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

- ICT for education policy, goals and incentives
- ICT facilities provision to educational institutions
- Trained teachers on ICT-enabled pedagogy
- Curriculum development and digital content provision
- Usage of ICT in teaching and learning functions
- Learners performance evaluation and monitoring
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.
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

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<th>Approach: Component:</th>
<th>Technology Literacy</th>
<th>Knowledge Deepening</th>
<th>Knowledge Creation</th>
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<td><strong>Understanding ICT in the Classroom</strong></td>
<td>Policy awareness</td>
<td>Policy awareness</td>
<td>Policy innovation</td>
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<td><strong>Curriculum and Assessment</strong></td>
<td>Basic knowledge</td>
<td>Knowledge application</td>
<td>Knowledge society skills</td>
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<td><strong>Pedagogy</strong></td>
<td>Integrate technology</td>
<td>Complex problem solving</td>
<td>Self management</td>
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<td><strong>ICT</strong></td>
<td>Basic tools</td>
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<td><strong>Organisation and Administration</strong></td>
<td>Standard classroom</td>
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<td><strong>Teacher Professional Development</strong></td>
<td>Digital literacy</td>
<td>Manage and guide</td>
<td>Teacher as model learner</td>
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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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