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Educational Technologies for quality

Eugenio Severin
UNESCO Santiago

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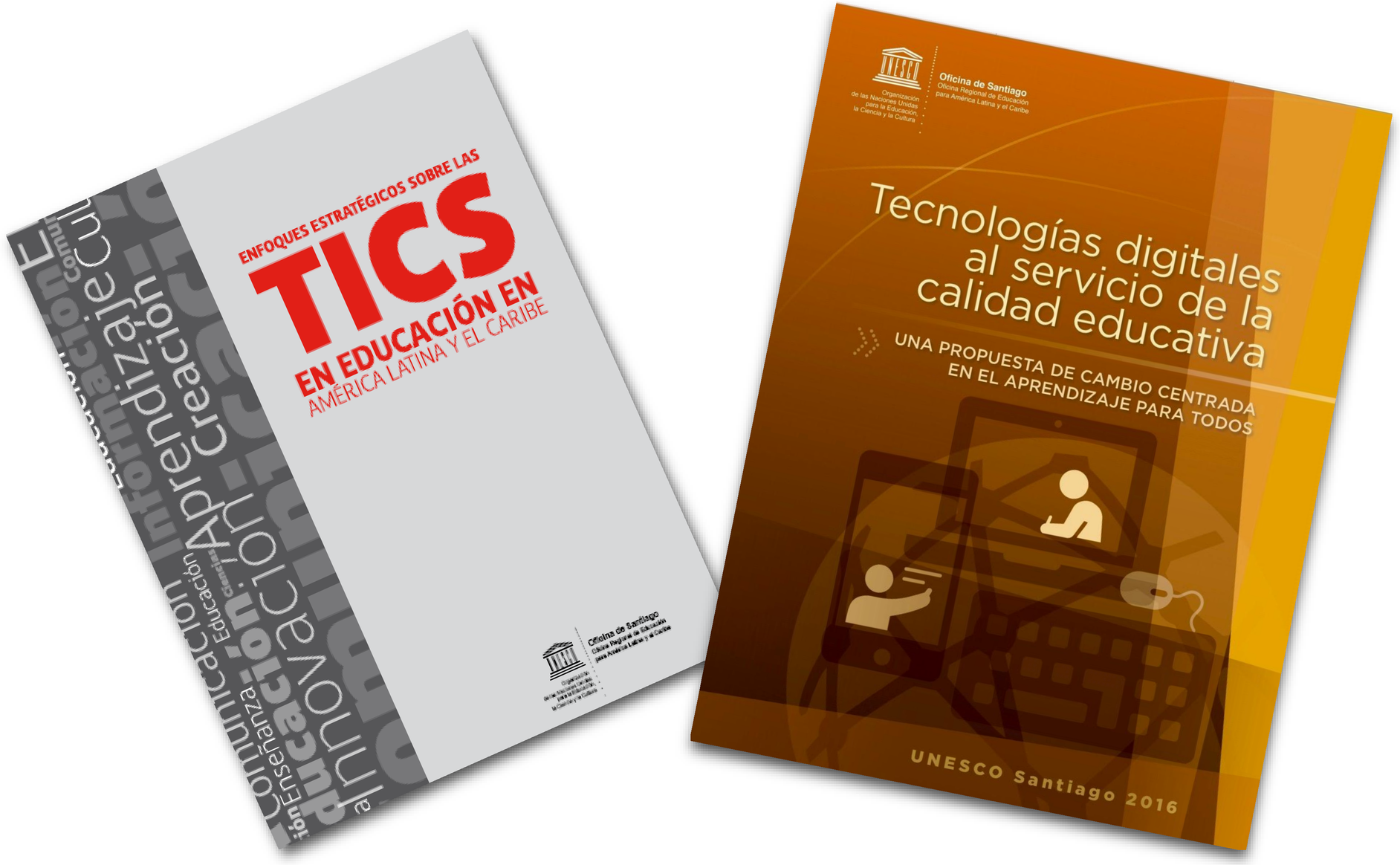

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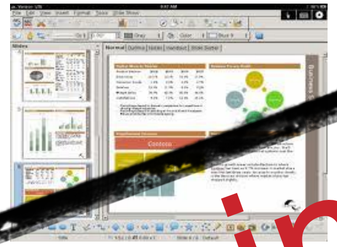
30 years of ICT in school systems

①	②	③	④
Computing Programming	**Digital skills**	**Digital resources**	**ICT in the classroom**
			
Skilled workers for an emerging industry	Teachers and students trained in office software to be productive	Open and localized educational content	Ubiquitous access to equipment and connectivity
Computers labs	Massive training	Educational portals	One to one
ACCESS	SKILLS	RESOURCES	UBIQUITY

No impact

1985 → **2015**

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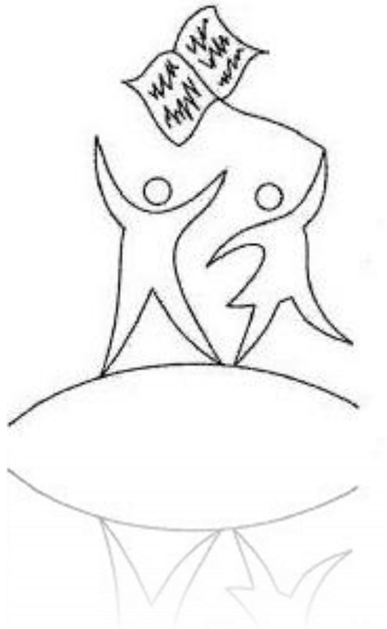

Right to learn

Skills - knowledge - values - attitudes

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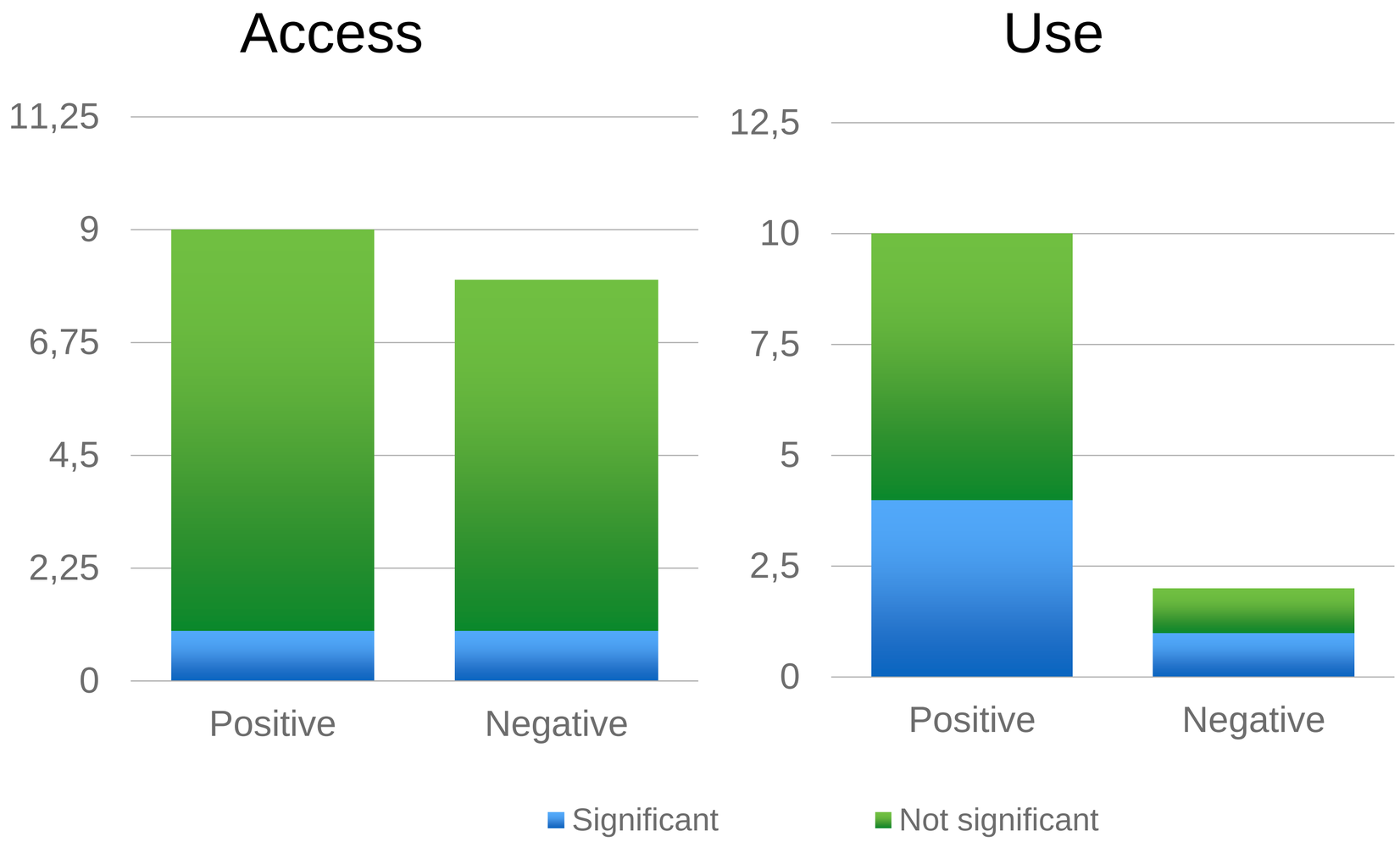
The importance of purpose



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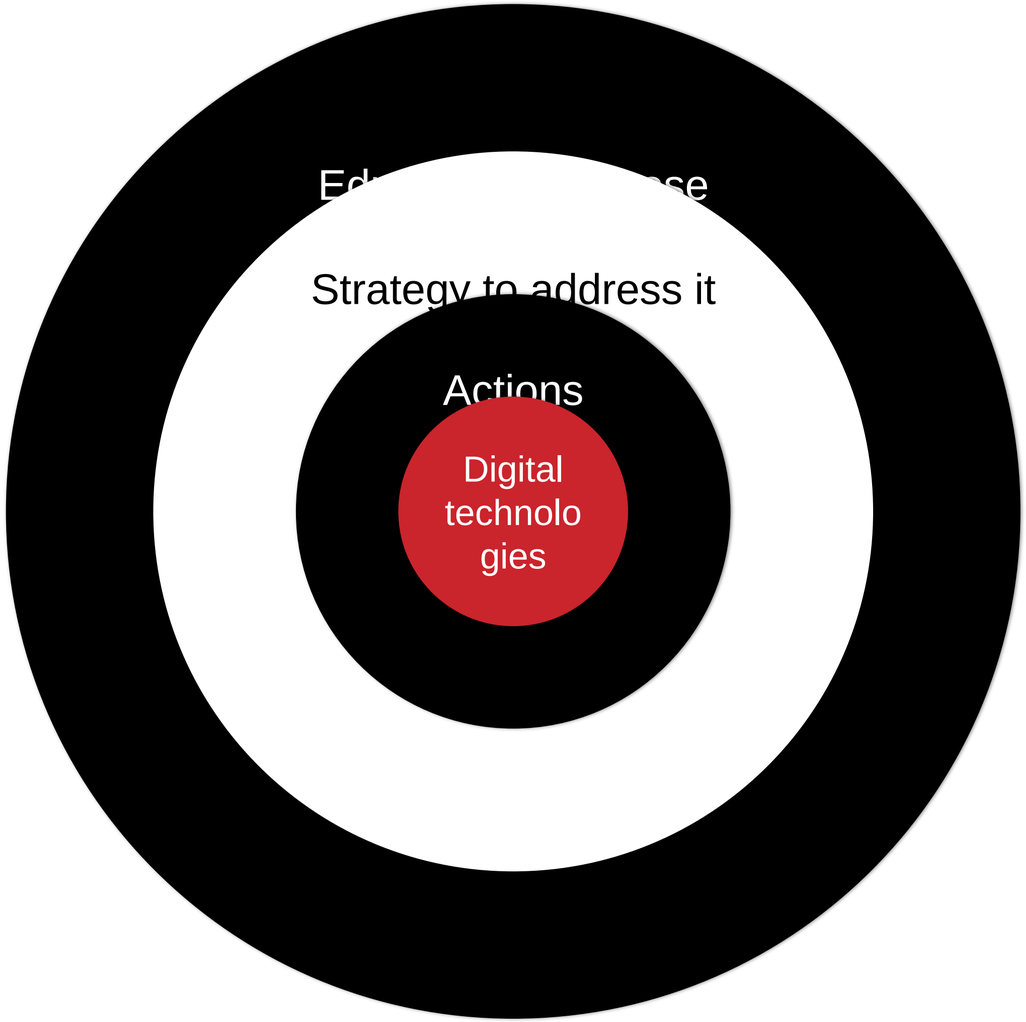
Incorporation of digital technologies in education



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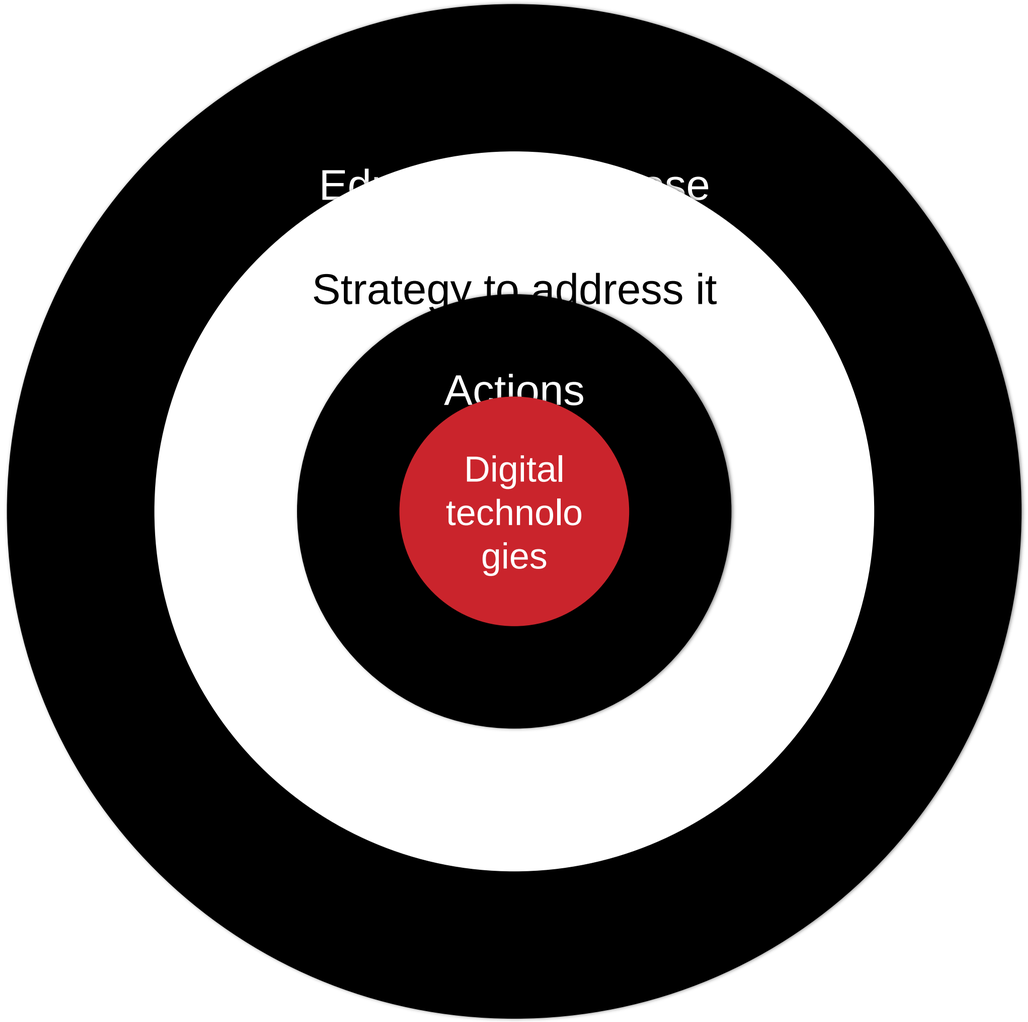
Strategic use of digital technologies in education



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Quality Dimensions

1. Relevance: be aligned with the needs of society, providing citizens prepared to live in community and to be creative and productive.
2. Relevance: connect with the needs, characteristics and potential of each student, allowing each to fully develop their skills and talents.
3. Equity: distribute the goods and benefits associated with education fairly among members of society.

5. Effectiveness: achieving the learning objectives proposed in the curriculum that governs it.
6. Efficiency: make proper use of all available resources (time and preparation of teachers, infrastructure, technology, text, etc.) to achieve their targets cost-effectively.

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Objectives for Sustainable Development

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

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Educational goals

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

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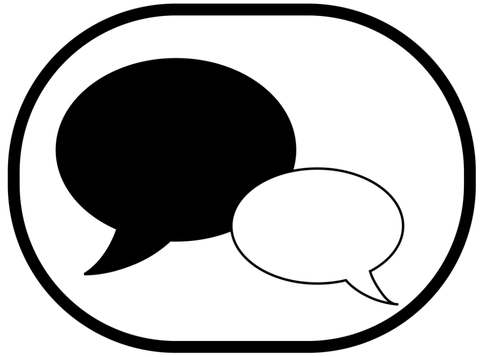
A paradigm shift

Centrality of students: put in the center the person, with their characteristics, interests, conditions, expectations and potential and provide a space for development and integration for each

Alignment with the requirements of the knowledge society: connect with the needs of the environment, enabling students to contribute creatively in the generation and communication of knowledge societies towards inclusive, participatory and equitable

Comprehensiveness and systemic Implementation: have internal consistency, so that each of the processes and outcomes members respond to the new paradigm. A new school should not be a virtuous exception but the new education on which "standard" develops educational provision for all.



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New Educational Practices for the XXI Century

New learning experiences

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Personalization

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Extension of time and space for learning

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Focus on learning outcomes

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Knowledge management based on evidence

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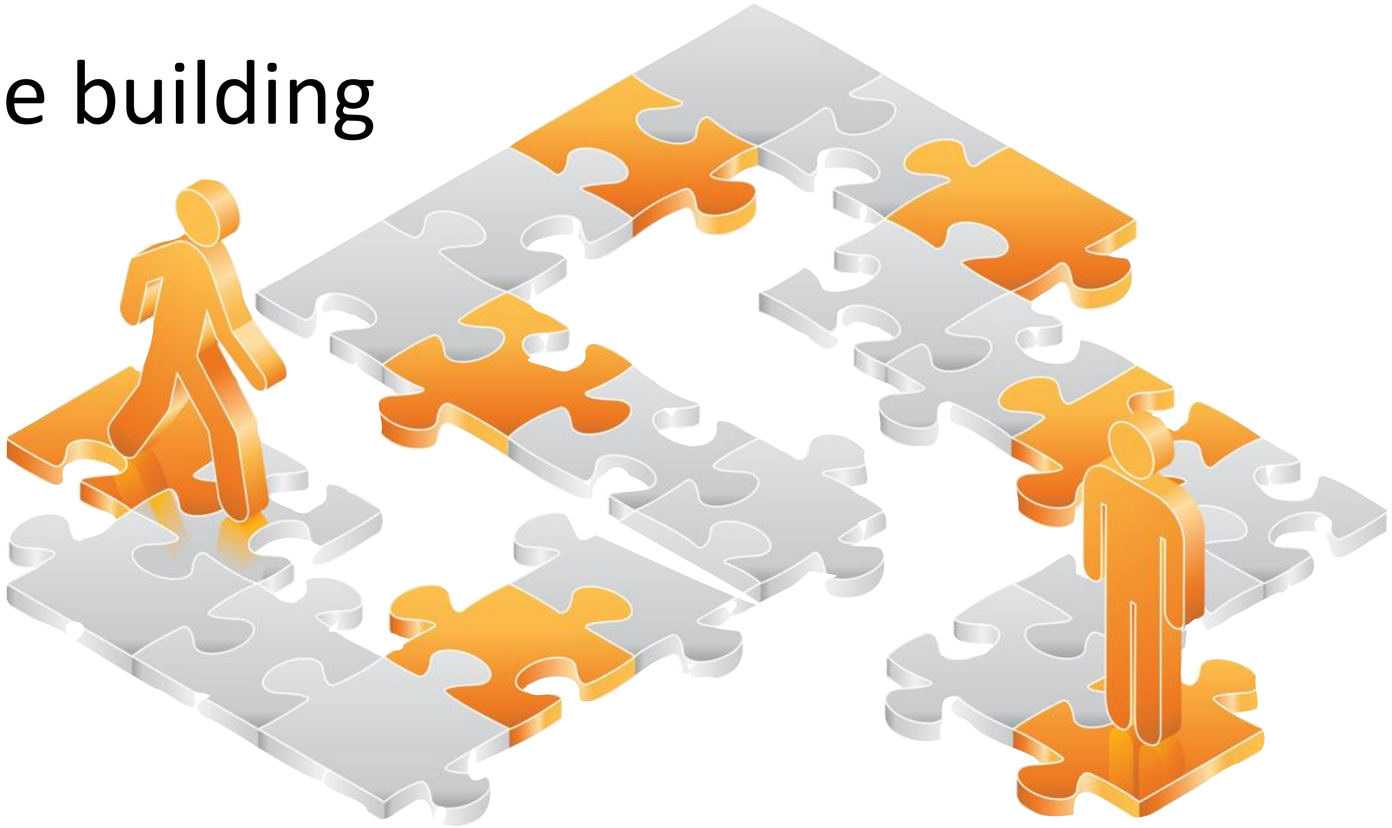
Collaborative knowledge building



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NEVER
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BEST
time to be
TEACHER

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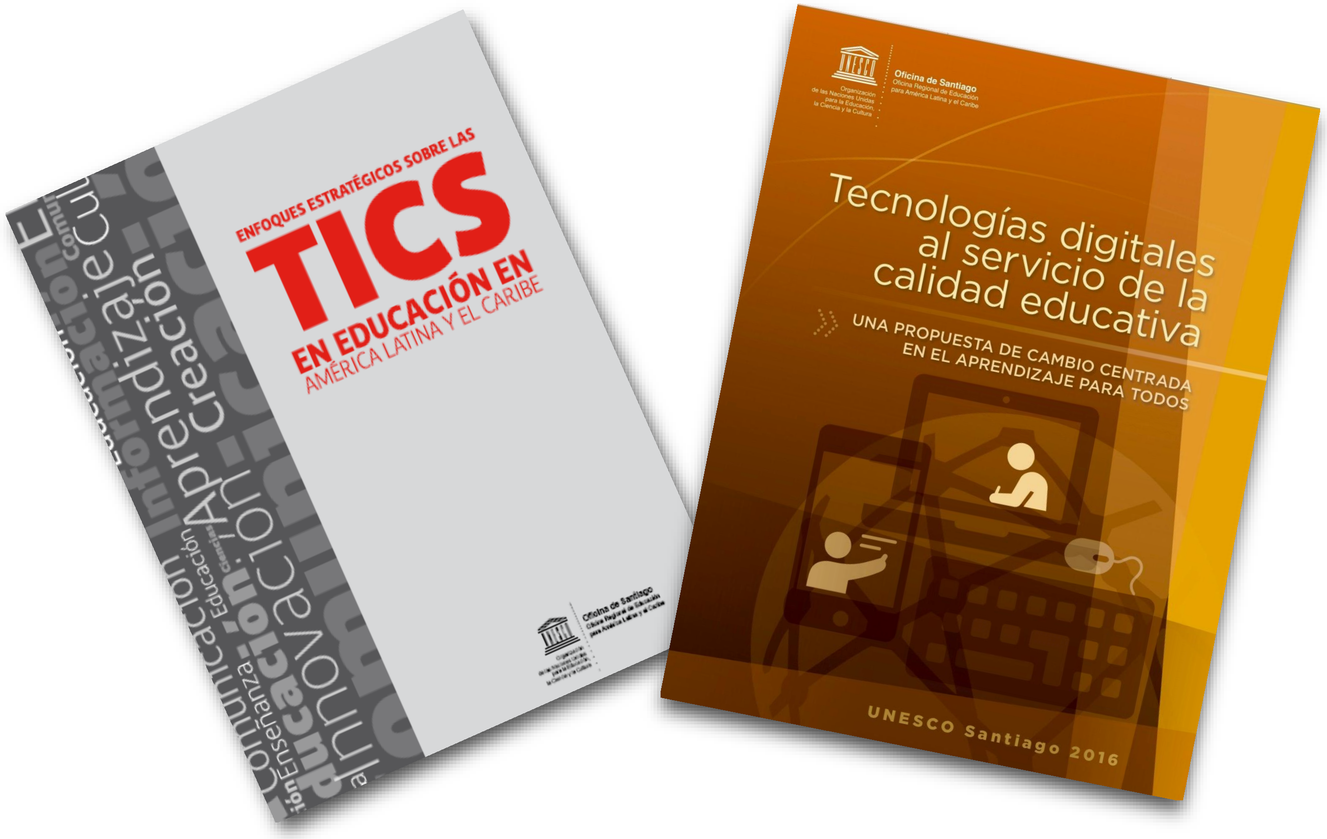
Thank you very much