



In support of
COVID-19
Global Education Coalition
Launched by UNESCO



World Teachers' Day 2020: Presentation of UNESCO Global Teacher Campus

Friday, 9 October from 16h30 to 18h00 (GMT +2)

English, French, and Spanish interpretation available.

[Registration](#)

Context

The COVID-19 pandemic and related school closures directly affected about 1.6 billion students from pre-primary to tertiary education, and 63 million teachers of primary and secondary sub-levels alone. It has exacerbated disparities in education provision in both developing and developed countries. Of the 900 million learners (or 60% of the world student population) set to start the 2020-2021 academic year between August and mid-October, only half of them (433 million) have assurances they can return to full-time in-person classes.

The COVID-19 health crisis created a unique difficult situation for teachers. With little warning and preparation they were required to conduct distance teaching and support remote learning, yet many were unable given the number of households that lack the relevant technology, tools and connectivity to allow pupils/students participate in the distant learning activities. Moreover, many teachers do not have ICT tools at home, even those with access to the internet often lacked the ICT skills and confidence to effectively conduct teaching online.

The global health crisis underscored the fact that teachers are the backbone of every education system and frontline workers in keeping learning on track. During the school closures, at re-opening and beyond, teachers remain on the front line to ensure learning continuity, catch up on learning losses as well as their safety and well-being. Teachers and school principals were forced to adapt quickly, and often with limited or no preparations, to remote and hybrid learning modalities. Despite the challenges, the crisis was an opportunity for creativity and innovation in educational technology in teaching and learning—and this must be capitalized. As schools reopen, it is critical for teachers to be able to use blended pedagogies to deliver hybrid education, to personalize teaching to remediate learning losses in all settings and contexts to allow students to benefit from different learning pathways (formal, non-formal and informal) for quality learning.

Teachers and school principals need continuing professional development programmes and professional associations and networks to support their preparation, continuous professional learning and performance. The prevailing covid-19 crisis situation underscores the need for teachers to be equipped with pedagogical knowledge and skills, to be able to use combinations of traditional, low/high, online/offline learning pathways for quality learning and outcomes. Today, more than ever before teachers are required to use a range of educational technologies, which justifies the Global Teacher Campus flagship programme. Educators, teachers and instructional leaders need pedagogical knowledge and skills to be effective in implementing the covid-19 crisis educational measures and post covid-19 education policies. Their motivation and professional satisfaction also rely on a set of interconnected factors, including stimulating continuous learning opportunities that enhance professional competencies, performance and progression in the career.

UNESCO launched the [Global Education Coalition](#) in March 2020, a multi-sector partnership effort to provide appropriate and inclusive distance learning opportunities for all learners, by offering support to countries in scaling up their distance learning practices. The Coalition is committed to maintaining educational equity and inclusion as governments seek to provision teaching and learning opportunities to students through alternative means during periods of school closures.

Several key members of the Global Education Coalition are stepping up efforts to engage in teacher training and provide free access to online teacher training programmes in several languages.

In the context of the Coalition, UNESCO is presenting a **Global Teacher Campus** aiming to equipping teachers with ICT in Education skills to ensure quality and inclusive remote, hybrid and in-presence teaching and learning models in the context of education response to COVID. Several partners will constitute the founding members while others may join at later stage. The objective is to train 1 Million teachers in the area of ICT in Education.

UNESCO World Teachers' Day 2020 calls us to support teachers to continue leading in crisis and reimagining the future. This online session aims to contribute to the discussion with the following:

Objectives and expected outcomes

- To present UNESCO Global Teacher Campus and discuss its deployment approach
- To introduce the current work on UNESCO ICT in Education Teachers Essentials
- To understand what teachers pedagogical, digital skills and competences are needed to respond to the current crisis and to strengthen the resilience of teachers to future shocks
- To showcase how the Global Education Coalition members are engaging in supporting teachers

How to register

To register, click on the "[Registration link](#)"

Agenda

Friday, 9 October from 16h30 to 18h00 (GMT +2)

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16h30 – 18h00	<p>Presentation of UNESCO Global Teacher Campus</p> <p>Moderator: Mr Carlos Vargas Tamez, Chief of Unit, Teacher Development at UNESCO's Regional Bureau for Education in LAC</p>
16h30 – 17h00	<ul style="list-style-type: none">• Global Teacher Campus by Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO• ICT in Education Teachers Essentials by Ms Michela Pagano, Project Officer, Unit for Technology and AI in Education, UNESCO• Can technology help teachers to mitigate the impact of COVID? by Mr Cristóbal Cobo, Senior Education Specialist, World Bank

<p>17h00 – 17h40</p>	<p>Panel Discussion</p> <ul style="list-style-type: none"> • Understanding what the teachers pedagogical and digital skills needs are by Mr Maurice Nkusi, Director, Teaching and Learning Unit, Namibia University of Science and Technology; and Mr Paul Mushi, Teacher Education curriculum/programme designer Jordan University College, Tanzania • Blackboard Academy pilot teachers training by Ms Joel Armando, Product Manager, Faculty, Blackboard Academy • Microsoft Teachers training programme by Ms Christina Thoresen, Global lead for teacher engagement, Microsoft • New normal for special needs education by Ms Ethel Agnes P. Valenzuela, Director, Southeast Asian Ministers of Education Organization (SEAMEO)
<p>17h40 – 17h55</p>	<p>Q&A</p> <ul style="list-style-type: none"> • Q&A with all speakers • Session wrap up
<p>17h55 – 18h00</p>	<p>Closing Remarks</p> <ul style="list-style-type: none"> • Closing Remarks: Borhene Chakroun, Director, Division of Policies and Lifelong Learning, UNESCO

Speakers' bios



Borhene Chakroun is an engineer and has a PhD in Education Sciences from Bourgogne University in France. Borhene worked, during the 1990s, as trainer, chief trainer, project manager. He has also worked as short-term consultant for the EU, World Bank and other international organisations before coming to the European Training Foundation (ETF) in 2001. At the ETF, Borhene worked as Senior Human Capital Development specialist. He is now Director of Policies and Lifelong Learning Systems Division at UNESCOHQ. Borhene conducted a range of policy reviews and skills systems diagnosis in different contexts. He has authored and co-authored various articles and books in the field of skills development and lifelong learning. Much of his most recent work focuses on global trends in reforming education and training systems and global agenda for skills development in the context of the 2030 Sustainable Development Agenda.



Michela Pagano, Project Officer in the Unit for Technology and AI in Education of UNESCO, is passionate about her work on technology and innovation projects, with a focus on Africa. She has had the privilege of supporting countries in the areas of ICT policy development, capacity strengthening for educators, curriculum and content development, among others.

Michela started her career at European Schoolnet in Brussels, before joining UNESCO in Nairobi and now Paris. She holds a Master's in Development Economics and International Relations at the University of Pavia, and has been a visiting student at the Claremont Colleges and at Barnard College of Columbia University.



Cristóbal Cobo is a Senior Education Specialist at the World Bank, focusing on the effective and appropriate use of new technologies in education. Before joining the World Bank in 2019, where he is a core member of the World Bank's global edtech team, Cristóbal spent 15 years working at the intersection of future of learning, cultures of innovation and human-centered technologies across both developed and developing countries. Previously, Cristóbal served as founding Director of the Center for Research at the Ceibal Foundation in Uruguay, leading initiatives to learn from one of the world's most notable examples of the use of educational technologies at scale across an entire education system, Plan Ceibal. Before joining the Center for Research at the Ceibal Foundation, Cristóbal spent five years as an associate researcher at the Oxford Internet Institute at the University of Oxford (UK).



Maurice Nkusi is Director of Teaching and Learning Unit at the Namibia University of Science and Technology, previously Head of Instructional Technology, managing the institution's e-learning systems and integrating new technologies in instruction. Before joining the university, Maurice was responsible for curriculum development in Information and Communication Technology related subjects at the National Institute for Educational Development, Namibia's Ministry of Education. He facilitated ICT integration in school curriculum, in Colleges of Education, and he was the System Administrator of the Directorate, advising-researching new ways to improve the teaching and learning of ICT related subjects using new technologies.



Mr Paul Mushi, is Teacher of Education curriculum and programme designer at the Jordan University College, Tanzania. Paul has been a higher education instructor for more than 30 years. He is a trainer and consultant for curriculum development, education reform, pedagogy, evaluation and curriculum alignment processes. Expert in African countries curriculum reform with publications on curriculum development.



Joel Armando is Product Manager at Blackboard Academy. Joel has 20 years of experience in Higher Education, working on online and blended learning projects and fulfilling different roles including leadership, curriculum design, learning design, research, and teaching. Before joining Blackboard, Joel led the Educational Technology Department at Universidad Nacional de Córdoba, Argentina with 120,000 students. Since she moved to the UK, she worked in Cass Business School and London Business School, where she was an Educational Technologist and a Learning Innovation Manager, respectively.



Christina Thoresen is Director of the Education Industry Engagement Team, Worldwide Education at Microsoft. She is the global lead for teacher engagement team and works to equip the education teams at Microsoft with strategic programs to support, empower and engage education leaders and educators to transform modern teaching and learning around the world. Christina works with education partners, schools, ministries, educators and education aligned organizations to develop and support plans to apply modern technology and strategic resources. Their objective is to best support their education stakeholders with emphasis on preparing educators and school leaders to be successful in applying technology to improve and transform learning to help build critical skills for the modern, global workplace. Prior to taking this role, Christina led a strategic education partnership on behalf of Microsoft with non-profit WE.org.



Ethel Agnes P. Valenzuela is the first female Director of the Southeast Asian Ministers of Education Organization Secretariat based in Bangkok, Thailand. Prior to her present post she was Deputy Director for Program and Development of the SEAMEO Secretariat since 2015. Ethel served as Senior Specialist/Head at the Educational Research and Innovation Office of SEAMEO INNOTECH. She also served as a UNESCO Commissioner for Education (2003-2010); Director III of the International Affairs Services and Director IV of the Office of Student Services at the Commission on Higher Education, the Philippines. She also worked as Professorial Lecturer at the College of Education University of the Philippines, Diliman Quezon City, Philippines from 2006-2014. Ethel holds Doctor of Education in Educational Management, MA in Science Education and Bachelor of Arts in Secondary Education. She holds a Career Executive Service Officer IV rank (CESO IV) in the Philippine Government.

For further information, please contact the session organizers: [Valtencir Mendes](#), Senior Programme Lead, UNESCO, and [Florence Ssereo](#), Education Programme Specialist, UNESCO.

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