



Global ICT Capacity Building Symposium

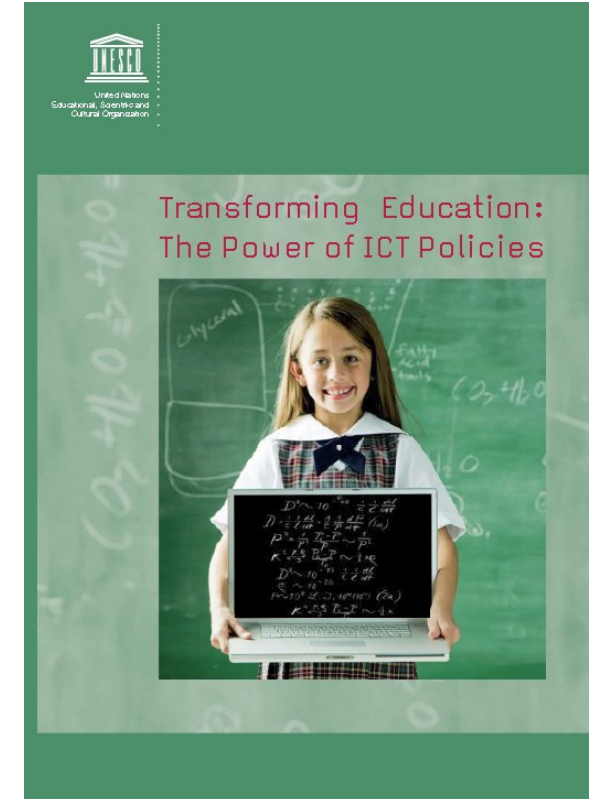
Embracing Capacity Building Opportunities in the Digital Era

**UNESCO Regional Office for
Eastern Africa**

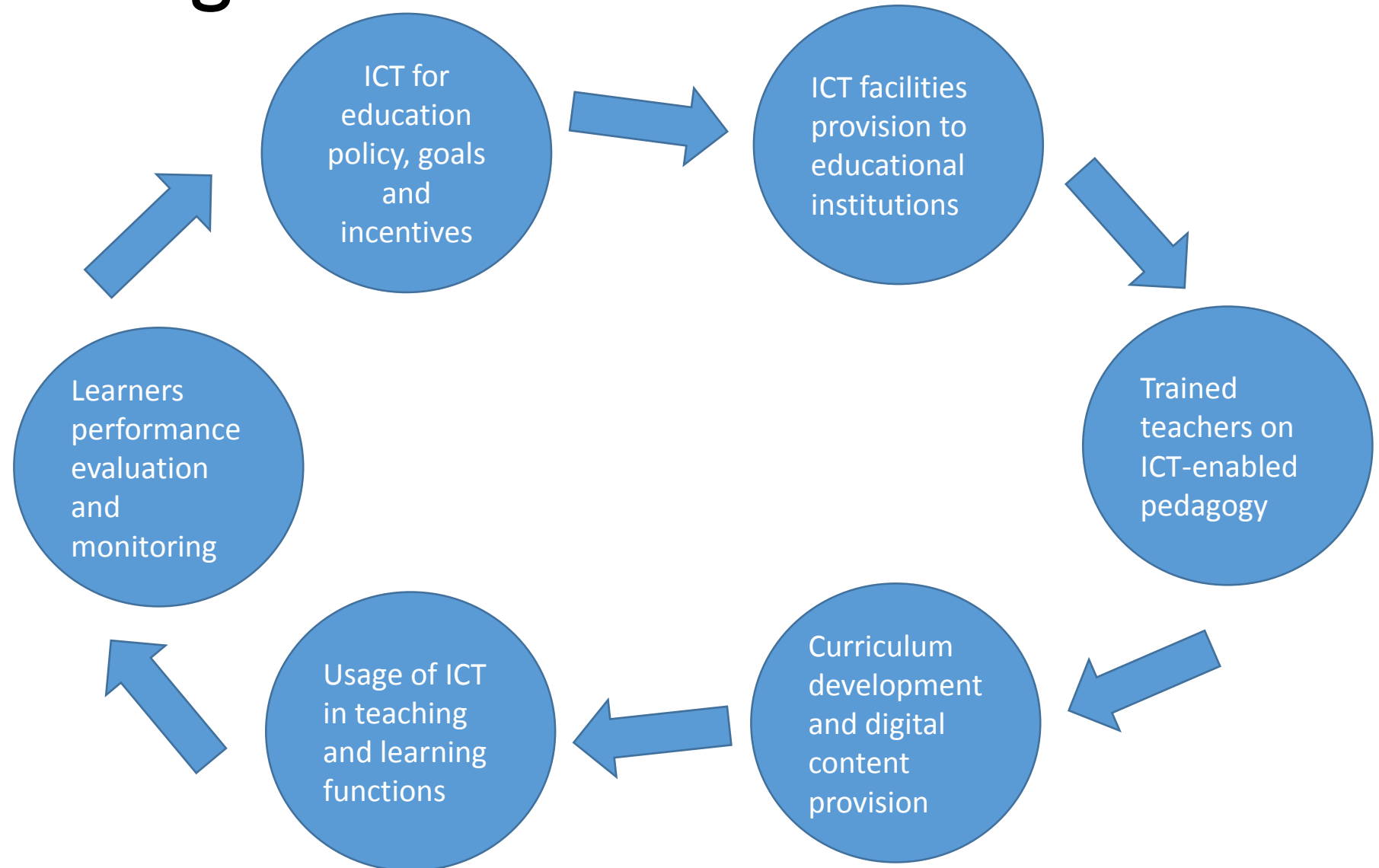
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ICT in Education as a concept

- Clear understanding of ICT Integration in Education;
- The expanding ICT in Education market;
- Policies that are holistic and focus on all necessary elements.



Operational and conceptual framework for ICT integration in education



Accessible and inclusive ICT

- Variety of devices, connectivity options that change all the time
- Scalable models that work within the context of a country/institution
- Accessible ICTs are still unknown and not integrated as standard



Accessible and inclusive ICT

- Policy environment more conducive for the use of Inclusive Education and Access to Information;
- Development of educational material in accessible formats;
- Building the capacity of stakeholders to ensure Inclusive Education and Access to Information.
- Tracking and monitoring the implementation of initiatives related to the use of Assistive Technology for Inclusive Education and Access to Information.



Model Policy for
Inclusive ICTs in Education
for Persons with Disabilities

Capacity to make use of ICT in Education

- Prioritizing capacity development in ICT integration in Education;
- Capacity building for a range of actors;
- Holistic approach to capacity building in ICT integration in Education.





UNESCO ICT Competency Framework for Teachers

| <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 |

Content development

- Recognizing digital content as an asset;
- Addressing intellectual rights as a priority;
- The content development process



10 Articles of the Paris OER Declaration

- a) Foster 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 of OER;
- j) Encourage the open licensing of educational materials produced with public funds.



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