

World Telecommunication Development Conference (WTDC-14)

Dubai, 30 March – 10 April 2014



**Addendum 11 to
Document WTDC14/22-E
4 February 2014
Original: English**

SOURCE: United States of America
TITLE: The role of ICTs in Education

BACKGROUND:

Access to broadband and the integration of information and communication technologies (ICTs) into the educational system may be a fundamental requirement for achieving universal education in the 21st century. Countries will greatly benefit from augmenting a traditional education system with ICTs. Enabling a better education for students and ensuring they obtain the skills necessary to succeed in a knowledge-based economy and society, are key elements for governments to remain globally competitive. Moreover, the benefits extend far beyond the students; to their families who benefit from access to ICTs, to the local community by leveraging the connected schools by neighbors, and to the broader community by significantly increasing broadband and ICT penetration. This importance was recognized at WSIS in Action Lines C4 and C7.

Previous WTDCs have adopted focused Resolutions and Questions to address ICT applications such as E-government and E-health. The United States believes that a similar approach will progress the implementation of E-learning and Capacity Building, and in particularly facilitating the sharing of experiences of countries in integrating ICTs into their educational systems. The United States joins CITELE in this belief.

USA/22/11 Objective(s): 3
The United States proposes a new WTDC Resolution and ITU-D Studies to focus ITU-D efforts in assisting Administrations to deploy ICTs in their educational system in the most effective manner so as to reap maximum benefits.

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DRAFT NEW RESOLUTION USA/1 (DUBAI, 2014)

The Role of ICTs in Education Systems

The World Telecommunication Development Conference (Dubai, 2014),

recognizing

- a) that the World Summit on the Information Society, which was held in two phases (Geneva, 10-12 December 2003 and Tunis, 16-18 November 2005), included e-learning in Action Line C7 as one of the important ICT applications;
- b) that Action Line C4 also highlighted the criticality of ICTs and education and stating *inter alia*: "ICTs can contribute to achieving universal education worldwide, through delivery of education and training of teachers, and offering improved conditions for lifelong learning, encompassing people that are outside the formal education process, and improving professional skills" and calling for many programs to demonstrate and develop the use of ICTs in educational delivery systems;
- c) the UNESCO efforts in implementing the Action Lines including ICT in Education focusing on Policy, Teacher Education, Mobile Learning, Open Educational Resources, Lifelong Learning, E-Learning, and Education Management Information System,

considering

- a) Resolution 54 (Rev. Hyderabad, 2010) Information and communication technology applications recalling Action Line C7 of the Tunis Agenda for the Information Society, covering the ICT applications including e-government, e-business, e-learning, e-health, e-employment, e-environment, e-agriculture and e-science; and which instructed the Director of the Telecommunication Development Bureau to continue to conduct detailed studies on these various applications;
- b) the subsequent Resolutions and Questions on specific ICT applications including:
 - e-health: Resolution 65 (Hyderabad, 2010)- Improving access to healthcare services by using information and communication technologies, and Question 14-3/2: Information and telecommunications for e-health;
 - e-environment: Resolution 66 (Hyderabad, 2010)- Information and communication technology and climate change, and Question 24/2: ICT and climate change, and Question 24/1: Strategies and policies for the proper disposal or reuse of telecommunication/ICT waste material; and
 - e-government: Resolution 74 (Hyderabad, 2010)- More effective adoption of e-government services, and Question 17-3/2: Progress on e-government activities and identification of areas of application of e-government for the benefit of developing countries.

noting

- a) that digital literacy is a requirement to closing the digital divide;
- b) that developing countries benefit from integrating ICTs into educational systems by providing a more effective education experience, ensuring that all students obtain the skills necessary to succeed in a knowledge-based economy and society;

- c) that the benefits extend beyond the students:
- to their families who may benefit from access to ICTs;
 - to the local community by leveraging the transformed schools as the digital literacy training centers for all citizens; and
 - to the broader community by significantly increasing broadband and ICT penetration.
- d) that such a transformation will improve education, assist the connection of all citizens globally, and facilitate the use of national resources in an effective way for the future of children and society;
- e) that countries and communities have limited education budgets that must be apportioned among many different needs and so studies on the relative benefits of ICTs in educational systems will help countries and communities make informed decisions.,

noting further

the adoption by this conference of the topic of the Role of ICTs In Education Systems as part of the work programme of the ITU-D Study Groups,

resolves to instruct the Director of the Telecommunication Development Bureau (BDT):

- 1 to carry out studies on the Role of ICT's in educational systems including a clear identification of needs and potential solutions;
- 2 to allocate the necessary funds to implement this resolution within existing BDT budgetary resources,

encourages Member States and Sector Member:

to participate in the study of the Role of ICTs in educational systems contributing their own experiences regarding the implementation of ICTs for achieving universal education worldwide.
