



Inter-Parliamentary Union
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144th IPU Assembly

Nusa Dua, Indonesia
20-24 March 2022



Standing Committee on
Sustainable Development

C-II/144/DR.am
10 March 2022

Leveraging Information and Communication Technology as an enabler for the education sector, including in times of pandemic

Amendments to the draft resolution submitted within the statutory deadline by the delegations of Bahrain, Canada, Germany, Indonesia, Iran (Islamic Republic of), Lithuania, Malaysia, Netherlands, South Africa Sweden, Thailand, Turkey and United Arab Emirates

PREAMBULAR

Preambular paragraph 1

Amend to read as follows:

(1) *Welcoming* Sustainable Development Goal 4, the Incheon Declaration and the United Nations Secretary-General's Roadmap for Digital Cooperation that all recognize the importance of **equitable access to** information and communication technology (ICT) in education,

(Canada)

Amend to read as follows:

(1) ~~*Welcoming*~~ **Acknowledging** Sustainable Development Goal 4, the Incheon Declaration and the United Nations Secretary-General's Roadmap for Digital Cooperation that all recognize the importance of information and communication technology (ICT) in education, **while respecting each country's national priorities, laws, regulation and policies as well as national cultural and religious norms,**

(Islamic Republic of Iran)

Preambular paragraph 2

Amend to read as follows:

(2) *Encouraging* the use of ICT to support, enhance, and optimize the delivery of information to create new teaching methods and improve learning results while paying attention to **Sustainable Development Goal 5 and** challenges in terms of equity and inclusion, security and privacy, and the financing of expensive digital capacities,

(Canada)

Amend to read as follows:

(2) *Encouraging* the use of ICT to support, enhance, and optimize the delivery of information to create new teaching methods and improve learning results while paying attention to challenges in terms of **human rights**, equity and inclusion, security and privacy, and the financing of expensive digital capacities,

(Germany)

Amend to read as follows:

(2) *Encouraging* the use of ICT to support, enhance, and optimize the delivery of **knowledge and** information to create new teaching methods and improve learning results while paying attention to challenges in terms of **access and quality**, equity and inclusion, security and privacy, **infrastructure and connectivity**, and the financing of expensive digital capacities,

(South Africa)

Preambular paragraph 5

Amend to read as follows:

(5) *Welcoming* the United Nations Children's Fund's (UNICEF) call to address the learning crisis and urgently better finance education for ~~the poorest~~ children, **with special attention to the disadvantaged and marginalized – children living with disabilities, migrant and refugee children and children in remote areas**,

(South Africa)

Amend to read as follows:

(5) *Welcoming* the United Nations Children's Fund's (UNICEF) call to address the learning crisis and urgently better finance education for ~~the poorest~~ **disadvantaged**-children,

(Thailand)

Preambular paragraph 6

Amend to read as follows:

(6) *Highlighting* **Sustainable Development Goal 10 and** the fact that the COVID-19 pandemic has aggravated gaps between rural and urban areas, with a critical impact on the education of children, especially disadvantaged ones, and that Africa and Asia account for nearly two-thirds of the 463 million school children unable to access remote learning,

(Canada)

Preambular paragraph 8

Amend to read as follows:

(8) *Bearing in mind* that remote learning can open up vast opportunities in bridging ~~distances to~~ **disparities between urban and** remote areas, by bringing new applications to classrooms, as well as by reaching out to families in times of pandemic,

(Indonesia)

Amend to read as follows:

(8) *Bearing in mind* that remote learning can open up vast opportunities in bridging distances to remote areas, by bringing new applications to classrooms, as well as by reaching out to families in times of pandemic, **but that it can also expose children to a myriad of risks including cyberbullying and online abuse and exploitation**,

(South Africa)

Preambular paragraph 9

Amend to read as follows:

- (9) *Welcoming* technological development that creates more opportunities with smaller and more effective devices, **more inventive** applications, and more interactive solutions,
(Indonesia)

Preambular paragraph 10

Amend to read as follows:

- (10) *Aware* that digitalization can deepen inequalities between the poorest and richest households, **as well as among communities in rural, remote and urban areas (including indigenous communities) struggling with unequal access to broadband internet**,
(Canada)

Replace the existing text of preambular paragraph 10 with the following:

- (10) ***Acknowledging* that while the digital divide still remains an issue in many developing countries, digitalization is pivotal to accelerate the achievement of the Sustainable Development Goals**,
(Indonesia)

Amend to read as follows:

- (10) *Aware* that digitalization can deepen inequalities between **and within countries, between women and men, between girls and boys and between** the poorest and richest households **in terms of the availability, affordability, and use of information and communication technologies, and access to broadband**,
(South Africa)

New Preambular paragraph 10bis

Add a new paragraph after preambular paragraph 10 to read as follows:

- (10bis) ***Welcoming* the United Nations Technology Bank for Least Developed Countries' efforts in helping low income countries build science, technology and innovation capacity**,
(Turkey)

Preambular paragraph 11

Amend to read as follows:

- (11) *Noting* that in-person social ~~contacts~~ **interactions** are important to children and adolescents,
(Indonesia)

Preambular paragraph 12

Amend to read as follows:

- (12) *Acknowledging* that countries come from very different starting points in terms of their capacity to acquire technological devices and in terms of teaching staff, **and emphasizing the importance of stakeholders, including of the international community to provide adequate capacity-building and technology transfer on mutually agreed terms to developing countries, particularly the least developed countries**,
(South Africa)

New Preambular paragraph 13bis

Add a new paragraph after preambular paragraph 13 to read as follows:

(13bis) **Recognizing** that the United Nations Declaration on the Rights of Indigenous Peoples affirms the right of indigenous peoples to establish and control their own educational systems and institutions,

(Canada)

New Preambular paragraphs 13bis and 13ter

Add two new paragraphs after preambular paragraph 13 to read as follows:

(13bis) **Noting** that remote learning requires more self-discipline from pupils and their families, the lack of which is a major contributing factor to the digital divide between pupils,

(13ter) **Stressing** that digital and remote learning can never fully replace in-person learning as vocational teaching in many fields requires in-person learning on site,

(Bahrain)

Add two new paragraphs after preambular paragraph 13 to read as follows:

(13bis) **Recognizing** the critical role of the private sector in information and communication technology infrastructure, content, and services, and also the importance of public-private partnerships, and other approaches to that end,

(13ter) **Recognizing also** that realizing gender equality and the empowerment of women and girls will make a crucial contribution to advancement across all the SDGs, and emphasizing the need to promote and target iSTEAM-subjects (Innovation, Science, Technology, Engineering, Arts and Math) to narrow the gender digital divide,

(South Africa)

OPERATIVE PART

Operative paragraph 1

Amend to read as follows:

1. ~~Stresses that~~ **Urges the provision of** a sufficient number of computers and other technological devices, and well-functioning internet connections ~~are which are~~ the basis of an infrastructure necessary to leverage ICT as an enabler for the education sector;

(Bahrain)

Amend to read as follows:

1. ~~Stresses that~~ a sufficient number of computers and other technological devices, ~~and well-functioning~~ **supported by the availability, the accessibility, and the affordability of** internet connections are the basis of an infrastructure necessary to leverage ICT as an enabler for the education sector;

(Indonesia)

Amend to read as follows:

1. ~~Stresses that a sufficient number of computers and other technological devices,~~ **access (computers, laptops, mobile phones, and others), digital literacy and skills, and affordable** and well-functioning internet connections are the basis of an infrastructure necessary to leverage ICT as an enabler for the education sector;

(South Africa)

Operative paragraph 2

Amend to read as follows:

2. ~~Underlines that~~ **Calls for strengthening** the pedagogical skills of teachers and assisting staff ~~are of key importance in all learning, including in the use of ICT devices and applications, and in teaching methods that support the introduction of ICT skills;~~
(Bahrain)

Amend to read as follows:

2. ~~Underlines that~~ the pedagogical skills **and ICT literacy** of teachers and assisting staff are of key importance in all learning, including in the use of ICT devices and applications, and in teaching methods that support the introduction of ICT skills;
(Thailand)

Amend to read as follows:

2. ~~Underlines that~~ the **assessment and** pedagogical skills of teachers and assisting staff are of key importance in all learning, including in the use of ICT devices and applications, and in teaching methods that support the introduction of ICT skills; **and therefore that learners, teachers and assistance staff's ICT skills require constant updating and training;**
(South Africa)

Operative paragraph 3

Delete the existing paragraph.

(South Africa)

Amend to read as follows:

3. ~~Also underlines~~ **Also calls for developing** that teachers' ICT skills ~~that~~ require constant updating and training, so that information technology can be applied as best as possible;
(Bahrain)

Amend to read as follows

4. ~~Also underlines that teachers' ICT skills require constant updating and training, so that~~ **must be constantly improved and developed, to adapt to new** information technology ~~can be applied as best as possible to effectively apply and unlock its full benefits, including to maximize the quality of behavioural learning during the digital education process;~~
(Indonesia)

New operative paragraph 3bis

Add a new paragraph after operative paragraph 3 to read as follows:

- 3bis. Calls upon** parliaments to enact legislation that regulates the process of remote education and e-learning;
(Bahrain)

Operative paragraph 4

Amend to read as follows:

5. ~~Calls upon~~ parliaments and governments to pass necessary legislation enabling effective ICT training of teachers and digital solutions to be part of ~~their countries' curricula;~~ **in their countries;**
(Indonesia)

Operative paragraph 4 and 5

Merge and amend operative paragraphs 4 and 5, rephrasing them as follows:

4. *Calls upon* parliaments and governments to pass necessary legislation on ~~enabling~~ **adequate supports and needed infrastructure to enable** effective ICT training of teachers and digital solutions to be part of their countries curricula; ~~5. Urges parliaments and governments to allocate sufficient economic resources to the education sector to ensure funding for teacher training and ICT devices~~ **based on their national digital situations** while bearing in mind that funding for learning conditions and more basic teaching equipment should not be compromised;
(Thailand)

Operative paragraph 5

Amend to read as follows:

5. Urges parliaments and governments to allocate sufficient economic resources to the education sector to ensure funding for ~~teacher training and ICT devices~~ **digital infrastructure (connectivity, devices and software); human infrastructure (teacher capacity, student skills and parental support); and for a logistical and administrative system to deploy and maintain tech architecture** while bearing in mind that funding for learning conditions and more basic teaching equipment should not be compromised;
(South Africa)

Operative paragraph 6

Amend to read as follows:

6. *Welcomes* holistic thinking to create ecosystems which integrate ~~technology~~ **ICT**, digital content and digital skills with the capacities of teachers and policy makers to build resilient education systems;
(Indonesia)

Operative paragraph 7

Amend to read as follows:

7. *Emphasizes* that hybrid teaching arrangements, including both in-person and remote learning, significantly increase the workload of teachers which must be compensated in the salary **and benefits** of the teaching staff, and that sufficient additional staff must be hired to avoid overburdening teachers;
(Indonesia)

Amend to read as follows:

7. *Emphasizes* that hybrid teaching arrangements, including both in-person and remote learning, significantly increase the workload of teachers which must be ~~compensated~~ **taken into consideration when compensating** the salary of the teaching staff, and that sufficient ~~additional staff must be hired~~ **measures are taken** to avoid overburdening teachers;
(Netherlands)

Operative paragraph 8

Amend to read as follows:

8. *Calls for* **parliaments to encourage their respective governments to develop** effective tools for tackling online **security risk**, harassment and bullying to create a safe and non-discriminatory learning environment;
(Indonesia)

Amend to read as follows:

8. *Calls for* effective tools for tackling **all forms of** online harassment and bullying **and for legal frameworks for zero tolerance policies against such offences** to create a safe and non-discriminatory learning environment;

(Thailand)

Operative paragraph 10

Amend to read as follows:

10. *Urges* governments to keep the number of pupils in classes small, **if necessary to curb the spread of COVID-19**, and to ensure adequate assisting staff to teachers to enable effective learning;

(Indonesia)

Amend to read as follows:

10. ~~*Urges*~~ **Encourages** governments to keep the number of pupils in classes small ~~adequate to ensure an efficient teaching and learning process~~ and to ensure adequate assisting staff to teachers to enable effective learning;

(Lithuania)

Operative paragraph 13

Delete the existing paragraph.

(Bahrain)

Amend to read as follows:

13. *Stresses* that digital and remote learning can never fully replace in-person learning as vocational teaching in many fields requires in-person learning on site; **that remote learning does not necessarily have to be negative as many pupils, not least those who are reluctant to go to school, have in fact benefited, as well as that thanks to remote learning schools have been able to reach and target those groups in particular, and that, therefore, the overall negative attitude towards remote learning fails to consider the advantages the system can provide;**

(Sweden)

Operative paragraph 14

Delete the existing paragraph.

(Bahrain)

Amend to read as follows:

14. *Urges* parliaments to pay special attention to equity, **language, local content, and accessibility, particularly for persons living with disability**, ~~and inclusion~~ when legislating in the education sector, including in the use of ICT;

(South Africa)

Amend to read as follows:

14. *Urges* parliaments to pay special attention to equity and inclusion when legislating in the education sector, including in the use of ICT, **while keeping in mind that legislative mandates are imperative in overseeing and mobilizing ICT's localization in remote areas for the benefit of all;**

(Thailand)

New operative paragraph 14bis

Add a new paragraph after operative paragraph 14 to read as follows:

- 14bis. Also urges governments and the private sector to work together to remove technological barriers by investing in digital infrastructure and lowering connectivity and device costs, and to support open educational resources and open digital access;**

(South Africa)

Add a new paragraph after operative paragraph 14 to read as follows:

- 14bis. Invites parliaments and governments to support the United Nations Technology Bank for Least Developed Countries in its efforts to bridge the digital divide;**

(Turkey)

Operative paragraph 15

Amend to read as follows:

- 15. Underlines that women are a large untapped learning resource as women and girls are often being prevented from using ICT and particularly internet, and, at the same time, that educated women have a great impact on societal development by contributing to more stable, resilient societies that give all individuals – including boys and men and marginalized citizens – the opportunity to fulfil their potential;**

(Thailand)

Operative paragraph 16

Amend to read as follows:

- 16. Encourages governments to include in their development cooperation programmes assistance in technology transfer in the education sector and support in teacher training to empower students to learn from practical experiences and motivate creative and innovative mindsets;**

(Thailand)

New operative paragraph 16bis

Add a new paragraph after operative paragraph 16 to read as follows:

- 16bis. Also encourages governments to invest more in ICT learning, research, development and innovation, which are an essential cornerstone in modern human resource development;**

(Thailand)

Operative paragraph 17

Delete the existing paragraph.

(Indonesia)

Operative paragraph 19

Amend to read as follows:

- 19. Invites parliaments and governments to look into possible partnerships with United Nations organizations such as UNESCO and UNICEF, as well as industries and businesses, to accelerate the use of ICT on the post-pandemic education system.**

(Indonesia)

New operative paragraph 19bis

Add a new paragraph after operative paragraph 19 to read as follows:

- 19bis. *Encourages*, in federated and decentralized states where education may be a responsibility shared by more than one level of government, the various legislative and executive bodies to find ways to collaborate on the measures and initiatives highlighted in the present resolution.**
- (Canada)*

Add a new paragraph after operative paragraph 19 to read as follows:

- 19bis. *Encourages* governments to evaluate the effectiveness of the implementation of policies that have been formulated, including those related to digital education.**
- (Malaysia)*

New operative paragraphs 19bis, 19ter and 19quater

Add three new paragraphs after preambular paragraph 19 to read as follows:

- 19bis. *Emphasizes* the importance of digital skills and digital literacies, particularly vocational education and training, in narrowing the digital divide and enhancing digital inclusion as stated in the G20 Roadmap for Digitalization;**
- 19ter. *Urges* parliaments, governments, and industries, to work collaboratively to share strategies and best practices to support the transformation of vocational and higher education, to provide more equitable access to high quality vocational training, including for persons with disabilities in cooperation with the Employment Working Group;**
- 19quater. *Encourages* a curriculum with advanced sustainable learning material, including on the circular economy, to empower students with knowledge and commitment to build a better tomorrow.**
- (Indonesia)*

New operative paragraphs 19bis, 19ter, 19quater, 19quinter, 19sexies

Add five new paragraphs after preambular paragraph 19 to read as follows:

- 19bis. *Urges* parliaments and governments to pass legislation, standards and controls to recognize and adopt certificates of distance education, and to strengthen regional and international cooperation frameworks to regulate the process of recognition and mutual acceptance of distance education certificates within the criteria and foundations of a consensual methodology to enhance the future of the education sector and support the knowledge economy;**
- 19ter. *Stresses* the importance of keeping the curriculum and teaching methods in line with market requirements so that modern technology, applications, digital content and digital skills are integrated to build a modern, interactive and flexible learning environment;**
- 19quater. *Emphasizes* the importance of community awareness about the benefits of ICT uses, both for the state and all members of society;**
- 19quinter. *Calls upon* parliaments and governments not to compromise or reduce budgets for education, especially in times of pandemics;**
- 19sexies. *Emphasizes* the key role of the educational system in promoting positive digital citizenship to achieve an optimal and robust use of technology.**
- (United Arab Emirates)*