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2023 Global Education Monitoring Report on technology and education: consultation on teachers and teaching convened by Education International

Monday, 2 May 2022, 14.00-16.00 (CET)

CONSULTATION REPORT

Background information

The [Global Education Monitoring (GEM) Report](#) assesses the world's progress towards achieving Sustainable Development Goal (SDG) 4 on education, its related targets, and the Education 2030 Agenda more broadly. The GEM Report is driven by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to *ensure an inclusive and equitable quality education* in the formulation of SDG 4, the global goal for education. It reminds us that, we have a moral imperative to ensure every child has a right to an appropriate education of high quality which can only be achieved with well-trained and qualified teachers and education support personnel.

The [2023 GEM Report](#) will examine education challenges to which appropriate use of technology can offer solutions, while recognizing that many of the solutions proposed may also be detrimental. The report will examine issues of access, equity, and inclusion in education, quality, technology development and system management. It will also explore three system-wide conditions that need to be met for any technology in education to reach its full potential: ensuring that all learners have access to technology resources, protecting learners from the risks of technology through appropriate governance and regulations and supporting all educators to teach, use and deal with technology effectively.

Consultation on teachers and training

In collaboration with the GEM Report team, [Education International](#) convened a consultation meeting to collect feedback and evidence on the lines of research proposed in the [concept note](#) of the of the 2023 GEM Report on technology and education. During the consultation, teachers and union representatives were invited to reflect on the various challenges and barriers, successes, and experiences relating to technology and education. The discussion sought to:

- Recognise and explore the concrete role of teachers, education support personnel, school leaders, and their representative organisations in developing education policies relating to technology
- Share ideas, policy, and financing options for addressing equity and inclusion in relation to technology in education
- Gain insights from teachers and their representative organisations from around the world into current initiatives that have been successful in implementing technology in education, including those related to classroom practice and teacher recruitment, professional development, and training.
- Raise attention to issues beyond direct classroom-practice implications of technology, such as: privacy rights, teacher workload, teacher well-being, and the role of unions in creating technology policies.
- Recommend evidence-based: practical examples on the effects of implementing education technology interventions; practical examples on the challenges of implementing education technology interventions; education technology policies based on national experiences; education technology financing based on national experiences

This report, prepared by the Global Education Monitoring Report summarizes the discussion and key questions that were raised during the consultation convened by Education International on May 2nd, 2022.

Agenda

Welcome and introductions by the moderator, EI Director of Research, Policy, and Advocacy, Antonia Wulff
Introductory remarks on the topic of EdTech by EI Deputy General Secretary Haldis Holst
Presentation of the concept note of the 2023 GEM Report on technology and education by GEM Report Director Manos Antoninis
Interactive consultation discussion on Theme 1: **EdTech & Teachers as Professionals** 1. **Teaching with technology-**What are the successes and challenges teachers experience when integrating technology in the classroom? What is the role of technology in addressing or exacerbating challenges related to access, equity, and quality for teachers and education support personnel? Have governments adopted ICT frameworks and standards for teachers? 2. **Curricula-** How do education systems embed the use of technology through reforming curricula, redesigning learning materials, assessments, and supporting teachers? How are teachers and their unions (or other stakeholders) involved in this process? 3. **Training and continuous professional development (CPD)-** What are the challenges and opportunities regarding pre-service training and continuous professional development for technology in education?
Break
Interactive Consultation Discussion on Theme 2: **Technology & Teachers as Unionists** 1. **Working conditions** – What impact do modern technologies have on teacher's well-being and teacher's working conditions? How are technological innovations regarding teacher management improving or worsening working conditions (for example through mobile payments or clocking systems)? 2. **Teachers' rights-** What are the concerns or opportunities regarding data protection and digital rights (for example, privacy rights (digital devices by employers, surveillance, recording) & right to connect/disconnect)? 3. **Social dialogue** - What is the role of education unions in the decision-making, development, implementation, and regulation of education technology policies including in relation to national ICT standards and frameworks (for example, mandated professional development courses, curricula or selecting products)?
Wrap up and closing remarks by moderator

Format and participants

This closed consultation event gathered a specialized audience of teachers, representatives from unions, GEM Report researchers and specialists from Education International to discuss the challenges and opportunities for the use of technology in teaching and learning. The consultation event started with introductory remarks by EI Deputy General Secretary Ms. Haldis Holst, followed by a presentation of the concept note of the 2023 GEM Report on technology and education and a discussion with participants. The event was moderated by EI Director of Research, Policy, and Advocacy, Antonia Wulff.

49 participants attended this consultation event representing teachers and unions from different regions around the world.

Main takeaways

1. Education systems need to have a strong learning infrastructure codefined and implemented with teachers. This learning infrastructure requires opportunities for quality continuous professional development for all teachers and education support personnel.
2. While technology has helped to facilitate access, it has been harder for teachers and education support personnel to disconnect from work. Technological advances and policy changes are contributing to increased teacher workload.
3. The pandemic brought into light digital divides in many countries, particularly between rural and urban areas. In many cases, teachers were not prepared to switch to online learning so rapidly.
4. The use of technology in education raises concerns on wellbeing both teachers and students.
5. A common issue of concern among teachers and their unions are the increasing privatization, monopolization, and commercialization of education, particularly in the context of the Covid-19 pandemic. Teachers are demanding transparency on the profit margins, lobbying, and contracts between tech companies and governments, as well as full engagement on the decisions regarding the use of products and creation of policies.
6. There are concerns over data protection, privacy, and digital rights amongst teachers' unions. While the workload of teachers increased considerably during the pandemic, there is no sufficient knowledge of, or policies around, teachers' and students' digital rights, in particular in relation to the right to connect and disconnect.
7. A key issue that emerged during the pandemic is the issue of ownership. As teachers started using online platforms during the pandemic, there was a question over who owned the resources that were prepared by teachers: the teachers, their employers, or the corporations. Collective bargaining networks are crucial to ensure that teachers' rights are respected.
8. Teachers are seeing changes to curriculum and assessments from technology. Teachers report an increase of assessments and insufficiency of remote assessments to measure students' knowledge. Teachers should be at the forefront of initiatives that evaluate digital learning resources and should work closely with the government and other actors in these evaluations.

Summary from the discussions

1. EI Deputy General Secretary Haldis Holst welcomed participants and opened the consultation event. She highlighted that the 2023 GEM Report on technology and education is very timely in the context of the pandemic and that technology has been a priority area of focus for EI since before the pandemic. Ms Holst reminded participants that it is not secret that the use of technology in education is a complex and ever-

changing topic. While for many educators and students technology is already present in everything they do, for others it is hardly present. Technology can and is shaping curricula, assessments systems, pedagogy, teacher management systems and the nature of the profession itself. Ms Holst reminded participants that technology is not only changing how we teach but also what we teach and even who teaches and as the pandemic has shown, where we teach.

2. Ms Holst highlighted that while technology can allow access to education during school closures, technology also creates a new situation that both teachers and learners need to adapt to and to navigate with new challenges and consequences. Ms Holst also reminded participants that the pandemic has shown that education systems need to have a strong digital learning infrastructure as without it, inequities are exacerbated further. This new learning infrastructure should be codefined and implemented with teachers and focus on enabling teachers to enhance learning and support the students. This requires quality continuous professional development since technology tends to evolve quicker that one can learn.

3. Ms Holst reminded participants that EI's [2021 Global Report on the Status of the Teaching Profession](#) demonstrated that there is concern that technological advances and policy changes are contributing to increased teacher workload, leading to a decrease of teacher wellbeing. Technology also brings in new concerns around privacy right. Ms Holst called for teachers and their unions to be included in the development, implementation, and regulation of new education technology policies or ICT standards for students and teachers.

4. Ms Holst recalled that the pandemic opened the gates to the EdTech market, creating new avenues to privatize and monetize education. Ms Holst reminded participants that the EdTech market was valued at 76.4 million USD in 2019. With an annual growth prediction of 18%, the market size is anticipated to reach 285.2 billion USD by 2027. In two studies conducted during the pandemic, EI has shown how the pandemic and the dependence on distance learning expanded the role of private companies in education across all sectors. As a result, professional control of technology and boosting the technological self-efficacy of teachers are essential. This includes the training, pedagogy, curricula and materials or equipment being used. Ms Holst called for teacher unions to be involved in the governance of technology and the data it holds. Technology will not disappear from schools, and while many of the challenges related to equity, access and quality already existed before the pandemic, it is urgent in the current context to learn from our previous experiences. As a result, Ms Holst reminded participants that it is essential to evaluate impact and measure positive and negative effects of the new ways of working with technology.

5. Ms Holst concluded by mentioning that this consultation is an important opportunity to hear from each other, to learn from collective and individual challenges and ensuring that the experiences from teachers, school leaders and education support personnel are heard. Ms Holst invited participants to reflect on the issues and challenges that each member faces, on the needs of those working in the sector and the solutions that they would like to put forward with the aim of further developing and improving the integration and use of technology in education led by teachers and their unions.

6. Ms Antonia Wulff, EI Director of Research, Policy, and Advocacy thanked Ms Holst for her intervention and introduced the director of the Global Education Monitoring Report.

7. Mr Manos Antoninis, Director of the Global Education Monitoring Report introduced the [concept note of the 2023 GEM Report on technology and education](#). He started his intervention by thanking EI and the participants for joining this special consultation event. Mr Antoninis reminded participants that the report

tries to cover all topics from a broad perspective and will be considering all ways in which technology affects education systems.

8. Mr Antoninis started his presentation by reminding participants that the Global Education Monitoring Report is an editorially independent team based at UNESCO since 2002 which received an extended mandate in the 2015 Incheon Declaration to be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs and to report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments. He also reminded participants that the team of each report is elected by an Advisory Board of which EI is a member. He thanked EI and other members for their vision, having selected technology as the theme for the 2023 report before the start of the pandemic. The 2023 GEM Report will be released in June 2023. The next edition of the GEM Report will be on leadership.

9. Mr Antoninis then presented the concept note for the 2023 GEM Report. He reminded participants that technology was acknowledged as an important factor for achieving SDG 4 and that is role in education has been accelerated by the Covid-19 pandemic. Mr Antoninis also recalled the divided views on the use of technology in education, from technosceptics to the technophiles, and reminded participants of the challenge of having research that demonstrates the effectiveness of technology in education given the fact that it evolves at a rapid pace. Mr Antoninis then introduced the structure of the 2023 GEM Report. The report will be divided in two parts. First, the key education challenges that technology can solve, and second the minimum conditions that are needed for technology to support education. Mr Antoninis informed participants that the report will be using a broad definition of technology and will therefore consider other technologies outside from ICTs such as issues of construction, school infrastructure, energy, transport, and climate change.

10. Mr Antoninis mentioned that the first question that will be addressed in the report is what is the education we want? and how can technology help? To answer this question the first part of the report will cover issues related to access, equity, and inclusion, including access for disadvantaged groups and access to content, quality including basic skills and digital skills, technology development and system management including assessments and education management data systems. Mr Antoninis continued his presentation by mentioning the second question that will be addressed in the report: what are the minimum conditions to be met for technology to support education? To answer this question, the second part of the report will look into issues related to access to technology, governance and regulation and teacher preparation. This last point, of particular relevance for this consultation will look into how education systems can support all teachers to teach, use and deal with technology.

11. Mr Antoninis then mentioned some of the barriers to the use of technology for teachers which include access to technology and knowledge about technology, readiness to integrate technology in classrooms taking into consideration their beliefs over appropriate pedagogies and organizational factors such as support by school leaders to establish professional learning communities and the presence or absence of responsive professional development programmes. Mr Antoninis also mentioned that the report will look at the role of ICT teachers and support personnel.

12. Mr Antoninis concluded by mentioning the overarching questions that will be covered during the consultation on the role of teachers as professionals and on the role of teachers as unionists.

On the role of teachers as professionals, the consultation will look into:

    a. Teaching with technology:
        i. Successes and challenges in integrating technology in classrooms
        ii. Access, equity and quality for teachers and support personnel
        iii. ICT frameworks and standards for teachers
    b. Curricula
        i. Embedding use of technology in curricula, textbooks, and assessments
        ii. Teacher preparation in such processes
    c. Teacher education
        i. Challenges and opportunities in pre-service and in continuous professional development

On the role of teachers as unionists, the consultation will look into:

    a. Working conditions
        i. Impact of technology on teacher well-being
        ii. Impact of technology on teacher working conditions (e.g. through mobile payments or clocking systems)
    b. Teacher rights
        i. Data protection and digital rights (e.g. privacy rights- digital devices for surveillance, recording- and the right to disconnect)
    c. Social dialogue
        i. Role of unions in the development, implementation, and regulation of EdTech policies and ICT standards and frameworks.

13. Lastly Mr Antoninis recalled participants that the consultation process will remain open in an effort to expand its scope and to foster contact with different stakeholders working on technology and mentioned that a new chapter of the PEER profiles on technology and education is currently under development and will be released together with the report.

14. Ms Antonia Wulff, EI Director of Research, Policy, and Advocacy and the moderator of the consultation thanked Mr Antoninis for his presentation and kicked off the consultation. She reminded participants that the consultation will be divided in two parts. The first part will look at how technology interacts with education for teachers and professionals and practitioners while the second part will look at technology and teachers as unionist. Three questions will guide the discussion for each segment.

Part I: EdTech and teachers as professionals

15. Ms Wulff then introduced the first question of the consultation: What are the successes and challenges teachers experience when integrating technology in the classroom? What is the role of technology in addressing or exacerbating challenges related to access, equity, and quality for teachers and education support personnel? Have governments adopted ICT frameworks and standards for teachers?

16. A representative from the National Teachers' Association of Taiwan, Province of China took the floor and spoke about the experiences of the government of Taiwan and teachers in integrating technology in education. The representative mentioned that 2021 was appointed by the Ministry of Education of Taiwan, Province of China, as the year of the digital education revolution, a very big plan for a government to take the lead. 20 billion dollars were allocated to guarantee that every classroom had 4G or 5G internet and

that every student had access to a tablet. The representative from NTA Taiwan also mentioned that the government was expecting to become the content, device and data and analysis provider. An issue of concern from the relationship between the government and the corporations is the data from students, which is being used for their own purposes. During the Covid-19 pandemic, students and teachers were required to give their personal data to create an ID to attend online and offline classes. This data has been provided to private companies. As a result, the representative from the National Teachers' Association of Taiwan, Province of China mentioned that data protection and privacy and unveiling the profit that companies are making are the key areas of focus of the unions, especially after the government expressed its support to private companies.

17. A representative from the [Australian Education Union](#), made a couple of points in relation to the impact of the pandemic and the inequities that it revealed. The representative from AEU mentioned that while Australia benefits from a well-resourced education system, resources are not distributed in an equitable manner. The government provides significant funds to private and public schools, which means that in many cases public schools are under resourced. When the shift was made to remote learning, it was revealed that many public-school students across the country did not have access to the internet or to devices. The Australian Education Union commissioned a report that looked into how many students did not had access to the internet and devices to learn in a remote way and found that 125,000 students in Australia had no internet or device at all. The report also showed that students in public schools were two and a half more likely than students in private schools to not have any internet access, while students from low-income households were about nine times more likely than students to high-income households to have no access. Lastly, Indigenous students were four times more likely than non-Indigenous students not to have any access to internet or devices. According to the representative from AEU, this significant equity issues have an impact on the way in which teachers teach and on the way in which students can learn. As a result, the AEU has taken up Education International's call to put digital equity at the core of the education agenda by conducting digital equity audits. Lastly, the representative from AEU reminded participants that there are huge gaps in remote areas in access to the internet.

18. The representative from AEU also reacted to the second question of the consultation which tried to look into how education systems embed the use of technology through reforming curricula, redesigning learning materials, assessments, and supporting teachers and how are teachers and their unions (or other stakeholders) involved in this process. AEU's representative mentioned that there has been a big change in the format, and an increase in the use of technology in assessments and curricula in Australia in the last few years. A national assessment program that assesses all students aged 9, 11 and 15 on literacy and numeracy every year was switched from a paper-based test to an online test, leading to significant issues with the roll out of the online test. For instance, the first time that the test was done online there were issues with access and connectivity, particularly in remote areas. The representative from AEU also mentioned that there are significant equity issues with the test online, since it presumes that all students have a certain knowledge of using ICT devices and capacity to type at a certain speed. This leads to greater inequity in the results, specially between high and low-income households. Lastly, AEU's representative mentioned that the federal government in Australia is trying to introduce an online formative assessment initiative, which aims to have an online system where teachers engage in continuous formative assessment. This requires constant updating by the teacher for each student and may require constant monitoring and updating to be able to produce the data that is required to keep the system running. There were also concerns expressed on the efficacy of these remote formative assessments on measuring student learning, as they were created without teacher or union consultation. This system may also face the different barriers to access, and connectivity mentioned above, additional to other barriers related to governance as it may require coordination from the Education Departments from each State.

19. A representative from FENECO-UNTC from the Democratic Republic of Congo highlighted the fact that the situation is very complicated as a result of the pandemic. The government tried to put rapidly in place a system of online learning, which led to teachers who were not prepared and did not know how to use devices or technologies to be forced to transition to online learning. FENECO-UNTC's representative mentioned that a second issue related to internet coverage since 90% of the country is not connected to the internet and many teachers still face barriers to access to the internet. Secondary platforms, such as radio and television, were also implemented but were insufficient to maintain student focus and learning. Concerns over quality, teacher training, infrastructure, private actor involvement, and assessments, and on how to ensure that remote learning is operational were also raised by the representative from FENECO-UNTC

20. The moderator called participants to focus on how education systems are embedding the use of technology through reforming curricula and redesigning learning materials and assessments. A representative from [CTERA Argentina](#) then took the floor to share the experience from the Latin America where EI made a mapping of the situation of the region. The mapping showed that Latin America faced very similar challenges as other regions, especially in relation to the inequalities among students to access and use new technologies. CTERA's representative highlighted that the inequality in terms of technology also affects teachers. When the pandemic broke out, many teachers were forced to use resources that corporations put forward. Teachers started using tools such as Google classrooms and other available tools in a very improvised way. There was a risk related to the implementation of the curricula as big platforms offered a very superficial pedagogy which didn't allowed students to obtain in depth knowledge about certain subjects. Most of the big platforms not only followed a public sector perspective but also different logics and shallow learning, and while institutions like the World Bank promoted the integration of the public and the private sector, there was a clear danger associated with the levels of participation of the private sector in the design of educational programmes. CTERA's representative mentioned that Argentina would benefit from a bigger participation of the federal states to set up platforms taking into consideration the views from the teachers and the learners in order to overcome the challenges of the privatization of education. The representative c also mentioned that the pandemic taught us to think about schools in a different way and to avoid the misbelief that technology is something opposed to face-to-face learning. As the best place to learn is the school, we will need to learn how to integrate technologies effectively.

21. A representative from the [German Education Union (GEW)](#) then took the floor and mentioned the relevance of the questions asked in the 2023 GEM Report concept note. In terms of challenges of successes of technology in education during the pandemic in Germany, the representative mentioned that one of the main challenges was the need for teachers to adapt overnight to remote distance learning teaching. Even if teachers did well despite the challenge, now there is the need to build frameworks to regulate working conditions as workloads increased substantially as a result of the pandemic. GEW's representative mentioned that the digital divide increased in German schools during the pandemic. A study published by GEW found out that the digital divide is also a social divide as many of the schools that face challenges are those that are situated in underserved communities. A digital pack for schools was created with an investment of 5 billion euros to improve connectivity and infrastructure, however funding is not being equally distributed across schools. According to the representative from Germany, the country follows an approach called pedagogy first where the teachers are responsible for deciding what technology is useful and needed to improve pedagogy in schools. The big challenge is leaving this role to teachers and preventing private companies from deciding what it is needed at schools.

22. The moderator introduced the last question for this segment on the challenges and opportunities regarding pre-service training and continuous professional development for technology in education and invited participants to take the floor.

23. A representative from the National Professional Teacher's Organisation of South Africa (NAPTOSA), the second largest teacher's union in South Africa took the floor. The representative mentioned that different adaptations to the curriculum were implemented during the pandemic. She mentioned that one of the difficulties in the country is that the same measures are being implemented in private and public schools, despite the fact that they do not face the same realities. The representative from NAPTOSA also mentioned that technology should be seen as a support to teaching and learning and not as the solution to all education problems. Robotics and coding started as an isolated project and now are in the process of being integrated into the curriculum. Lastly, the representative from NAPTOSA mentioned the successful use of WhatsApp to ensure learning continuity during the pandemic but challenges in relation to online teaching. Other issues mentioned related to the lack of connectivity in rural areas, the increasing workload for teachers during the pandemic, the increasing privatization of education and the monopoly of technology companies over teaching and learning. In relation to training they have the Teaching Union Collaboration with the Department of Basic Education with whom Naptosa collaborates regularly for training and professional development activities. The type of training that is offered is determined by the Department, and now includes issues related to coding and robotics.

24. A representative from SNTE, which represents teachers trade unions in Mexico took the floor for the last intervention of the first segment of the consultation. SNTE's representative mentioned that there are 126 trainers, the largest of such institution in Latin America. However, the majority of the teachers are engineers who often lack pedagogical training. SNTE's representative also expressed concern about the long-term use of hybrid models of education, which can reduce the number of teachers required at the cost of quality.

Part II: EdTech and teachers as unionists

25. The moderator then introduced the second segment which looks at technology in relation to teacher as unionists. This segment will tackle three main issues: working conditions and teacher's wellbeing, teachers' rights and privacy and data protection issues and the role of social unions in the decision-making, development, implementation, and regulation of education technology policies.

26. On the first issue about working conditions, the representative from NAPTOSA South Africa mentioned that working conditions were already difficult before the pandemic and that Covid worsened the situation. Within the education space and the classrooms, in October 2021 the Minister made a special appeal to the Department of Health and institutions dealing with this emergency to reduce social distancing from 1 meter within the classroom to 0,5 meters. Overcrowded classrooms were already an issue with some regions welcoming more than 70 students per classroom with multigrade teaching appearing as a solution to the lack of space in classrooms. The representative from NAPTOSA mentioned that around 20% of schools are multigrade. With Covid, teachers faced increasing requirements to measure teaching and learning which some unions opposed to. Privatization and commercialization of education remains an issue of concern in the country.

27. The representative from FENECO-UNTC, from DRC took the floor to discuss teachers' rights. He mentioned that in DRC many teachers are not aware of their own digital rights, and they are not well

informed or trained about this. An issue of concern is that some teachers will have their salaries impacted if they try to speak up. There is very little knowledge amongst the teacher profession of issues related to privacy rights, data protection or the right to disconnect. FENECO-UNTC's representative suggested to strengthen training activities to ensure that teachers are aware of their own rights.

28. A representative from ACOD spoke about the working conditions of teachers in Belgium. The representative highlighted that there are different actors involved in the working conditions. Unions have been negotiating with the government issues related to the right to connect and disconnect as accessibility and connectivity keep increasing in the country as result of the pandemic. According to ACOD's representative, is hard to implement a good policy on the right to connection and disconnection, since this is often a very personal issue that relates to what individuals like to do in their free time. Materials are often purchased by the teachers themselves. In Flanders, one out of seven adults lack digital skills and overall students often lack understanding of technology. A huge problem relates to the use of technology when there are teacher shortages since this represents an increasing workload for teachers.

29. The representative from the German Education Union (GEW) mentioned that they will soon start a campaign on fundamental rights of teachers and learners in a digital world. One of the key topics that is being highlighted is the right to disconnect. In Germany there are some local agreements in some cities which determine how many hours teachers can spend without checking their emails. These agreements recognize the right to disconnect for teachers.

30. A representative from the Canadian Teacher's Association CTF/FCE, mentioned the ongoing discussion in the country about teacher's ownership of their own work which comes out strongly with schools that adapt frameworks such as Google schools. Teachers are now putting their own content into platforms. In research and in conversations with members, something that has come up is that once the content is being uploaded into the platforms, it is considered as it no longer belongs to the teacher. As a result, teacher spend a lot of time developing content which ultimately will be owned by the employer once it is uploaded in the platforms and mined for data. As a result, there are two challenges, the ownership over the content and the data and privacy concerns. The representative from CTF/FCE also mentioned the issue of collective bargaining. There is currently a collective bargaining network across the Canada within the CTF/FCE, but since the integration of technology in education is more recent, it is yet to be adequality addressed reflected in teacher contracts. Issues related to the right to connect or disconnect, teachers' resources, time spent online outside the collective agreement hours is often not part of the collective agreements and therefore will need to be looked at. The representative mentioned that there is a lot of opportunity on the issue of ownership within collective bargaining as well on how much should teachers remain online outside from their working hours.

31. The moderator introduced the last question of the consultation which relates to the role of education unions in decision-making, development, implementation, and regulation of education technology policies including in relation to national ICT standards and frameworks such as mandated professional development courses or curricula.

32. A representative from Union of Education Norway mentioned that one of the challenges that they are facing right now is the evaluation of digital learning resources and how to separate the evaluation of the pedagogical merits of a certain digital resource with data protection or privacy issues related to the digital resource. For the representative of UEN this is a common challenge that other unions may be facing in other countries and regions. He recommended that teachers should have the last word in the evaluation digital learning resources and devices while lifting up data protection concerns. UEN is developing a

national catalogue for digital resources where teachers are invited to take part in a standardized evaluation for the pedagogical side. While it is recommended that teachers take part in these evaluations, they should not take responsibility for the data protection safety side. In reaction to this intervention, the director of the GEM Report mentioned that one issue of great interest is how governments choose what are the good technologies that could be used in schools. This is a challenging issue as many governments face the influence from certain providers who push for certain products. The director of the GEM Report asked participants how do teachers and their unions share information about the different technologies and how do they collaborate around this issue individually or together with the government.

33. A representative from UIL SCUOLA Italy took the floor and thanked the director of the GEM Report for his interesting and challenging request. She mentioned that the choice of what it is useful and what is not should rest upon teachers for several reasons. First, they know the students that they have in front of them, second, they have the experience and third they are the ones who can evaluate impact. As a result, social dialogue should come in and governments should threat teachers as experts on these issues. However, in many cases governments do not treat teachers as experts but rather as a high skilled worker that must implement what is decided at higher levels. The representative from UILSCUOLA also mentioned that while kids nowadays are digital natives, they often do not know how to use digital skills for their own development, and this is where the teacher should come in and provide support. A recommendation is for government to establish platforms to promote dialogue with teachers. Regarding the importance of the collective agreement, working conditions, and teachers' rights, she also shared in the chat that according to Italian law, the employers cannot control teachers's activity online or use video cameras within schools to check workers' presence unless there is an agreement with workers and their union. She also shared that in Italy, the union introduced the right to disconnect in the collective agreement 3 years ago, and workers can now negotiate the conditions at school level.

34. The representative from the Australian Education Union took the floor briefly to highlight the importance of social dialogue and of involving teachers in decision-making. He mentioned challenges with an nline formative assessment initiative that the federal government of Australia is implementing and where teachers and unions were not consulted at the early stages of its development.

35. Lasty, a representative from SNTE Mexico referred to the program Aprende en Casa that was created during the pandemic to ensure learning continuity. Teachers and unions requested the government to roll out training programmes on ICTs. Aprende en Casa doubled and tripled the workload of teachers. A key question that it raised is who shares the experiences and information that are recovered from this learning experience and how unions can work hand to hand with government to ensure that the resources that were used are not lost and can benefit others.

36. The moderator thanked all participants for their interventions and invited those who didn't had the chance to speak to share their thoughts by writing. She invited participants to share reports and written evidence that can inform the development of the report and thanked the GEM Report team, interpreters and EI colleagues for their work in this consultation.

Resources shared in the chat

- ILO, 2021. Technical meeting on the future of work in the education sector in the context of lifelong learning for all, skills and the Decent Work Agenda: https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/meetingdocument/wcms_802472.pdf
- Education International and UNESCO, 2019. Professional standards framework for teachers as professionals and unionists: https://issuu.com/educationinternational/docs/2019_ei-unesco_framework
- Education International, 2021. The Global Report on the Status of Teachers 2021. https://issuu.com/educationinternational/docs/2021_ei_research_statusofteachers_eng_final
- Education International, 2020. A review of technology in teaching and learning Teaching with Tech: The role of education unions in shaping the future (ei-ie.org)
- Education International, 2020. Enseñanza y tecnología: el papel de los sindicatos de la educación en la construcción del futuro by Education International – Issuu