



RESEARCH SEMINAR REPORT

Harnessing Education Technology as a Response to Covid-19 in 7 African Countries

Abstract:

This report is prepared to document and share the outcomes of the research seminar held in Johannesburg, South Africa on 27-28 September 2022 by Tendaishe Tlou, Learning Officer and Khuselwa Mxatule, Monitoring, Evaluation and Learning (MERL) Manager of the GCE Secretariat.

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1. Project Background

The ‘Harnessing Education Technology as a response to COVID-19’ is a GCE project funded by the European Union (EU) and the German Federal Ministry for Economic Cooperation and Development (BMZ) through the GIZ-BACKUP Initiative. The GCE project is complemented by seven country level projects that are implemented by six national coalitions in Burundi, DRC, Madagascar, Malawi, Namibia, Rwanda, and Zambia and one Teachers’ Union in Namibia. In this project, GCE supports the seven national level project partners to engage in research, monitoring, and planning with government institutions; including evidence-based advocacy for education technology (Edtech) and digital solutions in public education settings.

In the framework of this project, GCE convened representatives from each project partner coalitions and government representatives from Burundi, Madagascar, Malawi, Namibia, Rwanda, and Zambia for a two-days seminar held at Southern Sun Rosebank Hotel in Johannesburg, South Africa, from the 27th to the 28th of September 2022.

2. Seminar Overview

The Harnessing Education Technology as a response to COVID-19 research seminar brought together a total of 27 participants from the seven project partners national coalitions and the teachers’ union, government representatives from two countries and hosting staff from the GCE Secretariat (Participant list, Annex 1). The two-day programme was structured and divided into two parts with the first part focused on sharing findings, progress and lessons from both the GCE scoping study and the seven project partners’ country level complementary research studies through plenary presentations and open discussions. The second part was dedicated on discussing the use of the studies for advocacy and identifying advocacy approaches and campaign opportunities relating to the use of education technology (Edtech) and digital solutions in public education in the African context.

The primary purpose of the research seminar was to follow up the country level research process undertaken by the seven project partners around the role of digital solutions in improving the continuity and quality of education services and come up with joint advocacy and campaign strategies. More specifically, the following three main aspects were discussed in the seminar:

1. The scope, aims, conceptual framework, methodology, and preliminary research findings of each case study and pilot. Each pilot project team reflected on the remaining activities to finalize the project including the research activities and provided a detailed plan for the completion of their respective pilots.
2. Explore jointly how national coalitions and the teachers’ union will use the GCE commissioned scoping study and their research studies to inform their advocacy, policy and campaigns work around the use of education technology (Edtech) and digital solutions in public education settings.

3. Identify potential problems in the implementation of the project and established a clear plan for action to overcome the problems and embedded a learning culture in our engagements. The discussion entailed, but not exclusively, issues around funding to deliver the research as initially planned, data limitations, strategies to enhance partnership with policy makers in order the research findings to inform Edtech policies at national level.

The seminar followed a participatory approach which allowed all attendees to engage and contribute to the topics of discussion. GCE ensured that all participants expressed their views in the language they are most proficient with between French and English by providing professional simultaneous interpretation for the meeting.

3. Day 1: Tuesday 27th of September 2022

Context setting, research methodology, scope and progress of research at the national level

Moderated by: Wolfgang Leumer, GCE Senior Program Manager

3.1 Welcome and opening remarks by Global Campaign for Education (GCE)



Image 1: Grant Kasowanjete – Global Coordinator, Global Campaign for Education

The Global Coordinator of GCE welcomed all participants and put emphasis on how GCE and its members can promote the use of EdTech to deliver education in the context of crises and emergencies. In the opening remarks, it was noted that most countries had not yet adopted EdTech policies to govern the delivery of education in such contexts as outlined in the Harnessing EdTech in Africa Scoping Study in seven countries¹. It is for this reason that GCE is interested in hearing how the project partners at national level under this initiative are advocating for the delivery of education through innovation and technology. Whilst GCE and its partners are thinking of delivery of education through technology, it was lamented that there is a need to look at its access, and that it should be done across the whole spectrum. Another key consideration pointed out was the need to look into access to technology and how education can be delivered in the context of Africa's challenges, discrimination, marginalization, poverty, among other obstacles. The central role of teachers in the delivery of education was also touched on including the need for their consultation in the process of capitalizing on EdTech. In conclusion, a clear expectation of the need to come-up with

¹ Železný-Green, R, and Metcalfe, H. (2022). Harnessing Edtech in Africa Scoping Study. Global Campaign for Education. South Africa. Online: <https://campaignforeducation.org/en/resources/publications/harnessing-edtech-in-africa-a-scoping-study>.

concrete advocacy actions during the seminar was emphasized as research alone cannot be a panacea to problems in the education sector.

3.2 Opening remarks by Education International (EI)



Image 2: Lucy Njura - Africa Regional Coordinator, Education International

In the opening remarks, EI's Regional Coordinator provided a brief overview of EI as a regional and international union of educators who carry-out research studies to share with governments and its members. EI holds governments to account in the delivery of public education, advocates for the welfare of teachers and capacity building of educators. Emphasis was added that learners must be introduced to e-learning at an early stage and should have access to EdTech to enhance learning. It was noted that EI is worried about the lack of infrastructure as many learners were left behind during the COVID-19 pandemic. One of concerns shared was related to poor roll-out of EdTech which could possibly lead to it being privatized and becoming inaccessible to most learners. This will entail more inequalities among school going children, particularly in Africa. The importance of capacitating teachers to use technology in the education sector so that they can do their jobs well as well as the emphasis on the critical role of teachers as they cannot be replaced by any technology were touched on. In closing, the regional coordinator shared her views about the disheartening reality in Africa which resulted in many learners dropping-out of school due to lack of access to education technology during the pandemic and expressed excitement for the opportunity to learn from seminar participants on how they are dealing with this challenge.

3.3 Opening remarks by European Commission

Kirsten Van-Camp - Policy Officer Digital Education, DG INTPA European Commission (Virtual)

The Commission's commitment to supporting and funding EdTech, especially given the negative impact of the COVID-19 pandemic on education in Africa was presented. The

importance of cross-pollination of ideas and that the EC's strategy resonates with the African Union's plans to entrench technology in the education sector and ensure that all learners have access to e-learning was emphasized. Notwithstanding the importance of EdTech in the context of the COVID-19 pandemic and other emergencies, it was noted that teachers cannot be replaced by any technology as they play a critical role in teaching learners. Therefore, they should be capacitated and supported in every to enable them to carry-out their duties without many challenges. In a nutshell, it was noted that the EC's support is informed by the reports which are produced by CSOs and other partners in EdTech.

3.4 Opening remarks by Africa Network Campaign on Education for All



Image 3: Solange Akpo – Regional Coordinator, Africa Network Campaign on Education for All (ANCEFA)

In her opening remarks, ANCEFA's regional coordinator highlighted the importance and efforts being done to ensure that technology is entrenched in the education sector due to the marginalization that was caused by the COVID-19 pandemic. It was further noted that during the COVID-19 era, most school going children were negatively affected and did not have access to distance learning and other measures adopted by various countries to ensure continuous learning among learners. It is within this context that ANCEFA looks forward to learning how GCE's strategy will ensure that people without access to electricity and internet are involved are not left behind in the implementation of EdTech in Africa.

3.5 Presentation of the GCE scoping study on Harnessing EdTech in Africa

Presented by Dr. Ronda Zelezny-Green, Research Consultant

The focus of this session was to give participants an appreciation of how, where and when the scoping study was conducted. The study was conducted in Burundi, DRC, Madagascar, Malawi, Namibia, Rwanda, and Zambia after a need was identified to establish the scale and impact of the pandemic on education in Africa between 2021 and 2022. Data was collected using the mixed techniques within the scope of the qualitative and quantitative approaches.

The study was sensitive to gender, PWDs, people in rural and marginalized societies, among others. The study was concerned with ascertaining if schools closed or remained open during the pandemic and identifying key drivers behind this.

Furthermore, it was noted that the study was conducted in collaboration with the GCE and scoping of literature that was produced by other stakeholders in the seven countries. Wolfgang noted that the choice of countries was made by GIZ and expressed hope that the program would be expanded to other African countries in the near future.

Main issues emanating from the study are summarised below:

- The pandemic had a negative effect on the mental health of learners, Gender-Based Violence increased and safeguarding became more apparent due to exposure of learners, particularly girls to violence such as sexual abuse and child marriages.
- Children with disabilities were left behind and approaches were not adopted for learners with impairments, special needs and learning difficulties.
- Parents in the seven countries lost their jobs and were not able to cater for the educational needs of their children.
- The actual impact of EdTech was really felt in the countries under study because most were not prepared for the pandemic. Even though some approaches were adopted, the use of EdTech was not appropriately applied due to lack of coordination, lack of technology infrastructure, access to technological gadgets, and lack of a curriculum adequate for online/radio learning.
- There was a lack of meaningful and engaging instructions which made it difficult for students to access learning through technology.
- There was zero-rating (not charging customers data when they use specific apps or websites) of data which made it difficult for people in marginalized areas to access EdTech.



A scoping study authored by Dr Ronda Železný-Green
& Hannah Metcalfe on behalf of the Global Campaign for Education

Q&A and comments



- Wolfgang Leumer from GCE noted that CSOs in the seven countries were already doing some work around EdTech. Hence, the study looks to complement and not replace work being done by other stakeholders in the seven countries.
- Lucy Njura from Education International added that the study is a good tool and finds it balanced in its analysis on how EdTech can be rolled-out in their own contexts. She further appreciated the recommendation that teachers should be capacitated and trained to use EdTech as the lack of skills and knowledge in using ICT emerged as a major obstacle in eLearning.
- In the end, it was emphasized that such scoping studies should guard against rushed approaches in the implementation of EdTech.

3.6 Context-setting and research methodology

Moderated by Wolfgang Leumer, GCE Senior Program Manager and Luis Eduardo Pérez Murcia, GCE Policy and Research Advisor.

This session focused on unpacking the scope, aims, conceptual framework, methodology, and preliminary research findings of each pilot research undertaken including the lessons learnt at national levels. Furthermore, the session aimed at establishing efficient ways of working and collaboratively operate in delivering the project. Each grantee had an opportunity to present the conceptual framework, objectives, challenges and good practices from their project including an outline how they will use the research to advance their advocacy, campaign and learning agendas.

From the presentations, it came out clear that all the seven countries are still dealing with the effects of the COVID-19 pandemic and its negative impact on education. It was emphasized that the seminar sought to unpack how technology can be used to improve equality in and access to quality education in relation to forced/involuntary migration, gender, and disability, among others factors which needed to be debated. In conclusion, it was agreed that this session was an opportunity for participants to exchange knowledge and learn from each other from the different approaches they are undertaking to protect education as a fundamental right which needs to be protected and promoted at all cost. The seven projects from national level project partners which qualify or disqualify the above points are presented in following section to provide full documentation of national level research, lessons learned and best practices.

4. National level research presentation, lessons learned and best practices

4.1 National Level Research Project 1: Rwanda

Lessons and best practices from Rwanda

Presented by Benson Rukabu, Rwanda Education for All Coalition (REFAC)



Best Practice from Rwanda

Rwanda has official frameworks for integrating technology in education and smart learning in schools. These include the Smart Rwanda Master Plan, ICT Strategic Plan 2018/24, ICT Hub Strategy 2019/24 and ESSP 2018/24. These frameworks have been the critical success factor in the promotion of EdTech in Rwanda as they govern and coordinate the implementation of eLearning in the public education system in Rwanda. Implementing the SMART Classroom Pilot intervention (One Digital Identity/Child) rolled out by the Ministry of Education provided a critical mechanism to fast-track education technology adoption in the country, resulting in each school having a smart classroom. From this initiative, schools were equipped with computers and internet access to realise the belief that ICT infrastructure and digitalisation of material is critical for transforming and increasing the country's accessibility to education.

Challenges: Notwithstanding the successes realised in harnessing education technology in Rwanda, the following limitations were the key factors that affected the success of the adopted e-learning methodologies (i) Lack or limited knowledge on eLearning policy and regulatory frameworks; (ii) Lack of technological infrastructure to translate policy into practice; (iii) Lack of or limited internet connectivity in basic education facilities (rural vs urban); and (iv) Lack of or limited knowledge and skills to use ICT in teaching and limited availability of digital

REFAC's intervention and results

Through the GCE's Harnessing EdTech Project funded by GIZ, REFAC undertook a study entitled, "current ICT in education policy guideline and effects of COVID-19 on the education sector in Rwanda". The study aimed at documenting the current gaps of the eLearning policy frameworks and their implementation during the COVID-19 period. The study also focused on identifying Rwanda's current ICT opportunities in education policy guidelines and draw recommendations to improving the quality of eLearning.

The study revealed various findings and placed forward a number of recommendations which were used to engage with the Ministry of Education and other education stakeholders in the country to influence better e-learning methodologies. These included: (i) The need to ensure extensive consultation in the development of policies and guidelines on the use of ICT in education and the wide dissemination of adopted policies; (ii) The need to put in place the relevant teaching and assessment guidelines to ensure quality delivery of courses, (iii) To develop guidelines on the use of e-learning platforms; (iv) Follow-up and monitor the use of ICT and ensure this is institutionalised; (v) Support schools, teachers and learners to access digital equipment; and (vi) Ensure inclusive use of ICT in basic education for learners with disabilities.

As a result of REFAC's intervention, the Ministry of Education and other education stakeholders became more cognizant of the effects of COVID-19 on education and committed to strengthening existing e-learning strategies accordingly. The Ministry also committed to the adoption of better e-learning friendly methods during and after the pandemic and pledged to harness the capacity of teachers in ICT as a solution in the education sector. The government, schools, parents, and partners agreed to work together to effectively respond to the shocks and effects of the COVID-19 pandemic on the education sector, by particularly ensuring that no one is left behind because of COVID-19 broad effects (especially children from vulnerable and poor families). However, this commitment requires further investments, engagements, change of attitudes and capacities strengthening, among others. Success stories include reduction of the workload on teachers, low repetition rates, more reach, continuous learning, ability for learners to replay lessons, etc.

Q&A Session

Q: Are there efforts by Council to remedy the lack of coordination in Rwanda?

- A: There are on-going discussions, through the Local Education (LEG), coordinate the process. REFAC, being an influential member of the LEG, will attempt to usher this discussion further.

Q: Please clarify on the digital citizen platform.

- A: Rwanda experienced challenges with parents who were not capable of using the new technology and digital platform. They indicated that they need capacitation in using it. The government is making efforts to provide technological gadgets and training in rural areas to promote EdTech.

Q: How good is access to data in Rwanda?

- A: In Rwanda, the relationship between CSOs and the Ministry of Education is cordial and it is possible to get support and access to data. However, there is other information that is not easily accessible and requires one to go through a rigorous process to get it.

Q: In implementing your project, what was your take on the Ministry's position in Rwanda?

- A: In implementing the project, their response was positive. The research findings are welcomed. We also involve them in our activities so that they learn about the gaps. They are always willing to work with us.

Q: Did REFAC engage and access refugees on EdTech?

- A: REFAC could not access refugee camps due to stringent measures and additional processes to go there. REFAC will engage the responsible authorities to get access to refugee camps and how EdTech is provided for refugees.

Q: How does technology impact adult education in Rwanda?

- A: There are still a number of challenges, one of them being poor implementation and lack of coordination in policy implementation. The literacy group in REFAC reported that access to adult education has gone down to 30% due to lack of gadgets.

4.2 National Level Research Project 2: Malawi

Lessons and best practices from Malawi

Presented by Benedicto Kondowe, National Coordinator of Civil Society Education Coalition (CSEC)



Best Practice from Malawi

In the context of Malawi, there are notable efforts made by the government and other education partners to promote the use of EdTech in schools. To roll-out EdTech in the country, varying models are used with high quality standard equipment. The various practices used include: (i) Basic technologies which are predominantly one way communication with no in-built assessment tools such as radio programme, virtual libraries, and WhatsApp lessons; (ii) Intermediate technologies which are characterised by the use of interactive learning management systems with actual lessons both live and recorded such as Google classroom, Zoom, MS Teams, and other applications; and (iii) Advanced technologies which includes both elements of the basic and intermediate technologies such as the provision of virtual laboratories and graphic aided lessons.

The [Unlocking Talent Programme](#) implemented nationally by Voluntary Service Overseas (VSO) was the key mechanism to drive the adoption of EdTech, supporting 150,000 learners and targeting to reach 241,200 by 2023. Through this intervention, learners accessed numeracy and literacy online lessons from an application through the use of tablets in a variety of ways. These were delivered in small groups of 30 at a time in their own classroom, use of tablets by half of the class while the other half are taught by their teacher in the same room, and all learners access the tablets at the same time in their classroom using headset splitters and sharing a tablet. However, coverage remained a challenge because of the cost of gadgets, inadequate ICT skills in schools and poor data or internet connection that affected the effective delivery of the intervention.

CSEC's intervention and results

Within the framework of GCE's Harnessing Education Technology project, CSEC-Malawi assessed the best models for designing and implementing EdTech in primary schools in Malawi. The study also focused on identifying positive lessons learned and identifying EdTech models that can be adapted or scaled up. Using the lessons learned from the study, the national coalition developed and rolled out a pilot intervention in Lilongwe and Mzimba districts to digitalise the curriculum and lessons in a user friendly and easily accessible technological format for junior primary school pupils.

The intervention adopted a Projector Model Approach which was ideal for learning in bigger classrooms, limited equipment and learning materials. In this approach, digital lessons are projected in bigger screens for the whole classroom. For sustainability, CSEC is engaging with the Ministry of Education to adopt the basic and low cost model in the short term to expand access. In addition, CSEC is advocating for inclusivity of technology models that cater for all learners. CSEC is also advocating for greater investment in EdTech by governments and cooperating partners.

Q&A session

Q: What happens in the classrooms in relation to access to technological gadgets?

- A: One tablet is exchanged hands and passed on from one learner to another which affects access. The gadgets are not enough to cater for the needs of each and every student. Number pf gadgets is insufficient.

Q: How are schools in Malawi maintaining EdTech gadgets and technology?

- A: Private players provide the gadgets and maintain them. Therefore, there is no need for schools to stress about getting them fixed.

Q: How does the projector model work?

- A: Lessons or learning materials are beamed on a projector which is adequate for a bigger audience. The curriculum is digitized and is presented to students using a projector. This reaches more people, is much cheaper and economic as compared to the laptop/tablet model.

Q: What is the level of policy engagement in relation to EdTech?

- A: CSOs meet with Parliamentary representatives and Ministerial representatives to draft policies and increase EdTech budgeting/financing.

Q: What is the level of investment/budgeting in EdTech in Malawi?

- A: This has been dismal and CSOs continuously engage the government to increase the budget.

Q: What is the role of parents and other stakeholders at the local level to promote EdTech?

- A: CSOs are working closely with parents and other stakeholders to ensure that the engagements are inclusive and representative. They are also working with parents to reduce tech-resistance and to promote sustainability. Parents are also capacitated to use technology since they also teach their children and help them with homework at home.

Q: How do you roll-out capacity building and follow-up on impact with parents?

- A: Parents and teachers are being trained on EdTech and their level of understanding is measured by assessing their incremental use of the technology by using pre and post evaluation questions and practical tests.

4.3 National Level Research Project 3 & 4: Namibia

Lessons and best practices from Namibia

Presented by: Loide Shaanika, Secretary General of Namibia National Teachers Union (NANTU) and Mr. Martin Matsuib, Namibian Coalition of Civil Society Organisations (NECCSO).



Challenges

Notwithstanding these commendable steps to ensure continuous learning in the midst of the pandemic, the intervention strategy was marred by some obstacles and setbacks due to:

- Teachers' forced migration to the digital learning and teaching, which was very challenging due to the challenges such as limited or lack of skills, resources, connectivity and infrastructure;
- Technology resistance and apathy by learners, teachers and parents;
- Public schools not equipped for online learning, increasing the risk for learners to be left behind;
- Not having enough time to implement and measure the impact of projects.

Context and Best Practice from Namibia

In its COVID-19 response framework, Namibia was one of a small handful of countries that used six or more delivery channels to mitigate the negative impact of school closures on its children, during the pandemic (Rodriguez, Cobo, Muñoz-Najar & Sánchez, 2020). Namibia's media mix for distance learning included, radio, television, paper, SMS and social media, learning platforms provided by others and platforms created by the government (Rodriguez, Cobo, Muñoz-Najar & Sánchez, 2020; Dreesen et al., 2020). UNICEF partnered with the country's Ministry of Education, Arts and Culture (MoEAC) to provide more than five million paper-based instructional materials to 600,000 students, i.e. all primary school learners and pre-primary learners (Mueenuddin, 2021). Approximately 6,700 learners with a visual disability were also given access to educational materials in Braille (Mueenuddin, 2021).

Working with One Africa TV, in April 2020, the Namibian government launched a free series of educational content under the #LearnOnOne brand, which was made available through television and the #LearnOnOne YouTube channel (Bayer, 2020; LearnOnOne, 2020). This content taught biology, maths and physical science through recorded video lessons (LearnOnOne, 2020). Early on in the pandemic, the MoEAC also promoted the Namibia Reads app, which is available on Android and iOS devices. The app was designed for children ages three to 12, and was designed to promote a culture of reading and learning in Namibia, and to facilitate access to content regarding wellbeing, health, astronomy, space and numeracy, complemented by games, videos, quizzes and animation to enhance understanding (China Global Television Network, 2020).

NECCSO's intervention and results

Through the Harnessing EdTech Project funded by GIZ, NECCSO is implementing a project entitled, "Every Home is a Learning Environment and Every Parent is a Potential Teacher," respectively. The project clearly targeted at the Ministry of Education, Arts and Culture to fill the gaps that exist within its Directorate Adult Education. NECCSO aims to train households on basic computer skills to give support to their children when schools give online lessons and tasks. NECCSO has also made strategic alliances with the Ministry of Education, Arts and Culture and ICT service providers to enable schools to have access to training and digital platforms. The project targets 1,000 households within 12 months. Each trainee/household will receive packages negotiated at a special rate for internet connectivity and gadget price e.g. laptops, tablets, cell phones, desktops etc. A Cooperation Agreement for infrastructure usage for tailor made bundles in this regard has been signed by NECCSO, Ministry of Education and Service Providers. Once the project is fully rolled out, NECCSO will document the outcomes and best practices for wider dissemination.

Image 4: Dr Patrick Simalumba - National Institute for Educational Development (NIED)



NANTU's intervention and results

Within the framework of the Harnessing EdTech Project funded by GIZ, NANTU seeks to make education accessible to all as a matter of democracy by training teachers in use of technology. The project aims to train 756 teachers on IT literacy and integration in teaching and learning. These are teachers in basic education, including those in special education. The Union developed a training manual in collaboration with the Ministry of Education. This translates to 54 teachers being trained in each region, in two cohorts 27 teachers over a period of two weeks. The first cohort is for beginner teachers, who have little or no skills in IT, and the training started on the 12th – 23rd of September 2022, simultaneously in all the regions. 327 teachers successfully completed this training. The second cohort will start on 10th – 22nd of October 2022. This group is for teachers with intermediate and advanced skills, for up-skilling. These training is conducted by qualified facilitators who are lectures in IT at various Institutions of higher learning such as Universities and Vocational Centres.

Through this piloting project with the first group, NANTU discovered a need for ongoing capacity building for lecturers in IT in order to be confident ICT users in the classroom given the high demand of this training. The Union has developed a database of the teachers trained under the pilot project to continue tracking them in order to render technical assistance in their daily teaching and learning processes when required. NANTU also engages with the local training providers in IT, to assist with continuous training to these teachers for at least a period of 12 months until they are well equipped with the necessary skills. This will enable schools to have well-resourced teachers in ICT. Moreover, the Union also committed to avail laptops to these teachers through a subsidized price by the Union in liaison with cooperatives, to ensure accessibility and that they practice as they go. Once off training is not sufficient. The Ministry of Education provided iPads to Advanced Level students and teachers, NANTU believes in equitable distribution of resources, hence its intervention. There is also a need to consider the current context in which many teachers need to migrate their planned activities for face to face lectures. NANTU would like to ensure that teachers training deals with the development of digital competency of teachers through training and not only focus on technical skills, but also on other related issues such as digital stress and student engagement.

Advocacy Plans

NANTU will continue to advocate the need and importance of digital training and integration in teaching and learning. All stakeholders in education are involved and agree on the need to plan teacher education programs and training activities to prepare and facilitate professional development of teachers on effective integration of ICT into teacher training curriculum. This was one of the recommendations from the National Stakeholders on Education, convened in August 2022 in Namibia. Stakeholders engagement is highly required to ensure that this is achieved by 2030. A high level engagement took place between Ministry of Education and Cabinet on the provision of ICT training and infrastructure in schools.

Q&A Session

Q: How did you select and settle for the 1000 household target?

- A: Seven regions were identified and settled for 1000 households as a realistic sample. We initially selected 5000 households, but realized that this was over ambitious.

Q: How will you balance the capacity development and other household tasks?

- A: We consult with parents to select times they are available and free for training so that our work does not interfere with their household responsibilities.

Q: Can you please clarify on the use of digital platform.

- A: There is an open online platform which can be utilized by anyone and continues after the project and can be used by the Ministry. In the Ministry of education, there are committees which consult with communities about what they want to be trained on. There is also funding and support for trainers to motivate them to train more people. The Coalition is working with private players to ensure that every household in Namibia is connected to the internet and has a computer.

Q: Why are computers being bought, yet not used in schools?

- A: Namibian teachers were never trained to use the provided devices. Hence, they are being shelved. The government representatives confirmed that even though the government made efforts to train teachers, the capacitation was inadequate and it is something that needs to be redone. They acknowledged that training was supposed to be done before computers were distributed. IT experts should service and update computers given that teachers do not have the capacity to maintain them.

Q: When does the project end and how will the impact be measured?

- A: After the project, the coalition will seek additional funding to sustain the project and there is a partner in Namibia willing to support the coalition after the GiZ project closes.

Q: What is the sustainability plan for this project?

- A: Policies in place and other initiatives driven by the government are looking into providing infrastructure and funding for teachers' training in ICT. A committee has been established to oversee the implementation of the recommendations adopted at the EdTech summit in Namibia. In terms of equipment, CSOs will push for the adoption of replacement and updating of EdTech equipment for the purposes of sustainability.

Q: Are there plans to train ECD teachers?

- A: This group of learners and teachers are a challenge as it does not fall under the Ministry of Education and are not formally employed.

Q: What is the two-weeks training for?

- A: This is a basic training exercise which imparts basic skills in operating computers. It will be expanded as the Union and Coalition deduce lessons from the pilot.

4.4 National Level Research Project 5: Zambia

Lessons and best practices from Zambia

Presented by Thandiwe Banda, Zambia National Education Coalition (ZANEC)



Context and Best Practice from Zambia

The effects of COVID-19 in Zambia were particularly severe on the most vulnerable, such as those with disabilities. This is because their access to education was completely compromised due to the prolonged school closure (World Vision Policy Brief, 2020). In its response to curtail the effects of COVID-19, the government of Zambia tried to mitigate the crisis of the school closure by introducing several Alternative Modes of Education Provision (AMEP) which included distance learning, secondary education, and skills training and made Educational Broadcasting Service (EBS) available on radio and television.

The Education for All Campaign, Vision 2030, Millennium Development Goals, and the Sustainable Development Goals underline Zambia's inclusion policies which aim to increase access, participation, and achievement for all learners, including children with disabilities.

Despite having adopted these and other progressive policy frameworks, the issues listed below were the key factors that affected the success of the adopted e-learning strategies:

- Contents were not adapted to enhance accessibility by children with disabilities;
- Lack of a digital infrastructure and a comprehensive policy framework;
- Lack of or limited internet connectivity in basic education facilities (rural vs urban); and
- Lack of or limited knowledge and skills to use ICT among teachers, learners and parents and limited availability of digital content.



Image 5: Audience

ZANEC's intervention and results

Through the GCE's Harnessing EdTech Project funded by GIZ, ZANEC undertook a study entitled, "Status of Education Technology and Digital Literacy levels Among Teachers, Learners and Parents in Zambia". The study assessed and documented the status of education technology and digital literacy among teachers, parents and learners in Zambia. The study examined the Alternatives Modes of Education Provision (AMEP) used by education providers during COVID-19 pandemic and identified plausible mitigation measures to ensure learners are all accessing learning without leaving anyone behind. These include:

- The need to conduct a proper evaluation of the level of digital literacy skills of teachers, learners and parents before policies and mitigation strategies are drafted;
- Development of blended learning technologies that maximize the advantages of both face-to-face and technologically based learning methods to improve overall learning outcomes and the adoption of clear guidelines that assist the progressive adoption of digital learning, especially in areas where learners have little access;
- Upgrading the existing Educational Broadcasting Services (EBS) community radio license to national status, as well as the existing infrastructure and equipment by engaging partners and the private sector to expand coverage and outreach -given that Radio is the most feasible mode of distance learning dissemination in Zambia;
- Developing content suitable for TV broadcasting to be included in the national broadcasting system. Relying on decoders provided by the private sector is a barrier and exclusion mechanism for the needy and disadvantaged;
- Development of an all-inclusive digital learning content aligned with the national curriculum in collaboration with education stakeholders. Content should be accessible to children with disabilities, for instance through incorporating sign language, audios, bigger fonts and braille; and
- Optimising learning platforms and interfaces for mobile phone use given that mobile phones are the most widely used devices by teachers, parents and learners to access the internet.

As a result of ZANEC's interventions, there are on-going engagements with Members of Parliament and regulators on making remote learning available to all learners. Dialogue with service providers on how to make digital learning accessible through reduced costs of data and ICT devices is on-going. The government, civil society, schools, parents, and partners have partnered to effectively put in place structures to mitigate the effects of the COVID-19 pandemic on the education sector by particularly ensuring that no one is left behind because of COVID-19's broad effects. Bearing in mind various concerns that were raised before and after the Transforming Education Summit (TES), there is need for Zambia to increase its education budget in line with regional and international best practices, increase its engagement with stakeholders in the education sector, formulate and implement an effective and comprehensive EdTech policy, increase distribution of technological gadgets, enhance its internet infrastructure and capacitate teachers, learners and parents in using ICT and other related gadgets.



Image 6: Ivy Mutwale, ZANEC-Zambia

Q&A session

Q: How does ZANEC's initiatives fit in the Transform Education Summit's targets?

- A: The government is still yet to commit and fund education in Zambia. Although the government has committed to free education, teachers do not have work laptops and equipment to do their work. Some students have never seen computers in their lives, but they are asked to take an exam in which their computer skills are assessed. The Coalition will be closely monitoring the commitments made by the government in financing education because the education budget has been drastically reduced and has been decreasing in the past few years.

Q: Are there innovative edu.financing models in Zambia?

- A: ZANEC will present to the government an education budget so that an education levy is introduced to cater for edu.financing. ZANEC is also advocating for the allocation of more taxes to be allocated to education. As CSOs and members of the GCE, there is an urgent need to monitor and follow-up on commitments made by governments and other players. Adequate resources must be allocated and used for what they must be used for.



Image 7: Q&A Audience

4.5 National Level Research Project 6: Burundi

Lessons and best practices from Burundi

Presented by Denise Kandondo, National Coordinator of EPT BAFASHEBIGE.



EPT BAFASHEBIGE's intervention and results

Through the GCE's Harnessing EdTech Project funded by GIZ, EPT BAFASHEBIGE undertook a study entitled, "Digital Solutions at the Service of Basic Education in Burundi". The study identified and initiated digital education in a few pilot schools to raise awareness among stakeholders in the education sector on the importance of EdTech so that it can be scaled-up nationally. The study also proposed solutions in line with the digitization of education which included;

- Teachers undergoing ICT training and adopting mixed learning techniques that promote both face-to-face and eLearning methods;
- The government is investing more in the procurement and distribution of computers, availability of electricity in all parts of the country and investment in internet connectivity at all learning facilities; and
- The government is adopting and adapting other learning techniques to promote distance learning (using online tools and social media platforms such as YouTube, WhatsApp, radio, and television) to deal with the problem of overcrowding in Burundian schools.

Since the Coalition initiated this project, the government has joined hands with them to roll out EdTech. In addition, various platforms have been created to promote dialogue and collaboration in digitising education between Civil Society Organisations and other players. Although there is more work to be done, the government is now working on an ICT policy and is prepared to take over and finance this project, which is a good sign and the right step in the right direction.

Best Practice from Burundi

From the start of the pandemic, Burundi was one of the first countries in the sub-region to adopt a national COVID-19 response plan, under the leadership of the Ministry of Health, with the support of other development partners. Unlike many countries around the world, schools in Burundi never closed during the pandemic. The students finished the 2020 school year as normal and then returned to class at the start of the school year in 2021. Officially, preventive measures were observed and respected, although it was difficult to implement them in several schools, especially in rural areas. Through the Education in Emergencies Task Force (GoT ESU), the education sector was the first to put in place a COVID-19 response sector plan that drew on and aligned with the national response plan. Since Burundi never closed schools during the pandemic, not much work was done to digitise education which informed the Coalition's intervention strategy given that beyond COVID-19, Burundi is a victim of floods and other natural disasters.

Challenges

Despite having adopted steps to mitigate the contraction and spread of COVID-19 in schools, Burundi grappled with the following issues in relation to eLearning:

- School-based learning is not yet digitized;
- Lessons are always done using chalk, and students are expected to be physically present in class. Innovative digital learning technology in the education sector is not well mastered by Burundian teachers;
- There is also a lack of computers, compounded by electricity problems in schools. Schools in the most remote corners of the country neither have electricity nor computers and
- There is lack of or limited internet connectivity in basic education facilities (rural and urban).

Q&A Session

Q: What is the sustainability plan for the project and are there indications that the government might take over from the coalition?

A: The government supports the coalition's work and will integrate this into their intervention strategy. The Director added that the government will align the activities of the partners to make it part and parcel of the government plan by creating platforms for planning and mitigating contradictions among CSOs and other partners.

4.6 National Level Research Project 7: Madagascar

Lessons and best practices from Madagascar

Presented by Huguette Rakotoarivony,
Coalition de Madagascar CONAMEPT.



Challenges

Notwithstanding these commendable interventions to ensure continuous learning in the midst of the pandemic, the intervention strategy was marred by some challenges such as:

- Having internet access for only 19.4% of the population , from a population of 28.06 million in January 2021, (5.45 million people) (Kemp, 2021);
- Radio having an access percentage of about 40% of the population and for television it is approximately 25% (InterNews, 2021);
- The majority of parents of students lack the means to provide their children with electronic devices (smart phones or computers) for online teaching, even less a television set or even a simple radio set for distance learning courses; and
- Teachers in charge of distance education have neither appropriate training nor adequate materials to provide quality distance education.

Best Practice from Madagascar

During the COVID-19 pandemic, Madagascar used a paper-based approach to complement digital outreach to children during school closures. Evidence shows that in addition to paper-based take-home schooling packages, Madagascar was able to build on its past experience with radio-based instruction to launch further radio programming at the start of the pandemic (Dreesen et al., 2020). It also continued to receive further support from the Education Development Centre (EDC) and UNESCO to continue enhancing its radio-based content (EDC, 2021; UNESCO, 2020b). The government of Madagascar also delivered maths education to primary school students via television and through video uploads to YouTube with support from Japan International Cooperation Agency (JICA) and Madagascar's own Ministry of National Education and Technical and Vocational Education (MENETP) (Kazel, 2020).

Moreover, the edutainment programme spearheaded by MENETP (Kilasy Pour Tous) leveraged media outlets to ensure that educational content for school-aged children aired on TV and radio every morning (Kazel, 2020). These efforts via radio and television were purported to reach 600,000 children as at July 2020; additionally, 300,000 paper-based schooling packages were distributed by the same time (UNICEF Madagascar Country Office, 2020). UNICEF Madagascar reports that the pandemic affected the schooling of 7 million learners in the country, with approximately 13% of school children reached through radio, television and paper-based instructional materials.

CONAMEPT's intervention and results

Through the GCE's Harnessing EdTech Project funded by GIZ, Coalition de Madagascar CONAMEPT implemented a research project entitled "Amplification of the voice of society civil towards the promotion of learning digital in times of health and social crisis in the Analamanga region". The study sought to identify challenges and opportunities in promoting digital learning at all levels through the promotion of technological capacity building for families and teachers to access educational technologies (EdTech)/ digital learning in times of emergencies and pandemics similar to COVID-19. The information obtained through the research study was used to engage with the Ministry of Education and other education stakeholders in Madagascar. These included: (i) The government and other private players facilitating the construction and development of infrastructure for internet access , particularly in homes and schools; (ii) The government coming-up with creative ways to procure and distribute technological gadgets among the majority of parents and students with electronic devices (smart phones or computers) for online teaching, television sets or even a simple radio set for distance learning courses; and (iii) Equipping teachers in charge of distance education with appropriate training and adequate materials to provide quality distance education. Following the interventions by the Coalition de Madagascar CONAMEPT, internal consultations are ongoing to back-up Education Guideline Sharing Sessions with the leaders of member organizations, choice and validation of priority actions with the areas of intervention. In addition, the coalition conducted exchanges with the office of the National Platform for Steering the Education Sector (PNPSE) of the Proposal Exchange with Cisco (a global technological conglomerate, which designs and manufactures networking equipment. Its advanced networking solutions connect computer networks, people, computing devices, and other forms of digital communication) the National Grouping of Heads of Pedagogical Administration Zone (ZAP) Reformulation of the technical file, with preparation of the budget after obtaining the primary data from the President of ZAP and two private operators.

5. Day 2: Wednesday 28th of September 2022

Advocacy and Campaign Planning: Challenges and opportunities of digital education

Moderated by: Luis Eduardo Pérez Murcia, GCE Policy and Research Advisor

5.1 Reflections on learning outcomes

This session's main focus was to enable participants to reflect on the discussions from the previous day and identify areas of mutual interest which inspire the promotion of EdTech in their own contexts. During the reflective sessions, participants observed a lot of similarities and challenges in African countries in promoting EdTech and they looked forward to future collaborations to address these challenges. Participants from the national coalitions and teachers' unions drew lessons from Namibia which had the capacity to buy laptops for most schools, but disheartened by the fact that gadgets were not used due to lack of skills and knowledge among teachers and learners. Participants were inspired by others who are already implementing their projects and will adopt good practices from them.

5.2 Guide on planning and developing the campaign: challenges and opportunities of digital education

Presented by Cristina Alvarez, GCE Campaigns Manager (Virtually)

This session focused on sharing experiences and ideas, guiding participants in understanding and developing their advocacy and campaign plans. The session was also an opportunity for GCE to pledge its availability and agree on ways of supporting grantees to continue to operate as efficient and impactful advocates in their countries. The definition of a campaign as a time bound mobilization of people and organizations towards a common goal was explored. Participants were guided on the process to plan and roll-out a campaign, with a clear indication of key aspects to take into consideration for planning the campaign including clarity on what is wanted to be achieved using the SMART² principle.

The emphasis on context analysis when planning a campaign was noted as an important aspect. It is a prerequisite to identify the problems/ challenges to be dealt with and all the stakeholders to be involved. The next step is to define the approach for the campaign and be clear if it is going to be aggressive, diplomatic or confrontational, which corresponds with the culture of

² SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely mostly used in project and program implementation.

the organization. Finally, one needs to have a clear timeline such as when to start and end the campaign. It is strategic to have the campaign around key commemorative days to have more impact and traction. It was noted that a campaign needs a visual identity, key messages and demands, content and visuals, engagement and coherence taking note of the tone and language to avoid discord in the messaging. In running a campaign, planning and anticipation, flexibility to adapt, working in partnership, key messaging and storytelling are of utmost importance. In conclusion it was emphasized that EdTech is crucial in guaranteeing education continuity, leaving no-one behind, and influencing/framing debate and policies.

Q&A session

Q: Is it a requirement (a must) for Unions and Coalitions to draft an advocacy and campaigns plan?

A: This session was meant to give participants basic knowledge in developing their advocacy and campaign plans, considering the local context. There are no obligations as each project partner defined its own project scope.

5.3 Group Work Discussion Sessions

In this session, participants were divided into three small groups to discuss and present back to the plenary their feedback on the two questions that were derived to be the focus of the small group discussions. The main questions of discussions were constructed as follows:

1. How are national Coalitions/Unions expected to use the study to inform their advocacy, policy, and campaigns work around the use of EdTech and digital solutions in public education settings?
2. Identify potential problems and challenges that may be encountered in promoting digital learning and transformative education and support required from GCE.

Group Discussion 1: How national Coalitions/Unions are expected to use the study to inform their advocacy, policy, and campaigns work around the use of EdTech and digital solutions in public education settings?

Group 1 Feedback: Presented by Loide Shaanika, Secretary General of Namibia National Teachers Union (NANTU)

- The first initiative that group participants agreed on planning their advocacy is the analysis of the policies to identify policy gaps that will be central to their advocacy. Where there are no policies, participants will push for their formulation and implementation. National Coalitions/Unions will develop their advocacy and campaigns plans to influence government policies in EdTech.
- The group agreed on making use of high-level engagements including Local Education Groups, use of radio and social media platforms is important in achieving the above goal (s).
- Engagements with policy makers and Ministers will be a priority since they are the ones who formulate laws and policies.
- National Coalitions/Unions will influence and facilitate the development of a curriculum which capacitates teachers and pupils with ICT knowledge and skills from an early stage.



Image 8: Loide Shaanika, Secretary General of Namibia National Teachers Union (NANTU)

Group 2 Feedback: Presented by Mr. Martin Matsuib, Namibian Coalition of Civil Society Organisations (NECCSO)

- National Coalitions and Unions will push for the integration of EdTech for all in the current education system.
- National Coalitions and Unions will also influence the development and implementation of comprehensive EdTech policy frameworks.
- National Coalitions and Unions will raise awareness on the benefits of EdTech at all levels.
- National Coalitions and Unions emphasized that political will and investment in EdTech is important and they will engage duty bearers to achieve this.
- For greater buy-in, national Coalitions and Unions will conduct regular key stakeholder consultations.
- To achieve greater results, national Coalitions and Unions will push for the establishment of LEGs and advisory groups on EdTech.



Image 9: Group 2 discussions with participants from Malawi, Madagascar, Namibia, Zambia and GCE Secretariat

Group 3 Feedback: Presented by Huguette Rakotoarivony, Coalition de Madagascar CONAMEPT

- The group defined the goals and objectives for the advocacy and campaign before elaborating on the strategies to be employed and activities to be delivered.
- The overall objective is to push governments to elaborate policies for the adoption of EdTech till 2025.
- The planned strategies to realize this objective is public mobilization including mobilizing the coalitions present here as well as other CSOs concerned about this issue.
- To promote EdTech, national Coalitions and Unions will mobilize coalition members to disseminate information and engage all education stakeholders including youth groups, government representatives, parents, private sector and media.
- Target audience is the public at large and will be guided through the established advisory group will engage them through the media.



Image 10: Group 3 discussion

Group Discussion 2: Identify potential problems and challenges that may be encountered in promoting digital learning and transformative education and support required from GCE

Anticipated challenges

Feedback from the group discussions noted the following anticipated challenges:

- Time was not enough to implement the project.
- Funding is inadequate which forces Coalitions and Unions to work with few people and a limited geographical reach.
- Lack of capacity, skills and knowledge in EdTech among members is an obstacle for Unions and Coalitions to achieve their goals.
- The lack of participation of NANTU members is a challenge. Getting Union members to be involved and actively participate in EdTech initiatives is a challenge.
- Collaboration between CSOs and government is limited. Working in silos curtails progress and traction in EdTech initiatives.
- Training of teachers in EdTech is not easy as some are stuck in the past and fail to adapt to new technology and teaching techniques.
- Inadequate EdTech infrastructure hinders progress as most interventions require practical training.

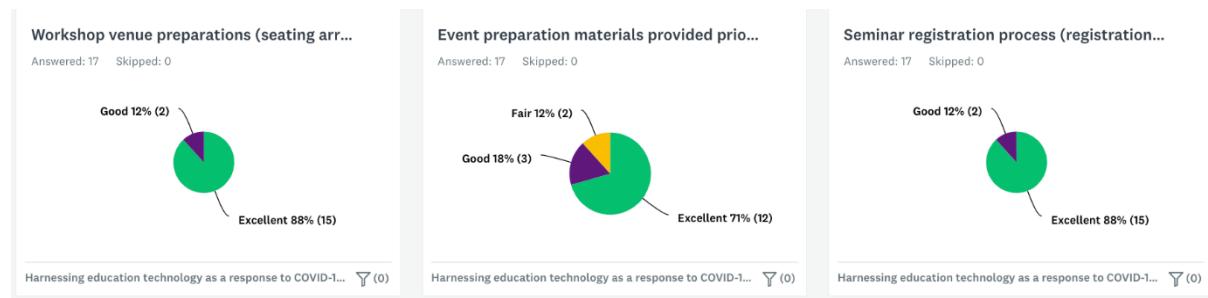
Support required from GCE and recommendations

- GCE should support national coalitions and student unions to develop effective and SMART EdTech advocacy and campaign plans. Coalitions and student unions must play a pivotal role in influencing and facilitating the development of comprehensive EdTech policies in their own contexts.
- GCE should support EdTech capacity development for coalition members.
- Research should inform all EdTech engagement initiatives.
- In relation to project sustainability and continuity, GCE should consider refunding EdTech initiatives in the seven countries.
- Advocacy in the campaign should be given more time. Letters alone are not enough, therefore more communication strategies must be utilized to engage policy makers and other duty bearers.

6. Participants' feedback

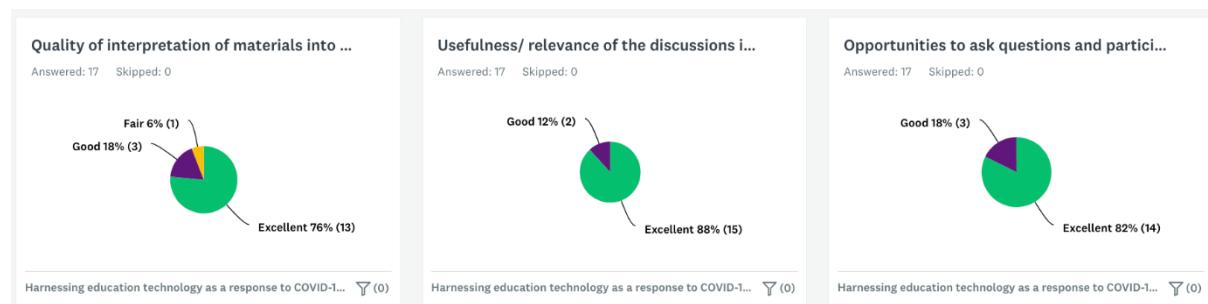
This session was meant to solicit feedback from participants in evaluating the research seminar. A post-event survey questionnaire was distributed among participants to reflect on the preparations, delivery and relevance of the seminar discussions. It was distributed through SurveyMonkey in English and French. Participants were encouraged to rate their experiences through a set of 13 questions focusing on preparations, delivery and relevance of the seminar discussions. The seminar was physically attended by 17 participants from national coalitions, teachers' unions and the representatives of Ministries of Education. All participants provided responses with a 100% completion rate.

1. Organization and Preparation



On the questions relating to the seminar organization and preparations, participants demonstrated satisfaction with the majority rating that the processes relating to this were good or excellent. However, a few advised that GCE should distribute and ensure that participants have seminar materials (programs, media kits, etc) in advance so that they are well prepared, informed and adequately plan for the event.

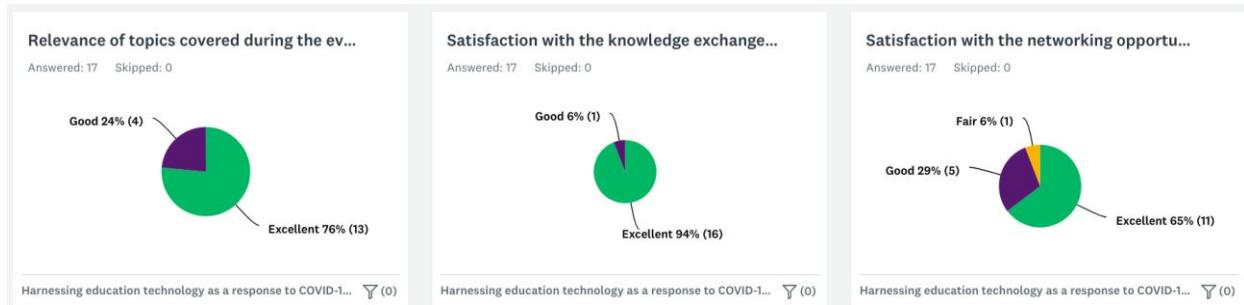
2. Facilitation and delivery of the seminar



On the three questions that aimed at generating participants' reflections and feedback on how the seminar was facilitated and delivered, over 80% responds indicated that the seminar was facilitated and delivered excellent or good. Respondents specifically expressed their appreciation on the ample opportunities provided for open discussions, asking questions

asked and the general participatory approach which allowed all participants to openly share their views, lessons and experiences on all issues of discussion. Participants were happy with the structure of the agenda, format of group work and interpretation services throughout the seminar.

3. Relevance of the seminar discussions



On the three questions that aimed at generating participants' reflections and feedback on the relevance of the discussions, learning topics knowledge exchanged during the seminar, over 90% responds demonstrated strong satisfaction scoring these "excellent" or "good". Participants specifically highlighted that the overall research and country researches shared provide a great opportunity for learning from other countries practices, sharing of experiences and identification of opportunities for collaboration.

7. Closure and Conclusion

On behalf of the Global Coordinator, Wolfgang Leumer closed the seminar and appreciated the depth and inspirational tenet of the discussions that fully met the expectations set for this meeting. In the closing remarks, project related matters regarding the next steps and sustaining the results shared during the seminar were shared. Another important point key point to take away stems from the need expressed during the discussions to engage Ministries and Local Education Groups in the implementation of country projects. In conclusion, all participants were thanked and acknowledged including partners, government representatives, GCE Secretariat, the Research Consultant, interpreters, and finally GIZ and EU as the funders of this initiative.

Annexure 1: Participants' List

No	TITLE	NAME	SURNAME	ORGANISATION
1	Ms	Huguette	Rakotoarivony	CONAMEPT- Madagascar
2	Mr	Claudio Sylvia	Harinirinalizah	CONAMEPT- Madagascar
3	Mr	Jean	Samandari	EPT-BAFASHEBIGE-Burundi
4	Ms	Denise	Kandondo	EPT-BAFASHEBIGE-Burundi
5	Mr	Claver	Nijimbere	Education Ministry-Burundi
6	Mr	Kisa	Kumwenda	CSEC-Malawi
7	Mr	Benedicto	Kondowe	CSEC-Malawi
8	Ms	Ivy	Mutwale	ZANEC-Zambia
9	Ms	Thandiwe	Banda	ZANEC-Zambia
10	Mr	Martin	Matsuib	NECCSO-Namibia
11	Ms	Moreen	Lammert	NECCSO-Namibia
12	Mr	Hosian	Hitanwa	Education Ministry-Namibia
13	Ms	Loide	Shaanika	NANTU-Namibia
14	Mr	Patrick Mwilima	Simalumba	NIED-Namibia
15	Mr	Gqwede	Mzingisi	Education Ministry-Namibia
16	Ms	Solange	Akpo	ANCEFA
17	Ms	Lucy	Njure	Education International
18	Ms	Ronda	Zelezny-Green	Research Consultant
19	Mr	Benson	Rukabi	REFAC-Rwanda (Virtual)
20	Ms	Kirsten	Van-Camp	EU (Virtual)
21	Mr	Luis Eduardo	Perez Murcia	GCE Secretariat
22	Mr	Wolfgang	Leumer	GCE Secretariat
23	Mr	Tendaishe	Tlou	GCE Secretariat
24	Mr	Philani	Ndebele	GCE Secretariat
25	Ms	Khuselwa	Mxatule	GCE Secretariat
26	Ms	Anjum	Lalla-Yu	GCE Secretariat
27	Ms	Cristina	Alvarez	GCE Secretariat (Virtual)
28	Mr	Grant	Kasowanjete	GCE Secretariat
29	Ms	Atlegang	Moeketsi	GCE Secretariat
30	Ms	Phumza	Luthango	GCE Secretariat

Annexure 2: Research Seminar Programme

Day 1: 27th of September 2022

Agenda Topic	Speaker/Presenter	Time Allocated
Welcome and Meeting opening European Commission ANCEFA Scoping study	Grant Kasowanjete Global Coordinator Kirsten Van-Camp Solange Akpo Ronda Zelezny-Green	8:00 – 8:10 8:10 – 8:20 8:20 – 8:30 8:30 – 8:40 8:40 – 9:00
Self-introduction of participants Context setting and methodology of seminar	Wolfgang Leumer Senior Programme Manager Luis Eduardo Pérez Murcia Policy and Research Advisor	9:00 – 9:10 9:10 – 9:30
First round of presentations: Scope, aims, conceptual framework, methodology, and preliminary research findings of each pilot research undertaken including lessons learnt. Each pilot project team will be expected to outline how they will use the research to advance their advocacy, campaign and learning agendas.	Each team will have 30 minutes for presentation and 15 minutes for discussion	
Rwanda	Mr. Benson Rukabu	10: 00 – 10:45

Break (15 minutes)		
Malawi	Mr. Benedicto Kondowe	11: 00 – 11:45
Namibia	Mr. Martin Matsuib	11:45 – 12:30
Lunch (90 minutes)		
Namibia	Ms. Loide Shaanika	2:00 – 2:45
Zambia	Ms. Ivy Mutwale	2:45 – 3:30
Break (15 minutes)		
Burundi	Ms. Denise Kandondo	3:45 – 4:30
DRC	Mr. Jacques Tshimbalanga	4:45 - 5:30
Madagascar	Ms. Huguette Rakotoarivony	5:30 -6:15
Welcome dinner 7:00 – 9:00 PM		

Agenda – Day 2: 28th of September 2022

Agenda Topic	Speaker/Presenter	Time Allocated
Welcome and introduction of the agenda for the second day	Wolfgang Leumer Senior Programme Manager Luis Eduardo Pérez Murcia Policy and Research Advisor	9:00 – 9:15
Learning outcomes from the first day	All Cristina Alvarez	9:15 – 9:30 9:30 - 10:30

Advocacy & campaign plans: challenges and opportunities of digital education	Campaigns Manager	
Work in groups (one representative of each research team in each group)		
Discussion topic:		
		How the national coalitions are expecting to use the study to inform their advocacy, policy and campaigns work around the use of education technology (Edtech) and digital solutions in public education settings.
Time: 45 minutes (10:30 -11: 15)		
Facilitators: Cristina Alvarez, Campaigns Manager & Luis Eduardo Perez Murcia, Policy and Research Advisor		
Plenary	<p>One representative of each group presents the main takeaways.</p> <p>Participants of each group are welcome to contribute</p>	11: 15 – 11:45
Break (15 minutes)		
Work in groups (one representative of each research team in each group)		
Discussion topic:		
		Identify potential problems in the implementation of the project and establish a clear plan for action to overcome them. The discussion may entail but not exclusively issues around funding to deliver the research as initially planned, data limitations, strategies to enhance partnership with policy makers in order the research findings to inform Edtech policies.
		How can these outcomes help us as a collaborative to determine future advocacy and campaigns work around EdTech.

Time: 45 minutes (12:00 -12: 45)		
Facilitator: Wolfgang Leumer, Senior Programme Manager		
Plenary	<p>One representative of each group presents the main takeaways.</p> <p>Participants of each group are welcome to contribute</p>	12: 45 – 1:15
Conclusion and next steps	<p>Grant Kasowanjete Global Coordinator</p> <p>Wolfgang Leumer Senior Programme Manager</p>	1:15 – 1:30
Lunch (60 minutes)		
Potential activities (to select one): Visit to the GCE Headquarters Visit to the Apartheid Museum	All	2:30 – 5:00