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INSTITUTE

**MEKONG**  
**FORUM** 2024  
Breaking Through New Horizons  
Digitalization, Innovation, and Technology in the GMS

# Bridging Divides: Extending Educational Opportunities Through Technology

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# Increasing number of drop out from basic education and low learning outcomes by school children.

Number of OOSCY in Southeast Asian Countries

Country	Primary School Age			Lower Secondary School Age			Upper Secondary School Age			Primary to Upper Secondary School Age		
	Number		Year	Number		Year	Number		Year	Number		Year
Brunei Darussalam	1,002	2.46	2020	159	1.22	2020	10,810	18.54	2020	11,971	8.54	2020
Cambodia	253,273	12.87	2022	158,373	16.73	2021	386,713	42.75	2022	689,555	18.00	2022
Indonesia	345,716	1.21	2022	748,596	5.34	2022	2,420,150	18.15	2022	3,514,462	6.27	2022
Lao PDR	60,444	7.96	2022	206,563	34.45	2022	238,561	54.37	2022	505,568	28.12	2022
Malaysia	145,204	4.69	2022	168,274	11.10	2022	529,764	33.14	2022	843,242	13.58	2022
Myanmar	73,901	1.56	2010	451,240	12.37	2018	697,888	37.00	2018	1,150,310	11.51	2018
Philippines	1,339,277	9.67	2022	1,016,153	11.22	2022	792,939	18.15	2022	3,148,369	11.54	2022
Singapore	(+) 1,520	0.65	2021	(+) 369	0.45	2021	(+) 1,124	1.40	2021	(+) 3,013	0.76	2021
Thailand	106,430	2.30	2023	48,188	1.98	2023	672,544	27.66	2021	866,808	9.09	2021
Timor-Leste	9,244	5.04	2020	12,382	12.92	2020	24,775	26.25	2020	46,401	12.41	2020
Viet Nam	24,494	0.35	2015	96,821	1.70	2022	194,573	4.64	2022	1,202,174	7.17	2015
South-East Asia	2,360,505		2023	2,798,315		2023	5,352,382		2023	11,324,768		2023

Source: UNESCO Institute for Statistics (UIS), data extracted on Oct 2023

(+) National Estimation

# Learning Coin for Equitable Education

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## Objective of the project

Learning Coin Project aims to help disadvantaged children and youth to **cultivate reading habits for lifelong learning**, while **economically supporting their families** with monthly scholarships based on each child's reading efforts.



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# Approaches

Implement an innovative learning system to help at least **1000 out-of-school and marginalized children and youth** for improving their literacy and reading habits.



Promote equitable and flexible education promote inclusive and flexible education for OOSCY in Community Learning Centres (CLCs) across six provinces in Thailand

Strengthen **collaboration mechanism between local educational agencies and related stakeholders** in order to reach out the marginalized students.

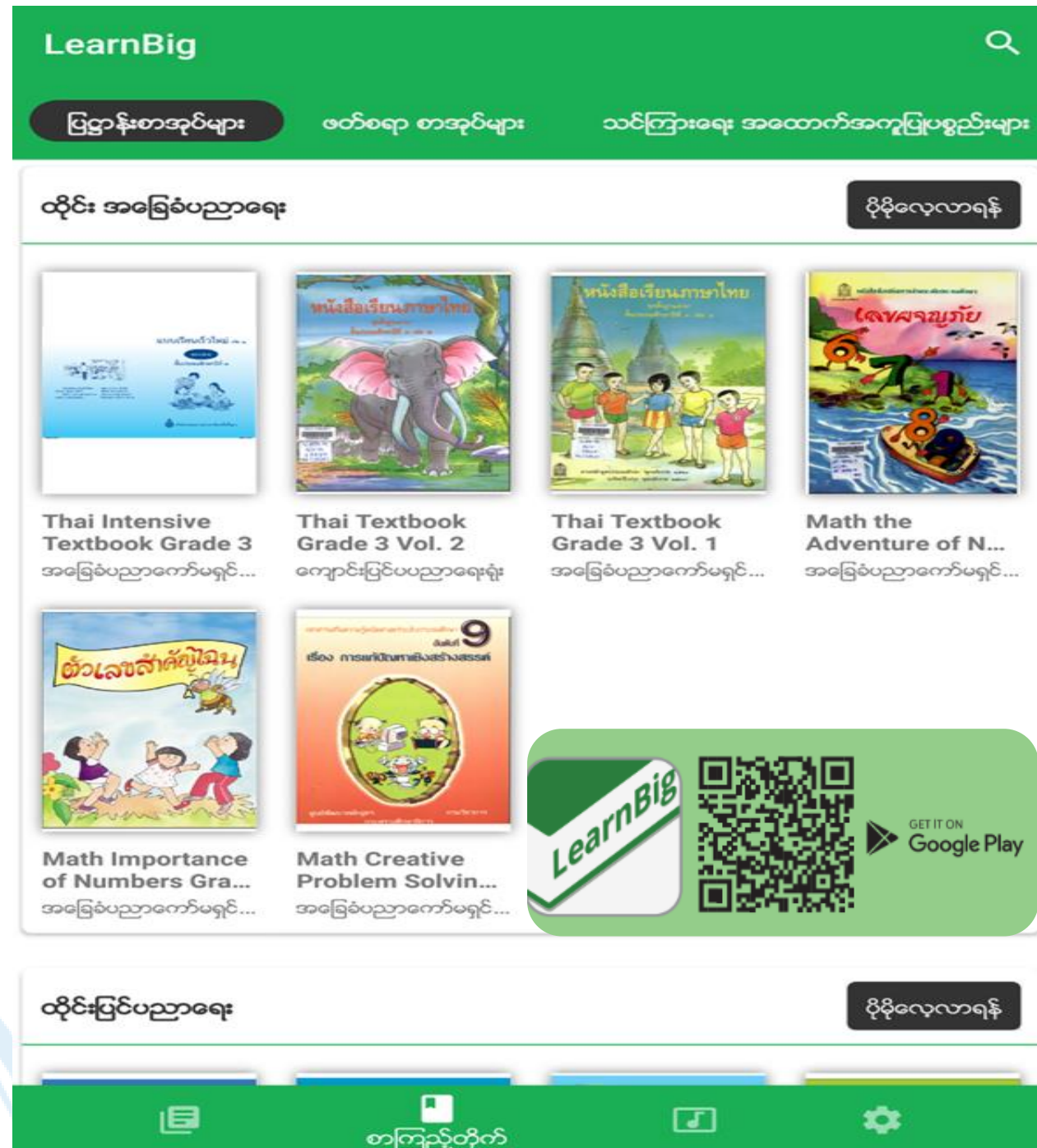






# LearnBig (open digital library)

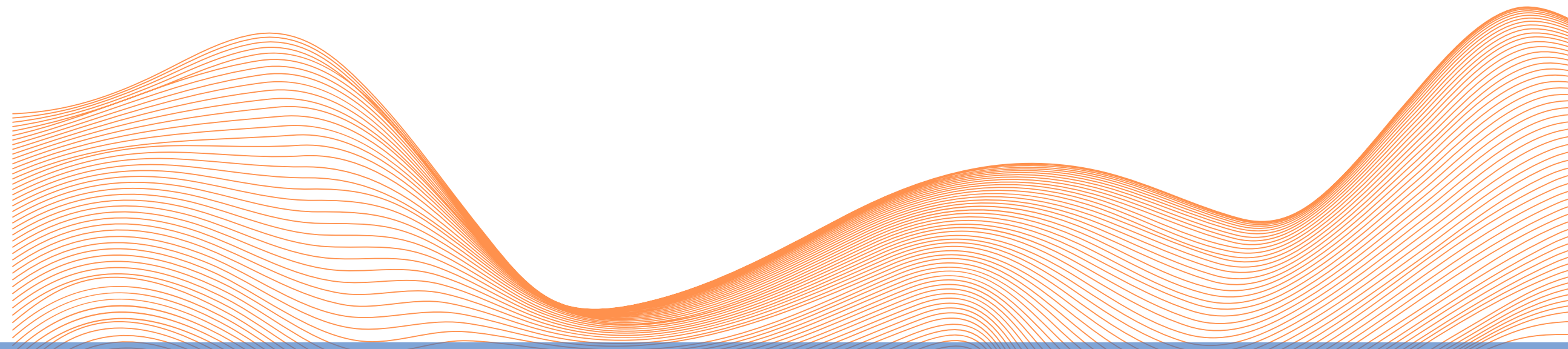
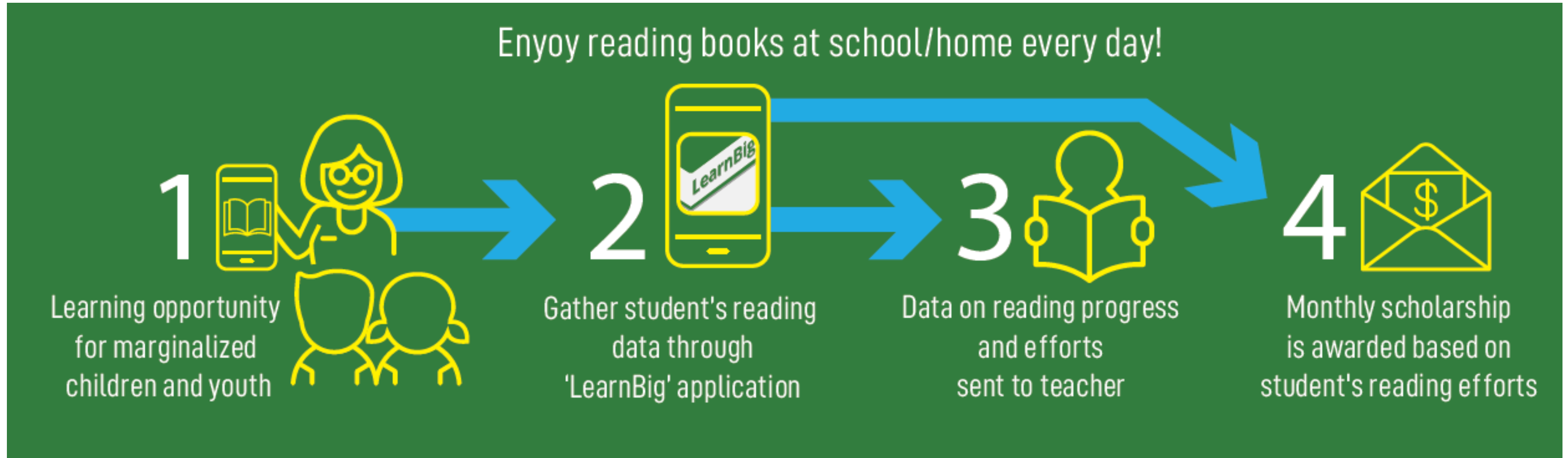
## Key output



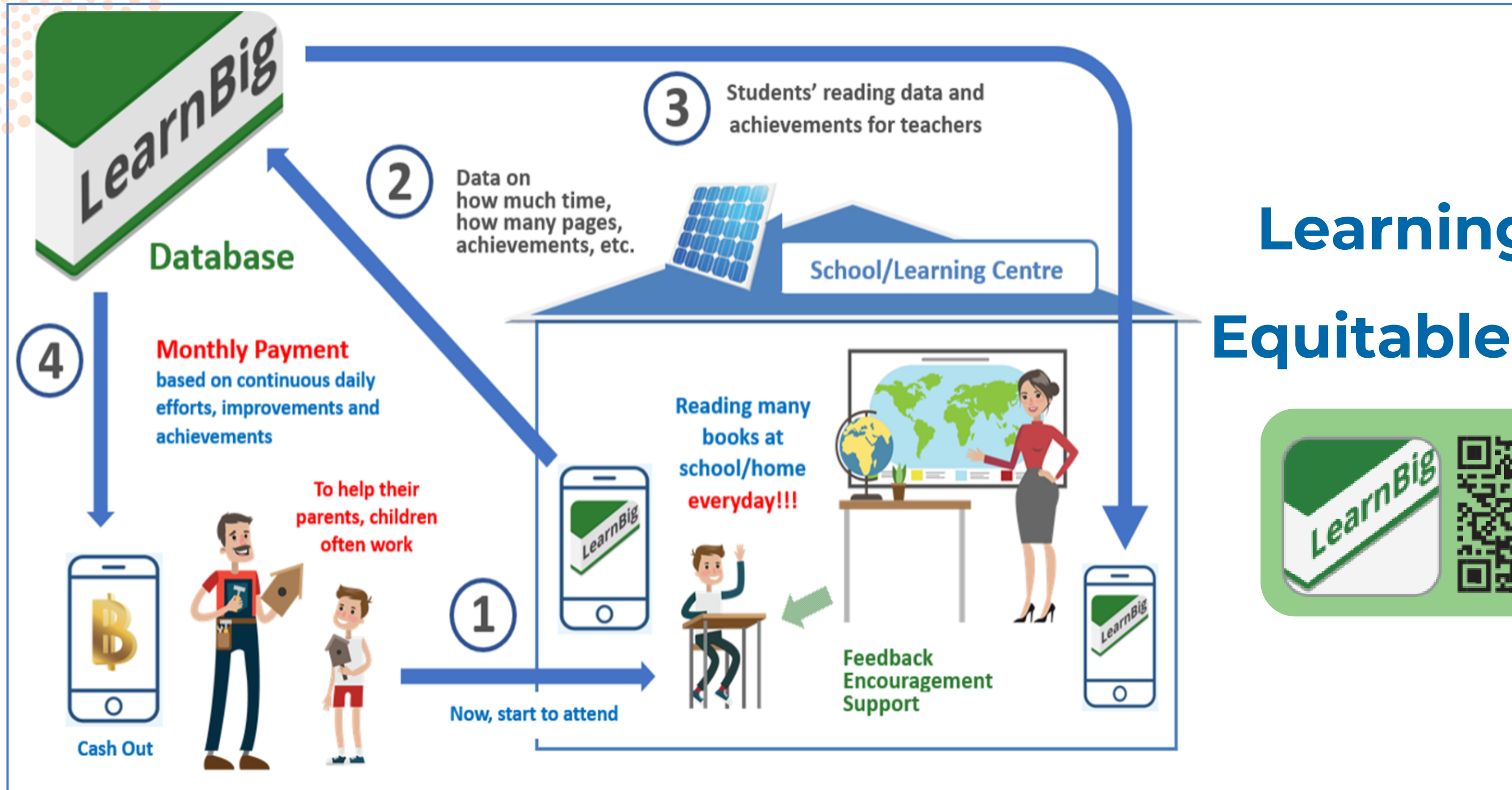
- 📖 **2000+ books (English, Myanmar, Malay, Thai)**
  - Textbooks (Basic Education/NFPE/NFE)
  - Children's books, comics
  - Youth literature
  - COVID-19 IEC materials
- 📖 **Teaching materials**
  - Lesson plans, worksheets, exercises
  - Self-learning chatbots (English and Digital Skills)
- 📖 **Multimedia**
  - Trueplookpanya, Khan Academy, etc.
  - Characteristics and skills development for children and youth
- 📖 **2M views, 500k+ users, 30k+ downloads**
  - 20+ publishers and contributors

# Learning Coin for Equitable Education

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# Learning Coin for Equitable Education



# Learning Coin Project

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## UNESCO Bangkok's roles

- Develop and upgrade the LearnBig application to provide students with diverse and updated contents toward personalized and flexible learning.
- Procure required mobile devices and internet data usage plan.
- Support the provincial governments and partners in implementing the programme in target provinces with financial and non-financial approaches, and through an innovative payment system, where applicable.
- Develop advocacy materials to raise awareness on equitable education and strengthen collaboration on out-of-school and marginalized children and youth with all stakeholders in each province



# Learning Coin for Equitable Education

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## Key achievement 1

- The first Learning Coin pilot was launched in 2018 **with the support of the POSCO 1% Foundation and True Corporation, in partnership with the Foundation for Rural Youth, for about 150 learners in Bangkok and Pathumthani.**





# Learning Coin for Equitable Education

## Key achievement 2

- The initiative **assisted nearly 1,000 out-of-school and marginalized children and youth in 6 provinces** in Thailand (Bangkok, Khon Kaen, Mae Hong Son, Nakhon Nayok, Songkhla and Yala) to acquire literacy and to promote reading habits.



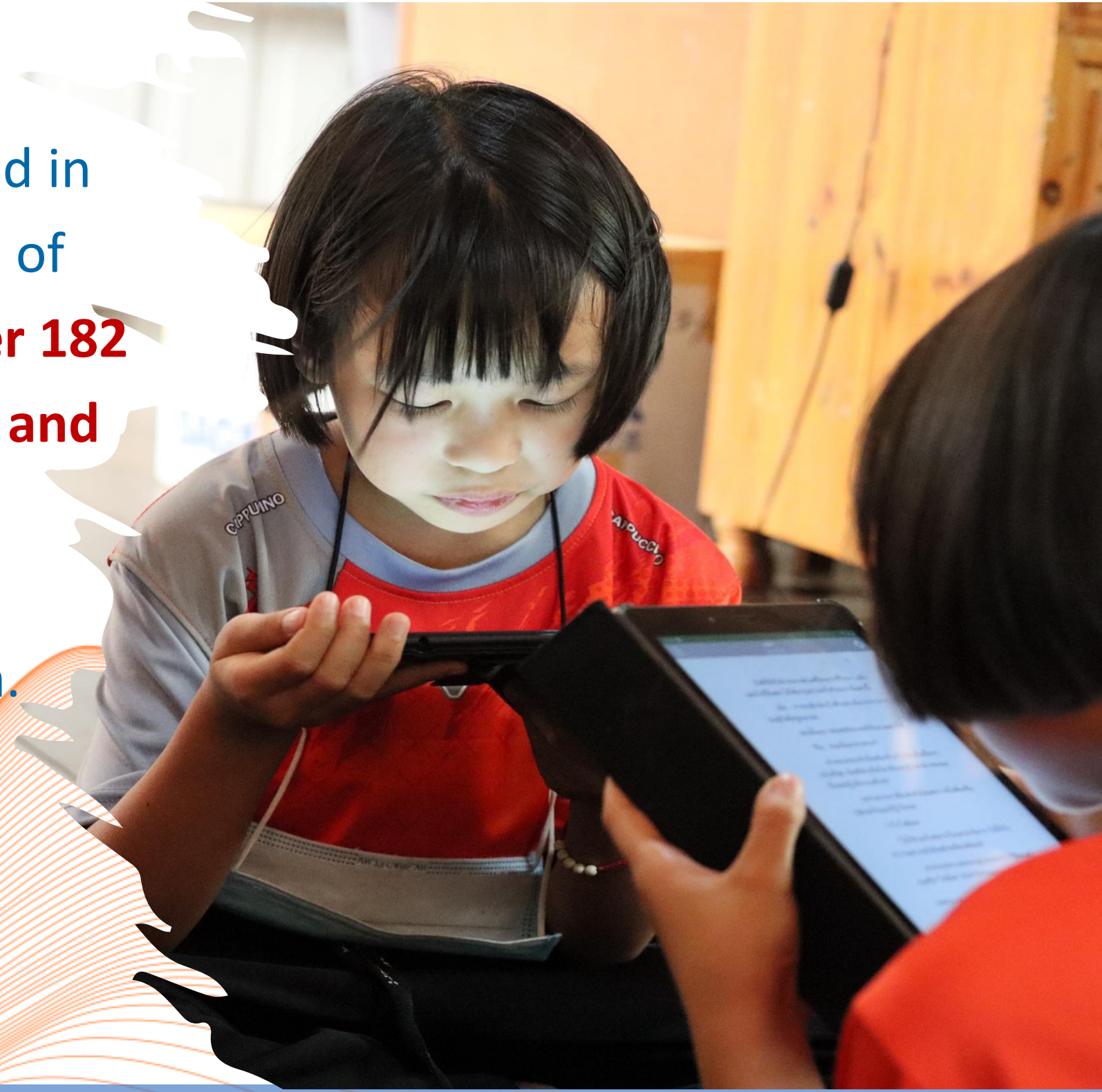


# Learning Coin for Equitable Education

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## Key achievement 3

- Funded by the Equitable Education Fund (EEF) Thailand and in collaboration with the Ministry of Education's Department of Learning Encouragement, the project has **brought together 182 teachers at 111 schools and community learning centres, and 200+ student volunteers** from Chulalongkorn University's Faculty of Education, together with the Mercy Centre in Bangkok and the Foundation for the Better Life of Children.





# Learning Coin for Equitable Education

## Key achievement 4

- LearnBig **Statistics** in Myanmar

	City	Number of Users
1	<b>Yangon</b>	<b>34,907</b>
2	Mandalay	10,046
3	N/A	3,791
4	Nay Pyi Taw	1,022
5	Myitkyina	960
6	Taunggyi	413
7	Pyinmana	303
8	Tachileik	283
9	Mawlamyine	186
10	Dekkhina Thiri	163



# Promoting Sustainability through Technology

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## Objectives of the Project

UNESCO Bangkok-Huawei Thailand Project aims to

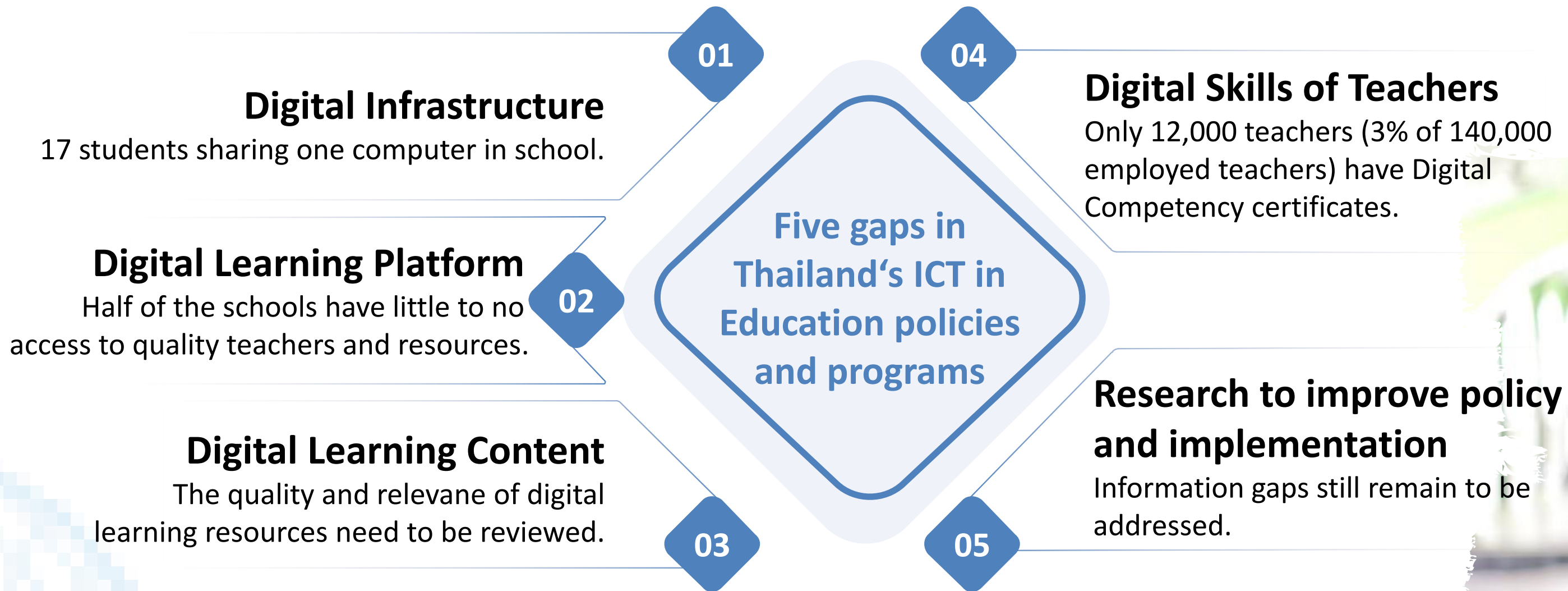
- promote digital inclusion;
- mainstream digital skills development, including skills required by the adoption of emerging technologies and Artificial Intelligence;
- foster digital-pedagogical transformation needed for ensuring the quality of learning.



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# Promoting Sustainability through Technology





# Promoting Sustainability through Technology

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## UNESCO Bangkok's actions in collaboration with Huawei

- Approach 1: Open Schools Project
- Approach 2: Green Education Project

# Open Schools Project



## Action 1

Support the development of the National **Digital Learning Platform** (NDLP) to align with international standards.



## Action 2

Create quality **digital learning content** aligned with the competency-based curriculum.



## Action 3

Strengthen communities of practice (CoP) to continuously upgrade teachers' **digital competencies**.



## Action 4

Conduct **policy research** to address important ICT issues in Thailand's education system.



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# Green Education Project

## Green Schools

- Solar Package
- Project based learning for 4 Secondary Schools



## Green Skills

- Solar Package for 6 TVET Institutes.
- Training of Solar Panel Installers



## Green Communities

- Solar Package for 6 TVET Institutes.
- Training of Solar Panel Installers



# Lessons learnt & recommendations

- Digital learning tools are effective to bring back children at risk to learning. Parents also appreciate that their children are given chance to gain digital skills – core competencies for future jobs.
- People are key to success in DIT especially inclusive DIT. IT experts are needed to maintain and update digital tools, teachers/facilitators are needed to encourage OSCY to sustain their learning. (Researchers to evaluate which tools/approaches are effective.) --- Any DIT need budget for professional dev.
- Flexible alternative learning with pathways to further education linked with income generation – giving people choice is important in lifelong learning for low income families.



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Thank you

