



United Nations  
Educational, Scientific and  
Cultural Organization



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Education and Cultural Heritage,  
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# eLearning & Children in Digital Area @ UNESCO Chair

**Prof. Roumen Nikolov**

**UNESCO Interfaculty Chair *ICT in Library  
Studies, Education and Cultural Heritage***

# UNITWIN/UNESCO Chairs Programme

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 **UNESCO** *"Building peace in the minds of men and women"*

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Home > UNITWIN/UNESCO Chairs Programme > 25th Anniversary of the UNITWIN/UNESCO Chairs Programme

## UNITWIN/UNESCO Chairs Programme



25th Anniversary of the UNITWIN/UNESCO Chairs Programme

 25

<https://en.unesco.org/unitwin-unesco-chairs-programme/25th-anniversary>

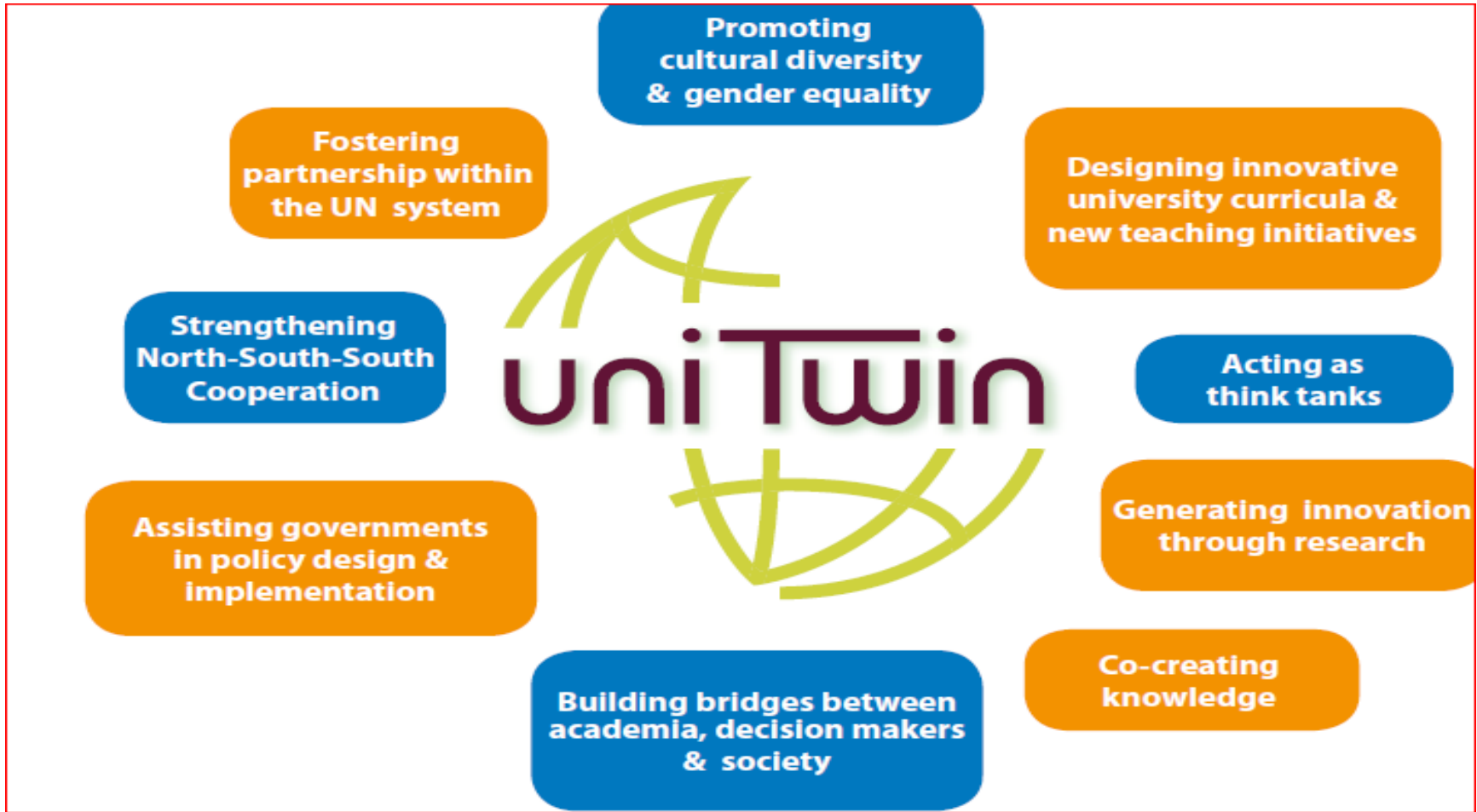


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# Roles of UNESCO Chairs



<https://en.unesco.org/unitwin-unesco-chairs-programme/25th-anniversary>



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# UNESCO Interfaculty Chair *ICT in Library Studies, Education and Cultural Heritage*

- Start of activities:  
March, 2011
- Official Approval: 17  
February, 2012
- Signing the  
Agreement: 20  
November, 2012



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# The UNESCO Chair

## UNESCO Chair

Development of educational and training programs in the field of ICT in Library Studies, Education and Cultural Heritage (including e-learning and lifelong learning programs) for citizens, e.g. pre- and in-service ICT training for librarians, school and university teachers, professionals from cultural institutions (museums, galleries, archives etc.), heritage conservation professionals, etc.

Flayer 2017



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## Last News & Events

EDUsummit'17

QED'17

Fourth World Conference on Dialogue  
Among Religions and Civilizations

International Conference INNOV  
-- CREATING THE FUTURE!

QED'18: UNESCO International  
Workshop

[Read more](#)

## The major goals of the UNESCO Chair are to:

- assure a professional level of educators and researchers meeting the requirements of the knowledge based society in an integrated field of ICT, library studies, education, and cultural, material and non-material heritage preservation;
- renew in depth the training system of the SULSIT faculty staff taking into account the diversity and the dynamics in globalization era;
- provide top level education introducing the students to major current issues in library and information science, heritage preservation and providing them with tools to make informed choices regarding existing and emerging practices;
- examine the existing good practices along with the major organizational and intellectual issues being faced on national and international level;
- focus on research and the preparation of PhD students by building bridges of co-operation with foreign scholars;
- support innovations and technology transfer to governmental, nongovernmental and industrial bodies

FORTHCOMING:



## RETHINKING LEARNING IN A DIGITAL AGE

18-20 SEPTEMBER 2017, BULGARIA

International Summit on Information Technology in Education (EDUsummit 2017) Rethinking learning in a digital age

QED'17 UNESCO International Workshop: Children in the Digital Era, Sofia, Bulgaria, September 20-21, 2017



<http://unesco.unibit.bg/>



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# More about UNESCO Chairs

“...In many instances, the Networks and Chairs serve as think tanks and as bridge builders between academia, civil society, local communities, research and policy-making. ... In areas lacking expertise, chairs and networks have evolved into poles of excellence and innovation at regional or sub-regional levels”. <http://en.unesco.org/unitwin-unesco-chairs-programme>

“...the Chair will strengthen the existing networks of partners at regional level (South-East Europe, Danube Macro-Region) and **will play the role of a Centre of Excellence and innovation zone** in the specified areas...”, i.e. in the area of **ICT in Library Studies, Education and Cultural Heritage.**

31.03.2011, Proposal for UNESCO Chair establishment <http://unesco.unibit.bg/>



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# UNESCO Meeting, Paris (2006)



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# International Handbook of Information Technology in Primary & Secondary Education, Voogt & Knezek, 2008



>200.000 CHAPTER DOWNLOADS (mid 2016) , <http://www.springer.com/gp/book/9780387733142>



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# 11 sections (15 section editors) & 76 chapters (136 authors from 23 countries)



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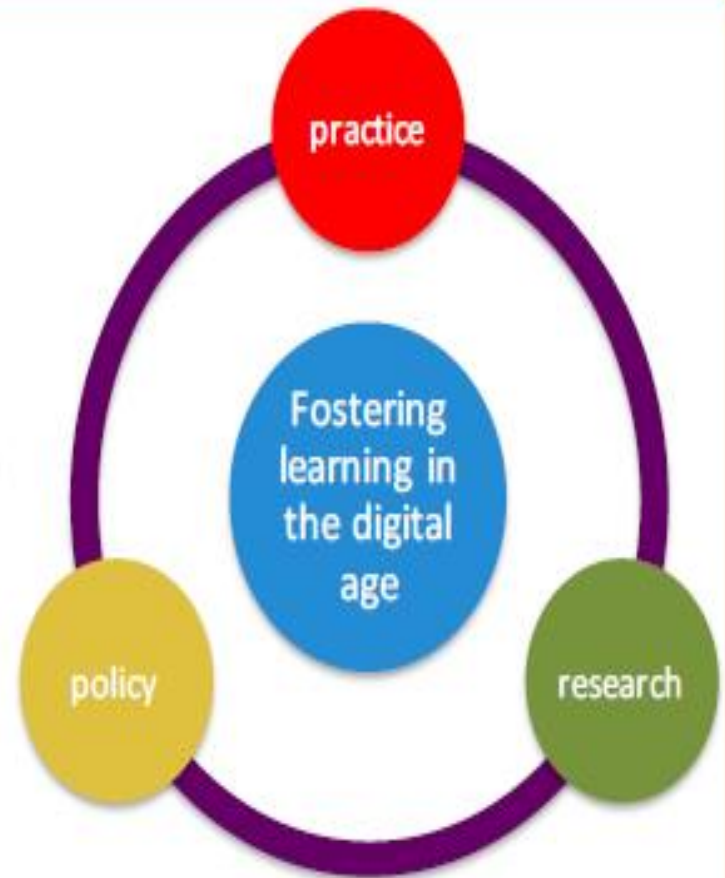


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# Handbook & EDUsummit



[http://unesco.unibit.bg/sites/default/files/Handbook\\_QED2017.pdf](http://unesco.unibit.bg/sites/default/files/Handbook_QED2017.pdf)



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EDUsumMIT 2011, UNESCO Paris  
Building a Global Community of  
Policy-makers, Researchers and  
Teachers to Move Education Systems  
into the Digital Age, June 8-10, 2011  
UNESCO Headquarters, Paris, France

[http://www.unesco.org/new/en/education/resources/online-materials/single-view/news/edusummit\\_2011\\_moving\\_education\\_into\\_the\\_digital\\_age/](http://www.unesco.org/new/en/education/resources/online-materials/single-view/news/edusummit_2011_moving_education_into_the_digital_age/)



QED'11: UNESCO International Workshop  
Re-designing Institutional Policies and  
Practices to Enhance the Quality of  
Education through Innovative Use of  
Digital Technologies, 14-16 June, 2011,  
Sofia, Bulgaria, <http://unesco.unibit.bg/en/QED11>



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EDUsummIT'2013: Research-informed Strategies to address Educational Challenges in a Digitally Networked World, 2 October, Washington DC, USA  
<http://www2.curtin.edu.au/edusummit/edusummit-archive/results-edusummit-2013.cfm>



QED'14: UNESCO International Workshop Quality of Education and Challenges in a Digitally Networked World  
 30-31 October, 2014, Sofia, Bulgaria,  
<http://unesco.unibit.bg/en/QED14>



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EDUsummit'2015:  
Technology Advanced  
Quality Learning for All, 14-  
14 September, Bangkok,  
Thailand,

<http://www2.curtin.edu.au/edusummit/>



QED'2016:

Technology Advanced Quality  
Learning for All Sofia, Bulgaria, June  
13-15, Sofia, Bulgaria

<http://unesco.unibit.bg/en/QED16>

QED'16: UNESCO International Workshop, June 13-15, 2016, Sofia, Bulgaria



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## EDUsummit'2017 “Rethinking learning in a digital age” Borovets, Bulgaria, September 18-20, 2017

<http://unesco.unibit.bg/en/node/290>



## QED'17 International Conference “Children in the Digital Age”, Sofia, Bulgaria, September 20-22, 2017

<http://unesco.unibit.bg/en/node/302>



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# EDUsummit'17: Thematic Working Groups

## Presented at QED'17

- **TWG1:** Education systems in the digital age: The need for alignment  
<http://unesco.unibit.bg/en/TWG1> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_01.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_01.pdf)
- **TWG2:** Informal learning with technology  
<http://unesco.unibit.bg/en/TWG2> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_02.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_02.pdf)
- **TWG3:** Professional development for technology-enhanced Learning leaders  
<http://unesco.unibit.bg/en/TWG3> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_03.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_03.pdf)
- **TWG4:** Digital agency to empower equity in the education  
<http://unesco.unibit.bg/en/TWG4> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_04.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_04.pdf)
- **TWG5:** Formative assessment supported by technology  
<http://unesco.unibit.bg/en/TWG5> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_05.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_05.pdf)
- **TWG6:** Developing creativity in teachers and learners  
<http://unesco.unibit.bg/en/TWG6> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_06.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_06.pdf)
- **TWG7:** Learning from national policy experiences  
<http://unesco.unibit.bg/en/TWG7> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_07.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_07.pdf)
- **TWG8:** Upbringing in a digital world: Opportunities and Possibilities of schooling  
<http://unesco.unibit.bg/en/TWG8> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_08.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_08.pdf)
- **TWG9:** Sustainability and scalability in research approaches  
<http://unesco.unibit.bg/en/TWG9> [http://unesco.unibit.bg/sites/default/files/EDUsummit17\\_TWIG\\_09.pdf](http://unesco.unibit.bg/sites/default/files/EDUsummit17_TWIG_09.pdf)

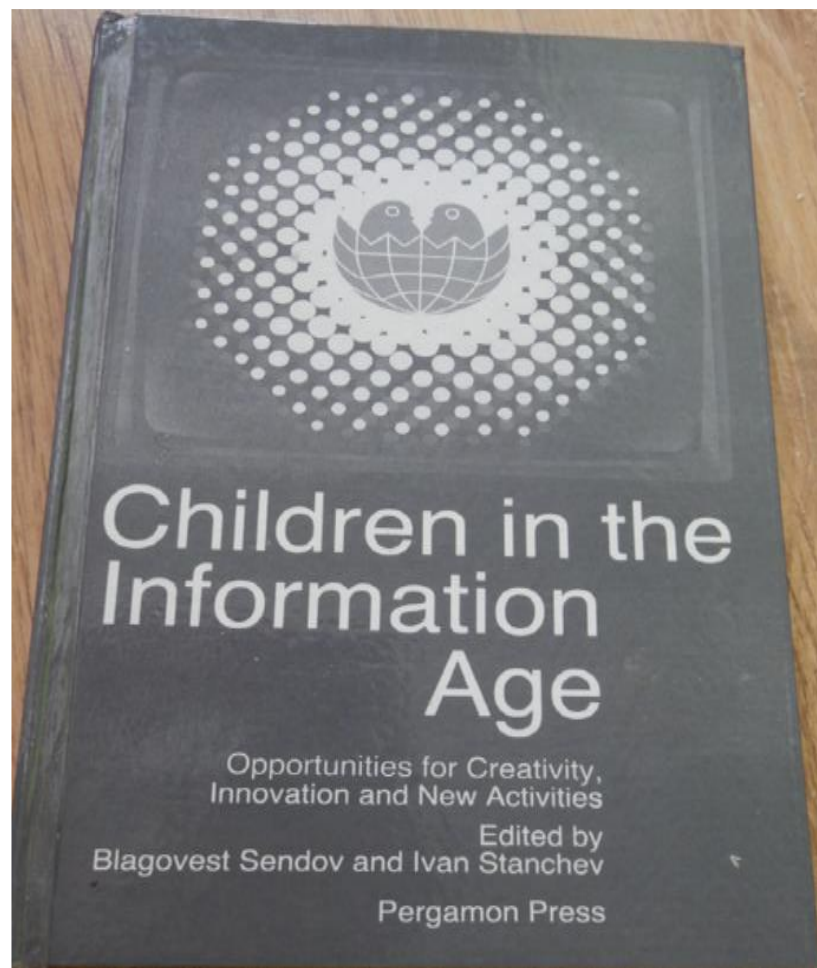


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# 100 000(2) Anniversary of the Children in the Information Age Initiative

International Initiative and Conference “Children in the Information Age: Opportunities for Creativity, Innovation and New Activities”, May, Varna, 1985

- > 200 international, > 150 BG participants
- 18 plenary talks
- 124 talks on:
  - social, cultural and economics
- effects of computers in education
  - Psychological and pedagogical
- Problems
  - National educational policies



[http://unesco.unibit.bg/sites/default/files/Nachalo\\_Children\\_2017.pdf](http://unesco.unibit.bg/sites/default/files/Nachalo_Children_2017.pdf)

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# Children in the Information Age'1985 - Presentation of John Vincent Atanasoff (October 4, 1903 – June 15, 1995)

John Vincent Atanasoff The  
father of the computer

[http://www.columbia.edu/~td2177/  
JVAtanasoff/JVAtanasoff.html](http://www.columbia.edu/~td2177/JVAtanasoff/JVAtanasoff.html)

John Vincent Atanasoff and  
the Birth of the Digital  
Computer

<http://jva.cs.iastate.edu/jvabio.php>



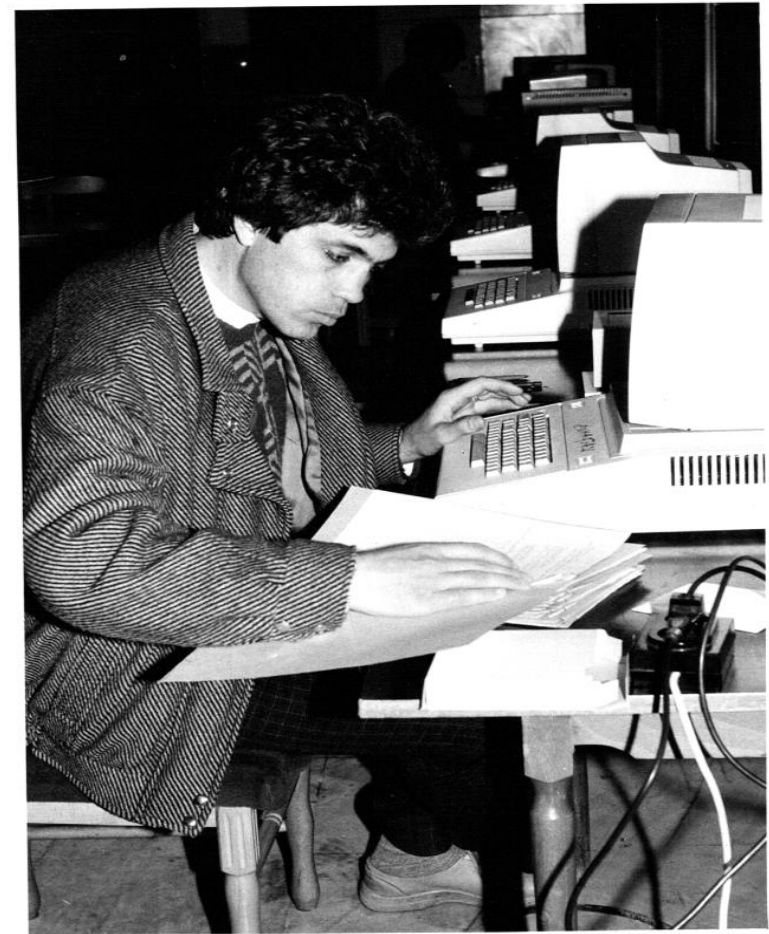
[http://unesco.unibit.bg/sites/default/files/Nachalo\\_Children\\_2017.pdf](http://unesco.unibit.bg/sites/default/files/Nachalo_Children_2017.pdf)

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# Research Group on Education (1979-1991)

- integration of school subjects, e.g. Language and Mathematics, Society, Science
- learning by doing and discovering
- educational games; microworlds in music, language science; text, music and picture editors, controllable Lego-models



[http://unesco.unibit.bg/sites/default/files/Nachalo\\_Children\\_2017.pdf](http://unesco.unibit.bg/sites/default/files/Nachalo_Children_2017.pdf)

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# UNESCO Paris 2016



Springer International Handbooks of Education

Joke Voogt  
Gerald Knezek  
Rhonda Christensen  
Kwok-Wing Lai

Second International Handbook  
of Information Technology in  
Primary and Secondary Education

 Springer



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# Presented at QED'17: 19 section editors, > 100 authors, ± 78 chapters, ± 20 countries

## Sections in the 2n edition

Curricular Challenges of the 21<sup>st</sup> Century

Learners and the Learning Processes

Attitudes, competencies and dispositions for learning and teaching with IT

Professional learning and development of teachers

The role of leadership for technology In education

Using IT for assessment: Issues and opportunities

Flexible and distance learning

Mobile Learning in the 21st Century: An Overview

Games, simulations & emerging technologies

Issues and challenges related to digital equity


Paradigms for researching IT in education

International Policies on ICT in Education

Springer International Handbooks of Education

Joke Voogt  
Gerald Knezek  
Rhonda Christensen  
Kwok-Wing Lai

Second International Handbook  
of Information Technology in  
Primary and Secondary Education

 Springer

[http://unesco.unibit.bg/sites/default/files/Handbook\\_QED2017.pdf](http://unesco.unibit.bg/sites/default/files/Handbook_QED2017.pdf)



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# UN Sustainable Development Goals for 2030

In September 2015, at the United Nations Sustainable Development Summit, Member States formally adopted the 2030 Agenda for Sustainable Development



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# Education 2030: Incheon Declaration and Framework for Action, 19 – 22 May 2015, Incheon, Republic of Korea

UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015. Over 1,600 participants from 160 countries, including over 120 Ministers, adopted the **Incheon Declaration** for Education 2030, which sets out a new vision for education for the next fifteen years.



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# International Conference on ICT and Post-2015 Education, 23 - 25 May 2015 in Qingdao, China

**Qingdao Declaration** -  
to provide Member States with policy recommendations about how to harness the power of ICT to address current educational challenges and to ensure equitable quality education and lifelong opportunities for all.



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# UNESCO International Forum on ICT and Education 2030, 10 -11 July 2017, Qingdao, China

**2017 Qingdao  
Statement:  
*Strategies for  
leveraging ICT to  
achieve Education  
2030.*** The Forum  
focuses on  
harnessing ICT to  
achieve Sustainable  
Development Goal 4  
for Education 2030 –  
Quality Education.



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# International Summit on ICT in Education “EDUsummit 2017” Borovets, Bulgaria September 18-20, 2017

## 2017 Borovers

### Declaration:

Approximately 90 leading researchers policy makers and practitioners spanning all continents, gathered in Borovets, Bulgaria, September 18-20 2017 to define action items.



<http://unesco.unibit.bg/sites/default/files/CalltoActionf.pdf>



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# EDUsummIT'17: A Call to Action

The learning landscape is undergoing fundamental changes, requiring new methods and perspectives to capture the new capabilities and learning processes that have emerged because of the basic technology infrastructure and tools generally available and the augmented capabilities that learners have through the use of such tools.

## A Call to Action

- To recognize that digital agency, as an individual's ability to control and adapt to a digital world, is a critical goal for social, civic and economic well-being.
- To recognize that citizens including young people are able to engage as producers rather than consumers in order to shape the interaction between technology and society.



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## EDUsummit'17: A Call to Action (2)

- To create awareness of family, community and peer challenges for promoting digital citizenship and new opportunities and risks of upbringing in a digital world.
- To rethink inter-generational and intercultural dynamics of family and educational institutes linked to upbringing, in a continuous manner.
- To recognize creativity as an important component of student development.
- To embed creativity throughout the curriculum in both what we teach and assess, and in teacher professional standards.
- To develop a rich array of cases/examples that help exemplify and visualize what creativity looks like across teaching and learning contexts.
- To promote informal learning in education through empowering students, policy makers should facilitate connections between informal and formal learning and enable teachers to recognize and integrate informal learning in their pedagogy.



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## EDUsummit'17: A Call to Action (3)

- To encourage professional development that includes the recognition that leaders facilitating technology-enhanced learning are important change agents in the implementation of policies.
- To encourage policy makers to create opportunities for developing teacher capacity to identify, foster development of, and formatively assess 21st century skills (e.g. creativity, problem solving, self regulation, critical thinking, collaboration, communication, digital literacy).
- To establish global and local networks of professional development of leaders who facilitate technology-enhanced learning.



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## EDUsummit'17: A Call to Action (4)

- To ensure alignment within the system an actionable vision has to be developed that has buy-in from all stakeholders.
- To use frameworks such as the UNESCO Framework (2011) as tool to guide alignment & implementation within the system.
- To develop productive partnerships among all stakeholders to advance capacity building for ICT use in schools through the co-design of research with real commitment and ownership from all stakeholders--at appropriate levels
- To go beyond the latest fads of educational technology, policy makers need to communicate and connect with researchers and scholars to ground policies in evidence informed knowledge.



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## EDUsummit'17: A Call to Action (5)

- To be aware of the potential and challenges when stakeholders use data to make decisions for formative assessment.
- To create opportunities for collaborative work with stakeholders in order to examine the complex connections between data collection, data interpretation and meaningful data use to support teachers and learners.
- To use real time data systems to monitor and evaluate educational processes and outcomes through a balance of valued indicators in dynamic systems models.

**AND**

- To develop future ready policy visions aligned with global development goals.



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# THANK YOU FOR YOUR ATTENTION!



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