Key messages from UNESCO in the context of the COVID-19 crisis

• **Safeguard learning** for all age groups, with an emphasis on equity and inclusion
• **Minimize the negative impact** of the crisis on students, educational staff and families, on the academic, health and socio-emotional dimensions
• Ensure support **for the most vulnerable**, low-income and crisis-affected countries
• Ensure that students, educational staff, and educational institutions are **prepared for the reopening and effective operation of schools** as soon as COVID-19 is under control
• Take advantage of the lessons learned from the crisis to transform education (SDG4 — Education 2030) **towards resilient and flexible education systems**, with focus on preparedness and towards interdisciplinarity and intersectorality
UNESCO's regional strategy in Latin America and the Caribbean

• Pillar 1: **Support global dialogue and coalition** for COVID-19; and facilitate representation, participation and contribution of LAC in relevant regional and global coordination mechanisms

• Pillar 2: Provide **specific support and expertise relevant** to regional and national needs; and contribute knowledge and capacity to inform global support

• Pillar 3: Manage, generate and disseminate **knowledge relevant to the regional and national context**; and inform technical and political dialogue.
Our 'flagship' initiative: 'Leave no one behind' Seminars

- A weekly series of knowledge and information exchanges to respond to the pandemic, focusing on the four pillars of SDG-Education 2030: 1) equity, 2) inclusion, 3) quality, and 4) lifelong learning.

- Support the Ministries of Education and the different educational actors for the development, management and dissemination of relevant evidence that informs the immediate response to COVID-19, as well as the medium and long-term strategies and actions.
Regional monitoring

There are various **regional and sub-regional monitoring initiatives**, which use the following sources of information:

1. Statistics and educational indicators produced by the countries (MoE/NSI), systematized by UIS - OECD - Regional and subregional organizations

2. Censuses and Household Surveys (including MICS-DHS) administered by the NSI and systematized by UNICEF, UIS, ECLAC, IIEP (SITEAL), IDB and others.

3. Latin-American Laboratory for Assessment of the Quality of Education (LLECE)

4. International learning assessments
Dilemmas in a changing social and educational context

Monitoring vs. Management needs

Immediate response vs. Medium and long-term planning
Relationship between education information systems and planning

Example: Conditions for the reopening of schools
- Adequate infrastructure
- Availability and training of teachers and education personnel
- Pedagogical approaches (curriculum delivery, learning assessment)
- Learners, families and community’s readiness to return (health and well-being in particular)

Information needs
Key information for reopening schools: Infrastructure

• Availability of toilets
• Access to water
• Number of spaces: classrooms and others
• Size of the spaces: square meters per student
Education financing: Tension between the impact of the crisis on the education budget and emerging needs

- Costing of emerging needs: connectivity, personal hygiene supplies, security measures for students and teachers, infrastructure adjustments
- Teacher absenteeism
- Mechanisms for allocating resources to schools
- Budget allocation and monitoring
Challenges of education information systems

- Addressing the needs of emergency planning and return to schools
- Maintaining data collection systems and statistical operations in the context of COVID-19.
- Ensuring the monitoring of regional and global agendas
- Putting in place educational information systems that inform post-COVID-19 education systems
  - Ensure regular monitoring
  - Anticipate and ensure readiness for new emergencies (resilience)
  - Link with information on nutrition, health and social protection
  - Focus on the most vulnerable population groups