UN Organisations: What key issues should governments focus on in using digital technologies in education post-COVID-19 for the most marginalised

Post-COVID-19 we need more practical advice

Very hard to prioritise - all these elements need to be in place

1 Stakeholders and partnerships engagement

- Stakeholder engagement
- Role of private sector - both positives and negatives
  - tech industry
  - We must not slip into privatisation of education
    - If we slip into this it will be very difficult to get back to public education systems
  - EdTech industry is part of the landscape - we need them as a partner but need to be careful about how this is evolving
- Community buy-in
- Youth engagement
- Roles of parents and families
- Educational providers
- Procurement

1 Government capacity

- Ministries not having the digital expertise
- Low capacity in many governments
- We must allocate the necessary resources
- Governments must link with regulators, operators, local communities, teachers

1 Strategic issues and principles

- Accessibility
  - In broadest sense
  - But also huge marginalisations in digital divide especially among learners with disabilities
- Learner focus
  - Learners
- Publicly avaiable
- Sustainability - should be a must
- A coherent approach
  - Learning centred
- Safety
- Support for local ecosystems
- We are entering recession as a result of COVID-19- and this will reduce resources
- Ensuring that these are all publicly available rather than privately driven

2 Skills and credentials

- Digital skills
- Skills
- Formal and informal
- Literacy
  - Digital
- Child protection
- As a barrier to connectivity
- Mobile skills
- Marginalised groups - bottom of the pyramid - some proposals are not for these people - often these people have no digital or literacy skills
- Importance of micro-credentials

2 Content, curriculum - the "what"

- Content
  - Learning content
  - Aligned content OER linked to national curricula
    - OER
  - Content in languages understood by learner
  - Sustainable
  - Presentation and structuring of content - sequencing
  - Mobile suitable content
- Modular and allowing for different learning paths
  - Linked to needs
- Accelerated education programmes - especially those endorsed by governments as pathways into formal system
- Aligning education to challenges humanity is facing - aware of how learners have a role to play
- Formal, informal and non-formal
- avoiding global supermarkets of tech resources

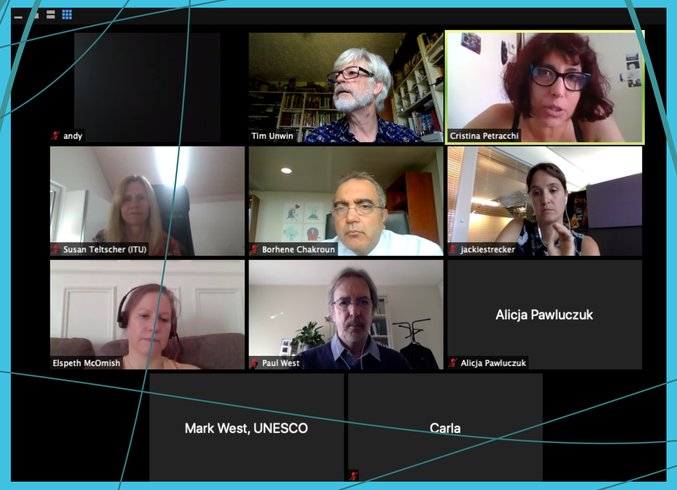
2 Teachers, pedagogy, and measurement… the "how"

Focus is often on delivery, but we need to look at uptake

- Teachers
  - Professional development
- Pedagogical strategies
  - Appropriate pedagogically
- Synchronous and asynchronous - allowing flexibility in delivery
- Learner engagement
- Huge variations in earning level - how can digital tech enable teaching at the right level
- Training of teachers in remote teaching and distance education
- Measurements
  - Learners' data
  - Learning measurement - feedback, monitoring and evaluating - cross-cutting indicators
  - Data
    - UNHCR data protection
    - intersectional data
  - The information that Ministers need
    - Really important for inclusion
    - Ensuring that people are actually learning
  - Assessment
  - System level
  - Relevance - ethnographic studies of why people aren't using digital suggest people say it is not relevant to them
- Mobile learning
- New pedagogical techniques - not just using old fashioned teaching techniques on the Internet
- Pathways back into formal systems
  - Badging
  - Digital credentials
  - Equitable opportunities with peers
- Learning away from teachers and classes - thinking about the possibilities of digital technologies - different possibilities and constraints
  - Paradigm shift to use digital tech effectively - we are anchored in school, cohort based ideas - need new models
- Thinking of learning outcomes but thinking of creative methodologies online - use of scenarios, and more engaging techniques; once they have the raw content, role plays, creative methods

2 Infrastructure

- Connectivity
  - Internet connectivity
  - Universal connectivity is essential if we are going to have inclusion
- Including learning platform that is Open Source and easy to use, and works in low bandwidth
- UN should promote free access to education data
- Public infrtastructure including electricity
- After COVID-19 we shouldn't be ignoring investment in infrastructure
- Importance of diversity in technology - also lower tech
  - Radios
- Need to capitalise on what is already there



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