

# Mitigating Educational Disadvantage (including Community Education issues) Working Group

Digital Learning and Disadvantage across  
Tertiary Education – *A Discussion Paper*

*Draft Paper*

Tuesday, 7<sup>th</sup> April 2020

# Mitigating Educational Disadvantage<sup>1</sup> (including Community Education issues) Working Group<sup>i</sup> Digital Learning and Disadvantage across Tertiary Education

## A Discussion Paper

**This paper sets out to highlight a range of recommendations that will support equality and safeguard the needs of disadvantaged students and learners. We would ask that such recommendations are considered when actions by the education institution are made in relation to the theme of the paper. No doubt after this crisis the education system as a whole will be collectively judged on how it mitigated disadvantage.**

The Paper is specifically focused on the theme of digital learning in relation to educational disadvantage and is focused on supporting learners who are adults living in disadvantaged rural areas, first-time mature students, low qualified migrants, low qualified adults (less than upper second level), early school leavers, long-term unemployed, asylum seekers, people with disabilities, Travellers, Lone Parents, Homeless, people in receipt of social welfare, living in poverty and low income families and other vulnerable learners.

### Summary Recommendations

These recommendations are designed to improve pathways to success in a digital learning environment for learners in tertiary education in Ireland. They are not a definitive list; educational providers must first and foremost continue to focus on the holistic needs of the educational community to which they serve. This includes listening to the needs of learners and making accommodations based on this feedback. It is important to note that digital learning is not a panacea to the challenges posed by the current crisis. Nothing can replace in-person learning experiences, and we should not expect that digital learning can replicate all the wrap-around services designed to support learner success. These recommendations are intended to mitigate negative outcomes for learners, particularly those from disadvantaged communities who face the greatest potential negative impact of this crisis. These recommendations are therefore as follows:

### Learner Capacity

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<sup>1</sup>The *Education Act* (1998) defines educational disadvantage as ‘the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools’. In relation to students in the formal education system educational disadvantage has been also been defined as: ‘a limited ability to derive an equitable benefit from schooling compared to one’s peers by age as a result of school demands, approaches, assessments and expectations which do not correspond to the student’s knowledge, skills, attitudes and behaviours into which (s) he has been socialised (as opposed to those to which (s) he is naturally endowed)’ (Boldt and Devine, 1998, p.10). In policy, the term ‘non-traditional student’ is used to describe a student who by their class, educational background, race, ethnicity, gender, dis (ability) are less likely to participation in higher education. ‘Under-represented’ is also used (DETE, 2002; HEA, 2015) to identify particular target groups: Entrants from socio-economic groups that have low participation in higher education; First time, mature student entrants; Students with disabilities; Part-time/flexible learners; Further education award holders; and Irish Travellers (HEA, 2015, p.27)

- Access to Digital Technology and the internet
- Access to Learning Resources (including instructional material and student assignments)
- Time management/self-directed learning skills

#### *Recommended Action*

1. Providers must ensure all learners are equipped with necessary technology to complete assignments before distributing any graded materials
2. Provide free access to all software necessary to complete online assignments
3. Developing a loan system for devices that can be provided to learners in need (ex [Norway](#))
4. Work with business/home internet and phone providers to increase access to WiFi for all learners by removing data limits on all plans, opening public access to WiFi sites in public buildings, and increasing home sharing capacity on networks (ex [Comcast](#))
5. Ensure residential spaces with marginalised communities resident have free access to WiFi and appropriate technology resources (eg direct provision centres and temporary accommodation facilities)
6. Developing a resource kit for learner that equips them with time management skills and effective strategies to succeed in digital learning environments (should be inclusive of tips for parents)

#### **Educator Capacity**

- Professional development required to deliver effective digital instruction
- Access to digital tools needed to effectively deliver instruction from home
- Ability to stay connected to learners beyond digital tools

#### *Recommended Action*

- Provide training opportunities around digital learning to institution and teachers
- Develop a resource hub for educators to access materials necessary for digital learning
- Offer guidelines to educators on how to stay connected to learners beyond traditional digital forms of communication (eg phone conversations, letter writing, etc)<sup>ii</sup>

#### **Introduction**

This discussion paper attempts “to scope out [the] main issues impacting disadvantaged learners accessing learning opportunities across all aspects of Tertiary Education arising from the Covid19 public health emergency”<sup>2</sup>. The paper was prompted by my attendance at the initial online meeting of the group assigned with considering this issue on Thursday, March 26<sup>th</sup>, 2020. It should be noted that the context for this group is wide ranging and covers all aspects of third level education, FET provision and Community Education. However, the core issue for consideration is educational disadvantage and how this can be minimised by the use of digital technologies at this time. In compiling this paper, I have drawn on my experience of working with schools, the FET sector and higher education institutions around digital

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<sup>2</sup> TOR for the membership of the Mitigating Educational Disadvantage (including Community Education issues) group

learning matters. Furthermore, my involvement as a board member and former chairperson of a small Community Education Centre in Dublin City also informed my views in writing this discussion paper. The paper is still a work in progress but hopefully it can help to

I have structured the paper around **4 key questions** that I believe need to be taken into consideration when considering this matter.

- **Why** do we need to consider educational disadvantage and digital learning at this time?
- **What** are we actually talking about when we speak about digital learning and educational disadvantage?
- **Who** is impacted by the sudden move of learning online at this time?
- **How** can the group provide practical solutions to alleviate educational disadvantage in this area?

### Why do we need to consider educational disadvantage and digital learning at this time?

There is a growing realisation that this crisis is impacting the most vulnerable in our societies the most<sup>3</sup> and that education is no exception. The OECD states that:

This crisis exposes the many inequities in our education systems – from the broadband and computers needed for online education, through to the supportive environments needed to focus on learning, up to our failure to attract talented teachers to the most challenging classrooms<sup>4</sup>.

This issue of inequality in relation to digital learning is right across our education systems from Early Years to Tertiary education. The crisis has disrupted learning for all students and teachers, at all levels in the system, and ALL have been forced to reimagine learning at a distance at very short notice. Education systems have responded to this call with enthusiasm and dedication but still learners, at all levels<sup>5</sup>, are struggling with this new reality. Educators have moved swiftly to move aspects of learning online but experts agree, such transitions will not be easy and they will undoubtedly further expose existing digital divides<sup>6</sup>. Simply put many learners, that do not have access to the internet and an appropriate device, will be at an immediate disadvantage. While access is a key issue, the issue of educational disadvantage in this area is complex. Let's initially consider what it is we are talking about in relation to this new form of learning.

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<sup>3</sup> How covid-19 exacerbates inequality, <https://www.economist.com/britain/2020/03/26/how-covid-19-exacerbates-inequality>

<sup>4</sup> How can teachers and school systems respond to the COVID-19 pandemic? Some lessons from TALIS, <https://oecdeditoday.com/how-teachers-school-systems-respond-coronavirus-talis/>

<sup>5</sup> For Many Graduate Students, Covid-19 Pandemic Highlights Inequities, <https://www.chronicle.com/article/For-Many-Graduate-Students/248360>

<sup>6</sup> As classes move online during COVID-19, what are disconnected students to do? <https://www.brookings.edu/blog/the-avenue/2020/03/20/as-classes-move-online-during-covid-19-what-are-disconnected-students-to-do/>

## What are we actually talking about when we speak about digital learning and educational disadvantage?

It is worth remembering that people have learned at a distance since the 1890s<sup>7</sup>, with the introduction of the first correspondence courses. But it is the arrival of the internet that has transformed how we learn at a distance and today we have access to a vast amount of learning material online, everything from YouTube videos to full online courses such as MOOCs<sup>8</sup>. While the growth in online learning has been on the increase in higher education, there has been evidence that the pace of growth has slowed in recent years<sup>9</sup>. There is limited evidence of its use in Further Education and Training (FET) settings, but there has been a rise in blended learning programmes across the sector in recent years. So what are we talking about here?

When discussing learning at a distance using the internet, we have a range of terminology that typically includes, but is not restricted to the following:

- Online Learning
- Distance Learning
- Learning at a distance
- Blended Learning
- Remote Learning
- Hybrid Learning
- Technology Enhanced Learning
- E-Learning and more

All of these terms have one thing in common – they use digital technologies to support learning over the internet. The umbrella term for these activities is **Digital Education or Digital Learning** and it typically refers to *the innovative use of digital tools and technologies during teaching and learning*<sup>10</sup>. With the arrival of the Covid19 crisis, we have seen an increase in the use of the term, **Remote Learning**<sup>11</sup>. The Massachusetts Department of Elementary and Secondary Education has defined Remote Learning as:

**Remote learning is not synonymous with online learning. Remote learning can take place in a multitude of ways**, including by helping students engage with resources in their everyday lives and in the natural world around them. Remote learning also provides unique opportunities to further engage students in the arts or interdisciplinary work<sup>12</sup>.

Furthermore, they go on to say:

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<sup>7</sup> Online Learning in Higher Education: a review of research on interactions among teachers and students, <https://www.tandfonline.com/doi/abs/10.1080/14636310303143>

<sup>8</sup> A Brief History of MOOCs, <https://www.mcgill.ca/maut/current-issues/moocs/history>

<sup>9</sup> Online Enrolments Grow, but Pace Slows, <https://www.insidehighered.com/digital-learning/article/2019/12/11/more-students-study-online-rate-growth-slowed-2018>

<sup>10</sup> Digital Education defined, <https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/digital-ed/what-is-digital-education>

<sup>11</sup> How to stay ahead at work: the rise of remote learning, <https://www.irishtimes.com/news/education/how-to-stay-ahead-at-work-the-rise-of-remote-learning-1.3417099>

<sup>12</sup> Remote Learning Recommendations During COVID-19 School Closures (March 26, 2020), <http://www.doe.mass.edu/covid19/2020-0326remote-learning.docx>

**Remote learning can encompass** a wide variety of **learning opportunities**. While technology can be a supportive tool, districts and schools should also consider ways that student learning can continue offline. This could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging, hands-on projects and artistic creations that stem from students' own passions and experiences.

While the above description was developed for school aged learners, there is no doubt that many of these forms of learning could also take place at tertiary level, particularly in FET and in Community Education.

They cite a range of examples of how remote learning might occur.

**Examples of remote learning tools** include large-group video or audio conference calls, 1:1 phone or video calls, email, work packets, projects, reading lists, online learning platforms, and other resources to effectively engage with students. These tools could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and their teacher, and provide feedback on student work.

Much of the discussion currently around remote learning in Ireland appears to relate mainly to live video or audio conference calls and to the use of online learning platforms (such as Moodle, Canvas, and Brightspace) to provide access to learning materials. Yet we are also seeing the emergence of new innovative practices from individual teachers, where people are using tools such as Facebook, Instagram and WhatsApp, to connect with learners and support their learning at a distance.

Ultimately, we need to ask, what is the purpose of providing remote learning and what should it try to achieve?

While access to these technologies is key to ensuring engagement with learners at a distance it is worth remembering that "at the heart of learning is not technology, it is pedagogy and ownership. Successful education systems in this moment will do whatever it takes to develop ownership by the teaching profession<sup>13</sup>". So, it is vital to ensure that those creating the remote learning activities are confident and competent in such activities.

While the role of technology is important it is worth remembering that people and learning design are equally as important.

Learning always happens through interaction and in an environment of well-being and self-efficacy for both learners and teachers. The success of students over the coming weeks and months, **particularly those from disadvantaged groups**, critically hinges on maintaining a close relationship with their teachers. In this crisis, schools need to provide ways for teachers to remain socially close when they are physically distant.

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<sup>13</sup> How can teachers and school systems respond to the COVID-19 pandemic? Some lessons from TALIS, <https://oecdutoday.com/how-teachers-school-systems-respond-coronavirus-talis/>

In the short term, remote learning is as much about maintaining connections with learners as opposed to trying to replicate face-to-face teaching and learning online. The OECD states, “let’s accept that these weeks will be chaos”, and that there is a need for leadership to utilise existing resources wisely and to build capacity and create the right policy climate for the future of remote learning.

It is extremely important to realise that learner experiences, particularly at tertiary level (including Community Education), will vary depending on the course or programme they are enrolled in, “their individual and family needs, and their capacity (including access to technology and internet), and the ongoing health of students, families and staff”<sup>14</sup>. Therefore, we need to consider the **context** in which remote learning might take place and what supports people will need to connect and participate. We should consider the issues associated with designing such learning activities for remote learners.

Issues associated with designing such learning materials and activities

We should not assume that all learning providers (i.e. a university, an institute of technology, a PLC college, a training centre or a community education centre) are advantaged to the same degree when it comes to offering remote learning opportunities and therefore we should consider the following questions:

- Are learning providers equipped with the **knowledge and expertise to design remote learning activities** for disadvantaged learners over the internet?
  - Have they considered some of the **challenges** that learners might experience in accessing or participating in their planned digital learning activity?
  - Will the learning activity allow learners to work on their own or will they need to work with others using digital tools [FB, NALA platform, Teams, College LMS etc.]?
  - What are the underlying beliefs and principles underpinning the learning activity?  
What is the purpose of the activity and is it clear?
    - Is it designed to transmit information?
    - Is it designed to initiate discussion?
    - Is it designed so learners are encouraged to collaborate?
    - Etc.
- Is the learning experience going to be:
  - **Live (Synchronous)** – using Zoom or some other platform to log on live with their tutors?
    - Do learners access these platforms?
    - Is there support for learners to set up and use these platforms? [Same applies for the tutors]
  - **Carried out in their own time (Asynchronous)** – learning material posted on a Learning Management System where learners work at their own pace
    - Have learners been taught how to access and use these systems?
    - Is there support for learners to engage effectively with these tools, if they are experiencing challenges?
    - Is support is offered – is it all available online or is there phone support?
  - Or is it both [i.e. Synchronous and Asynchronous]

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<sup>14</sup> Remote Learning Recommendations During COVID-19 School Closures (March 26, 2020), <http://www.doe.mass.edu/covid19/2020-0326remote-learning.docx>

- In designing such blended learning experiences has consideration been given to how these modes of learning will achieve the desired learning outcomes?
  - o Or are organisations merely doing what they think is the right thing to do?

In light of the current crisis it is fair to assume that many learning providers have not had the time or the resources to consider such questions, and therefore it may be timely to issues providers with **guidelines** and/or a **set of principles** highlighting some of the issues that may face their more disadvantaged learners accessing remote learning.

### Who is impacted by the sudden move of learning online at this time?

We have been asked to consider all learners enrolled in programmes in tertiary education and much of the supports and discussions in recent weeks has focused on how third level institutions can move their courses, or elements of their courses online<sup>15</sup>. Many institutions have developed contingency plans so learners can continue to engage with the teachers, their classmates and their course work. However, there has been less focus on learners in the FET sector, where online learning is still a relatively new phenomenon. A recent European survey on how FET stakeholders are facing the COVID-19 emergency states that, “there are online courses/learning modules available, but the vast majority is **NOT VET specific**”<sup>16</sup>.

From experience of working with a number of ETBs and SOLAS in recent years around their Technology-enhanced Learning Strategy I discovered that there is tremendous variance in terms of digital learning practices [both in face-to-face settings and online]. Therefore, when thinking about DL to support remote learning, we need to consider the **context** in which it is located and then the associated **factors**. For instance, we need to consider the context in which people are learning, because the context and the associated factors may well dictate what form of remote learning is appropriate and what supports people will require to participate. Therefore, at a minimum we need to consider the following, when focusing on the FET sector.

The Programme or Level of Education a Learner is in:

- The QQI Level
- The setting [Youthreach, PLC, Training Centre, Apprenticeships, Community Education etc.]
- The stage of the programme a learner is at [For example Final Year students]

The Factors that could determine whether a learner can engage in remote learning:

- The digital capacity of the learning provider [i.e. an ETB, a College, a Centre etc.]
- The digital competency of the tutor or teacher or instructor
- The age of the learner
- Their digital capacity

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<sup>15</sup> Coronavirus: Universities plan online classes and exams in case of campus closures, <https://www.irishtimes.com/news/ireland/irish-news/coronavirus-universities-plan-online-classes-and-exams-in-case-of-campus-closures-1.4191821>

<sup>16</sup> Unpublished note from the European Commission entitled, Survey on How VET Stakeholders are Facing the Covid-19 Emergency Summary Note

- The digital competency of the learner
- Their access to digital devices that support learning
- Their access to the internet and related learning services
- Their learning spaces
- And more ....

We also need to consider the wider tertiary sector, specifically HE, and clearly there are similar levels of complexity here also. In planning and providing remote learning services to these learners we need to be mindful that it is not possible to move all learning online and that “nothing can replace the in-person schooling experience, and we should not expect that remote learning can replicate the traditional school day”<sup>17</sup>. While this last quote applies to the school’s sector, it also has relevance in HE, in FET and particularly in Community Education. We ultimately need to recognise that NOT everything can go online and there is a need to reflect and see how remote learning can maintain continuity of learning, albeit in a different way.

While some of the above factors will need to be addressed in the longer term, in order for learners at all levels of tertiary education to have access to quality remote learning, in short-term it is worth remembering that:

This crisis disproportionately affects **our most vulnerable students** in terms of their **physical and mental health, as well as academically**. Equity needs to be a top consideration in local planning efforts, especially as districts and schools make plans to manage an extended closure.

Clearly, learners, particularly vulnerable learners, are the primary focus for this group, but we also should be aware of other individuals and organisations could be at a disadvantage at this time. They include:

- The Learning Provider
- The Tutor
- The Learner
- Key Stakeholders

We should also consider that not ALL teachers and tutors in tertiary education have the same confidence and competence in relation to remote learning, as this is a new mode of learning for many.

We therefore should consider the following:

Tutor Capacity

- There is an assumption that teachers, at all levels, have these [digital competences](#) to:
  - **Design** engaging learning activities on the internet
  - **Interact** with their learners remotely
    - That they can upload course materials regularly

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<sup>17</sup> Remote Learning Recommendations During COVID-19 School Closures (March 26, 2020), <http://www.doe.mass.edu/covid19/2020-0326remote-learning.docx>

- That they can respond to learning queries from learners and manage these, so they are not overwhelmed.
  - **Engage** with their learners using this new mode of learning
  - **Design** appropriate assessments for online settings and their learners
- That they have **access** to devices and the broadband at home to support such learning
- That they can **manage** remote learning for an extended period of time

Ultimately, we need to consider the learner and their capacity to engage with remote learning and the Electronic Platform for Adult Learning in Europe (EPALE) has stated that:

Moreover, inequalities are exacerbated when it comes to access to technology and to digital devices. Many learners suffer a **form of digital inequality** whereby they lack the connections and devices to learn remotely. In fact, this outbreak widens the gap between those able to access digital learning opportunities and those who are shut out. Access is not equal, and we see inequality growing<sup>18</sup>.

Therefore, we need to consider the following in relation to learners enrolled in Tertiary and Community Education courses:

#### Learner Capacity

- Do they have the **digital competences** to engage with online/remote learning over the internet?
- Do they have the **motivation** to learn online?
- Do they have **access** to the equipment to engage online [device and connectivity]?
- Do they have **appropriate spaces** where they can engage with the learning activities?
- Do they have **supports** to help them remain engaged?

While the challenges and issues are becoming clearer, we also need to consider what supports or advice can be offered in the short-term to learners and to those working with them so as to reduce the potential to disadvantage learners at this time.

### How can the group provide practical solutions to alleviate educational disadvantage in this area?

The paper has outlined a range of issues that potentially could impact on disadvantaged learners accessing learning opportunities across all aspects of Tertiary Education including Community Education. Let us now consider what practical assistance might be provided to help learning providers and learners to continue learning at a distance during the Covid-19 Crisis.

It seems there are **3 key areas** where assistance is required:

#### Access to Digital Technology and the internet

- Provision of suitable learning devices to learners [i.e. computers or tablet devices].

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<sup>18</sup> COVID-19 is reviving the need to explore online teaching and learning opportunities, <https://epale.ec.europa.eu/en/blog/covid-19-reviving-need-explore-online-teaching-and-learning-opportunities>

- Access to internet services free of charge for disadvantaged learners.

#### **Access to Learning Resources** (including instructional material and student assignments)

- Ensure access to online resources where appropriate.
- Identify where additional or new resources should be provided immediately.

#### Enhance Digital Capacity

- Provide supports to certain sectors to create and provide appropriate remote learning.
- These could include:
  - o Develop Guidelines to ensure learning providers are aware of the challenges some learners may experience in relation to remote learning
  - o Provide training opportunities around remote learning to:
    - Institutions
    - Teachers
    - Learners

### Emerging practices from around the globe

There is already evidence of countries taking steps to address these key digital disadvantage issues, as countries realise that there is a danger that the crisis will deepen the existing digital divides in society<sup>19</sup>. While many of these steps are targeted at school aged learners, they can inform similar actions for adult learners.

Here are **some examples** of how countries and regions are addressing some of these issues. This is just an illustrative sample to show how countries are taking action.

**Provision of a set of guiding principles** that recognises the potential for increasing educational disadvantage through the provision of remoting learning.

- The Massachusetts Remote Learning Recommendations During COVID-19 School Closures<sup>20</sup>
  - o Provision of a set of guiding principles that sets out the Department’s priorities in relation to remote learning over the coming weeks.

Access to Digital Technologies and the internet.

- Belgium<sup>21</sup>
  - o Flemish Education Minister and Brussels Minister for Dutch-language Education providing **4,000 laptops to secondary school students**.
- Nordic Countries<sup>22</sup>

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<sup>19</sup> Schools are moving online, but not all children start out digitally equal, <https://theconversation.com/schools-are-moving-online-but-not-all-children-start-out-digitally-equal-134650>

<sup>20</sup> Remote Learning Recommendations During COVID-19 School Closures, <http://www.doe.mass.edu/covid19/2020-0326remote-learning.docx>

<sup>21</sup> Campaign launched to get laptops to lower-income pupils, <https://www.thebulletin.be/campaign-launched-get-laptops-lower-income-pupils>

<sup>22</sup> Education unions in Nordic countries join forces with public authorities to fight COVID-19 pandemic, <https://www.ei-ie.org/en/detail/16702/education-unions-in-nordic-countries-join-forces-with-public-authorities-to-fight-covid-19-pandemic>

- In Norway students and teachers have access to whatever equipment they require and are using educational and school-based platforms.
- United States of America
  - \$13.5 billion has earmarked for K-12 schools, which was included in the Coronavirus Aid, Relief and Economic Security Act's Education Stabilization Fund. The Bill also contains \$14.25 billion for higher education and \$3 billion for governors to use at their discretion to assist K-12 and higher education as they deal with the fallout from the virus. States can use the **\$13.5 billion to provide students with one-on-one devices and internet connectivity**<sup>23</sup>.
  - AT&T is creating a **Distance Learning and Family Connections Fund** to give parents, students and teachers tools they need for at-home learning. The fund also will provide resources to maintain meaningful connections and bonding opportunities for those isolated from family and friends<sup>24</sup>.

#### **Access to Learning Resources** (including instructional material and student assignments)

- Countries who have shared VET specific content are Ireland, France, Belgium, Spain, Croatia and Romania inter alia. The Croatian Agency for VET and Adult Education set up a portal <http://nastava.asoo.hr> and invited VET teachers, employers and other stakeholders to develop and share their digital education materials related to vocational subjects<sup>25</sup>.

#### Enhance Digital Capacity

- Some countries are training teachers, trainers, coaches and mentors to be able to develop their teaching and training material (ex. RO, IT). Some online modules for teaching them digital skills are necessary. Certain platforms offer demonstrations and online training to users.
- Information and guidance about organising distance learning should be available for teachers, trainers, learners, enterprises and parents (Ibid).

### Concluding Remarks

This is an unprecedented and complex challenge for all education systems, as is a stimulus for all systems to become more digital in the future. As one colleague observed, *learning has moved home* and we now have families learning and working in the same space. Providing solutions to the issues learners face in continuing their education will vary according to their personal circumstances and the area of tertiary education they are learning in. There is no one-size-fits-all solution here and it appears that different sectors will need to provide tailored supports to their learners, particularly in relation to providing them with access to online learning resources. Supports around devices and broadband can potentially be addressed across the sector by relevant government departments and private sector internet

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<sup>23</sup> Here's How the COVID-19 Stimulus Bill Will Affect Education, <https://educationpost.org/heres-how-the-covid-19-stimulus-bill-will-affect-education/>

<sup>24</sup> AT&T Creates \$10 Million Fund to Support Parents, Teachers & Students Throughout COVID-19 School Closures, [https://about.att.com/story/2020/distance\\_learning\\_family\\_connections.html](https://about.att.com/story/2020/distance_learning_family_connections.html)

<sup>25</sup> Unpublished note from the European Commission entitled, Survey on How VET Stakeholders are Facing the Covid-19 Emergency Summary Note

providers. Undoubtedly more concrete actions around these issues will evolve in the coming days and weeks, so that learning can continue.

To be Continued ...

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*Monday, 30<sup>th</sup> March 2020*

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