



United Nations
Educational, Scientific and
Cultural Organization

Webinar on Inclusive Education in Times of Covid-19

#LearningNeverStops

Ensuring Inclusive and Crisis-resilient Education: Tech-enabled Open School Systems

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Ensuring Inclusive and Crisis-resilient Education: Multiple readiness

Immediate education
response

Distance learning
solutions

Months of new
daily routine

Home based
distance learning

Post-pandemic new
normal

Tech-enhanced
school systems

Tech and content readiness

Pedagogical and home learning support readiness

Monitoring and evaluation readiness

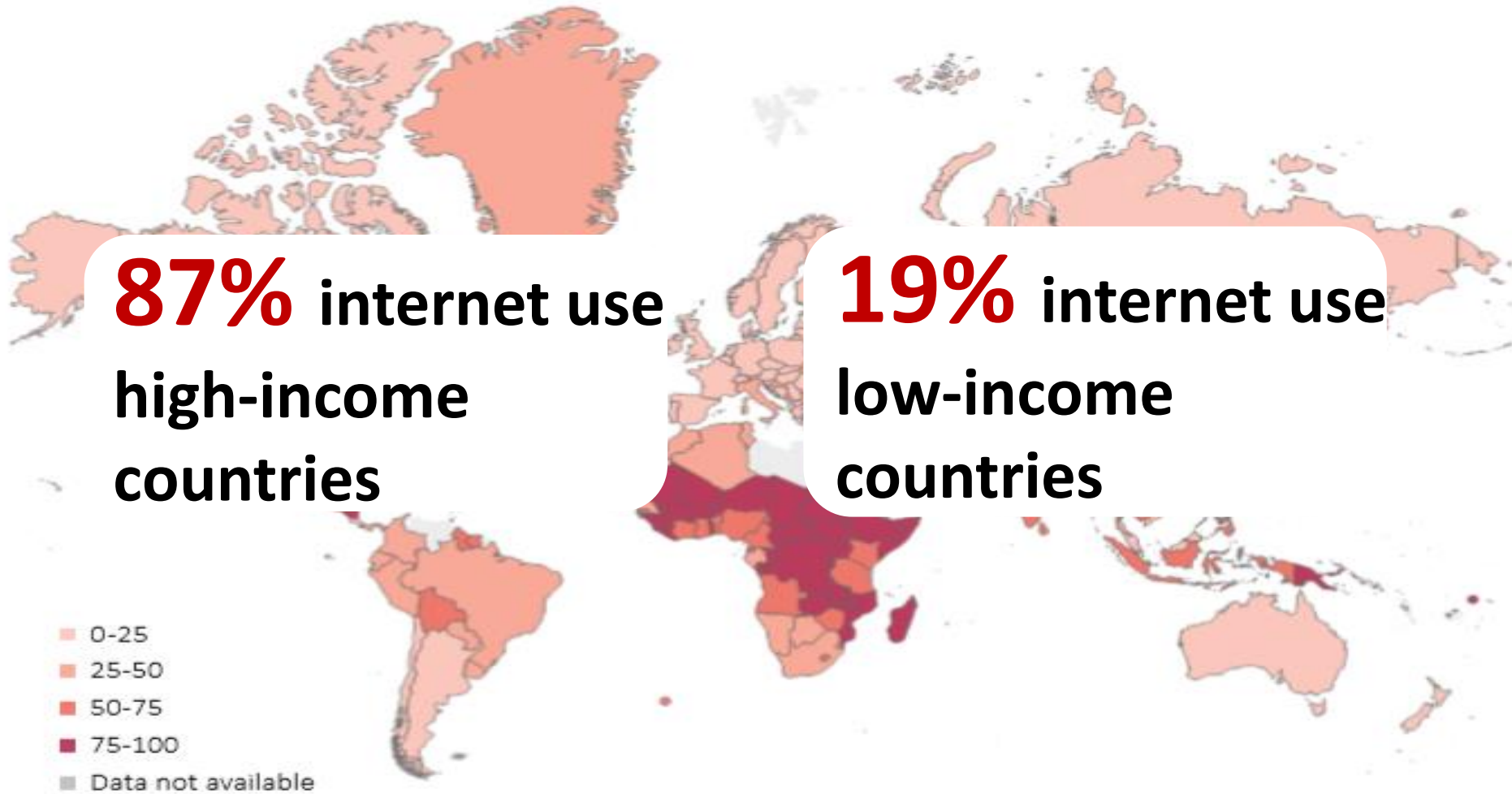
Policy planning and financing readiness

Persistence of exclusion

- 258 million entirely excluded from education – poverty
- 10-year old students in middle & high-income countries taught in a language other than their mother tongue scored 34% below native speakers in reading tests
- **Children with disabilities to be 19% less likely to achieve minimum proficiency in reading than those without disabilities**
- **Education segregation: Laws in ¼ countries require children with disabilities to be educated in separate settings, rising to >40% in Latin America, the Caribbean, and Asia.**

(UNESCO's 2020 GEM Report: Inclusion and education)

Equity and inclusion: “Do No Harm” principle



Barriers to inclusive Distance learning (COVID-19) & blended learning

Cost barriers – access cost against income

- Mobile data costs vary wildly as a factor of income
- Hardware and commercial software remain expensive

Inherent or functional disabilities:

- Visual or hearing disabilities, Acquired disabilities
- Lack of literacy in mainstream languages used online
- Digital skills

Gender discrimination:

- Women and girls prevented or discouraged to use technology

○ **Cultural barriers or misbelief:**

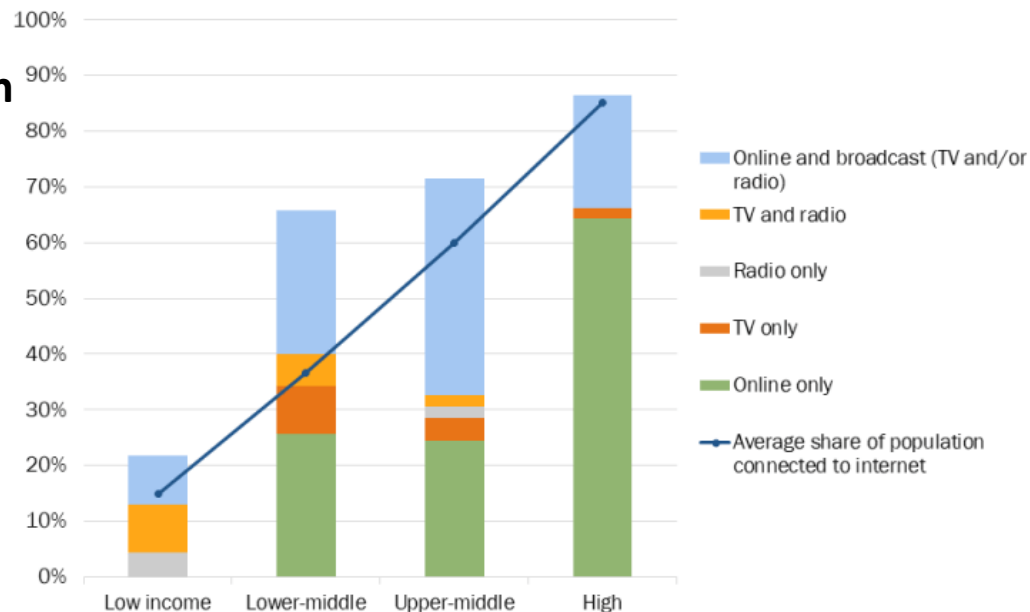
- Technophobia due to possible negative effects

COVID-19: A new layer to the challenges of education inclusion: efforts to maintain learning continuity through distance learning solutions may exacerbate exclusion.

Equity and inclusion in accessing distance learning

- Who is being reached? How?
- Who is not reached? Why? How can they be reached?

Figure 1. Share of countries responding to school closures with different forms of remote learning, by income group



90% high-income countries are using online learning

- <11% Sub-Saharan African countries ready for online opportunities
- <25% low-income countries ready for any type of distance learning
- Over 500 million not accessing to distance learning

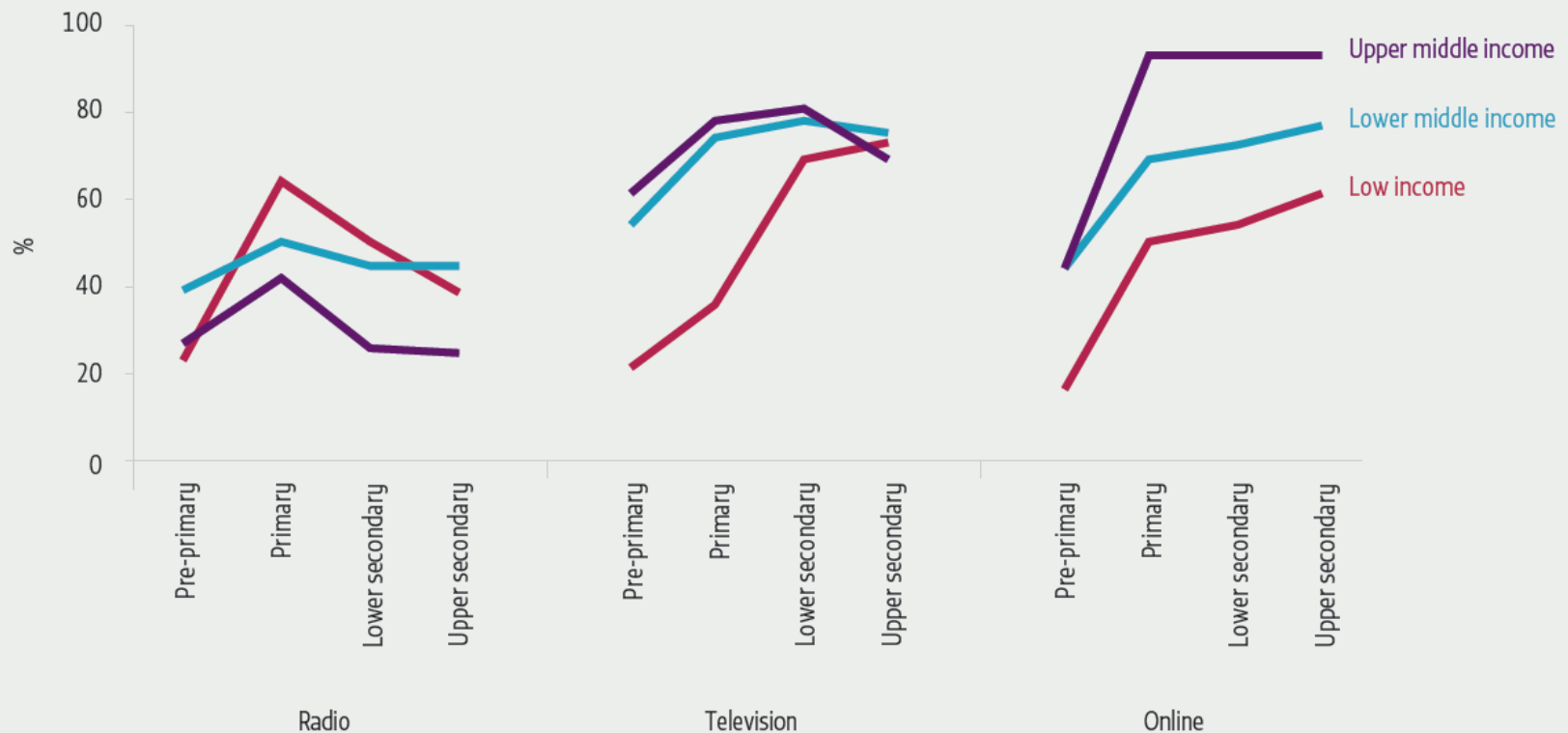
Source: Center for Global Development and the World Bank

BROOKINGS

Choice of distance learning solutions (online, TV, radio) by income levels

FIGURE 2.5:

Education level and country income influenced the choice of distance learning solutions during school closures
Percentage of countries using different approaches to distance learning, by education level and country income group, 2020



GEM StatLink: http://bit.ly/GEM2020_fig2_5

Note: Estimates are based on 71 countries.

Source: GEM Report team analysis based on UNESCO-UNICEF-World Bank joint questionnaire.

COVID-19: A new layer to the challenges of education inclusion

Distance learning solutions during COVID-19 Pandemic:

- The poorest countries have relied relatively more on radio. For instance, 64% of low-income countries used this approach for primary education, compared to 42% of upper-middle-income countries.
- By contrast, 74% of lower-middle income countries used television programmes in primary education, compared with 36% of low-income countries.
- High-income countries capitalized on recent investments in education technology to mobilize online learning platforms, whether synchronous (real-time) or not.

COVID-19: A new layer to the challenges of education inclusion

- Learners with disabilities are at higher risk of exclusion in such circumstances: many resources are not accessible for blind or deaf students even if the technology exists. Children with mild learning difficulties, such as attention deficit hyperactivity disorder, may struggle with independent work in front of a computer → **Universal Design for Learning**

COVID-19: A new layer to the challenges of education inclusion

- Lack an internet connection at home: Average in OECD countries, almost 1 in 10 of those attending disadvantaged schools; 1 in 4 in Chile, 1 in 2 in Turkey and almost 3 in 4 in Mexico (OECD, 2020).
- Not all internet connections are strong enough to download data or take part in video calls. In Italy, while 95% of households are connected, 1 in 4 have a connection below 30 Mbps, lower than required to download and stream education content (AgCom, 2020).

COVID-19: A new layer to the challenges of education inclusion

- The low-technology approaches have little chance of ensuring learning continuity: The share of those who owned a radio was 7% in Ethiopia (2016), 8% in the Democratic Republic of the Congo (2014), 14% in Madagascar (2016) and 30% in Kenya (2014), with none owning a television. The share of the poorest 20% of households owning a television was 5% in Nepal (2016), 10% in Yemen (2013), 13% in Guatemala (2014/5), 14% in Pakistan (2017/8) and 22% in Cambodia (2014) (DHS StatCompiler, 2020).

Inclusive access to distance learning: Good practices

Distance learning solutions

Equitable & inclusive Tech delivery:

- Upgrading bandwidth of online platform (China)
- Solutions for students with special needs (Italy: 89% schools)
- Supporting household devices ([Lithuania](#))
- Zero-rate educational traffic (Indonesia, [South Africa](#), Sri Lanka) or Free mobile data (Maldives)

Universal accessibility to curricular courses:

- Self development
- Open Educational Resources
- Language consideration (New Zealand [TV channels in English & Māori](#))
- Home based reading materials: [Global Digital Library](#); [Translate a story](#)

Effective home based distance learning or school based blended learning: Good practices

- Effective coverage of courses
- Effective engagement of learners
- Effective learning outcomes

Home based
distance learning

Monitoring and mitigating ‘dropout’ and digital **disengagement** :

- Decentralizing to schools to monitor (France, Italy...); Centralized monitoring and mitigation (Italy: [monitoring survey](#))
- Post-pandemic remedial courses (Summer camps: France)

Pedagogical facilitation and home support to reduce disengagement:

- More frequent formative assessment
- Guidance for teachers (Finland ...) & parents ([Armenia](#)); Free-toll hotline (UAE)
- Supporting teachers’ peer learning ([Estonia](#))
- Teacher-parent communities (Peru)
- Safe caring spaces or funds to hire private caregivers

UNESCO Flagship on Connectivity (Global Education Coalition)

- 1 Access
- 2 Provision
- 3 Capacities
- 4 Data

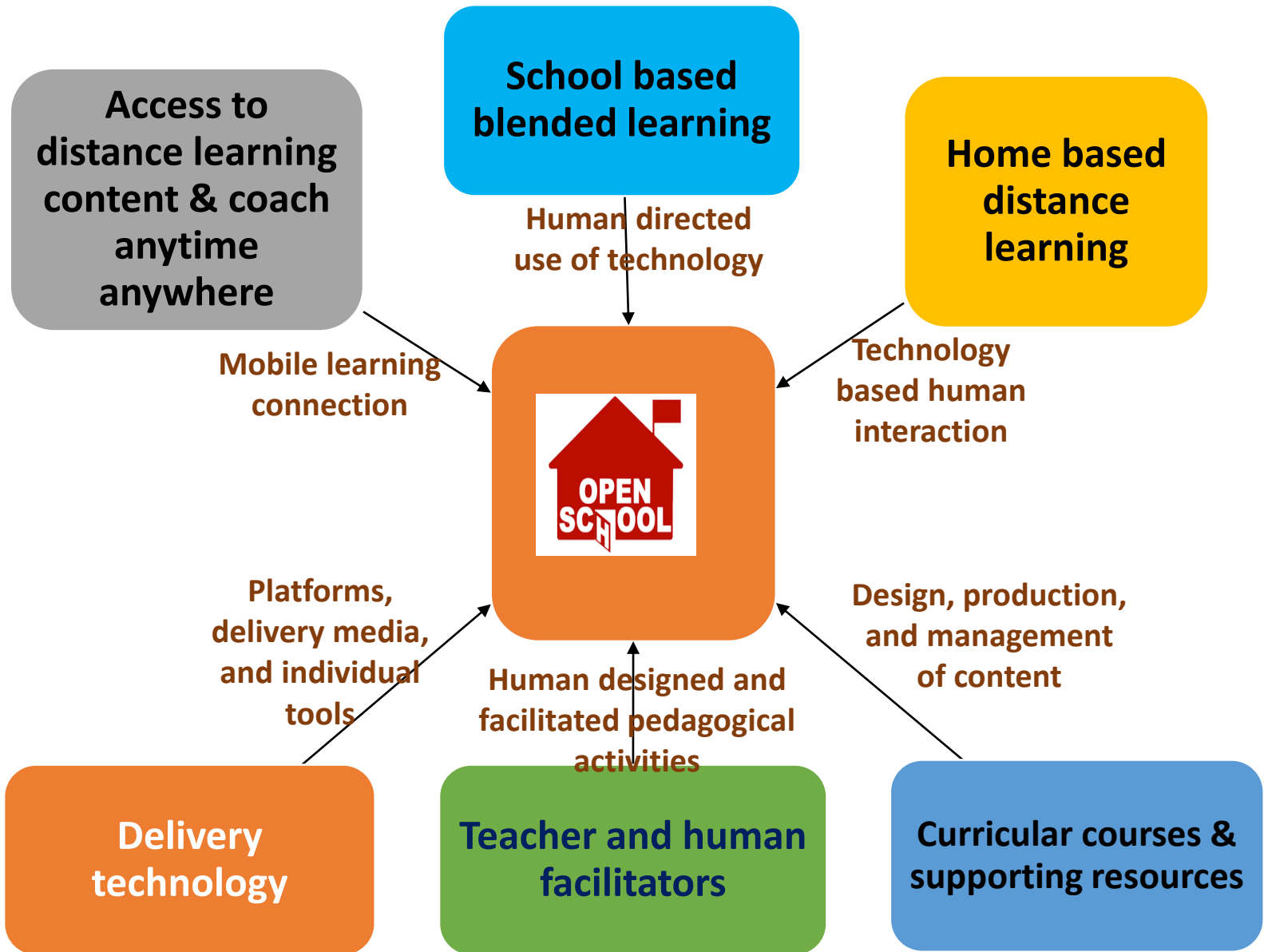
Ensuring Effective Distance Learning under COVID-19 School Closures: Guidance for Teachers

Online distance learning			TV programme based		Radio programme based		Print material based	Teachers' pedagogical facilitation
Platform based online learning	Teacher-directed live streaming	Student-centered Video lessons based flipped learning	Digital TV	Analogue TV	Interactive Radio	One-way Radio	Textbooks & print learning material packages	Individual tools and applications

- Live broadcasts
- Pre-recorded broadcasts
- Edutainment programs

- Radio broadcasts
- Interactive radio instruction
- Learning podcasts

Technology-enabled Open School System



A Guiding Framework for Technology-enabled Open School

		Support interconnected access	Extend learning spaces and time	Transform pedagogical practices
Policy and resources enabler	Leadership & governance	Basic open school policy	Online open school policy	Ubiquitous learning school policy
	Financing and resource	Results-based financing	Recurring public and private funds	Public & society-wide resources
	Community & stakeholder engagement	School-home-community connection	School-home-community network	School-home-community partnership
Technology, content, and human infrastructure	Delivery technology	TV/radio as main technology for all learners	Blending online connect all learners	Online connecting all learners
	Curricular courses and supporting resources	TV/radio content covering all subjects & grade levels	Online courses and OER	System led content and teacher-generated OER
	Teacher and human facilitation	Pre-set programmes facilitators	Collaborative resource and facilitators	Resources integrators and co-learners
Teaching, learning, and assessment	Social interaction and caring	Technology mediated group connection	Extended social interaction	Personalized social interaction and caring
	Teaching, learning	Lecture-based teaching and learning	Student-centered teaching and extended learning	Personalized learning
	Assessment & credentialing of learning outcomes	Continued formative assessment and recording of learning outcomes	Online assessment, auto grading and digital credentialing	Personalized learning analytics; lifelong digital credentialing

Thank you

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<https://en.unesco.org/covid19/educationresponse>

<https://en.unesco.org/themes/ict-education>