In 2009, 70 leading researchers, policy makers and educators, spanning six continents, gathered in The Hague in The Netherlands for the first EDUsummIT. Their primary goals were to: a) establish a clear view of the role of ICT in 21st century learning, and b) examine implications of ICT’s emerging role for formal and informal learning.

The first EDUsummIT led to a Call to Action on the Future of ICT in Education. The EDUsummIT 2009 Call to Action has been disseminated to researchers, educators and government bodies in the USA, UK, the Netherlands, Germany, China, Malaysia, Brazil, South Africa, Australia and other countries. The Call to Action has influenced the National Technology Leadership Plan in the US, the White Paper of 21st century skills in the Netherlands, the report on Redefining Teacher Education for Digital Age Learners, the Future on teacher Education symposium in Sydney, etc.

The EDUsummIT community has become a community of policy-makers, educators and researchers who have committed themselves to examine the impact of evidence and dissemination strategies on future policies and practices in countries across the world.

EDUsummIT 2011 is organized by UNESCO (Teacher Policy and Development Section), the International Society for Technology in Education (SITE), Kennisnet, International Federation for Information Processing (IFIP) WG 3.3 (Research on Education Applications of Information Technologies) W.G. 3.3, the Association of Teacher Education, (ATE) and the International Journal For Computer Assisted Learning.

EDUsummIT 2011 will bring together 120 distinguished policy makers, educators, researchers, journal editors and private sector leaders – those key to the field of ICT in Education – to build on the outcomes of EDUsummIT 2009. The theme for EDUsummIT 2011 is: Building a Global Community of Policy-Makers, Educators and Researchers to Move Education into the Digital Age.

We hope that EDUsummIT 2011 will strengthen the community of Educators, Policy-Makers and Researchers and lead to coherent global and regional actions to realize the potential of ICT for teaching and learning.

Joke Voogt
Gerald Knezek
Program Chairs
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The United Nations Educational, Scientific and Cultural Organization (UNESCO)

As a specialized agency of the United Nations, UNESCO’s mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. The objectives of the international community - as set out in the Internationally Agreed Development Goals (IADGs), including Education for All (EFA), the Millennium Development Goals (MDGs), the World Summit on the Information Society (WSIS) Plan of Action - underpin all UNESCO’s strategies and activities. The Organization focuses, in particular, on two global priorities: Africa; and Gender equality.

UNESCO is committed to helping its Member States to harness the potential of information and communication technologies (ict) in achieving quality education for all and lifelong learning, as well as in building inclusive knowledge societies through information and communication, by promoting the judicious use of ict as innovative and experimental tools to renew education and exploring their potential as flexible delivery mechanisms to achieve system-wide expansion of educational provision and quality.

UNESCO is pursuing work in this area through several paths:

- **Policy**: works with Member States on the development and analysis of ict policies in education, advising on how these policies could be aligned to wider societal and economic goals.

- **Quality e-Learning**: UNESCO aims to provide policy advice to governments and institutions on the establishment of quality assurance systems to monitor the quality of open and distance learning. The Organization is also developing tools to support e-learning, e.g. the Open Training Platform (OTP) which promotes access to free courseware produced by United Nations agencies and public and private sector entities.

- **Teacher training**: a significant challenge underlying the important role of teachers in the digital age is their lack of skills and ability to take full advantage of technologies to enable them to deal with the demands of the new learning environments and to ensure that learners are being prepared to face the challenges of the 21st century knowledge society. To address this, UNESCO, in partnership with major private sector entities concerned with ict training, is developing an ict Competency Framework for Teachers aimed at assisting educational planners and teacher training course developers to prepare teachers for making effective use of ict in their work.

- **Mobile**: mobile technologies offer huge opportunities in education, in particular in developing countries, by providing access to information in the absence of fixed communication infrastructure and facilitating access to information to marginalized groups (rural and minority communities, women and girls, persons with disabilities, etc). UNESCO is facilitating the realization of this mobile potential by investigating current
practices, promoting innovations and content development in areas such as literacy, teacher development and school management, and reporting on policy developments.

- **Innovation:** in developing countries and in countries in post-conflict or post-disaster situations, there is enormous potential for innovation inspired by technology in the field of education, including distance learning applications, economic development and poverty eradication. Necessity pushes courageous teachers and institutions to make major leaps forward to develop locally-relevant content and applications that respond to the needs of their communities in their specific communicative ecologies. UNESCO recognizes such innovations through its UNESCO-King Hamad Bin Isa Al-Khalifa Prize for the Use of ict in Education, and broadens the impact of the innovations by documenting and sharing best practices with Member States.

- **Media and Information literacy:** UNESCO promotes the concept of media, information and technology “literacies” to equip individuals and communities with essential competencies (knowledge, skills and attitudes) required to engage effectively with information and media systems, including the Internet.

- **Open Educational Resources (OERs):** UNESCO organized the 1st Global OER Forum in 2002 where the term Open Educational Resources (OERs) was adopted. The Organization supports initiatives which aspire to provide open access to high-quality education resources on a global scale. An UNESCO OER Platform, scheduled for launch in late 2011, will offer selected UNESCO-sponsored curricula and educational publications as OERs to allow global communities of practice including teachers, learners, and education professionals to freely copy, adapt, and share their resources.

**Kennisnet**

Kennisnet is the foremost public knowledge centre regarding information and communication technologies (ict) and education in the Netherlands. Kennisnet’s mission is to support schools with independent expertise and services regarding the effective and safe use of ict. Established in 2001, Kennisnet was set up by educational organizations from the primary through to the secondary and vocational levels. Our starting point is to ensure that a balance between vision, expertise, digital teaching materials and infrastructure is maintained. This is what we call ‘Four in Balance’. Based on our own research program as well as that of its partners, we give schools insight into what works with ict. Kennisnet also explores the potentials of new technologies to ensure that schools can continuously improve their teaching and learning.
**ISTE**
The International Society for Technology in Education (ISTE®) is the premier membership association for educators and education leaders engaged in advancing excellence in learning and teaching through innovative and effective uses of technology. ISTE is the trusted source in education technology for professional development, knowledge generation, advocacy, and leadership for innovation.

ISTE’s annual conference and exposition, formerly NECC, is the world’s premier educational technology event. ISTE is also home to the NETS - standards that deliver a roadmap for global digital-age learning, teaching and leadership. ISTE members include individuals, regional and international affiliate organizations, and corporations. With its affiliate network, ISTE represents more than 100,000 education leaders and emerging leaders throughout the world. www.iste.org.

**SITE**
SITE promotes the development and dissemination of theoretical knowledge, conceptual research, and professional practice through Society conferences, books, collaborative projects with other organizations, and the *Journal of Technology and Teacher Education*. SITE also participates in activities that can impact policy decisions and advocacy activities. For example, it is the lead organization for the National Technology Leadership Summit, held annually, usually in Washington, DC. Recently, it has played an important role in collaborating on several grant-funded initiatives.

Worldwide, SITE represents over 500 universities, and has about 1200 attendees at its annual conference. In recent years, SITE has established a footprint as a leader in several international activities, from conferences in China and Australia, to developing partnerships with IFIP’s Technical Committee 3 on Education. SITE views the work at the EduSummits as integral to the establishment a well-informed and proactive international community supporting ICT initiatives in education.

**IFIP**
The International Federation for Information Processing (IFIP) is a non-governmental, non-profit umbrella organization for national societies working in the field of information processing. It was established in 1960 under the auspices of UNESCO as a result of the first World Computer Congress held in Paris in 1959. IFIP represents IT Societies from 56 countries or regions, covering all 5 continents with a total membership of over half a million. IFIP links more than 3500 scientists from Academia and Industry to enable sharing of experience, and discussing challenges and opportunities. IFIP contributes to, and often leads, progress in the state-of-the-art knowledge through its more than 101 Working Groups reporting to 13 Technical Committees. Further information
can be found at: http://www.ifip.org/. IFIP’s contribution to EDUsummiT 2011 is led by Working Group 3.3 on Research on Education Applications of Information Technologies (http://www.ifipwg3-3.org/) which is in IFIP Technical Committee TC 3 on Education.

**JCAL**
The Journal of Computer Assisted Learning was founded in 1985. As such, it is among the earliest of scientific periodicals to publish research that focuses strongly on educational technology. It is currently graded ‘A’ by the European Science Foundation, which positions it among “*high-ranking international publications with a very strong reputation among researchers of the field in different countries, regularly cited all over the world*”.

Its impact factor has risen each year in the last 6 years and now positions JCAL among the top 30 journals in the ISI Education list. It is currently 27th in the list of 139 Education journals. It is published six times a year and features review articles, essays and empirical reports that relate to innovation and implementation of digital technology and media in all sectors of education.

**ATE**
The Association of Teacher Educators (ATE) was founded in 1920 and is an individual membership organization devoted solely to the improvement of teacher education both for school-based and post secondary teacher educators. ATE members represent over 700 colleges and universities, over 500 major school systems, and educational agencies both in the U.S. and other countries. The ATE office is located in the Washington DC area where it represents its members’ interests before governmental agencies and education organizations.
Call to Action EDUsummIT 2009 Summary

- To establish a clear view on the role of ICT in 21st century learning and its implications for formal and informal learning
- To radically restructure schools to be able to use multiple technology-enhanced pedagogies to address individual needs of students
- To better understand student technology experiences in informal learning environments, in order to inform learning in formal settings
- To develop new assessments designed to measure outcomes from technology enriched learning experiences
- To develop and use distributed leadership models for technology use in schools and teacher education programs
- To develop and use models for teacher learning on technology use in schools and classrooms at the pre- and in-service levels
- To develop ideas on international opportunities relating to new and emerging technologies in order to address the needs of developing countries and promote global social awareness and responsibilities
- To develop and disseminate a list of essential conditions that need to be in place to ensure benefit from technology investments
- To actively study both research on and development of ICT applications in classrooms
- To use findings presented in the Handbook to inform research, policy and leadership for ICT in schools
- To develop mechanisms for sharing and distributing research, promising policies and practices on ICT in education
- To nurture an international community of ICT scholars, policy makers and leaders who continually build upon our knowledge base to inform policy and practice
- To disseminate and discuss the recommendation in this Call to Action to other national and international ICT initiatives

The EDUsummIT 2009 Call to Action has been disseminated to researchers, educators and government bodies in the USA, UK, the Netherlands, Germany, China, Malaysia, Brazil, South Africa, Australia and other countries.

Follow up activities related to the recommendations in the Call to Action have taken place in:

- World Conference on Computers in Education (WCCE2009) in Bento Goncalvez, Brazil.
  - Xi Hu Conference on 21st Century Learning in Hangzhou, China, China, October 2009
  - Ambassadors’ programme discussions with academics at University of Johannesburg and Stellenbosch on outcomes of the EDUsummIT 2009
• National Technology Leadership Summit - Honolulu, USA, January 2011
• Learning and Technology World Forum, London, January 2010
• Redefining Teacher Education [for Digital Age Learners] Summit, Austin, TX, USA December 2009 and Washington DC Writing Colloquium June 2010
• American Educational Research Association Annual Meeting. Round Table discussion on Future of educational research and impact on practitioners. Denver, USA. April/May 2010
• Future of Teacher Education Symposium, Sydney, Australia July 2010
• Symposium presentation on Researching IT in education and its impact on student engagement. British Educational Research Association Conference. Warwick University, UK. September 2010
Program EDUsummIT 2011

INTERNATIONAL SUMMIT ON ICT IN EDUCATION
Building a Global Community of Policy-Makers, Educators and Researchers To Move Education into the Digital Age
(Room XI, UNESCO Headquarters, 8-10 June 2011)

Masters of Ceremony: Alfonso ten Brummelhuis and Don Knezek

Wednesday, 8 June 2011
01:00 pm – 05:00 pm Registration
07:00 pm – 09:00 pm Welcome reception
(Caféteria, 7th Floor, Fontenoy)

Thursday, 9 June 2011
08:00 pm – 09:00 pm Registration
09:00 am – 10:30 am OPENING SESSION

Welcome address:
David Atchoarena, Director, Division for Planning and Development of Education Systems, Education Sector, UNESCO.

Presentation of participants:
Mariana Patru, EDUsummIT Programme Committee, UNESCO.

Introduction of the EDUsummIT 2011 Theme:
Building a Global Community of Policy-Makers, Educators and Researchers To Move Education into the Digital Age. Joke Voogt and Gerald Knezek, EDUsummIT Programme Chairs

Tea/coffee break

11:00 am – 01:00 pm Parallel Thematic Working Groups

TWG 1: Restructuring educational systems to move into the digital age.
Moderators: Niki Davis (New Zealand), Birgit Eickelmann (Germany), Mariana Patru (UNESCO), Renate Schulz-Zander (Germany), Peter Dzvimbo (South Africa)

TWG 2: Student technology experiences.
Moderators: Knezek (USA), Kwok Wing Lai (New Zealand)

TWG 3: Teacher professional development.
Moderators: Don Knezek (USA), Edem Adubra (UNESCO)

TWG 4: Global awareness.
Moderators: Paul Resta (USA), Somasi Saunand (India)

TWG 5: Assessment.
Moderators: Mary Webb (UK), David Gibson (USA)
**Moderators:** Joke Voogt (The Netherlands), Ole Erstad (Norway), Fengchun Miao (UNESCO)

TWG 7: Barriers/Essential conditions.
**Moderators:** Roumen Nikolov (Bulgaria), Thérèse Lafèrriere (Canada), Mike Searson (USA)

TWG 8: Researching ict in education.
**Moderators:** Margaret Cox (UK), Anne McDougall (Australia)

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01:00 pm – 02:00 pm  *Lunch (Caféteria, 7th floor, Fontenoy)*

02:00 pm – 03:30 pm  *Parallel Thematic Working Groups (cont’d)*

03:30 pm – 04:00 pm  *Tea/coffee break*

04:00 pm – 05:30 pm  *Reports by Thematic Working Groups*

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01:00 pm – 02:00 pm  *Closing Session*

**EDUsummit 2011: Call to Action**

*Presentation of and discussion about concrete plans for action at regional and global level.*

Joke Voogt and Gerald Knezek, EDUsummit Programme Chairs

03:00 pm – 04:00 pm  *Summit Highlights and Next Steps*

**Chair:** Jānis Kārķiņš, Assistant Director-General for Communication and Information, UNESCO

**Panelists**

*Professor Chen Xin*, Vice-President for Teaching and Learning, Shanghai TV University, China

*Dr Dirk Van Damme*, Head, Centre for Education Research and Innovation, OECD

*Dr Peter Kuzvinetsa Dzvimbo*, Deputy Executive Dean, College of Human Sciences, UNISA, South Africa

*Dr Martina Roth*, Corporate Affairs Group, Intel Corporation

*Dr Alexei Semenov*, Rector, Moscow Institute of Open Education, Russian Federation

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**Friday, 10 June 2011**

09:00 am – 10:00 am  *Presentation of Thematic Working Groups*

10:00 pm – 10:30 pm  *Tea/coffee break*

10.30 pm – 01:00 pm  *Preparation of concrete plans of action by Thematic Working Groups:*

(i)  at regional level

(ii)  at global level
Conference managers:

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