Education** is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs
- **Sustainable Development starts with Education**
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
7 SDG4 Targets:

- Primary and secondary education
- Early childhood and pre-primary education
- Technical/vocational and tertiary education
- Relevant skills for employment
- Gender and equal access
- Literacy and numeracy
- Sustainable development and global citizenship

3 Means of Implementation:

- Education facilities and learning environments
- Scholarships
- Teachers
ICTs are most important factor of sustainable development. Today ICTs are intruding dramatically into all fields of human being activities including education, learning and pedagogy.
Challenge 1: Which should be school in the 2030?

Social or Technological?
Challenge 2: What college or university will meet them?
Challenge 3: This is a book! Is this a book?
Challenge 4: The role of teacher – what’s a difference?

XIX Century Teacher

XXI Century Teacher


http://allwantsimg.com/wars-oboi
Challenge 5: Teacher ICT/Digital Competency

http://www.demotivationalposters.org/index.php?start=63891
Challenge 6: Innovations in pedagogy - from/to personalization

Socrates,
1:1 but just for a few

XVIII Century
1:M but for Elite

XX Century
1:MM and massive

XXI Century
1:MMM and super massive
but not personalized yet

IXX Century
1:M and for many

PERSONALIZED LEARNING
IS DIFFERENT
Solution: Changing the role of teacher and teaching staff

from “Dictatorship” to “Democracy”

http://fs.nashaucheba.ru/docs/270/index-1762195.html
Solution: New generation of Textbooks

- Highly interactive
- New Generation Multimedia e-Textbooks (The “Active” Text-Books)

Good Textbooks

Placed in context videos of the best teachers

Teaching concept from the “flipped” classroom
**Solution: Collaborative Environments, Flipped Classrooms, Networked Virtual Labs**
General Solution: To integrate ICT and Pedagogy at the all levels of education

UNESCO priorities in TVET

TVET is a part of lifelong learning of every country taking into account social and economic conditions of every country and with regard to the global technological development.
UNESCO priorities in TVET

- TVET shall help the person to keep in line with prompt progress in area of information and communication technologies
UNESCO priorities in TVET

- TVET shall be accessible for persons with disabilities and to other vulnerable groups (immigrants, refugees, representatives of minorities, the demobilized soldiers, marginal youth etc.)
UNESCO priorities in TVET

• In order to maximise the positive effects of ICT usage, a reliable strategy should be developed and implemented, guided by policy makers in government, business and civil society.
UNESCO IITE

POLICY, RESEARCH and TECHNICAL ASSISTANCE

TEACHER PROFESSIONAL DEVELOPMENT and NETWORKING

DIGITAL PEDAGOGY, OER and LEARNIG MATERIALS
ICTs IN TVET

CONTENTS:
The UNESCO approach
TVET and ICTs in the Knowledge Societies and the Social Age
Erprenrepreneurship
Skills acquisition process
From e-learning experiences towards blended learning
Summary and recommendations
References

THE UNESCO APPROACH

"After research projects by different international organizations concerning the "21st century competencies" in our knowledge economy driven by technology, the UNESCO aims at finding indicators, criteria and benchmarks for international comparisons in order to assess the effects of Information and Communication Technologies (ICT) in education. Recent Documents emphasize innovation strategies for education and learning, attention is given to skills and minds used by competent firms, working population and also in the arts and science education. In technical and vocational education and training (TVET) there is a tendency to emphasize the "learning by doing" approach. UNESCO facilitates a collaborative space to existing live training courses and promotes open-learning resources to contribute on the development of specific groups and social communities. The objective behind this is to empower learners and trainers with the resources and institutional and collaborative space to share their experiences. In addition, UNESCO promotes the use of "open" training materials that are freely and openly accessible for teachers and with learners to use and reuse for non-commercial purposes such as teaching, learning, and research."

http://iite.unesco.org/publications/themes/tvet/
The project overall objective was to promote the use of Information and Communication Technologies (ICTs) in Technical and Vocational Education and Training (TVET) in 10 countries: Kyrgyz Republic, Republic of Armenia, Republic of Azerbaijan, Republic of Belarus, Republic of Kazakhstan, Republic of Moldova, Republic of Tajikistan, Republic of Uzbekistan, Russian Federation and Ukraine.
Promotion of the Use of Information and Communication Technologies in Technical and Vocational Education and Training in CIS countries

SPECIAL REPORT on the Activities Implemented Within the Joint IFESCCO/UNESCO IITE Project “Promotion of the Use of ICTs in TVET in CIS Countries”

http://ru.iite.unesco.org/publications/3214701/
Solution: Teacher ICT Competency Standards based on UNESCO ICT-CFT

ICT-CFT v 1.0

ICT-CFT v 2.0

ICT-CFT v 3.0 – 2017!
IITE Experience. Adaptive Translation

**December 2011**

**RUS Version**

UNESCO IITE

Russian experts

Microsoft Russia

**December 2013**

**MNG Version**

UNESCO IITE

Mongolian experts
UNESCO ICT-CFT

THREE APPROACHES/STRANDS

SIX AREAS OF A TEACHER’S WORK

UNDERSTANDING ICT IN EDUCATION
CURRICULUM AND ASSESSMENT
PEDAGOGY
ICT
ORGANISATION AND ADMINISTRATION
TEACHER PROFESSIONAL LEARNING
New task to be solved through cooperation and partnership

UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

New ICT-CFT version

TVET
• UNESCO ICT-CFT (Russian Version)
• Comparative analysis of teacher training programmes implemented in Russia for the compliance with UNESCO ICT-CFT (ENG/RUS)
• Master Programme Curriculum (ENG/RUS)
• Policy Brief “ICTs And Teacher Competencies” (ENG/RUS)
• Guidelines on Adaptation of the UNESCO ICT CFT
• International Master Programme “ICT in Teacher Professional Development” (ENG/RUS)
• Joint training course for teachers with IT partners
• IITE on-line training courses for teachers
IITE Priority: Cooperation With Global UNESCO Networks, National Commissions, Field Offices, Institutes and Centers

LFF Network of Chairs on ICT in Education and Innovative Pedagogy

ICT IN TVET
UNESCO IITE in cooperation with ITU opened 4 IT centers for persons with disabilities
MOOC ICT in Primary Education was included into the list of 50 best courses for professional development of educators accredited for use by teachers of the USA upon the recommendation of the President Obama
UNESCO IITE invites you for cooperation in the field of ICT-integrated pedagogy to reach the targets of Education-2030

Welcome to IITE-2016 International Conference “ICT in Education: Innovation for Quality, Openness and Inclusion” Saint-Petersburg, Russian Federation, September 5-6

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