

Session Outcome Document

Fostering hybrid curriculum for inclusive learning environments

UNESCO-International Bureau of Education

Wednesday 29 May 26.00-26.45

<https://www.itu.int/net4/wsis/forum/2024/Agenda/Session/276>

Key Issues discussed (5- 8 bullet points)

- The implementation of hybrid learning in two different contexts in Europe and West Africa
- Challenges and innovations across e-learning, pedagogy and assessment
- Integrating technology with in-person instruction and developing blended systems to cater to diverse student needs
- Open-source resources and their various applications in the public domain in Europe – for citizens and students

Towards WSIS+20 and WSIS beyond 2025, please share your views on the emerging trends, challenges, achievements, and opportunities in the implementation of the WSIS Action Lines to date (5-8 bullets)

- The major challenges continue to be connectivity and the digital divide (40% of Africans do not have electricity)
- Preparation of national education systems for resilience in the face of stresses due to the climate crisis and rising civil unrest is essential to ensure continuity of learning – access to information and knowledge, through e-learning, and capacity development
- E-learning continues to improve across Africa, contributing to better quality and access to education - despite the vast digital divide yet to be resolved.
- Support for teachers needs to be improved, as COVID proved that the social aspect of school is still critical for healthy youth populations.

Tangible outcomes (such as key achievements, announcements, launches, agreements, commitments, figures, and success stories (3-5 bullet points))



- The session shared the initial phase of UNESCO-IBE's flagship initiative Hybrid Education Learning and Assessment and presented the second upcoming phase
- Successful implementation of e-learning/hybrid practices in Europe were given as models to be upscaled/replicated elsewhere

Actionable plan and key recommendations (2-5 points)

- UNESCO-IBE will continue to provide capacity development to Member States on the integration into national curriculum and roll-out of hybrid and e-learning solutions
- Support to teachers needs to be fit for purpose and context and the UNESCO-IBE approach on curriculum frameworks on this aspect will continue to evolve and improve as part of our offer to Member States.

Suggestions for thematic aspects that might be included in the WSIS Forum 2025 (one paragraph)

There is seemingly a disproportionate amount of interest in tech innovations that advance economic possibility, without taking into account the environmental and equality concerns that are universal priorities. More innovations are not necessarily the answer until we get the fundamental structures of equitable, quality education right.

Technical recommendations for WSIS:

- The registration process was time-consuming and off-putting for potential participants. Other conferences have a much simpler online process to join for hybrid participation, where an individual zoom link is allocated to individual sessions.
- Translation is necessary for all meetings.
- The instructions for session organisers did not correspond to the actual reality of the rooms. For example, we were told to bring laptops. When we arrived we were told to use a usb drive to load onto the central laptop, which was contradictory.
- There was a noticeable absence of youth participation in this WSIS meeting. Can there be greater youth consultation and participation in this event rather than a rather narrow age and demographic.