

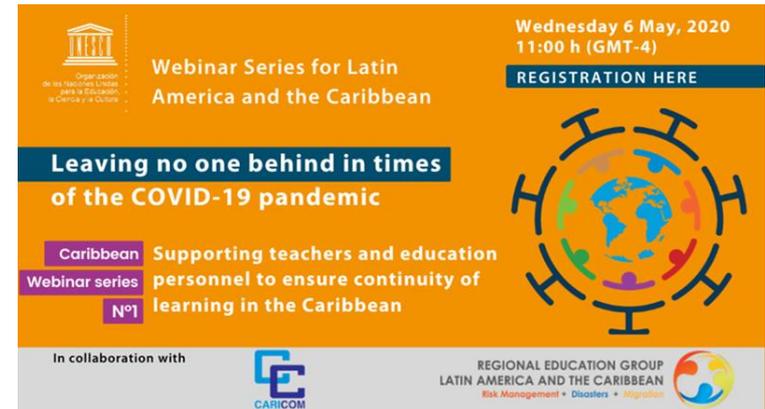
# Key messages from UNESCO in the context of the COVID-19 crisis

- **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