CHALLENGES OF DIGITAL EDUCATION
(THE CASE OF ARMENIA)

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CENTER FOR
EDUCATIONAL
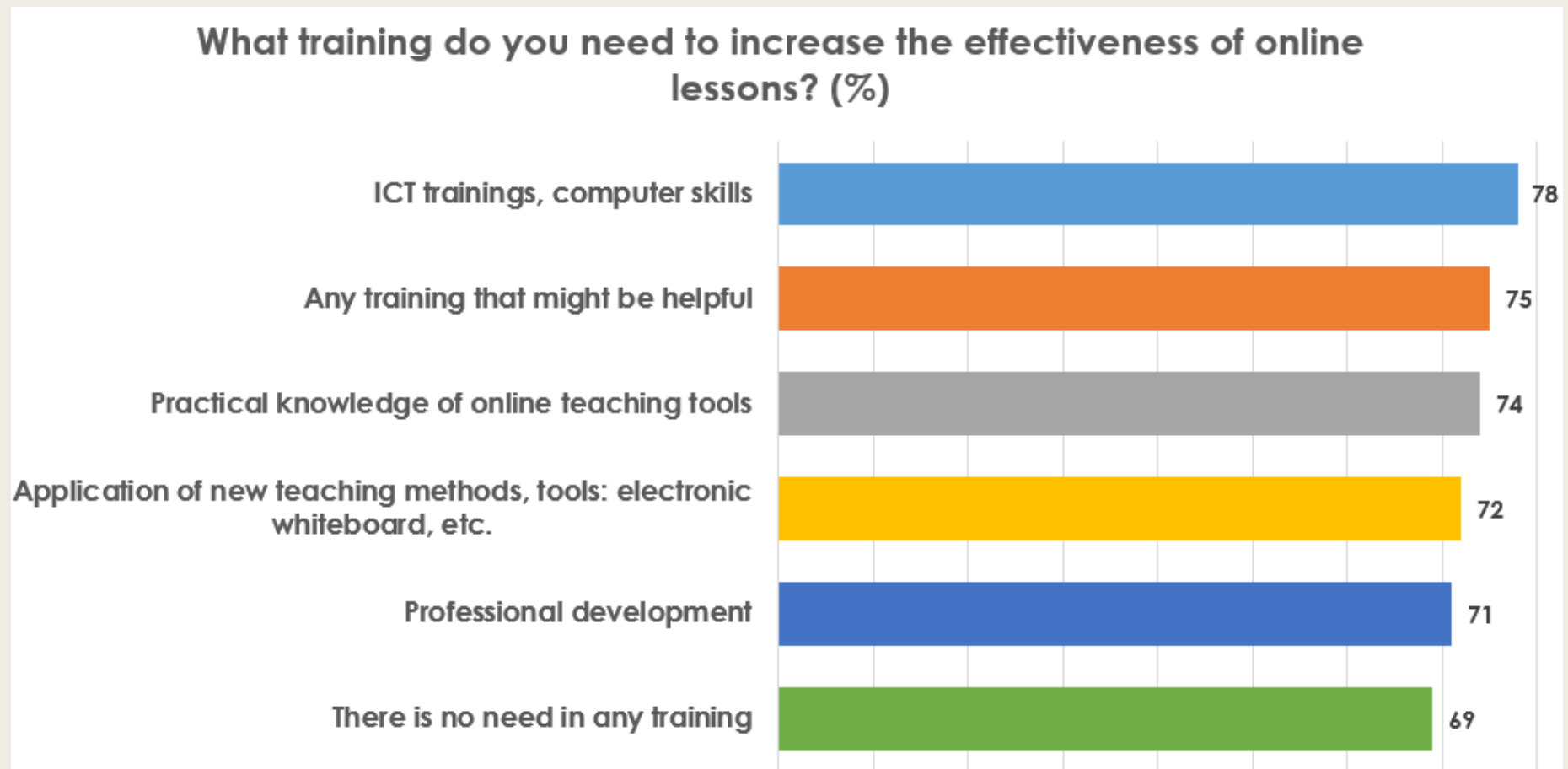RESEARCH AND
CONSULTING

Research Goal and Methodology

- The **goal** of the research was to evaluate the effectiveness of educational policy in Armenia during COVID-19, with help of analysing the reach and quality of education in the scope of remote learning system in regions.

- The research referred to the peculiarities of organization of distance education in **March-May 2020**.

- The mix of quantitative and qualitative research methods has been used, including

  - *Desk research*

  - *Expert interviews, 8 interviews*

  - *Key informant interviews with parents of pupils left out of remote learning system, 16 interviews,*

  - *Online surveys among key target groups of learning process: 800 parents, 867 pupils and 722 teachers.*
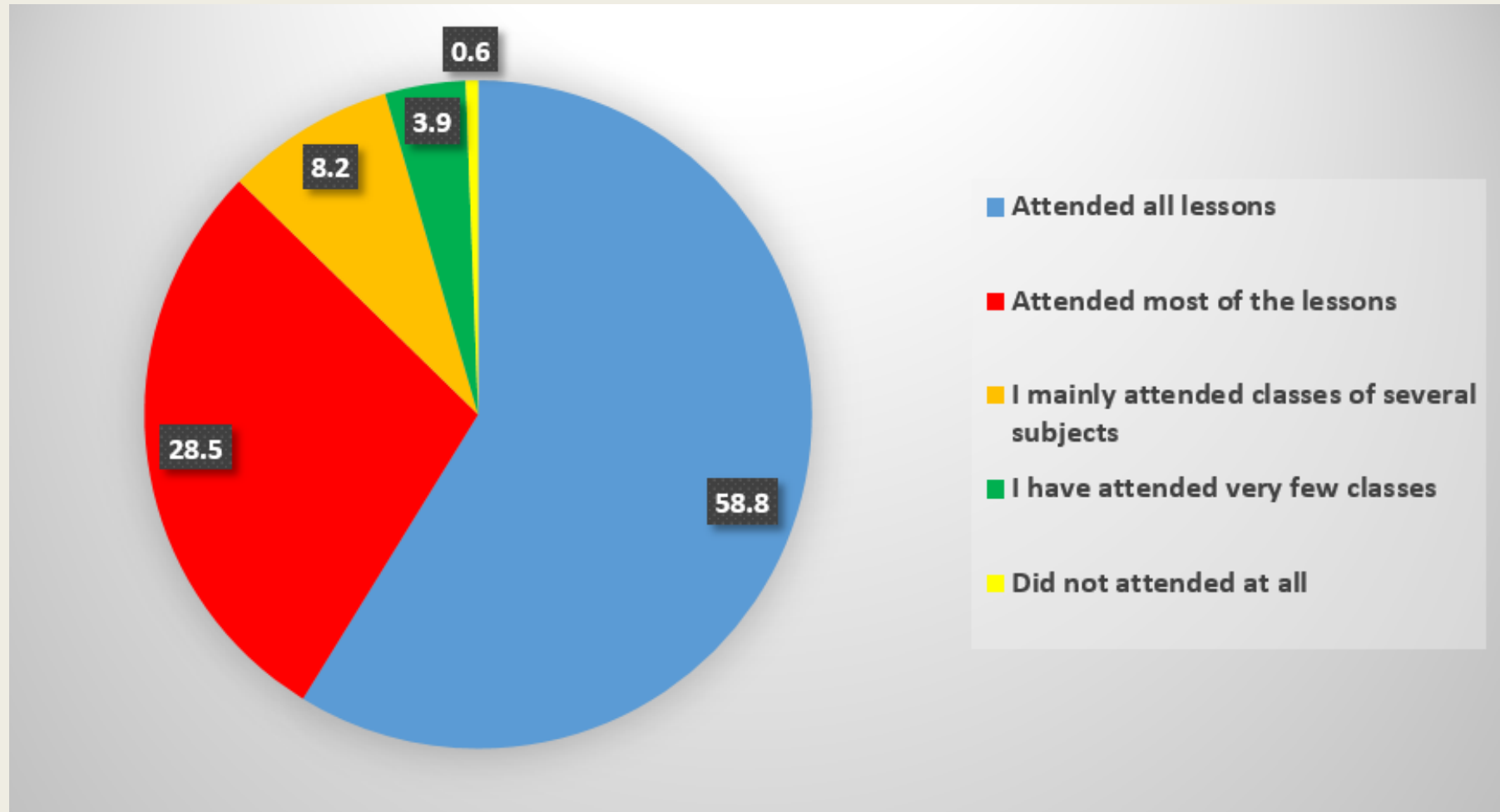
Teacher's Readiness for Online Teaching

■ 63% of the surveyed teachers participated in the trainings aimed at the development of computer skills, while 37% did not take part in such trainings.

What training do you need to increase the effectiveness of online lessons? (%)

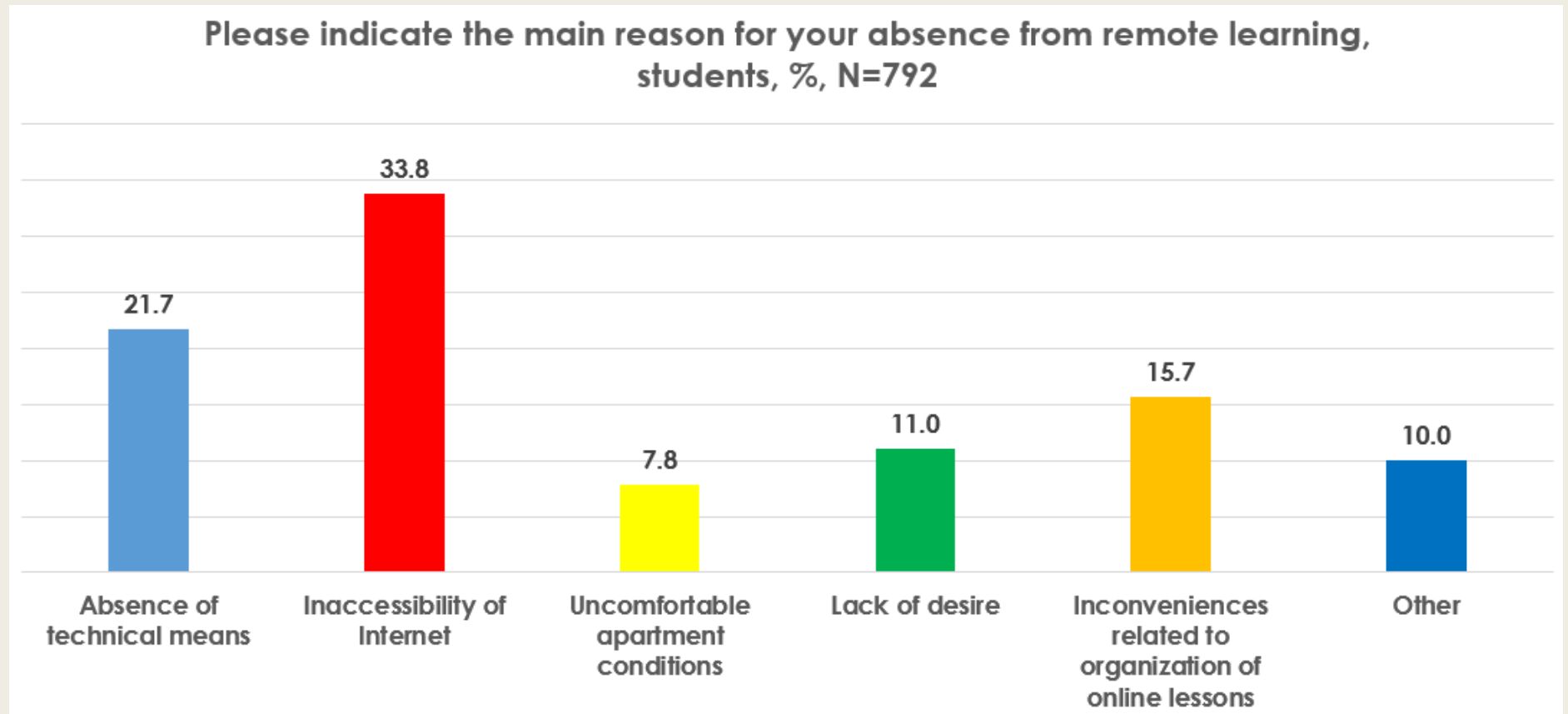| Training	%
ICT trainings, computer skills	78
Any training that might be helpful	75
Practical knowledge of online teaching tools	74
Application of new teaching methods, tools: electronic whiteboard, etc.	72
Professional development	71
There is no need in any training	69

Students Readiness for Remote Learning

- 91% of students participated in the survey reported an access to internet at home.

- The majority of students (about 95%) attended online classes via mobile phone, while Internet tariffs for phone were affordable to not all students.

- The lack of technical means affected the participation of students in online classes.
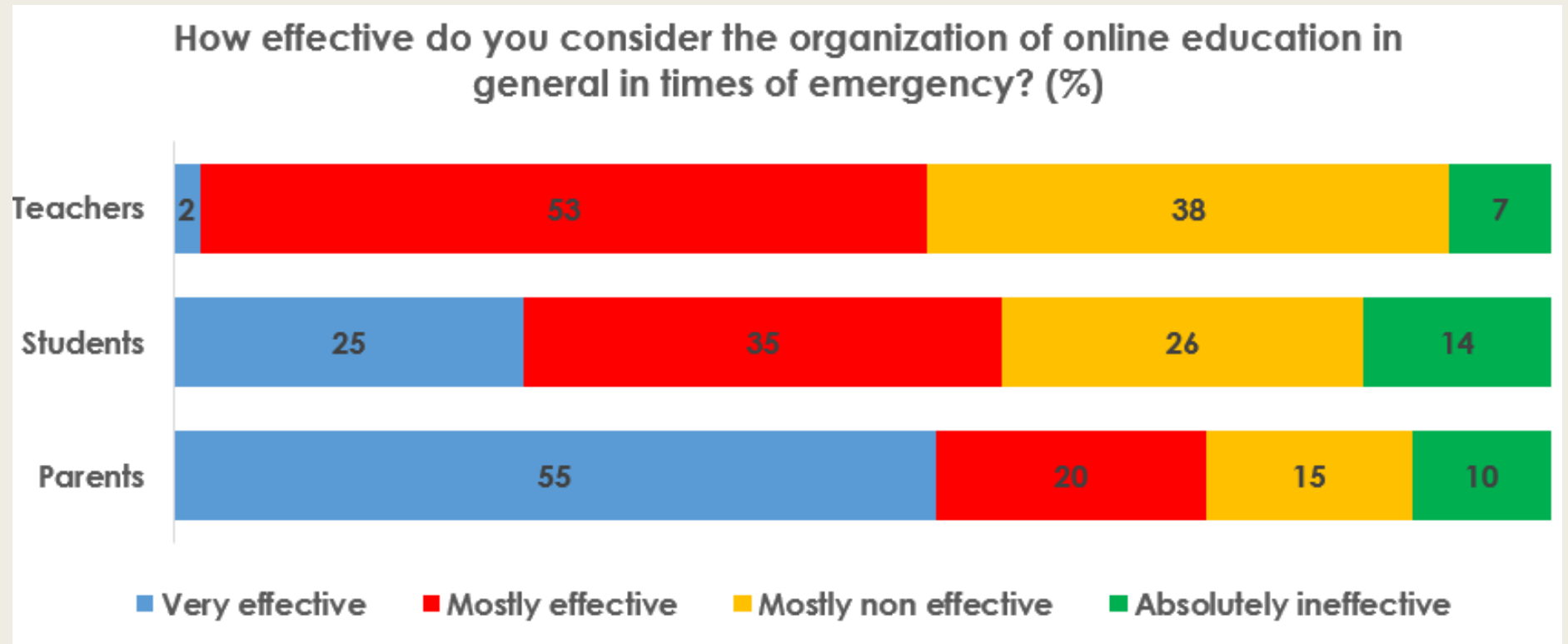
Frequency of students' participation in remote lessons

Reasons of students absenteeism from online lessons

Please indicate the main reason for your absence from remote learning, students, %, N=792

- Absence of technical means: 21.7
- Inaccessibility of Internet: 33.8
- Uncomfortable apartment conditions: 7.8
- Lack of desire: 11.0
- Inconveniences related to organization of online lessons: 15.7
- Other: 10.0

Effectiveness of Online Lessons

How effective do you consider the organization of online education in general in times of emergency? (%)

	Very effective	Mostly effective	Mostly non effective	Absolutely ineffective
Teachers	2	53	38	7
Students	25	35	26	14
Parents	55	20	15	10

The Positive Effects of the Pandemic on the Education System

- Gaining crisis management in educational policy,

- Development of infrastructures,

- Preparation, development and dissemination of educational online resources,

- Capacity building of teachers

- Development of cooperation state-private sectors and donor community

- Legal regulations

- Teacher parents cooperation

- Cooperation in teachers community and development of support culture

- Possibility to organize learning process more effective and inclusive

The challenges of distance education during the Pandemic

- Violation of the right to education

- Testing of teachers' computer skills and methodological skills for online teaching

- Lack of monitoring and evaluation system of distance learning

- Uncontrolled and direct influence of the family on the learning process of students

- Lack of physical contact

- Testing of personal skills of children

- Violation of the principles of social justice, equality, participation in the education system

Main Findings for Further Discussion

- The transition to distance education has revealed a number of social-psychological problems for students, which have not been properly paid attention to so far. The results of the study showed that the majority of students had a predominant feeling of anxiety.

- Parents, teachers and students noted that the majority of students attended online classes, but among the problems of online education, teachers singled out the low participation of students.

- Students have been satisfied with availability of teaching materials and have not been satisfied with opportunities for child-centered approach. Parents have not been satisfied with the quality of individual approach as well.

- Traditional classroom teaching approach remained to be used during online lessons, which in fact affected the quality of the learning process.

- Students scored the effectiveness of online lessons higher than teachers and parents.

- Students and parents found online lessons of humanitarian subjects as more effective than natural science.