

## Call for Proposals on School-wide Mobile Learning Models

### UNESCO-Fazheng Project on Best Practices in Mobile Learning

The UNESCO-Fazheng Project on *Best Practices in Mobile Learning* is designed to seek evidence-based school-level mobile learning practices to inform policy makers and practitioners about the lessons learned on planning and implementing school-wide mobile learning programmes. It is aimed at promoting effective school-wide mobile learning models to ensure that schools become an innovative learning environment in supporting the achievement of school-related targets of Sustainable Development Goal 4 (<http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>).

You are cordially invited to submit your proposal on school-wide mobile learning models that have been implemented and proved effective. If selected, your school's model will be recognized by UNESCO as a best practice in using mobile learning at the school level. Moreover, your model will be profiled as a case study in the UNESCO publication on *Best Practices in Mobile Learning*. The overall goal of the publication is to draw insights and evidences from successful initiatives to inform policy makers and school leaders about effective strategies in planning and implementing mobile learning programmes in varied contexts and to address different needs. The selected cases will also benefit from high visibility on the UNESCO website and at international conferences organized by UNESCO.

#### Scope:

Please apply to be considered as a case study, if:

- You represent an individual school or a group of schools,
- Your school(s) provide primary and/or secondary education,
- You have a **school-wide mobile learning model** - a set of mobile learning practices for learning, teaching and school management – that have been implemented
- Your mobile learning model is being implemented **across grades** and **subject areas in your school**,
- You have **supporting evidence** (based on data and other validated evidences) to prove that the mobile learning models have been effective.

The deadline to submit your school's case is 16 March 2018 (midnight, Paris time). Any queries regarding the proposal submission can be made at [fazhengproject@unesco.org](mailto:fazhengproject@unesco.org).

## SUBMISSION FORM

1. Contact information of the applicant(s)	
Full Name	
Title at work	
Telephone	(including country code)
Email	
2. Background information	
Name of Organization/School (that has developed and implemented the school-wide mobile learning model)	
Country	
URL of the webpage containing detailed information about the organization/school	URL: <input type="checkbox"/> If you have no website, please provide a supporting document as attachment to the application about the number and gender distribution of students and teachers in your school by grade level.
Type of school	<input type="checkbox"/> Public school <input type="checkbox"/> Private school <input type="checkbox"/> Other type of school, please specify:
Is your school a member of UNESCO ASPnet schools?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Title of your school-wide mobile learning model, if applicable	Title: _____ <input type="checkbox"/> Not applicable

<b>Duration of implementing the school-wide mobile learning model</b>	<b>Started at (month/year):</b>	<b>Ended at (month/year):</b>	<b>Or ongoing:</b> <input type="checkbox"/>
<b>If available, please provide internet links to information describing your school-wide mobile learning model</b>			
<b>Level of education that your school-wide mobile learning model covers</b>	<input type="checkbox"/> Early childhood education <input type="checkbox"/> Primary education <input type="checkbox"/> Lower secondary general education <input type="checkbox"/> Lower secondary vocational education <input type="checkbox"/> Upper secondary general education <input type="checkbox"/> Upper secondary vocational education <input type="checkbox"/> Primary education designed for students with special educational needs <input type="checkbox"/> Lower secondary education designed for students with special educational needs <input type="checkbox"/> Upper secondary education designed for students with special educational needs		

### 3. Summary (maximum 300 words)

Describe the key features or key innovations of the school-wide mobile learning model including the innovative practices and results in achieving the overall goal and major objectives set for your model under the context of ensuring equitable access to quality education for all students:

### 4. Details

#### 1. VISION

##### 1.1 Did your school set up a vision/overall strategic development goal to be achieved through the school-wide mobile learning model?

- ☐ Yes - if yes, please write down the vision statement or the overall strategic development goal:
- ☐ No - if no, please move to Item 1.3

##### 1.2 Was the vision shared with teaching staff of the school and other key stakeholders?

- ☐ Yes - please state how the Vision was shared:
- ☐ No, it was not shared with teaching staff of the school and other key stakeholders.

**1.3 Given the local context and the resources available for your school, what is the justification of your mobile learning model, why does it offer a promising solution to address challenges and achieve targets of your school? What inspired your school to adopt/develop the mobile learning model?**

## **2. SCHOOL-WIDE PLANNING**

**2.1 Did your school go through a school-wide planning process to develop or adopt the school-wide mobile learning model and prepare the implementation plans?**

☐ Yes - please describe the planning process and the main action plan:

☐ No - if the school-level planning was NOT conducted, please describe how the school-wide mobile learning model was generated:

**2.2 Did your school incorporate monitoring and evaluation to keep track on the implementation of the action plans and support planning adjustment?**

☐ Yes - please describe the plan of your monitoring and evaluation mechanism (the details of the methodology of monitoring and evaluation should be described under **6. OVERALL/CROSS CUTTING ACHIEVEMENTS**):

☐ No formal school-level monitoring and evaluation was conducted:

**2.3 Did you assess the main enabling factors and barriers in your school (system) for the success of the Model and take strategic measures to address them?**

☐ Yes, please describe what strategies you have implemented to provide enabling factors and overcome barriers:

☐ No, if the school did NOT strategize proactively, please summarize the enabling factors and barriers:

**2.4 Did your school adjust the school-based curriculum and assessment of learning outcomes to ensure that they are conducive to the Model?**

☐ Yes, please describe how did you adjust the school-based curriculum and assessment:

☐ No

**2.5 Did your school develop and implement a school-level coordination mechanism in the framework of the Model to ensure sharing of resources and collaboration between different units and mobile learning activities?**

☐ Yes, please describe how did you coordinate financial and human resources, and organize collaboration across units, grade levels and subjects:

☐ No mechanism was implemented, the collaboration was ensured by teaching staff - please provide a description:

### **3 MOBILE LEARNING ENVIRONMENT**

**3.1 To enable the teaching and learning practices under the Model, what type of main digital devices, internet connection, online platforms and/or mobile apps, and digital/online content/course has the school provided for students and teaching staff in varied locations (e.g. classrooms, laboratories, libraries, special activities/project rooms, outside of campus)? Please specify the technological configuration and capabilities of the devices, internet connection, and main platform/apps – if different mobile learning solutions have been created for different target groups, please describe separately – if necessary, you can provide an annexed file:**

**3.2 Why this mobile learning environment (or solution) has been adopted or developed instead of others?**

**3.3 If major integrated digital learning systems (platforms or apps) adopted, please describe how they are adopted or developed**

**3.4 Has the mobile learning environment enabled mobility of learning activities (expanding learning opportunities beyond schools)?**

☐ Yes - please describe how did you support the easy access:

☐ No, the access is limited - please provide a description:

**3.5 If existing digital material and/ online content/courses were used, please describe how they are found and selected (from where), adopted and re-used in your Model:**

**3.6 If new digital material and/ online content/courses have been developed, please describe how they are developed, how is the quality assured and who are engaged in the digital content development in your Model:**

**3.7 Did your school/Model has adopted any kind of open license for the digital content being used?**

☐ Yes - please describe the open licenses adopted:

☐ No

**3.8 Did your school create any strategies to ensure the privacy and confidentiality of students' personally identifiable information, encourage safe and ethical use of online content and online social activities?**

☐ Yes - please describe the strategies:

☐ No

**3.9 Did your school create any strategies to ensure that connected digital devices and online content are easily accessed by students and other target users?**

☐ Yes - please describe how did you support the easy access:

☐ No, the access is limited - please provide a description:

**3.10 Did your school create any strategies to ensure that students and teaching staff across gender and socio-economic groups have equitable access to the connected digital devices and online content?**

☐ Yes - please describe how did you support the equitable access:

☐ No

**3.11 Did your school create any strategies to ensure that the connected digital devices and online content are accessible for students (as well as teachers and parents) with disabilities?**

☐ Yes - please describe how did you support the inclusive access:

☐ No

**3.12 Did your school create any strategies to continuously evaluate the learning needs and update the mobile learning environment?**

☐ Yes - please describe the strategy:

☐ No, it has been done by the government - please provide a brief description:

☐ No such kind of plan, because:

**4 CAPACITY BUILDING AND INCENTIVE STRATEGY**

**4.1 Please provide a description of the profile of the teaching staff and other concerned school staff of your school including the total number and the disaggregation by age, gender, and the level and subject of their qualifications – if necessary, you can provide an annexed file:**

**4.2 Did your school implement any strategy for teachers to ensure that quality and qualified teaching staff is recruited to support the school-wide mobile learning model?**

- ☐ Yes - please describe the plan:
- ☐ No, it has been done by the government - please provide a brief description:
- ☐ No such kind of plan, because:

**4.3 Did your school implement incentive strategies to ensure that the productive use of mobile learning is integrated in the regular performance evaluation and personnel development schema for teaching staff and other concerned school staff?**

- ☐ Yes - please describe the strategies:
- ☐ No, it has been done by the government - please provide a brief description:
- ☐ No such kind of strategies, because:

**4.4 Have your school (regularly) organized school-based training or peer-coaching activities on mobile learning (or ICT in education) for teaching staff and other concerned school staff or supported them to learn from external meetings and trainings on the topic related to the implementation of your Model?**

- ☐ Yes - please describe the main activities:
- ☐ No, it has been mainly organized by the government - please provide a brief description:
- ☐ No such kind of training activities or opportunities, because:

**4.5 Have your school (regularly) established communities of practice (CoP) or supported teaching staff to participate in external CoPs to facilitate teacher collaboration and peer learning under the framework of your Model?**

- ☐ Yes - please describe the main activities:
- ☐ No, it has been mainly organized by the government - please provide a brief description:
- ☐ No such kind of strategies, because:

**5 BEST PRACTICE (EXAMPLES) AND SPECIFIC ACHIEVMENT OF YOUR SCHOOL-WIDE MOBILE LEARNING MODEL**

**5.1 Do you have sub-models or best practices (examples) aimed at advancing the access, inclusion, and equity of education (in and beyond your school)?**

☐ No, this is NOT applicable to our Model.

☐ Yes:

If please provide a structured description of the sub-models or best practices (examples) including the objectives, pedagogical design, main locations for scenarios of learning, ratio of teaching staff/students and roles of teaching staff and students, time arrangement of learning activities, formative and summative assessment, etc. ):

If Yes, please describe how the sub-models or best practices are infused into/across (inter-disciplinary) subject areas and how percentage of teachers/classes in the (inter-disciplinary) subject areas have adopted the models/practices:

If Yes, please describe what evidence/indications and methodology you used to evaluate the effectiveness of the sub-models or best practices and what are the main specific results/achievements:

**5.2 Do you have sub-models or best practices (examples) aimed at improving learning outcomes in the target subject areas specified in the national curriculum standards?**

☐ No, this is NOT applicable to our Model

☐ Yes:

If yes, please provide a structured description of the sub-models or best practices (examples) including the objectives, pedagogical design, main locations for scenarios of learning, ratio of teaching staff/students and roles of teaching staff and students, time arrangement of learning activities, formative and summative assessment, etc. ):

If Yes, please describe how the sub-models or best practices are infused into/across (inter-disciplinary) subject areas and how percentage of teachers/classes in the (inter-disciplinary) subject areas have adopted the models/practices:

If Yes, please describe what evidence/indications and methodology you used to evaluate the effectiveness of the sub-models or best practices and what are the main specific results/achievements:

**5.3 Do you have sub-models or best practices (examples) aimed at making learning processes more engaging and improving students' motivation?**

☐ No, this is NOT applicable to our Model

☐ Yes:



If yes, please provide a structured description of the sub-models or best practices (examples) including the objectives, pedagogical design, main locations for scenarios of learning, ratio of teaching staff/students and roles of teaching staff and students, time arrangement of learning activities, formative and summative assessment, etc. ):

If Yes, please describe how the sub-models or best practices are infused into/across (inter-disciplinary) subject areas and how percentage of teachers/classes in the (inter-disciplinary) subject areas have adopted the models/practices:

If Yes, please describe what evidence/indications and methodology you used to evaluate the effectiveness of the sub-models or best practices and what are the main specific results/achievements:

**5.4 Do you have sub-models or best practices (examples) aimed at developing new sets of key (digital) skills that may not be specified in the national curriculum standards?**

☐ No, this is NOT applicable to our Model:

☐ Yes:

If yes, please provide a structured description of the sub-models or best practices (examples) including the objectives, pedagogical design, main locations for scenarios of learning, ratio of teaching staff/students and roles of teaching staff and students, time arrangement of learning activities, formative and summative assessment, etc. ):

If Yes, please describe how the sub-models or best practices are infused into/across (inter-disciplinary) subject areas and how percentage of teachers/classes in the (inter-disciplinary) subject areas have adopted the models/practices:

If Yes, please describe what evidence/indications and methodology you used to evaluate the effectiveness of the sub-models or best practices and what are the main specific results/achievements:

**5.5 Do you have sub-models or best practices (examples) aimed at connecting the learning to the authentic problem solving (such as inter-disciplinary project based learning activities) and fostering knowledge creation (like the Makers Movement)?**

☐ No, this is NOT applicable to our Model:

☐ Yes:

If yes, please provide a structured description of the sub-models or best practices (examples) including the objectives, pedagogical design, main locations for scenarios of learning, ratio of teaching staff/students and roles of teaching staff and students, time arrangement of learning activities, formative and summative assessment, etc. ):

If Yes, please describe how the sub-models or best practices are infused into/across (inter-disciplinary) subject areas and how percentage of teachers/classes in the (inter-disciplinary) subject areas have adopted the models/practices:

If Yes, please describe what evidence/indications and methodology you used to evaluate the effectiveness of the sub-models or best practices and what are the main specific results/achievements:

### **5.6 Do you have sub-models or best practices (examples) aimed at strengthening and enriching collaborative learning opportunities?**

☐ No, this is NOT applicable to our Model:

☐ Yes:

If yes, please provide a structured description of the sub-models or best practices (examples) including the objectives, pedagogical design, main locations for scenarios of learning, ratio of teaching staff/students and roles of teaching staff and students, time arrangement of learning activities, formative and summative assessment, etc. ):

If Yes, please describe how the sub-models or best practices are infused into/across (inter-disciplinary) subject areas and how percentage of teachers/classes in the (inter-disciplinary) subject areas have adopted the models/practices:

If Yes, please describe what evidence/indications and methodology you used to evaluate the effectiveness of the sub-models or best practices and what are the main specific results/achievements:

### **5.7 If all the aforementioned targets are not applicable to your Model, please specify the targets of your sub-models or best practices (examples), and provide the description:**

- The main target (and title) of sub-models or best practices (examples):
- Please provide a structured description of the sub-models or best practices (examples) including the objectives, pedagogical design, main locations for scenarios of learning, ratio of teaching staff/students and roles of teaching staff and students, time arrangement of learning activities, formative and summative assessment, etc. ):
- Please describe how the sub-models or best practices are infused into/across (inter-disciplinary) subject areas and how percentage of teachers/classes in the (inter-disciplinary) subject areas have adopted the models/practices:
- Please describe what evidence/indications and methodology you used to evaluate the effectiveness of the sub-models or best practices and what are the main specific results/achievements:

## **6. OVERALL/CROSS-CUTTING ACHIEVEMENTS**

**6.1 Please describe the methodology your school has used in monitoring the progress and evaluating the results towards the achievement of your overall goal:**

**6.2 Summary of your overall achievement in improving quality of learning outcomes (including students' intellectual and academic achievement, social skills, and values and attitudes):**

**6.3 Summary of your overall progress towards access, inclusion, and equity:**

**6.4 Summary of your overall results on the perception of school leaders, teachers and students about the Model:**

**6.5 Summary of evaluation of the efficiency of using the mobile learning model in achieving the overall goal:**

**6.6 If your school-wide mobile learning model has been externally evaluated, please indicate the name of the external assessment entity or individual researcher and share links to the evaluation report(s).**

## **7. SUSTAINABILITY AND BROADER IMPACT**

**7.1 How did you assess the reliability of funding resources and partnership needed by your school to sustain the Model?**

- ☐ Yes, the funding resources and partnership are reliable - please describe the main strategies/activities:
- ☐ Difficult to say - please provide a brief description:
- ☐ Not reliable - please describe why not

**7.2 How did you assess whether the Model has been steeped/rooted in the culture of the school and resilient to leadership and/or staff changes?**

- ☐ Yes, the Model has been institutionalized and resilient to leadership and/or staff changes - please describe how/why:
- ☐ Difficult to say - please provide a brief description:
- ☐ Not resilient to changes - please describe why not

**7.3 Did your school sensitize parents, community leaders and/or other local public target groups to convince them to 'buy-in' and support the implementation of the Model?**

- ☐ Yes - please describe the main strategies/activities:
- ☐ No, it has been mainly organized by the government - please provide a brief description:

☐ Nothing has been done on public engagement

**7.4 Did your school share experiences and practices—both positive and negative—to inform the work of other schools as well as broader mobile learning and education communities?**

☐ Yes - please describe the main strategies/activities:

☐ No, it has been mainly organized by the government - please provide a brief description:

☐ Nothing has been done on knowledge sharing

**7.5 Did your school network with other schools on mobile learning and share technology, financial and human resources?**

☐ Yes - please describe the main strategies/activities:

☐ No, school inter-school networking and resources sharing have been mainly organized by the government - please provide a brief description:

☐ Nothing has been done on school inter-school networking and resources sharing

**7.6 Did your school advocate the Model for policy adoption and scaling up to other schools?**

☐ Yes - please describe the main strategies/activities:

☐ No, the advocacy and scaling up of the Model have been mainly organized by the government - please provide a brief description:

☐ Nothing has been done on advocacy and scaling up

**8. HIGHLIGHTS OR MAJOR INNOVATIONS**

**8.1 Did your school's mobile learning initiative receive any award or authoritative recognition?**

☐ Yes - please describe the recognition and provide the supporting documents:

☐ No, we did not receive any awards.

**8.2 Please summarize the major innovations, if any**

**Please provide any additional information which might help the experts to better review your school's initiative (e.g. hyperlinks to your website, videos, etc.)**

#### **CONDITIONS:**

**UNESCO will review the received applications with the help of individual experts on mobile learning. Please note that the application does not guarantee selection. If you are selected, you will be notified within 2 months of the application deadline and will be expected to provide further information in order to complete your case study.**

## Best Practices in Mobile Learning

### Project Document

**Project Title:** Best Practices in Mobile Learning

**UNESCO Responsible Unit:** Unit for ICT in Education, Division for Policies and Lifelong Learning Systems, UNESCO HQs, Education Sector, Paris

**Duration:** Five years (2016 – 2021)

### Background

Information and Communication Technologies (ICTs) have been recognized as both drivers and enablers of progress for Member States in taking forward the 2030 Agenda for Sustainable Development – and specifically Sustainable Development Goal 4 (SDG 4) for education, to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.’ The *Education 2030: Incheon Declaration and Framework for Action*<sup>1</sup> calls on actions to harness ICT to strengthen education systems, disseminate knowledge, provide access to information, promote quality and effective learning and deliver services more efficiently.

The Qingdao Declaration (2015)<sup>2</sup> and 2017 Qingdao Statement<sup>3</sup> reiterated the importance of system-wide strategies and whole-school approach in leveraging ICT to achieve Education 2030.

The rapid diffusion of emerging technologies have catalyzed new forms of learning practices. Most notably, mobile learning has been adopted widely with a high hope to accelerate the progress towards Education 2030 related targets. Despite the high expectation, recent studies have shown that schools and education systems are, on average, not leveraging the potential of technology<sup>4</sup> to enable access to quality learning and teaching and efficient education management. As a result, the benefits of mobile

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<sup>1</sup> UNESCO. 2016b. *Education 2030: Incheon Declaration and Framework for Action*. Paris, UNESCO Publishing. <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>.

<sup>2</sup> UNESCO. 2015b. *Qingdao Declaration*. Paris, UNESCO Publishing. <http://unesdoc.unesco.org/images/0023/002333/233352m.pdf>.

<sup>3</sup> UNESCO. 2017b. *Qingdao Statement*. Web only: <http://unesdoc.unesco.org/images/0025/002530/253061e.pdf>.

<sup>4</sup> OECD. 2015. *Students, Computers and Learning: Making the Connection*. PISA, OECD Publishing. <http://dx.doi.org/10.1787/9789264239555-en>.

learning are not yet evident in schools. To harness the potential offered by mobile learning, it is necessary to put in place school-wide strategies to ensure that mobile learning is adequately planned and purposefully applied by teachers and learners, in some cases, reinventing the organization of the school system. This could take forms of either top-down national master plans on e-schools or ICT-enhanced future schools, or bottom-up approaches to the planning and implementation of school-wide adoption of mobile learning models. However, knowledge of how these school-wide models have been planned and put into practice at school level is limited. More specifically, there is a lack of knowledge base on how these school-wide mobile learning models have influenced the inclusion, equality, and quality of school education and the re-organization of school systems.

UNESCO, with the support from the Fazheng Group, would like to fill this knowledge gap by identifying, documenting, and sharing practices that facilitate successful mobile learning integration in schools.

## Goal and objectives

The ultimate goal of this project is to guide the school-wide planning and integration of mobile learning to create inclusive and equitable learning environments in order to ensure the quality, effectiveness and the relevance of education for a digital economy and society. It seeks to do so by sharing examples of successful school-wide mobile learning initiatives; assessing their impacts on the learning and the organization of school systems; and developing a guiding framework that aims to promote future e-school models and practices towards SDG4.

Objectives:

The main objectives of this project are to:

- 1) identify, analyze and assess best practices of school-wide mobile learning initiatives;
- 2) inform policy makers and practitioners about the lessons learned and promoting school-wide mobile learning models towards meeting SDG 4; and
- 3) develop a framework in line with SDG4 that aims to guide the school-wide planning and the use of mobile learning models and practices.

## Stakeholders

The stakeholders of the project are:

- National, state-level and district-level government officials and policy makers;
- Education specialists and mobile learning experts;
- Private sector partners; and
- School leaders, head teachers, and ICT coordinators in schools.

## Summary of outputs and activities

The following activities are included in this project:

<b>Component 1: Case studies on best practices of school-wide mobile learning initiatives</b>	
	<p><b>Activity 1.1: Organize expert meetings:</b> Establish a global expert group to guide the implementation of the project in a manner which maximizes a wide range of expertise and long-term impact of the project.</p> <p><b>Output 1.1: Draft criteria document and report of the expert group meetings.</b></p>
	<p><b>Activity 1.2: Develop criteria for the selection of case studies:</b> Set the criteria for the selection of case studies of best practices in mobile learning and to develop guidelines for the drafting of the cases for the publication.</p> <p><b>Output 1.2: Final criteria and guideline documents to assist the selection and drafting of case studies.</b></p>
	<p><b>Activity 1.3: Scan and select best practices to be documented and analyzed:</b> Scan top-down mobile learning initiatives worldwide that have been attempted and launch a call for proposals for bottom-up initiatives, in order to identify successful practices with wide applicability from different countries.</p> <p><b>Output 1.3: A selection of cases on successful mobile learning initiatives.</b></p>
	<p><b>Activity 1.4: Develop a publication based on case studies:</b> Desktop review and interviews will be conducted to collect relevant documents, data and other forms of evidence to facilitate the drafting of case studies. The selected best practices and corresponding case studies will be documented in a UNESCO publication on <i>Best Practices in Mobile Learning</i>.</p> <p><b>Output 1.4: Publication of case studies on best practices in mobile learning.</b></p>
<b>Component 2: Database of school-wide mobile learning practices</b>	
	<p><b>Activity 2.1: Analyze the needs for the planning and implementation of school-wide mobile learning practices:</b> assess the needs of schools to discover the guiding information they require for the effective planning and implementation of mobile learning initiatives. The identified information will serve as a basis for the creation of the database on mobile learning.</p> <p><b>Output 2.1: Needs assessment report on the information to be included in the database.</b></p>
	<p><b>Activity 2.2: Create database:</b> UNESCO will set up a regularly updated database to publish each selected case study and share information on future e-school policies; guidelines; design of school-wide mobile learning environments; school-wide pedagogy/innovation plans; videos; mobile applications or digital innovations for mobile learning.</p> <p><b>Output 2.2: Regularly updated database and if necessary, portable USB-s and/or mobile application.</b></p>
<b>Component 3: International seminar</b>	



**Activity 3.1: Organize an international seminar:** An international seminar will be held to disseminate the lessons learned from the case studies, promote school-wide mobile learning models in line with SDG 4, and collect inputs for the development of the framework for e-schools towards Education 2030.

**Output 3.1: Conference reports and inputs for the development of the e-school framework.**

#### Component 4: 2030 e-school framework

**Activity 4.1: Draft e-school framework:** Based on inputs from the case studies, the international seminar and the experts' contribution, a framework on the establishment of e-schools will be developed in line with the 2030 agenda.

**Output 4.1: Initial draft version of the e-school framework.**

**Activity 4.2: Organize regional consultation meetings:** UNESCO will organize regional consultation meetings to discuss and refine the e-school framework.

**Output 4.2: Revised version of the e-school framework.**

**Activity 4.3: Conduct feasibility study on the framework as a normative instrument:** Assess the feasibility of the adoption of the framework and discover its potential to become a normative reference against which regions, countries, schools and practitioners benchmark their programmes and policies, and make international comparisons.

**Output 4.3: Feasibility study report on the possibility of submitting the Framework to UNESCO Executive Board Meeting/General Conference and/or other organs for discussion and adoption.**

## Implementation Strategy

The project has multiple strategies in order to achieve the indicated objectives:

- **Consultation strategy:** UNESCO will set up an Expert Group on Mobile Learning consisting of professionals of the Education Sector, researchers in the field of ICTs and experts from the private sector. At the setup of the Expert Group, gender equality and regional distribution will be prioritized and a participatory approach will be adopted, with the active involvement of group members. The Expert Group meetings through video or teleconference calls will be held quarterly, in addition to regional meetings which will be organized to discuss the progress made on the publication and the development of the e-school framework. The Expert Group will function as an advisory group to the project, until 2021.
- **Transparency strategy:** The project fully supports transparency and accountability throughout the identification, collection and documentation of cases. UNESCO will scan mobile learning initiatives worldwide that have been attempted in order to identify successful practices with wide applicability.

The case studies will be obtained through a combined approach:

- 1) Top-down approach: explore further and analyse already known and successfully implemented mobile learning initiatives;

2) Bottom-up approach: discover unknown grassroots mobile learning initiatives via an open, worldwide call for proposals to all schools in search of successful mobile learning practices.

- **Communication strategy:** the project will strengthen cross-country experience sharing and increase the visibility and the impact of the project through international and regional conferences. The project will promote the call for proposals for mobile learning initiatives through the UNESCO website, field offices and social media. To disseminate knowledge and broaden the impact, the project will make available all information collected through a publication, an international seminar and a database facilitating the adoption of mobile learning initiatives for schools.
- **Stakeholder involvement strategy:** the project intends to convene global, regional and national stakeholders to guide the implementation, facilitate policy dialogue and knowledge sharing. Aligned with Education 2030, the project will secure convergence, ensure the participatory approach and maximize synergies with key stakeholders in the education sector including UNESCO sections and field offices, UNESCO institutes and regional organizations in the field of ICT in education. The project will raise awareness of wider range of policy makers and synergize with existing policy platform, just as the ICT in Education Policy Platform (<https://ictedupolicy.org/>).

## Contact Information

UNESCO  
Education Sector  
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## Preliminary Budget and Timeline

Activities	Budget	Timeline																
		2017 Q4	2018 Q1	2018 Q2	2018 Q3	2018 Q4	2019 Q1	2019 Q2	2019 Q3	2019 Q4	2020 Q1	2020 Q2	2020 Q3	2020 Q4	2021 Q1	2021 Q2	2021 Q3	2021 Q4
Component 1																		
Activity 1.1: Organize expert meetings	24,500																	
Activity 1.2: Develop criteria for the selection of case studies	20,000																	
Activity 1.3: Scan and select best practices to be documented and analyzed	20,000																	
Activity 1.4: Develop a publication based on case studies	40,000																	
Component 2																		
Activity 2.1: Analyze the needs for planning and implementing school-wide mobile learning practices	20,000																	
Activity 2.2: Create database	20,000																	
Component 3																		
Activity 3.1: Organize an international seminar	90,000																	
Expenditure until Nov. 2017	115,500																	
TOTAL	350,000																	
Component 4																		
Activity 4.1: Draft e-school framework	Requir es																	

Activity 4.2: Organize regional consultation meetings	further funds																	
Activity 4.3: Conduct feasibility study on the framework as a normative instrument																		
<b>TOTAL</b>																		