



# **IAU HEEFA and ICT4IAL FOLLOW-UP SEMINAR**

18-19 November 2014

Hacettepe University, Ankara, Turkey

## **REPORT**



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## Acknowledgements

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The IAU would like to acknowledge its gratitude:

- To members of the IAU Reference Group on HEEFA for their outstanding commitment to the project;
- To all participants who took up the challenge to reflect in innovative ways and to advance IAU's reflection on EFA and e-accessibility;
- To our funders, mainly the Swedish Development Agency, Sida which is financially supporting the IAU HEEFA Project, and to the European Commission Lifelong Learning Programme who provided a grant supporting the ICT4IAL Project.



## **In Memoriam: Dr Alejandro Cho Barona**

Acting on a proposal by Isabelle Turmaine, the participants dedicated the IAU HEEFA and ICT4IAL Follow-Up Seminar to the memory of Dr. Alejandro Chao Barona.



Dr. Chao distinguished himself as a tireless social activist for the recognition and preservation of indigenous knowledge and languages within his local community of Morelos, Mexico and internationally. Widely respected, he served over 36 years at the Universidad Autonoma del Estado de Morelos (Autonomous University of the State of Morelos: UAEM), as professor and founding director of the Directorate of Community Development.

He was also one of the founding members of the IAU Reference Group on HEEFA, successfully championing higher education EFA engagement within his home state of Morelos.

He and his wife, Sarah Rojas Chao, were brutally murdered in their home in Cuernavaca in May 2014.

## **Acronyms**

EFA	Education For All
HEEFA	Higher Education and Research for Education for All
IAU	International Association of Universities
ICT4IAL	ICT for Information Accessibility in Learning
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization

# 1. Introduction

As the 2015 target date to achieve the Education for All (EFA) goals and the Millennium Development Goals approaches, so does the end date for the current phase of the International Association of Universities (IAU) project on higher education for EFA (HEEFA).

Within the framework of the HEEFA Project, the IAU launched a call for interest in participating in an international Reference Group for the HEEFA Project with objectives to reinforce the visibility and the participation of the higher education sector in EFA through information sharing and capacity building activities.

Some 30 people from countries accepted the challenge and Prof. Olive Mugenda, Vice-Chancellor, Kenyatta University, Kenya and IAU Vice-President 2012-2016 volunteered to chair the Group. In continuous collaboration with Isabelle Turmaine, IAU Director, Information Projects and Services and Nadja Kymlicka, Consultant at IAU (2 days/week), the HEEFA Reference Group reviewed and validated a 2-day capacity building workshop module to strengthen local links between higher education and EFA activities.

Entitled *A three-step activity to envision higher education for EFA locally*, this collaborative workshop was piloted in Mexico (Cuernacava) and Burkina Faso (Ouagadougou), and then conducted in Nepal (Katmandu), Kenya (Nairobi), and India (New Delhi).

It also reviewed and participated in the HEEFA Portal (<http://www.heefa.net/>) and the quarterly HEEFA Newsletter. Designed as a collaborative stand-alone tool, the HEEFA Portal contains three databases (projects, CVs, documents), a News section and the possibility to launch Fora.

Since its beginning, the HEEFA project has been financially supported by the Swedish Development Agency, Sida.

For more information on the IAU HEEFA Project, see: <http://www.iau-aiu.net/content/efamdgs>

The objectives of the 2-day by invitation-only **IAU HEEFA and ICT4IAL Follow-up Seminar**, organised in collaboration with the Hacettepe University, in Ankara, Turkey, from 18 to 19 November 2014 were two-fold.

- Its first and main objective was to study and evaluate the outcomes of the HEEFA Project;
- Its secondary objective was to present and discuss IAU's work in a project in which it plays a partner role: the ICT for information accessibility in learning (ICT4IAL) Project funded by the European Union and led by the European Agency for Special Needs and Inclusive Education. The Project's aim is the development of Guidelines to help the production of online content for learning that is accessible to people with disabilities.

The 34 invited participants (*Appendix II*) – representing 22 countries - included:

- Representatives from higher education institutions and the IAU Reference Group on HEEFA who participated in one or more of the IAU HEEFA Workshops;
- Other members from the IAU Reference Group on HEEFA, with priority given to African members;
- Representatives from the partners in the ICT for information accessibility in learning (ICT4IAL) Project;
- E-accessibility experts from the higher education sector;
- Faculty/students from the Hacettepe University;
- Representatives from UNESCO National Commission.

The Seminar was organized in such a way so as to be higher interactive, to allow for people to mingle in order to be able to:

- Share information and discuss the outcomes of the HEEFA capacity building workshops and review the future of the IAU HEEFA Project;
- Debate on the role of higher education in a post-2015 education agenda;
- Provide feedback regarding the ICT4IAL project and the guidelines.

Hacettepe University is an IAU Member which expressed interest in the HEEFA Project at IAU General Conference in Puerto Rico (December 2012) and Serap Kurbanoglu was selected and accepted to be IAU University Partner within the coordination team of the ICT4IAL Project.

## **2. The 2011-2015 HEEFA Project: Main Outcomes**

IAU findings from desk-based research and discussions at the IAU Conference on higher education for EFA (December 2010, Paris, France) revealed that:

- The higher education community as a whole was insufficiently aware of EFA;
- The full potential of the different missions of higher education institutions and the variety of expertise they house and produce were not systematically exploited in the pursuit of EFA;
- If linked, the channel from higher education to EFA remained primarily dominated by and narrowly limited to teacher education.

At the same time, opportunities to raise awareness of higher education's possible contribution to EFA remained largely non-existent. Even though capacity building in EFA did exist, on the whole IAU had found that it tended to be:

- Narrow in scope, dealing solely with one or two domains, (for example, gender issues or teacher training); or
- Narrow in targeted population, often directed at either (1) Ministries of Education to reinforce policy development, implementation, management and evaluation at the national level or (2) civil society to strengthen project development, implementation and assessment.

Consequently, the HEEFA Project was designed so as to enhance the commitment (through community building), visibility (through information sharing), and participation (through capacity building) of the higher education sector in EFA and EFA-related activities.

Concretely, it led to the creation of:

- The HEEFA Reference Group
- The capacity building workshop module, and
- The HEEFA Portal.



## **(i) The creation and role of the HEEFA Reference Group**

The HEEFA Reference Group is composed of academics and higher education representatives. Participation is voluntary. The total number of members in the Reference Group is 26. Members represent all regions: 9 from Africa, 6 from the Americas, 4 from Asia and 7 from Europe. It is chaired by Prof. Olive Mugenda, Vice-Chancellor of Kenyatta University and IAU Vice-President.

Its role is to advise on and contribute to the development of the activities defined within the IAU Project; assist in communicating products and results; share expertise, technical materials and work in a collaborative manner; promote the importance of higher education for EFA internally within the higher education institution/ organization as well as externally with partners and networks.

More information on the HEEFA Reference Group can be found here: <http://www.iau-aiu.net/content/reference-group>

## **(ii) The HEEFA Collaborative Workshop Project**

A 2-day capacity building workshop module to strengthen local links between higher education and EFA activities was developed. Entitled "*A three-step activity to envision higher education for EFA locally*", it is designed to be adapted to local contexts, in terms of the number and type of participants, and implementation.

The HEEFA Workshop was developed so as to provide an interactive forum where to analyse the local context and discuss ways on how to reinforce higher education's contribution to achieving the EFA goals. It is designed:

- To increase awareness within the higher education community of EFA (heads of institutions, deans, researchers, faculty members, higher education administrators, students), and inversely;
- To increase awareness of work accomplished by higher education institutions in EFA by other EFA stakeholders, such as education policy makers, personnel from relevant Ministries, educational bodies and schools, and staff from local civil society;
- To challenge participants to think 'out of the box' on how to better and concretely engage higher education in EFA.

On an invitation-only basis, the Workshop brings together high-level representatives from all levels and sectors of education, one half of the participants being from the higher education sector, the second half being evenly distributed from relevant Ministries, other education sectors and local NGOs. Additional participants include a representative from the local

UNESCO bureau or national commission; a non-local member from the HEEFA Reference Group; and 2 facilitators from IAU staff.

The Workshop is a three-step process consisting of:

- (1) Data collection,
- (2) Data analysis and development of an Action Plan; and
- (3) Follow-up activities:
  - Step one: Data is collected from participants who must reflect on how they perceive the link between higher education and EFA by completing the *IAU Questionnaire on how higher education institutions could be better involved in EFA-related actions at the regional/national level*. The Questionnaire is divided into three sections - research, teaching and learning, and community services - to reflect the triple mission of higher education today. Designed as a pre-workshop activity, the data collected is part of the core content of the Workshop itself and provides the framework to identify EFA priorities within higher education capacities.
  - Step two: This is the Workshop itself during which participants analyse the collected data from the completed questionnaires and identify EFA priorities and ways how to better engage higher education. The Workshop begins with a general overview of what is being done globally in the field to become familiar with "EFA language" and to create a common knowledge base. It is followed by information-sharing of activities undertaken by local stakeholders to highlight national projects, policies and existing partnerships. It ends with the collective development and adoption of a concrete way forward, such as a Plan of Action, to strengthen higher education engagement in EFA. A hands-on session on the HEEFA Portal is organized on day 2.
  - Step three: Follow-up actions are undertaken by the participants to implement the Workshop outcomes. The IAU has the role to disseminate information about the Workshop outcomes and follow-up actions in the HEEFA Newsletter.

The HEEFA Workshop module was piloted in Cuernavaca, Mexico and Ouagadougou, Burkina Faso, both conducted in 2010; then carried out in Kathmandu, Nepal (2012), Nairobi, Kenya (2013) and New Delhi, India (2014).

More information on the HEEFA Collaborative Workshop can be found here: <http://www.iau-aiu.net/content/outcomes-1>

### **(iii) The development and maintenance of the HEEFA Portal and Newsletter**

The HEEFA Portal is a collaborative platform to disseminate information of the work being undertaken by higher education in EFA-related fields and to build up a like-minded community. Its aim is to provide access and visibility to data on higher education projects, documents and experts active in EFA.

It comprises 3 databases: Projects on higher education activities in EFA; Experts working in one or more areas related to EFA; Documents: theses, articles and reports related to EFA.

The Portal is designed for two types of users:

- Visitors (anyone) can search for projects, experts or documents, read the latest news and latest additions to the databases featured on the homepage.
- Contributors (academia, students) can share information and promote their work by entering related projects and documents, posting their CV, and participating in the forum. Each contributor has a personal online workspace where their data is stored and can be edited at any time.

The quarterly HEEFA Newsletter features news on the IAU HEEFA project and the EFA Movement, events, and publications related to higher education and EFA (in English).

Participation in the HEEFA Portal and subscription to the HEEFA Newsletter are free of charge

More information on the HEEFA Portal and Newsletter can be found here: <http://www.iau-aiu.net/content/outcomes-1>

### **3. The ICT4IAL Project: Brief introduction**

The ICT4IAL project is a multi-disciplinary network of European and International partners (including the IAU) that represent both learning and ICT communities. This network is co-funded by the European Commission under the Lifelong Learning Transversal Programme, Key Activity 3: Information and Communication Technologies.

Its aims are to:

- Raise awareness and increase the visibility of the issue of accessible information provision and its relevance for equitable lifelong learning opportunities;
- Support accessible information provision within organisations through the development, trialling and evaluation of guidelines.

The network is made up of the following:

- European Agency for Special Needs and Inclusive Education;
- International Association of Universities (IAU);
- European School Net;
- UNESCO;
- DAISY Consortium;
- Global Initiative for Inclusive Information and Communication Technologies (G3ict).

The outcomes from the project will be disseminated at a conference in May 2015, to be held in Riga, Latvia.

More information on the ICT4IAL Project can be found here:

<http://www.ict4ial.eu/>

## **4. Presentations and working groups**

Note: All the PowerPoint presentations that were made during the Seminar are available on Slide Share. Click on the link to access the presentation and transcript. To use a screen-readers program to read the PPT, you will need to first download the presentation.

### **Opening of the Seminar**

#### **Welcoming remarks from Marianne Granfelt, IAU Board and Secretary-General, Association of Swedish Higher Education**

Dear Rector Tuncer, dear friends,

On behalf of the IAU board, it is a pleasure for me to welcome you to this follow-up seminar.

My name is Marianne Granfelt and I am the secretary general of the Association of Swedish Higher education, the Swedish Rectors Conference for HEI in Sweden. Since the end of 2012 I have had the privileged to be one of the 22 members of the Administrative board of IAU. I am one of two members representing organisations, the other member being the African Association of Universities.

IAU was founded in the 1950's and it is a membership organization with around 600 members, institutions and organisations in some 120 countries.

The IAU mission is stated as: "To promote collaboration among its members by articulating the fundamental values and principles that underpin the pursuit, dissemination, and application of knowledge" IAU has prioritized themes and at present these are: internationalization, sustainable development, doctoral programs in Africa, ethics, ICTs, and higher education for EFA, Education For All.

The office is located on the UNESCO premises in Paris, France. For a long time IAU has been a strong advocate for the importance of involvement from the higher education sector if the goals for the United Nations, Education For All initiative, are to be reached.

The rationale behind this is firstly that it is not logical to stop an educational process at the secondary level, it is also that teachers, teacher trainers and secondary school teachers in most cases are trained at higher education level. Important is also that research in educational sciences and multi-disciplinary research can address issues that remain and prevent the achievement of education for all. And of course, the scientific

evaluation of programs and projects can bring the proof of what works and why, etc.

IAU has since 2005 carried out projects with the aim to raise awareness and to promote this much needed stronger involvement from the Higher Education Sector.

EFA ends in 2015 and not all objectives have been reached. In the visions for the post 2015 education agenda the Global Education for All meeting in Oman in May 2014, stated.

“The post-2015 education agenda should be clearly defined, aspirational, transformative, balanced and holistic, and an integral part of the broader international development framework. It should be of universal relevance and mobilize all stakeholders in all countries. Education must be a stand-alone goal in the broader post-2015 development agenda and should be framed by a comprehensive overarching goal, with measurable global targets and related indicators. In addition, education must be integrated into other development goals.”

This seminar is an important opportunity to reflect on the both the EFA agenda as such and on the outcomes of the IAU project Higher Education for Education For All.

On the other hand, the seminar focuses firmly on the future by looking at what should be done next at both IAU and international levels and what is done elsewhere that could also help to reach to goal of education for all. That's one of the reason why the HEEFA Reference Group will be joined by the Advisory Group of the ICT for Information Accessibility in Learning as soon as tonight for dinner and of course tomorrow all day.

Before ending this welcome, I would like to take the opportunity to tell you very briefly about a project that the organization I work for, The Association of Swedish Higher Education has recently initiated as a part of the IAU HEEFA project. It is a collaborative project between Swedish universities and their African partners. Together the partners are planning a 3 day conference and workshop in Tanzania in April 2015 and invitations will go out wide.

The purpose of the conference is to highlight research on learning and learning conditions within some perspectives and themes which structure the conference. The themes are:

Theme 1: Sustainability and change

Theme 2: Learning, technology and globalization

Theme 3: Rights, equality and gender

Theme 4: Quality

In all these themes there is strong research at the participating Swedish universities and in many of the themes there are ongoing partnerships between Swedish and African universities.

The aim is to increase the use and impact of research over the short and long term by discussing the research with representatives from the education sector in the region. We think that this contributes to the research made known and visible for teachers and other professionals in schools. Swedish and African partners have a broad and long standing range of collaborations in postgraduate education and graduate students in relevant fields will be invited to participate in the conference

We hope that our conference in Tanzania will prove to be a successful forum for the exchange of research ideas and research results and that it will help to highlight and develop some specific aspects that should be targeted in the new global goals to replace the MDGs.

But so much have been done already in the HEEFA project and I am looking forward to the continuation of this seminar and the coming discussions.

I would like to finish by thanking those who made this meeting possible: First, Hacettepe University, an IAU Member, its Rector, Mr. Murat Tuncer, for hosting and supporting both the Seminar and the HEEFA concept and Professor Serap Kurbanoglu and her team of the Department of Information Management, for their help in organizing the Seminar, SIDA, the Swedish International development Cooperation Agency, for funding the HEEFA Project, and the European Commission for funding the ICT4IAL Project, and of course all of you participants for your commitment to IAU's project and for many of you, your willingness to come a long way to attend this seminar.

### **Welcoming remarks from Prof. Dr. Murat Tuncer, Rector, Hacettepe University**

The Rector personally welcomed the distinguished speakers and participants. He reminded everyone of the need to consider lifelong learning and distance education as an integral part of education. He also drew attention to hybrid learning whereby higher education students study various subjects and issues that are not part of their "traditional" curriculum: student-teachers learning about HEEFA; medical students studying sociology. With these words, he wished all a successful Seminar and officially opened the Seminar.

Hacettepe University was founded in 1954 as Department of Children Health. With the addition of graduate schools, vocational schools, faculties, science and research centers over the years, it turned into a university named Hacettepe University in 1967. Now it has 14 faculties, 14 graduate schools, 5 vocational schools, a Conservatory, 2 applied

schools, a technopolis and a technology transfer center, student clubs, sport and cultural facilities, etc. on four campuses.

## **The IAU HEEFA Project as of today - HEEFA Reference Group, HEEFA Portal and Capacity Building Workshops**

Presented by Isabelle Turmaine, IAU Director, Information Projects and Services

Summary: The starting point of the HEEFA Project was in Maputo, Mozambique 2007 at the IAU Experts Seminar, Higher Education and Education For All: The case of two solitudes? It validated a real need for exploration of the linkages between higher education and the EFA initiative and requested information sharing and capacity building. Consequently several actions were undertaken: An international Reference Group was created; an Information kit was drafted and published to both address and answer the questions of what is EFA, why and how should HE get involved; where can HE activities be developed, and who is engaged. The collaborative HEEFA Portal and the HEEFA Newsletter were set up to respond to the request of more information sharing, and the Collaborative Workshop: A three-step activity to envision higher education for Education for All to the request of developing capacity building activities. EFA ends in 2015, marking great progress but without any goal being fully reached and with new issues emerging.

The UN is drafting a new development agenda, the Sustainable Development Goals (SDGs) 2030 to be adopted in September 2015. To date, the SDG Working Group outcome document has defined 17 sustainable development goals, with one focusing on education. Universities are for the first time included. The education goal is Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all and Universities are cited in target 4.3 Equal access to affordable quality technical, vocational and tertiary education, including university.

Today's Seminar is split into two days of reflection: Day One on the question of the next steps for the HEEFA Project and higher education in next international education agenda. The outcome is ideas for the next IAU HEEFA project and IAU strategy regarding the post-2015 Education Target. Day Two on how to push e-accessibility at the higher education level and links to HEEFA which will end with comments on i-access guidelines from the higher education sector.

The full PowerPoint presentation can be found here:

<http://www.slideshare.net/IAU-HEEFA/it-iau-heefaankara>



## **Panel on the IAU HEEFA Collaborative Workshops and their outcomes**

Moderator: Isabelle Turmaine, IAU Director, Information Projects and Services

A question and answer session kicked off the Seminar with a panel composed of the local organizers from four of the HEEFA Workshops:

- Burkina Faso: Albert Ouedraogo, Professor and former Vice-President of the University of Ouagadougou
- Nepal: Bijan Pant, Development and Social Sector, Prime Minister Office
- Kenya: Loise Gichuhi, Professor, Faculty of Education, and Program Coordinator of Education in Emergencies, University of Nairobi
- India: Neerja Sharma, Associate Professor, Lady Irwin College, University of Delhi and RG member

This panel aimed to provide an interactive analysis of the IAU Collaborative Capacity Workshops which took place in Burkina Faso, India, Kenya, and Nepal. Isabelle Turmaine introduced and moderated the panel and subsequent discussion through questions to the panelists and the use of photos taken at the Workshops to illustrate their experience.

Each Workshop was unique in terms of implementation, participants, EFA priorities, outcomes, and follow-up. They were organised so as to merge communities and think collaboratively to help reach EFA locally. Short descriptions of the four HEEFA Workshops are included.

General questions:

1. Merging communities: what worked, who have we missed?
2. Thinking collaboratively: what worked, what could be improved?
3. Looking at the future : What should be done to disseminate/ for scaling up the model used to conduct the Collaborative Workshops and what follow-up activities should be put in place to enhance the visibility of the outcomes of the Workshops and more largely of the HEEFA concept?

### **Burkina Faso HEEFA Workshop – Questions**

1. The Collaborative Workshop took place in Ouagadougou in July 2010. Could you tell us who is on the picture and describe the local background for the Workshop?
2. Is the higher education sector better involved in EFA-related activities now?
3. Burkina Faso is the only Francophone country where the Workshop was organized. Based on your experience, is the model used for the Workshop adaptable to all countries?



### **Burkina Faso HEEFA Workshop – Main features**

HEEFA Workshop: Ouagadougou, Burkina Faso, 8-9 June 2010.

Local organizers: Albert Ouedraogo, University Vice-President of the University of Ouagadougou, and Jean-Paul Bazié, Technical Advisor to the Minister of Basic Education.

RG representative: Juma Shabani, Director of the UNESCO West and Central Africa Cluster Office in Mali.

Local specificities:

IAU proposed Burkina Faso because it was part of the Fast Track Initiative, the University of Ouagadougou was an IAU Member, and the government had clearly acknowledged the link between EFA and higher education<sup>1</sup>.

It was the only Workshop conducted on site of the host university and which was co-organized with the Ministry of Basic Education.

Participants:

40 participants, evenly divided between the higher education community and representatives from the Ministry of Basic Education and Literacy as follows: the President and both Vice-Presidents of the University of Ouagadougou; All 3 national universities were represented by their respective Presidents; 10 Directors or Heads of government divisions or services; Leaders of student groups; Administrative bodies for inspectors; NGOs active in basic education, primary and secondary schools; and teachers and parents associations.

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<sup>1</sup> At the time, the Minister of Secondary and Higher Education had announced that due to considerable advances made in EFA and related MDGs, higher education was now feeling the impact.

### Implementation:

- Data collection: Pre-workshop data collection was seriously hampered due to issues of access to the Internet. In total 4 questionnaires were returned.
- Workshop: Due to the lack of results from pre-workshop data collection, the Workshop had to be reorganized so as the participants could work on the questionnaire, according to the order of thesis, antithesis and synthesis. The initial round began with participants completing the section in the questionnaire corresponding to their workshop – research, teaching or community service. Afterwards, results were openly tallied up and the two top responses on how to reinforce higher education in EFA regarding their respective topic were posted for each question. This session was renamed the thesis. For the antithesis, the second round participants debated the previous obtained results and provided counter arguments and new propositions. The synthesis round validated the results of the two previous rounds. The same break-away groups drafted a list of strategies to address one of the higher education missions. These were presented and narrowed down in plenary to identify key ways forward.

### Results:

Raising awareness: It was a first for many sectors to be collectively working; EFA had been poorly understood by the higher education community while the other education sectors had never quite made the link. Finally, more individuals became more familiar with the notion of university outreach and its contribution to EFA and considered implementing it at their university.

Priorities: the quality of education and lifelong learning; schools and primary education were the target groups and areas; developing stronger partnerships the Ministries and local communities.

Recommendations: (1) To create a multidisciplinary research centre on EFA, encompassing the triple mission of higher education; (2) To implement EFA awareness-raising activities for the higher education sector; (3) To create an observatory to study the implementation, monitoring and evaluation of EFA at higher education level; (4) To associate the higher education sector into curricula reforms; (5) To reinforce the contribution of departments of educational sciences in the development of in-service and post-service training of teacher trainers; (6) To put into action a holistic vision of the educational sector; (7) To allocate resources from the FTI to the higher education sector; (8) To organize awareness-raising campaigns for the community; (9) To promote student engagement in EFA.

- Follow-up activities: After the Workshop, The Minister was briefed personally by the Vice-President of the University of Ouagadougou, IAU representative and the RG member. In 2011, a 2nd capacity building workshop was requested however, a change of the Minister and University Presidents occurred.

Albert Ouédraogo noted that due to political upheavals in the country and a change of government, in addition to strikes at the university, there had been no possibility to put in place the recommendations of the Workshop. He suggested that UNESCO highlights the link between higher education and other educational levels in its policies especially in the case of Africa.

### **Nepal HEEFA Workshop – Questions**

1. Could you tell us why you volunteered to organize a Workshop in Nepal?
2. The Collaborative Workshop took place in Kathmandu in December 2012. Here is a picture of it. Could you explain why people are sitting in a circle and tell us more on what happened there?
3. You are now an advisor to the Prime Minister of Nepal. Are you going to use the recommendations for implementation agreed upon at the Workshop in your counselling activity?



### **Nepal HEEFA Workshop – Main features**

HEEFA Workshop: Kathmandu, Nepal, 6-7 December 2012

Local organizer: Bijan Pant, Policy Analyst at the Institute of Public Policy Action Research (Nepal), who worked as liaison person with the Tribhuvan University, in particular with the Rector, Gunanidhi Nyaupane

RG member: Neerja Sharma, Associate Professor and former Vice-principal of the Lady Irwin College, University of Delhi (India)

#### Local specificities:

The level of English varied considerably among the invited participants. This was the first Workshop where political parties participated, represented by their respective education expert.

#### Participants:

57 participants, with a very strong and high-level presence of the higher education community both from the universities and the Ministerial side: 5 universities (Vice-Chancellors, Rectors, Deans and academia); Ministries of Education and Finance; UNESCO; UNICEF; 10 local NGOs (6 Heads and advisors).

#### Implementation:

- Data collection: The online tool, SurveyMonkey, was used. Participants completed the online survey or submitted their paper form which was then entered by someone from the organizing committee. 39 questionnaires were completed.
- Workshop: A chairperson was designated to each thematic discussion group to facilitate discussions as English posed a language barrier and to encourage greater ownership. On Day 2 to set off brainstorming about the Action Plan, each participant gave their opinion and ideas as everyone sat in a circle with the microphone being passed around. A small drafting group was set up to prepare a draft of the Action Plan based on this discussion. The event received considerable media coverage both in the press and on TV.

#### Results:

Raising awareness: Despite considerable awareness of EFA within the higher education sector compared to Mexico, participants deemed it insufficient and not necessarily widespread.

Priorities: The quality of education that has to be addressed by research, teaching and outreach; access to education at all levels; the quality of primary education.

Recommendations: (1) Familiarize the higher education sector with EFA; (2) Revisit the teacher training curriculum so that it is in line with EFA's objectives; (3) Highlight the importance of goal 6 (quality of education) in teachers' training; (4) Initiate critical transformative professional development with professors and teachers in support of achieving EFA Goal 6 (quality of education) as well as access to education for girls/women and the marginalized populations; (5) Encourage higher education students and faculty to carry out research on EFA; (6) Seek the commitment of higher education

institutions to engage in research and innovative activities addressing EFA issues and challenges; (7) Initiate collaboration with universities abroad to strengthen the local higher education participation in EFA thanks to knowledge/information exchange; (8) Develop an online provision of education at the higher education level to increase access to education; (9) Publish information on higher education for EFA at least twice a year in journals and the HEEFA portal; (10) Create a coordination committee of the stakeholders involved in the implementation of EFA to access and use inputs from the higher education sector and provide support for the higher education institutions that are connecting their activities to EFA; (11) Develop institutional interconnections to link higher education institutions with civil society and the government for reaching the EFA goals; (12) Constitute an EFA Consortium within the next three months which will include thematic committees hosted by the Ministry of Education to enhance the collaboration between the higher education sector and the Ministry on EFA topics; (13) Advocate for the implementation of National Development Volunteer Services for EFA; (14) Undertake EFA activities at each higher education institutions (including monitoring and evaluation) in designated geographical areas with the support of the Ministry of Education and National Planning Commission; (15) Provide funding for research and revise financial regulations so as to help the higher education sector to participate in research and evaluation studies (relax mandatory vat pan requirements); (16) Develop a framework to support higher education institutions in Nepal to integrate EFA activities in research and teaching activities with the support of the IAU.

- Follow-up: 2013: The Workshop outcomes were presented by the Head of the Association, Global Action Nepal, who was a Workshop participant, at the meeting, Asia Pacific Regional Consultation on Post EFA 2015 Agenda (Bangkok, Thailand, February 2013); 2014: In Spring 2014, HEEFA discussions took place between Tribhuvan University and the Nepalese Ministry of Education and the National Planning Commission which expressed interested in integrating the Workshop recommendations into the national education plan.

Bijan Pant remarked on the high level of participation during the two days of the Workshop in Nepal. He noted that it was the first time in Nepal that all parts of the education sector were gathered together and worked collectively. He added that the Workshop was covered by most of the newspapers in Nepal. He underlined the success of the Workshop in Nepal in helping to move the momentum for EFA further and implement the recommendations. In his experience in Nepal, the main concern was to raise the issues to the government and the importance of having this connection because sometimes the government does listen.

## Kenya HEEFA Workshop – Questions

1. Could you tell us why you volunteered to organize a Workshop in Kenya?
2. The Collaborative Workshop took place in Nairobi in January 2013. Could you describe how the collaborative thinking was organized and what the people on the picture are doing?
3. As part of the decisions taken at the Workshop, one was that the Director for Education was to set up a follow-up meeting after the Workshop to better involve universities in the EFA process. Was it organized? Could you tell us how involved the universities are in the EFA process in Kenya?



## Kenya HEEFA Workshop – Main Features

Nairobi, Kenya, 24-25 January 2013

Local organizer: Loise Gichuhi, Professor, Faculty of Education, and Program Coordinator of Education in Emergencies, University of Nairobi  
RG representative: Terry Russell, Director of the Centre for Research in Primary Science and Technology, University of Liverpool (UK)

Local specificities:

The initial date of the workshop had to be postponed from October 2012 to January 2013 due to strikes in the education sector. No logistical problems arose from this delay. On the other hand, the participation of Olive Mugenda, Kenyatta University Vice-Chancellor and the RG Chairperson, and the Vice-Chancellor George Magoha, University of Nairobi, were cancelled at the last minute due to emergency sessions over pending amendments to the new higher education act.

Participants:

30 participants: Faculty/student representatives from the University of Nairobi and Kenyatta University; One third of participants were from civil

society: NGOs, associations: parents, head teachers; UNESCO and UNICEF; the Ministries of Higher Education, Science and Technology and of Education represented at Director's level: basic and secondary education, outreach, and education in emergencies.

#### Implementation:

- Data collection: Insufficient data was collected prior to the Workshop.
- Workshop: A 1-hour session was added on Day 1 for all participants to fully complete the questionnaire, even those who already had done so. Once EFA priorities were identified, the same break-away groups worked separately to draw up suggestions for an Action Plan.

#### Results:

Raising awareness: Participants expressed their improved knowledge and deeper understanding of HEEFA and concerned issues.

Priorities: Pre-school education; the quality of education; literacy.

Action Plan: (1) Collaboration: nomination of a HEEFA champion whose responsibility would first be to align EFA goals with higher education goals and identify connecting points so that EFA isn't seen as an add-on; university mentorship programmes with schools (teachers/school administrators); training modules for EFA stakeholders to better utilise research findings; action research projects; an interactive Conference on Education Innovation; co-development of information campaigns of the parental role in education; (2) Mobilization: drafting of a HEEFA statement addressing the Ministry of Education; allocation of funding for key EFA needs; EFA needs assessment conducted by universities; raising EFA awareness within higher education; the creation of a National EFA Working Group, with chapters, to include universities; (3) Follow-up: funding; assessment particularly of school and university curricula; M&E; action research.

- Follow-up: At the end of the Workshop, the Director for Basic Education agreed to convene a meeting of all participants at the Ministry of Education once the IAU Workshop Report will be completed. 2013/2014: Several attempts were made to reach the Director for Basic Education but to no avail.

Loise Gichuhi noted the diversity of the participants of the workshop: NGOs, donors, parents, students. It was the first time that these groups had met to discuss matters touching on education. She emphasised that the group was working on what were the priorities for Kenya on EFA: 1. EFA, 2. ECD (Early Child Development). She noted that the Workshop



participants stated Kenya needs to redesign ECD and expand improve the quality of education at all levels. The main concern of the many stakeholders represented was the low learning outcomes of primary education. She also reflected on the political situation in Kenya at the time of the workshop. Subsequent to the elections in March 2013, there was a lot of restructuring in the Ministry of Education that affected any follow-up on the workshop activities and recommendations. She hoped to have a contact with one of the main stakeholders in the new government, a former Deputy Vice Chancellor at the University of Nairobi who is now the Cabinet Secretary, Education. At the same time, she thought that there was a need to raise the momentum to further the collaborative movement launched during the Workshop. She shared that promoting EFA was still a challenge and that the networking needs to be revived, perhaps by convening another workshop in Nairobi. She noted that, there have been several enquiries of the follow up at the university level. She emphasised the importance of civil society and NGOs in terms of grassroots issues and mentioned her experience as part of an NGO, Education Bridge-Africa, that has started to train teachers from slum areas. She noted that in instances where there is need to follow-up, universities can play a proactive role to spearhead the network of the key stakeholders in education.

### **India HEEFA Workshop – Questions**

1. Here is a picture taken at the Seminar held in New Delhi in February 2014, could you tell us who are the persons on the panel and why they were invited?
2. Lots of women here, could you explain why and tell us more about how the session went?
3. The report of the Workshop with its recommendations was sent to the Minister and the Vice-Chancellor of the University of Delhi. Do you have any feedback from them at this stage?



### **India HEEFA Workshop – Main Features**

New Delhi, India, 20-21 February 2014

Local organizer: Neerja Sharma, Associate Professor, Lady Irwin College, University of Delhi and RG member

RG representative: Val Mendes, Head of International Projects at the Spanish Jaime Bofill Foundation and Research Fellow with the Universitat Politecnica de Catalunya (Spain)

Local specificities:

Neerja Sharma was already familiar with the Workshop expectations having participated at the Nepal Workshop.

Participants:

100 participants: 50 from higher education and other levels; 50 from the Lady Irwin College student body. It was the first time the Workshop was open to a student body; The Secretary of the Department of Higher Education and the Director General of the National Literacy Mission Authority from the Department of School Education and Literacy.

Implementation:

- Data collection: The data collection process occurred well ahead of the actual Workshop, using the online tool SurveyMonkey. This methodology worked well because of the lack of language barriers and a highly-developed IT culture. Return rate reached almost 100 percent.
- Workshop: With results being tabulated in advance, there was ample time to discuss and analyze the questionnaire results. Each break-away group was facilitated by a participant. Following the identification of key EFA issues, participants rejoined their original break-way groups and examined ways forward each focusing on a different component (research, teaching, or outreach). A drafting committee was set up to prepare the action plan.

Results:

Raising awareness: Even though the participants displayed a strong and vibrant understanding of EFA, especially due to the fact that the Lady College Irwin has developed outreach culture, EFA still needed to be better understood throughout the higher education community.

Priorities: The quality of education and early childhood care and education; learning and skills for young people and adults were identified for research and teaching; gender parity and equality should be taken up by community service.

Action Plan: (1) For research to conduct inter-disciplinary research for EFA and its dissemination, list of best practices, and evaluation; (2) For teaching to develop innovative and inclusive teaching pedagogies, with a particular focus on early childhood care and education and the quality of education; (3) For community service

to promote the use of a Portal, a new Resource Center, the inclusion of outreach activities in curricula to increase the visibility of higher education engagement in society, and the development (through rewards) of community service conducted by students and faculty.

Recommendations: (1) To increase awareness of EFA within the higher education sector – starting with the University of Delhi – by disseminating the report of the workshop and the action plan; (2) To enhance the visibility of existing EFA-related university activities through the HEEFA Portal; (3) To build upon shared experiences to network and work towards greater synergies among the participants and beyond; (4) To enhance partnerships among the sectors of education, development, and industry; (5) To promote and strengthen existing initiatives in EFA-related activities; (6) To focus on teacher development and research, keeping the EFA goals in perspective; (7) To strengthen initiatives in equity and access to all levels of education.

- Follow-up: 2014: Upon his personal requests, the Vice-Chancellor of Delhi University was given a full brief on the Workshop outcomes and documents.

Neerja Sharma said that although she did not receive any direct feedback concerning the Workshop, the Vice Chancellor showed interest in the project and the involvement of the institution with IAU. Subsequently information appeared in a College Newsletter. There was no feedback from the Indian government. She noted that the Workshop was taken into and discussed during teacher training classes by the many students who attended. EFA has become part of the course that she teaches so that every student will become familiar with EFA.

Comments from the floor included:

Norzaini Azman, Malaysia stated that despite the success of the workshops, she noted that it was difficult for universities to push recommendations to Ministry level. At her university, the practice is to send a White Paper when the Ministry is working on a policy. She suggested that universities create a subject on Education for All which would be compulsory.

N.V Varghese, India agreed that it was difficult for a university to influence at government level and that the best course for the future would be staying at the university level for example by changing curricula.

The representative from UNESCO National Commission, Turkey noted that if there had been a great focus on basic education in the UNESCO EFA activities, now it was including lifelong education and possibly higher education into the Post 2015 EFA activities.

Semukeliso Gono, Zimbabwe suggested that higher education institutions use a participatory approach, focusing on the advantages that universities have. She outlined the concrete results in Zimbabwe further to the collaborative workshop starting at the university where they started to upgrade teachers.

Mary Nakabugo, Uganda, commented that in a context where higher education people may be regarded as theoretical as compared to civil society, University lecturers could play a major role in the involvement of HE in EFA. In Africa, researchers in universities can examine major issues such as quality, access, the number of children in schools, the quality of teachers and recommendations can be made. She noted that in African countries, where so many changes occur, follow up is important.

Isabelle Turmaine, IAU, closed the panel session by highlighting the success story of the first HEEFA Workshop which took place in Cuernavaca, Mexico at Alejandro Chao's initiative and with the support of another HEEFA "pioneer" Jim Greenlaw from Canada. More than 100 participants, representing most universities of the State of Morelos and representatives from the local and federal governments that led to the creation of joint thematic working groups, the Cuernavaca Declaration for EFA, and the organization of regular HEEFA meetings locally. Before he was killed, Alejandro Choa was proud to be working on the creation of a new type of university: the Comuniversidad for community-university. She said that she hoped that this project would be taken up by someone else.

## **Education after 2015**

### **UNESCO position**

Presented by Ahmet Aypay, Member, Education Committee, Turkish National Commission for UNESCO

This presentation outlines UNESCO's position on the post 2015 education agenda. UNESCO advocates both for a separate education agenda and for a stand-alone education goal within the SDGs and sees education as a transversal goal to be recognized and integrated into the other development goals. UNESCO will continue to coordinate international efforts to reach the goals set in the post-2015 education agenda and will be responsible for monitoring progress; however, international and regional cooperation and partnerships will be vital to ensure the implementation of the future agenda, and, most importantly, strong national will.

The full PowerPoint presentation can be found here:  
<http://www.slideshare.net/IAU-HEEFA/turkish-national-commissionunescoeducation2015>

## **Civil Society Position**

Presented by Limbani Nsapato, Head of ANCEFA Secretariat & Dakar Office, Africa Network Campaign for Education for All

Providing a CSO perspective on education after 2015, this presentation examines the principles, critiques and appraisal of the latest proposals on the framework of action. While no major changes are expected on the goals and targets laid out during the UN Summit in September 2014, NGOs can have a considerable impact on the development of indicators, and framework of action/means of implementation (online consultations; UN Intergovernmental Consultations on Post 2015; Regional Forums and Conferences by UNESCO on EFA Reviews and Post 2015-2014/2015; EFA Steering Committee Meetings on Indicators and Framework of Action; World Education Forum, Incheon, Korea, May 2015).

It recommends that NGOs conduct a gains-losses analysis of the UN Synthesis Report and calls for greater active participation in the processes on indicators, framework of action/means of implementation. Finally NGOs should further develop their networks and collaboration with other interested groups like women groups, child rights campaigners, and higher education and research institutions. Mobilise for active participation of government representatives in online, global and inter-governmental consultations and forums.

The full PowerPoint presentation can be found here:

<http://www.slideshare.net/IAU-HEEFA/ancefa-post2015>

## **Brainstorming sessions**

The participants were split into two groups, so that everyone could actively participate in the discussions. Special attention was given to mix regions, genders, and HEEFA "pioneers" with new entrants to the field. Representatives from the Turkish National Commission for UNESCO were included.

## **The IAU HEEFA Project: Evaluation and next steps**

The funding of the HEEFA project is coming to an end in 2015. Education For All (EFA) is to be replaced by a more comprehensive international agenda – the Sustainable Development Goals (SDGs) – which at present comprises 17 goals, of which only one deals with education. The good point at the moment is that in this goal (Goal 4) higher education – namely tertiary education and university – is included for the first time.

Hence, the questions to the participants were:

- What should/ could be done to enhance the visibility and sustainability of HEEFA activities (mostly the capacity building sessions and the HEEFA Portal) in the year to come?
- Is there a need for a follow-up of the HEEFA Project when there won't be a specific international agenda for education?

Working Group IA:

Moderator/Rapporteur: Mr. Montanus Milanzi, Mzumbe University, Tanzania

Working Group IB:

Moderator/Rapporteur: Ms. Norzaini Azman, University Malaysia Terengganu, Malaysia

On question no. 1, the participants agreed that the portal and the capacity building workshops should remain priorities of action in the year to come as they have been deemed as pertinent in providing a platform for coordinated structured dialogue that leads to strategy formulation and informed decision taking.

Nevertheless, they were of the opinion that the projects need to be carried out in a larger scale, with higher visibility and with clear impact assessment.

They also suggested that the Reference Group need to be enlarged to members from various stakeholders such as Ministry Officers, Civil Societies rather than just HE academics.

They said that the capacity building activities must be continued but they needed to have new emphasis in terms of the topic for the workshop. Some of the recommended topics include building research capacity skills, bridging research and policy, top management leadership skills. Whatever the topics chosen, they should be well aligned with the content of the Education Goal in the upcoming SDGs.

Concerning the fact that the financial support was ending soon, they highlighted the need for a range of partners - such as business, civil society, NGOs and other universities – in next proposal in order to leverage the activities for maximum impact from the start.

Specific suggestions include:

- IAU should work with consortiums, particularly with established ones that are active in Africa and/or with an institution, an education Ministry or UNESCO office in a particular country. This requires the help and active involvement of the Reference Expert group members who should actively play the role of intermediary between the IAU and the targeted partner;
- A small scale research project could be included as a part of or an outcome of the collaborative workshop;

- A communication package should be developed as a form of public advocacy method to increase HEEFA's visibility.

On question no. 2, the participants advocated that higher education was to be involved in next Education Goal despite (or because of) the fact that the higher education sector has played a relatively minor role in attaining the EFA goals. Yet, they valued the potential and diverse role higher education could play and supported IAU's involvement to push the higher education sector and the international community in this direction.

In order to reach the objective of quality education for all, they recommended that higher education institutions:

- Participate concretely in EFA;
- See EFA at higher education not as an obligation but as an opportunity;
- Modularize EFA in all higher education curricula;
- Use existing data on EFA to make EFA goals not only theoretical but applied in practice;
- Secure funding for research in EFA-related fields;
- Include Teacher Training Colleges in EFA-related discussions and activities;
- Provide support for higher education students with special needs;
- Advocate for the higher education-EFA links internally (university leadership) and nationally (national associations of universities)
- Create a contact office/liaison person for EFA related activities;
- Cooperate with civil society organizations;
- Partner and build alliances with other key EFA institutions;
- Participate at the local level to education groups and be engaged in the implementation and monitoring of EFA projects in the field;
- Advocate for greater visibility of and more data from the higher education sector in international monitoring reports.

### **The Education Agenda after 2015: A Higher Education Perspective**

The higher education sector is visible in the Outcome Document of the Open Working Group on Sustainable Development Goals that was accepted by Governments as a base for further discussion on the Sustainable Development Agenda 2030 at the United Nations General Assembly (September 2014). This is a premiere in development agendas as nor the Millennium Development Goals, nor the Education For All initiative included the higher education sector.

Yet, this is not the final document and the target 4.3 that asks for "Equal access to affordable quality technical, vocational and tertiary education, including university" might not be ideal or even remain. The whole target 4 (out of 17) on Education: "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" might also disappear.

The International Association of Universities as a representative of higher education institutions worldwide might have a voice and role to play for advancing the visibility of the higher education sector in the upcoming development agenda.

Hence the questions to the participants were:

- Should the higher education institutions and IAU push for better visibility of the higher education sector in the future education target?
- Why is it important to include the higher education sector in next education target?

Working Group IIA

Moderator/Rapporteur: Mr. N. V. Varghese, Director, Centre for Policy Research in Higher Education (CPRHE/NUEPA), New Delhi, India

Working Group IIB

Moderator/Rapporteur: Ms. Djénéba Traoré, Director, West Africa Institute (WAI), Praia, Cabo Verde

The participants underlined the importance and relevance of the higher education sector for the achievement of education targets. They recommended that higher education be cited in the final document and that UNESCO remain the main agency for every education targets. They also regretted that there was no specific target on higher education in the outcome document. They thought that higher education should be seen as the 'golden thread' that weaves together both individual and national development.

As far as the contribution of the higher education sector to other levels and types of education in the next 15 years, they highlighted the need for more research to feed in the formulation of evidence-based policies on the following themes:

- The relevance of education targets (why is it important locally, nationally and internationally?);
- The access to education, including specific studies providing statistics on access for girls, students with disabilities, etc. or analyzing the potential of home school and distance learning or defining how to make learning less complicated;
- The quality of teaching and learning in times of massification and less public funding;
- The links between education and employment.

On how the research should be conducted, the participants recommended the setting up of multi-disciplinary and stakeholder teams that will address the research topic in a holistic way.

The role played by university students was also emphasised: they represent a link with the communities, they are associated in research, and they are change agents.



In support of a target focusing on higher education exclusively, the participants noted the changes that occurred and would continue between now and 2013 that could be of international interest.

They started by advocating for the setting up of a working group or other consultation process at the international level that would provide a vision on tomorrow's higher education and its future desirable role.

Then they listed the changes that would affect higher education in post-2015:

- The expansion of higher education will continue;
- This expansion will lead to more massification of higher education especially in Africa and South Asia;
- The private sector will be playing an increasingly important role in higher education;
- Distance learning will be everywhere in higher education;
- The pursuit for excellence and rankings will continue;
- Employability will be the major concern in the restructuring of higher education;
- Language proficiency to operate in a globalized world will set the competition between national versus international languages;
- Financing may move from institutions-based to student-based.

These changes would lead to the following challenges of:

- Maintaining quality while massifying the system;
- The availability of good teachers (Ad hoc teachers vs. quality teaching);
- Equity when the private sector is expanding;
- Building capacities of African Universities – mainly in Francophone countries – in training, research and knowledge transfer.

## **Why is e-accessibility important?**

### **E-Accessibility: The technical viewpoint**

Presented by Rui Fernandes, Centro de Avaliação em Novas Tecnologias de Informação e Comunicação

This presentation outlines a range of assistive devices (screen reader; magnifiers; braille displays; audio captions and transcripts; head-sticks; special joysticks, trackballs, special and virtual keyboards; scanning software) and their role in e-accessibility for users with a continuum of abilities in a ubiquitous digital world. It draws attention to the idea that e-accessibility economics must be understood by recognizing that it benefits not only disabled persons, but society as a whole.

The full PowerPoint presentation can be found here:

<http://www.slideshare.net/IAU-HEEFA/e-accessibility-fernandez>

### **E-Accessibility: The people with disabilities' viewpoint**

Presented by Ernestine Ngo Melha, Association for the Education of Handicapped Children

The importance of e-accessibility from the point of view of people with disabilities is outlined in this presentation. E-accessibility is determined by 3 aspects: perception by the user of the product or service existence and ability to access its information; clear user language for use of the ICT product or service fully; ability to reach the product or service and to interact with others and operate it without unnecessary difficulties. The international frameworks of educational policy and e-accessibility regarding people with disabilities state that people with disabilities must be enabled to live independently and participate fully in all aspects of life and that national laws and regulations should promote compliance. As education is a human right, people with disabilities have a right to education without discrimination and on the basis of equal opportunity. This implies that accessible information is vital for education and learning. While the use of ICTs is being encouraged at all levels of lifelong learning, it needs to take into account the special needs of people with disabilities and other disadvantaged or vulnerable groups. Otherwise these people will have limited access to information, effecting knowledge. Challenges exist and are multiple for e-accessibility: inaccessible ICT due to inaccessible content, incompatibility of software with assistive devices, lack of adequate services and wide standards, the speed of technology developments, and the non-priority of technology access in less developed countries. To overcome these obstacles, it is recommended to raise awareness of and advocate accessibility of learning materials for persons with disabilities in a lifelong learning perspective.

The full PowerPoint presentation can be found here:

<http://www.slideshare.net/IAU-HEEFA/e-assessibility-disabilities>

## **E-Accessibility: The higher education viewpoint**

Presented by Buhle Mbambo-Thata, University of South Africa

This presentation explores the importance of e-learning in higher education and showcases the Library Services of the University of South Africa (UNISA) which is the only higher education institution in South Africa dedicated to distance education. The Library Services offers several services: service brochure “translated” to all with print disabilities; sign language interpreter from ARCSWiD; entrance fees not charged for accompanying person; guide dogs allowed in Library; E-collections and extended loan period for library material; special services for staff in wheelchairs, wheelchair available in the Library and special parking. This is complimented by assisted technology available at the Library: SignGenius to learn sign language, EasyConverter to convert text to large print and Braille, Dolphin Pen and the Eye-Pal to scan and convert printed material to speech or sends the information to a Braille Display for the Blind and Deaf-Blind, and more.

To conclude, these services would not exist without the inclusion central service philosophy at UNISA and an attitude of “nothing for us without us” which draws from collaboration with organizations that work with people with disabilities. Such initiatives are supported by national laws aligned to e-accessibility and audited. Finally it is critical to invest in assistive technologies and that inclusiveness remains central to HEEFA.

The full PowerPoint presentation can be found here:

<http://www.slideshare.net/IAU-HEEFA/unisa-e-accessibility>

## **The e-accessibility of education products**

### **ICT4IAL Project**

Presented by Marcella Turner-Cmuchal, European Agency for Special Needs and Inclusive Education

The ICT4IAL Project, developed by the European Agency for Special Needs and Inclusive Education, is presented, outlining its aims, objectives and development of guidelines to implement information-accessibility in educational institutions.

The Agency’s main focus is upon inclusive education within its widest interpretation – that is dealing with learner difference and diversity in all educational settings as a quality issue.

People with disabilities are at risk of being doubly disadvantaged if their access to appropriate ICT is not supported. They risk becoming one of the main groups experiencing the growing digital divide and when some of their basic needs are not adequately addressed by the use of adaptive technology, they risk further social exclusion.

Therefore i-access is driven by several principles. It is rights-based; all-inclusive; structural meaning that a policy shouldn’t consider technology

as an end in itself; and synergy meaning that i-access benefits both users with and without disabilities.

To promote i-access, the ICT4IAL Project was launched with the aim to raise awareness and to support accessible information provision through the development of i-access guidelines for institutions. The guidelines are to be designed with a 2-phase approach: First, the drafting Guidelines based on exchange with experts and partners. Second, the redrafting Guidelines based on input from testing and an international survey.

The full PowerPoint presentation can be found here:

<http://www.slideshare.net/IAU-HEEFA/ea-ict4-ial>

### **Higher Education Provision of Accessible Information for Learning: Guidelines**

Presented by Isabelle Turmaine, Director, Information Projects and Services, International Association of Universities

This presentation discusses the reasons why IAU became involved in the ICT4IAL project and testing results of the e-accessibility guidelines.

Testing was undertaken by higher education institutions which are IAU members.

E-learning ICT (and assistive technology) and e-learning are often used to support the provision of education to people with disabilities. The European Commission forecasts that 90% of all jobs by 2020 will demand digital literacy, consequently e-learning will no longer be an alternative for learning but part of mainstream education.

The IAU joined the ICT4IAL Project because EFA would never be reached if disabled people cannot access information for learning. The IAU tested the Guidelines on several of its publications.

For the IAU Brochure: the text was justified however it failed to have a logical reading order, an alternative text to describe meaningful images, systematic high contrast of colours between text and background to name a few.

For the Portal, the headings were not logical (H1, H2, H3) and a « skip to content » link was needed.

The next step is to finalize the Guidelines based on feedback from the ICT4IAL partners and their members. The Guidelines will then be presented in May 2015 in Riga, Latvia, at the Event of the Estonian Presidency of the Council of the European Union

The full PowerPoint presentation can be found here:

<http://www.slideshare.net/IAU-HEEFA/iau-ict4-ialguidelinestesting>

### **Small break-away discussion groups and plenary**

The participants were split into 5 break away discussion groups of approximately 7 participants which explored the following subjects:

1. Barriers to e-accessibility;
2. Comments on the guidelines;
3. E-accessibility and HEEFA.

## **Barriers to e-accessibility**

The issue of costs for producing e-accessible content for learning was a recurrent barrier to all regions/ countries represented.

Other identified barriers included: equity; language issue especially with MOOCs; technology infrastructure; and knowhow (students are often better in technology than teachers).

For African countries, the lack of specialized policies and the connectivity were identified as the main barrier

But the major identified problem related to attitude, and the question raised by the participants was how to raise awareness, sensitize people so that all e-content be accessible especially since technology moves fast but changing attitudes takes longer?

## **Guidelines**

The Guidelines should:

- be composed of 2 versions, one for general public and the other for IT specialists;
- include visual examples on how to provide e-accessibility;
- use simple language, the Guidelines should showcase e-accessibility with basic information available in all languages;
- include audio visual materials;
- be tested with people producing e-content (pilot studies).

It was considered important to update the Guidelines with the feedback received from users and to do so regularly as technology changes fast. Similarly, the participants found important to include feedback from other parts of the world and to involve in their testing teachers' unions and regional associations of universities.

## **E-accessibility and HEEFA**

IAU should develop a training module on the Guidelines for faculty members or a training module for e-accessibility trainers at higher education level (librarians?);

Universities should endorse an e-accessibility policy and be at the forefront for advocating for e-accessibility by organizing conferences on the topic for example.

Universities should develop strategic centers that would be able to provide data to advocate for e-accessibility that could be located in faculties of

education; they should also develop e-accessibility design centers as it is difficult for individual faculty members to make their content e-accessible by themselves with no incentive.

Dialogue with ICT stakeholders, teachers, academic librarians, and publishers would be important to reach the objective of full e-accessibility.

### **Closure of the Seminar**

Yuksel Kavak, Vice-Rector, Hacettepe University

Isabelle Turmaine, IAU Representative

## 5. Reference Documents

**HEEFA Web pages:** <http://www.iau-aiu.net/content/efamdgs>

**HEEFA Portal:** [www.heefa.net](http://www.heefa.net) and **HEEFA Newsletters:**  
<http://www.heefa.net/newsletters.php?lang=en>

### **Outcome Document - Open Working Group on Sustainable Development Goals**

After 18 months of negotiations, the UN General Assembly's Open Working Group (OWG) on Sustainable Development Goals forwarded its final proposal for the post 2015 development agenda. The Outcome Document contains 17 agreed-on sustainable development goals, including a stand-alone goal education to provide quality education and life-long learning opportunities for all. For the first time specific attention is given to universities to ensure equal access for all and the need to expand developing countries higher education engagement in education and development through scholarships. This proposal was examined and considered at the 69th session of the UN General Assembly in September 2014. (19 July 2014)

<http://sustainabledevelopment.un.org/focussdgs.html>

[http://sustainabledevelopment.un.org/content/documents/4518SDGs\\_FIN\\_AL\\_Proposal%20of%20OWG\\_19%20July%20at%201320hrsver3.pdf](http://sustainabledevelopment.un.org/content/documents/4518SDGs_FIN_AL_Proposal%20of%20OWG_19%20July%20at%201320hrsver3.pdf)

### **Realizing the Right to Education Beyond 2015**

The Final Declaration, *Realizing the right to education beyond 2015*, was adopted at the 7th Meeting of the Collective Consultation of NGOs on EFA (CCNGO/EFA), held in Santiago, Chile (21-23 May 2014). It called on the need for a "revitalized EFA process and structure up to 2030" and one that was rights-based, universal, holistic and lifelong learning perspectives. The Declaration reflects the CCNGO/EFA position and commitment to a post-2015 education agenda and expectations for civil society's engagement in EFA.

<http://unesdoc.unesco.org/images/0022/002280/228039e.pdf>

### **Muscat Agreement**

The Global Education for All Meeting (GEM) held on 12-14 May 2014 Muscat, Oman was the last meeting of its kind before the 2015 WEF. It ended with the adoption of the Muscat Agreement which will shape the core Framework of Action at the World Education Forum. The annual GEM brought together representatives of UNESCO Member States, EFA convening agencies, bilateral agencies, United Nations and regional organizations, civil society organizations, the private sector, research institutes and foundations.

<http://www.uis.unesco.org/Education/Documents/muscat-agreement-2014.pdf>

**2013/2014 EFA Global Monitoring Report: Teaching and learning:  
Achieving quality for all**

The 2013/4 Education for All Global Monitoring Report shows why education is pivotal for development in a rapidly changing world. It explains how investing wisely in teachers, and other reforms aimed at strengthening equitable learning, transform the long-term prospects of people and societies.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2013/>



## **6. Appendices**

### **Programme of the Seminar**

#### **Day 1: Tuesday 18 November: The HEEFA Project**

10:00-11:00: Opening of the Seminar

- IAU Representative: Marianne Granfelt, Secretary-General, Association of Swedish Higher Education, IAU Board Member
- Hacettepe University Representative: Murat Tuncer, Rector
- The IAU HEEFA Project as of today - HEEFA Reference Group, HEEFA Portal and Collaborative Workshops: Isabelle Turmaine, IAU

11:30-12:30: Panel on the IAU HEEFA Collaborative Workshops and their outcomes

Panelists: Loise Gichuhi, University of Nairobi (Kenya); Albert Ouédraogo, University of Ouagadougou (Burkina Faso); Bijan Pant, Tribhuvan University (Nepal); Neerja Sharma, Lady Irwin College, University of Delhi (India)

Moderator: Isabelle Turmaine, IAU

14:00-14:30: Education after 2015

UNESCO position: Ahmet Aypay, Turkish National Commission for UNESCO  
NGO position: Limbani Nsapato, Africa Network Campaign for Education for All (ANCEFA)

Moderator: Marianne Granfelt, Association of Swedish Higher Education

14:30-16:00: Brainstorming session – Round I

Working Group I: The IAU HEEFA Project: Evaluation and Next Steps

Moderator/Rapporteur: Montanus Milanzi, Mzumbe University

Working Group II: Education after 2015: Higher Education Perspective

Moderator/Rapporteur: Djénéba Traoré, West Africa Institute

16:30-18:00: Brainstorming session – Round II

Working Group I: Education after 2015: A Higher Education Perspective

Moderator/Rapporteur: N.V. Varghese, Centre for Policy Research in Higher Education (CPRHE/NUEPA)

Working Group II: The IAU HEEFA Project: Evaluation and Next Steps

Moderator/Rapporteur: Norzaini Azman, University Malaysia Terengganu

Day 2: Wednesday 19 November: The ICT4IAL Project and e-accessibility

9:30-10.00: Report back on Brainstorming sessions

Moderator: Semukeliso Gono, Women's University in Africa

10.00-11:00: Why is e-accessibility important?

Technical viewpoint: Rui Fernandes, Centro de Avaliação em Novas Tecnologias de Informação e Comunicação (CANTIC)

People with disabilities' viewpoint: Ernestine Ngo Melha, Association for the Education of Handicapped Children;

Higher education viewpoint: Buhle Mbambo-Thata, University of South Africa

Moderator: Serap Kurbanoglu, Hacettepe University

11:30-12:30: The e-accessibility of education products

Presentation of the ICT4IAL Project: Marcella Turner-Cmuchal, EA

Report on the testing of the guidelines at IAU: Isabelle Turmaine, IAU

Moderator: Bernhard Heinser, Daisy Consortium

14:00-15:30: Small break-away discussion groups

Discussion subjects:

- Comments on the guidelines
- Barriers to e-accessibility
- Ways to push e-accessibility forward at higher education level

16:00-17:00: Plenary: Reports from break-away discussions and common decisions

Moderator: Isabelle Turmaine, IAU, and Marcella Turner-Cmuchal, EA

17:00-17:30: Closure of the Seminar

Hacettepe University Representative: Yuksel Kavak, Vice-Rector

IAU Representative: Isabelle Turmaine, Director, Information Projects and Services

## List of participants

Burkina Faso	Ouédraogo, Albert, University of Ouagadougou
Cameroon	Ngo Melha, Ernestine, Association for the Education of Handicapped Children
Cape Verde	Traoré, Djénéba, West Africa Institute (WAI)
India	Sharma, Neerja, Lady Irwin College, University of Delhi Varghese, N.V., Centre for Policy Research in Higher Education (CPRHE/NUEPA)
Kenya	Gichuhi, Loise Wambui, University of Nairobi
Malaysia	Azman, Norzaini, University Malaysia Terengganu
Nepal	Nyaupane, Gunanidhi, Tribhuvan University Pant, Bijan, Development and Social Sector, Prime Minister Office
Portugal	Fernandes, Rui, Centro de Avaliação em Novas Tecnologias de Informação e Comunicação
South Africa	Mbambo-Thata, Buhle, University of South Africa
Sweden	Granfelt, Marianne, Secretary-General, Association of Swedish Higher Education and IAU Board Member
Tanzania	Milanzi, Montanus, Mzumbe University
Turkey	Akkoyunlu, Buket, Hacettepe University Çakmak, Tolga, Hacettepe University Erbil, Ebru, Hacettepe University Kurbanoglu, Serap, Hacettepe University Ozdog, Ufuk, Hacettepe University Seferoglu, Süleyman Sadi, Hacettepe University Taskin, Zehra, Hacettepe University Yanar, Birsen, Hacettepe University Aypay, Ahmet, Turkish National Commission for UNESCO Hatipoğlu, Esra, Turkish National Commission for UNESCO
Uganda	Nakabugo, Mary Goretti, Twaweza East Africa
USA	Gathegi, John N., University of South Florida

Zambia Nsapato, Limbani Eliya, Africa Network Campaign for Education for All (ANCEFA)

Zimbabwe Gono, Semukeliso, Women's University in Africa

## **ICT4IAL Policy Advisory Group**

European Agency for Special Needs and Inclusive Education: Turner-Cmuchal, Marcella, Lénárt, András, Somogyi, Klára

DAISY Consortium: Heinser, Bernhard

European Schoolnet: Engelhardt, Katja

International Association of Universities: Isabelle Turmaine, IAU Director, Information Projects and Services, and assisted by Serap Kurbanoglu, Head of the Department of Information Management, Hacettepe University

Latvia National Centre for Education: Reigase, Mudite

## **Hacettepe University**

Tuncer, Murat, Rector  
Kavak, Yuksel, Vice-Rector

## **International Association of Universities**

Sudic, Amanda, Librarian/Documentalist  
Turmaine, Isabelle, IAU Director, Information Projects and Services