



United Nations
Educational, Scientific and
Cultural Organization



UNESCO's Pathway to More Resilient Education Systems: Internet, Open Solutions, e-Schools & Teacher Development

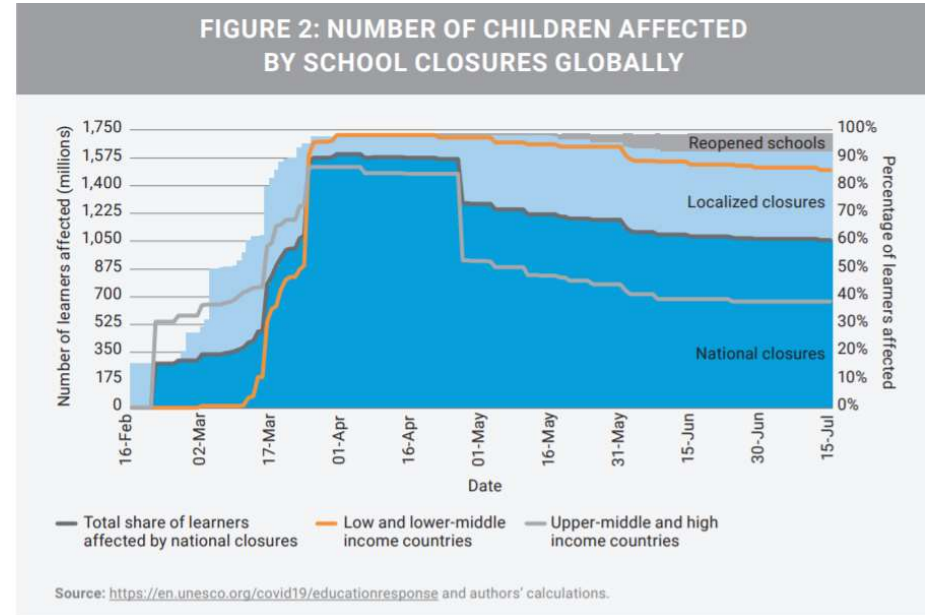


UNESCO Bangkok, August 2020

COVID-19 Impacts

- The COVID-19 pandemic has caused the largest disruption of education in history affecting nearly 1.6 billion learners in more than 190 countries
- Teachers across the globe were largely unprepared to support continuity of learning
- It has also underlined the importance of access to information and to the Internet
- While many governments have taken measures that limit access to information held by public bodies relating to the pandemic and other crucial areas of public interest

FIGURE 2: NUMBER OF CHILDREN AFFECTED BY SCHOOL CLOSURES GLOBALLY



UNESCO's Mandate

- The Universal Declaration of Human Rights states that all people have basic inalienable rights and fundamental freedoms that include **the right to receive and impart information** and ideas through any media and regardless of frontiers (Article 19) and the **right to education** (Article 26).
- UNESCO's mandate to promote '**the free flow of ideas** by word and image' and 'maintain, increase and diffuse knowledge'
- **Asia-Pacific Regional Strategy on Using ICT to Facilitate the Achievement of Education 2030**



UNESCO and the 4 GIGA Pillars



Map



- ✓ Internet
Universality
Assessment



Finance



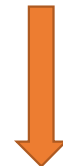
Connect



- ✓ E-school
Model

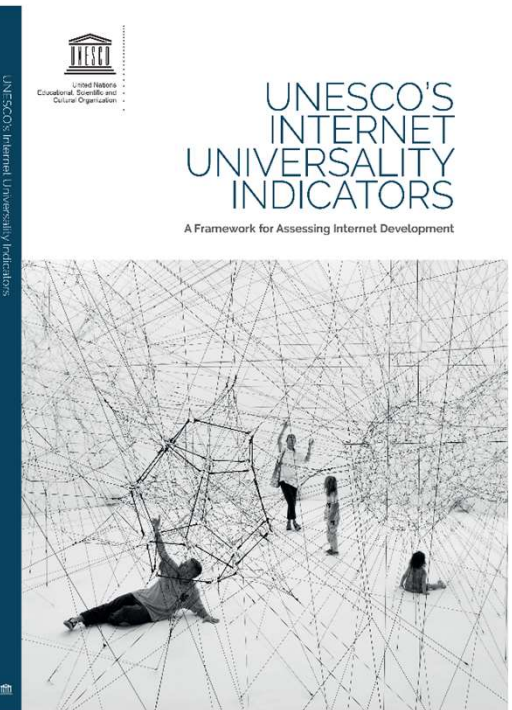
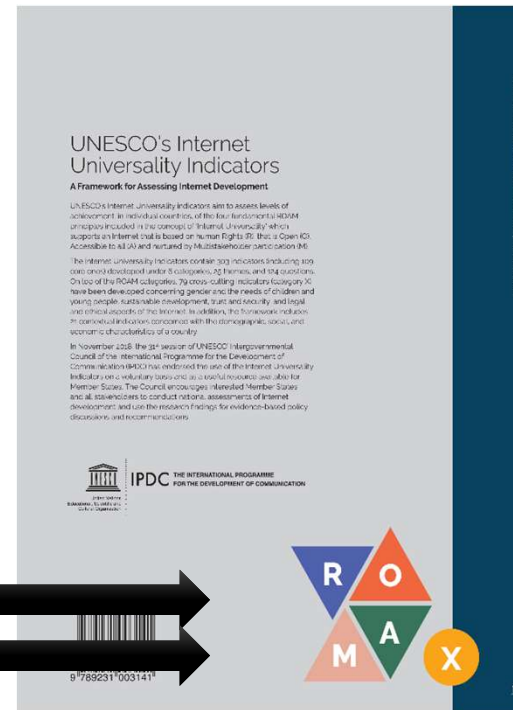
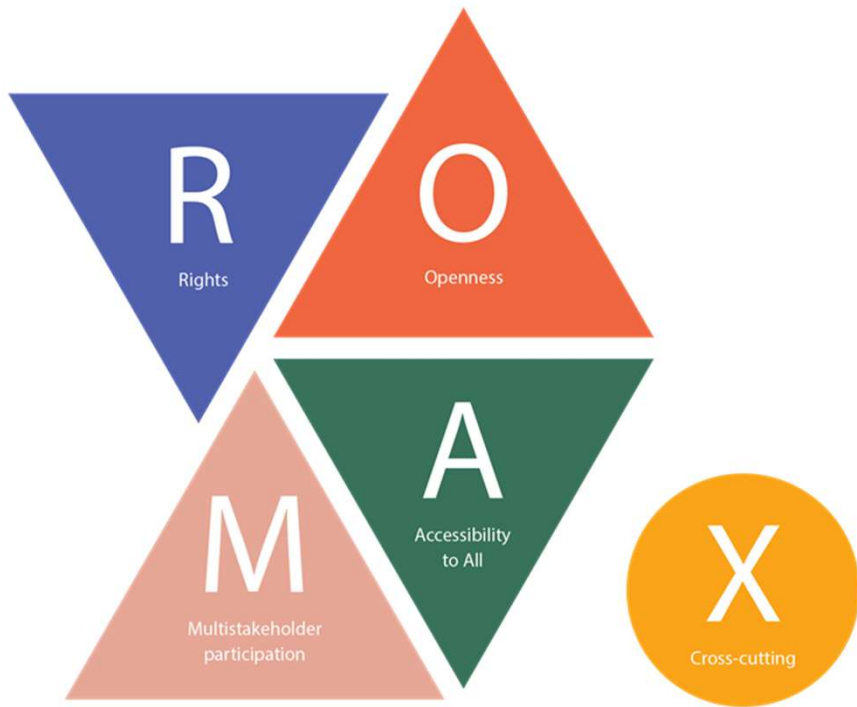


Empower

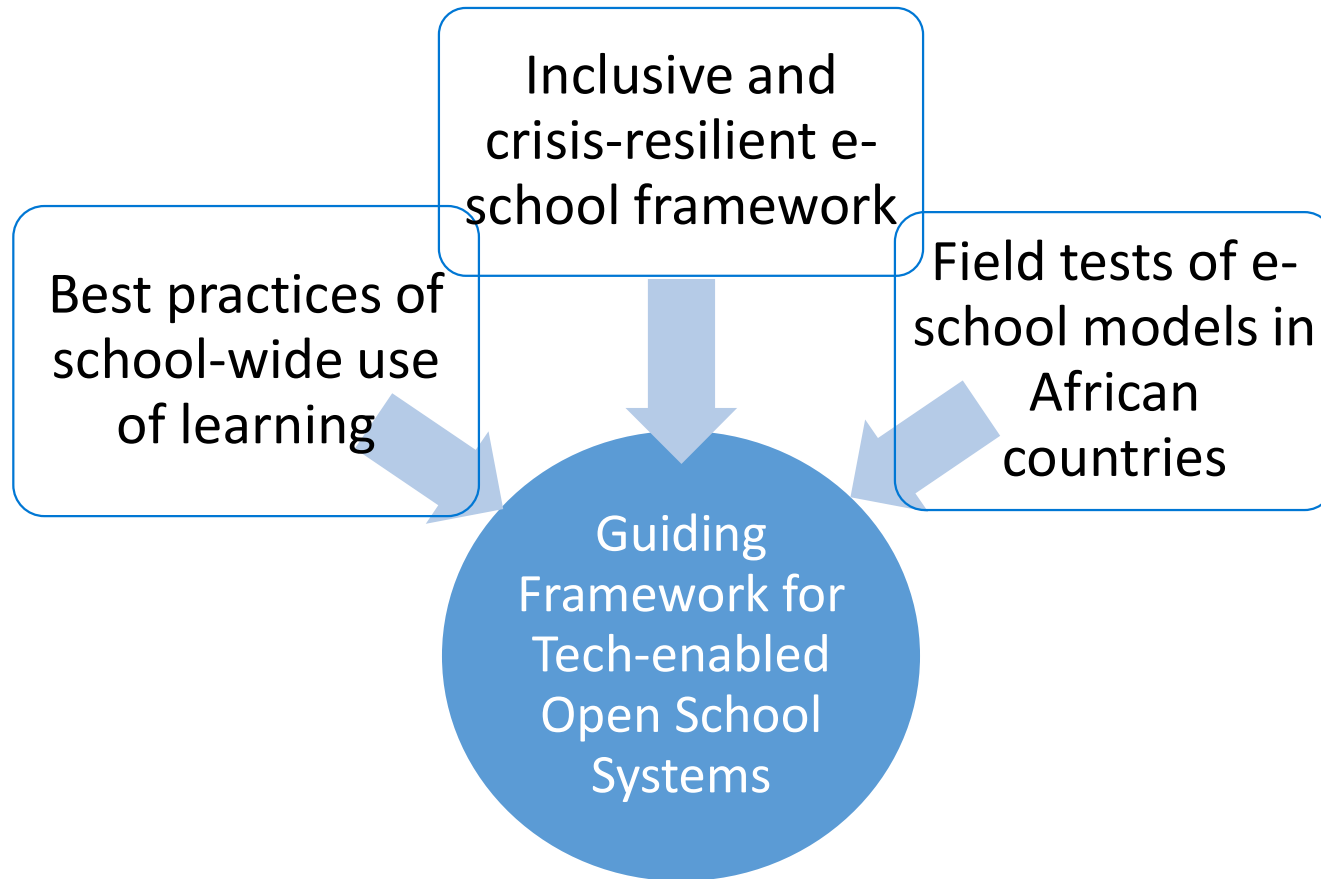


- ✓ OER
- ✓ Competency-based
Teacher Training
Reforms
- ✓ Digital Kids Asia Pacific

1. UNESCO'S Internet Universality Indicators: A Framework for Assessing Internet (2015)



2. E-School Model: Field Pilots and Guiding Framework



3. UNESCO Recommendation on OER (2019)

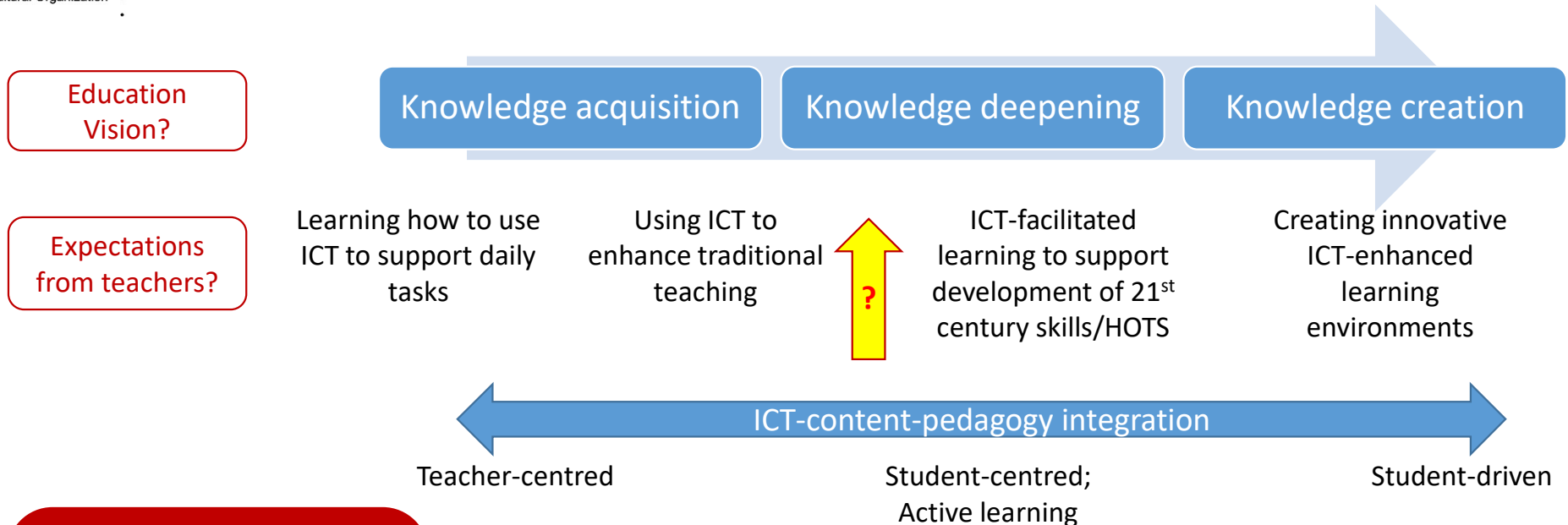
DEFINITION AND SCOPE

1. Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.
2. Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials.

5 KEY AREAS FOR MAINSTREAMING OER

1. Building capacity to create access, use, adapt and redistribute OER
2. Ensuring inclusive and equitable access to quality OER
3. Developing sustainability models
4. Developing supportive policy
5. Facilitating International Cooperation

4. ICT Competency Standards for Teachers



Are we effectively preparing, supporting, and assessing teachers to meet expectations? How do we know?

ICT Competency Framework for Teachers
http://bit.ly/ICT_CFT_ver3

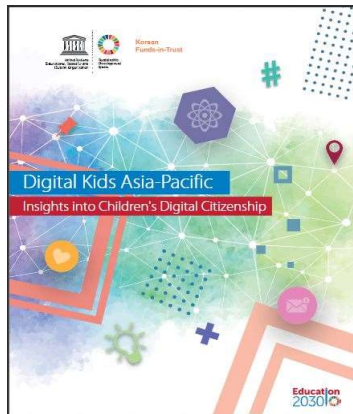
Guideline for Competency-based Teacher Training Reform to Facilitate ICT-Pedagogy Integration
<https://ictcomp.guide/>



5. Digital Kids Asia Pacific

Survey to measure digital citizenship competencies among children

Accessible at DKAP.org



5 DIGITAL CREATIVITY AND INNOVATION

The ability of children to express themselves and explore through the creation of content using ICT tools.

- Creative Literacy
- Expression

4 DIGITAL EMOTIONAL INTELLIGENCE

The ability to recognize and express emotions in intrapersonal and interpersonal digital interaction.

- Self-Awareness
- Self-Regulation
- Self-Motivation
- Interpersonal Skills
- Empathy



1 DIGITAL LITERACY

The ability to seek, critically evaluate and use digital tools and information effectively to make informed decisions.

- ICT Literacy
- Information Literacy

2 DIGITAL SAFETY AND RESILIENCE

The ability of children to protect themselves and others from harm in the digital space.

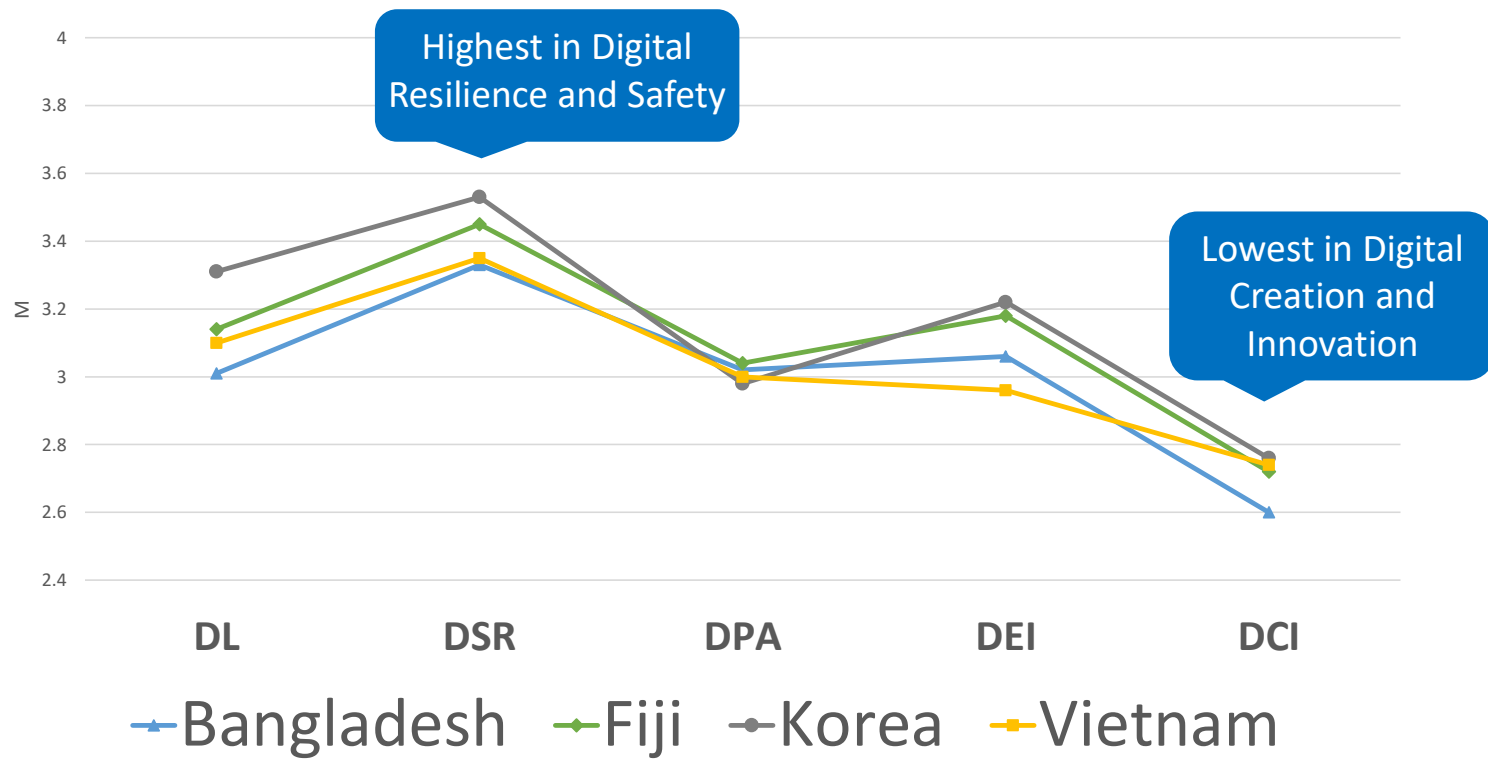
- Understanding Child Rights
- Personal Data, Privacy and Reputation
- Promoting and Protecting Health and Well-Being
- Digital Resilience

3 DIGITAL PARTICIPATION AND AGENCY

The ability to equitably interact, engage and positively influence society through ICT.

- Interacting, Sharing and Collaborating
- Civic Engagement
- Netiquette

5. Overall Digital Citizenship Competencies



5. Digital Kids Asia Pacific: Findings

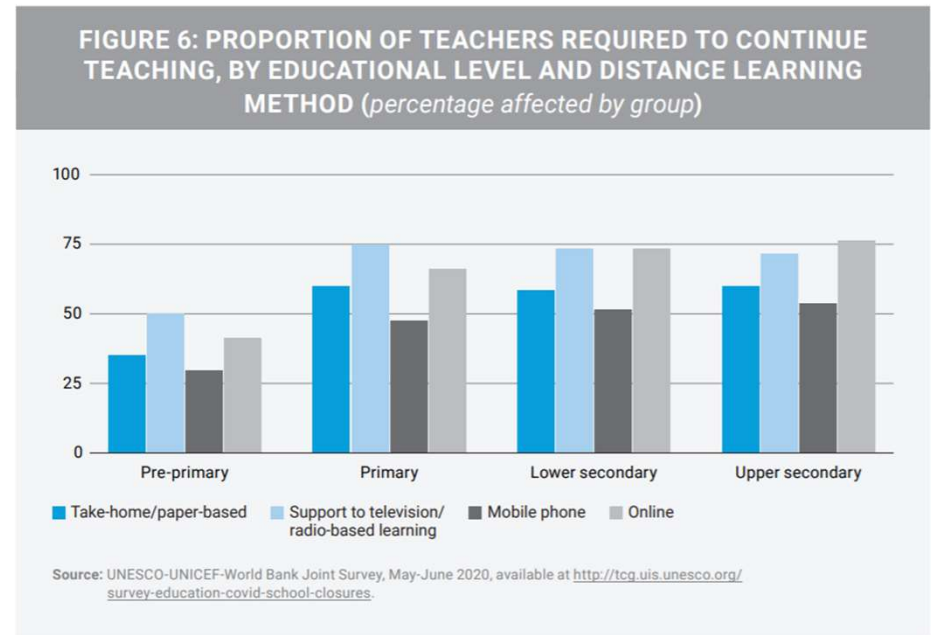
- Children from all 4 countries learn ICT by teaching themselves
- Children who have limited access to digital devices are not able to fully develop digital competencies across all five domains
- Urban kids have higher competencies in all 5 domains vs. rural kids.
- Girls outperform boys in all domains of digital citizenship.
- Children spend more hours online for socialization and entertainment.
- Children are better at protecting themselves than expressing themselves online.

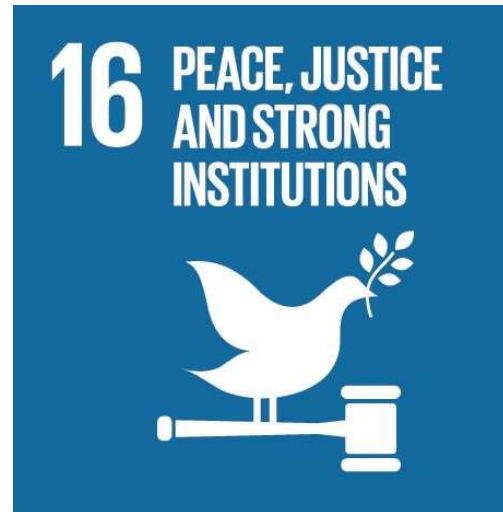
Recommendations & Lessons Learnt

- While some governments have been providing cheap and affordable Internet access to all, restrictions over the human rights, in particular the right to freedom of expression and privacy on the Internet, have been growing.
- Policymakers should provide inclusive access to ICT through multiple access points such as schools, libraries and local community centres.
- Schools will not be replaced in short term, but their roles have been redefined by COVID-19 crisis. COVID-19 school disruptions reinvent schools.
- Any technologies available should be leveraged to enable an open form of school systems that can ensure continuity and quality of learning under crises.
- Tech-enabled open school systems allow continued access to school education programmes outside of physical school spaces, either from home or a third safe space.

Recommendations & Lessons Learnt

- Even in contexts with adequate infrastructure and connectivity, many educators lack the most basic ICT skills
- Both initial and in-service teacher education are in need of reform to better train teachers in new methods of education delivery
- Provide opportunities for girls to explore scientific concepts and processes to encourage them to go into STEM.
- Education policies need to promote more holistic development of digital citizenship competencies and go beyond IT literacy and safety to include critical thinking, participation and freedom of expression.





Thank You

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