Summary of Session: Sustaining relevant digital inclusive education for young people (5-18 years of age)

IFIP

Thursday 16th March 2023, 09:00


https://www.itu.int/net4/wsis/forum/2023/Agenda/Session/185

Key Issues discussed (5-8 bullet points)

• To sustain relevant digital inclusive education for young people (5-18 years of age), the IFIP Task Force has identified five key areas of concern that warrant particular attention
  • Aspiration
  • Diversity, inclusion, the digital divide and the under-represented
  • Computational thinking and its links to problem-solving
  • Developing teacher practices
  • Short- and long-term plans and actions

Towards WSIS+20 and WSIS beyond 2025, please share your views on the emerging trends, challenges, achievements, and opportunities in the implementation of the WSIS Action Lines to date (5-8 bullets)

• There is a current trend to introduce computing/informatics/computer science into compulsory education, which should be regarded as an important step for wider STEM education
• Implementation of computing/informatics/computer science into compulsory education needs to be placed within a longer-term concern for the integration of application, practice and change
• Challenges for compulsory education still concern diversity, equality and inclusion, which need to be addressed from a starting position of enabling technical infrastructure followed by access that is regularly monitored and updated
• Achievements have arisen, nationally and locally, but have taken focus over time and continuous periods of action, often across periods of some 20-30 years
• Opportunities have arisen and accommodated the evolution of continuous development, rather than relying upon single or non-aligned transformational approaches

Tangible outcomes (such as key achievements, announcements, launches, agreements, and commitments (3-5 bullet points)

• As digital technologies become more widely used, certain costs are being reduced
• Access to mobile devices and smartphones is increasing, and could provide important means to support longer-term sustainable digital inclusive education
• Inclusive practices are being focused on to increasing extents, outcomes are being shared to wider audiences, with international and national requirements being implemented
• Positive approaches and outcomes are being shared more widely, but these need to be seen in the wider longer-term context of sustainable practice

Actionable plan (2-5 points)

• Provide a mapping of how local and national implementation has achieved longer-term sustainable digital inclusive education
• Identify key factors and features within the five focal areas of concern that local and national initiatives need to accommodate
• Recognise the importance of systemic approaches to development, and the need to integrate all stakeholders into appropriate discussion and focus
• Share these actions with local and national groups who wish to take forward longer-term sustainable digital inclusive education

Suggestions for thematic aspects that might be included in the WSIS Forum 2024 (WSIS+20 Forum High-Level Event) (one paragraph)

• To develop sustainable, long-term, relevant digital inclusive education for young people (5-18 years of age), key factors and features within the five focal areas of concern (aspiration; diversity, inclusion, the digital divide and the under-represented; computational thinking and
its links to problem-solving; developing teacher practices; and short- and long-term plans and actions) that local and national initiatives need to accommodate is an important aspect that could be highlighted through a high-level event.