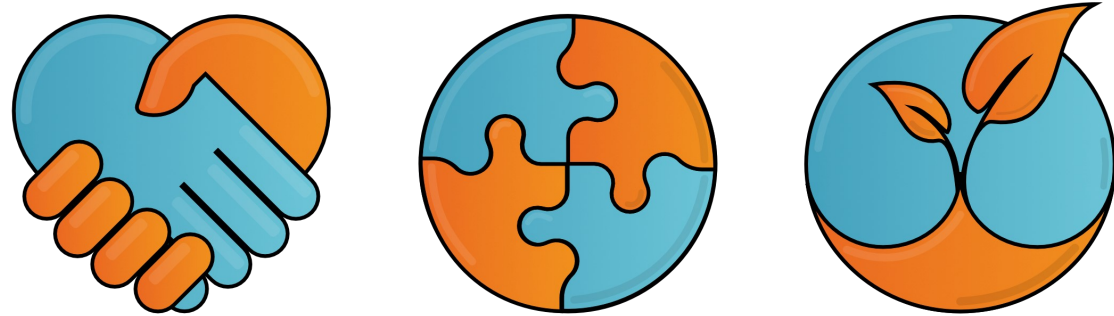


3 country introduction including scope and focus...

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A Community-Centred Educational Model for
Developing Social Resilience through Play

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Economic
and Social
Research Council



Work Package 1.

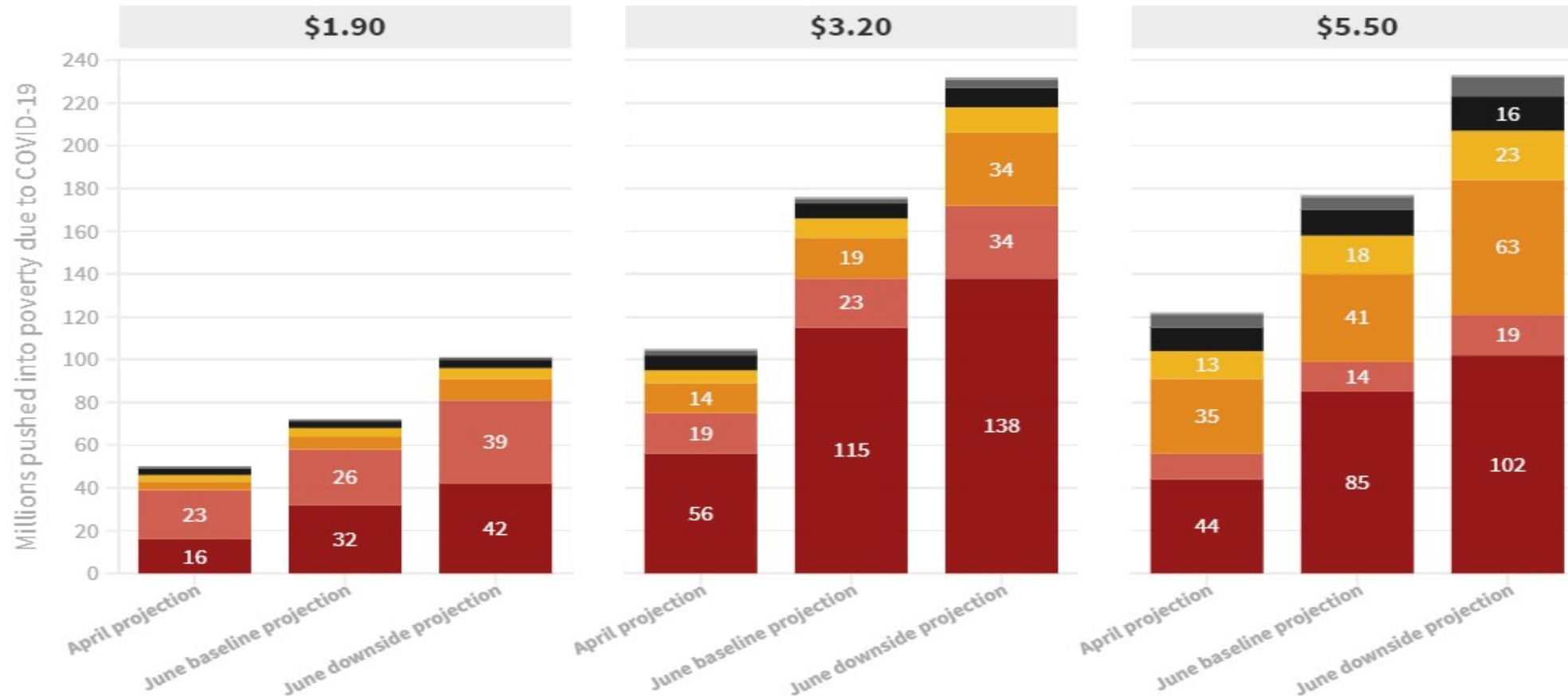
To investigate the context of Malaysia, Vietnam and Indonesia in terms of their educational models mapped against the target SDGs related to wellbeing, poverty and gender equality (months 1 – 8).

Requirement of WP 1.

- Setting the scene, contexts, baselines, needs and gaps around the SDGs.
- Providing a foundation to the project's "participatory action research".
- Engaging in playful activities and solutions in the context of Education 4.0 - (experiential learning) building on "learning by doing", encouraging learners to be curious, creative and self-regulated towards citizenry and innovative economies.
- Supporting all Work Packages and later blueprint and toolkit development.

The Regional Distribution of the COVID-19-Induced Poor

■ South Asia
 ■ Sub-Saharan Africa
 ■ East Asia & Pacific
 ■ Latin America & Caribbean
 ■ Middle East & North Africa
 ■ Europe & Central Asia
 ■ North America



Source: [Lakner et al. \(2020\)](#), [PovcalNet](#), [Global Economic Prospects](#)

✿ A Flourish chart

https://blogs.worldbank.org/opendata/updated-estimates-impact-covid-19-global-poverty?cid=ECR_E_NewsletterWeekly_EN_EXT&deliveryName=DM67636

WEF – on trend.... <https://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations/>

2. Redefining the role of the educator

The notion of an educator as the knowledge-holder who imparts wisdom to their pupils is no longer fit for the purpose of a 21st-century education. With students being able to gain access to knowledge, and even learn a technical skill, through a few clicks on their phones, tablets and computers, we will need to redefine the role of the educator in the classroom and lecture theatre. This may mean that the role of educators will need to move towards facilitating young people's development as contributing members of society.



Resilience



Flexibility &
Adaptability



Emotional
Intelligence



Continuous
learning



Entrepreneurial
skills



Creativity &
Critical thinking

Resilience and adaptability will be crucial for the next generations entering work.

3. Teaching life skills needed for the future

In this ever-changing global environment, young people require resilience and adaptability – skills that are proving to be essential to navigate effectively through this pandemic. Looking into the future, some of the most important skills that employers will be looking for will be creativity, communication and collaboration, alongside empathy and emotional intelligence; and being able to work across demographic lines of differences to harness the power of the collective through effective teamwork.

Brookings - India education disrupted.

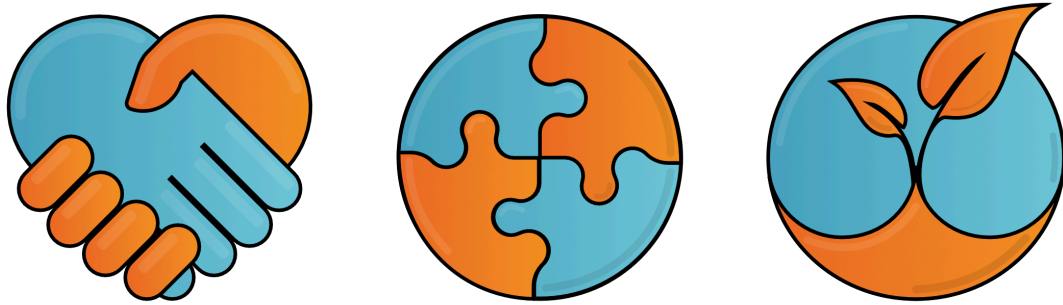
- address the digital divide.
- reorient the curriculum.
- empower a wider cadre of teachers.

<https://www.brookings.edu/blog/education-plus-development/2020/05/14/covid-19-in-india-education-disrupted-and-lessons-learned/>

Key insights and outcomes to focus on (WP1)

- SDGs - gender issues remain significant.
- individualisation of curriculum.
- work in progress re teacher qualifications...

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Thank You

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