Digital Solidarity Initiative: Learning and Education Internet Connected Computer Devices for ALL

SGD 4 - QUALITY EDUCATION

Achieving SDG TARGET 4.a “Build and upgrade education facilities that are (...) inclusive and effective learning environments for all”

4.a.1 abc Coalition | (a) Electricity – (b) Internet – (c) Computers

United Nations Transforming Education Summit 2022

United Nations Headquarters, New York, USA

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Considering Sustainable Development Goal (SDG) 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, specifically SDG Target 4.a “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all” and the respective SDG Indicator 4.a.1 “Proportion of schools offering basic services, by type of service”, in particular “(a) Electricity”, “(b) Internet for pedagogical purposes” and “(c) Computers for pedagogical purposes”.

Considering the UNESCO Qingdao Declaration of 2015 which commits “(…) to ensure that all girls and boys have access to connected digital devices and a relevant and responsive digital learning environment by 2030, irrespective of their disabilities, social or economic status, or geographic location.”

Considering the United Nations Policy Brief: Education during COVID-19 and beyond published in 2020, which expresses the need to “(…) expand the definition of the right to education to include connectivity; remove barriers to connectivity; (…) strengthen data and monitoring of learning;”.

Considering the UNESCO “RewirEd Global Declaration on Connectivity for Education” published in 2021, namely “Principle 1: center the most marginalized” which affirms “Connectivity and technology must be deployed to help close growing educational divides. (…) The right to education must also evolve to better reflect the many ways education has become dependent on connectivity, a reliance that is likely to continue to deepen in the future.”

Considering the United Nations “Our Common Agenda – Report of the Secretary-General”, “(…) an agenda of action designed to accelerate the implementation of existing agreements, including the Sustainable Development Goals (…)” namely Commitment 11. Listen to and work with youth – (3) Transforming Education Summit in 2022.

Considering the United Nations Secretary-General is convening the Transforming Education Summit in September 2022, during the 77th UN General Assembly, namely “Action Track iv. Digital learning and transformation” which highlights that “(…) the pandemic illuminated the connectivity and digital divides within and across countries, with more than two-thirds of school-age learners (1.3 billion children) lacking internet access at home. Digital divides also mean many are left out of remote learning opportunities, including girls and young women who are less likely than boys and men in their households to have digital skills, access to computers and the internet to benefit equally from remote learning, and to access information and social networks.” (Transforming Education Summit 2022 Concept Note).
COMMITMENTS

Responding to a call to action by the United Nations on the occasion of the Transforming Education Summit 2022, the Signatory Partners agree to undertake efforts regarding the following six Commitments:

- **COMMITMENT 1** - Cooperate to develop Reference Design for Learning and Education Connected Computer Devices;

- **COMMITMENT 2** - Promote the development of Services to facilitate the management and usage of Learning and Education Connected Computer Devices;

- **COMMITMENT 3** - Support Local Production of Learning and Education Connected Computer Devices and its added value in the economy and society, promoting simultaneously job creation as well as the development of related Clusters;

- **COMMITMENT 4** - Create an Initiative to make available to ALL Students and Teachers Learning and Education Subsidized Connected Computer Devices;

- **COMMITMENT 5** - Promote better Measuring and Reporting through the quantification of certain components of SDG Target 4.a “Build and upgrade education facilities that are (...) inclusive and effective learning environments for all” and refinements related to SDG Indicator 4.a.1. (a) Electricity, (b) Internet and (c) Computers”;

- **COMMITMENT 6** - Promote an integrated approach of the Initiatives and Actions related to Digital Transformation and Education through the development of Information and Communication Technologies (ICTs) Planning Tools.

RECOMMENDATIONS

The Signatory Partners present the following Recommendations regarding the quantification of certain components of SDG Target 4.a “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all” and refinements related to SDG Indicator 4.a.1 “Proportion of schools offering basic services, by type of service” on “(a) Electricity”, “(b) Internet for pedagogical purposes” and “(c) Computers for pedagogical purposes”, listed below:

“(a) Proportion of schools with access to electricity, by level of education”

- **Proposal on refinements of SDG Indicator 4.a.1 (a) Electricity**
  - Measuring electric power availability;
  - Measuring electricity consumption;
- Measuring electric power stability and reliability;
- Measuring charging conditions of personal computer devices.

**Proposal on the quantification of SDG Target 4.a regarding the matter measured by SDG Indicator 4.a.1 (a) Electricity**

- Define an adequate electric power that can support the technological infrastructure in schools and in all learning spaces, including at home;
- Define an adequate electricity consumption that can support the technological infrastructure in schools and in all learning spaces, including at home;
- Define an adequate electricity access stability and reliability that can support the technological infrastructure in schools and in all learning spaces, including at home (per hour);
- Define conditions to charge the batteries of all computer devices, including personal computers, with the appropriate safety and security conditions, particularly in public learning places such as schools and libraries.

“(b) Proportion of schools with Internet for pedagogical purposes, by level of education”

**Proposal on refinements of SDG Indicator 4.a.1 (b) Internet for pedagogical purposes**

- Presenting the number of Schools, by level of education, which meet the criteria of SDG Indicator 4.a.1 (b) according to the below stated recommendation;
- Presenting the number of Students and Teachers, by level of education, which meet the criteria of SDG Indicator 4.a.1 (b) according to the below stated recommendation.

**Proposal on the quantification of SDG Target 4.a regarding the matter measured by SDG Indicator 4.a.1 (b) Internet for pedagogical purposes**

- Define the minimum Internet Band requirements, regarding download and upload, for school usage, based on the number of users per school and by level of education, to meet the criteria of SDG Indicator 4.a.1 (b);
- Define the minimum Internet Traffic requirements, for school usage, per month, based on the number of users per school and by level of education, to meet the criteria of SDG Indicator 4.a.1 (b);
- Define the minimum Internet Band requirements for Teachers usage to meet the criteria of SDG Indicator 4.a.1 (b) or create a new Indicator for this purpose.
- Define the minimum **Internet Band requirements for Student usage**, by level of education, to meet the criteria of SDG Indicator 4.a.1 (b) or create a new Indicator for this purpose.

- Define the minimum **Internet Traffic requirements, per month, for Teacher usage**, to meet the criteria of **SDG Indicator 4.a.1 (b)** or create a new Indicator for this purpose.

- Define the minimum **Internet Traffic requirements, per month, for Student usage**, by level of education, to meet the criteria of **SDG Indicator 4.a.1 (b)** or create a new Indicator for this purpose.

“(c) Proportion of schools with access to computers for pedagogical purposes, by level of education”

**Proposal on the refinement of SDG Indicator 4.a.1 (c) Computers for pedagogical purposes**

Presenting the ratio of computer devices per student and computer devices per teacher separately by level of education.

**Proposal on the quantification of SDG Target 4.a regarding the matter measured by SDG Indicator 4.a.1 (c) Computers for pedagogical purposes**

- Define **ONE CONNECTED COMPUTER DEVICE PER STUDENT AND ONE CONNECTED COMPUTER DEVICE PER TEACHER** as the number of devices required to meet the criteria of **SDG Indicator 4.a.1 (c)**;

- Define the type and minimum required specifications of the computer devices, by level of education.