Agenda

Framing WCD and the History and Evolution of Strong Beginnings

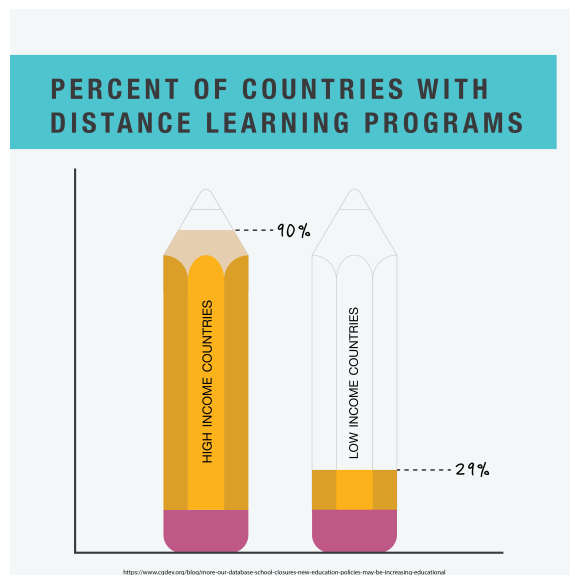Learning in Crisis: Q&A with Anasthasie and Cyril

Break

Colombia and Kenya's COVID-19 Response

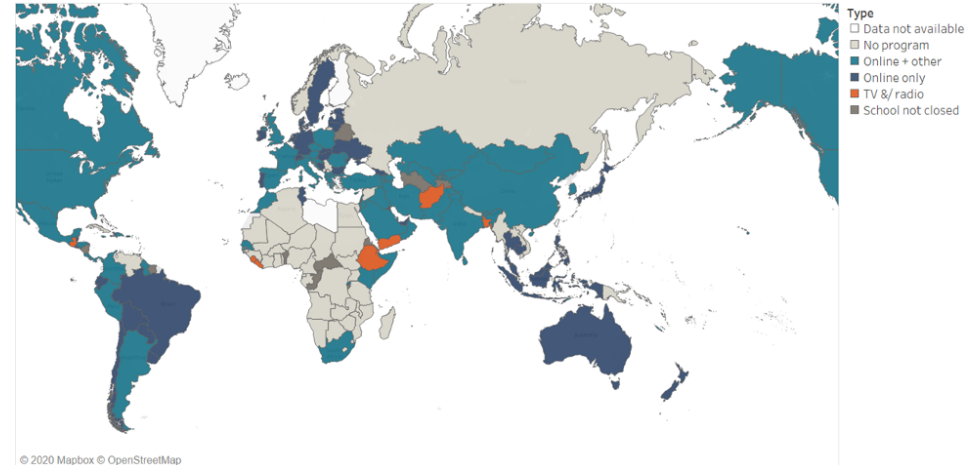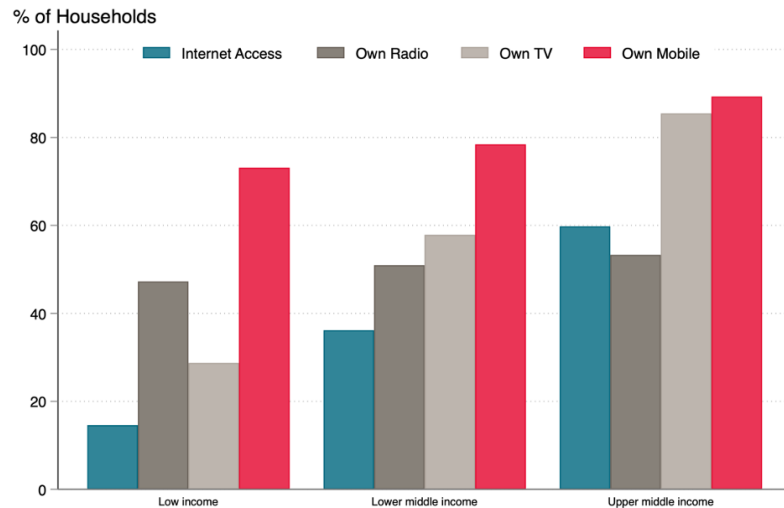Developing Resilient Systems Discussion

There are 1.7 billion learners in the world.
1.5 billion of them aren't in school.

A CRISIS WITHIN A CRISIS

13 of the 16 countries classified as experiencing high-or medium-intensity conflict have announced nationwide closures. Both boys and girls in fragile and conflict-affected states may face additional risks as schools close, including increased susceptibility to child labour, sexual exploitation, and recruitment to armed groups.

Text from https://www.cgdev.org/blog/more-our-database-school-closures-new-education-policies-may-be-increasing-educational

Right now,
111 million girls
are at risk.

In the world's least-developed countries, school closures lead to increased risk of sexual and physical abuse for girls.

Due to COVID-19, more girls are at risk than there are people in all of California, Texas, New York, and Florida combined.

Main statistic from https://en.unesco.org/news/covid-19-school-closures-around-world-will-hit-girls-hardest

MISSED MEALS

Globally, more children are missing out on school meals than there are people living in the United States.

368,495,680[1] children have empty plates.

1: https://cdn.wfp.org/2020/school-feeding-map/?_ga=2.148264406.1114367743.1586910407-912080197.1586910407

PERCENT OF COUNTRIES WITH DISTANCE LEARNING PROGRAMS

90%

HIGH INCOME COUNTRIES

LOW INCOME COUNTRIES

29%

https://www.cgdev.org/blog/more-our-database-school-closures-new-education-policies-may-be-increasing-educational

Online learning is the most common form of distance learning.

THE DIGITAL DIVIDE

Over 60% of households in low and lower-middle income countries don't have access to Internet.

https://www.cgdev.org/blog/more-our-database-school-closures-new-education-policies-may-be-increasing-educational

Developing Resilient Systems

% of Households

Legend: Internet Access, Own Radio, Own TV, Own Mobile

Type:
- Data not available
- No program
- Online + other
- Online only
- TV &/ radio
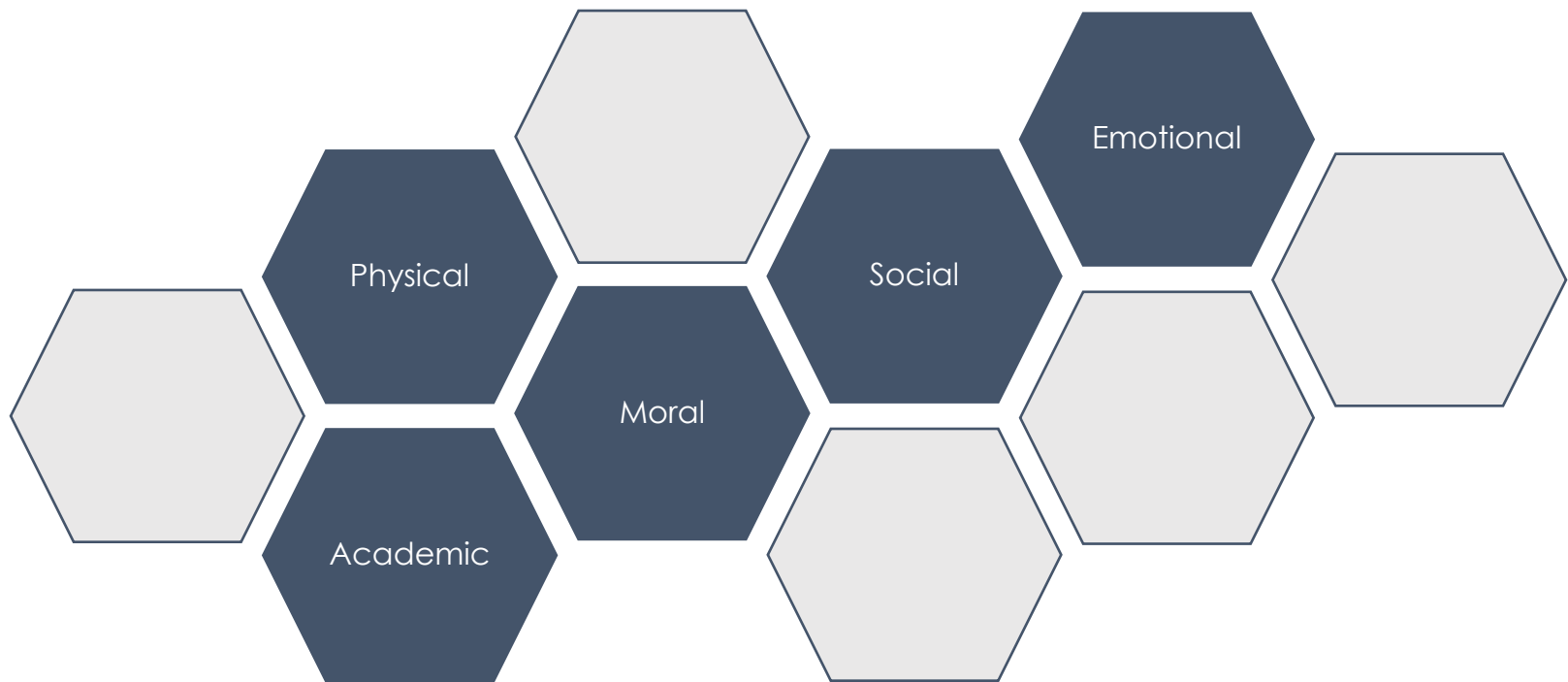- School not closed

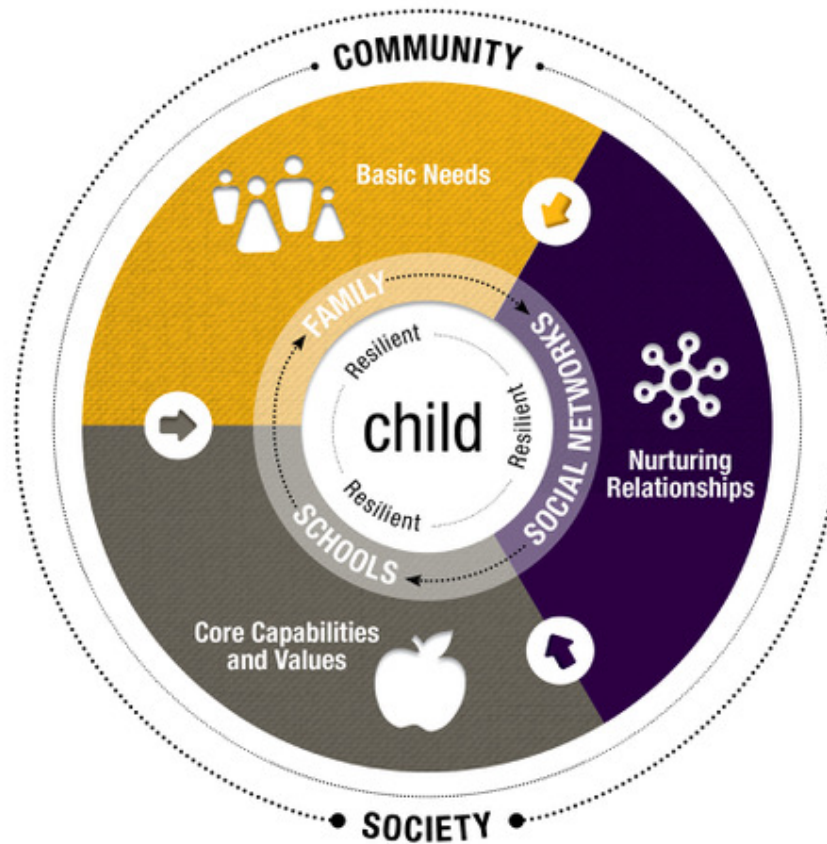© 2020 Mapbox © OpenStreetMap

From the Center for Global Development

COVID-19 Response Survey

Whole Child Development
Porticus

Resilience Framework

Haiti: Stages of Program Development

LITERACY

SEL

ECD

SYSTEMS ACTIVATION
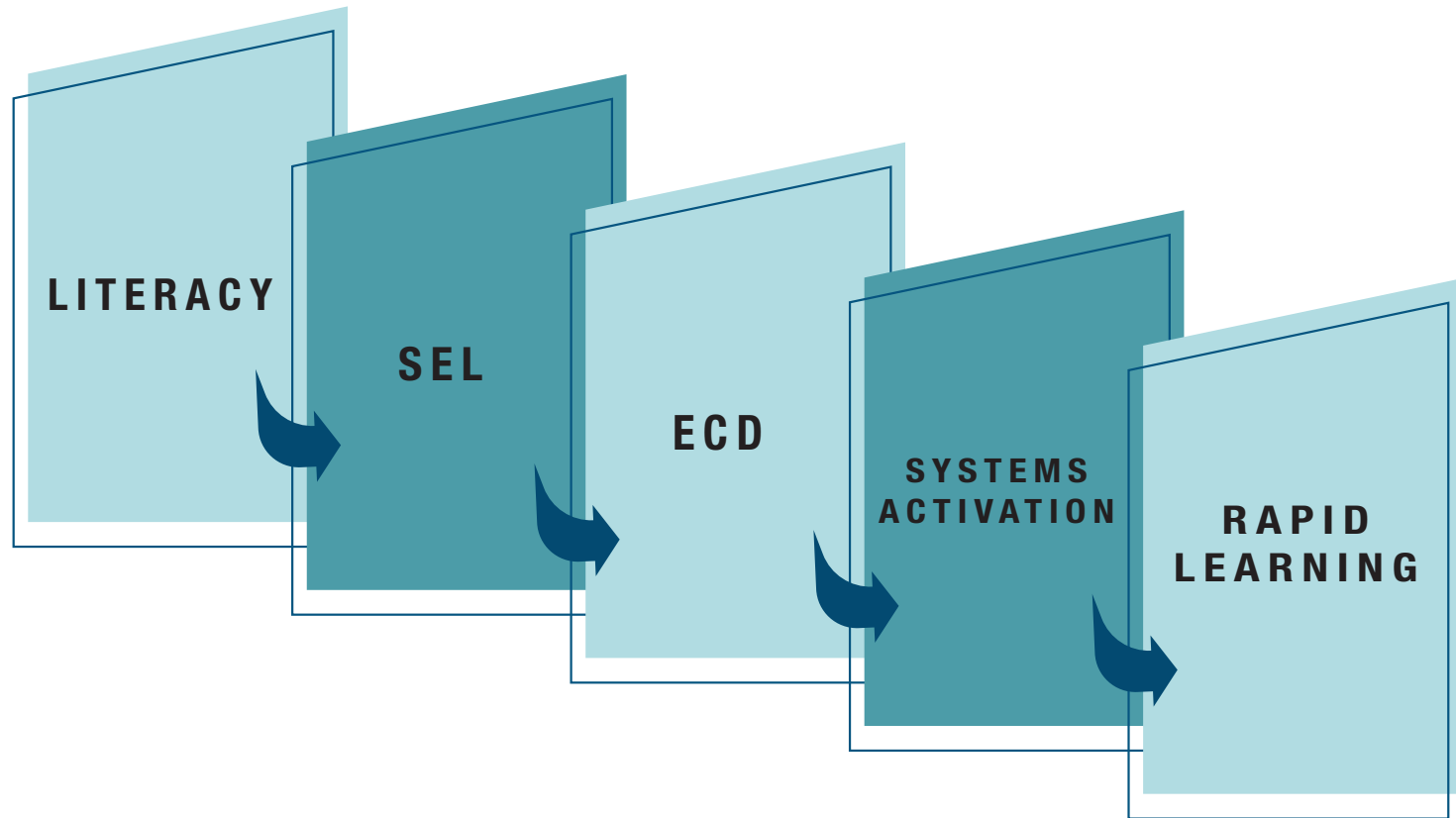
RAPID LEARNING

Haiti: Activating Systems

CHURCH

- Sermons
- Baptismal and Family Counseling
- Tuition Reduction
- Catholic Radio

HOUSEHOLD

- Interactive Parenting Workshops
- Tuition Reduction
- Parenting Resources

SCHOOL

- Activity-Based Learning
- SEL
- Nutrition Screening and Referral
- Health Training for Teachers

REALM

Initial data collection & asset mapping

Analysis & ideation

Test

Monitor (2-4 weeks)

Rapid Assessment

Adjust & iterate

Analyze & discuss

Scale

Perform full evaluation

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Q&A with Cyril and Anasthasie

Radio Program Planning

Outline of radio sessions and programming

Session outlines and scripts

Radio antennas in Cap-Hatien

Remote planning via Zoom

Recording the Sessions

Measuring what Matters 2020

Recording the Parent Workshop

Radio Excerpt

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Break

00 : 15 : 00

Change Clock Type
Digital ⌄

Duration: 00 ⌄ 15 ⌄
00 ⌄

TimeUp Reminder
(Optional): -- ⌄ -- ⌄
-- ⌄

Choose Sound Effect
None ⌄

Choose TimeUp Sound
None ⌄

☐ Enable Count Up ☐
Combine With Bar Clock

Start   Pause

Stop   Reset

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Colombia and COVID-19 School Closures

- Schools have been closed since March 16th and adopted distance learning programs .

- Face-to-face instruction is set to resume on May 31st.

- The Colombia team has conducted 17 interviews with principals, directors, coordinators, and teachers to learn more about the country's response to school closures, with a focus on rural and remote communities.

School Closure Challenges

- Availability and accessibility of education
  - Limited access to technology
  - Digital illiteracy
  - Increased food insecurity.
- Quality of education
  - Assessment challenges
  - Cultural adaptations
  - Pedagogical adaptations
  - Violence against children
  - Loss of learning

"

The school is everything for the community.

The teachers know the families, where they live, what they do, there are stronger ties than those built in the urban sector. When the school closed, those ties end.

"

Innovations and a Way Forward

- Community facilitation of the delivery of materials

- Community radio

- WhatsApp videos

- Whole Child pedagogique focus/Project Based Learning

- Webinars/Learning networks
  - Connecting individuals
  - Connecting individuals to larger networks such as Educapaz

Photo by Child Resilience Alliance, Alejandra Arias

Kenya and COVID-19 School Closures

In response to COVID-19, the Ministry of Education has increased radio and television education programming. The following digital resources are available to learners:

- Kenya Education Cloud (KEC) managed by the Kenya Institute of Curriculum Development (KICD)

- KBC-TV provides lecture-based learning for older learners in grades 6-8. This is particularly geared towards students preparing for their final exams.

- Non-profit TV stations for learners such as Akili TV and Ubongo TV are geared towards young learners.

- KBC Radio has revamped its programming, increasing the number of hours they provide programming and areas who receive the programming. They now offer 6 hours of instruction in English and an added 1 hour of instruction in Kiswahili.

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What opportunities has COVID-19 presented in your region?

What types of distance learning methods have been implemented in your region to reach students in rural and remote areas?

What new or enhanced public-private partnerships have you seen emerge to improve the quality/reach of distance learning platforms?

School closures include the cessation of school feeding programs. What programs have evolved to address this basic need in your region?

Were teachers consulted in advance of formal closures? What role did they play in preparing classrooms and learners for distance learning?

Measuring what Matters 2020

What criteria has the government set for reopening schools?

How might country responses to the pandemic inform the future of e-learning and resilient education systems?

Closing: Resilient Education

Within two years, there will be an estimated **550 million** children of school and pre-school age (3–18), living across 64 countries, whose education is under threat from war, endemic high violence, or environmental threats. By 2030, this number will rise to **622 million** — nearly a third of all children that will be alive at that point. (TheirWorld, 2018).

How do we prepare?

Visit the Center's response page:

https://iei.nd.edu/gc-dwc/covid-19-response