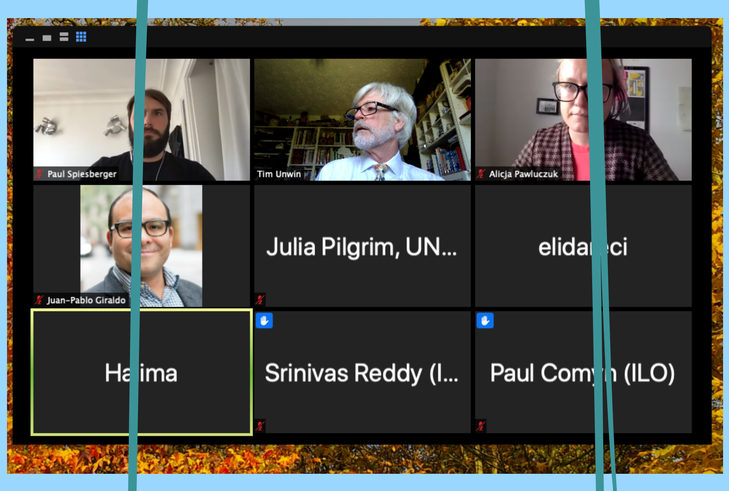
UNHLCP: What key issues should governments focus on in using digital technologies in education post-COVID-19 for the most marginalised

Indicates topic for possible guidance note



1 Planning, budgeting and implementation

- Must not be ad hoc
  - We need to ensure we are more resilient to another crisis (pandemic or disaster)
  - When nothing else worked in present crisis we had to resort to digital
  - Most has been emergency response
- Need for overarching digitalisation strategy
  - Often driven by specific institutions for TVET
  - Rather than an overall national strategy
- Reprioritisation
  - A new normal
  - We need to take advantage of this
  - Some industries are already changing - using home working
  - Skills
    - resilience
    - Learning in different ways
    - Digital skills
    - Generic/core skills
    - New skills and methods of teaching are needed for learning to continue to occur
  - Need for basic digital skills development - training at the very basic level
- Sustainabiity
  - Link with procurement - there are now higher risks of decisions being made about large hardware procurement without a proper digital education strategy being in place
- Involving whole government
  - Cross government
    - Educatiuon
    - Tech
    - Finance
  - Whole of government must co-operate
- Whole of society approach
  - Mobilising people
  - Relationships with citizens
    - Governance - how COVID-19 has changed relationships with citizens
    - Need whole society approach - how government can reach out to citizens
- Financiasl capacity and planning
  - Need to strengthen capacity of Ministries of education
- Governance of data
  - Who owns data?
  - Links to outcomes
  - Ministries of Education nee4d to have new data beyond the existing data
  - Risk of education budgets being reduced
- investment is key
- Equity
  - Availability of content
  - Digital divide is real - and need to refocus
    - This has worsened
    - Hundreds of millions have been affected
    - Political prioritisation
      - Investing in digital infrastructure
      - Increasing investment in people
      - Access to knowledge and skills
  - Justice and rule of law
  - Governments need to serve a greater number of diverse students, reduce operating costs etc.
- Total cost of ownership of digital systems
  - Benchmarks
  - What you should be paying for what?
- Where to begin
  - How to instituionalse this
  - Integration
  - Where should a government start?
  - Putting full range of options before government and the investment profile that would be needed
  - How to find proper guidance
- Moving from projects to systems
  - Has been true as a challenge for last 25 years or so
- Sharing effective strategies and innovative practices
- Build partnerships to ensure the current crisis does not widen learning inequalities
- Role of World Bank and IMF in formalising approaches to a post-COVID world

2 Technology uptake and access

- Infrastructure
  - ITU: demands from member states for more bandwidth
- Not just for the sale of tech
- Cybersecurity
- Lack of access to
  - Digital equipment
  - Digital content
  - Bandwidth
- Technology uptake
  - Depends on technology diffusion
  - Gap between diffusion and uptake will determine what needs to be done
  - Gap assessment and need for leapfrogging
- Human centred roles
  - Parents
    - parents - and parental engagement
  - Child learners
  - TVET
    - Digital/online - from lifelong learning - how can we promote this for existing workers - especially those who have lost jobs - flexible learning options
  - Teachers
  - Educational.managers
  - Engagement
  - Content for a lifelong learner
    - We have had crises before
    - Maybe adult learning and education (ALE) rather than lifelong learners
      - Lots of conceptual lack of clarity
      - ALE is a bit more specific
  - Education of our citizens more broadly
    - Need the political will for this
      - Not just putting classes on Zoom
      - New things can be possible
    - Sense of urgency, that it is real
  - World of leisre
  - Families
    - Families with access and connectivity - but we cannot tell if children are really learning - we will only observe this once teachers are back with them
- Major challenges experienced in-country in digital
  - Countries reprioritising access for marginalised/bandwidth in rural areas

3 Learning in an online environment

- Content
  - Breadth of curriculum
  - Sensitising to vulnerable groups
    - Cybercrime
    - Gender based violence
  - Educational level
    - Primary
    - Lower-Secondary
  - Production of national content in right language and linked to curriculum
    - Countries want their own things
  - Tailored content - to ensure teachers have available digital content
    - Also need to focus on higher level institutions
    - Need crash courses to transition to online learning
    - Complexity of educating the educators who need new skills
- Assessment
  - Certification - and recognition of learning - in a shift to online learning. How will systems of recognition deal with online learning?
    - Formal
    - Non-formal
  - Links to national qualification frameworks
  - How can skills then be assessed and certified - linked to certificates and badges
- Reporting and certification
  - Micro-credentials
- Use of appropriate technologies
  - Proper LMS
  - Not just throwing stuff into Zoom and calling it online learning
  - nologyWe mustn't be trying to fit learning around the technology
  - Much focus on access - but not a lot on exactly what learning is happening - very difficult to observe
- Government approaches to research, teaching and learning have to adapt to the very different type of knowledge world we are in
- Quality and achieving the outcomes
- Student mobility - guidance on alternatives to physical student mobility
- UNICEF country-level experiences in shutdown and opening up of schools
  - Don't do digital because you have to do it
  - Paper, radio and traditional instruction have value
  - Digital and technology as part of a wider package of solutions
- Augmented VR and simulation as a way to address practical training

4 Empowering managers, teachers and trainers

- Human capacity - students and teachers
- Lack of capacity of teachers to use digital

Recent and ongoing work - to note

- Global inter-agency survey (10 institutions) on the impact of COVID-19 on staff development and training including apprenticeships and internships/traineeships https://www.ilo.org/skills/Whatsnew/WCMS_743243/lang--en/index.htm
- UNESCO, WB, UNICEF on education
- ILO-UNESCO-WBG Survey for TVET providers, policy-makers and social partners on addressing the COVID-19 pandemic https://www.ilo.org/skills/Whatsnew/WCMS_740668/lang--en/index.htm
  - TVET starting from lowest point - least investment in digital
  - Less digital infrastructure
  - Less skills development
  - Challenges with work experience
    - Difficult to deliver online
- m,any efforts underway in DESA - identification of techn update for Covid-19
  - https://www.un.org/development/desa/dpad/publication/un-desa-policy-brief-74-resilient-institutions-in-times-of-crisis-transparency-accountability-and-participation-at-the-national-level-key-to-effective-response-to-covid-19/
  - https://www.un.org/development/desa/dpad/publication/un-desa-policy-brief-61-covid-19-embracing-digital-government-during-the-pandemic-and-beyond/
  - https://www.un.org/development/desa/dpad/publication/un-desa-policy-brief-75-covid-19-reaffirming-state-people-governance-relationships/
- UNODC
  - https://www.unodc.org/dohadeclaration/en/news/2020/05/covid-19-education-is-the-bedrock-of-a-just-society-in-the-post-covid-world.html
- New report by the Economist Intelligence Unit "New Schools of Thought: Innovative models for delivering higher education' which contains findings and perspectives that can help to inform education leaders, policymakers, and models throughout the world. https://www.qf.org.qa/eiu

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