COVID-19: Solutions for pre-primary education

2 September 2020
1. Welcome and introductions — INEE and UNICEF
2. Topic overview — Joan Lombardi, Early Opportunities
3. Panel presentations with field examples
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   b. Community-based ECE in Chad — iACT
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4. Guidance on reopening pre-primary learning spaces — Global Education Cluster
5. Moderated discussion/Q&A
GLOBAL COMMITMENT TO QUALITY EARLY CHILDHOOD EDUCATION

**Target 4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.
WHAT WAS THE SITUATION PRE-COVID-19?

MORE THAN 175 MILLION CHILDREN — NEARLY HALF OF THE WORLD’S PRE-PRIMARY-AGE CHILDREN — ARE NOT ENROLLED IN PRE-PRIMARY EDUCATION

Pre-primary GER by country income level

- High-income countries: 83%
- Upper-middle-income countries: 75%
- Lower-middle-income countries: 36%
- Low-income countries: 22%

- Countries affected by emergencies are home to nearly a quarter of the world’s pre-primary-age children.

- In those countries, only 1 in 3 children are currently enrolled in pre-primary education.
UNESCO – Global Monitoring of School Closures Caused by COVID-19

Global monitoring of school closures caused by COVID-19

Visualize evolution over time.

02/08/2020

1,058,824,335 affected learners
60.5% of total enrolled learners
106 country-wide closures
UNICEF Factsheet:
“Covid-19: Are children able to continue learning during school closures?
A global analysis of the potential reach of remote learning policies
using data from 100 countries”

Figure 1
Share of countries that implemented digital and broadcast remote learning policies, by education level

Note: Figures are estimated using simple averages across countries.
UNICEF Factsheet:
“Covid-19: Are children able to continue learning during school closures?
A global analysis of the potential reach of remote learning policies using data from 100 countries”

Figure 2
Share of countries that implemented digital and broadcast remote learning policies at the pre-primary to upper secondary levels of education, by country income group

Note: Figures are estimated using simple averages across countries.
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Field Example from Jordan

UNICEF Jordan Country Office
WhatsApp is not a platform designed for either parenting or distance learning?!

Maybe, but it allowed UNICEF to provide guidance for parents on nurturing care, including on how to keep children healthy, safe, protected, and engaged in meaningful interactions and early learning activities.

Additionally, this emergency parenting intervention contributed towards supporting parents to relieve their own stress.
Adapting Positive Parenting Programmes in response to COVID-19 Outbreak

Better Parenting Programme (0-8) years

Parent and Child Programme (4-5) years

Community-based WhatsApp Groups for Parents

ZERO-to-THREE
Parenting Support Interventions during COVID-19 lockdown

Community-based WhatsApp groups for Parents:

Parents are assigned to WhatsApp groups, of 10-12 parents of children under the age of 6, moderated by a community volunteer.

1st Message at 11:00

**Practical tips on:**
- stress management;
- positive disciplining;
- keeping children healthy & safe; and
- spending quality time with children.

2nd Message 14:00

**A learning activity:**
- Using readily available household materials
- simple and fun
- age-appropriate
- meaningful.
- parents of children under-6

3rd Message at 16:00

**A song/Story:**
- Educational song,
- Nursery rhymes, inspired from the culture and heritage of the different communities in Jordan, including the Syrians and the Palestinians.

Followed up by probing questions to engage the families
Utilizing WhatsApp for Business to Disseminate Messages on Positive Parenting

Usrati (My Family) Platform

Families have access to info and tips as below once registered. And they'll receive different parenting tips and weekly family fun ideas regularly.

A - Health related COVID 19 information on symptoms, transfer, prevention

B - Corona emergency number

C - Helplines for PSS, GBV, Domestic violence, etc. (Once a week reminder msg)

D - Daily advice related to Covid-19

E - Parenting tips at times of COVID19 (3 times a week)

F - Weekly fun ideas for families (Once a week)
MOE distance ECE curriculum
School Readiness:

1,300 Syrian refugees in camps (vulnerable children)
950 parents (no teachers)
50 trained educators (training needed)

Home visits (scalable?)
Printed materials (expensive and play-based not too much content?)
Tech platform with videos (20% don’t have access. Peer support)
Interaction 2-week (sustainable? Is it an example for a school year option?)
Thank You
Little Ripples is refugee-led, child-centered, quality, and comprehensive play-based early childhood development and education model that supports the social, emotional, cognitive, and physical development.
Especially with empowerment of women employees in different positions,

Maka - iACT Cook
Our Approach

Listen

Co-create

Connect

Empower refugees to lead

Provide ongoing support
“If the children are safe and having fun, then learning will happen.”
COVID-19 RESPONSE TOOLS

Teachers became frontline leaders

Being a Leader during Coronavirus: flyer

Staying Safe At Home: flyer

➤ Daily routine grounded in play
➤ 3 mindfulness/grounding activities
➤ “If your home is safe and fun, your children will learn and be happy.”

Family Visits: emphasized whole family wellbeing and engagement
➢ Community members are your greatest asset
➢ Agency, voice, and ownership
➢ Personally check in with your staff and encourage self-care
➢ Social and emotional learning and whole-family wellbeing must be a priority

➢ *If we can center safety and prioritize play, then learning will come.*
“I feel very comfortable and restful that my child goes to Little Ripples and receives knowledge and play. Before attending Little Ripples, he [Haphis] would do nothing in the morning. He did not get any preschool education. He would just sit alone at home while I worked...and did not like to share with others. Now he hugs people and he is much more sociable and sharing. He tells me about the songs and the games he does at school each day.”

— Hawa, mother of Little Ripples student
Sesame Workshop
Supporting learning at home in Latin America during the COVID-19 pandemic
Our mission is to help children grow smarter, stronger, and kinder.
Caring For Each Other is Sesame Workshop’s global commitment to support families, children and institutions throughout the COVID-19 health crisis with a broad variety of timely resources.

Cuidándonos Uno Al Otro in Latin America builds on Sésamo’s regional brand ubiquity and social impact programs to distribute content through partners’ platforms and Sésame’s innovative and impactful distribution mechanisms.
We continue to respond to the pandemic and produce relevant content according to emerging needs in three priority areas:

1. **Healthy habits and behaviors**
2. **Social-emotional support**
3. **Learning from home**

*The content continues until the next year, and the themes are TBD, taking into account emerging needs.*
Distribution of our content through our partners and Sésamo’s unique channels during the pandemic has reached over **44 million people** in 14 countries in Latin America.

The Caring for Each content is distributed through the following platforms:

**Partners** (ministries of health, ministries of education, NGOs, etc):
- Television (public and private networks)
- WhatsApp
- Websites
- Social media

**Sésamo**:
- YouTube
- WhatsApp
  - Groups
  - Chatbot
- Website
- Social media
**Television to bring educational content to children at scale**

In partnership with the Inter American Development Bank (IDB), we are distributing 1,291 episodes of our TV content in partnership with public and private broadcasters in the 14 countries in Latin America. This includes social impact TV series such as Pequeñas Aventureras, Monstruos en Red and Listos a Jugar, as well as our signature television series, Sésamo, amongst others.
WhatsApp as a meaningful platform to reach families directly

WhatsApp is regionally ubiquitous, relatively affordable and a core way to communicate and share media.

• **WhatsApp Chatbot**: Sésamo has integrated its content into an automated chat response system to share a plethora of resources to even the most vulnerable of audiences. Once a phone number is registered, the service provides a menu of topics to receive messages from and feed appropriate responses. Out of school learning resources include play activities, audio clips, ebooks, and more.

• **WhatsApp as a way to deepen TV educational content**: TV episodes broadcasting in the region invite viewers to send a code to our WhatsApp Chatbot to receive related additional content to deepen the learning experience.

• **WhatsApp content bundles**: We developed bundles of content, each consisting of a parent tips, at-home activity and video on different learning areas. These bundles are distributed regularly directly to families via Sésamo WhatsApp group in Spanish and Portuguese, and via our partners WhatsApp groups in the region.
Online platforms that offer content to children, caregivers and practitioners

- Our website (sesamo.com) offers free learning and fun resources to be used directly by children, caregivers and practitioners to support learning from home.
- Our library of video content is available on YouTube.
- Social media provides a great opportunity to provide useful resources and tips to caregivers.
- Digital resources are also shared with regional partners to be used on their own websites and social media.
Jardín Sésamo: Classroom & Games In a Box through free hyper-local WIFI

Sésamo’s innovation to reach last mile and deliver trusted entertainment and educational content for kids while providing resources and training for caregivers and service providers.

- Mobile device penetration is high, but connectivity is expensive and unreliable.
- Jardín Sésamo is a small plug-in device not connected to the internet that broadcasts Sésamo content over free local WIFI access.
- Light end-user training and support materials enable service providers to download apps, videos, guides, and printables for free.
- Parents and caregivers can freely browse support materials or download for later use. Children can browse a huge repository of fun and educational videos, games, and learning materials in a friendly and free digital space as they are on the move.
- Operational costs are electricity and secure storage.
Our offer to partners in Latin America

Content to be distributed through their channels:

- WhatsApp content bundles
- Videos
- Activity books
- Storybooks
- Infographics
- Home activities
- Caregivers’ guides

Self-adoption (coming up soon):
We offer our partners in the region the possibility implement our social impact programs. For this, we establish a partnership in which they would receive the program's content along with online training opportunities (online courses and webinars). Stay tuned!

Our initial offering will include:

- Healthy habits
- Financial empowerment for families
Thank you!

Brenda Campos
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UNICEF Ukraine

#LearningAtHome activation
#LearningAtHome activation

To support the resilience of parents, to break the forced isolation of families, to reduce risks of domestic violence, UNICEF Ukraine rolled out a digital activation for raising awareness about possible activities that can be done with children at home in order to continue development and keep healthy environment, where children can learn and play.

Social mobilization. Flow

1. Campaign Announcement by First Lady
2. Activation Campaign with 15 Celebrities and Opinion Leaders
3. Educational videos and dissemination of ECE materials
4. Q&A live stream with psychologist Svitlana Royz
5. Encourage parents with ECE edutainment kits
1 Campaign Announcement by First Lady

The campaign was launched by First Lady (Olena Zelensky) on her official Facebook and IG. Those post gained 66,037 engagements (57k likes, 980+ comments and 140+ shares)

2 Activation Campaign with celebrities and opinion leaders

15 celebrities and opinion leaders (parents of 2-6 y.o. children) were involved into activation.

Every celebrity presented 1 activity that aimed to develop a specific skill relevant to the pre-school age (2-6 y) and placed on their social media platforms as video, tagging #LearningAtHome, and encouraging parents to practice these activities and share their experience.
Dissemination of ECE materials jointly with MoES

- **Information videos** (‘Talking with children about coronavirus’ and ‘Productive quarantine for parents and kids’): from how to arrange the day to how to engage children into home activities;
- **6 visuals** with the practical tips and advice;
- **Two guidance** for educators;
- A **coloring book** for caregivers ‘Talking About Coronavirus-19 with young children’ was developed with the aim to explain a complicated topic in a playful manner.

All ECE materials targeted caregivers and educators and were disseminated through parents' groups and preschool educators' groups in Viber, soc.media platforms (Facebook, Instagram) and MoES website;

Q&A live stream on mental health support

The session involved a famous family and children psychologist, who answered on parents’ questions regarding quarantine, learning at home and mental health support. And covered Ukraine, Kazakhstan and Russian speaking countries of UNICEF. Video have been viewed by 41,9 k people (25k in Ukraine).
5 Social Mobilization

Celebrities encouraged their followers to repeat the activities and share their own by using #LearningAtHome. Some of celebrities also posted in their IG Stories the most creative activities from their followers.

UNICEF has rewarded first 100 families, who shared their activities in social media, and disseminated special edutainment kit with ECE materials on covid-19 preventions (board game on hygiene practices, coloring book and books.)
Key results

- 24 mln of impressions in social media (21 mln on FB and 3 mln on Instagram);
- 5.7 mln people were reached through social media (4.7 on FB and 1 mln on Instagram);
- 15 celebrities and opinion leaders with a total audience of 8.7 million followers were engaged in activation. The videos have been viewed 940k times;
- ECE materials developed within the activation became the most viral content on Ministry of Education and Science social media accounts and website and were selected by Fb for free of charge boost.

Key Learnings

- Engaging of celebrities requires weeks of negotiations and ahead planning;
- Social media were full of challenges, contests and useful content from different sources, incl. opinion leaders;
- General fatigue of people to consume more information, to execute several roles (here educators) as well as to take part in activations;
- Collaboration with MoES and First Lady can be mutually beneficial.
UNICEF Ukraine

Learning Passport Platform - ECE
Materials to facilitate learning during the COVID-19

- Videos, publication and guidance for parents and educators how to talk with children about the Covid-19, conduct development and interactive activities with them at home as well as the key hygiene practices
- Recommendations for parents on how self-support themselves
- Tips on how to return to preschool
Home learning during the pandemics

For Parents:

- Positive parenting during the Covid-19
  https://ukraine.learningpassport.unicef.org/#/course/13/item/57

- How to talk with children about the COVID-19
  https://ukraine.learningpassport.unicef.org/#/course/12/item/63
Home learning during the COVID-19

For Children:

• Planet of Washing Hands
  https://ukraine.learningpassport.unicef.org/#/course/26/item/145

• Relax for children at home
  https://ukraine.learningpassport.unicef.org/#/course/13/item/62
The next stage - post-pandemics

- Development of skills & competencies among children at home
- 20 animation videos one skill – one video (1-2 min)
- Parents and educators will use the videos to facilitate child’s learning
Mobile app to use resources offline
Thank you!!
Safe Back to School Guide:
Annex 7: Additional considerations for Early Learning Programmes (ELPs)

Focuses on three specific challenges:
● Prevention of COVID-19 transmission
● Small group learning
● Home learning
Considerations for ELP Managers or Administrators:

• Prepare **reopening plan with parents**.
• Identify measures to improve the **adult-child ratio for physical distancing**.
• Ensure **teachers are trained on positive classroom management, MHPSS, safeguarding, social-emotional learning, infection prevention, etc.**
• Ensure that **teachers do not feel pressured to catch up in literacy, numeracy as soon as the ELP reopens**.
• **Increase outdoor learning time** because the risk of infection is lower outside, while ensuring standard safety measures are in place.
• **Ensure staff are fairly compensated** for the additional hours that will be spent working.
Considerations for ELP Staff:

- Divide the class into small groups for **physical distancing**.
- Organize **materials into kits that can be used with small groups**.
- Promote **children’s wellbeing and social-emotional learning**
- Use stories, songs and activities to **promote good handwashing and respiratory hygiene**
- Recognize young children may be experiencing psychosocial **distress** through changes in their behavior.
- Follow a **regular schedule for contacting families about home learning**.
- Identify and link caregivers in high distress to MHPSS.
Considerations for Parents and Caregivers:

- Ensure children **do not bring items from home, unless necessary.**
- Only **one person drops and picks up the children.**
- Support young **children's learning and psychosocial wellbeing at home.**

Considerations for future iterations:

- Guidance for under 3’s / childcare
Sample of Resources:

- Available in Arabic, French, Spanish, Portuguese, and English
- Early Learning Staff resources
  - ES - Actividades de mindfulness para niños de 3 a 5 años, Hagamos Juguete Divertidos
  - FR - COVIBOOK, Jouer a la Maison
- Parents and Caregivers resources
  - AR - عادات صحية للأطفال, مرض فيروس كورونا (كوفيد-19): ما الذي ينبغي أن يعرفه الآباء والأمهات
  - PORT - Guia Turma da Monica, FMCSV materiais para país/cuidadores
Questions?