

The digitalisation of education systems and its impact on human rights, with particular attention to the right to education

ASSESSING EQUITY IN DIGITAL EDUCATION FOR LOW-INCOME STUDENTS IN ARMENIA, MOLDOVA AND UKRAINE

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The digitalisation of education has become essential since 2020, particularly during the shift from offline to online learning triggered by the COVID-19 pandemic. While some countries managed this transition successfully, others, such as Armenia, Moldova, and Ukraine, faced difficulties. These challenges stemmed from the digital divide, which limited access to information and communication technology (ICT) for low-income and rural families, impeding the effective transition to online education and worsening educational inequalities.

ARMENIA



Prior to the pandemic, approximately 60% of surveyed households reported having access to computers at home, while 97% owned a mobile device, such as a smartphone. However, children from lower-income and rural households had only half as much access to technology compared to their more privileged peers (HFHS)

Initiatives by donors and NGOs provided devices and supported digital learning platforms and teacher training

MOLDOVA



Economic struggles led to low enrollment. In 2019, 4.8% of students and 10.6% of teachers lacked internet access.

Challenges include outdated computers and insufficient digital infrastructure.

Government and World Bank projects focus on teacher training and ICT devices.

UKRAINE



Efforts to integrate ICT tools were inadequate for full digital transition.

The ongoing war worsens digital inequalities, with only 25% of schools providing in-person education in 2023

Initiatives include digitalisation and teacher training, but equitable access remains critical.

ENHANCE EDUCATION ACCESS



ADDRESS THE DIGITAL DIVIDE



ENSURE QUALITY DIGITAL EDUCATION



HOW TO ADDRESS THE POLICY OPTIONS?

ALIGN NATIONAL STRATEGIES WITH INTERNATIONAL PRINCIPLES



POLICY SCENARIOS

PPPs model for digital education

Peru's PPP strategy for digital education aimed to narrow the digital divide by providing affordable computers to primary school students in underprivileged areas and offering training for teachers to integrate digital tools into their curricula

Hybrid learning model

Recognising internet access as a human right since 2001, Estonia developed a participatory and synchronous hybrid learning model. Through its 'Plan Ceibal' initiative started in 2007, Uruguay provided every student and teacher in public primary and lower secondary education with personal computers and internet access, alongside comprehensive educational and training programs.

POLICY RECOMMENDATIONS

TRAIN TEACHERS

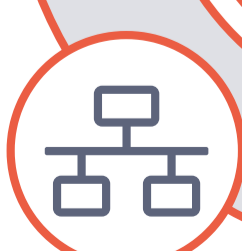


DEVELOP DIGITAL CURRICULA



GOVERNMENTS SHOULD SET SMART GOALS

INVEST IN INFRASTRUCTURE



ESTABLISH COMMUNITY LEARNING HUBS

