UNESCO

COVID-19: implications for education

Catherine Kane
WHO Health Workforce
21 March 2020
What we know

• COVID-19 spreads easily between people
• It is transmitted by droplets from infected people
• It can remain on surfaces
• Hand-washing, respiratory hygiene, social distancing, self-isolation when sick & surface disinfection work
• Many household disinfectants effectively kill COVID-19 on surfaces

What we don’t know

• How long COVID-19 will circulate
• How long stay-at-home measures will be in place
• How many people are currently infected
• How far the virus will spread
• Whether the virus will mutate again
• … answers to many good questions, though scientific knowledge is evolving rapidly

以人民为——尤其是儿童——需要来自可信来源的事实

WHO: https://www.who.int/emergencies/diseases/novel-coronavirus-2019
The Good News (So Far)

- **China** (24 Feb 2020)
  - Age distribution (N=44,672):
    - ≥80 years: 3% (1,408 cases)
    - 30–79 years: 87% (38,680 cases)
    - 20–29 years: 8% (3,619 cases)
    - 10–19 years: 1% (549 cases)
    - <10 years: 1% (416 cases)

- **U.S.** (16 March 2020)
  - Children appear to experience less serious symptoms & fatality
  - They can still be infected and can infect others

As of March 16, a total of 4,226 COVID-19 cases had been reported in the United States, with reports increasing to 500 or more cases per day beginning March 14 (Figure 1). Among 2,449 patients with known age, 6% were aged ≥85, 25% were aged 65–84 years, 18% each were aged 55–64 years and 45–54 years, and 29% were aged 20–44 years (Figure 2). Only 5% of cases occurred in persons aged 0–19 years.

Among 508 (12%) patients known to have been hospitalized, 9% were aged ≥85 years, 26% were aged 65–84 years, 17% were aged 55–64 years, 18% were 45–54 years, and 20% were aged 20–44 years. Less than 1% of hospitalizations were among persons aged ≤19 years (Figure 2). The percentage of persons hospitalized increased with age, from 2%–3% among persons aged ≤9 years, to ≥31% among adults aged ≥85 years. (Table).

Among 121 patients known to have been admitted to an ICU, 7% of cases were reported among adults ≥85 years, 46% among adults aged 65–84 years, 36% among adults aged 45–64 years, and 12% among adults aged 20–44 years (Figure 2). No ICU admissions were reported among persons aged ≤19 years. Percentages of ICU admissions were lowest among adults aged 20–44 years (2%–4%) and highest among adults aged 75–84 years (11%–31%) (Table).

Among 44 cases with known outcome, 15 (34%) deaths were reported among adults aged ≥85 years, 20 (46%) among adults aged 65–84 years, and nine (20%) among adults aged 20–64 years. Case-fatality percentages increased with increasing age, from no deaths reported among persons aged ≤19 years to highest percentages (10%–27%) among adults aged ≥85 years (Table) (Figure 2).
Why social distancing?

Public Health Measures

- Individual measures
- Mass gatherings / Sporting events
- Schools / community events / faith
- Public transport
- Restaurants / shops / workplace
- Family gatherings / seniors’ homes
- Restricting movement / travel
Resources

• Parents/caregivers and community members
  – Key messages & actions
  – Checklist

• Students & children
  - Checklist
  - Age-specific health education
    - Preschool
    - Primary School
    - Lower Secondary School
    - Upper Secondary School

Resources: Mental Health

Helping children cope with stress during the 2019-nCoV outbreak

- Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.
- Respond to your child’s reactions in a supportive way, listen to their concerns and give them extra love and attention.

- Children need adults’ love and attention during difficult times. Give them extra time and attention.
- Remember to listen to your children, speak kindly and reassure them.
- If possible, make opportunities for the child to play and relax.

- Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g., hospitalization) ensure regular contact (e.g., via phone) and reassurance.

- Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.

- Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age. This also includes providing information about what could happen in a reassuring way (e.g., a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).

Coping with stress during the 2019-nCoV outbreak

- It is normal to feel sad, stressed, confused, scared or angry during a crisis. Talking to people you trust can help. Contact your friends and family.

- If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.

- Don’t use smoking, alcohol or other drugs to deal with your emotions. If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.

- Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.

- Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.

- Draw on skills you have used in the past that have helped you to manage previous life’s adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.
Resources: Mental Health

Protect yourself and be supportive to others. For example, check-in by phone on neighbors or people in your community who may need some extra assistance.

Working together as one community can help to create solidarity in addressing COVID-19 together.

#Coronavirus  #COVID19

Amplify hopeful stories and positive images of local people who have experienced COVID-19. For example, stories of people who have recovered or who have supported a loved one and are willing to share their experience.

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The sudden and near-constant stream of news reports about an outbreak can cause anyone to feel worried.

Get the FACTS; not the rumors and misinformation. Facts can help to minimize fears.

#Coronavirus  #COVID19
Technical resource

- Help older adults cope with stress,
- Support the needs of people with disabilities,
- Design messages & activities to help children deal with stress,
- Set up MHPSS activities for adults in isolation/quarantine,
- Provide support to response workers, and
- Circulate community MHPSS messages.

- English, Chinese (traditional + simplified), and Arabic

https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/briefing-note-about
Public information & Myth busters

To prevent COVID-19 it is safest to avoid physical contact when greeting. Safe greetings include a wave, a nod, or a bow.

How should I greet another person to avoid catching the new coronavirus?

Toilet Organization

Protect yourself and others from getting sick

Wash your hands

- after coughing or sneezing
- when caring for the sick
- before, during and after you prepare food
- before eating
- after toilet use
- when hands are visibly dirty
- after handling animals or animal waste

FACT: The new coronavirus can be transmitted in areas with hot and humid climates.

FACT: Taking a hot bath will not prevent you from catching COVID-19. Your normal body temperature remains around 36.5°C to 37°C, regardless of the temperature of your bath or shower. Actually, taking a hot bath with extremely hot water can be harmful, as it can burn you.

The best way to protect yourself against COVID-19 is by frequently cleaning your hands. By doing this you eliminate viruses that may be on your hands and avoid infection that could occur by then touching your eyes, mouth, and nose.

FACT: Taking a hot bath does not prevent the new coronavirus disease.

FACT: There is no reason to believe that cold weather can kill the new coronavirus or other diseases. The normal human body temperature remains around 36.5°C and 37°C, regardless of the external temperature or weather. The most effective way to protect yourself against the new coronavirus is by frequently cleaning your hands with alcohol-based hand rub or washing them with soap and water.

FACT: Cold weather and snow CANNOT kill the new coronavirus.

From the evidence so far, the new coronavirus can be transmitted in ALL AREAS, including areas with hot and humid weather. Regardless of climate, adopt protective measures if you live in, or travel to an area reporting COVID-19.

The best way to protect yourself against COVID-19 is by frequently cleaning your hands. Eliminate viruses that may be on your hands and avoid infection that could occur by then touching your eyes, mouth, and nose.

Key implications for risk communication & community engagement

CHILDREN

Reasoning
Younger children might not have access to or might find it difficult to understand publicly available information on COVID-19.
Unaccompanied and separated children may be particularly challenged in accessing timely and relevant information and health services.
Children are usually unable to express their fears / anxieties. Prolonged periods of school closure and movement restrictions may lead to emotional unrest and anxieties.
Caregivers might not be able to take effective care of the children who depend on them.
If parents have to go out for work and children have to stay at home due to schools being shut, it has implications on their safety and security.
Heightened parental anxieties and frustrations might lead to an increase in violence against children at home.
If caregivers are infected, quarantined, or pass away, it could lead to protection and psychosocial issues for children.
While children seem to be less likely to become severely ill with the virus, they can unwittingly transmit to caregivers who may be more vulnerable to infection and severe illness.

RCCE actions to include this group
Advocate to ensure that government and other stakeholders prioritize the information and communication needs of children and adolescents.
Consult children and adolescents, including unaccompanied and separated children, to understand their concerns, fears and needs.
Design information and communication materials in a child-friendly manner
Provide information about psychosocial issues, as well as general health and hygiene.
Provide parents with skills to handle their own anxieties and help manage those in their children
Advocate for family-friendly workplace policies so that parents can take better care of their children
Promote fun activities that parents and children can do together to reduce anxieties and tension.
Advocate for counseling and support services for those affected.
Consider different needs based on gender, context and marginalized communities.

COVID-19: How to include marginalized and vulnerable people in risk communication and community engagement
Home care

- Caregivers refer to parents, spouses, other family members or friends without formal healthcare training who may be looking after:
  - A person who is ill with fever and cough
  - A person with suspected coronavirus disease
  - A person confirmed with coronavirus with mild symptoms, such as fever and cough
Advice for the caregiver

- The caregiver should be one person only (if possible) who is in good health. The caregiver should…

- Make sure the ill person rests, drinks plenty of fluids and eats nutritious food.
- Wear a medical mask when in the same room with the ill person. Do not touch the mask during use. Masks should be discarded after use.
- Clean hands with soap and water or alcohol-based hand rub after any type of contact with the ill person or their surroundings; before, during and after preparing food; before eating; and after using the toilet.
- Use dedicated dishes, cups, eating utensils, towels and bedlinens for the ill person.
- Wash dishes, cups, eating utensils, towels, or bedlinens used by the ill person with soap and water.
- Identify frequently touched surfaces (such as counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets, and bedside tables). Regularly clean and disinfect the surfaces frequently touched by the ill person.
- Contact your health care facility or doctor if the ill person worsens or experiences difficulty breathing.
Advice for the ill person

- Clean hands frequently with soap and water or with alcohol-based hand rub.

- Stay at home; do not attend work, school or public places.

- Rest, drink plenty of fluids and eat nutritious food.

- Ideally stay in a separated room from other family members. If not possible, the ill person should keep a distance of at least 1 meter (3 feet) from others and wear a medical mask.

- Sneeze or cough into a flexed elbow, or use a disposable tissue and discard it immediately into a closed bin.
Advice for all members of the household

Frequently wash hands with soap and water, especially after:
- coughing or sneezing
- before, during and after you prepare food
- before eating
- after using toilet

Avoid exposure to the ill person and avoid sharing items (e.g. eating utensils, dishes, drinks, towels).

Cover mouth and nose with flexed elbow or tissues when coughing or sneezing.

Monitor their health for symptoms like fever, cough, and difficulty breathing.
Potential education approaches

- Draw from approaches to refugee/migrant/crisis populations
- Engage with health authorities to ID community need (e.g. children who get their only daily meal at school, options to support essential workers balancing child care needs)
- Repurpose public health information as learning opportunity
- Engage older children in challenges
- Help parents to balance time through targeted delivery of:
  - Learning
  - Entertainment
  - Exercise...
- Partner with private industry to deliver physical & virtual material for low-resource settings
Thank you for your Solidarity

- WHO: https://www.who.int/emergencies/diseases/novel-coronavirus-2019
- COVID-19 Solidarity Response Fund: https://www.covid19responsefund.org/
“While every country's journey towards universal health coverage is unique, we know that having a competent, motivated and supported health workforce is the backbone of every health system. There is simply no health without health workers.”
– Dr Tedros Adhanom Ghebreysus
THE CNED,
SERVING ALL SUCCESS STORIES
The CNED’s mission is to guarantee to everyone, regardless of their situation, the means for their academic and professional success.

A DUAL MISSION : EDUCATION AND TRAINING
IMPLEMENTATION OF MEASURES INSURING EDUCATIONAL CONTINUITY

In the event that pupils are temporarily away from schools or that primary, lower secondary or upper secondary schools are closed, educational continuity aims at keeping the pedagogical relationship between teachers and pupils, in order to maintain knowledge already acquired while gaining new knowledge.

In order to make educational sessions immediately available online, School staff can choose to implement initiatives and measures they deem necessary to ensure maintaining a remote pedagogical relationship and to keep teaching, resorting to emails and digital educational spaces. They can also use educational digital resources available at the national level on the Éduscol website devoted to distance teaching and learning at primary, lower and upper secondary school.
IMPLEMENTATION OF MEASURES INSURING EDUCATIONAL CONTINUITY

- National or local resources bank
- Personal or School resources bank
- My Class at Home
- Digital work environnement
- Personal or School tools
https://www.youtube.com/watch?v=QaeLMKh2fBQ
THANKS FOR YOUR ATTENTION
Large-scale online education for COVID-19 prevention and control in China

March, 20th, 2020


OVERVIEW

• 要求2020年春季学期延期开学；
  A postponement of 2020 spring semester;
• 汇聚政府、学校、企业和社会各方力量;
  Bring together all the aspects of human society: government, school, enterprise
• 利用互联网教育平台和资源，以超大规模在线教育方式实现“停课不停学”
  Use the Internet education platform and resources to realize ‘Disrupted Classes, Undisrupted Learning’ in the super large-scale.

中国教育部官网 Official Website of MOE, PRC
http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/202001/t20200129_416993.html
• The broadband networks, cloud services, free cell phone data and other services ensure stable operation of distance education communication platforms.

• CETV has realized satellite broadcasting covering remote and rural areas with weak network or inaccessible cable TV to solve the problem of learning at home.
02 Providing suitable digital learning resources

- The National Cloud Learning Platform and CETV have developed an online classroom to provide free learning sources for all the areas: COVID-19 expertise, thematic educational resources, digital materials and the learning resources for K12 subjects.
- Vocational schools: 203 national-level resource databases are free open;
- Higher Education: more than 30,000 free online courses;
- General Public: 63,000 classes have been provided for free.

中国教育网络电视台 China Education Network Television
http://www.centv.cn/

国家中小学网络云平台 National Cloud Learning Platform
http://ykt.eduyun.cn/
03

Providing convenient learning tools and diverse learning methods

• 基于PC端和移动端的学习管理系统和远程办公会议软件等得到广泛应用，各种直播、点播、录课、班级管理工具成为在线学习的主要工具；

• The learning management system and telecommuting software, based on PC and mobile terminal, have been widely utilized. Various tools for live streaming, video-on-demand, course recording, and class management have become the main methods of online learning.

https://cit.bnu.edu.cn/docs/202003/20200314111648212502.pdf
加强政企校合作
Strengthening the collaboration between governments, enterprises and schools

- 教育部和地方教育管理部门发布指导意见，引导在线教育企业和机构面向全国中小学、高校和社会公众免费提供技术服务，开放优质课程资源。
- MOE and local educational management departments have guided online educational enterprises and institutes to provide free technical services and open curriculum resources for K12 schools, universities, and the public.

- 帮助广大教师适应新型教学环境、掌握在线教学技能、提高在线教学效果。
- Helping teachers adapt to the new teaching environment, master online teaching skills and improve teaching effectiveness.
全球最大的信息化教学社会实验 The largest social experiment of ICT in education worldwide;

有待改善方面: 网络条件、设备终端、平台功能服务、资源认知工具、教学管理水平、师生信息素养;

To be improved: Network conditions, terminal devices, platform functions and services, cognitive tools for resources, educational management, and ICT literacy of teachers and students.

成效方面: 开展居家学习、共享优质资源、提升互动效果、舒缓焦虑情绪、实施家校共育;

Achievements: Carrying out learning at home, sharing quality resources, improving interaction, relieving anxiety, and implementing family-school education;

据调查统计 According to investigation:

大部分学生喜欢在线学习，特别是大学生，适应性、互动性和接受度更佳，大部分学生家长支持疫情期间乃至疫情结束后继续开展在线学习，约80%的教师表示今后在课堂教学中会增加对信息技术的应用;

Most students, especially college students, prefer to do the online learning, which possesses better adaptability, interactivity and acceptance;

大部分学生家长支持疫情期间乃至疫情结束后继续开展在线学习，约80%的教师表示今后在课堂教学中会增加对信息技术的应用;

Most parents support online learning during the COVID-19 outbreak and even after it.

约80%的教师表示今后在课堂教学中会增加对信息技术的应用;

About 80% of teachers show that they will adopt ICT in education more often in the future.
关于疫情防控期间以信息化支持教育教学工作的通知
Notice on Supporting Education And Teaching with ICT During COVID-19 Outbreak

- 改善网络支撑条件 Improving network conditions;
- 提升平台服务能力 Improving the capability of platform service;
- 汇聚社会各方资源 Gathering resources from all sectors of society;
- 采取适宜教学方式 Adopting appropriate teaching methods;
- 优化教育管理服务 Optimizing educational management and services;
- 强化网络安全保障 Strengthening network security

抗击新冠肺炎疫情期间的中国停课不停学经验
The Chinese experience in maintaining undisrupted learning in COVID-19 Outbreak

- 3月16日由北京师范大学智慧学习研究院及联合国教科文组织农村教育研究与培训中心发布
Published by BNUSLI & UNESCO INRULED on official website of UNESCO IITE, March 16th

Handbook on Facilitating Flexible Learning During Educational Disruption

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谢谢大家！
Thank you!
Ensuring Equity in Remote Learning Responses to School Closure – Case of S.Korea

EDUNET T-CLEAR

National Teaching-Learning Center Since 1996

- EDUNET:T-CLEAR stands for ‘Teacher-Curriculum, Learning, Evaluation and Activity Resources
- Video lectures, recordings of exemplary classes, digital textbooks
- Open and free access to educational contents

Education Policy
Provides integrated information, such as education curriculum information, National Competency Standards, the Free-Semester System, etc.

Teaching and Research Information
Provides information on education curriculum, teaching, learning and evaluation methods, activity resources, etc.

Communities
Creates communities for teachers to share and circulate information they need.

News, Information and Popular Keywords
Provides various information, such as popular information, the newest trends, bubble charts, etc.

Edunet T-Clear: https://www.edunet.net/nedu
Ensuring Equity in Remote Learning Responses to School Closure – Case of S.Korea

**e-Hakseupteo / School-on**

- **e-Hakseupteo** (https://cls.edunet.net)
  - **Strengthen the online support system through cyber learning integrated services**
  - **Support the operation of metropolitan and provincial educational services to help improve students’ scholastic ability in addition to Korean language proficiency of multicultural students**

- **schoolON** (https://onschool.edunet.net)
  - **Launched on 10 March, 2020**
  - **A platform enabling teachers to share self-made teaching-learning materials**
  - **Contains teacher-made instructional guidelines for using online material to make online learning possible for all educators**
Ensuring Equity in Remote Learning Responses to School Closure – Case of S.Korea

Digital Textbook / Wedorang Learning Community

Digital Textbook

- No need for reference books and workbooks
- Management suited for individual levels
- Learning textbook suitable for self-directed learning

Wedorang Learning Community

- Students can share their ideas in real-time
- Various class activities can be done such as interactive discussion, group work, etc.
Ensuring Equity in Remote Learning Responses to School Closure – Case of S.Korea

KOCW (Korea Open Courseware)

- Most domestic & overseas university lectures
- 33,237 Lectures
- No. of lecture materials 406,533 Cases
- Content classified by subject and provider
- Search lecture materials
- 13 types of user customized themed lecture services

Free of Charge!

KOCW: https://www.kocw.net
Core Components

• A “joint and holistic movement” by the entire society (policy, lead organizations, individual teachers...)

• A swiftly-moving Community of Practice
  ❖ Ex. Teacher-teacher support, Professional support...

• Equity in terms of access and support
  ❖ Ex. Being able to connect without having to worry about connectivity

Further Thoughts

• Issue on universal access (for learners with physical handicaps)

• Conflict with Current Policies
  ❖ Ex. Current Policies on Offline/Online Higher Education
Actio finium regundorum
The scenario is not a large scale “opportunity” for implementing technologies (becoming rapidly obsolete) for distance learning or e-learning.
Today landscape is a challenge to the “learning community”.

It asks how to preserve it in a disaster, and how to learn from this

In order to make technologies more finalized to a communitarian (sustainable) goal
Reflective solutions

Not all those who wander are lost.

J.R.R.Tolkien
To build wrong answers

1 Give priority to software

2 Leave behind students and families

3 Consider Teachers as executors
To discover fertile solution

1 Give priority to an alliance between families, students and teachers
2 Trust the innovation capability of the teachers
3 Ask technology to produce solutions and not marketing techniques
Challenge

The educational set of public (and even private) education is designed to reduce differences,
The educational set of distant learning highlights social difference

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Difference in device, connection, pre-existent capabilities of the educational system are the challenge of the teacher in a different way.
Actions
Fill the gap /1

public investment for delivering devices and wifi – a policy supported by Min. Lucia Azzolina with 85 millions euro now
Fill the gap /2
- research partnership for making the new generation of e-learning devices
Grazie.
Ensuring Equity in Remote Learning Responses to School Closures

Dr. NIYIZAMWIYITIRA Christine
Head of ICT in Education Department
Rwanda Education Board
Measures in Place

• Due to ongoing global issue of coronavirus pandemic that have affected all sectors which have resulted into closing of schools to avoid the spread of the coronavirus.

• The Ministry of education is encouraging students and teachers to use its online portal to access teaching and learning resources.

• Keeping students busy with learning while at home, helped or supported by their teachers and parents using online portal(https://elearning.reb.rw/).

• Creating user’s guide for accessing online teaching and learning resources on Rwanda Education Board portal.

• Making learning and teaching materials accessible to students and teachers through online portal.
Mobilizing of Teachers To use online portal

Teachers willingness to:
• Sharing their prepared course work for the students
• Quizzes, formative assessment and home work for their students.
• Forum for interactivity between teachers and students.
• Using Microsoft Teams amongs teachers in sharing ressources.
Thank you

For more information please contact:
cniyizamwiyitira@reb.rw