WHAT UNESCO BELIEVES IN ICT?

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Individual success comes from the skills that is naturally-gifted.

While others believe that ‘anatomy is destiny,’ it is still one’s perseverance and determination that will prove one’s worth. These skills are measured in one’s performance and tasks given rather individually or collaboratively. However, should someone rely his or her nature to be competent? Or should one’s skill be enhanced through the advantage of technology? That is what many people try to convey.

Fortunately, there were answers around. The real challenge comes from people who do not yet understand the value of technology as a useful resource of enhancing and improving skills. Can Information and communication technology (ICT) complement, enrich and transform education for the better?

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is an international partner towards success. UNESCO “as the lead United Nations Organization for education, UNESCO guides international efforts to help countries understand the role such technology can play to accelerate progress toward Sustainable Development Goal 4 (SDG4), a vision captured in the Qingdao Declaration.” These mention of works that the UNESCO has done for the global community is an unwavering support to humanity.

According to United Nations (2017), the SDG4 formula achieves inclusive and equitable quality education for all will require increasing efforts, especially in sub-Saharan Africa and Southern Asia and for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas.
These people before the SDG4 has literally little, or nor access to internet, at all. Yet, as the United Nations effort to promote technology as a source of progress, the result is positive and the action reveals universal accomplishment. For example, on the basis of data from 65 developing countries, the average percentage of schools with access to computers and the Internet for teaching purposes is above 60 per cent in both primary and secondary education. However, the share is less than 40 per cent in more than half of sub-Saharan countries with data (United Nations, 2017).

In conformity with this, UNESCO (2018) reports in an article entitled “Qingdao Declaration promotes use of ICT to achieve education targets in new sustainable development goals,” says that the Qingdao Declaration on Information and Communication Technologies in education was approved at the conclusion of the conference on ICT for the 2030 Education Agenda held in Qingdao, China. The Declaration outlines how technology can be used to achieve educational targets for equity, access, quality and lifelong learning in the Sustainable Development Goals (SDGs) that will be used to coordinate international development for the next 15 years.” These documents reserve great promises to those countries that has not been inclined with technology.

Thus, In terms of complement, “through capacity-building activities, technical advice, publications, fieldworks, and international conferences such as International Conferences on ICT and Post-2015 Education and Mobile Learning Week, and fieldwork, UNESCO helps governments and other stakeholders leverage technology for learning.” These programs eliminates the use of non-creativity in teaching and improves an individual perspective towards pedagogy by applying various means and ways in which a teacher can use to spice-up teaching. As is known to many, non-creative teachers produce little motivation to students who are always active and pursuing. UNESCO believes thus through the implementation of technology, the field of education as well as other disciplines would benefit from it. How a teacher manages classroom creatively?
How a teacher motivates the students effectively? These are nonetheless answered through the complements established by the organization.

In terms of enrichment, “the Organization scans the world for evidence of successful ICT in education practices – whether in low-resource primary schools, universities in high-income countries, or vocational centers – to formulate policy guidance.” As seen on our institutions, the use of the internet and other technological advances become useful and pertinent source of information needed in one’s assignment, project, and other school works. UNESCO points out that technology should be integrated in every kinds of schools possible whether it is high-end or low-end schools. The importance of technology is quiet emphasized.

Lastly, in terms of transformation, “UNESCO shares knowledge about the many ways technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance.” There is no need for explaining the statement above. Only that transforming the present system to a better one is something out country needs especially when other countries in the South East Asia tries to dismount our present status in various fields especially in the language and the academics.

Information and Communication Technology truly guides the country towards success. It is UNESCO’s ideal for growth – the implements of technology. The world changes so fast, if our country’s internal change is slower than the change that happens outside, then there would be problems along the way. That is, if the government has no mean to satisfy the guidance that should have been done to promote growth through technology, then the country will be led by other countries in the future and the slower our country moves, the bigger opportunities we wasted away our hands.
However, the gold is already there within our reach; yet, in general perspective, when skill is no longer applicable, ICT may help arouse competency, enrichment, and transformation towards success.

References:

