

Information Literacy, a Post-2015 Education for All Goal

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Setting the scene : EFA



Expand early childhood care and education



Provide free and compulsory primary education for all



Promote learning and life skills for young people and adults



Increase adult literacy by 50 per cent



Achieve gender parity by 2005, gender equality by 2015



Improve the quality of education

Setting the scene: MDGs

- 8 Goals: Eradicate extreme poverty; Reduce child mortality; Improve maternal health; Combat HIV/Aids, malaria and other diseases; Ensure environmental sustainability; Global partnership for development, and:



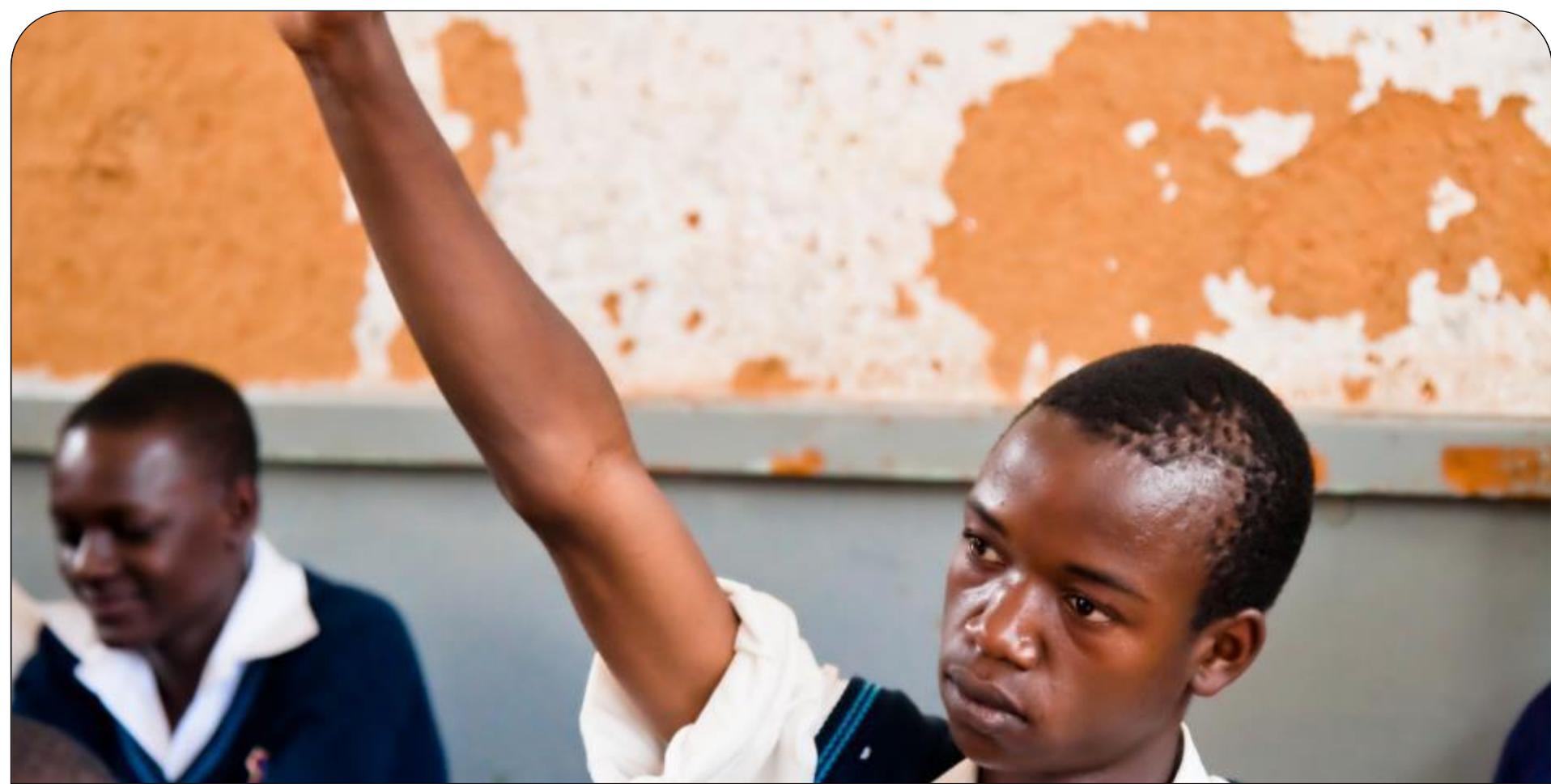
- With UNESCO providing 8 reasons why Education is important to achieve all the MDGs

Setting the scene: Post-2015

- Independent High-Level Panel of 27 eminent persons appointed by UN Secretary-General on the Post-2015 Development Agenda
- Report: 12 goals: End poverty; Empower girls and women; Ensure healthy lives; Ensure food security; Achieve universal access to water; Secure sustainable energy; Create jobs; Manage natural resource assets sustainably; Ensure good governance; Ensure stable and peaceful societies; Create a global enabling environment, and
- **Goal 3: Provide quality education and lifelong learning**

Setting the scene: Post-2015 (2)

- 3a. Increase by $x\%$ the proportion of children able to access and complete **pre-primary education**
- 3b. Ensure that every child, regardless of circumstance, completes **primary education and is** able to read, write and count well enough to meet minimum learning standards
- 3c. Ensure that every child, regardless of circumstance, has access to **lower secondary education** and increase the proportion of adolescents who achieve recognised and measurable learning outcomes to $x\%$
- 3d. Increase the number of young and adult women and men with the **skills**, including technical and vocational, needed for work by $x\%$



Education for all

Photo credits: Forum of African Women Educationalists

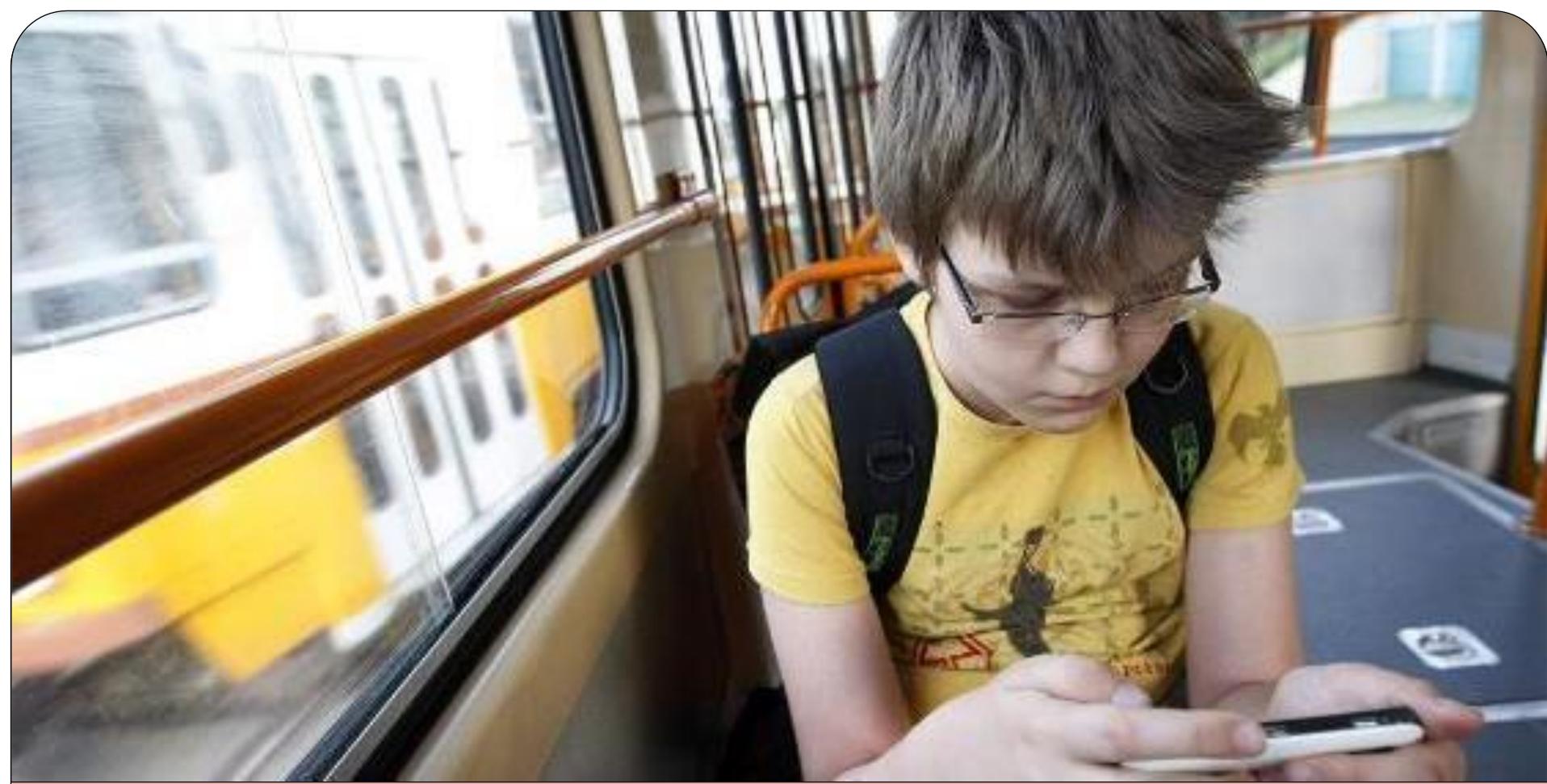


Education for all

Photo credits : Philippe Lopez/AFP

Setting the scene: From Information to Knowledge-based societies

- A knowledge-based society refers to the type of society that is needed to compete and succeed in the changing economic and political dynamics of the modern world. It refers to societies that are well educated and which therefore rely on the knowledge of their citizens to drive the innovation, entrepreneurship and dynamism of that society's economy (Organization of American States)
- An information society only creates and disseminates the raw data, while the knowledge society transforms information into resources (Wikipedia)



Knowledge societies

Photo credits : Ferenc Isza / AFP

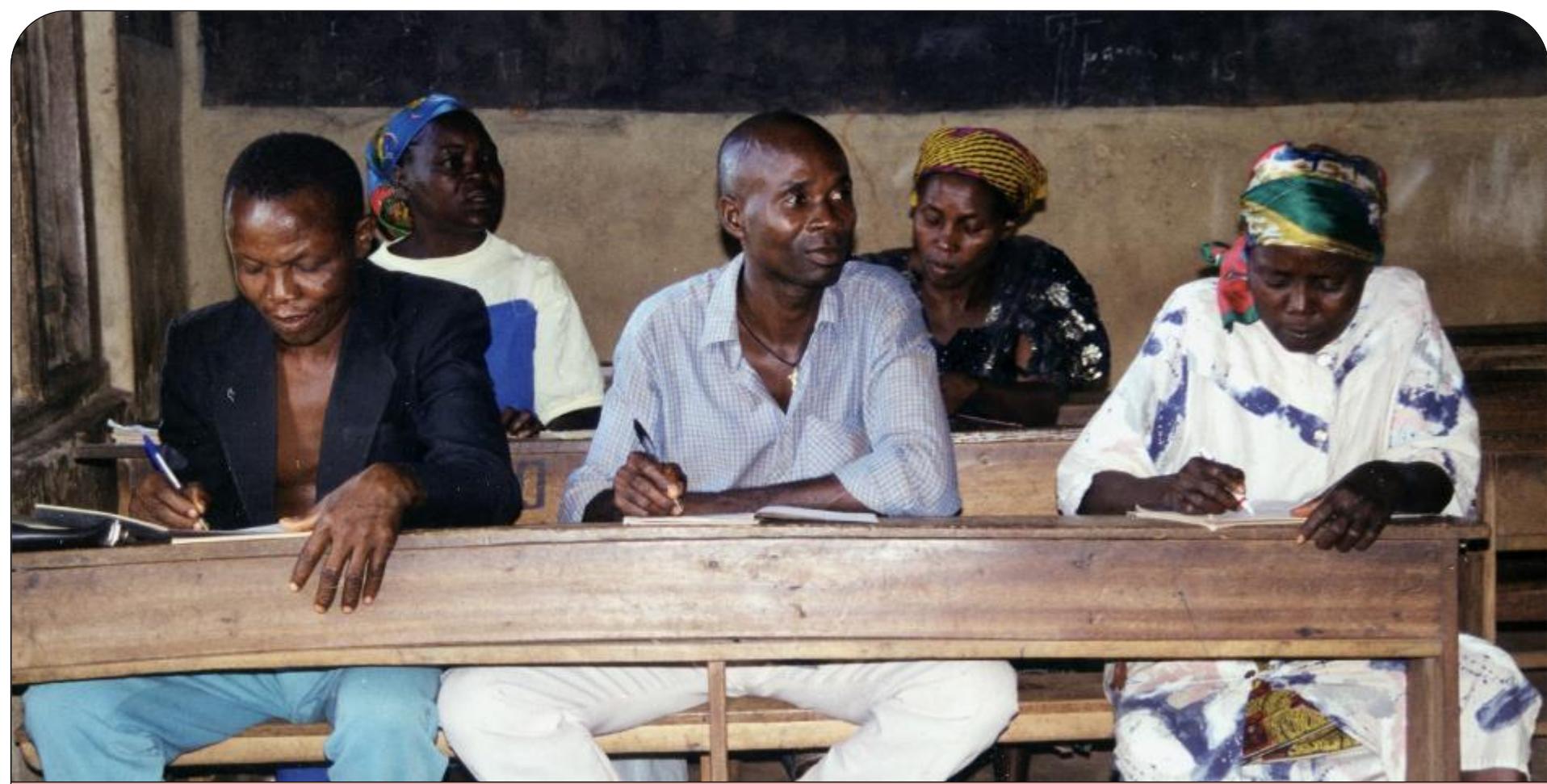


Knowledge societies



Knowledge societies

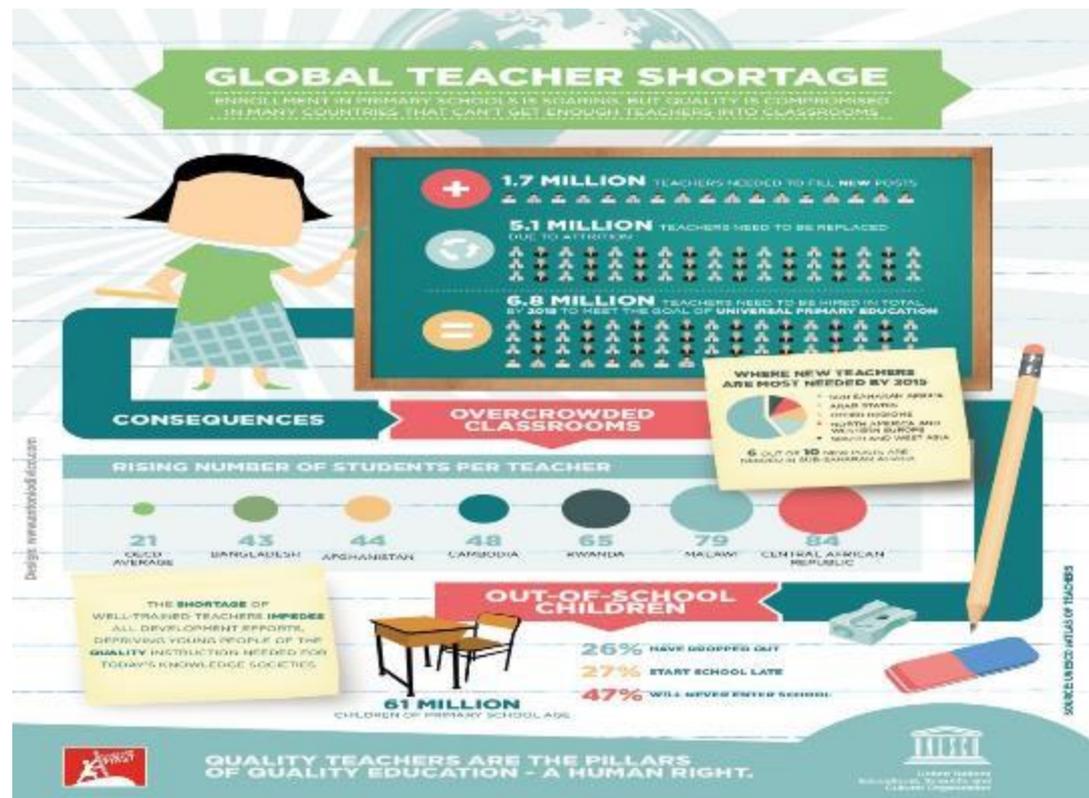
Photo credits: IAU



Knowledge societies

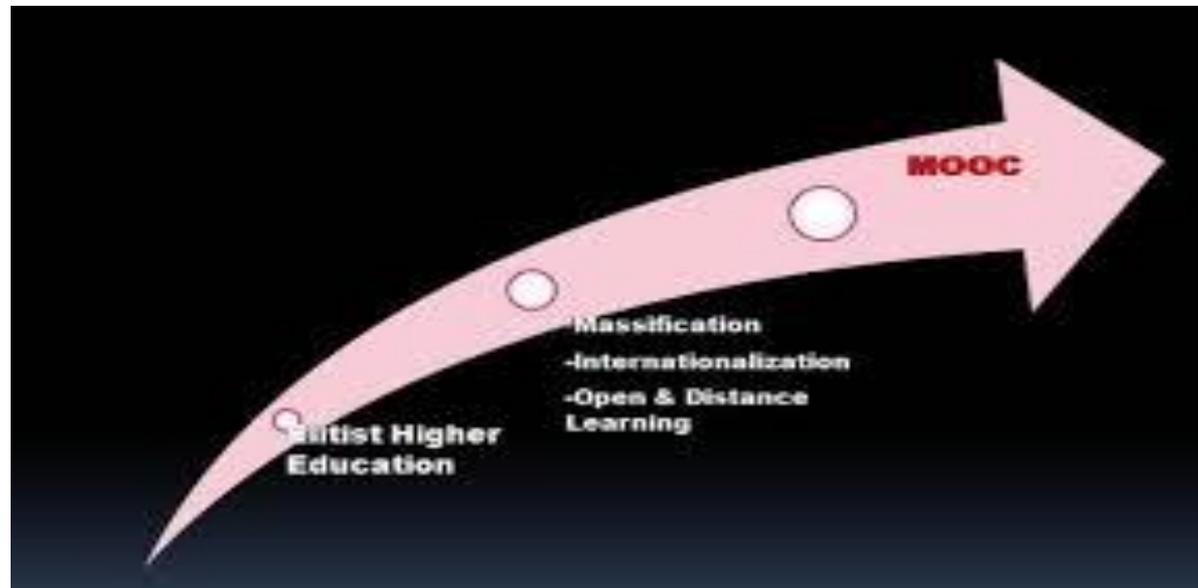
Impact on higher education (1)

- Need for a growing number of teachers (EFA)
- Need for constant re-training (Knowledge societies)



Impact on higher education (2)

- Need to provide access to a growing number of students (EFA)
- Need for a critical mass of well-educated people (Knowledge societies)



Contributions from technologies

- The use of technological innovations is increasing to address the issues of:
 - Costs:
 - less public funding or at least funding that has not proportionally increased to match the demand and higher costs for students
 - Quality:
 - increasingly rapidly evolving nature of science and techniques and of market needs
 - Place and time for education
 - demand for education at all times and everywhere

Emerging technologies in HE - 2013

- Time-to-Adoption Horizon: One year or less
 - Massively Open Online Courses
 - Tablet computing
- Time-to-Adoption Horizon: 2 to 3 years
 - Games and gamification
 - Learning analytics
- Time-to-Adoption: 4 to 5 years
 - 3-D printing
 - Wearable technology



Digital literacy

- Because technological innovations are increasingly used in HE, students, faculty, and staff must be digitally literate.

What is Digital Literacy?: *The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. The ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. A person's ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.*

Source: University Library, University of Illinois at Urbana-Champaign



Role of the librarian

- Better placed to advocate for digital literacy for all:
 - Interaction with all constituencies
 - Full knowledge of information literacy
 - Networks for sharing best practices and upgrading knowledge
 - Backing from its international body
- And use, re-use and create MOOCs in the field (or include elements of digital literacy in other MOOCs)
 - Metaliteracy MOOC (information literacy for social media environments and online communities), University of Albany

Plea for digital literacy

- Because education will be more and more provided online and at a distance;
- Following upon UNESCO's advocacy that Education is key to all development goals;
- I would advocate that digital literacy become one of the goals, if not a transversal one. Digital literacy in today and tomorrow's worlds is and will increasingly become key to everyone's personal development, the market, and knowledge societies.

Links to IAU projects

- Higher Education for Education For All (HEEFA)
 - www.heefa.net
 - <http://www.iau-aiu.net/content/efamdgs>
- Open Education Resources and the Academic Librarian (launched in Accra, Ghana for the African region in September 2013)

And, in partnership with the European Agency for Development in Special Needs Education:

- ICT for Information Accessibility in Learning (ICT4AL)



THANK YOU

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<http://www.iau-aiu.net>