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TOWARDS A BROADBAND SOCIETY FOR ALL: THE CENTRALITY OF EDUCATION AND SKILLS.

We now live in a digital world with broadband and ICTs driving the ongoing reorganization and transformation of life and work experiences. It is estimated that nearly half of the world's population (that is, 3.7 billion people) make use of the internet. Youth are at the forefront of internet adoption with 70% of 15 to 24 year-olds online globally [2, p. 12]. Worldwide smartphone users now exceed 2 billion. These individuals are living in an "always-on" state of connectivity. Indeed, rather than switching between being either "online" or "offline", contemporary broadband users are perhaps more accurately described as operating in a permanent state of "onlife"[3, p.24]. Even the lives of people who do not have personal access to these technologies are also increasingly dependent on broadband because many of the significant institutions in their lives are centred on the use of digital systems and digital data. As we approach the 2020s, broadband and information and communication technologies (ICTs) are no longer an additional or optional aspect of everyday life. Instead, digital technology is now a "total social fact" — a central determinant of modern life that affects 'most if not all areas of social life, and is itself generative of new social practices, ties and relations" [4, p.20-21].

The development of technology-relatedskills, competencies and dispositions is akey consideration when addressing thechallenges of the broadband society. Assuch, education providers and policymakersaround the world are faced witha common challenge — that is, how caneducation support the development ofdigital skills for all individuals in their rolesof citizens and workers?

This emphasis on "for all" relates to globalconcerns over continuing inequalitiesassociated with the use ofbroadband technology andICTs. Indeed, alongside allof the potential benefits andimprovements just outlined,there is a growing body ofevidence suggesting thatpeople's ability to engagewith digital technology isdifferentiated along a number oflines, notably socio-economicstatus, race, gender, geography,age and educational background [2, p.10-14]. While no longer a headline issuein popular and political discourse, thespectre of the "digital divide" neverthelessunderpins any discussion of the potentialbenefits of broadband technology andICTs.

In global terms, digital inequalitiescontinue to be well-documented and, inmany instances, divides across lines ofgeography, gender, age, physical abilities,socio-economic status, language, andeducational attainment are growing. These digital inequalities anddisadvantages raise the need forstakeholders across public and privatesectors to pay close attention tobroadband and ICT policies, especiallyas they relate to education[5, p.9-12]. Havingreached a point where the ability to makemeaningful use of digital technologydetermines, to a significant extent, anindividual's ability to participate in modernsocieties and economies, then the needfor action and intervention is obvious.

Nations organization foreducation, UNESCO isworking to demonstratehow digitaltechnologies andskills can accelerateprogress towardsthe SustainableDevelopment Goalfor Education:"Ensure inclusive andquality educationfor all and promotelifelong learning".Digital skills canbe seen to supportprogress towardsmost (if not all) of thespecific SDG4 targets andindicators. As an example,classroom computersand internet accessfacilitate 'inclusiveand effectivelearningenvironments'. Digital skills can alsohelp expand and mainstream globalcitizenship education and foundationalgoals of ensuring universal access toquality primary and secondary education,alongside equitable access to affordableand quality technical, vocational andtertiary education [1, p.8].

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