



United Nations
Educational, Scientific and
Cultural Organization



Sustainable
Development
Goals

Bangkok Office
Asia and Pacific Regional Bureau
for Education



United Nations
Educational, Scientific and
Cultural Organization
联合国教育科学及文化组织



International Centre
for Higher Education Innovation
under the auspices of UNESCO
联合国教科文组织高等教育创新中心

With the support of



UNESCO-Shenzhen
Funds-in-Trust

UNESCO-SHENZHEN FUNDS-IN-TRUST PROJECT FOR HIGHER EDUCATION

Building staff capacity for ICT-driven innovation in Cambodia and Sri Lanka

The rapid growth of digital economies throughout the Asia-Pacific region continues to challenge traditional higher education systems as institutions struggle to remain relevant by developing flexible lifelong learning strategies. There is a key need to cultivate a holistic approach to the use of technology to ensure equitable access to quality higher education throughout the region.

From 2016-2019, UNESCO Bangkok with generous support from the **Shenzhen Funds-in-Trust (SFIT)** and the International Centre for Higher Education Innovation under the auspices of UNESCO (ICHEI) implemented an initiative on ICT-driven innovation in Cambodia and Sri Lanka. Two flagship universities were engaged in the pilot project – Royal University of Phnom Penh, Cambodia, and the University of Colombo, Sri Lanka.

MAIN OBJECTIVES

The goal of the project was to increase access to quality higher education in Cambodia and Sri Lanka by leveraging ICT and strategic partnerships. The project was designed to address the challenges of equitable access to quality higher education in line with Sustainable Development Goal 4, Target 3 (SDG4.3).

Two primary objectives of the project:

- A** Increase access to quality teaching and learning through ICT, including through blended learning and MOOCs
- B** Strengthen higher education governance and partnerships for ICT-driven innovation

During the project, a new self-assessment framework on blended learning for quality higher education was piloted in Cambodia and Sri Lanka (see Blended Learning for Quality Higher Education). A second component of the project focused on the role of MOOCs in Asia-Pacific.



PROJECT ACTIVITIES

BOOK LAUNCH: BLENDED LEARNING FOR QUALITY HIGHER EDUCATION

Royal University of Phnom Penh, Cambodia (February 2017),
University of Colombo, Sri Lanka (March 2017)

CONDUCTED INSTITUTIONAL SELF-ASSESSMENTS

In RUPP, 3 key staff from each of the 5 faculties conducted a holistic self-assessment. In UoC, 12 of 18 faculties, institutes, campuses and schools contributed to institutional self-assessments on blended learning to support an institution-wide strategy.

INNOVATION GRANTS BASED ON SELF-ASSESSMENT RESULTS

UNESCO and partners prioritized innovation grants as small-scale support for curriculum development, applied research and training for staff development.

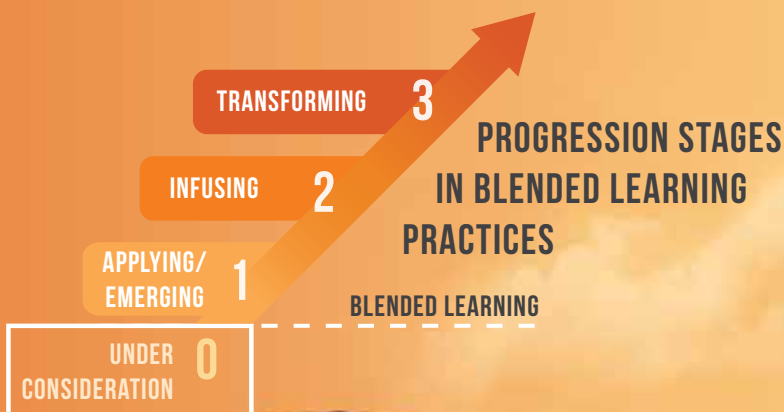
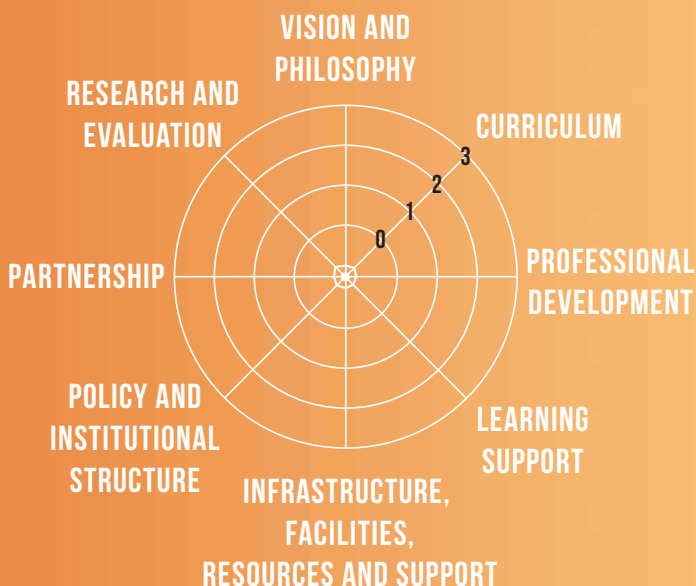
LAUNCHED ONLINE SELF-ASSESSMENT TOOL – BLENDED LEARNING FOR QUALITY HIGHER EDUCATION IN ASIA-PACIFIC

Project partners refined and launched a new institutional self-assessment tool on blended learning, which is online and accessible throughout the region.

MOOCs: In June 2018, project partners co-hosted a regional seminar in Shenzhen, China, with an estimated 117 participants from nearly 30 countries – stakeholders agreed on the need to assess how ICT (and MOOCs in particular) are used to expand access and promote quality higher education.

PUBLISH A JOINT POLICY BRIEF ON ICT-DRIVEN INNOVATION FOR INCLUSIVE, QUALITY HIGHER EDUCATION IN ASIA-PACIFIC

Consolidate lessons learned and identify innovative ICT policies and practices in Asia-Pacific based on five levels of need – 1. Policy measures; 2. Enablers and platforms such as MOOCs; 3. Education and training providers; 4. Youth and adult learners; and 5. Partnerships, including across sectors.



Try the Online Self-Assessment Tool

START



blendedlearning.bangkok.unesco.org



The new Blended Learning Self-Assessment Tool sends a loud and clear message to higher education institutions that introducing an innovation into an institution requires a systemic change; a holistic approach towards strategic planning is crucial to enhance access to quality higher education. It is only when such an approach is adopted that the potential of blended learning for the achievement of Sustainable Development Goal 4 (SDG4) is more likely to be fulfilled.

Professor LIM Cher Ping, Chair Professor of Learning Technologies and Innovation, The Education University of Hong Kong, Hong Kong SAR, China & Visiting Professor, Center of Higher Education Research, Southern University of Science and Technology (SUSTech), Shenzhen, China

Given increased demand for quality higher education and training in the region, MOOCs and blended learning are important means to ensure equitable access to quality higher education and lifelong learning opportunities for all. However, there are concerns about the gap in ICT use that may cause more serious social polarization in the future.

UNESCO Bangkok

In response to a rapidly shifting landscape of teaching and learning modalities, ICT-driven innovation has become an indispensable enabler to promote quality higher education opportunities for all. Thus, partnering with strategic stakeholders, the Shenzhen Funds-in-Trust leverages regional approaches to incorporate ICT applications in higher education – such as blended learning and MOOCs – for increased teacher-learner engagement, enhanced curriculum design, and improved institutional governance with the aim to strengthen global collaboration to achieve SDG4.

Prof. Dr. Li Ming, Director, International Centre for Higher Education Innovation under the auspices of UNESCO, Shenzhen, China

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



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Education
Sector

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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