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# COVID19とアジア太平洋地域の大学における デジタルトランスフォーメーション

第41回 大学等におけるオンライン教育とデジタル変革に関するサイバー  
シンポジウム (2021年10月8日)

ユネスコ・アジア太平洋地域教育事務所  
所長 青柳 茂

1. COVID-19 の高等教育への世界的インパクト
2. 各国での高等教育の新しい潮流
3. オンライン学習の主流化に向けて
4. おわりに：教育と学びの将来

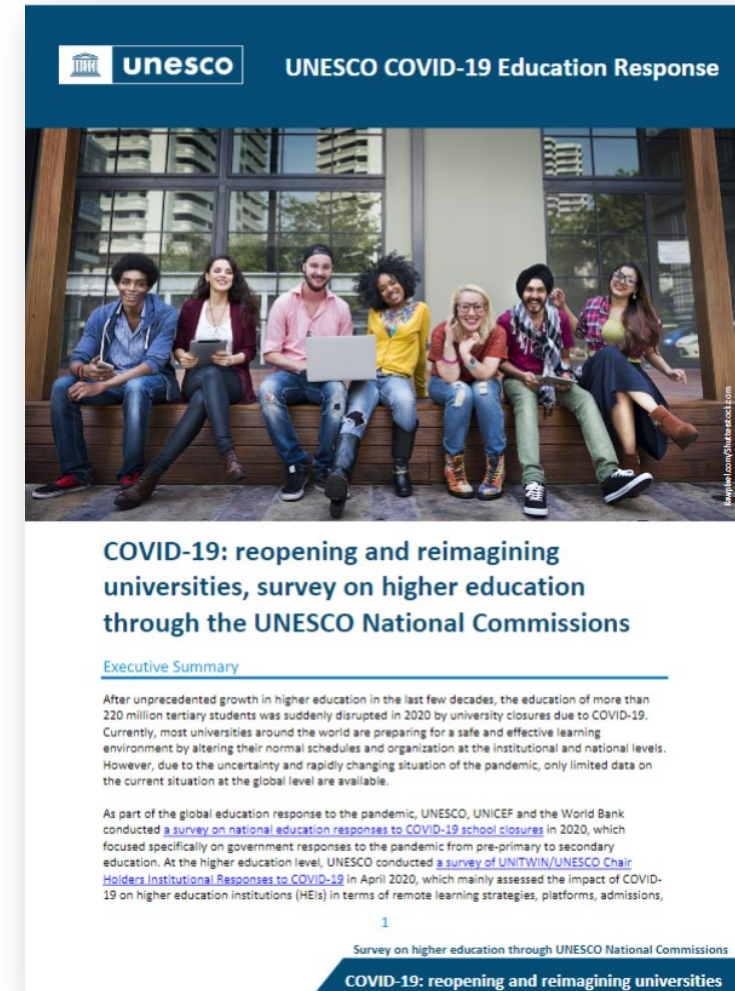
A photograph of two students, a woman on the left and a man on the right, sitting at a long wooden table in what appears to be a library or study hall. Both students are wearing light blue surgical face masks and clear safety glasses. The woman is wearing a white t-shirt under a grey and white plaid cardigan. The man is wearing a white t-shirt under a tan button-down shirt. They are both looking down at books or papers on the table. The background is filled with rows of wooden chairs and bookshelves, creating a quiet academic atmosphere. The lighting is soft and even.

# 1. COVID-19 の高等教育への 世界的インパクト

# 1. COVID-19 の高等教育への世界的インパクト

“COVID-19: Reopening and Reimagining Universities” (2021年7月)

- 2020年12月から2021年2月までの調査
- ユネスコ加盟国193カ国とアソシエイトメンバー11カ国を対象。
- COVID後の世界各国の高等教育システムの現状について、エビデンスに基づいて概観。
- 65カ国から回答が寄せられ、そのうち57カ国分が有効。
- 回答の約半数は、高所得国および欧米地域から。



Source: UNESCO, 2021. [COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions](#)



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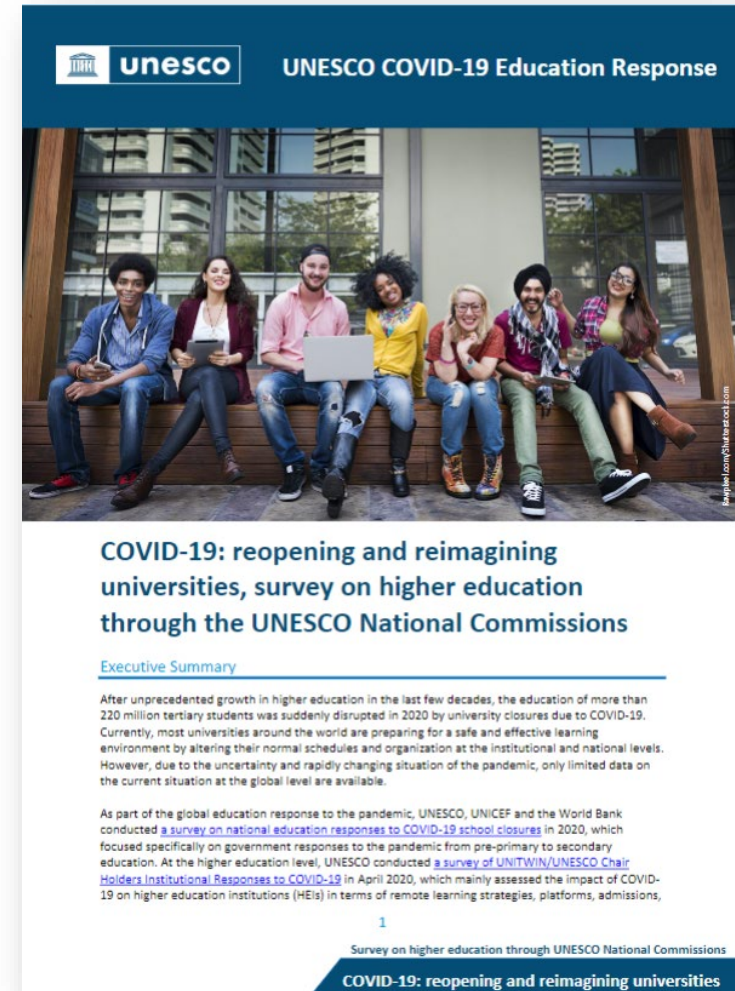
# 1. COVID-19 の高等教育への世界的インパクト

## 10 の主な調査結果

### 1. 授業や学習の形態（ハイブリッドなど）

### 2. アクセス

### 3. 国際的な流動性



Source: UNESCO, 2021. [COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions](#)


# 1. COVID-19 の高等教育への世界的インパクト

4. 大学職員への影響

5. 研究・教育活動の阻害

6. 不平等の拡大

7. 大学運営の縮小



The image shows the cover of a UNESCO report titled "COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions". The cover features a photograph of a diverse group of students sitting on a wooden bench in front of a modern building with large windows. The UNESCO logo is in the top left corner, and the title is in the top right. Below the photo, the title is repeated in a larger font, followed by "Executive Summary". The main text discusses the impact of COVID-19 on higher education and mentions a survey conducted by UNESCO in 2020. The page number "1" is at the bottom center, and the full title is repeated at the bottom right.

unesco UNESCO COVID-19 Education Response

**COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions**

Executive Summary

After unprecedented growth in higher education in the last few decades, the education of more than 220 million tertiary students was suddenly disrupted in 2020 by university closures due to COVID-19. Currently, most universities around the world are preparing for a safe and effective learning environment by altering their normal schedules and organization at the institutional and national levels. However, due to the uncertainty and rapidly changing situation of the pandemic, only limited data on the current situation at the global level are available.

As part of the global education response to the pandemic, UNESCO, UNICEF and the World Bank conducted a [survey on national education responses to COVID-19 school closures](#) in 2020, which focused specifically on government responses to the pandemic from pre-primary to secondary education. At the higher education level, UNESCO conducted a [survey of UNITWIN/UNESCO Chair Holders Institutional Responses to COVID-19](#) in April 2020, which mainly assessed the impact of COVID-19 on higher education institutions (HEIs) in terms of remote learning strategies, platforms, admissions,

1

Survey on higher education through UNESCO National Commissions  
COVID-19: reopening and reimagining universities

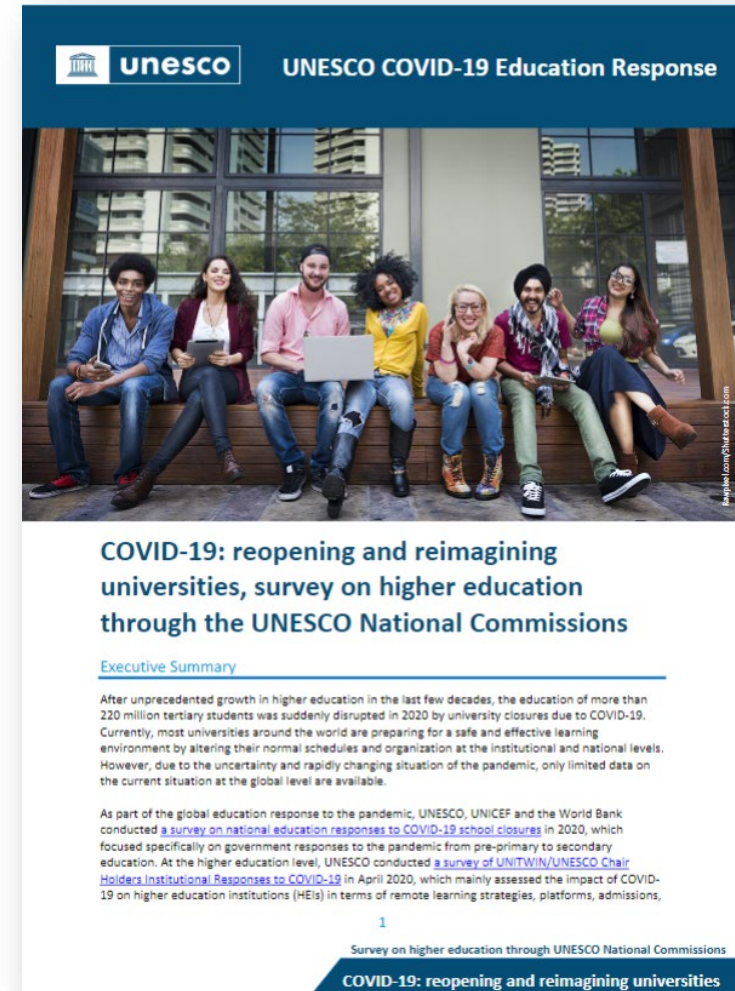
Source: UNESCO, 2021. [COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions](#)

# 1. COVID-19 の高等教育への世界的インパクト

## 8. 健康面での課題

## 9. 就業への移行

## 10. 課題克服に向けての優先事項

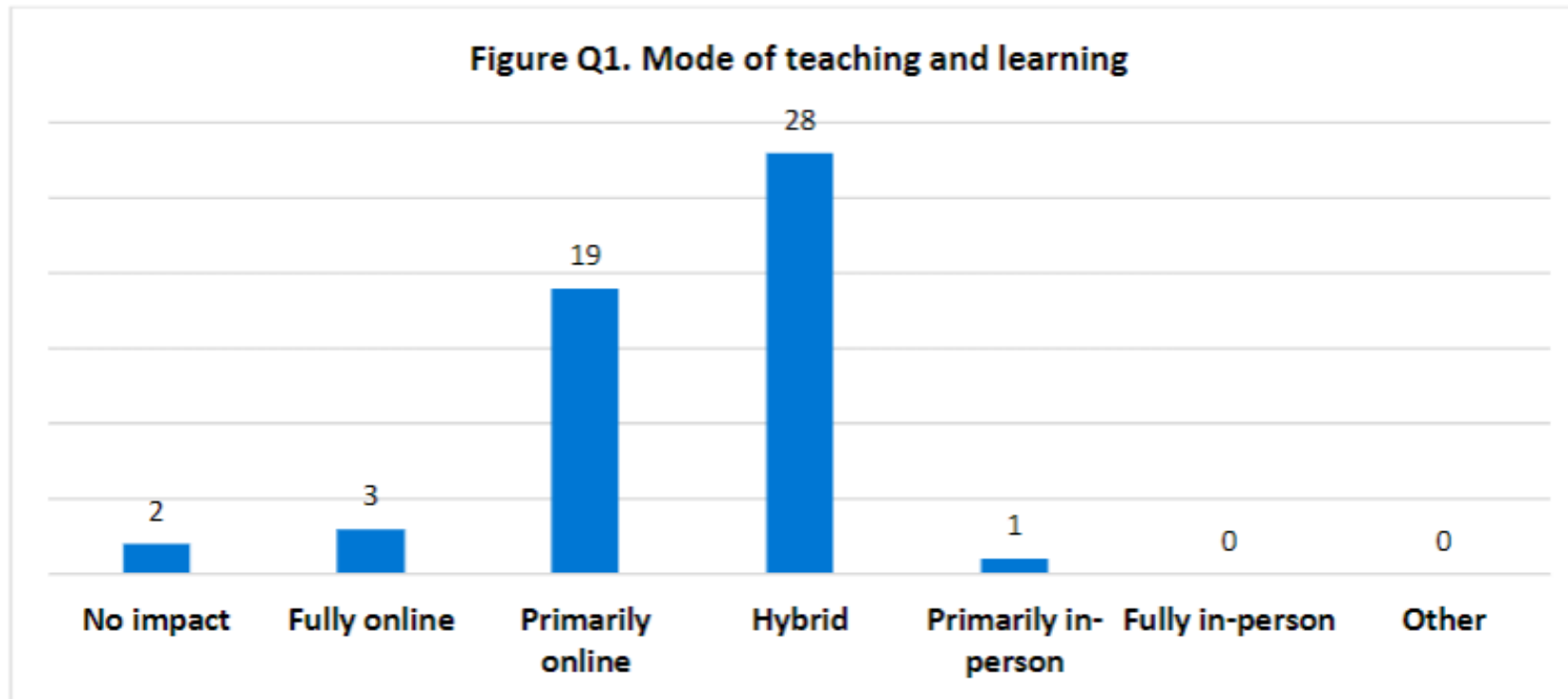


Source: UNESCO, 2021. [COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions](#)

# 1. COVID-19 の高等教育への世界的インパクト

## 授業や学習の形態

### COVID-19の影響による高等教育のデジタル化の進展



n=57 responding countries worldwide

Source: UNESCO, 2021. [COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions](#)





## II. 各国での高等教育の新しい潮流

## 2. 各国での高等教育の新しい潮流

### インドネシア サイバー教育研究所 (ICE: Indonesia Cyber Education Institute, 2021年7月発足)

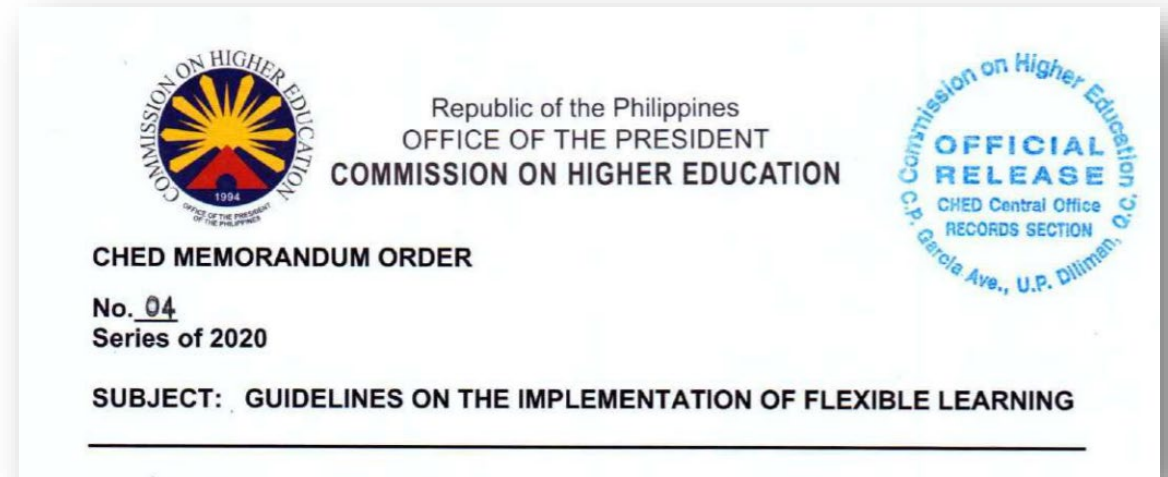


See: <https://icei.ac.id/>

## 2. 各国での高等教育の新しい潮流

### フィリピン： 高等教育機関向ガイドライン(2020年) とフレキシブル学習の奨励

- COVID-19に対応した高等教育機関向けのガイドライン
- フレキシブル学習の奨励
- ユネスコと高等教育委員会との協力



In the implementation of flexible learning, HEIs shall be guided by the following:

1. Flexible learning is a learner-centered approach that is deeply rooted in the needs of the students. The main objective should be to provide learners with the most flexibility on the learning content, schedules, access, and innovative assessment, making use of digital and non-digital tools.

Source: [Guidelines on the Implementation of Flexible Learning – CHED, 2020](#)



A woman is shown in profile, looking upwards and to the right. She is holding a tablet computer. The background is a dark, futuristic interface with a large, glowing globe in the center. The globe is surrounded by various data visualizations, including circular charts, graphs, and abstract patterns. The overall aesthetic is high-tech and digital.

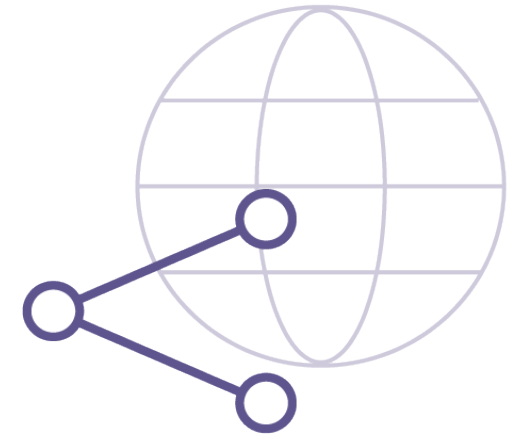
# III. オンライン学習の主流化に向けて



### 3. オンライン学習の主流化に向けて

- 発展途上国では、インフラや接続性の改善、学習機会の増加、脆弱な状況にある学生の保護対策の充実などが危急の課題。
- パンデミックの悪影響を緩和し、高等教育機関の機能を維持するためには、政府の政策と財政支援が不可欠。
- 世界では51%の人々がインターネットを使用。37億人がアクセス無し。最貧国では19%にとどまる。

While around 51% of the global population uses the Internet, an estimated 3.7 billion do not have Internet access. In least developed countries, only 19% of the population uses the Internet.



Source: UNESCO, 2021. [COVID-19: reopening and reimagining universities, survey on higher education through the UNESCO National Commissions](#)

Source: <https://en.unesco.org/ci-programme/innovation>

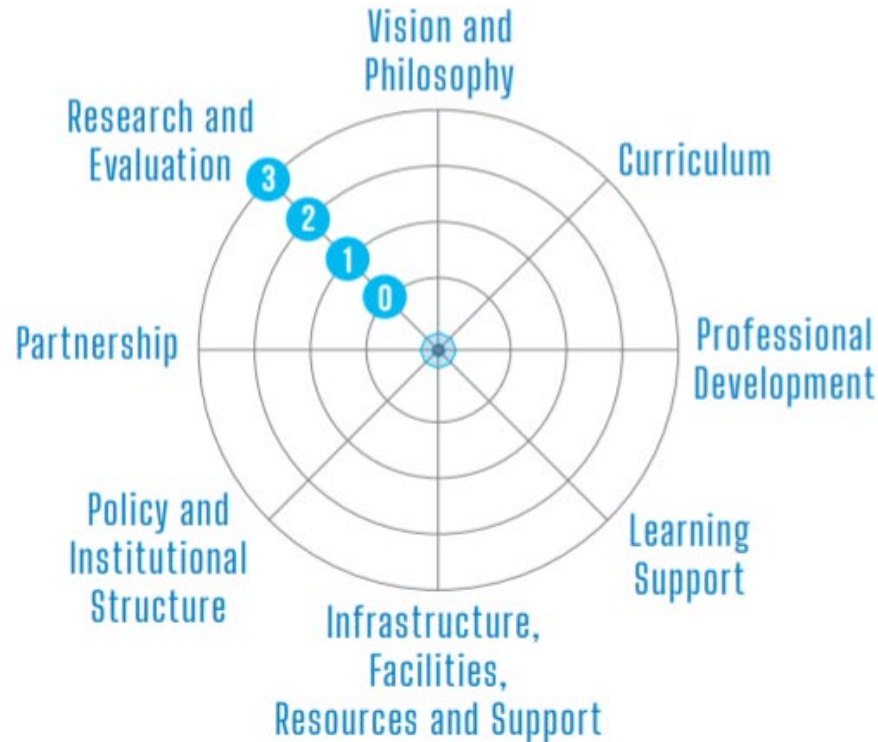


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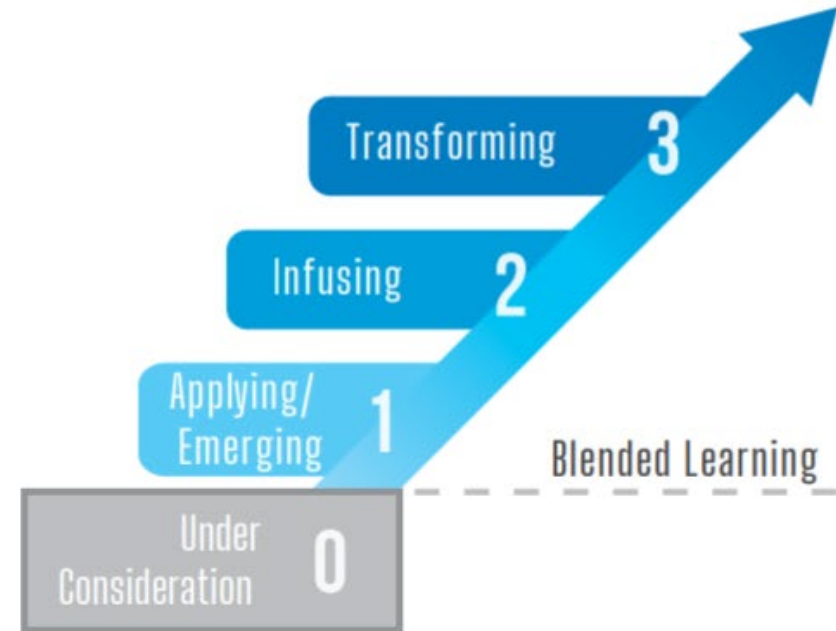
### 3. オンライン学習の主流化に向けて

## Blended Learning を推進するための8つの重要な要素

#### ① Institutional self-assessment tool for blended learning



#### ② Progression stages in blended learning practices



Source: UNESCO, 2021. [Building ecosystems for online and blended learning](#) & [www.blendedlearning.bangkok.unesco.org](http://www.blendedlearning.bangkok.unesco.org)



# 4. おわりに：教育と学びの将来





## 4. おわりに：教育と学びの将来

### 新しい政策ツール：COVID-19に関する東京条約締約国の声明



Source: [UNESCO, 2020. Statement on COVID-19 by Parties to the Tokyo Convention](#)

\* As of May 2021 the Parties are: Afghanistan, Armenia, Australia, China, Fiji, Holy See, Japan, Mongolia, New Zealand, Republic of Korea, Russia and Turkey.



## 4. おわりに：教育と学びの将来

# Futures of Education

LEARNING TO BECOME

A global initiative to reimagine how knowledge and learning can shape the future of humanity and the planet.

ユネスコの「教育の未来」に関するイニシアチブは、若者、教育者、市民社会、政府、企業、その他の関係者が参加する広範で開かれた協議プロセスの一環として、教育を再構築するための継続的な議論と行動を促進することを目的としています。

See: <https://en.unesco.org/futuresofeducation/>



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Thank you

**Education**



**Natural Sciences**



**Social and Human Sciences**



**Culture**



**Communication and Information**



**Together for Peace**



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<https://bangkok.unesco.org/>