Best practices and recommendations for digital inclusion through resilient infrastructure
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PROMOTING DIGITAL INCLUSION IN AFRICAN CITIES AND REGIONS: POLICY FRAMEWORKS FOR DIGITAL RESILIENCY IN EDUCATION FOR A BETTER COVID-19 RECOVERY

- Theme: Digital Inclusion – Education
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Presentation Outline

- Research team
- Introduction
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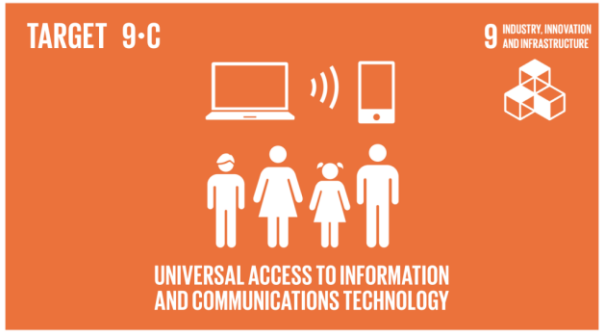
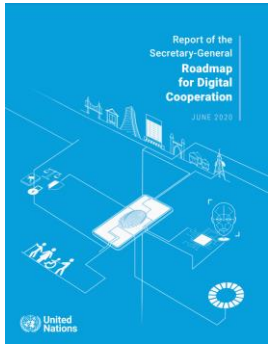
Introduction

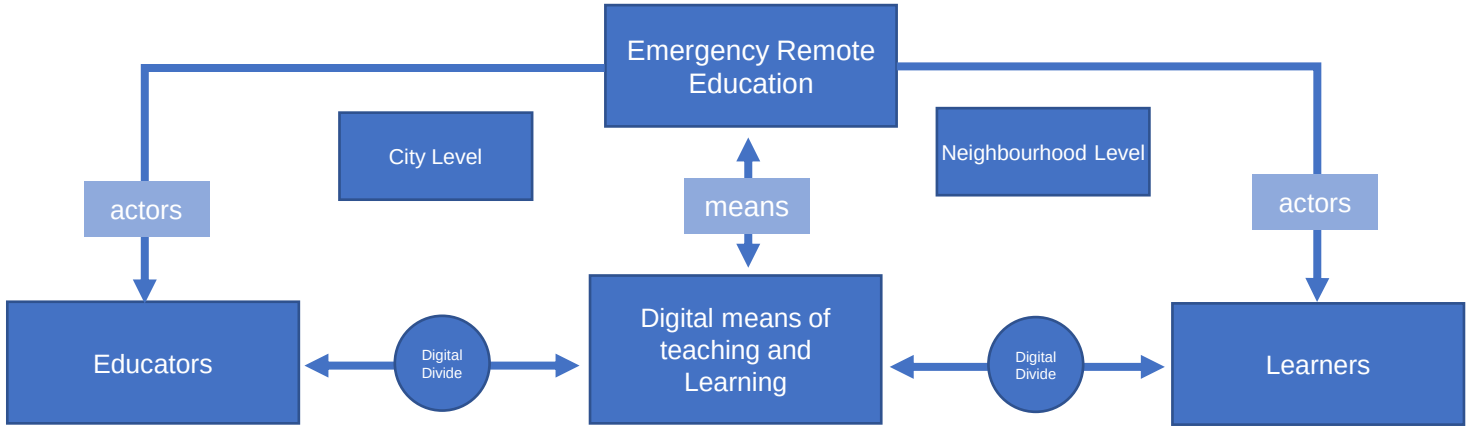
In the wake of the ongoing COVID-19 pandemic, governments across the world have relied on the use of digital technologies to deliver much needed public services.

The project seeks to assess the digital divide in two African cities (Benguerir in Morocco, and Nairobi in Kenya) , learn from best practices across the continent and then leverage this knowledge to propose a policy framework of recommendations for action.





Research methodology



Objective	Design	Data Collection	Analysis
Digital Divide Assessment	Mixed methods	Household survey and Interviews with educators	Descriptive statistics and narrative analysis
Inspiring Practices in Digital Inclusion	Qualitative	Online forms	Document analysis

Research findings and outcomes

Not at lot a familiarity with issues of privacy and cybersecurity.

Absence of an existing digital culture especially in education, and parents sceptical too much use of internet

Lack of familiarity with issues of online safety and cybersecurity

Between **3 USD** (30dh) and **30 USD** (300dh) spent on Internet connectivity in Bengerir per month

In Nairobi, households spend a mean of about **12.45USD** (1,500 KES) per month on Internet **(5 10 66.37 USD)**

Little support at the local level, especially for households in low-income neighborhoods

Education authorities and schools had limited resources to provide connectivity and devices to teachers and students.

In Benguerir, **70%** of households have students partaking in ERE via digital tools

Average **2.5 kilometres**, (1 to 8 km) travel to use internet through public facilities

Use of platforms such as **Facebook, YouTube and WhatsApp** to access educational material

1-2 hours on the Internet per day for educational purposes during the COVID-19 lockdown

3.6 hours (1 to 10) spent on the Internet per day

Students did not receive any form of training in online learning.

The challenges of the digital divide had an impact on the quality of delivery, level and qualification of their students

Recommendations

Develop a clear strategy and roadmap at the national and local level for digital education (for short, medium and long term)

Establish partnerships with the private sector to accelerate digital education transformation in schools

Prioritize local tools adapted for the context and the infrastructure in place (taking into consideration local language, low connection, low quality of Internet, etc.)

Establish a digital education unit or department at the local level (county) and in each school

Have a people-centred approach

Set communication campaigns through SMS, forums, meetings, etc.

Support families on accessing the Internet for education

Reinforce capacities of teachers and students on the use of online platforms (yearly)

Make broadband Internet connections available in all schools

Set up accessible digital teaching rooms for students

Reinforce capacity of teachers and students on data privacy, cybersecurity and other related topics

Set up local labs for the development of online courses

Set up appropriate infrastructure to connect all schools to the Internet

Conclusion

Context is very important in digital divide assesment

Local goverments are critical in adressing digital divide in education and in developing a plan of action in time of ERE