



United Nations  
Educational, Scientific and  
Cultural Organization



# 国际教育信息化大会 International Conference on ICT and Post-2015 Education

## Draft Qingdao Declaration



# **International Conference on ICT and Post-2015 Education**

**Seize digital opportunities, lead education transformation**

**23-25 May 2015, Qingdao, People's Republic of China**

## **Draft Qingdao Declaration**

### **Preamble**

1. We, Ministers of Education, high-level government officials and representatives of civil society organizations, teachers' organizations, United Nations (UN) agencies, development partners, and members of academia and the private sector, gathered at the International Conference on ICT and Post-2015 Education from 23 to 25 May 2015 in Qingdao, the People's Republic of China to further our collective understanding of how to unleash the full potential of ICT for education. We thank UNESCO, the Government of the People's Republic of China, the Qingdao Municipal Government, and the Shandong Province Government for convening this Conference.

2. We reaffirm the new vision education 2030 articulated in the Final Declaration "Towards Inclusive and Equitable Quality Education and Lifelong Learning", adopted at the World Education Forum in Incheon, Republic of Korea, with access, equity and inclusion, quality and learning outcomes within a lifelong learning perspective as the key pillars. We are convinced that equitable and inclusive access to quality education for all across life is an imperative for building sustainable and inclusive knowledge societies.

3. Inspired by a humanistic vision of education, based on human rights and social justice, we further affirm that the remarkable advances in information and communication technologies (ICT) and the rapid expansion of internet connectivity have made today's world increasingly interconnected and made the knowledge more accessible for every girl and boy, woman and man. To achieve the goal of Inclusive and Equitable Quality Education and Lifelong Learning by 2030, education systems need to integrate technology across sectors.

### **Access and Inclusion**

4. Technology alone will not bring the necessary transformation but offers unprecedented opportunities, and the uneven access to technology and online content is widening the long

existing learning divide. We commit to ensure that by 2030 all girls and boys have access to connected digital devices and a relevant digital learning environment that is responsive to learners with disabilities. We recommend that all education stakeholders recognize the enrollment in quality-assured online courses as an alternative or a complementary means to the regular programmes of study when striving for the objectives of universal access to basic education and skills development.

#### **Open ICT Solutions for inclusive and equitable quality education**

5. Open Educational Resources (OERs) provide education stakeholders with opportunities to improve the quality of, and expand the access to, textbooks and other forms of learning content, to catalyze innovative use of content, and to foster knowledge creation. We commit to develop sector-wide strategies and capacity building programmes to fully realize the potentials of OERs to expand access to lifelong learning opportunities, and to achieve quality education.

6. We recommend all education stakeholders to facilitate access to Open Access (OA) Journals in Education for teachers, researchers and learners, and to fully evaluate the potential of Free and Open Source Software (FOSS) and Open Standards for the development of ICT solutions especially for learners with disabilities, and for learning mother-tongue languages.

#### **Quality learning**

7. We commit to develop well-informed long-term policies and strategies to unleash the potential of ICT to achieve greater quality in education and transform learning. We recognize that there is a need to redefine learning outcomes and the way we organize and assess learning if we want our education systems to prepare students—whether children or adults—to thrive in networked knowledge societies and succeed in economies that are increasingly reliant on technology.

8. We recognize that the ability to leverage ICT for learning and other purposes is no longer a specialized skill; it is foundational to success in modern society. We therefore acknowledge the need to integrate basic ICT skills and information literacy in primary and secondary education curricula. We encourage education authorities to adapt learning assessment in order to reflect the use of ICT and its impact on learning and on outcomes, including the emergent requirements of the ICT-rich environments on reading, mathematics, and on inter- and transdisciplinary learning outcomes.

9. Successful ICT integration into teaching and learning requires rethinking the role of the teachers and reforming their preparation and professional development. We will therefore ensure that teacher training institutions are equipped and prepared to use ICT adequately to expand the benefits of training and professional development programmes to all teachers and to act as the vanguard for technology-supported innovations in education. We also commit to provide teachers with system-wide support for the pedagogical use of ICT, to incentivize teacher innovation, and to develop networks and platforms that allow teachers to share experiences and approaches that may be of use to peers and other stakeholders.

#### **Lifelong Learning Pathways**

10. We reaffirm that lifelong learning is the guiding principle to enhance individual's knowledge, skills and competences for work and life.

11. We recommend that ICT be used to deliver education and training in both formal and non-formal settings. ICT can improve and diversify learning pathways, improve quality and further reach vulnerable and underserved groups including rural youth and adults, women and girls, out-of-school youth, and people with disabilities.

#### **Online learning innovations**

12. While we are aware of the challenges linked to quality assurance, pedagogical effectiveness and certification, we recognize the benefits of well-organized online learning courses for university students and other groups of learners, for institutions, systems and for society at large. Online learning, including in the form of Massive Open Online Courses (MOOCs), has the potential to build new learning pathways towards tertiary education and lifelong learning. We therefore recommend that governments, institutions and other stakeholders further consider and harness the opportunities brought by online learning innovations, including Massive Open Online Courses (MOOCs).

13. We encourage efforts made to explore the potential of big data for enhancing online learning, including drawing data from learners of MOOCs, to inform our understanding of student behavior and learning and to improve the design and organization of online courses. In that context, governments need to develop policies and systems to ensure secure, appropriate,

and ethical use of data, including the privacy and confidentiality of students' personally identifiable information.

#### **Quality assurance and recognition of online learning**

14. We call for fair and transparent recognition of learning outcomes and qualifications acquired through on-line learning. We consider quality assurance and recognition as crucial and interlinked elements for enhancing the relevance and credibility of on-line learning and for supporting lifelong learning, and professional progression and mobility. We call for the establishment of transparent quality assurance measures of on-line learning in line with existing quality assurance frameworks that can support reliable, valid and credible assessment.

15. We recognize the potential of innovative ICT-based approaches in certification and assessment, including competency, portfolio, online badging and peer assessment, as tools which can broaden routes to employment, fulfillment and achievement of qualifications by all learners. We encourage Member States and other stakeholders including education and training providers to use ICT to promote recognition, validation and accreditation of knowledge, skills and competencies acquired through informal and non-formal settings and build bridges between formal, non-formal and informal learning.

#### **Monitoring and evaluation**

16. We commit to develop comprehensive national monitoring and evaluation systems to generate sound evidence for policy formulation regarding the integration, use and impact of ICT in education to enhance the management of education systems as well as to ensure accountability, and understand the key roles that ICT will increasingly play in the transmission of knowledge, the acquisition of new skills and competencies, and the development values and attitudes that are relevant to the building of sustainable and peaceful societies.

17. We further recommend that governments and other concerned partners support capacity development in data collection, analysis and reporting at the country, regional and global levels. We request that the UNESCO Institute for Statistics (UIS), and other partners support countries to reinforce and sustain efforts to establish national level mechanisms and processes with supported by.

18. We recommend that the Global Education Monitoring Report (GEMR), hosted and published by UNESCO, use UNESCO Institute for Statistics (UIS) core indicators on ICT in education to provide regular global level monitoring on ICT in education.

19. We commit to continue to report accurate and complete data in a timely manner to the UNESCO Institute for Statistics, facilitating its work and advancing its mission to build and maintain a global repository for ICT in education data.

#### **Partnerships**

20. We encourage governments, industry partners and all other education stakeholders to join forces and share resources to create equitable, dynamic, accountable, and sustainable learner-centered digital learning ecosystems.

21. We recognize the growing importance of public-private partnerships for successful ICT in education policies, based on cooperation between governments, industry partners, civil society organizations, including teachers organizations, and academia.

22. We call on further consultation and dialogue between governments and the private sector to design scalable innovative funding mechanisms to secure the financial resources needed to fully unleash the full potential of ICT for learning in line with the 2030 education agenda.

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