Asia-Pacific Regional Strategy for ICT for SDG4

Asia Pacific Ministerial Forum on ICT in Education (AMFIE) 2017
11-12 May, 2017

UNESCO Asia Pacific Regional Bureau for Education
ICT in Education
Background

• Asia-Pacific Regional Strategy on Using ICT to Facilitate the Achievement of Education 2030

• To formulate regional, sub-regional, and country-level actions to leverage the full potential of ICT in line with Education 2030 and the Qingdao Declaration.
Methodology

- Gap analysis through EFA and SDG4 reports
- National survey (23 responses)

<table>
<thead>
<tr>
<th>Region</th>
<th>Countries</th>
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<tbody>
<tr>
<td>Central Asia (1)</td>
<td>Kyrgyzstan</td>
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<tr>
<td>East and Southeast Asia (8)</td>
<td>Cambodia, China, Lao People’s Democratic Republic, Republic of Korea, Singapore, Thailand, Timor-Leste, Vietnam</td>
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<tr>
<td>Pacific (9)</td>
<td>Cook Islands, Fiji, Kiribati, Marshall Islands, Palau, Samoa, Solomon Islands, Tuvalu, Vanuatu</td>
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<tr>
<td>South &amp; West Asia (5)</td>
<td>Afghanistan, Bhutan, Islamic Republic of Iran, Maldives, Sri Lanka</td>
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Changes in Enrolment Ratio in AP

- Pre-primary (ANER)
- Primary (ANER)
- Lower secondary (ANER)
- Upper secondary (ANER)
- Tertiary (GER)

- Caucasus and Central Asia
- Eastern and South-eastern Asia
- The Pacific
- Southern Asia
- World
ICT Intervention in Parallel

ICT Interventions

Early childhood
Literacy
TVET
Equity

Quality of Learning

- Teachers
- GCE
- Facilities & Learning Environment
- Scholarships

Lifelong Learning For all

Collaboration
Learning space

Participation-centered

Access

Delivery-centered
Survey findings

• Top Priority Area (High Importance/Low Performance):
  • 4.3 Access to TVET and Tertiary

• Other Priority Areas (High Importance/High Performance)
  • SDG 4.1: Universal Primary and Secondary Education
  • SDG 4.5: Gender Parity
  • SDG 4.6: Literacy & Numeracy
  • SDG 4.c: Teachers
ICT innovations from Qingdao Declaration

- Open Educational Resources
- Basic ICT skills in curricula
- MOOCs
- Big data
- Monitoring & Evaluation
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• Monitoring & Evaluation
Four Priority Areas

- ICT FOR EXPANDING RELEVANT SKILLS DEVELOPMENT THROUGH SECONDARY EDUCATION AND TVET (SDG 4.1, 4.3, 4.4, 4.5)
- ICT FOR IMPROVING THE QUALITY OF TEACHING AND TEACHING PRACTICES (SDG 4.c)
- ICT FOR ENABLING INCLUSION AND EQUALITY IN EDUCATION (SDG 4.5)
- ICT FOR ENHANCING MONITORING AND EVALUATION
Review and revision as of today

• Review and revision by Research and UNESCO team
• By Drafting Committee, SDG4 team and relevant IGOs (24 April)
• By Member States (2 May)
• Finalization by Drafting Committee on 10 May
• Final review and adoption during the Ministerial Dialogue on 11 May