Session Outcome Document

Key factors and design features - successful national sustained relevant digital inclusive education

International Federation of Information Processing (IFIP)

10 July 2025, 17:00-17:45

https://www.itu.int/net4/wsis/forum/2025/Agenda/Session/227

Key Issues discussed: Looking Beyond 2025

- The session considered and addressed points concerned with Action Line C7 (eLearning)

- An International Federation for Information Technology (IFIP) Task Force explored how young people 5-18-years-of-age could be supported with sustained relevant digital inclusive education

- Key success factors were identified from an international evidence base - 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

- A more specific national set of case studies has identified a range of design features that have been and are critical in this respect - successfully sustained for over 35 years in Northern Ireland - the long-term purpose was set; sufficient lengths of development phases were discussed and decided (10 years was set as a minimum, to ensure embeddedness and to ensure emerging technologies did not overtake and dominate what was already successful and in place); all stakeholders have been increasingly involved (policy makers, advisers, inspectors, NGOs, teachers, parents and guardians, students and providers); a long-term purpose was set; a long-term funding model was essentially developed; cost benefits of the long-term and nation-wide model needed to be demonstrated; equality was at the heart of all phase developments, irrespective of school type or sector; nation-wide scale and scope were considered to be feasible – networking, communication, infrastructure, hardware and software were implemented for all 1,000+ schools (primary, secondary and special); teams for central service provision were identified at an early stage; school principals and teachers were always supported; contracts with suppliers were appropriately developed but solutions rather

than products were always sought; a 'test-bed' co-design approach with schools has been taken; necessary standardisation was identified – with options for schools; a long-term curriculum was considered and developed; links to current and future industry and employment supported aspiration; qualifications and certification have been revised to match ongoing digital interest and concerns; aspiration from early ages (5 years of age) were developed; curriculum and teacher approaches focus on long-term uses by young people; a cross-curricular approach supported computational thinking and computing in school curricula; diversity, inclusion, the digital divide and the under-represented were a focus of concern for schools and teachers; uses of digital education in special schools and for those young people not able to attend mainstream schools was effectively considered; room layouts were carefully considered; and teachers sharing practice has been positively supported

Tangible Outcomes of the session

- A long-term success model, with examples of how this has influenced school practices, identifying relevant success factors and design features, was offered
- Participants could consider how these success factors and design features could relate to their own situations
- The importance of the success factors and design features could be considered through further case studies in other contexts

Key Recommendations and Forward-Looking Action Plan for the WSIS+20 Review and Beyond

- Long-term digital education for young people is important if the roles and applications of digital technologies in the future are to be fully understood, developed and effectively used
- Nation-wide case studies are not easy to gather, but should be considered in terms of how they can inform future success for those nations and for others
- Contexts are important; understanding the ways that contextual features play roles in the development and implementation of digital technologies is crucial to future success
- Provision of digital technologies is only a part of the answer to future access and development; the parts that curriculum and purpose, supporting young people to be producers with digital technologies and not just digital consumers, is vital for their and society's future