The Global HR Forum 2022

" Innovation in Learning Spaces and Social Linkage"

3 November 2022
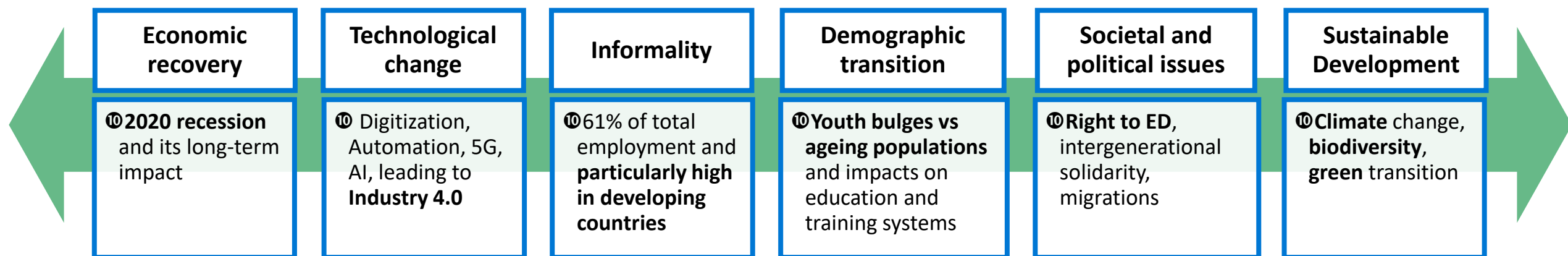
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Education 2030

- **Transitions in economies and societies**

- **Learning Spaces**

- **Data for Learning**

- **Recommendations**

The world of work in Multiple Transitions

Economic recovery	Technological change	Informality	Demographic transition	Societal and political issues	Sustainable Development
⑩**2020 recession** and its long-term impact	⑩ Digitization, Automation, 5G, AI, leading to **Industry 4.0**	⑩61% of total employment and **particularly high in developing countries**	⑩**Youth bulges vs ageing populations** and impacts on education and training systems	⑩**Right to ED**, intergenerational solidarity, migrations	⑩**Climate** change, **biodiversity**, **green** transition

UNESCO's **3** proposed **Strategic Priorities**

①

Developing Skills for INDIVIDUALS to Learn, work and Live

②

Developing Skills for inclusive and sustainable ECONOMIES

③

Developing Skills for Inclusive and peaceful SOCIETIES

- Building **flexible lifelong learning pathways**
- Developing **targeted measures for Inclusion and Gender Equality**

- **Identifying skills** required for the transition to **digital and green economies**
- Delivering **TVET to address youth employment and meet demands for Digital and Green transitions** at the workplace, on-line and other learning setting
- **Enhancing STEM skills** and fostering **entrepreneurial and 21st century skills**
- **Supporting Teaching workforce** and TVET **institutions** to foster quality, innovation, excellence
- **Reinforcing Governance** and unlocking investment

- **Integrating Rights-based education** for global and participatory citizenship
- **Promoting TVET institutions** as places for **social integration, cohesion and green citizenship**

Some evidence on global trends – Steps forward

Growing recognition of learning spaces as integral elements of other learning, education and training

Diverse informal intergenerational spaces are growing and new learning spaces are emerging such as digital

The integration of digital technology into all kind of teaching and learning spaces of literacy and numeracy. Such integration has further accelerated during the COVID-19 crisis.

Rising awareness that the literacy challenge has to be tackled within a sector-wide approach across all sub-sectors and across all age groups

Programmes with sustainable funding and partnership models and multi-modal and blended ways of teaching and learning were better able to face the Covid-19 shock

Community Learning Centres (CLCs) and other community-based learning institutions can play important role as learning spaces to enable participation of vulnerable and excluded groups

Importance of transforming learning spaces

1. Expanding our understanding of ' **Learning Spaces**' to leverage their potential including workplace; family; digital; community and others

2. Tap on the **innovative potential of technology**; mobilize partners for the three keys regarding connectivity, capacity and content

3. **Build resilience** and adapt learning spaces to **centre on the learners needs** including the most marginalised including women and girls

Some evidence on global trends – Challenges

Limited recognition of out-of-formal programmes and **lack of awareness** of local knowledges used in 'informal' learning spaces

Limited flexibility of programmes and prevalent **fragmentation** of education sub-systems

A lack of funds, **limited capacity to equip and support learners and teachers** with related resources and skills to leverage diverse learning spaces for example transition to distance learning

Digital divide with deepened inequality within and across countries with regard to connectivity, capacities and resources

The **digitalisation**, in particular through the infinite potential of connecting learning spaces and making accessible a wide range of learning experiences, is radically **changing the learning landscape**

Data has a social, political and economic life in learning spaces.

Education data has a global social life.

Humans are behind data points and all the decisions to create, process, store, transfer, and analyze, preserve, and destroy it.

**Trust** in ethical data use by governments and corporations can create **social cohesion.**

Education data has geopolitical power.

Governments and corporations may claim ownership to big data learners and citizens of the Global South to feed algorithms in the Global North, creating a **data equity** issue.
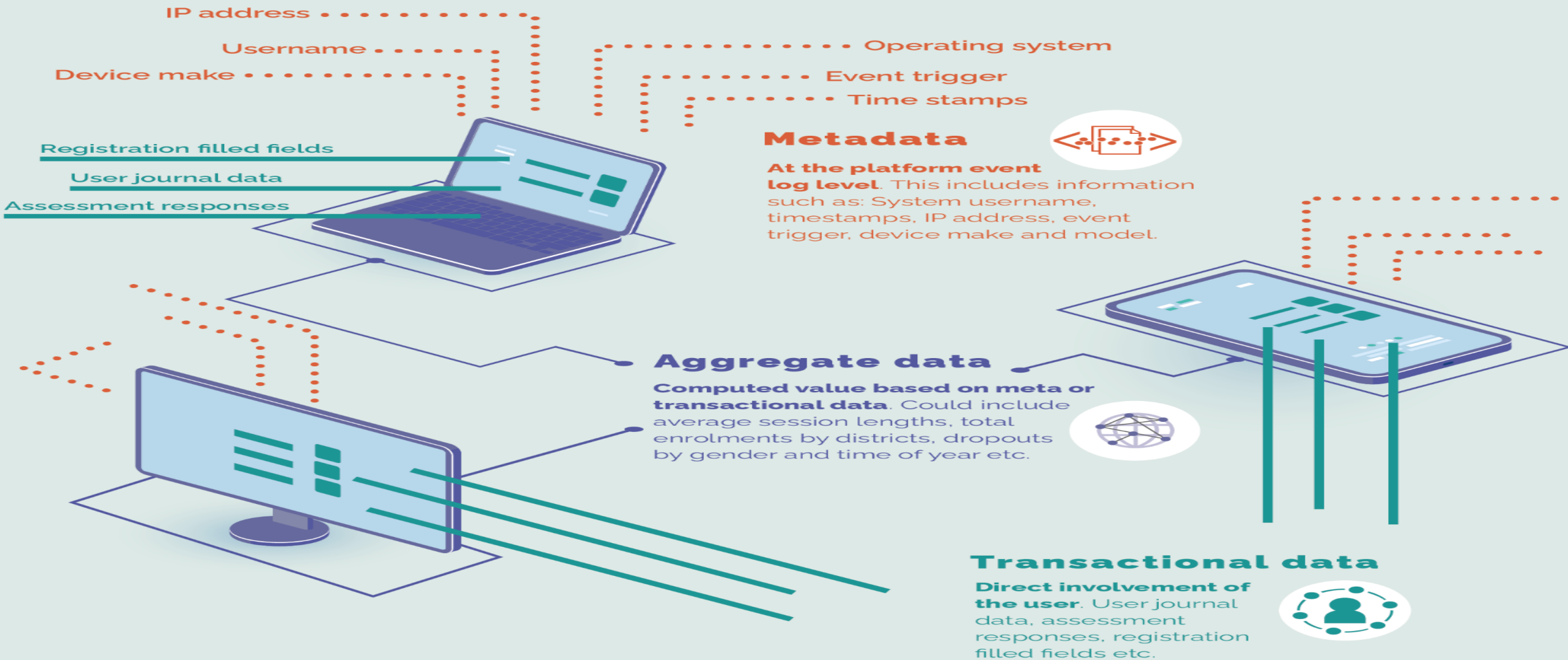
Education data has economic value.

Data is not free – there is an **active market** for learner data.

Lower-resourced contexts can be 'priced out' of ethical, equitable use of data for learning because they cannot afford **'data rent'** to access platform features (see Williamson, 2022)
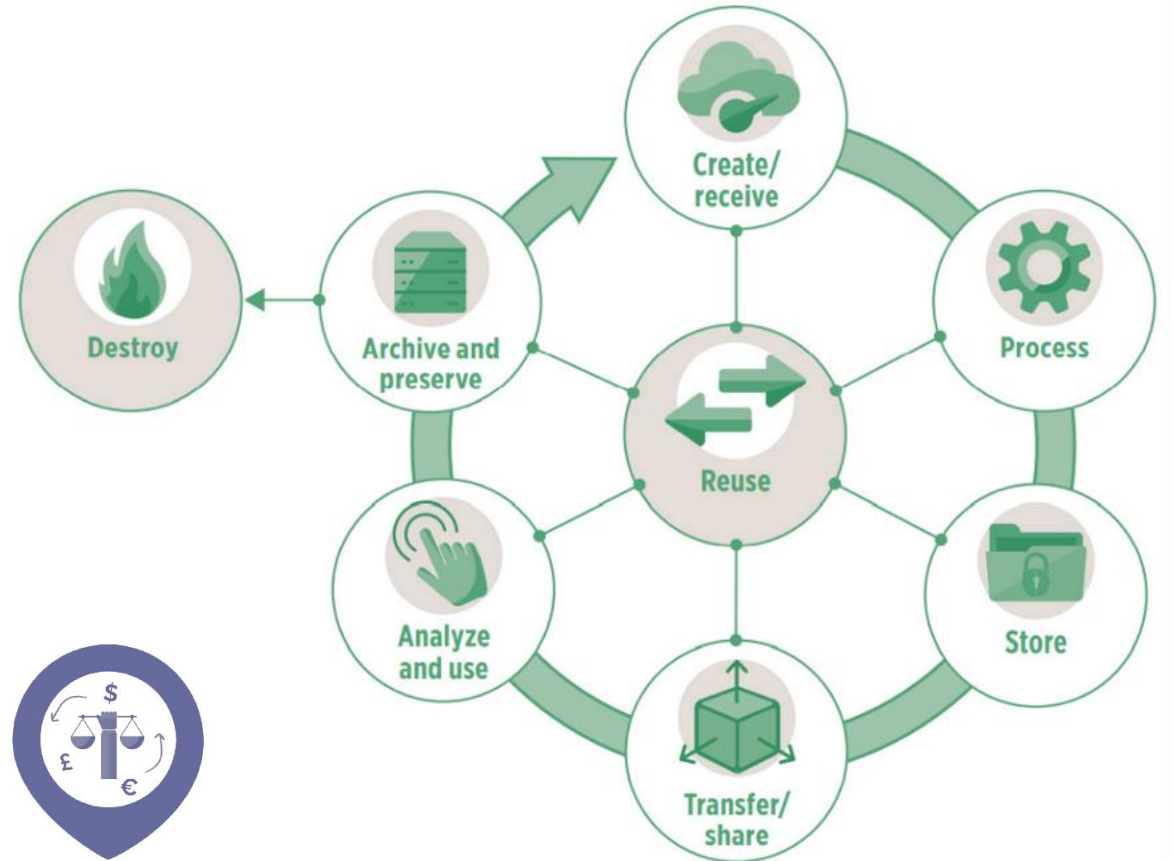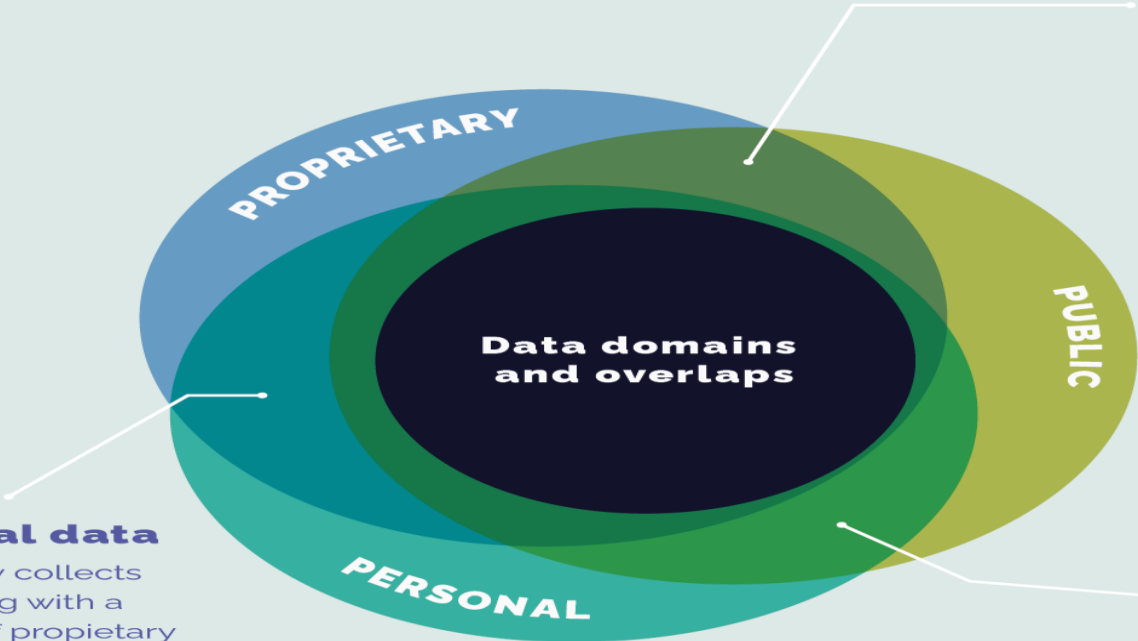

To promote equity in data for learning is to ensure that the social, political, and economic factors are considered **from a global perspective** to promote the global common good and global cohesion.

Visualizing a typography of data

IP address · · · · · · · · · · ·

Username · · · · · · · · · · · ·

Device make · · · · · · · · · · ·

Operating system · · · · · · · · ·

Event trigger · · · · · · · · · ·

Time stamps · · · · · · · · · ·

Registration filled fields

User journal data

Assessment responses

Metadata

At the platform event log level. This includes information such as: System username, timestamps, IP address, event trigger, device make and model.

Aggregate data

Computed value based on meta or transactional data. Could include average session lengths, total enrolments by districts, dropouts by gender and time of year etc.

Transactional data

Direct involvement of the user. User journal data, assessment responses, registration filled fields etc.

Data domains

Publicly funded private data

Examples of publicly funded private data include administrative databases, survey data, registries, and more.

PROPRIETARY

PUBLIC

Data domains and overlaps

PERSONAL

Proprietary personal data

The metadata a company collects when users are interacting with a platform is an example of propietary personal data.

Public personal data

For example when personally identifiable information is included in official documents that are available for public scrutiny.

In the headlines: Data as a double-edged sword

The New York Times

F.T.C. Accuses Ed Tech Firm Chegg of 'Careless' Data Security

Chegg, a homework help app, exposed the data of 40 million users, including details about some students' sexual orientation and religion, regulators said in a legal complaint.

HUMAN RIGHTS WATCH

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Online Learning Products Enabled Surveillance of Children

Office of Governor GAVIN NEWSOM

California's Cradle-to-Career Data System Achieves Early Milestones, Announces Multi-Agency Data Sharing Agreement

Published: May 12, 2022

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TECHNOLOGY

Remote learning apps shared children's data at a 'dizzying scale'

The educational tools used by students during the pandemic shared their information with advertisers and data brokers that could track them around the Web, an international investigation found

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MERGERS AND ACQUISITIONS

Google Discreetly Acquires Edtech Analytics Company BrightBytes

By Daniel Mollenkamp   Oct 11, 2022

GOVERNMENT COMPUTING | September 2, 2022

UK government school attendan data sharing plan raises privacy concerns

Contract reveals Department for Education could share attendance with other organisations.

The Register

China outlines plan for National Integrated Government Affairs Big Data System

GDPR.co.uk

🏠 Home ▸ GDPR for Schools ▸
Education sector second worst-hit by data breaches in 2021

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This landscape is becoming increasingly important and complex

The fear: The pace of regulatory safeguards has not kept up with the pace of digitalization and datafication in most parts of the world.

The hope: International institutions around the world are waking up, taking notice, and taking action.

This is a global concern. We must ensure the power of data for learning is wielded for the common good – and for the direct benefit of teachers and learners.
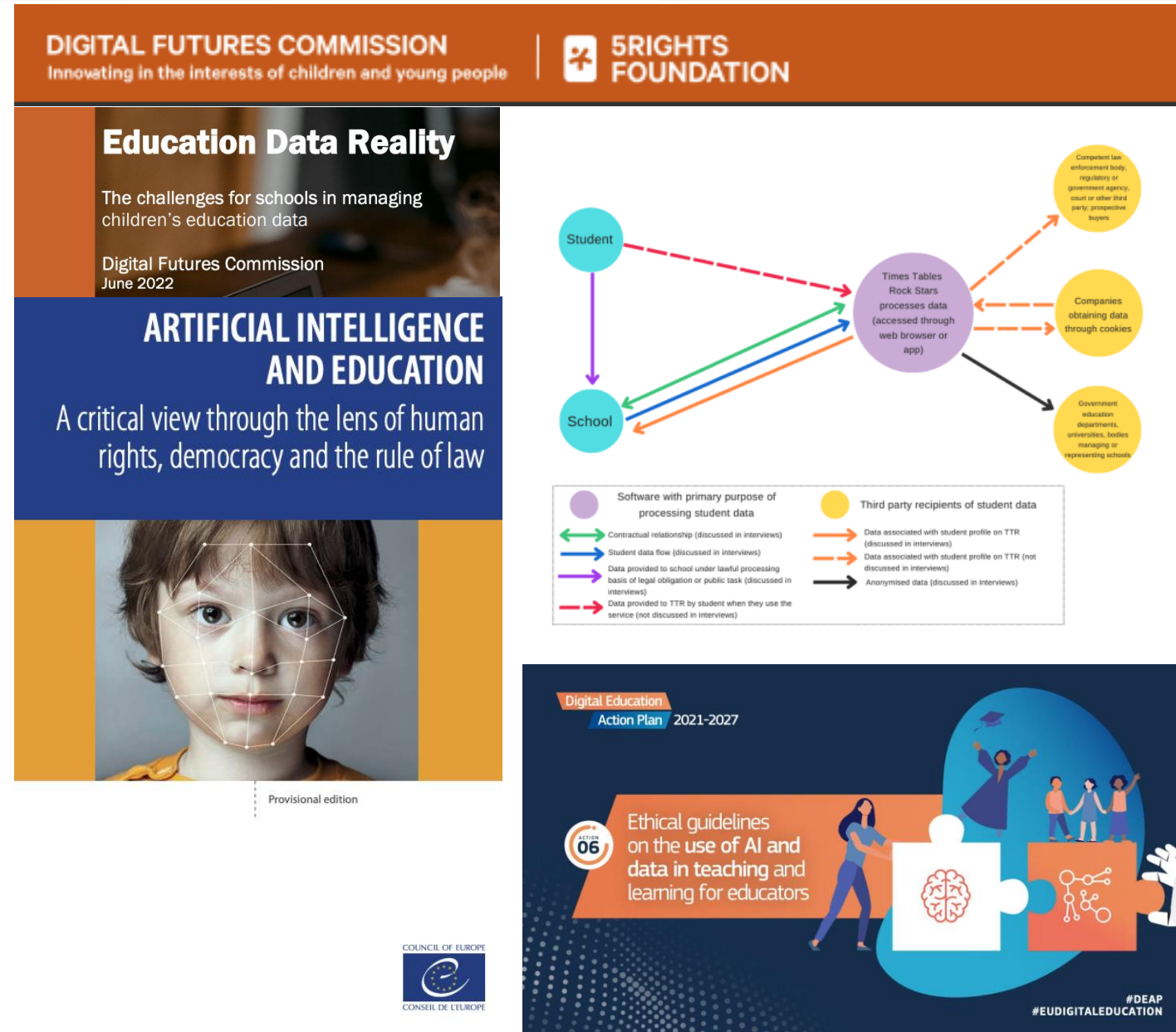
WG Digital and Hybrid Learning

Technology can be a powerful tool to universalize education through expanded access and to transform teaching and learning to be fit for purpose in the digital era.

But today **1 out of 3 students** does not have the appropriate connectivity.

Only **10% of learners** in low-income countries are connected.

"The Broadband Commission is calling for **public and private cooperation across all sectors and geographies** to unlock the power of digital learning by supporting digital transformation that delivers affordable and inclusive connectivity for the most marginalized learners, teachers and families."

5 Interim recommendations for further analysis

1

Develop and implement a **whole-of-government vision** and strategy on the use of Data for Learning, grounded in a rigorous understanding of the potential opportunities, benefits, limitations and risks

2

Establish a **sustainable financing strategy** for Data for Learning that benefits the public and protects learners' interests, and that is grounded in **multistakeholder partnerships**

3

Strengthen critical **data literacy and skills** at all levels of the education system to spur improved regulation and inclusive innovation

4

Prioritize the potential benefits of data to **transform education** by targeting education's enduring obstacles to assist informed and inclusive quality learning, teaching, management, planning and financing

5

Harness multilateralism, solidarity and international cooperation to **bridge the digital divide**, nurture local data capacities and promote **open authentic data** for use by all parties to support more equitable education through the development of better tools including internatio   ds and norm

BROADBAND COMMISSION
FOR SUSTAINABLE DEVELOPMENT

5 key areas of policy actions to drive resilience and transformation

Governance: Develop a whole-system approach to mapping, using and transforming learning settings to advance literacy learning for all

Pedagogy: Focus on learner-needs by engaging, in particular, the most marginalised

Quality: Foster the professional development of providers and educators

Innovation: Continue to leverage the potential of digital technology for teaching and learning

Funding: Establish sustainable funding models based on political commitment and multi-stakeholder partnerships

Thank you

Learn more: www.unesco.org/education

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