

Forum:	Education Committee
Agenda:	On measures to install and promote affordable technology to improve education in the less economically developed country
Student Officer:	Matthew Lam

Introduction

It has been stated by UNICEF, that a large number of non-grown-ups are not showing accesses to learning globally, and the causes are mainly the lack of education, misleading schooling, and the shortage of education-related technology. The remaining of such issues would lead to a more enormous consequence of education if methods and technologies aren't developed and provided worldwide. Moreover, the development of the economy also affects children's studies. Most of the education opportunities are taken away from children due to the existence of poverty. There would be more non-educated children as the lack of economy exists throughout time.

Global data shows that over 600 million immaturities are unable to read or understand mathematics. Among them, two-thirds of them are educated in school, meaning that mis schooling remains a big issue worldwide. Even worse, due to the lack of education, there are about 760 million adults are now existing as illiterates, which means that such families are not able to realize the importance of education and the awareness to improve such issue. The main causes to these issues are mostly the lack of schooling-related employment, the low teaching qualities, and most importantly, the extreme lack of technology. Various types of side effects would tend to happen on not educated minors, and this would impact societies such as increasing crime rates, birth rates, etc. Worsen scenarios of lack of schooling would lead to mental health harming of individuals, and the causes may be miscommunication due to illiterate, social ostracism, so forth.

Technology plays a very important role in education because it can be used as a tool that allows both students and teachers to collect a wider choice of materials that can be accessed easily. It also provides students with accelerated learning within only the internet, improvising students with better communication and collaboration, and allowing them to experience fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, particularly in STEM. With the assistance of technology, students would likely to feel more welcome to be a part of the society since they are able to understand discussions between students and have a more improved health, especially mentally.

For teachers, technology allows them to promote a more effective educational system so that lessons between them and pupils can have a better interaction. In this way, teachers would have a better understand of how students perceive the knowledge taught in the classes. It also provides wider range of resources to assist the transformation of knowledge to students with a better understandable way.

Unfortunately, the majority of less economically developed countries are meeting a lack of technological resources, and it is a goal for the Education Committee to achieve by providing suggestions and opinions to prevent such issue from expanding and to discuss solutions to decrease its existence.

Key Terms

Economy conflicts - conflicts that cause various economic issues, which in other words, refers to the difficulties that countries are having economically. These could be formed by politics conflicts, lack of financial supports, lack of attention to issues, etc.

Mis-schooling - The misunderstand and mis-transfer of knowledge from teachers to pupils. This mostly occurs in existing schools in less economically developed countries and some other middle economically developed countries, where the quality of education from schools are not ensured by people.

Technology Scarcity - One of the foundational theories on which economics is based is resource scarcity, which is the shortage of materials to maintain life or a certain standard of living. Technology scarcity would likely be the most suitable type of scarcity to this agenda. The main issue with economic is scarcity because, while there is no end to the number of things people want, there are only a finite number of resources we can use to meet those requirements. As a result, resources must be carefully rationed and distributed because they are scarce.

General Overview

2022, the start of the pandemic's third calendar year, seems to be a significant year, particularly for schooling. Around the world, educational systems have had to deal with periodic closures, unequal access to educational technology and other tools for distant learning, and significant difficulties in preserving the physical and mental well-being of both students and teachers. While this is true, not all of the unexpected changes brought on by the epidemic have been negative; over the past three years, some encouraging new innovations, allies, and increased attention to the field of global education have emerged. The crucial question is whether 2022 and the years to come will result in a change of education or if students, instructors, and families will experience significant setbacks.

African Nations

The majority of African countries meet the highest rates of education exclusion. Recipients of teaching between the ages of about 6 and 11 make up more than half of those who are not enrolled in school, followed by youth between the ages of approximately 12 and 14. Nearly 60% of children between the ages of 15 and 17 are not in school, according to UIS data.

Furthermore, in so many ways, technology has impacted African education. Education professionals develop their abilities, improve learning settings in the classroom, and improve administrative departments' management of academic performances, security, and financial tracking.

Without immediate action, the situation is likely to worsen as the region deals with an increase in demand for education brought on by a population of children who are still in school.

Asian Nations

Asian countries have selected Information and Communication Technology (as known as "ICT") to improve the majority of educational issues. Southeast Asia also takes the Education technology (edtech) as a method that in order to allow students to focus more on their academic performances. These technologies are also included in the production of education-related electronic devices, such as apps, eBooks, webpages, table computers, and all other online resources. Research from experts on education have also shown that education systems that contain the innovation of the technologies have improved students academic performances.

However, 264 million children were denied access to education in 2017, according to the 2017-2018 Global Education Monitoring Report from the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Only 83 percent of kids who attend school at all finish elementary school, and only 45 percent of pupils between the ages of 15 and 17 complete secondary education. Budget constraints result in inadequate infrastructure and poorly qualified teachers, which in turn prevents kids from receiving the kind of education they need to become skilled employees. It is simple to understand how some communities could find it difficult to acquire better-paying jobs when combined with the lack of focus placed on learning English.

European Nations

The European Union has stated that the European Commission are funding on many activities on research and innovation for digital learning under several massive programmes. Although Europe has many high-performing companies, in aggregate European companies underperform relative to those in other major regions: they are growing more slowly, creating lower returns, and investing less in R&D than their US counterparts. This largely reflects the fact that Europe missed the boat on the last technology revolution, lagging behind on value and growth in information and communications technology (ICT) and on other disruptive innovations. Some factors that challenged the development of technology in countries that belong to such areas are wars and placing the focused emphasis more on the COVID19 epidemic.

ICT and other tech sectors have spawned a range of transversal technologies, which are spreading horizontally across sectors and determining competitive dynamics. This research looks at ten transversal technologies and finds that Europe leads on only two of the ten. If Europe is not successful in competing in these technologies, it could also lose its strongholds in traditional industries. To give just one example, Europe has been a leader in automotive but could become a laggard in autonomous driving.

Latin American Nations

There are over 1.5 billion learners that are not able to go to school due to the shutdowns, and this is affected by the epidemic. Luckily, EdTech exists in the regions and learners there have been using technology to learn during the period. Educational technology boomed in the Latin American and the Caribbean (LAC) region, with more than 1,500 EdTech startups bringing talent and funding into innovative education ecosystems. Its potential suggests better access to education, enriched learning experiences, and improved student outcomes. However, although it promises positive transformations, it also must face significant challenges in educational systems, like the chronic skills gap and the socioeconomic disparities now in crisis mode.

For this reason, the impact intelligence platform HolonIQ released a joint report in December 2021 with the Inter-American Development Bank (IDB) during the presentation of the 2022 Global Education Market – Open Briefing. The report entitled “Education Technology in Latin America” combines the strengths of both organizations to identify EdTech innovations and their impact and the challenges and opportunities involved.

To obtain a context for LAC educational technology, the team consulted public research reports and data from governmental and non-governmental institutions. The report’s methodology included more

than 50 interviews with experts, i.e., EdTech executives, investors, educational leaders, technology companies, media, and government entities. In addition, they conducted surveys of 130 stakeholders in 12 countries, including Brazil (46%), Mexico (17%), Colombia (15%), Chile (7%), Argentina (6%), and 9% from other countries in Latin America and the Caribbean. Data collected from the HolonIQ analysis of more than 2,700 LAC educational organizations and startups identified vital market developments and private equity investment transactions in EdTech over the past ten years.

United States of America

The U.S. Department of Education is committed to leveraging the power of technology to rethink education and approach student learning in new ways. To support this goal, the Office of Educational Technology is working to update and expand upon the vision presented in the 2017 NETP to ensure its relevance and usefulness based on the policy, funding and social contexts within which digital learning now occurs. The NETP will incorporate new developments in education technology and share a vision for how schools and districts across the country can continue to use technology to improve equity and opportunity for all students. It will also address infrastructure needs in order for the vision to become a reality.

The National Educational Technology Plan is the flagship educational technology policy document for the United States. The Plan articulates a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible. While acknowledging the continuing need to provide greater equity of access to technology itself, the plan goes further to call upon all involved in American education to ensure equity of access to transformational learning experiences enabled by technology. The principles and examples provided in this document align to the Activities to Support the Effective Use of Technology (Title IV A) of Every Student Succeeds Act as authorized by Congress in December 2015.

Major Parties Involved

UNESCO Institute for Statistics (UIS)

The official and trustworthy source of comparative data on education, science, culture, and communication on a global scale. As UNESCO's official statistics agency, the UIS collaborates with national statistical offices, line ministries, and other statistical organizations to develop a wide range of indicators in the organization's focus areas. The Organization's principal statistician is the UIS Director. (UIS)

United Nations Educational, Scientific, and Cultural Organization (UNESCO)

The Global Education 2030 Agenda is being led by UNESCO, the only UN organization with the authority to address all facets of education, in accordance with Sustainable Development Goal 4. They work to support developing nations in enhancing their primary, secondary, and postsecondary educational institutions and promoting technology to have access by schools, teachers, and students.

European Union (EU)

The united organization has been carried out a plan that help all united countries in the Europe regions by allowing them to have access to digital education, including how much ICT is used in

classrooms. The chair suggests reading their reports for details on the digress of educational improvement in various nations as they provide in-depth reviews.

Organization for Economic Co-operation and Development (OECD)

This multinational organization promotes high-quality education and has carried out surveys on educational development, including the degree of ICT integration in schools, in regions all over the world. As they give in-depth evaluations, the chair advises looking at their reports for information on the levels of educational advancement in various nations.

Office of Education Technology

This organization promotes high-quality plan and has cooperated with projects that are based on educational developments, including the degree of ICT integration in schools, in regions all over the nation of united states. As they give in-depth evaluations, the chair advises looking at their reports for information on the levels of educational advancement in various countries.

Timeline of Events

Date	Description
1650	The Horn Book was invented. Wooden paddles with printed lessons were popular in the colonial era. The alphabets and a religious verse which children would copy to help them to learn how to write are mostly the content shown on the paper.
1870	The Magic Lanter was introduced. It was the precursor to a slide projector that projected images printed on glass plates and they are showed in the darkened rooms to pupils. This became the first educational resource that contain the usage of images.
1890	Chalkboard has been invented. It is one of the biggest inventions in terms of educational technology that are still functioning nowadays. It was and is a successful tool that has supported teachers to convey knowledge to students.
1900-1920	Age of the One-room Schoolhouse has been developed.
1923	Radios introduced to the classrooms.
1930	Overhead projectors begin to be initially used for military training purposes quickly spread to schools and organizations.
1933	52% of schools were using silent films and 3% were using sound films.
1939	The first TV appeared in a classroom in LA; now the most widely used technology in schools.

1950	The Headphones became popular in schools and station used to listen to audio tapes were dubbed language labs. Students could learn lessons through repeated drills and repetition schools began to install listening stations that used headphones and audio tapes.
1964	BASIC developed at Dartmouth College with the intent to give students a simple programming language that was easy-to-learn.
1967	Texas Instruments develops the handheld calculator. LOGO programming language developed.
1972	Scantron - automatically graded multiple choice examples. The Scantron Corporation removed the need for grading multiple-choice exams. The Scantron machines were free to use but the company made money by charging for their proprietary grading forms.
1973	The Minnesota Educational Computing Consortium (later Corporation), most commonly known as MECC was founded creators of Lemonade Stand ('73) and Oregon Trail ('74)
1984	The Apple Macintosh computer is developed. The ration of computers to students in US schools is 1 - 92
1985	Touch typing software Mavis Beacon Teaches Typing is developed and popularized in schools. CD-ROM Drive has also invented in this year. A single CD could store an entire encyclopedia, videos and audios. The CD-ROM and eventually the CD-RW paved the way for flash drives and easy personal storage.
1988	Laptops are developed and are eventually utilized as teaching tools
1990	CD-ROM disks became the new kind of storage
1992	Schools are use Gopher servers to provide students with online information
1994	Schools started to have accesses to the Internet according to the National Center for Education Statistics (NCES).
1995	Most CAI is delivered on CD-ROM disks and is growing in popularity
1996	Faculty create instructional web pages
1999	SMART boards introduced in schools
2000	Schools with internet access offered professional development training for teachers for integrating technology into classrooms. Students started to have access to electronic devices.

UN Involvement, Relevant Resolutions, Treaties and Events

- The primary UN body that deals with this issue is the United Nations Educational, Scientific, and Cultural Organization (UNESCO). UNESCO has carried out extensive analyses globally in collaboration with the UNESCO Institute for Statistics (UIS) and organizations that have already been mentioned in the report to better understand the development that has been made in their respective regions in terms of technology integration as well as fundraising for the underprivileged children. The organizations have also provided more advanced educational equipment and resources to schools and teaching organizations existing in the lesser economically developed countries. However, they are not materials that are fully technological based. They are more improved educational inventions that exist from previous years that were used in higher economically developed countries. Chalkboard would be an example, whereas the United Nations has been required some of those in the less economically developed schools.

Possible Solutions

In order to prevent lack of schooling from happening, governments can train teachers stricter and provide them permission to teach after harsh training so that the quality of schooling would be ensure in a more advanced level. The development of teaching technology requirements should also provide at a low price so that it can be ensured that they are affordable for families. The main possible solutions for both improving educational levels and access to teaching technology materials are shown below.

Strengthening governance

Governments of individual nations should make an effort to collaborate actively with a third party in the regulation of charitable funds to ensure that funds are entirely received by the indigenous communities and used to support lower income families in communities so that every child in the area is given access to more cutting-edge educational technology equipment. Another possible way is for governments to discover better resources of employments and provide them to families that have slightly lower salaries, this can ensure the steady income level for families so that devices are affordable for all families in the country. The government should also ensure that every teacher in the country should meet the basic standard of teaching, which can be made by communities, ministries of education, governments, organizations, and other groups of individuals that have main focus and attentions on education. In this way, the quality of education will be ensured so that all pupils have access to ensured higher quality of education.

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Contact Information:

Please contact the below person with any questions regarding the speech or report and good luck!

Matthew Lam - Co-Chair

WeChat ID: L26Matthew

Email: matthewl2024@student.zischina.com

Rosie Lee – Secretary General

23rlee@student.uiszc.org

Peter Pang – Head of Chair

24ppan@student.uiszc.org

Luke Ross Nuttall – Director of U2NESCO

lrn@uiszc.org