Information meeting on ED response to COVID-19 for Permanent Delegations to UNESCO

Presentation by Ms Stefania Giannini, UNESCO’s Assistant Director-General for Education
Global monitoring of school closures caused by COVID-19

1,57 billion affected learners
91.3% of total enrolled learners
191 country-wide closures
Key concerns in introducing distance-learning programmes

- Unequal access to ICT at home
- Skills gaps in parents or caretakers to use ICT to support learning
- Skills gaps in teachers to use ICT
- Insufficient internet (e.g., bandwidth, server capacity)
- Skills gaps in children to learn through ICT
- Lack of supporting materials and guidelines
- Power (electricity) infrastructure
Connectivity: Households with ICT access at home

Households with ICT access at home, 2019
Source: ITU, 2020

<table>
<thead>
<tr>
<th>Region</th>
<th>Internet</th>
<th>Computer</th>
</tr>
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<tbody>
<tr>
<td>World</td>
<td>57</td>
<td>50</td>
</tr>
<tr>
<td>Developed</td>
<td>87</td>
<td>82</td>
</tr>
<tr>
<td>Developing</td>
<td>47</td>
<td>39</td>
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<tr>
<td>LDCs</td>
<td>12</td>
<td>10</td>
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Information meeting on ED response to COVID-19
First actions to respond to COVID-19 crisis

- Set up of **community of practice** – with focal points from Ministries of education – and launch of a series of **webinars** for this group

- Provided a **curated list of distance learning management solutions and issue notes**

- Organization of **policy dialogue among Ministers** and creation of smaller **adhoc ministerial group** with 12 Ministers from all regions of the world

- Working to support countries, backed by a dedicated task force

- Creation of dedicated website **COVID-19 Educational Disruption and Response and the Covid-19 Global Education Coalition**
Global Education Coalition: Context and mission

Context

Concerned with the negative impact of school closures on disadvantaged and marginalized children and youth, UNESCO called for the creation of an open **Global Education Coalition**, with due focus on **equity and inclusion**, launched on 25 March.

Mission

The Coalition will **work with governments** and provide capacity development to Ministries of Education to run distance learning solutions in response to the crisis.

It will mobilize a wide array of public and private partners and **leverage resources, knowledge and innovations** to deploy and defend universal access and equitable solutions.
Global Education Coalition: Strategy

Mobilize
actors and resources to develop effective and unified response.

Coordinate
action to maximize impact and avoid overlap and reach the disadvantaged.

Match
on-the-ground needs with local and global solutions.

Provide
distance education, leveraging hi-tech, low tech and no tech approaches.
Over **90 partners are on board**: UN agencies, civil society and non-profit organizations, technology companies, development banks and media
Global Education Coalition: Partners

- Academia
- Media
- Networks
- Non-profit
- Private sector
- UN Agencies/International Org.

COVID-19 educational disruption and response
Coalition flagships

**Gender**
To ensure girls return to school and promote digital skills

**Teachers on the frontlines**
To provide professional support, training and collaborative platforms

**Connectivity**
To bridge digital divides, reduce costs for students, families and teachers
COVID-19: UNESCO education response strategy

Key pillars

**Pillar 1:**
Lead the global dialogue and coalition to COVID-19

**Pillar 2:**
Provide customized support and expertise in response to countries’ needs and requests

**Pillar 3:**
Generate knowledge and mobilize collective intelligence

Strategic implementation timeframe

- **Short-term actions**
- **Mid-term actions**
- **Long-term actions**
Technical Support to Ministries of Education in all regions, through:

- Distance Learning Solutions and curricular content for online learning platforms
- Teacher and Student Preparedness
- Contingency plans to ensure learning continuity
- Bringing education resources in open access domain
- Examining Back to School approaches
- Policy Guidance and Advocacy Briefs
- Multi-country/sub regional situation assessments
- Activating Expert Networks (e-learning, MOOCs)
- Leveraging Regional Coordination Mechanisms
### Reorienting programmes

<table>
<thead>
<tr>
<th>CAP-ED</th>
<th>Our Rights, Our Lives, Our Future</th>
<th>Harnessing Technology for Teaching and Learning</th>
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<tbody>
<tr>
<td>Response launched in 16 countries in line with national response plans</td>
<td>Support to national education responses in 30 African countries to ensure children and young people obtain information on Covid-19</td>
<td>Re-purposing the funds under KFIT project to support Côte d’Ivoire, Ghana, and Senegal</td>
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<td>Areas: Distance learning modalities, crisis-sensitive planning, awareness-raising in communities</td>
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<td>Supporting teachers through platforms in training institutions established under CFIT</td>
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<td>Adapting programmes on Teacher Education, Basic Education Equivalency and Factory Literacy in Cambodia</td>
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<td>Category II center in Brazil, Cetic.br, supporting Lusophone countries in Africa</td>
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Seize the momentum to defend the centrality of SDG4

Activating global mechanisms

24 March
Multilateral Education Platform – 12 partners join forces and endorse Global Education Coalition

2 April
SDG-Education 2030 Steering Committee endorses Global Education Coalition & makes recommendations

Critical political messages
Acting in partnership for inclusive, equitable solutions to leave no one behind, now and through the recovery

Anticipate the recovery: mobilize political commitment for sustained investment in education when recession hits
Global advocacy around #LearningNeverStops

World Education Blog

Global Education Coalition

#LearningNeverStops
COVID-19 Education Response

More than 1.5 billion students and youth across the planet are affected by school and university closures due to the COVID-19 outbreak. The Global Education Coalition launched by UNESCO seeks to facilitate inclusive learning opportunities for children and youth during this period of sudden and unprecedented educational disruption.

Investment in remote learning should both mitigate the immediate disruption caused by COVID-19 and establish approaches to develop more open and flexible education systems for the future.

More on UNESCO's COVID-19 Education Response
Thank you

Learn more: www.unesco.org/education

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