EdTech in schools: from promises to reality

SCHOOL INNOVATION FORUM

04-05 June 2024
Topic 3: Education and public-private partnerships.

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Foster collaboration and strengthen the European EdTech community, transcending country borders and ‘knowledge silos’:

- EdTech solution providers and support organisations
- EdTech end-users
- Researchers
- Policymakers

Challenges associated with the implementation of Public-Private Partnerships in education were identified in Year 1 of the project.

This session brings together expert stakeholders across Europe to contextualize those challenges.

A consortium of 11 Partners with complementary expertise. Financed by the European Commission and coordinated by European Schoolnet (EUN).
Instructions

Go to
www.menti.com

Enter the code
7211 2740

Or use QR code
Today's topic: Partnerships between private EdTech stakeholders and the public sector

UNESCO defines public–private partnerships as “arrangements between public and private actors for the delivery of goods, services and/or facilities" (Verger & Moschetti 2017)” Here: not only business-related partnerships, but also other forms of cooperation between public entities and the private sector aimed at enhancing educational outcomes (e.g. support for policy development, collaboration on research and trialing, sharing of resources and expertise to improve access to quality education and increase the effectiveness of educational technology solutions)

Examples of PPPs: in infrastructure, transport generally. In EdTech, recent CNIL initiatives: Sandboxes, Guidelines, etc.

Stakeholders: Edtech companies, Ministries, including but not limited to Ministries of Education, schools and school boards, other public entities and organisations (Regulators, NGOs, Data Protection Authorities, Representative associations for children, students and parents, etc.).
A new legal landscape

**GDPR**

2018

Introduction of specific provisions dedicated to children into European data protection law

**AI ACT**

2024

AI Act: Certain systems used in education are considered “high-risk AI systems” or even “unacceptable”
“Children are more vulnerable than adults, and are less able to understand the long-term implications of consenting to their data collection. Existing privacy and fairness concerns stemming from the collection of adults’ data are magnified when it comes to the collection of data from children, given their greater cognitive, emotional and physical vulnerabilities.”

UNICEF, Why do we need a Manifesto?

The Case for Better Governance of Children’s Data: A Manifesto
Challenges

- Differences between national education systems and cultures
- Lack of trust (skepticism)
- Potential loss of impartiality
- Use of public resources for private companies/projects
- Large amounts of processing of children’s data
- Timeframe
Goals

- Promoting Digital Citizenship
- Developing innovation
- Provide for a better data governance from the start
- Quality Assurance
- Sustainability
- Market Visibility
- Help schools with procurement decisions and negotiating contracts with EdTech providers
- Provide for high standards of protection of children rights including privacy and data protection
Initiatives from public organisations

- **UNESCO** Global Education Coalition and Events
- **UNICEF** Manifesto 2021 and events – The Case for Better Governance of Children’s Data
- **COUNCIL OF EUROPE** – **GUIDELINES TO SUPPORT EQUITABLE PARTNERSHIPS OF EDUCATION INSTITUTIONS AND THE PRIVATE SECTOR**
- 40th ICDPPC/GPA - International Conference of Data Protection and Privacy Commissioners **RESOLUTION ON E-LEARNING PLATFORMS** 2018
- **European EdTech Alliance**: Necessary Foundations for Sustainable Public-Private Partnerships that enable effective Digital Education Solutions
- **UK**:
  - **Ofcom** - regulator of the Online Safety Act - launches a public consultation on protecting children online (ongoing: DDL: 17 July 2024)
  - **Digital Futures for Children** (5RIGHTS FOUNDATION) – supports the drafting of a Code of practice for Edtech (supported by a certification scheme)
UNICEF: A Manifesto

Example of a checklist

1. PROTECT children and their rights through child-centred data governance. Such data governance should adhere to internationally agreed standards that minimize the use of surveillance and algorithms for profiling children’s behaviour.

2. PRIORITIZE children’s best interests in all decisions about children’s data. Governments and companies should give priority to children’s rights in their data collection, and processing and storage practices.

3. CONSIDER children’s unique identities, evolving capacities and circumstances in data governance frameworks. Every child is different and children mature as they get older, so data governance regulations must be flexible. Marginalized children must never be left behind.

4. SHIFT responsibility for data protection from children to companies and governments. Extend the protection measures to all children below the age of 18, regardless of the age of consent.

5. COLLABORATE with children and their communities in policy building and management of their data. Through distributed models of data governance, children and their communities should have more say in how data is processed, by whom it can be processed, and with whom it can be shared.

6. REPRESENT children’s interests within administrative and judicial processes, as well as redress mechanisms. It is imperative that children’s rights are integrated into existing mechanisms, such as the work of data protection authorities.

7. PROVIDE adequate resources to implement child-inclusive data governance frameworks. Data protection authorities and technology companies must employ staff who understand children’s rights, and governments should allocate funding for regulatory oversight.

8. USE policy innovation in data governance to solve complex problems and accelerate results for children. Policy innovation can help public authorities to make the most of data, while at the same time safeguarding children’s rights.

9. BRIDGE knowledge gaps in the realm of data governance for children. There are some urgent knowledge gaps that need further research to ensure that data governance regulations are evidence-based.

10. STRENGTHEN international collaboration for children’s data governance and promote knowledge and policy transfer among countries. This Manifesto calls for greater global coordination on law and policy. Uncoordinated national-level data governance laws can lead to competing assertions of jurisdiction and conflict.

Learn more about good governance of children’s data
Council of Europe

The 2021 Guidelines to support equitable partnerships of education institutions and the private sector

Self-Assessment Checklist

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>Domain 1 – Access and inclusion</td>
<td>Examples of features most relevant to your activity: accessibility and ease of use for children of all abilities; provision for students with special educational needs; easy-to-use and commercial free learning resources.</td>
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<td>Domain 2 – Learning and creativity</td>
<td>Examples of features most relevant to your activity: active learning through digital tools; ready-to-use templates on copyright when sharing resources; opportunities for play.</td>
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<td>Domain 3 – Media and information literacy</td>
<td>Examples of features most relevant to your activity: digital resources to combat misinformation and support MIL; techniques and learning resources to foster a questioning and critical engagement with content.</td>
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<td>Domain 4 – Ethics and empathy</td>
<td>Examples of features most relevant to your activity: methodologies to support ethical practice and reflection; technology solutions to help learners to practise empathy, consider others and address issues of social change; strategies for addressing harmful consequences of digital technology use.</td>
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<td>Domain 5 – Health and well-being</td>
<td>Examples of features most relevant to your activity: strategies to promote healthy use of digital technologies and a balance of physical and online activities.</td>
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<td>Domain 6 – E-presence and communications</td>
<td>Examples of features most relevant to your activity: practices in the management of privacy, data and digital traces; model policies for online communication in the school and wider community; examples of “digital charters” for staff, with proper criteria for e-presence and healthy communications; practices to deal with the school/private sector in terms of communications and e-presence.</td>
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<td>Domain 7 – Active participation</td>
<td>Examples of features most relevant to your activity: learning opportunities to foster active participation and digital citizenship, with the possibility of feedback in interactive online learning; opening up school governance mechanisms for young people through social and digital media; methodologies to encourage feedback from all stakeholders; learning resources regarding influencers and/or causes that mobilise young people.</td>
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<td>Domain 8 – Rights and responsibilities</td>
<td>Examples of features most relevant to your activity: terms of use that are explained in accessible ways; school responsibilities in using digital technologies; the manner in which rights of users in the digital environment are discussed and debated; model agreements between partners setting out rights and responsibilities.</td>
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<td>Domain 9 – Privacy and security</td>
<td>Examples of features most relevant to your activity: institutional safety and security practices in the use of digital technologies that promote digital citizenship; model templates of privacy statements which explain use of personal data; practices in the periodic review of “terms of service”.</td>
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<td>Domain 10 – Consumer awareness</td>
<td>Examples of features most relevant to your activity: clear and transparent explanations of the commercial purposes of any aspect of the materials used; examples of how to keep up with yearly consumer reports on the impact of online marketing on children’s behaviour; ready-to-use templates to discuss acceptable/non-acceptable commercial behaviour in education institutions.</td>
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1. This is a self-assessment tool to examine your progress, dimension by dimension, from the embryonic level (I) to the accomplished level (A). You can fill the established criteria letter by letter until you reach a comprehensive and robust level.
Recent examples of CNIL’s initiatives

1. Directorate dedicated to providing legal and technical assistance directly and through publications (guidelines, FAQs, recommendations or articles).

2. Event air2022 on Ethics & Digital Education. Stakeholders included Edtech reps, the Council of Europe and UNESCO.


4. Partnerships: Pix platform (the French public online service to certify digital skills), International Working Group of Regulators in Digital Education (DEWG).

5. Edtech Sandboxes – 4 projects over 2022-2023 in education

6. Compliance Tools e.g. Codes of Conduct or Certification schemes - PIAs
Focus on the PIX Platform
What are Codes of Conduct?

- An accountability tool
- Legally binding rules
- Monitoring by a third party
- CNIL approbation

SECTORAL APPROACH
What are the benefits of codes of conduct?

- Build a common set of best practices
- Comply with the GDPR
- Harmonize the practices of the sector
- Address the needs of micro, small & medium enterprises
- Send a positive message to all data subjects concerned
Certification schemes

Certification is a compliance and accountability tool.

- National DPA
  Gives an accreditation

- Certification Body
  certifies

- Products and/or Services
  Art. 42 GDR

TRUST
End-Users
Workshop

Instructions

- 3 questions
- 15 minutes per question
- Use post-its
- Gather post-its with answers on the big boards
- Vote
- Wrap-up
1. What are the topics that can be addressed when private sector and public sector work together in education? (15min)
Leading Questions (2/3)

1. What are the topics that can be addressed when private sector and public sector work together in the field of education? (15min)

2. Why are such cooperative models beneficial in the field of education and EdTech? (15min)
Leading Questions (3/3)

1. What are the topics that can be addressed when private sector and public sector work together in education? (15min)

2. Why are such cooperative models beneficial in the field of education and EdTech? (15min)

3. How can we implement successful PPPs in the field of EdTech? (15min)
Thank you for joining us today!

If you want to be contacted in the future to discuss PPPs further, you can register your contact information using this QR Code.

This way we will have an opportunity to continue the discussion for upcoming EmpowerED reports.

https://forms.office.com/e/M2M2Di1pTT?origin=lprLink