
FORCED DIGITALISATION

Higher and supplementary education in the course of
the COVID-19 pandemic



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| The COVID-19 pandemic has largely affected both higher and supplementary education

- 1** The EdTech market proved more viable
- 2** Despite difficulties, BRICS countries have a cumulative resource to inflict a change in digital education
- 3** Youth is fundamental to solving the issue of digitalisation

| In the retrospect, higher education institutions were subject to **different scenarios** worldwide:



Transition failed

Inadequate technological assets, administrative failures



Transition impeded

Issues addressed but not overcome completely



Transition undergone

Relative success for individual institutions or national systems

| Survey results prove that Russian higher education **appears to have coped with the situation**

Parties by average 'readiness rating'



Students

3.59 out of 5



Teaching staff

3.32 out of 5



Administration

3.31 out of 5

Results also show that the system **did not see positive improvements** amidst distance learning

91%

believe that the quality of education either **declined** or **did not change**

33%

deem digital services employed by their institutions **satisfactory**

40%

rate digital services employed by their institutions as **below satisfactory**

Respondents have selected the following digital components as **most needed**:



Feedback application



Personal streaming platform



Real-time schedule



Dashboard /w performance indices

| The COVID-19 pandemic has **significantly impacted** higher education in Russia

- 1** Costs increased by as much as 15% upon introducing distance learning
- 2** Given the quality decline, existing learning management systems do not prove sufficient
- 3** Digitalisation appears to be largely forced, not voluntary

Unlike its counterpart, **supplementary education** in the EdTech market has been more successful

MOOCs:



Coursera

+67% monthly growth

45 mil sessions in April



edX

+52% monthly growth

19.2 mil sessions in April

Russian corporate segment:



СБЕРБАНК
Корпоративный
университет

>+100% increase in daily traffic



+70% growth in demand

34% of users increased activity

| Consumer preferences in course of the pandemic centre around **soft skills**



Soft skills

+210%

growth in demand



IT

+53%

growth in demand



Professional

+26%

growth in demand

Academic communities within BRICS should deepen their cooperation in developing a **competitive digital infrastructure** for higher and supplementary education

What?

Digital infrastructure offering higher and supplementary education services

Who?

Academia, private sector & state representatives

What for?

To efficiently educate via an (1) innovative, (2) commercially viable and (3) scalable platform

How?

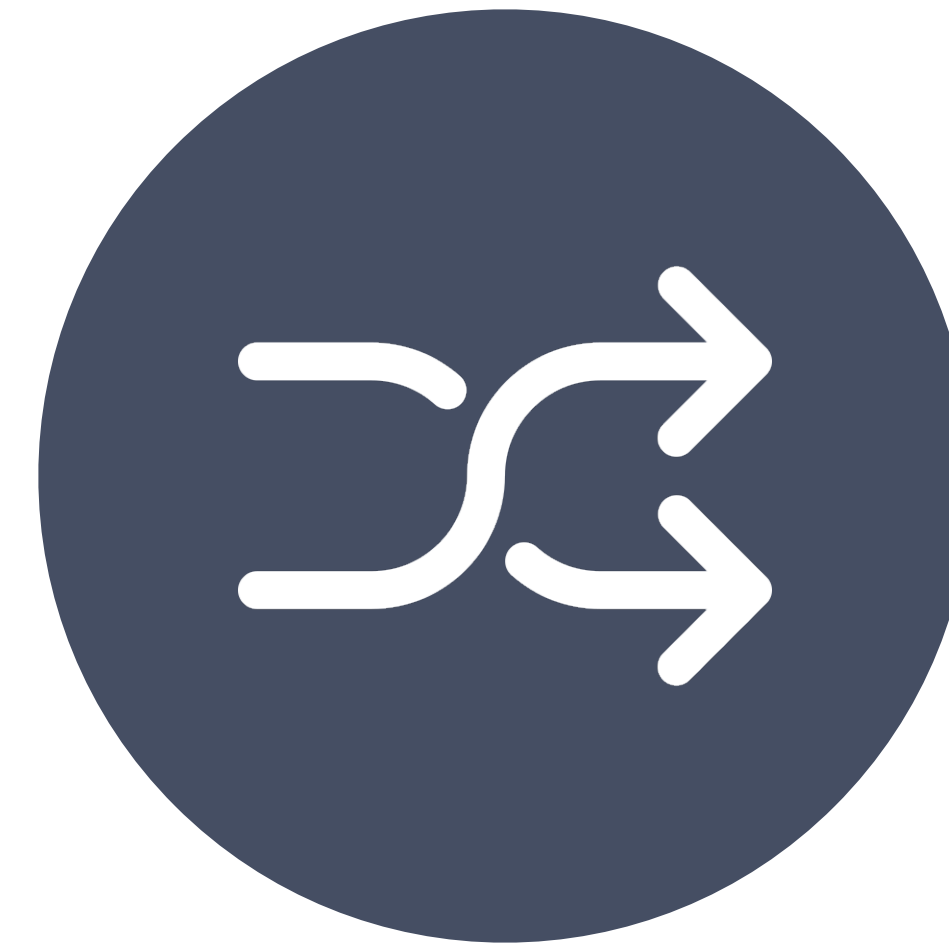
Through a 3-step approach:

- 1 Unit level**
Practices employed in individual institutions
- 2 Association level**
Expansion within BRICS
- 3 International level**
Integration beyond BRICS

Being both consumer and producer of education services, youth is to play **the decisive role** in BRICS responding to the issue



Feedback



Best practice exchange

| Final observations go as following:

- 1** Digital infrastructure is an essential part of cost-effective education services
- 2** BRICS is strategically interested in developing such an initiative
- 3** Youth is the primary actor when solving the issue