

CIVIL SOCIETY AND INTERNATIONAL ORGANISATIONS (15th June 2020): What key issues should governments focus on in using digital technologies in education post-COVID-19 for the most marginalised?



1 Framework and strategy

- Values, principles and framework
- Short and long-term
- Key to have a framework
 - Clear strategic framework aligned with system objectives
- Governments should be ready with framework
- Long term repercussions of move to digital for service delivery
- Need to be agile and responsive to changes in education needs and content
- Good communication is essential
 - So members of the community know what is happening - role of parents
- Policy making - framework must be approved and validated

Key part is the interrelationships between all of the different elements

- Child protection
 - Data
 - Privacy
 - Security
- Children's rights
 - Extension of rights of child into digital space - children's rights
 - Informed consent - for parents and children engaging with ed software that has advanced analytical capabilities

2 Infrastructure

- Power/electricity
- Connectivity
- How will we use solar power and internet
- Hardware
 - It's not just about infrastructure - tech is a range of tools. Technology needs to be thought about broadly - not just VLEs, using basic tech is often most important - if youth don't have access - it will take time - we must meet them where they are.
- Wider environment
- Need mobile digital/internet ways and methods, but they have to be based on assessing all the time what is happening
- Media
 - Media - how are we going to use this
 - Don't forget TV and radio
 - Use all media; radio etc not just through devices
- Interoperability between education softwares - EMIS through to personalised digital learning softwares

3 Participation of learners and youth

- Psycho-social support
 - Mental health
 - Passion and vision of youth in these communities - and how they want to use education to change things
 - Move towards video for advocacy, voice and change amongst youth
 - Co-design solutions with youth, HCD.
 - Youth - many have urgency to work - connecting learning to viable work opportunities - learning to earning
 - Keep the children front and centre about this.
- Importance of youth on the move - all too often forgotten by government
 - Must be funded appropriately
 - Governments must support learners

4 Assessment/Measurement/Monitoring and evaluation

- Indicators that can be drawn upon - standardised in other contexts
- How do we measure what we do, and is it feasible?
- What can we learn in the future?
- Digital literacy status
 - Know what's going on - access, status, connectivity
 - Know about different kinds of tool, and safeguarding
- Methods to assess how well what we put in place is working - wider assessment issues
- What are our targets?
- Being flexible without throwing out existing indicators
- Assessments and credentialism
 - Credentials are crucial
 - Tend to drive the curriculum
 - Exams
 - Individual and population based
 - Summative
 - Formative
 - Simple assessments online - ways of asking questions that can be responded to
 - Assessment - capture learning wherever it happens
- Evidence - how do we put academic evidence in the way that policy makers understand - pedagogy
- Potential of digital surveys to move into next stage
- Radio is still excellent for some of the most marginalised
 - Need to understand good practices

2 Facing reality and being realistic

- Must be realistic and pragmatic - not just a "pretty paper"
- Cost and sustainability
 - cost
 - sustainability
- Most people were not prepared for COVID-19 for online learning
- We have learnt something over the last months, and post-COVID is learning from this
- While students use a lot of tech, there is still a massive reliance on non-tech resources - how can these complement each other?
- Transparent use of public funds
- Being realistic - Sahel - no electricity or connectivity

Facilitators of learning

- Community volunteers
 - Parents
 - Siblings
 - Extended family
- Support for facilitators of learning - teachers, parents, community volunteers - lacking skills and support for blended learning
- Utilize all potential "teachers". If teachers cannot be employed, think about all of the family and community members who will be isolated with children. How can we support them to support children?
- Pratham's work in India with community volunteers and also BRAC are great examples of non-professional teachers.

Pedagogy

- Content
 - What are they learning?
 - Format of delivery - Move towards video for advocacy, voice and change amongst youth
 - Cultural appropriateness
 - Inclusivity
 - Is everyone working to it?
 - If people move - they need to be able to do the same curriculum in new location
 - Syllabuses and curriculum
 - Content must be relevant
 - Localisation in ed technology and content
 - Language
 - Ability to access the same content in different formats
 - Simple on-demand lessons, organised into pathways

Private sector

- Focus on learning was hard fought and hard won
 - We must not lose this
- Need to pay appropriate attention to informal learning as well as formal learning
- Peer-to-peer learning
- Importance of reskilling
 - Need for education to support entrepreneurial activities
- Connecting learning to earning
 - Involve private sector connections for educational connections
- Infrastructure
 - to support learning rather than necessarily delivering it
 - EMIS
 - Access
- Fair and open use of public funding
- Role in capacity development
 - capacity building
- We need to think about overall system including private sector companies
- Principles for guidance for other stakeholders - with private sector

Access

- Accessibility
- Disability

Equity

- Equity and access
- Gender
 - Women's ability to earn wages and generate income
- Racial understanding
- Funding must be allocated to out of school youth, and youth on the move

Funding

- Importance of multiple agencies working together

Culture and context

- Negative coping strategies during COVID-19
- Early marriage of girls limiting education