BROADBAND COMMISSION
FOR SUSTAINABLE DEVELOPMENT

4 QUALITY EDUCATION

Recommendations of the Broadband Commission on SDG4: Quality Education

Desk Research Based on 2021-2017 Broadband Commission Reports

Key Highlights:

- *Digital Skills Development.*
- *Transforming Education: Policies and Best Practices*
- *Financing Connectivity and Infrastructure*
- *Plan for Future Technology*
- *COVID-19 Response for Education*

Recommendations of the Broadband Commission on SDG4: Quality Education

Desk Research Based on Broadband Commission Publications

This is a compilation of research and recommendations relating to education from the Broadband Commission for Sustainable Development which can be found at www.broadbandcommission.org/publications. This is not an exhaustive list but rather an illustrative example.

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Digital Skills Development

➤ Policymakers, Regulators, and Government Representatives

Actionable Recommendation	Report	Report Publication Date
Adopt a national strategy for digital skills development for life, work and lifelong learning.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Governments must increase their efforts toward skilling, reskilling, upskilling and capacity building to leverage digital technology for life, work and lifelong learning and other socially beneficial purposes. This is especially urgent for disadvantaged groups including girls and women, and young people who are not in education, employment or training (often known as NEETs).	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
National stakeholders should define system- wide strategies for skills development designed to address specific social and economic needs in today's society. These strategies should be based on robust national digital skills assessments and align with hybrid learning requirements and the government's goals and plans to embrace digital transformation. They should also refer to available international digital skills frameworks and taxonomies and adapt them to the country's needs. This will provide a reference structure and tools for assessment, certification, monitoring and evaluation, and allow for comparative analyses across regions.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
A government should engage all relevant stakeholders when designing and implementing its digital skills strategy, and strive to leverage existing private and public initiatives, competences and investments.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Mandatory education in Child Online Safety (COS) for students, teachers and caregivers.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020

Industry and governments could work on developing regulations and standards for a proper presentation of terms and conditions for digital products and services (applications, games, websites, programs, devices, etc.) to guarantee they can be read and understood by children and parents and that they clearly state the risks associated with the use of those products and services concerned.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Establish accountable agencies within governments to lead the development, regulation and implementation of national strategies and master plans for digital skills development.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Under the competence of the accountable governmental agencies, develop strategies to broker, expand and improve multistakeholder partnerships that facilitate digital skills education.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Develop and endorse policies to promote Free and Open Source Software (FOSS) and to openly license the digital skills development resources produced with public funds, as called for in the Paris OER Declaration (UNESCO, 2012c).	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Formulate education policies that promote and monitor the inclusion of digital skills development for disadvantaged groups irrespective of gender, age, race or disability.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Prioritize public investment and incentivize the private sector to support gender equality in digital skills development with a particular focus on promoting girls' and women's participation, achievement and continuation in STEM studies and careers.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Set up quality assurance and accreditation mechanisms to monitor the quality of digital skills development programmes and facilitate the recognition of skills across levels of studies, education providers and possibly across borders.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Make digital skills a key component of teacher training, with reference to UNESCO's ICT Competency Framework for Teachers (2011). Guide the review and updating of programmes to enable teachers to benefit from digital technologies and improve the digital literacy of students.	*Working Group on Education: Digital Skills for Life and Work*	September 2017

Support national statistics agencies and other agencies in regularly collecting disaggregated digital skills data, including through individual assessments, to facilitate a more robust and comprehensive understanding of digital skill divides.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Explore the possibilities of aggregated usage of automatically generated data on the use of digital platforms and services as a means of mapping patterns of digital competencies and skills.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Include, where relevant, questions in annual household surveys to gather self-reported information about individuals' digital skill levels and digital skill needs. Also, encourage countries to share collected data with relevant international organizations, including UNESCO and ITU, to facilitate global and regional analysis.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Domestic and international industry players, including operators, Internet service providers, and social media and gaming platforms, should put in place a set of minimum competencies — technologies, systems, and protocols — to detect and address any sort of abuse (classified as criminal activity) against children. They should also work with civil society to raise awareness of the issues around child online safety and to help all the adults responsible for a child's welfare — including parents and caregivers, schools, youth serving organizations and communities — develop the knowledge and skills they need to keep children safe.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
Stakeholders must work together to develop a universal framework for cooperation in the fight against online child abuse. This must include standards for legal interoperability that allows data and intelligence sharing between law- enforcement agencies and trusted private and civil-society entities.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
Technical data should be available across trusted sectors and jurisdictions to facilitate law-enforcement case management efforts and to assist victim identification. Stakeholders should commit to supporting work to produce a greater consistency of practice in relation to the annotation of hashes and data entry. They should guarantee the secure maintenance of data concerning identified and unidentified victims.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
It must be about people, about the 'human element of connectivity'. Regulation, investment and policy must reflect a people-centered approach to encourage and expand Internet adoption – and need to address education, age, gender, income status, skills, and residence. This extends to digital skills readiness, solutions, tools, educational resources and content.	*State of Broadband Report 2021 Key Messages Document*	2021

Create an education sector digitalization master plan, with supporting budget, for deploying e-learning as well as supporting training and awareness building initiatives.	*Working Group on the Digitalization Scorecard: Which Policies and Regulations Can Advance Digitalization*	June 2017
Establish a clear responsibility to accredit digital delivery of education to protect students from fraud.	*Working Group on the Digitalization Scorecard: Which Policies and Regulations Can Advance Digitalization*	June 2017

➤ Legislation

Actionable Recommendation	Report	Report Publication Date
Across countries and jurisdictions, legislation should aim to adopt consistent definitions and terminology, as well as the classification of online crimes against children in compliance with the WePROTECT Model National Response and other evidence-based models and frameworks. Any existing legal barriers to companies deploying technical tools in the fight to combat violence against children should be removed, including making the legal analysis for child online safety for each country available to trusted private entities at no cost. Countries should develop universal content classification in order to facilitate data sharing.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019

➤ Educators

Actionable Recommendation	Report	Report Publication Date
Mandatory education in Child Online Safety (COS) for students, teachers and caregivers.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020

The subject of digital security should be embedded into digital literacy education. The former cannot be considered a standalone topic, because children need to understand how the digital world works in order to understand what risks they are exposed to and why do these risks emerge.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Encourage non-formal digital skills providers to deliver programmes for out-of-school children, youth and adults, especially illiterate or unemployed adults through flexible face-to-face programmes in well-established community spaces (e.g. community centres, libraries) and through affordable digital technology, including mobile phones (UNESCO 2013a).	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Set up collaborative taskforce teams of education institutions, IT industries and academic institutes to enhance the development and provision of curricula and programmes for digital skills development.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Enhance digital skills of teachers and develop collaborative capacity-building mechanisms between education institutions and IT industries.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
All children should be taught digital skills as part of a strategy to minimize the risks and maximize the opportunities of technology.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
The teaching of digital skills should be part of the school's core curriculum and should include a broader education of children to manage relationships, build resilience, develop critical thinking skills, and seek help when they need it. To make this possible, we recommend that leaders from public, private, and civil sectors implement the digital intelligence framework (DQI), developed by the DQ Institute, or an equivalent, at all levels.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019

➤ Learners

Actionable Recommendation	Report	Report Publication Date
Mandatory education in Child Online Safety (COS) for students, teachers and caregivers.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020

➤ Private Sector

Actionable Recommendation	Report	Report Publication Date
Industry and governments could work on developing regulations and standards for a proper presentation of terms and conditions for digital products and services (applications, games, websites, programs, devices, etc.) to guarantee they can be read and understood by children and parents and that they clearly state the risks associated with the use of those products and services concerned.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Incentivize IT firms, internet service providers and other private sector organizations to support inclusive and equitable digital skills development, including programmes to upgrade the skills of workers, ideally with oversight from neutral, non-commercial brokers.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Prioritize public investment and incentivize the private sector to support gender equality in digital skills development with a particular focus on promoting girls' and women's participation, achievement and continuation in STEM studies and careers.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
Set up collaborative taskforce teams of education institutions, IT industries and academic institutes to enhance the development and provision of curricula and programmes for digital skills development.	*Working Group on Education: Digital Skills for Life and Work*	September 2017
When they detect content on their internal platforms or on platforms they operate, oversee as regulators, or have any other form of responsibility for, stakeholders should report and remove such content in collaboration with other relevant actors.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019

Industry leaders should assist smaller companies with the implementation of technology-driven solutions, capacity development, and reporting processes.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
Children's rights to protection from crimes (online as well as offline) should be prioritized without compromising the right to privacy of all Internet users (including children).	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
Stakeholders should commit to establishing a senior position, or a team, dedicated to integrating the principles of the United Nations Convention on the Rights of the Child into the organization's operating model. Companies should report the actions, including outcomes, taken by this team or executive in their annual corporate and sustainability reports. Regulators and other official bodies should include this information in their annual accounting to legislators or other relevant overseers.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
All companies that develop or deploy solutions to protect children, or that can be directly or indirectly used by children in any way, should minimize the risks and threats to child online safety. They should take steps to verify ages and identities of users, and prevent the dissemination of hatred, incitement to violence, and the production and distribution of harmful and illegal content such as CSAM. Companies providing online products, services, and apps for children should use age- appropriate design as well as child-friendly terms and conditions. Children should not be asked to consent to things that are not, in legal terminology, 'in the best interests of the child'.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
The private sector should work with other players, such as NGOs and academia, to reduce the siloed and fragmented approach to the development and availability of technical tools (including AI).	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
The technology that tackles online violations of children's rights should, whenever appropriate, be open source or shared, standardized, platform- agnostic, and placed at the disposal of all relevant and trustworthy parties involved, regardless of sector. Private and public-sector should invest resources and support each other in developing technology solutions to help in the fight against online child abuse.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019
Invest in research to understand the impacts of new digital technologies on children in order to preempt potential risks and harms, acting before online abusers can take advantage of new technologies, legal loopholes, or online and social phenomena.	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019

➤ International Organizations

Actionable Recommendation	Report	Report Publication Date
Working together, the international community should develop a universal set of metrics that stakeholders can use to measure all relevant aspects of child online safety. Organizations and individuals can use these metrics to determine the success of child online safety activities when reading the annual reports of institutions and agencies, including but not limited to: UNICEF The International Telecommunications Union (ITU) The International Monetary Fund (IMF) The World Bank and other development banks The GSMA (mobile industry association) The Organization for Economic Co- operation and Development (OECD) The European Union The African Union The Arab League The DQ Institute The World Economic Forum	*Child Online Safety: Minimizing the Risk of Violence, Abuse, and Exploitation Online*	October 2019

Transforming Education: Policies and Best Practices

➤ Policymakers, Regulators, and Government Representatives

Actionable Recommendation	Report	Report Publication Date
Promote digital learning to recover from the pandemic, reimagine education, and narrow the digital divide.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Governments and national stakeholders should decide which models of hybrid learning are the most appropriate and identify the contexts and situations where they may work best. The pedagogical focus should be on student-centered, active and collaborative learning. However, further research is needed to identify how hybrid learning can best integrate these pedagogical approaches.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021

Stakeholders should recognize the central role played by teachers and support staff as agents of change, and deliver adequate training and in-service professional development, together with initiatives to nurture their well-being, mental health, communities of practice, and peer learning activities.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021

➤ Educators

Actionable Recommendation	Report	Report Publication Date
Ultimately, hybrid learning models, like their traditional counterparts, must be designed with a focus on inclusion and equity, prioritizing those who are most at risk of being left behind, including low-income students, women and girls, persons with disabilities, people on the move, migrants, refugees, and other marginalized groups.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021

➤ International Organizations

Actionable Recommendation	Report	Report Publication Date
Open educational resources (OERs) and other free-of-charge and quality-assured digital content should be promoted and aligned to national curricula, cultures, languages and identities.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021

Financing Connectivity and Infrastructure

➤ Policymakers, Regulators, and Government Representatives

Actionable Recommendation	Report	Report Publication Date
Promote whole-of-government and public-private partnership approaches for connectivity and infrastructure.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Government and state actors play a leading role in setting the conditions for sustainable and equitable provision of education and training. They should continuously promote cross-ministry coordination, joint initiatives and policy alignment for connectivity and infrastructure in relation to hybrid and remote learning. This can be accomplished by developing appropriate governance and regulatory frameworks; planning and coordinating national policies and implementation strategies; creating and managing public-private partnerships; and mobilizing and efficiently exploiting resources.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Success in setting the conditions for sustainable and equitable provision of education and training hinges on public and private entities sharing a common vision and understanding each other's contribution. This should be demonstrated both in official documentation and in practice on the ground. To measure progress in terms of access and outcomes, national stakeholders should collect and disseminate data and information regarding the digital divide, hybrid learning, access to connectivity and infrastructure, and the digital transformation of education and training systems.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Private-sector organizations operating in the hybrid learning ecosystem need to be regulated, especially regarding the use of proprietary tools and services in education.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Stakeholders should also encourage the educational technology industry to act as an essential partner in building thriving local ecosystems and promoting the local development of frontier technologies for education. For this purpose, instead of public education and training bodies viewing this industry just as a provider of goods and services, they could consider other types of relationships	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021

with them, including partnerships for funding, research, internships, apprenticeships, and collaboration to develop standards.		
Given that connectivity and hybrid learning are not 'one-time' expenditures, they should be featured in institutions' budgets (as a recurring cost) and, ideally, part of the government's broader educational policies and sector plans. More robust, predictable, and sustained investments are necessary to establish stable and sustained financing of connectivity for hybrid learning.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
A hybrid-learning policy and costing approach requires all significant elements, enablers and building blocks of the hybrid learning ecosystem to be considered. It requires coherent, systemic and ongoing efforts by the public sector, even if it relies on commercial or community models, to provide financial and/or regulatory incentives for telecommunications infrastructure. Countries with a demonstrated ability to execute such investment coherence are more likely to reap the benefits of hybrid learning.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
To enhance the efficacy of hybrid learning, governments can consider as a guideline this report's suggested model for integrating digital transformation into education policies and sector plans. Additionally, they may adopt the report's proposal for a roadmap for rolling out connectivity in their schools through an iterative five-step process from framing the initiative to selecting technological provision and funding methods and finally determining which operating model to implement. Stakeholders should engage in a policy and social dialogue on the cost-effectiveness of different implementation models.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Design a unified, practical and actionable industry-ask relying on Safety by Design Principles.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Policy and regulation should address inequitable access sparked by market failures (such as monopolies, rent-seeking, regulatory capture, barriers to entry, deadweight losses, leakage and public resource waste).	*State of Broadband Report 2021 Key Messages Document*	2021
Reforming USAFs to be more effective financing mechanisms that support and expand connectivity to ICT services	*Executive Summary, 21st Century Financing Models for Bridging Broadband Connectivity Gaps*	September 2021

Daily, weekly, or monthly installment plans, can significantly improve the affordability of mobile broadband capable devices. This can be accomplished through targeted interventions to catalyze financing capital, promote financial inclusion, and remove restrictions on technologies that promote handset financing such as SIM locking, mobile device management, and mobile money.	*Connecting Africa Through Broadband: A Strategy for Doubling Connectivity by 2021 and Reaching Universal Access by 2030*	October 2019
Use USF funding to support affordable access to health, education, humanitarian and emergency services and people and communities with special needs	*COVID-19 Crisis Broadband Commission Agenda for Action*	2020

➤ Educators

Actionable Recommendation	Report	Report Publication Date
Adapt Safety by Design Principles to online education and learning platforms.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020

➤ Private Sector

Actionable Recommendation	Report	Report Publication Date
Broadening the base of contributors by including companies participating in and benefitting from the digital economy.	*Executive Summary, 21st Century Financing Models for Bridging Broadband Connectivity Gaps*	September 2021
The private sector, government, and academia should also examine the challenges posed by, and effects of, royalty stacking in the smartphone	*Connecting Africa Through*	October 2019

industry. Observers suggest that up to 31 percent of the cost of a $400 smartphone can be attributed to patent royalties. Indeed, in some cases, the cost associated with patent royalties for a smartphone represents more than the cost of the phone's physical components. This matter requires closer examination so that the royalty payments would not discourage potential new market entrants to invest, innovate, and compete in the smartphone industry. This is particularly relevant for low- cost devices which, as noted above, have much smaller profit margins for manufacturers and their partners.	*Broadband: A Strategy for Doubling Connectivity by 2021 and Reaching Universal Access by 2030*	
Offer special tariffs for related health, education, humanitarian and emergency workers/services Offer free SMS and zero rating for access to health, educational content and government information services	*COVID-19 Crisis Broadband Commission Agenda for Action*	2020

➤ International Organizations

Actionable Recommendation	Report	Report Publication Date
Creating an international ICT fund with the objective of supporting sustainable development of broadband connectivity	*Executive Summary, 21st Century Financing Models for Bridging Broadband Connectivity Gaps*	September 2021

Plan for Future Technology

➤ Policymakers, Regulators, and Government Representatives

Actionable Recommendation	Report	Report Publication Date
National stakeholders should anticipate the impact of frontier technologies on education through foresight exercises, scenario building, data monitoring, and qualitative as well as quantitative research. The resulting information will help guide the development of hybrid learning systems and resources. This in turn will contribute toward empowering teachers, enhancing lifelong learning, improving methods of assessment and certification, and putting innovation to work to solve educational problems and inform investment decisions.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Governments should mobilize interdisciplinary and multi-stakeholder expertise to inform and build the capacities of policy-makers. In doing so, they can more easily develop and implement appropriate policies and regulatory frameworks for the ethical and human-rights-based use of frontier technologies, regarding learners' data protection and security.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
Combining digital developments with more sustainable practices must be at the forefront of responsible strategic political planning.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
More collaboration needs to take place between governments and the tech industry to integrate safety into their products.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Mandatory detection and reporting of child sexual abuse material (CSAM) on educational platforms.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Governments should provide COS guidelines & consult all relevant stakeholders or widely disseminate the existing COS guidelines.	*The Digital Transformation of Education: Connecting Schools,*	September 2020

	Empowering Learners	
Children themselves should always be included in policymaking processes & tools development on COS.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Government legislative and/or political action is an important step towards strengthening the response to cyber threats to children. Child Online Protection policies should be made a government goal. Every country should include Child Online Protection in their National Broadband or digital connectivity plan.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
Encourage/promote the development at national level of an appropriate regulatory framework and environment for data protection and privacy: ethical standards, use, share and store of data, respect and enforcement in the learning environment.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
When rolling out toolkits on child online protection (COP), there should also be an accompanying service that works directly with the stakeholders (e.g. schools) to help implement the recommendations proposed by the toolkit.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020
As new technology comes on stream – such as 5G, IoT connectivity and LEO satellite broadband – these must benefit low- and middle-income countries (LMICs) as well as developed countries.	*State of Broadband Report 2021 Key Messages Document*	2021

➤ Learners

Actionable Recommendation	Report	Report Publication Date
Children themselves should always be included in policymaking processes & tools development on COS.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020

➤ Private Sector

Actionable Recommendation	Report	Report Publication Date
Combining digital developments with more sustainable practices must be at the forefront of responsible strategic business planning.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
More collaboration needs to take place between governments and the tech industry to integrate safety into their products.	*Connecting Learning Spaces: Possibilities for Hybrid Learning*	September 2021
The private sector should make available broadcasting capacity for Child Online Protection. It should also provide safe, secured and transparent platforms for education and digital tools for children, parents and teachers, and provide access to reporting mechanisms.	*The Digital Transformation of Education: Connecting Schools, Empowering Learners*	September 2020

Sources for Research:

1. Broadband Commission for Sustainable Development's Working Group on Digital Learning (2021)
2. Broadband Commission for Sustainable Development's Working Group on School Connectivity (2020)
3. Broadband Commission for Sustainable Development's Working Group on Child Online Safety (2019)
4. Broadband Commission for Sustainable Development's Working Group on Education (2017)
5. State of Broadband 2021 Key Messages Document
6. Broadband Commission for Sustainable Development's Working Group on 21st Century Financing Models (2020)
7. Broadband Commission for Sustainable Development's Working Group on Digital Moonshot for Africa (2018)
8. Broadband Commission for Sustainable Development's Working Group on Digitalization Scorecard (2017)
9. COVID-19 Crisis Broadband Commission Agenda for Action

Broadband Commission Recommendations for COVID-19 Response for Education

Based on Broadband Commission Agenda for Action: For faster and better recovery.

Short-term Agenda Actions relating to Education
Private Sector Recommendations
• Provide in-kind support through donation of ICT services, cloud services, software, equipment and end user devices, and support working from home • Offer special tariffs for related health, education, humanitarian and emergency workers/services • Offer free SMS and zero rating for access to health, educational content and government information services • Make available broadcasting capacity for education and health • Make available safe and secured digital platforms and open-source software for health, education, food security, financial and governmental services, including sharing open-source Digital Public Goods • Promote quality education and information content and services; enhance policies against disinformation, increase transparency • Provide online training and safe digital tools to parents and teachers to keep children safer online
Government/Policymaker Recommendations
• Facilitate delivery of (and remove barriers to) industry commitments, and general provision of ICT services • Use USF funding to support affordable access to health, education, humanitarian and emergency services and people and communities with special needs
UN/IGO/International Org Recommendations
• Finance national digital connectivity initiatives, and electricity generation, transmission and distribution vital for digital service provision • Create pricing strategies and financing/investment documents to help finance national connectivity in schools, to be extended to health centres, emergency hubs, etc. • Support norms and provide resources to educational and media institutions
Academic/ NGOs/ Non-profit/ Civil Society/ Recommendations

- Provide online educational content in local languages, training in health care and emergency services, and training for (non-IT) teleworkers
- Monitor and promote open educational Resources, enhance online capacity building around issues relating to information and disinformation

Medium-term Agenda Actions relating to Education

- Identifying major partners for public financing of connectivity of vital services including schools, and planning actions to attract institutional finance investors looking for a compelling market opportunity.
- Emphasizing and promoting the ongoing importance of connectivity for education, access to information and online user empowerment through media and information literacy.