

PRODIGE

PROMOTING HIGH-QUALITY DIGITAL EDUCATION IN GEORGIA

DIGITAL EDUCATION POLICIES AND REGULATIONS

TRAINING ON DIGITAL EDUCATION
IN HIGHER EDUCATION – DAY 3

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EXPECTATIONS FOR THE 21ST CENTURY WORKFORCE

1 Critical Thinking

Higher education instills critical thinking skills, enabling students to analyze information, solve complex problems, and make informed decisions in a rapidly changing environment.

3 Collaboration

In a globalized economy, collaboration is key to success. Higher education fosters a culture of teamwork, enabling students to work effectively in diverse groups and across disciplines.

2 Communication

Effective communication skills are essential in today's interconnected world. Higher education provides students with the tools to communicate clearly, persuasively, and across diverse audiences.

4 Adaptability

The 21st-century workforce demands adaptability and resilience. Higher education prepares students for lifelong learning by providing them with the foundational skills and knowledge to adapt to changing circumstances.

KEY THEMES IN DIGITAL EDUCATION POLICIES

- **Equity and Access**
 - Many policies aim to close the digital divide by ensuring access to devices, internet connectivity, and digital literacy programs.
- **Teacher Training and Support**
 - Emphasis on equipping educators with skills and resources to effectively use digital tools.
- **Data Protection and Privacy**
 - Stringent regulations like GDPR (EU), COPPA (US), and other national laws safeguard student data.
- **Technology Integration**
 - Policies encourage integrating emerging technologies like AI, VR, and AR to enhance learning.
- **Sustainability**
 - Digital education policies increasingly focus on environmentally sustainable practices, like reducing e-waste.

DIMENSIONS OF DIGITAL EDUCATION

1. **Strategic visions** and policy co-ordination for digital education
2. **Pedagogical approaches**, curricula and assessment for digital education
3. **Governance, guidance and regulatory frameworks** for digital education
4. **Funding and procurement** for digital education
5. **Infrastructure** and innovation for digital education
6. **Capacity building** for digital education
7. **Human resource policies** for digital education
8. **Monitoring and evaluation** of digital education

https://www.oecd.org/en/publications/shaping-digital-education_bac4dc9f-en/full-report.html

Figure 1.1. Analytical framework for a digital education policy ecosystem: Overview

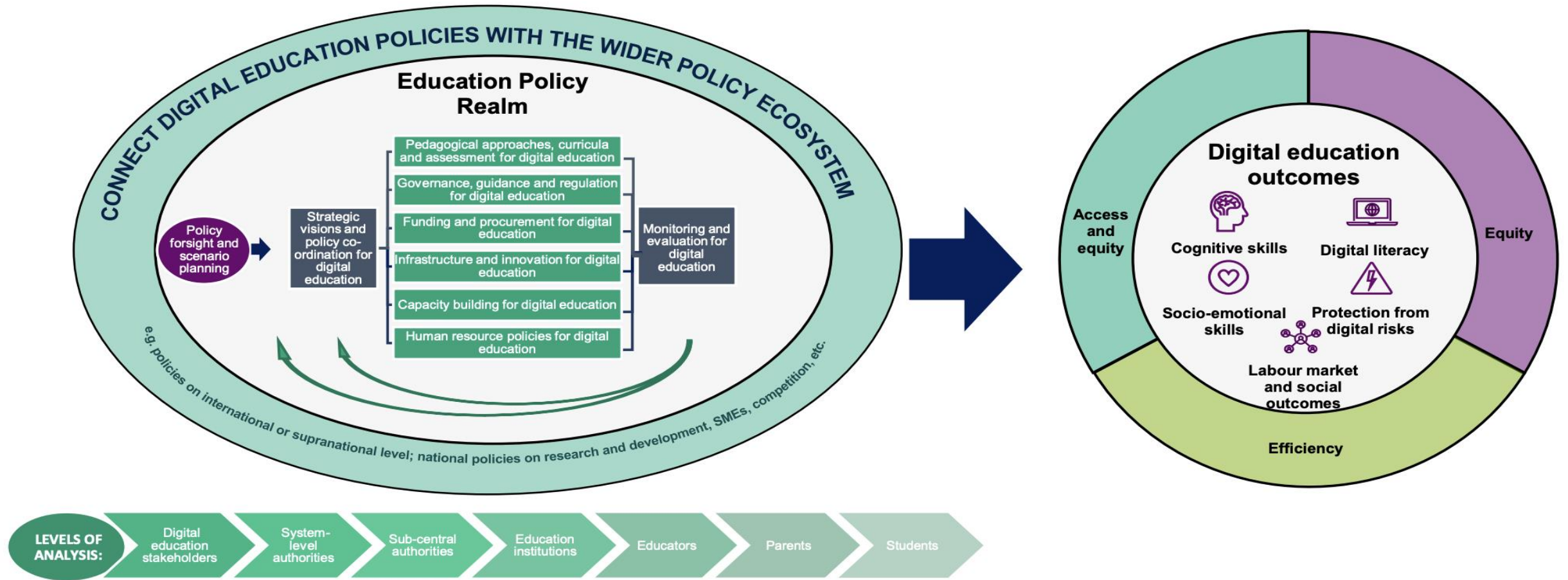
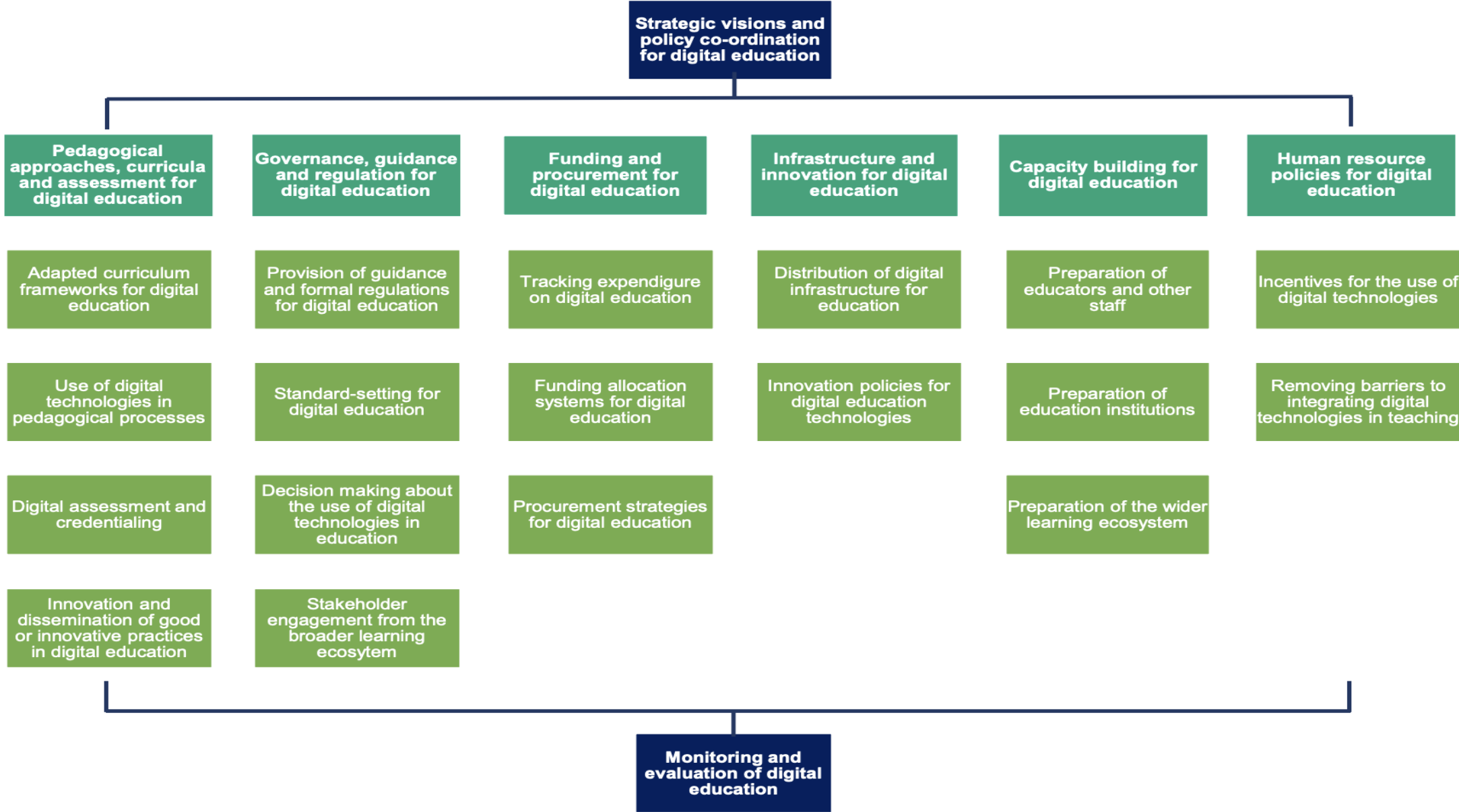


Figure 1.2. Analytical framework for a digital education policy ecosystem: Analytical dimensions and policy levers



INTERNATIONAL FRAMEWORKS

- **UNESCO's Education 2030 Agenda:**
 - Focuses on equitable and inclusive quality education for all, emphasizing the use of digital tools to bridge educational gaps.
 - Supports the integration of technology in education through initiatives like the Global Education Coalition.
- **OECD Framework for Digital Education:**
 - Encourages the use of digital technologies to enhance learning outcomes.
 - Promotes policies for teacher training, digital literacy, and the ethical use of AI in education.
- **Sustainable Development Goal (SDG) 4:**
 - Calls for inclusive, equitable education and lifelong learning opportunities, with digital education as a key enabler.
- **ITU (International Telecommunication Union):**
 - Works on bridging the digital divide with initiatives to expand internet access and affordability, particularly in developing countries.

EUROPEAN UNION (EU)

- Digital Education Action Plan (2021–2027):
 - Aims to support the digital transformation of education and training systems across Europe.
 - Focuses on enhancing digital literacy, supporting educators, and developing infrastructure.

<https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

<https://education.ec.europa.eu/focus-topics/digital-education/action-plan/european-digital-education-hub>

- General Data Protection Regulation (GDPR):
 - Ensures the protection of personal data in educational settings, emphasizing privacy in digital learning platforms.

OECD AI PRINCIPLES

- AI should drive inclusive growth, sustainable development and well-being.
- AI systems should be designed to respect the rule of law, human rights, democratic values and diversity and should include appropriate safeguards towards this end.
- There should be transparency and responsible disclosure around AI systems.
- AI systems must function in a robust, secure and safe way throughout their life cycles and potential risks should be continually assessed and managed.
- Organisations and individuals developing, deploying or operating AI systems should be held accountable for their proper functioning in line with the above principles.

<https://oecd.ai/en/ai-principles>

GEORGIA

Amendments to the Law of Georgia on Higher Education

- **E-learning** – An educational process or part thereof, organized by a higher educational institution accredited in Georgia, for qualification purposes on a higher educational program accredited in Georgia for students admitted to programs of teacher preparation, veterinary preparation, or Georgian language preparation.
- E-learning relies on modern, licensed ICT (Information and Communication Technologies) without requiring the simultaneous physical presence of students and educational personnel at a specific location.
- Implementation of e-learning requires curriculum planning, and the use of appropriate methods and approaches for organizing and conducting the learning process.

What is the most critical element missing from current digital education regulations?



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THANK YOU !

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