



United Nations
Educational, Scientific and
Cultural Organization

Education
Sector

COVID-19 Education Response Webinar

Supporting Teachers to Maintain Continuity of Learning During School Closures

Friday 27 March 2020
13h00-14h30 GMT+1



Introduction

As a result of school closures to slow the spread of COVID-19, governments have had the unprecedented task to identify solutions to rapidly ensure that quality education has continuity as much as is feasible based on available resources and the existing school calendar. In many countries, this includes an increasing shift to online learning using both synchronized and non-synchronized methods to maintain the same basic curriculum and learning objectives, while in contexts with low or no technology it may focus on alternative learning arrangements supported by different technologies, print, and innovative teacher-parent-community arrangements.

While the sudden crisis has opened up opportunities for school systems to maximise the use of educational technologies for enhancing access to learning, it also carries the risk of increasing existing inequalities for marginalized and vulnerable students and those living in low-income contexts when countries do not deploy devices universally and where the infrastructure for connectivity is not ubiquitous. Structural inequalities are further exacerbated in low-income contexts where many in-service teachers are under- or unqualified to teach. In sub-Saharan Africa and south and west Asia, for example, only 64% and 72% of teachers, respectively, have received the minimum mandated pedagogical training. Many teachers in several countries also work with large, multi-lingual, multi-grade classes. For example, pupil-teacher ratios in primary education in Malawi and Chad are 59:1 and 57:1, respectively. Moreover, in rural and remote areas, schools may lack the basic infrastructure for online connectivity. In most low-income countries, the minority of schools have internet connectivity.

In this second UNESCO webinar, we focus the discussion on education's frontline workers – teachers and other education personnel. The discussion is framed around the theme of teacher support and well-being for continuing to deliver quality education during times of crisis.

Supporting technological and other forms of distance education

In most countries, the sudden move to online learning happened very suddenly with little time for teachers to prepare and acquire any skills they might lack. Almost overnight, a great number of teachers and students have been propelled into a new and unknown online digital world, where learning and instruction no longer take place face-to-face within a familiar school classroom and well-structured environment. The question arises: How have governments responded to support teachers to continue the delivery of quality education in this new learning environment where face-to-face traditional pedagogy is no longer possible?

In the classroom, teachers are the first responders who address children's social and emotional needs. However, in such unprecedented and uncertain times, it is normal for all people to experience higher levels of stress and anxiety, teachers included. In some cases, teachers who may already be exposed to the virus themselves are trying to manage the anxiety of being told to work in situations where the COVID-19 risk is growing, while others are dealing with the stress of having to deliver quality learning with tools for which they have received little or no training. Teachers need socio-emotional support to face the extra pressure being put on them to deliver learning in a time of crisis. They also need the tools to adequately communicate health risks and preventive measures to children, without burdening them with anxiety. How are governments responding to ensure teachers' continued well-being?

Member States are invited to share experiences to address the following questions:

- How have governments prepared to support teachers to continue delivering quality instruction in an online learning environment? What types of capacity-building are being provided to teachers lacking skills for teaching in digital learning platforms?
- How are teacher educators and teacher education institutions being deployed to deliver capacity-building for teachers lacking ICT skills and the skills to enhance pedagogy through digital tools?
- How are teachers working in remote or rural contexts being supported? How are governments enabling teachers to continue to deliver education in contexts without access to the internet or digital technologies? What other innovative models of support are being delivered to teachers to ensure education can continue?
- What support mechanisms have been put in place to ensure teachers' well-being in times of crisis requiring social distancing? What resources have governments provided to teachers working from home?

Objective

To share information about how governments are supporting teachers and educators to continue to provide quality education to overcome COVID-19 related school closures, now impacting nearly 1.5 billion of the world's student population in over 160 countries. The webinar will facilitate knowledge exchange across national borders.

Audience

The target audiences for the webinar are Ministry of Education officials responsible for teacher development and management, teachers, and teacher educators.

Technical specifications

The webinars will use Microsoft Teams as a technical platform.

Agenda

Friday 27 March 2020	
13:00-13:10	Welcoming remarks and introduction of the themes Ms Yumiko YOKOZEKI, Director, UNESCO Institute for Capacity-Building in Africa
13:10-13:20	Keynote Speaker Ms Anne-Fleur LURVINK, Teacher, Netherlands
13:20-14:00	Sharing of Country Experiences France Ms Marie-Caroline MISSIR, Réseau Canopé Peru Mr Miguel CRUZADO, Director-General, Teacher Development, Ministry of Education Philippines Ms Jennifer LOPEZ, Officer in Charge, Director III, Department of Education Uganda Dr Jane EGAU, Commissioner for Teacher Instructor Education and Training, Ministry of Education and Sports Cameroun Dr Michael NKWENTY NDONFACK, Pedagogical Inspector for Computer Science and ICTs, Ministry of Basic Education
14:00-14:20	Questions and answers followed by a short discussion
14:20-14:30	Closing remarks Ms Gerd-Hanne FOSEN, Co-Chair, International Task Force on Teachers for Education 2030

Speakers' bios

Anne-Fleur LURVINK, Teacher, Netherlands. Ms Lurvink works as an English teacher at a high school in Rotterdam, with high levels of cultural and social-economic diversity amongst students, many with migrant backgrounds. The school's mission is to offer equal access to higher levels of education and therefore specialises in inclusive and intercultural learning.

Marie-Caroline MISSIR, Réseau Canopé, France. Ancienne directrice de la rédaction de l'Étudiant, passionnée de Edtech, ex-directrice du Développement du groupe digischool, leader français de l'éducation numérique, Mme Missir est depuis le 3 mars 2020 la Directrice générale de Réseau Canopé. Diplômée de Sciences Po Paris et du Media and Entertainment Executive Program de L'Essec, spécialiste de l'éducation, Mme Missir a commencé sa carrière de journaliste à l'agence de presse AEF en tant que rédactrice en chef Education, puis à L'Express, comme rédactrice en chef adjointe web, enfin aux Echos en tant que correspondante à Lyon avant d'être nommée à la tête de la rédaction de L'Étudiant, poste qu'elle a occupé jusqu'en août 2018. En parallèle, elle a tenu une chronique hebdomadaire sur l'actualité de l'éducation dans l'émission Rue des Ecoles, diffusée sur France Culture. Elle est l'auteure avec Louise Tourret de « Mères, libérez-vous », publié chez Plon (2014).

Miguel CRUZADO SILVERII, Director-General, Teacher Development, Ministry of Education, Peru. Mr Cruzado is the current Director for Teacher Development at the Ministry of Education of Peru. He has worked in several areas of basic and higher education in the formal and non-formal sectors. He has been consultant for UNESCO's Office in Lima, National Director for Fe y Alegría (a non-governmental popular education organization), and teacher educator at the Universidad Antonio Ruiz de Montoya in Lima. He has also carried out research on social science and popular education in numerous centres for social development and education. He is currently part of the Board of Directors of the Center for Research and Promotion of Rural Development (CIPCA), in Piura, Peru. He has a Bachelor's Degree in Social Sciences by the Pontifical Catholic University of Peru, and has studies in Philosophy from Universidad Antonio Ruiz de Montoya in Lima, and on theology by the Sevres Center in Paris. He has a Master's in Government and Political Science from Georgetown University in the USA.

Jane EGAU OKOU, Commissioner for Teacher Instructor Education and Training, Ministry of Education and Sports, Uganda. Dr Egau holds a PhD in Workforce Education and Development from Pennsylvania State University in the USA. She also holds a Master's Degree in Economics of Education, a Bachelor's Degree in Business Education, and several post graduate certificates in education leadership and management fields. She is a teacher by profession, and has worked in education establishments since 1986: starting as a teacher at Iganga Secondary School, then a lecturer at the Institute of Teacher Education Kyambogo, a lecturer at Kyambogo University, a lecturer at Makerere University, a lecturer and Dean of School at Nkumba University, and now an education administrator at the Ministry of Education and Sports Headquarters. She has led several initiatives, earned several awards, and coordinated several projects during her career. She is an experienced education administrator as well as a seasoned coordinator of projects. She is a member of several important education committees and has attended several seminars and presented papers on various topics both nationally and internationally.

Sir Michael N. NKWENTI, Pedagogical Inspector for Computer Science and ICTs, Ministry of Basic Education, Cameroun. Sir Dr Nkwenti started off as a trained Electrical Engineering teacher from the Advanced Teacher Training College for Technical Education, University of Douala, Cameroon. He holds a Post Graduate Diploma (Master I) in eLearning Development and Implementation from Tele-Akademie, University of Applied Sciences, Furtwangen Germany under a German Scholarship and a Master's Degree in Instructional Design and Technology under a Commonwealth of Learning Scholarship from Open University Malaysia. As a practising teacher for 29 years, 23 of them have been spent in the public service as a secondary school teacher, higher education lecturer, and senior administrator. As a

University Don since 2014, Sir Dr Nkwenti has 23 individual and collective publications in the field of education and ICTs. As an Instructional Designer and Educational Technologist, Dr Nkwenti has undertaken 26 consultancy projects with the Commonwealth of Learning, UNESCO Regional Bureaus, University of South Pacific, Fiji, and many non-governmental organisations. He has supported 13 Universities in putting their courses online. He was awarded the Knight of Cameroon Academic Honour in 2018 conferred by the Ministers of Pre-University Education for valuable contributions to education and a Knight of Cameroon Order of Valour. The Knight of Cameroon Order of Valour is the first of the three awards in this category conferred only by the President of the Republic of Cameroon through a Presidential Decree for valuable contributions to nation building.

Jennifer E. LOPEZ, Education Programme Supervisor, Officer-in-Charge, Office of the Director III, Bureau of Human Resource and Organizational Development (BHRD), Department of Education, Philippines. Dr Lopez holds a PhD in Linguistics with specialization in Applied Linguistics at the Philippine Normal University in Manila. She has given excellent contributions to the Philippine National Research Centre for Teacher Quality's major projects with the Department of Education Standards for Teachers, School Heads and Supervisors, and all other projects related to it. Since the Bureau's inception in 2016, it has embarked on a human resource and organizational development journey to lay the groundwork for a high-performing organization by strengthening its human capital. Major initiatives of the Bureau include the integration of the Philippine Professional Standards for Teachers in all of the HR systems including the Results-Based Performance Management System. Data gathered from the use of the assessment tools for teachers are expected to inform policies on teacher hiring and promotion, teacher professional development, and rewards and recognition.

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