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**C7 ICT Applications**

Draft WSIS+10 Vision for WSIS Beyond 2015

C7. ICT Applications: E-Learning

We envision inclusive Information and Knowledge Societies, in which technologies, by enabling a learner-centered and personalised e- learning, will enable equitable access to quality education and lifelong learning for all; that the least advantaged in society will be aided by ICT to access to a quality learning experiences tailored to their needs; that youth will have opportunities to develop appropriate media and information literacy skills, competencies and values that they need to live and work in digital age; that ICT will contribute to the protection, dissemination and reproduction of indigenous knowledge and enable wide participation in traditional cultural expression. In such a society, ICT will support learning in both formal and informal settings, in communities and beyond traditional educational structures.

The location-based mobile learning and skills development will narrow the gap between learning needs and societal aspirations to sustainable and equitable socio-economic development by ensuring that human capital is developed and utilised to meet the demands of inclusive Knowledge Societies.

In this vision, e-learning applications will also transform the administrative and planning of education systems with a view to provide a more effective and efficient service to its citizens.

Pillars

* Develop Sector-wide national policies for ICTs in Education which focus on equitable  of access to education, on raising the quality of teaching and learning, on enhancing life long learning and skill development at all levels of education, including Technical and Vocational Education and Training systems (TVET). To this effect, promote leadership capacity building for education policy makers to harmonize sector-wide and inter-sector policy making and coordinate the policy implementation.
* Support the establishment of Education Management and Information Systems (EMIS) in all educational institutions to enable evidence-based policy making and to improve the quality of education service and response at post-conflict or post-disaster contexts
* Mobilize public and private funding to support the establishment of wide-spread cross-generational community learning initiatives to bridge both basic education needs and technical skills gaps. And encourage research and investment in the development of good practice models for mobile-learning to widen access to learning opportunities in rural populations in particular.
* ICTs should be fully integrated in the development, reform of curriculum and in the definition and assessment of learning outcomes. Curriculum and assessment should be adapted to support the development of and the acquisition of new digital literacies by both teachers and learners, to recognize the ICT-enabled informal learning and flexible pathways to further education and training.
* The use of ICT in Science, Technology, Mathematics and English (STEM) subject teaching should be prioritized as critical areas of skills and knowledge development for participation in and contribution to the knowledge economy and society
* Ensuring that teachers of all levels have the sufficient competencies to make effective pedagogical use of ICT and to facilitate learners’ e-learning and support teachers’ continuous development in innovating use of ICTs. Support the transformation of Teacher Professional Development (TPD) through ICT integration in Teacher Training curricula, and ensure that TPD is ongoing and incremental throughout teachers’ careers.
* Support for the creation of relevant e-learning content for teaching and learning in local languages and in the processes of curriculum integration and assessment, and make them available under open licensing. Promote awareness of the value of existing and emerging trends in open modalities and strategies (i.e. Open Educational Resources - OERs, Free and Open Software - FOSS, Massive Online Open Courses- MOOCS, Text and Data Mining)
* Develop and implement policies that preserve, affirm, respect and promote diversity of cultural expression and indigenous knowledge and traditions through the creation of varied information content and the use of different methods to support education and training, including the digitization of the educational, scientific and cultural heritage.