



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Information Technologies
in Education

ICTs in education - new opportunities and new challenges

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UNESCO IITE Priorities for 2012-2013



1. *Policy dialogue, high-level policy advice, improving access and exchange of information on ICTs in education*

2. *ICT use in teachers' professional development*

3. *Fostering ICT-enhanced learning through knowledge sharing, Media and Information Literacy and OER; and*

4. *Reinforcing UNESCO Associated Schools and UNESCO Chairs' networks operating in the field of ICTs in education.*

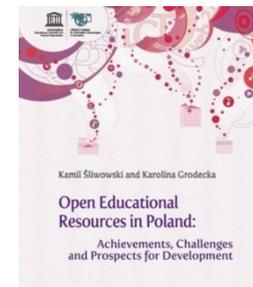
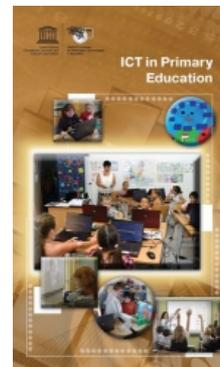
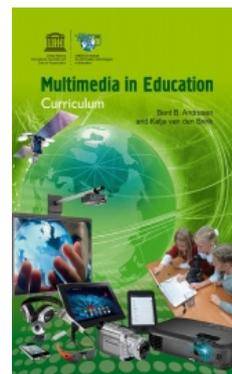
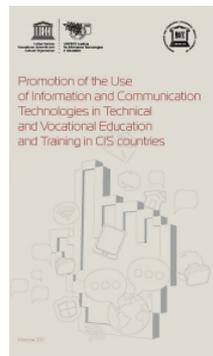
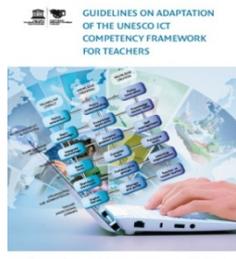


POLICY ADVOCACY AND TECHNICAL ASSISTANCE



Achievements

Generalizing the results of IITE research and examination of best practices in ICT use in education during the last four years, IITE released a **comprehensive publication on modern trends in ICTs in education.**



POLICY ADVOCACY AND TECHNICAL ASSISTANCE

IITE policy briefs published in 2012-2013 highlight the following cutting-edge issues of ICT in education :

- Technology-Enhanced Assessment in Education,
- ICTs in Global Learning/Teaching/Training,
- Personalized Learning: A New ICT-Enabled Education Approach,
- Alternative Models of Education Delivery,
- ICTs for Curriculum Change,
- ICT and General Administration in Educational Institutions,
- How Technology Can Change Assessment,
- Learning Analytics,
- Quality Management and Assurance in ICT-Integrated Pedagogy,
- ICTs in Early Childhood Care and Education,
- Massive Open Online Courses.

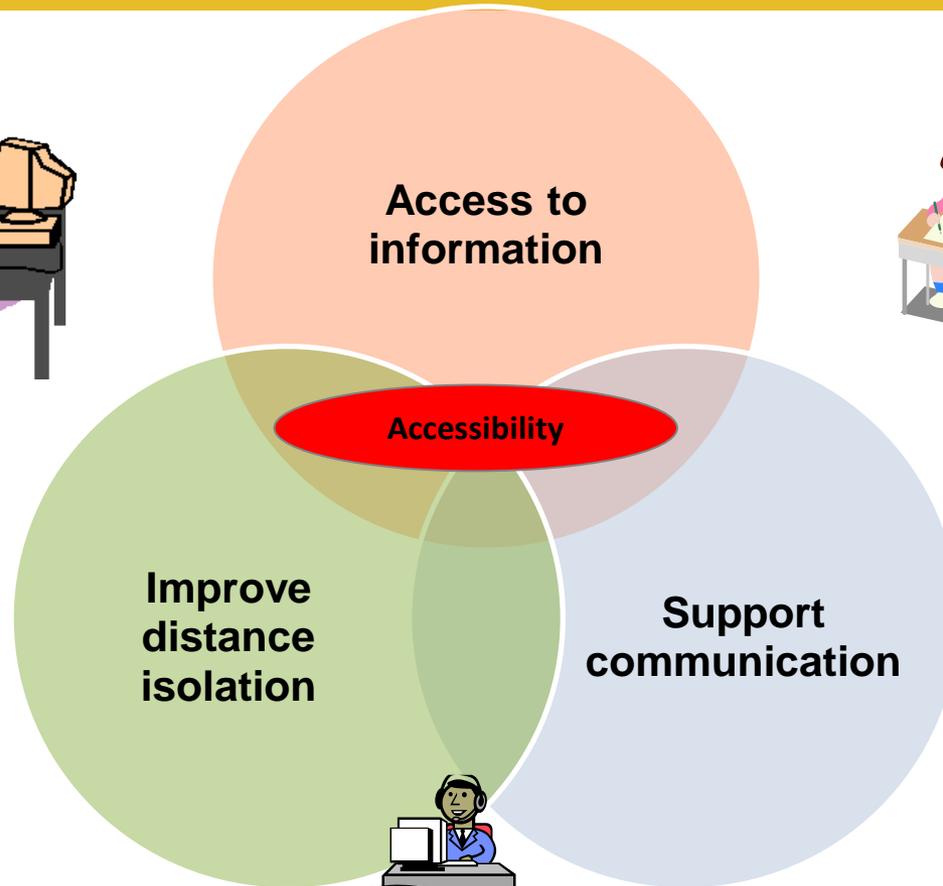


Information society

The human life is closely linked with creation, processing and use of information and knowledge; the most part of the total workforce is fully involved in accumulating, storage, operating and dissemination of information and knowledge.



Positive impact of ICTs for persons with disabilities

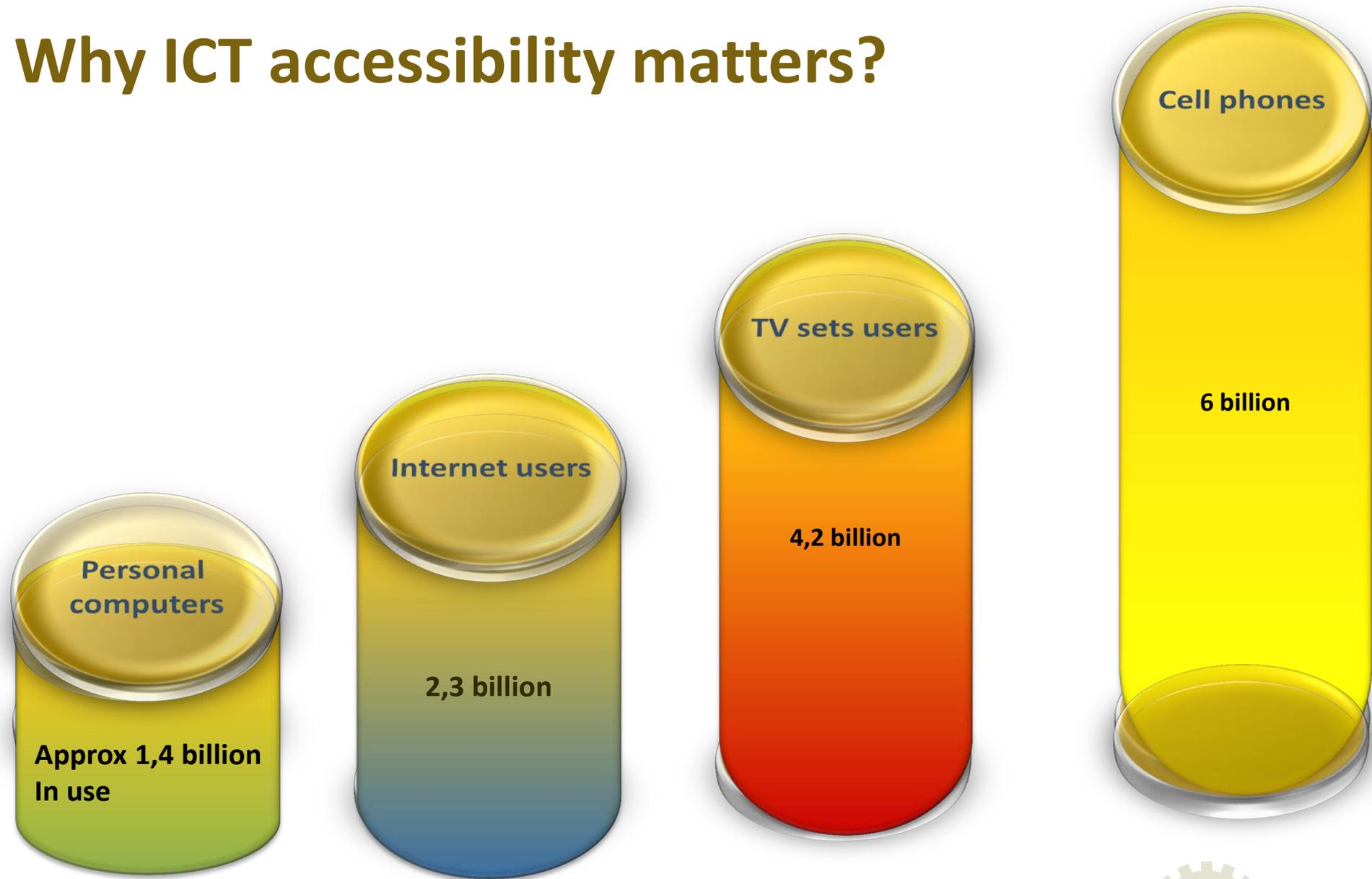


Possible risks

Internet and game addiction, autistic disturbance, health issues, etc.



Why ICT accessibility matters?



Digital divide

Risks of exclusion of Persons with Disabilities from essential services, contents and social interaction if ICT interfaces are not accessible



What is accessibility?

Accessibility is a measure of the extent to which a product or service can be used by a person with a disability as effectively as it can be used by a person without that disability



UN Convention on the Rights of Persons with Disabilities

- Adopted by the United Nations General Assembly on December 13, 2006
- Universal framework for the protection of the rights of persons with disabilities
- 158 countries have signed the Convention and 138 have ratified it.

Data on November 2013



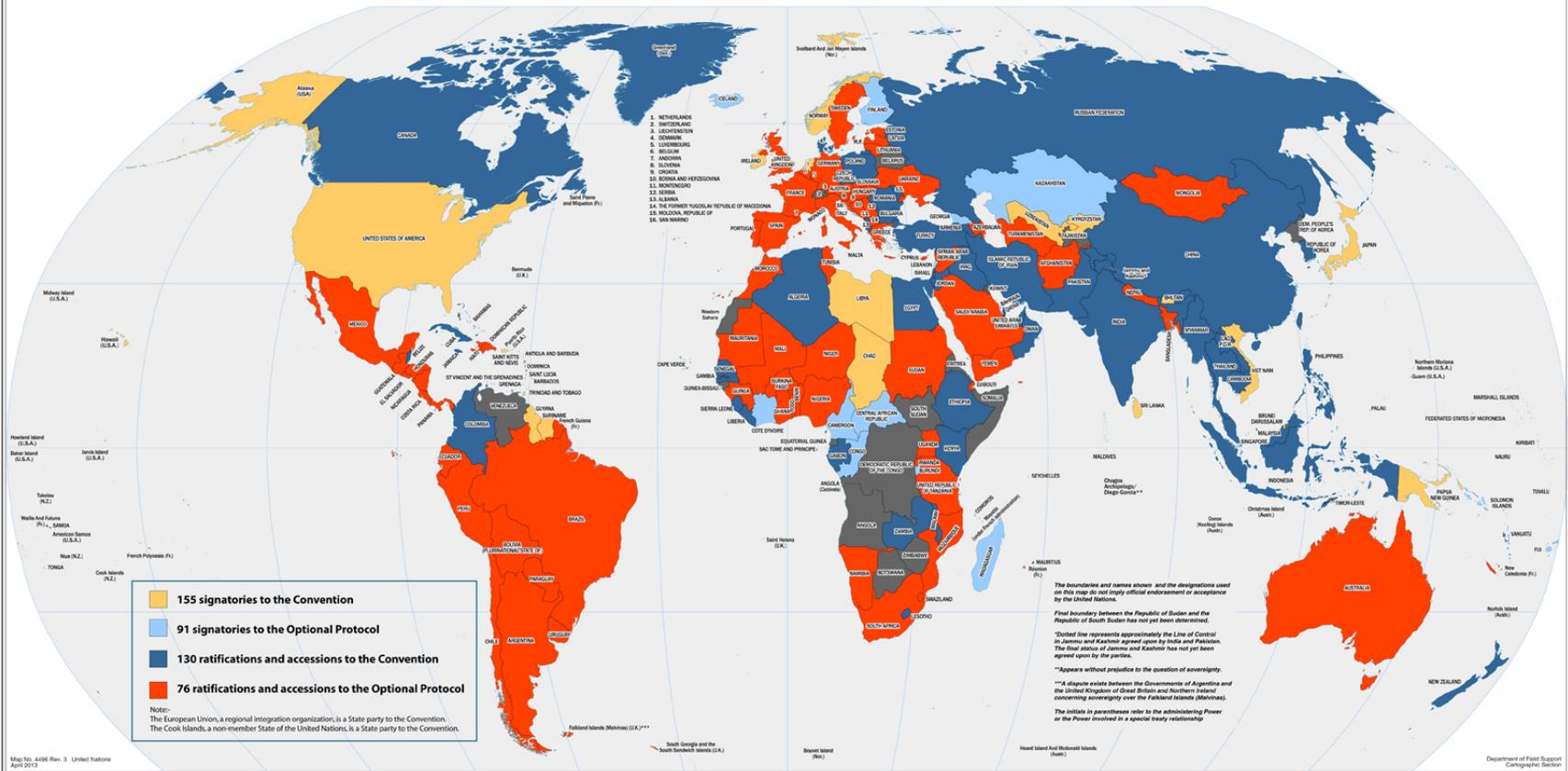
UN Convention on the Rights of Persons with Disabilities



CRPD and Optional Protocol Signatures and Ratifications

Not Signed
 Signed Convention
 Signed Convention & Protocol
 Ratified Convention
 Ratified Convention & Protocol

As of 20 March 2013



UN Convention on the Rights of Persons with Disabilities

Poland has signed the Convention on 30-3-2007 and has ratified it on 25 -9-2012



Accessibility and Information and Communication in the UN CRPD

*“Recognizing the importance of **accessibility** to the physical, social, economic and cultural environment, to health and education and to **information and communication**, in enabling persons with disabilities to **fully enjoy all human rights and fundamental freedoms**”.*

Preamble (v)



Major Challenges

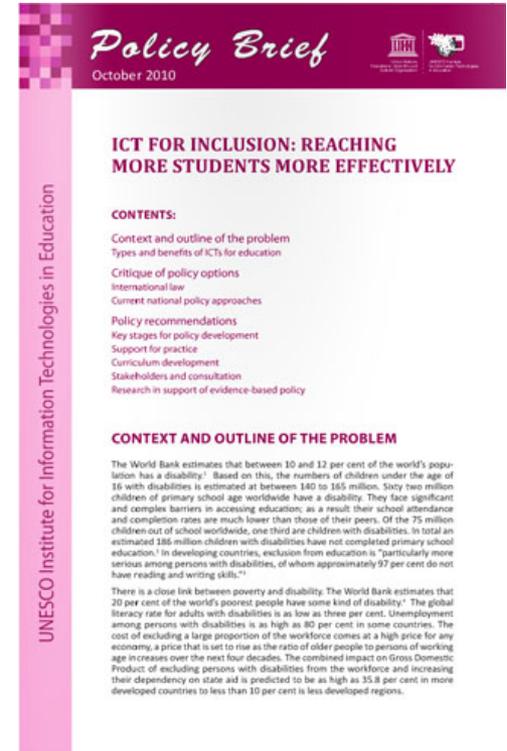
- **Policy Level:** Incorporating of UN CRPD principles into the national system of education
- **Capacity Level:** access to educational content, curriculum modification, development teachers' ICT competencies in the field of accessibility
- **Advocacy Level:** Evidence-based reports on the current situation, Regular monitoring, Appropriate methods of assessment and monitoring the efficiency, Multi-Stakeholder Partnership



Recent UNESCO IITE initiatives

ICT for Inclusion: Reaching More Students More Effectively

Policy brief



The image shows the cover of a UNESCO Policy Brief. The title is 'ICT for Inclusion: Reaching More Students More Effectively', dated October 2010. It features logos for IITE and UNESCO. The cover lists the contents and provides a summary of the problem addressed in the brief.

Policy Brief
October 2010

ICT FOR INCLUSION: REACHING MORE STUDENTS MORE EFFECTIVELY

CONTENTS:

- Context and outline of the problem
Types and benefits of ICTs for education
- Critique of policy options
International law
Current national policy approaches
- Policy recommendations
Key stages for policy development
Support for practice
Curriculum development
Stakeholders and consultation
Research in support of evidence-based policy

CONTEXT AND OUTLINE OF THE PROBLEM

The World Bank estimates that between 10 and 12 per cent of the world's population has a disability.¹ Based on this, the numbers of children under the age of 16 with disabilities is estimated at between 140 to 165 million. Sixty two million children of primary school age worldwide have a disability. They face significant and complex barriers in accessing education: as a result their school attendance and completion rates are much lower than those of their peers. Of the 75 million children out of school worldwide, one third are children with disabilities. In total an estimated 186 million children with disabilities have not completed primary school education.² In developing countries, exclusion from education is "particularly more serious among persons with disabilities, of whom approximately 97 per cent do not have reading and writing skills."³

There is a close link between poverty and disability. The World Bank estimates that 20 per cent of the world's poorest people have some kind of disability.⁴ The global literacy rate for adults with disabilities is as low as three per cent. Unemployment among persons with disabilities is as high as 80 per cent in some countries. The cost of excluding a large proportion of the workforce comes at a high price for any economy: a price that is set to rise as the ratio of older people to persons of working age increases over the next four decades. The combined impact on Gross Domestic Product of excluding persons with disabilities from the workforce and increasing their dependency on state aid is predicted to be as high as 35.8 per cent in more developed countries to less than 10 per cent in less developed regions.

UNESCO Institute for Information Technologies in Education

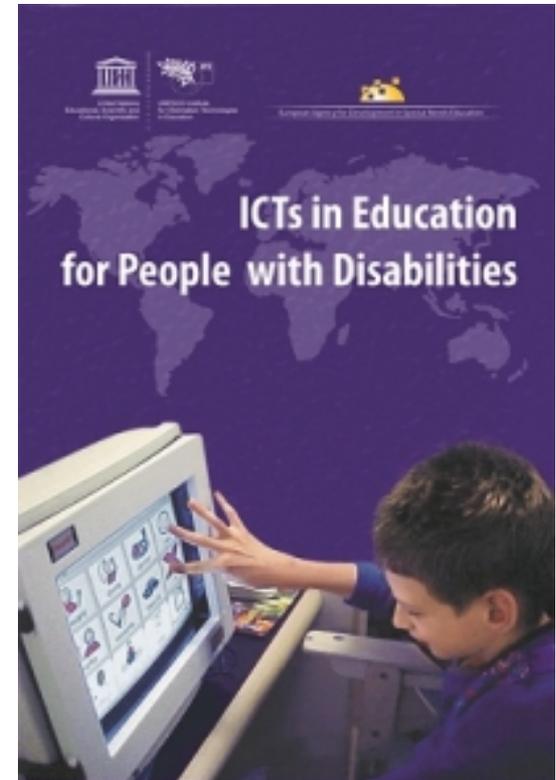


Recent UNESCO IITE initiatives

ICTs in Education for people with disabilities.

Review of Innovative Practice

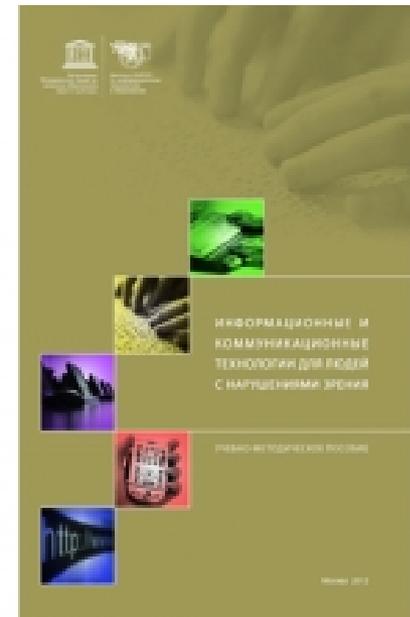
was developed in cooperation with the European Agency for Development in Special Needs Education



Recent UNESCO IITE initiatives

Information and communication technologies for persons with disabilities

Training course



Recent UNESCO IITE initiatives

**IT Center for persons
with visual impairments
Yerevan, Republic of
Armenia**



**IT Center was
established in 2011 by
UNESCO IITE and
International
Telecommunication
Union (ITU)**



Collaboration with UNESCO IITE

The screenshot shows the UNESCO IITE website interface. At the top, there is a header with the UNESCO logo and the text "UNESCO Institute for Information Technologies in Education". Below this, the main navigation menu includes sections for "FOCUS AREAS" (Policy and Research, Capacity Development, Knowledge Services), "THEMES" (High-level Policy Seminar, On-line Forum on Policy, Open Educational Resources, ICTs in TVET, ICTs in education for people with disabilities), "Partners and Communities" (UNESCO Institutes and centers, UNESCO Moscow Office), and a "Тендер" (Tender) section. The central content area features a banner for the "International Conference IITE - 2010 ICTs in Teacher Education: Policy, OER and Partnership" and a news item titled "Events" with a sub-heading "IITE Special event 'Recognizing the potential of ICTs in early childhood education'". The news item includes a photograph of a conference and text stating that UNESCO Director-General Irina Bokoyeva opened the first ever "World Conference on Early Childhood Care and Education". To the right, there is a sidebar with "ABOUT IITE" (Strategy, Governing Board, Staff, Job Opportunities, Contact Us, Feedback Form), "Resources" (Library, Publications, News archive), and a "Flagship project" section for "Project Teachers of the Arctic".

**WELCOMES YOUR
COLLABORATION on
ICTs in education of
persons with disabilities**

iite.unesco.org/en



New UNESCO IITE initiatives

 GUIDELINES ON ADAPTATION
OF THE UNESCO ICT
COMPETENCY FRAMEWORK
FOR TEACHERS



METHODOLOGICAL APPROACH ON LOCALISATION OF THE UNESCO ICT-CFT

- Development of different level model of **ICT Competency of teachers** in the field of **accessibility** based on the UNESCO ICT CFT.
- **Pilot project** for the **UNESCO ASPnet “Accessible education”** based on the model of cooperation between IITE and ASPnet within IITE’s project “Learning for the future”.
- Promoting support in development of **strategy on ICTs in education** of persons with disabilities at national/regional and school level.



In conclusion....

“If anybody asks me what the Internet means to me, I will tell him without hesitation: To me (a quadriplegic) the Internet occupies the most important part in my life. It is my feet that can take me to any part of the world; it is my hands which help me to accomplish my work; it is my best friend – it gives my life meaning.”



Dr. Zhang Xu Founder and
Director of Bethesda
Rehabilitation Ministry of
Anshan, China



Thank you for your attention!



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