

# GOLA!

GLOBAL ONLINE LEARNING ALLIANCE



REPORT ON FIRST GOLA VIDEO CONFERENCE – 2 APRIL 2020



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# FORMAT & PARTICIPANTS

# SECTION 1.

## Format & Participants

### 1.1 Introduction

The purpose of the Global Online Learning Alliance (GOLA!) is to bring together government ministries of education and ICT, civil society and industry solution providers to serve the global community during such a prolonged period of school and university closures.

Accordingly, the first online video conference took place on Thursday 2nd April 2020 to hear the challenges and efforts to find solutions in response to the worldwide school closures due to COVID-19 and the necessity to ensure continuous education. The video conference was jointly organised by Brains Global, Catalyst and Millennium@Edu along with the coordination of the National Institute for Evaluation & Education, Mexico.

Given this background, the first video conference addressed three questions:

1. What are the immediate challenges you are facing as a result of the school closures?
2. What current activities do you see being implemented as a short-term response to the crisis?
3. How can the global education & ICT community help in providing immediate solutions?

These questions were asked in the context of emerging and developing countries and the participants represented the important geographical regions of Latin America, Middle East & Africa where the response to COVID-19 and ensuing school closures will have a long-term impact on education policy and infrastructure investment.

### 1.2 Format of Video Conference & this Report

In section 1.3 we list the participants of the first GOLA! video conference. The most immediate lesson of online conferencing is to ensure that



every participant has a voice. Small groups are essential. There were 26 participants along with supporting staff and so the video conference was structured to ensure that the bulk of the time was dedicated to small break out groups of four or five people – giving everyone their voice. The following was the conference structure, with Part B being where most of the discussion took place.

**Part A:** Participant Introductions and three opening statements from Kenya, Egypt & Mexico

**Part B:** Four break-out groups were formed, each with a moderator to record discussions and take note of the key points raised.

**Part C:** All participants returned from their break-out groups. The four moderators summarising the main issues raised in their group and then the floor was open for final comments

The total time of the video conference was 90 minutes

After introducing the participants in 1.3, the format of this report is structured around the issues and not attributable quotations. The participants hold senior positions in education & ICT from multiple countries across Africa, the Middle East and Latin America. They expressed what they are experiencing in their countries and regions in response to COVID-19, as well as giving their own opinions on facing such a huge disruption.

In section 2.1 we give an abstract of the key findings of this first GOLA! video conference and the remainder of the report further examines these issues according to the experiences of the conference participants.

### 1.3 Participants

We would like to thank all those for participating and providing such wonderful insights. This group of participants is a cross-section of people on the front-line of education delivery in developing countries and emerging markets. The opportunity to for them to openly converse in small break-out groups provides us with a

discerning judgement on the key challenges and responses as the world faces long and unprepared-for periods of school closures. This group of people, between them, represent centuries of educational experience in Latin America, Middle East & Africa

- Rafael Flores, Chief of Staff for Ministry of Education, **Mexico**
- Pedro Sebastião Teta, Executive Director Sovereign Fund & former Secretary of State for ICT, **Angola**
- Albert Nsengiyumva, Executive Secretary ADEA & former State Minister of TVET education, **Rwanda**
- Jorge Poblete, Undersecretary for Ministry of Education, **Chile**
- Mohamed Jemni, Head of ICT for Arab League Educational, Cultural & Scientific Organisation: **ALECSO**
- John Kimotho, Director of KICD & Education Cloud, Ministry of Education, **Kenya**
- Inas Sobhy, E-Learning General Director, Ministry of Education, **Egypt**
- César Martinez, General Director for Digital Education, Ministry of Education, **Dominican Republic**
- David Njengere, Advisor to Minister & Head of Curriculum, Ministry of Education, **Kenya**
- Leila Maelainine, Advisor to the Minister of Education, **Morocco**
- Nicolas de Mori, Secretary of Educational Planning, Province of Cordoba, **Argentina**
- Fernando Valenzuela, Managing Partner, Global Impact EdTech Alliance, **Mexico**
- Jane Mann, Managing Director, Cambridge, **UK**
- German Escorcia, Founder, GlobalMentes, **Mexico**
- Bart Verswijvel, Senior Advisor, European Schoolnet, **Belgium**
- Björn Hassler, Director of Research, EdTechHub, Cambridge, **UK**
- Ana Gabriel Castro Fuentes, Director of Technological Resources, Ministry of Education, **Costa Rica**
- Tommaso Dalla Vecchia, Head of Advocacy & Development, European Schoolnet, **Belgium**
- Luis Alberto Cardenas, Coordinator of Evaluation & Accreditation, SINEACE, **Peru**
- Kagendo Salisbury, Head of Marketing and Communications, Cambridge, **UK**
- Michelle Guzman, Projects Coordinator, INICIA, **Dominican Republic**
- Patricia Vázquez del Mercado, Radix Education, **Mexico. Moderator**
- Giancarlo Brotto, Founder, Catalyst, **Canada. Moderator**
- Mário Franco, Founder, Millennium@Edu Sustainable Education, **Portugal. Moderator**
- John Glassey, CEO, Brains Global, **UK. Moderator**

The video conference participants were ably assisted by support colleagues from Brains Global and Catalyst.



# DISCUSSIONS

## SECTION 2.

# Discussion

### 2.1 Abstract of Key Findings

In response to COVID-19 a multitude of challenges and immediate problems present themselves, which we will outline further in this report. Yet amongst this myriad of challenges, the participants spoke of a few common themes from their immediate experiences of school closures around the world. These include the support of health, safety and well being of students and parents; ICT infrastructure; partnerships and funding; the quality of learning and its key components of content, assessment, teacher development and communications. To maintain schooling the fundamental challenge is to ensure the preservation of the pedagogical link between teachers and students. Adapting teaching to deliver lessons online and the requisite training of teachers in both the use of technological tools and the art of out of classroom teaching is needed in an incredibly short time. The ICT infrastructure, its capacity, usage and responsiveness is now being truly tested; in most countries the state of unreadiness has been exposed. Problems of connectivity in poorer countries and rural areas are accentuated, along with the lack of access to devices and e-learning platforms. The fear is that poorly managed responses to the coronavirus crisis will create a 'new' and dangerous digital divide. Delivering of content in an equitable manner is at the forefront of everyone's mind. The group participants were unanimous in their belief that any actions and policies must have long-term consideration and accordingly governments and civil society must view such responses in terms of national resilience. 20 years of talk of digital literacy and educational preparedness for the knowledge economy has been condensed into 20 days of urgency. Equally, this crisis represents an outstanding opportunity for better international cooperation in education



and ICT infrastructures; the opportunity for regional agreements between governments, for the sharing of content and open education resources, and in response to COVID-19 for the community to produce actionable frameworks for ministries of education to implement. In the immediate term, a new reality is being faced by educationalists and policymakers: the upheaval caused to parents without the structure of the school day and the critical pastoral care it offers. Parents are now urgently being asked to manage and help deliver online learning resources to their children, anxiety is prevalent amongst those parents along with their children whose questions about their future assessment remain unanswered. In this report we share some of the experiences of our participants to these challenges, the immediate actions being taken and ideas on how the global education and ICT community can respond. We start with a brief introduction to immediate actions being taken in Mexico, Kenya and Egypt.

### 2.2 Immediate Responses in Mexico, Kenya and Egypt

Mexico closed schools nationwide from 20 March to 20 April, effectively doubling the length of the Easter vacation for 33 million students. The government has spoken of preparing for an epidemic that "could last all year". Immediately the education authorities were looking at distance-learning measures and the Mexican government has formed an education commission to respond to the crisis. First priorities have been dedicated to health and safety, which prior to school closures meant mitigating any spread of the COVID-19 infection,

the provision of sanitary gels and the stopping of large gatherings in schools, including sporting activities. The Mexican Ministry of Education is using this “Easter break” to respond and implement policies that provide immediate answers to short-term delivery and longer-term solutions aligned with the government being prepared for the long-haul. Of immediate concern to the Ministry of Education is finding ways of getting content to students, this is being achieved through both broadcast medium and the internet.

The closure of schools in Kenya has been met with a great deal of anxiety. The Kenyan Digital Literacy Programme (DLP) is a key initiative of the Government of Kenya. Its overall objective is to integrate ICT into learning. In a short time, milestones of the DLP include the delivering of content through the Kenya Education Cloud, the training of tens of thousands of teachers and installation over a million devices. The Kenya Institute of Curriculum Development (KICD) has launched online content, open education resources (OER) have been deployed and curriculum reforms are ongoing. Yet still the talk of “online learning” is a new vocabulary. Faced with closures, the KICD took the decision to deliver content through three media: radio, TV and the online Kenya Education Cloud. The latter is an e-learning platform that has been reinvigorated with the advantage of being highly differentiated depending on the learners. Radio is ubiquitous in Kenya and still the only true way all learners can access education communication. The KICD have already packaged lessons through the radio along with reorganising of the timetable. For television every effort is being made to produce good quality education programs and for this the input of teachers recording lessons is critical.

Egypt is another country in which ICT for education has been front and centre of government policy in the last few years. In 2018 the Egyptian Government agreed a World Bank loan commitment of \$500 million to improve teaching and learning conditions in public schools. Adopting technology as a vehicle to achieve reform objectives is central to Egypt’s strategy of increasing access to education and improving the quality of learning. The government has made progress in preparing

the country for digital learning for the last three years. There are around 20 million students in K12 education in Egypt. In 2019, secondary schools completed their e-learning infrastructure using tablet devices for their finals and mid-term exams. In 2020 the Ministry of Education has been planning for K10 and K11 to completely use their table devices. Due to COVID-19 the ministry has accelerated the use of online learning, utilising the Edmodo e-learning platform, Zoom for video conferencing and Google classroom. The Ministry of Education also has a countrywide agreement with Microsoft whereby all students and teachers have an Office 365 account and are also using MS Teams for their learning communications. Egypt also has the Egypt Knowledge Bank (EKB) which is a digital library accessible to all Egyptians and now the government will be launching a digital library in conjunction with other Arab countries.

### **2.3 Delivery of Content**

In Africa the delivery of content is a critical issue, particularly in ensuring alignment between online content and national curricula. Connected to the issue of content provision is the importance of having policies in place for online assessment of students. The findings of the Association for Development of Education in Africa (ADEA), based at the AfDB headquarters in Cote d’Ivoire, are that the most immediate response of African countries has been to utilise radio and dedicated TV channels to broadcast lessons.

The Dominican Republic is the middle of planning digital education as part of government strategy. COVID-19 had made them rush the implementation of providing content using radio, broadcast TV and the internet. The Ministry of Education was already in the process of digitising everything but need to have content available in a format when there is no connectivity.

In Costa Rica, after the impact of COVID-19, they launched “iLearn at Home”, using a number of ideas to reach students, and the delivery of content through TV with a structure of giving advice to parents in the morning and lessons to kids in the afternoons.



Kenya has made interventions in radio, TV and the online Kenya Education Cloud to deliver content. The challenge is in ensuring it is in line with the school curricula. Anxiety is prevalent amongst households and although radio and TV are being used to deliver educational content, the very same households are watching and listening to stories about coronavirus. The key priority of the Ministry of Education is to deliver content online through the Kenya Education Cloud.

The Arab League Educational, Cultural and Scientific Organisation (ALECSO) has also been developing an open education resources (OER) with a Californian-based educational NGO. They are encouraging teachers to develop digital courses and have them published on the OER hub.

In Mexico they have been updating their content over the last year and is now elaborating new educational content for online resources. Yet questions remain over how to curate such content and deliver it with the involvement of parents in home schooling. Mexico is also keen on sharing content with other countries and has been building a catalogue for the last 7 months.

## **2.4 ICT Infrastructure & Online Learning Platforms**

In Africa there has been talk of e-learning for years, but the integration has not happened and countries across the continent are not prepared at all for prolonged school closures. This is a wake-up call for African countries to have a clear policy and strategy for online learning. The biggest issue is now how to adopt the technology to any one African country's specific needs.

In the wake of COVID-19, LATAM countries have been bombarded with free software and e-learning options, Free for one month, two months. But governments in the region are simply not ready or have the immediate capacity to receive and disseminate this information to accordingly choose the appropriate solution(s). Many have move to the "known" solutions – TV and radio. Evidently, and with the exceptional of small clusters, no country seems more prepared than any other in the region in terms of internet-

ready solutions.

Teams in the Ministry of Education in the Dominican Republic have switched to focus on technology. They are now at the forefront in building platforms for teachers to build their own lesson schedules from home. Social media is being utilised to inform people in the country of the e-learning platform. In the last two weeks they have developed one main portal with links for different platforms, giving access to teachers and students as well as producing a special program for secondary classrooms for students in their final years.

In Costa Rica there are immediate concerns over connectivity, especially in rural areas. However, earlier this year they launched a platform called Toolbox – which has all the key resources for teachers to share with students. They have a website called "Open Classroom" – a guide for parents, students and teachers. Another strategy is to promote reading at home through access to digital libraries, including having tests and challenges that give rewards for achieving goals. After Easter, Costa Rica will be developing a strategy with Microsoft, giving students a Teams account and to have access to virtual classrooms.

In Argentina there is certainly a major challenge in the rural areas, and they need the help of the ICT companies. The ministry of education is working with the telcos and mobile operators to give students free access to learning platforms.

In the Arab league there is a wide variance in infrastructure, connectivity and students being equipped with devices depending on the country. Some may be working with potential partners who are offering e-learning platforms for free during the COVID-19 crisis but there remain costs associated with hosting and cloud content. The big challenge is one of equity and ensuring that e-learning does not result in a form of digital segregation. Virtual learning technologies in Arab countries are mostly not ready. The ministries of education now must deploy ICT solutions very quickly to serve a vast number of students and evidently many are not ready. After three to four weeks of school closures the ministries are still looking at which e-learning solutions to deploy.

In Mexico, stakeholders from government, civil society and schools have responded quickly by producing a joint manifesto/formal letter to send to the internet services providers (ISPs) and mobile operators. Students should have free access to resources but are currently charged at standard rates with no special dispensation for education. It is essential to avoid any possible digital divide so allowing free access to e-learning platforms and content is priority to ensure nationwide participation. "Learning from Home" was released in Mexico at the end of March – distributed through TV and internet. The Mexican Ministry of Education is currently negotiating with ISPs to reduce costs for online learning activities.

Internet connectivity has been a primary challenge in Angola where most parents do not have connection at all. Private school students are likely to be at homes with internet connectivity and with household devices, but this demonstrates a clear danger of the digital divide. The government, through its institute of curriculum has signed an agreement with TV operators to broadcast education programs – mostly at the primary school level.

In Morocco, the government has created an online learning site and agreed with the three main mobile operators/ISPs that accessing content is free.

What is the primary use of the e-learning technologies and what are the key questions that need to be considered when taking a long-term approach? Is technology for assessment? Is it for delivery of content? Is it for information management? The crisis has now made us think about the value of online content – especially without teacher direction.

## 2.5 Teachers & Pedagogy

The key is that education is conceptualised and built around schooling. Teachers, textbooks, digital devices – everything is built around the school. When kids go home, they think it is a holiday.

In Argentina the training of teachers in the use of technological tools has been a challenge. For the last 15 years ICT for education has not really

been embraced. So now the provinces and the federal government are trying to put in place a strategy in two weeks what was not done in 15 years. Now when facing a longer than expected period of closures it is critical to preserve the pedagogical link between teachers and students. The Arab League Educational, Cultural and Scientific Organisation (ALECSO) is now planning training sessions for teachers. In every Arab country ALECSO has a national coordinator who can support OER activities. Each country should have a train the trainers cascading approach.



For Mexico the need to quickly implement online learning has created a crisis for teaching professionals who are not used to creating and using online courses. Apart from the unpreparedness, the resultant school closures have now actually led to an excess of work just for the teachers to get ready in time for the end of the extended Easter break.

For professional development of teachers in Egypt, the challenge is one of scale. There are huge numbers of teachers. They need to be trained on Egypt's use of and protocols for technology and how to embed it into education via online lectures or virtual classrooms. This leads to the point about "digital leadership" which is not necessarily country specific.

Amongst school leadership around the world there has been a degree of resistance to changes forced upon by technology. Of course, this then extends into the lack of awareness for parents who may have no idea about even simple matters such as logging on to a learning management system up to the problems of how to help their kids with digital resources and task completion. Mexico has also witnessed the problem of resistance to new technologies and their teachers need to be better trained in e-learning competencies.

The challenge of urgently training teachers is highlighted in Costa Rica, which has an institute for professional teacher development. They are now providing teachers with courses in how to design a virtual class. Most importantly, keeping the connection between the students and the schools is vital.

A big challenge being noticed in Kenya is ensuring the pedagogical connection between students and schools remains strong, especially as parents are simply not ready for their kids being at home. The parent does not know how to deal with online learning, or “out of the classroom learning” as said in Kenya. So how to empower the parent is a critical question that must be answered. One of the biggest issues now is the cancellation of exam series. This has a huge impact and now there is a reliance on teacher moderation. Teachers are not ready for this.

## 2.6 Actions & Partnerships

This crisis is a priority for the Arab League Educational, Cultural and Scientific Organisation (ALECSO) as illustrated in their quick response in launching the ALECSO initiative for e-learning to encourage Arab countries to adopt solutions. Appendix A (§ 3.1) of this report includes the key goals and details of the open education resources (OER) hub, as well as being available at <http://www.alecso.org/elearning/en>

The Association for Development of Education in Africa (ADEA), has produced a questionnaire to investigate what strategies and practices African countries have in place. A copy of the questions is available in Appendix B (§ 3.2) of this report. The Global Online Learning Alliance will be

working with ADEA to announce key outcomes of the questionnaire which has been sent to 15 of the most affected African countries. This data will be a baseline. ADEA is now designing a model on how each country can learn from each other’s experience as result of the disruption to their educational infrastructure. Alliances around the world will be critical, such as the opening of online digital libraries.

The Dominican Republic has immediately put a strong emphasis on partnering with private sector providers. One of the cable TV operators has given a dedicated channel to the Ministry of Education to broadcast classes.

In Kenya this immediate discussion is opening eyes – it is a new world for everyone: the ministry, the teachers, the students and parents. How do we implement out of classroom learning without causing digital divide? There is now an urgency to answering the questions of how to implement online learning and how do we make it work?

The European Schoolnet strongly advocates for stakeholders to produce a framework to deal with out of school learning as a priority. The e-learning industry has reacted quickly, but it is more than just technology. Solutions must be holistic and inclusive of the responsiveness of teachers and parents to the problem. Key questions are raised moving forward: what do you about exams and assessment? What type of educational content? Do you produce new content or just a repetition of what has already been learnt? Hence, a framework document produced by stakeholders should answer these questions, considering the human element – not least the anxieties caused by COVID-19.

Investment in bandwidth and technology is critical along with an increase in peer learning amongst teachers in keeping up to date with the latest technologies. We can be hopeful as a result of peer learning and using the digital tools that already exist.

This is a good opportunity to share experiences between countries. Application of things like professional development and online training of teachers can be shared with national modifications.

Competencies are not necessarily localised because many are 21st century competencies for the digital economy.

After COVID-19, all governments in developing and emerging economies should now clearly realise that they must invest substantially in ICT infrastructures, e-learning technologies, devices, teacher development and the training of professionals in embedding ICTs into learning. Critically, any investment in such resources and technologies should not be just to see us through the current crisis but be borne of long-term, sustainable thinking about the delivery of education and mitigation against future prolonged school closures. This includes changing the mindset both at policy and teaching levels to break down resistance to remote learning and ICT for education – yet maintaining pedagogical foundations.

Future planning for online learning should start with assuming worst-case scenarios. We should take stock of where we are with infrastructure

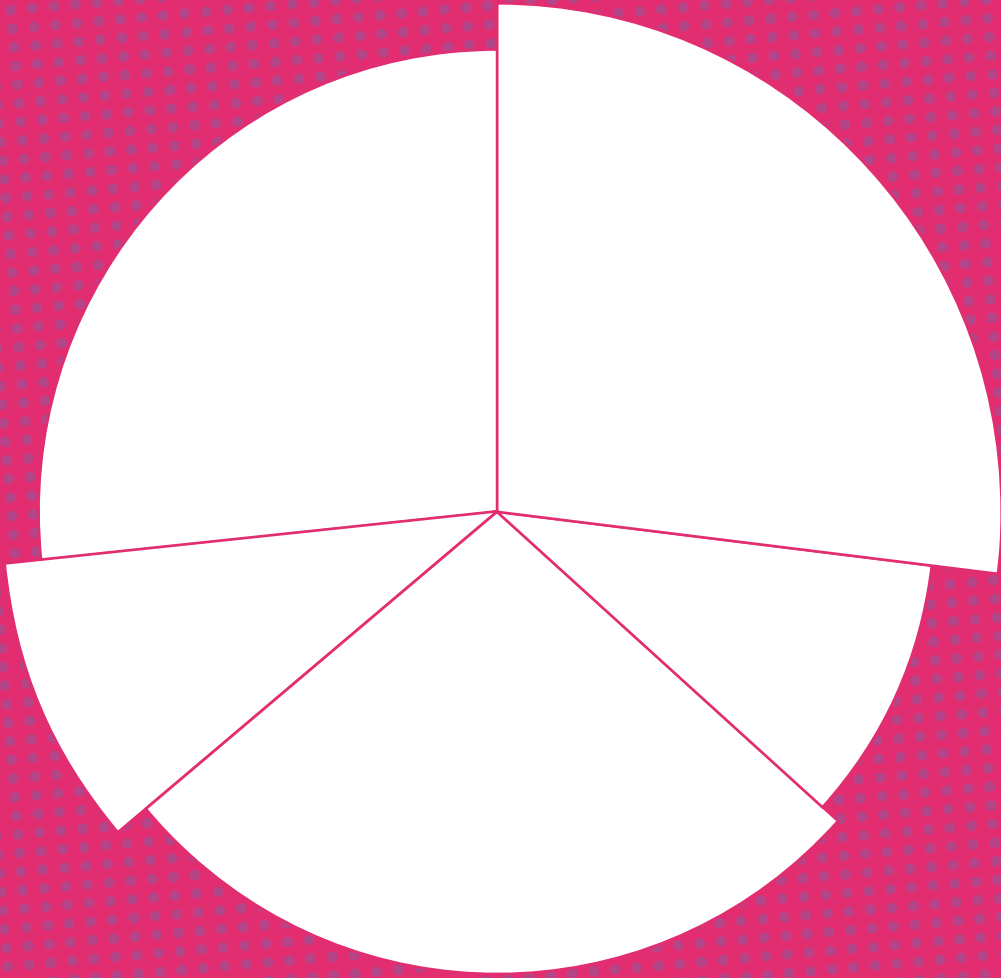
and human resources to form the basis of what long-term investments and solutions are needed. Such an approach means viewing the delivery and performance of our educational infrastructure as one of national resilience. When it comes to governments' economic rebooting, they must include ICT for education and digital transformation as part of refinancing their economies.

As well as core issues, it is critical to not forget things around the edge that need addressing – such as cyber-security, simplification of platforms and single sign-on. Especially with parents being put into a new situation, any new solutions must retain simplicity and with collective efforts in response to COVID-19 we can springboard to fast forward education.

- End -

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# APPENDICES

## SECTION 3.

## Appendices

### 3.1 Appendix A: ALECSO Initiative for E-Learning is Response to COVID-19

#### Initiative

Amid the current global emergency situation resulting from the COVID-19 outbreak, which caused school closures in at least 30 countries, impacting no less than 290.5 million children and youth around the world (according to UNESCO's latest report). As the Arab World has not been immune to the adverse effects of the COVID-19 global crisis, with education being totally or partially disrupted in several countries, such as Saudi Arabia, UAE, Lebanon, Kuwait, and Bahrain.

Drawing on ALECSO's pioneering experience in the Arab World in terms of e-learning, especially through the Arab OER Hub and the Massive Open Online Courses (MOOCs), and keen on developing Arab educational systems and ensuring the continuity of learning in countries going through emergency crises, an e-learning initiative in response to COVID-19 educational disruption will be launched based on the latest electronic educational content software, and in cooperation with Arab partner educational platforms. The initiative involves placing all curricula and teaching materials on these platforms and raising awareness of their importance and efficiency through social media networks (Twitter, Facebook). There will also be an integrated scientific training program for teachers to familiarize them with modern learning/e-learning methods and enable them to produce and disseminate courses and acquire synchronous online teaching skills.

#### Goals

The initiative is essentially designed to:

- Contribute to developing alternative technological solutions, by taking best advantage of ICT to respond to educational



disruption in the Arab countries and ensure the continuity of learning.

- Enable Arab students and teachers to freely access Arabic educational contents available through ALECSO's platforms and specialized Arab websites and portals.
- Promote open and electronic learning to cope with educational disruption in times of crisis, using the Arab OER Hub and other educational platforms.
- Organize training courses, via ALECSO's e-training platform, for Arab teachers, and provide them with the needed technical guidance and coaching so that they can make best use of platforms and tools for producing and sharing educational contents.
- Promote cooperation and partnership with the competent parties, organizations, institutions, experts and partners active in the field of e-learning, and share expertise, experience, best practices and technological solutions to ensure the continuity of learning during the period of educational disruption.

#### Arab OER Hub

The Arab OER Hub is a unified platform for Arabic Open Educational Resources available online on the global OER platform [www.oercommons.org](http://www.oercommons.org). The Hub provides unified access to all OER contents developed in the Arab countries. It helps to promote, use, develop, share, and adapt open educational resources. It also offers vast opportunities for cooperation, sharing and exchange between Arab teachers and authors of educational contents with the aim of producing and sharing these resources and facilitating access to them by teachers and learners across the world.

The Arab OER Hub also provides users with several tools that enable them to add, host, and create digital contents and grant appropriate open licenses, and thus to make these contents available and accessible online as open educational resources. These tools include in particular:

- Sharing existing educational resources, making them available via special online links and addresses (national platforms, specialized websites, ...etc.), typesetting and indexing them by adding relevant standards and metadata, and allocating the appropriate open license.
- OER Author: the Hub includes a tool for creating and managing digital content, which enables OER authors to edit digital educational content, present it in the form of learning units, and then add the needed metadata to facilitate automatic typesetting and ensure more effective search and access.

The OER Author tool makes it easy to combine digital contents in various formats (text, images, audio/video files,...etc.) and to save them as open, licensed educational resources. These resources are then made available and shared by teachers, learners and all those interested from all over the world. Resources can be printed and downloaded as PDF files. All multimedia files contained in these resources can also be downloaded. The OER Author tool has other characteristics, including the following:

- Importing external resources from Google Docs: a new resource can be created by downloading a Google Doc and using it via the OER Author tool.
- Adjustment: the open content can be adjusted and adapted to meet the basic characteristics of the Commons, the State's requirements, and the special needs of learners and classrooms.
- Setting up and integrating open educational resources: it is possible to set up, integrate, adjust, adapt, allocate, and reorganize/reformulate existing resources in order to create new resources.

Source: <http://www.alecso.org/elearning/en> courtesy Prof Mohamed Jemni, Head of ICT, ALECSO

### 3.1 Appendix B: Association for Development of Education in Africa (ADEA), Country Questionnaire

#### Challenges and Strategies to Deliver Education at Home during the COVID-19 Crisis: Country Perspectives

1. Is your national education system closed due to COVID-19?
2. What are the national strategies put in place to ensure learning continues at home?
3. Kindly give us a list of available teaching and learning tools/apps (use by public schools, private schools, or that is available from EdTech players that could be used through public-private-partnership or by individuals). These could be in terms of connecting tools such as Skype, Zoom and WhatsApp; or learning apps like mDarasa, BookSmart, Radio and TV.
4. How is/has the Government addressing/addressed inclusivity in the national strategies and solutions? How effective is the approach in addressing inclusivity, e.g. reaching learners, teachers, parents, vulnerable groups particularly in remote or underserved areas?
5. Is the Government/Ministry of Education engaging with other key stakeholders, including teacher unions, parents' associations, NGOs, local and community-based associations, faith-based organizations, private sector, etc.?
6. Are the approaches specific enough in terms of covering the different levels and sub-sectors of education and training or are they specific gaps that you can share?
7. Are there examples of technical and financial support from other social and economic development sectors such as Ministries in charge of health, economic planning, finance/treasury/budget, domestic private sector or development partners?
8. How/what, is the level of involvement of decentralized and deconcentrated public administration?
9. What practices or lessons have you learned that you can share with other countries not yet affected or education stakeholders?

Source: A. Nsengiyumva (2020), Executive Secretary ADEA, 3 April 2020