

Quality Education and Covid-19: Building back better during the worst global education crisis in education

Fernando M. Reimers
Professor of International Education
Harvard University



@FernandoReimers

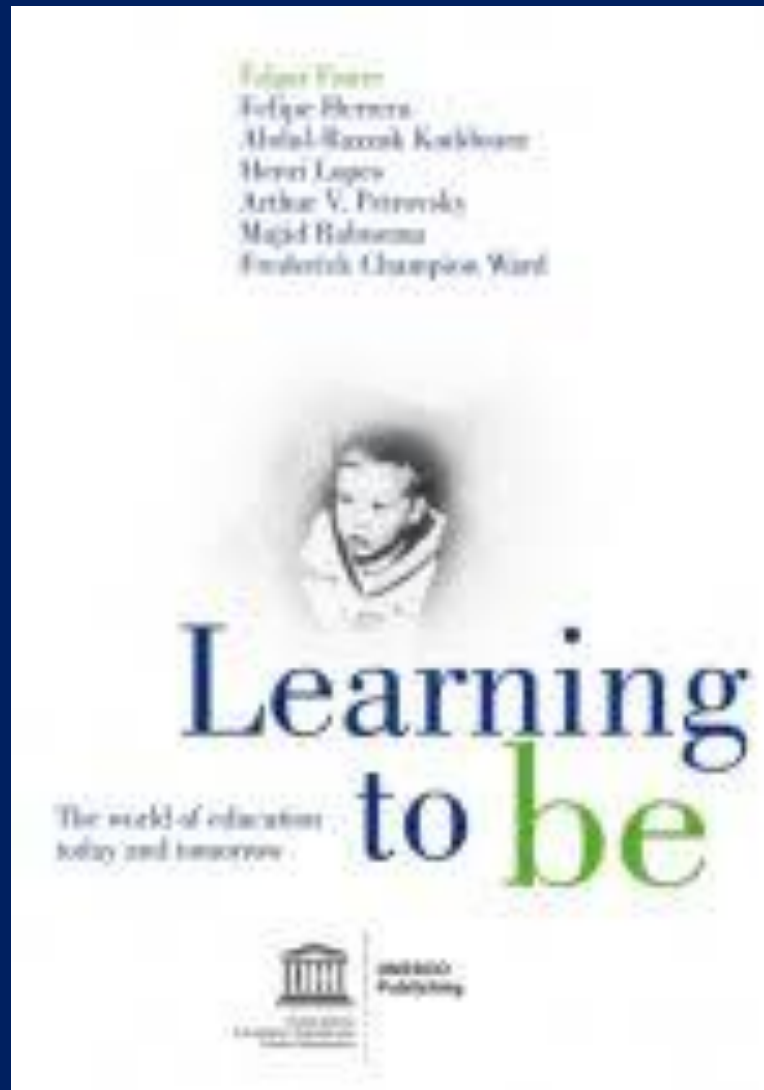
<https://en.unesco.org/futuresofeducation/>



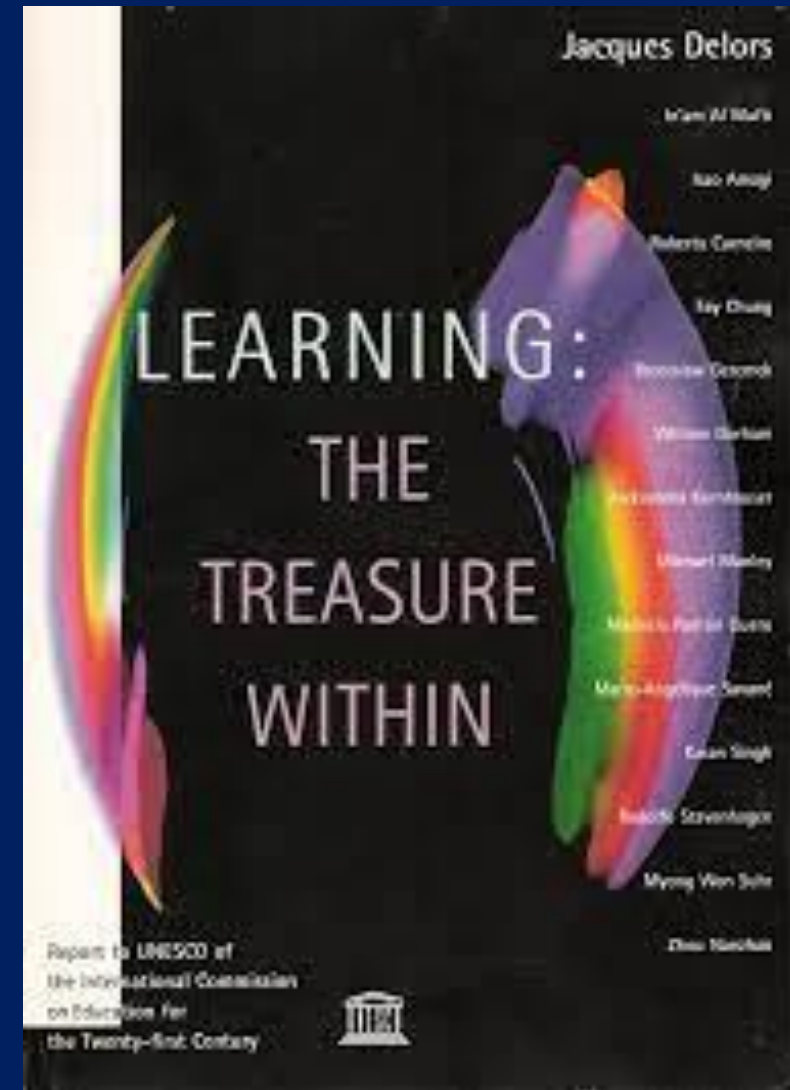
REIMAGINING A new social OUR FUTURES contract for TOGETHER education



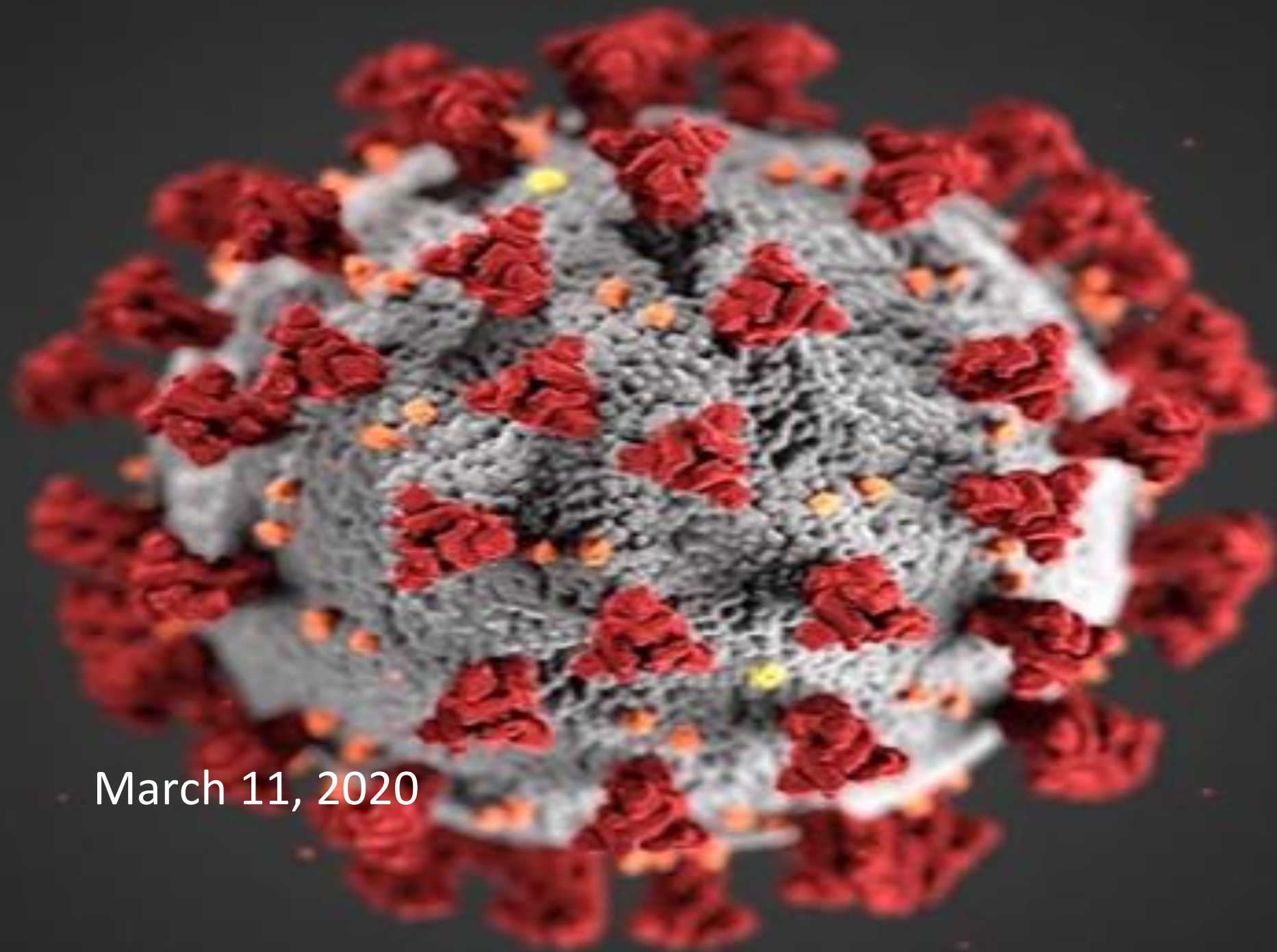
International Commission



1972

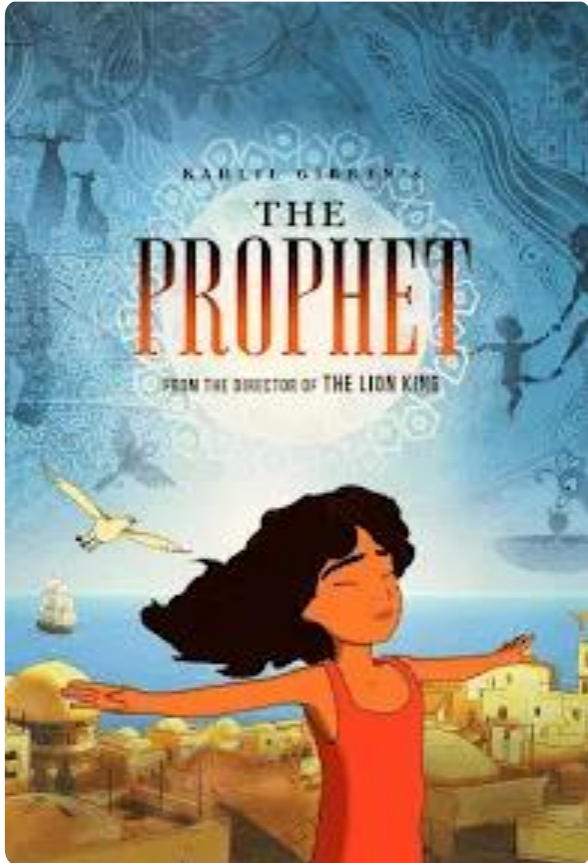


1996



March 11, 2020





There are
prophets
in this world...

They may even be your friends

SPRINGER BRIEFS IN EDUCATION

Fernando M. Reimers

Educating Students to Improve the World

 Springer



Fernando: *I will be in Mexico during Spring Break to launch a new book on global education*

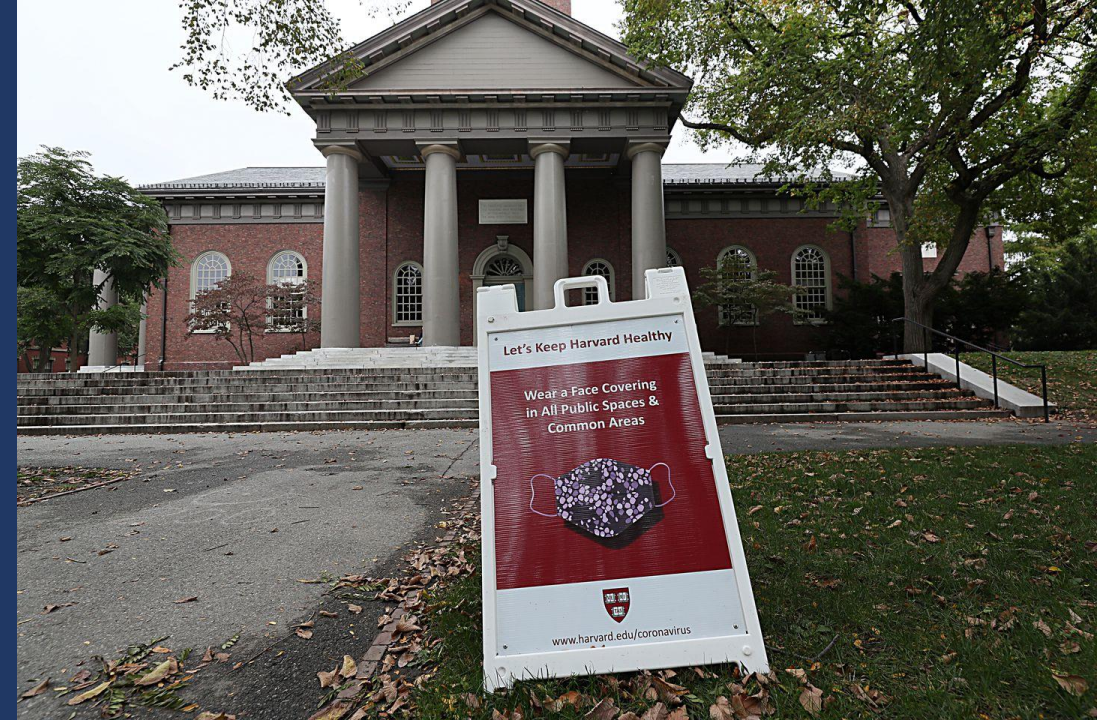
Rifat: *You are not going to travel anywhere in a year or two*

Fernando: *Why?*

Rifat: *Because this virus you've been reading about is going to spread. It will become a pandemic. And airplanes and airports are really bad places to be during a pandemic*

February 2020

Who will read the book?
How will I teach?
How will I research?
What will happen to
schools?



A framework to guide an education response to the COVID-19 Pandemic of 2020

Fernando M. Reimers, Global Education Innovation Initiative, Harvard Graduate School of Education
Andreas Schleicher, Directorate of Education and Skills, Organisation for Economic Co-operation and Development

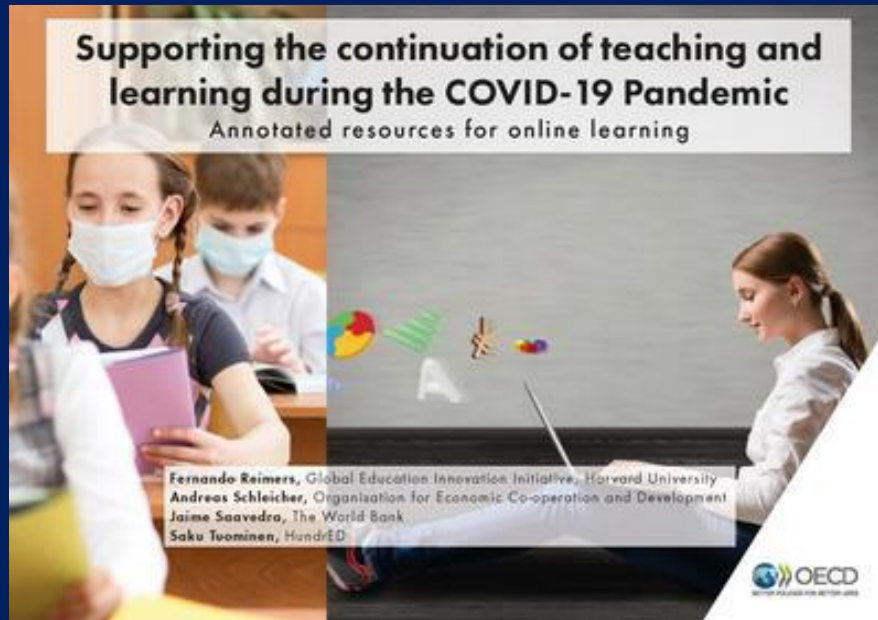
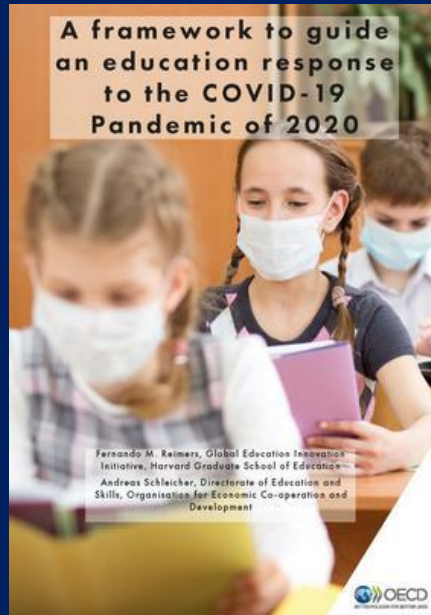


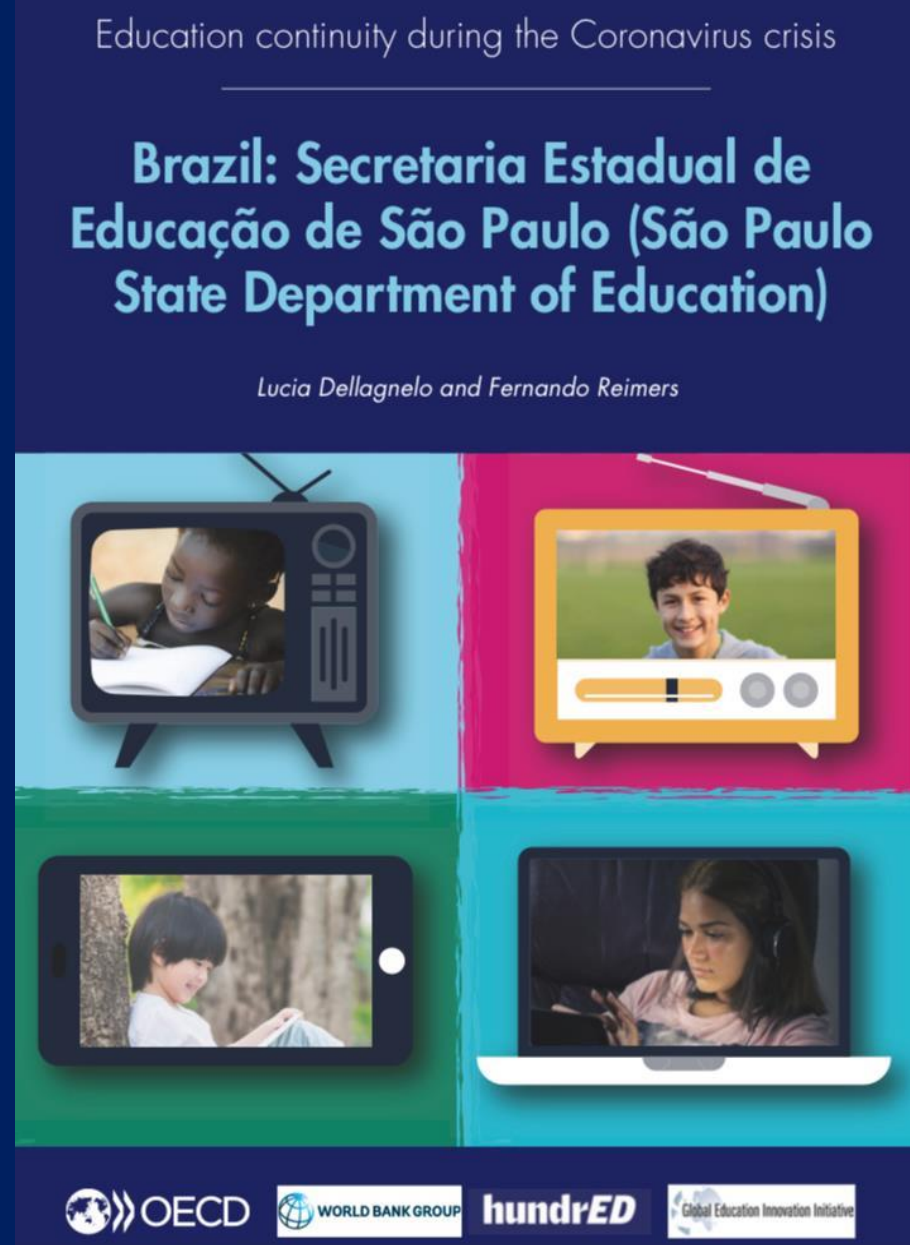
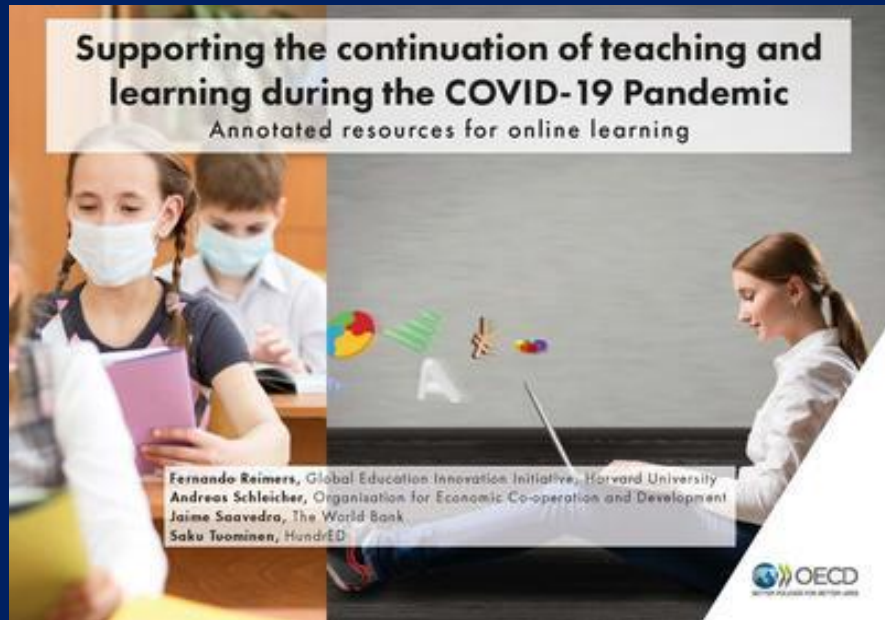
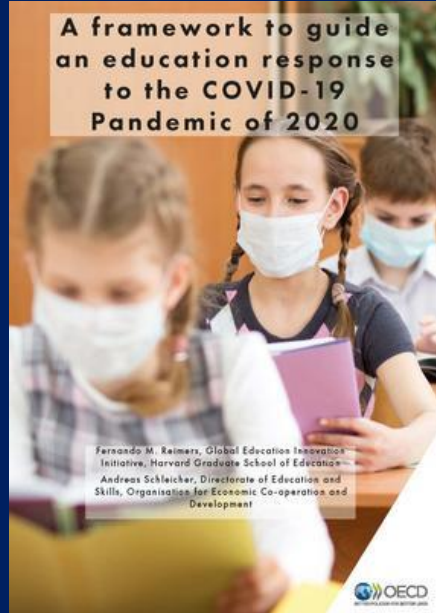
Supporting the continuation of teaching and learning during the COVID-19 Pandemic

Annotated resources for online learning

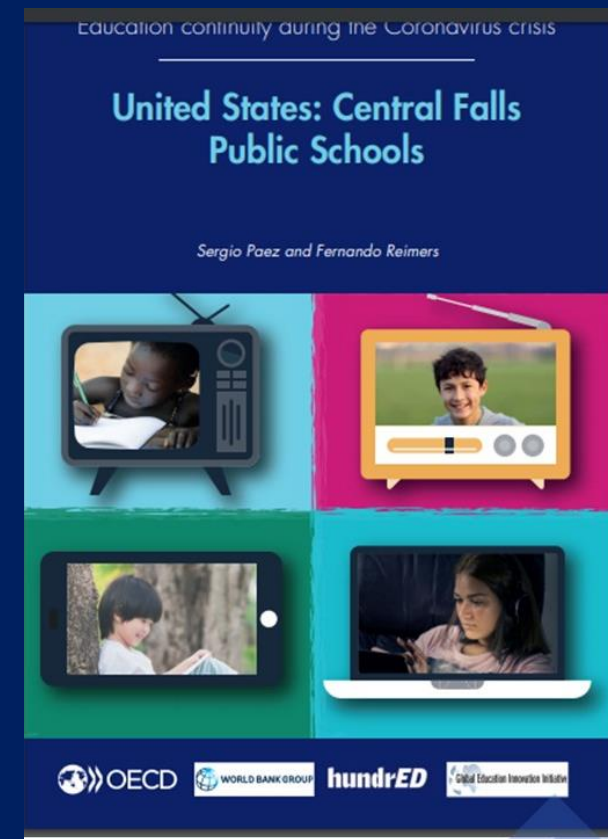
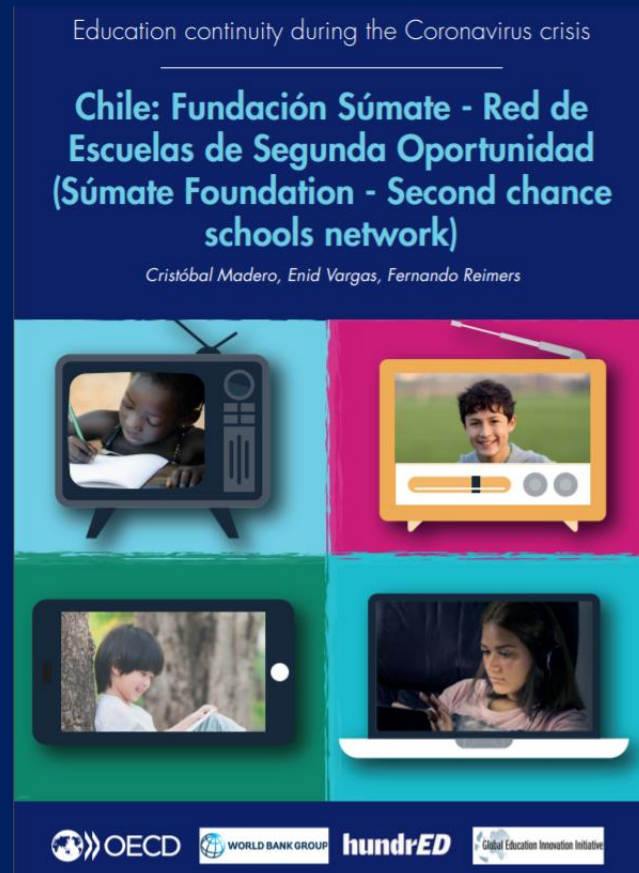
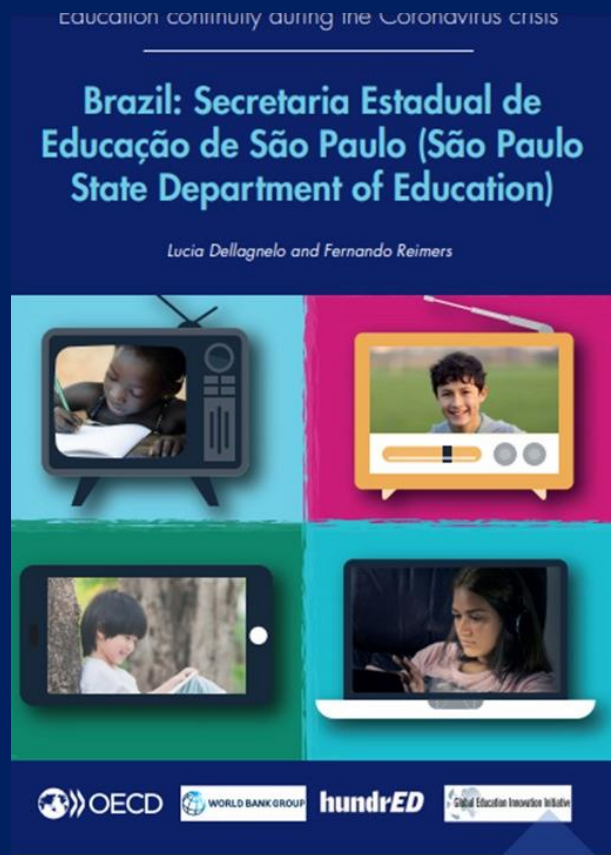
Fernando Reimers, Global Education Innovation Initiative, Harvard University
Andreas Schleicher, Organisation for Economic Co-operation and Development
Jaime Saavedra, The World Bank
Saku Tuominen, HundrED

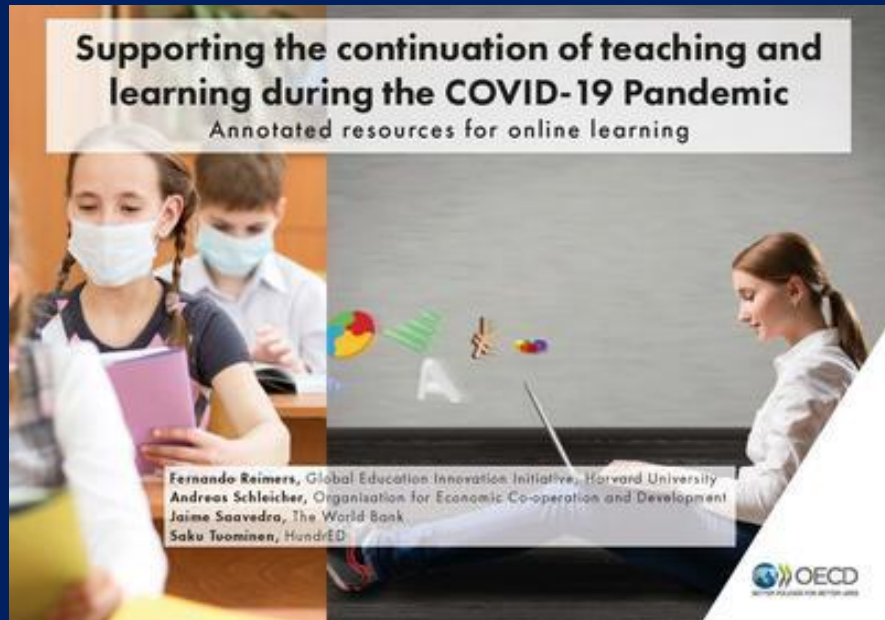
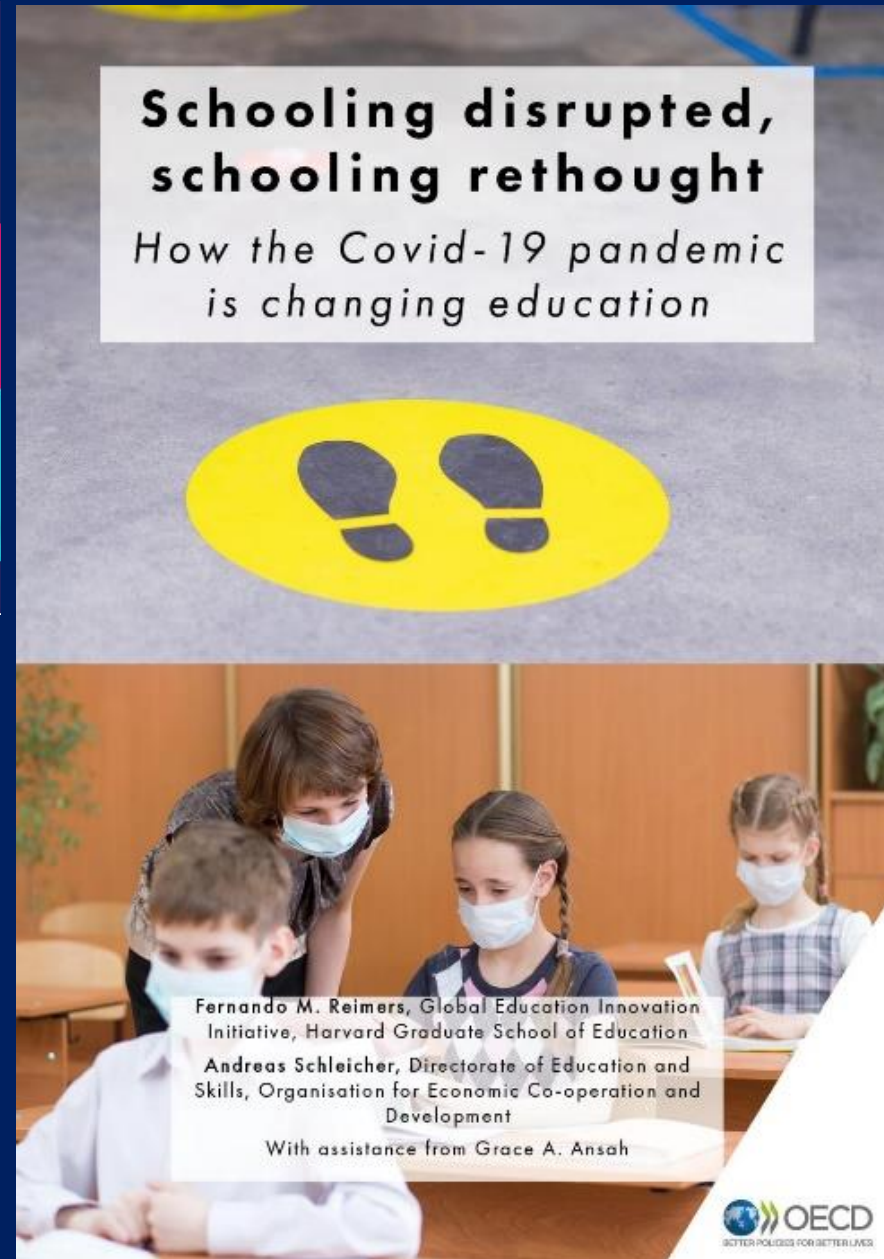
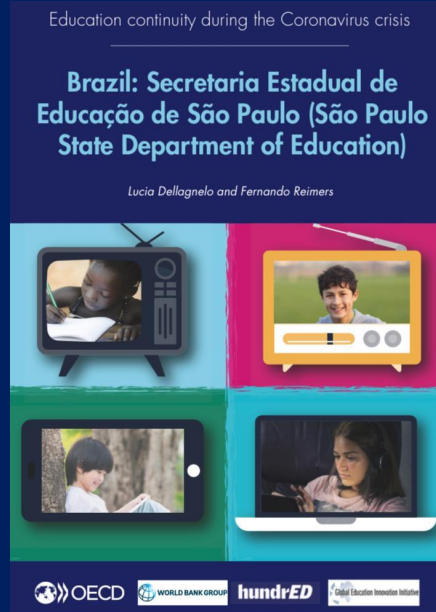
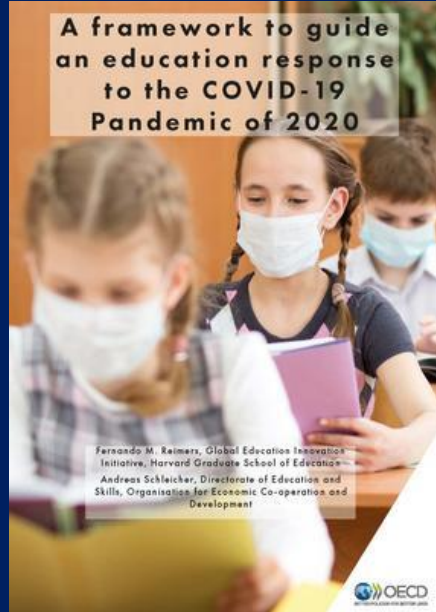






<https://oecdeditoday.com/coronavirus/#Continuity-stories>

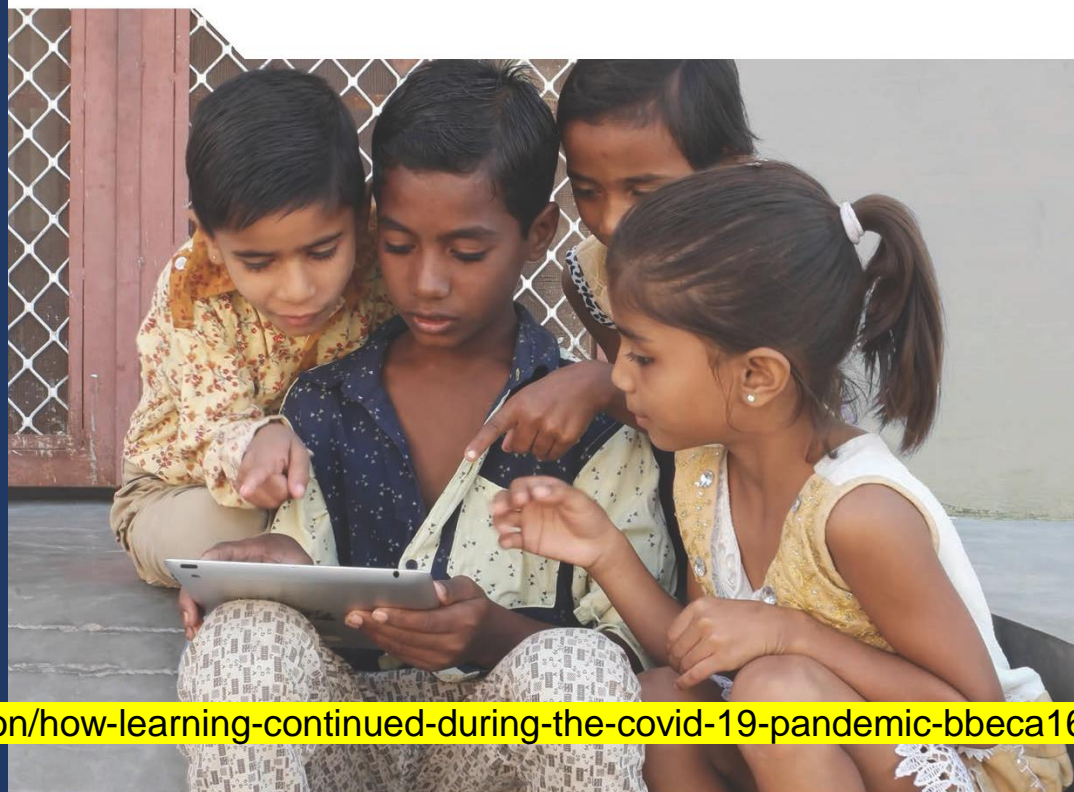






How Learning Continued during the COVID-19 Pandemic

GLOBAL LESSONS FROM INITIATIVES TO SUPPORT
LEARNERS AND TEACHERS



<https://www.oecd.org/education/how-learning-continued-during-the-covid-19-pandemic-bbeca162-en.htm>



Fernando M. Reimers

Harvard Graduate School of Education Harvard University Cambridge, MA, USA

Renato Opertti

UNESCO International Bureau of Education Geneva, Switzerland

LEARNING

TO BUILD BACK BETTER FUTURES

FOR EDUCATION

Lessons from educational innovation
during the covid-19 pandemic



Fernando M. Reimers *Editor*

Primary and Secondary Education during Covid-19

Disruptions to Educational Opportunity
During a Pandemic

OPEN ACCESS

 Springer

<https://link.springer.com/book/10.1007/978-3-030-81500-4>



Countries Covered

- Brazil
- Chile
- Finland
- Japan
- Mexico
- Norway
- Portugal
- Russia
- Singapore
- Spain
- South Africa
- United States

Influence of COVID-19 on Education

Austerity (Governments)

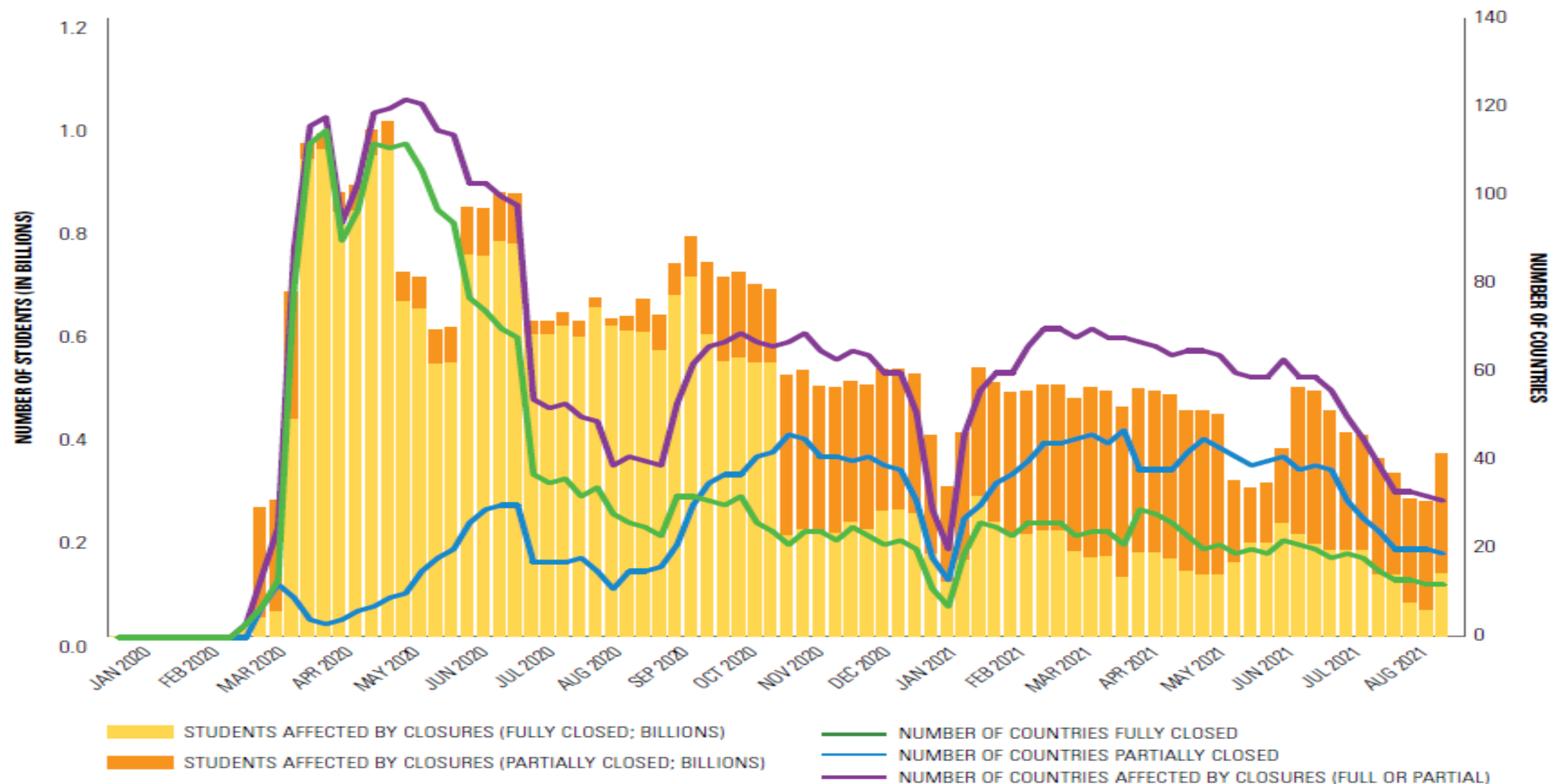
Austerity (Individuals)

Health Impact of Life Loss

Interruption of Schools (Learning Loss)

Multiplier effects of Pandemic on other challenges

FIGURE 2. Hundreds of millions of students in low- and middle-income countries have been affected by full and partial school closures since the start of the pandemic



Source: authors' calculations using UNESCO school closure database.

Lessons learned – Not a single story

- Importance of policy (duration of closures, focus on disadvantaged students)
- Role of pre-existing conditions
- Inter-sectoral coordination
- Coordination across levels of government
- Leadership
- Partnership with civil society
- Cross-national cooperation

Seven Dividends of the Pandemic

1. Greater emphasis on educating the whole child (socio-emotional development)
2. Greater appreciation of science and technology
3. Greater appreciation of and use of technology
4. Greater communication schools-homes
5. Greater societal appreciation of education
6. Greater collaboration among teachers and other stakeholders
7. Greater reliance on partnerships

North Star of Future Education

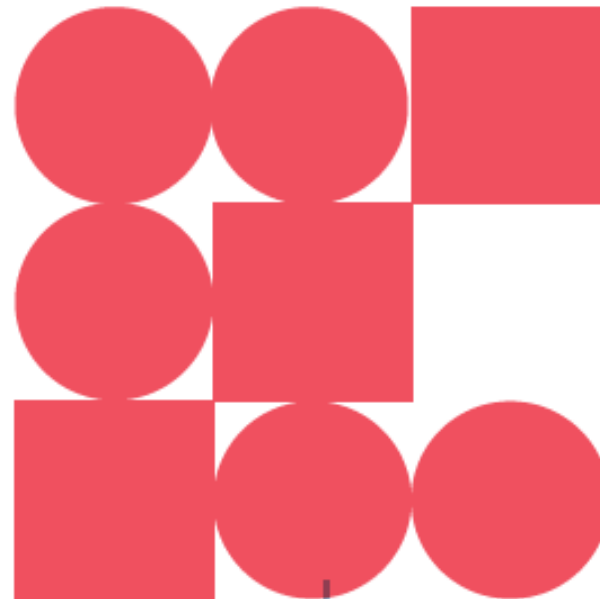


Educational Practices Series

34

*Education and Covid-19:
Recovering from the shock
created by the pandemic
and building back better*

by Fernando M. Reimers



Remedial Learning Loss

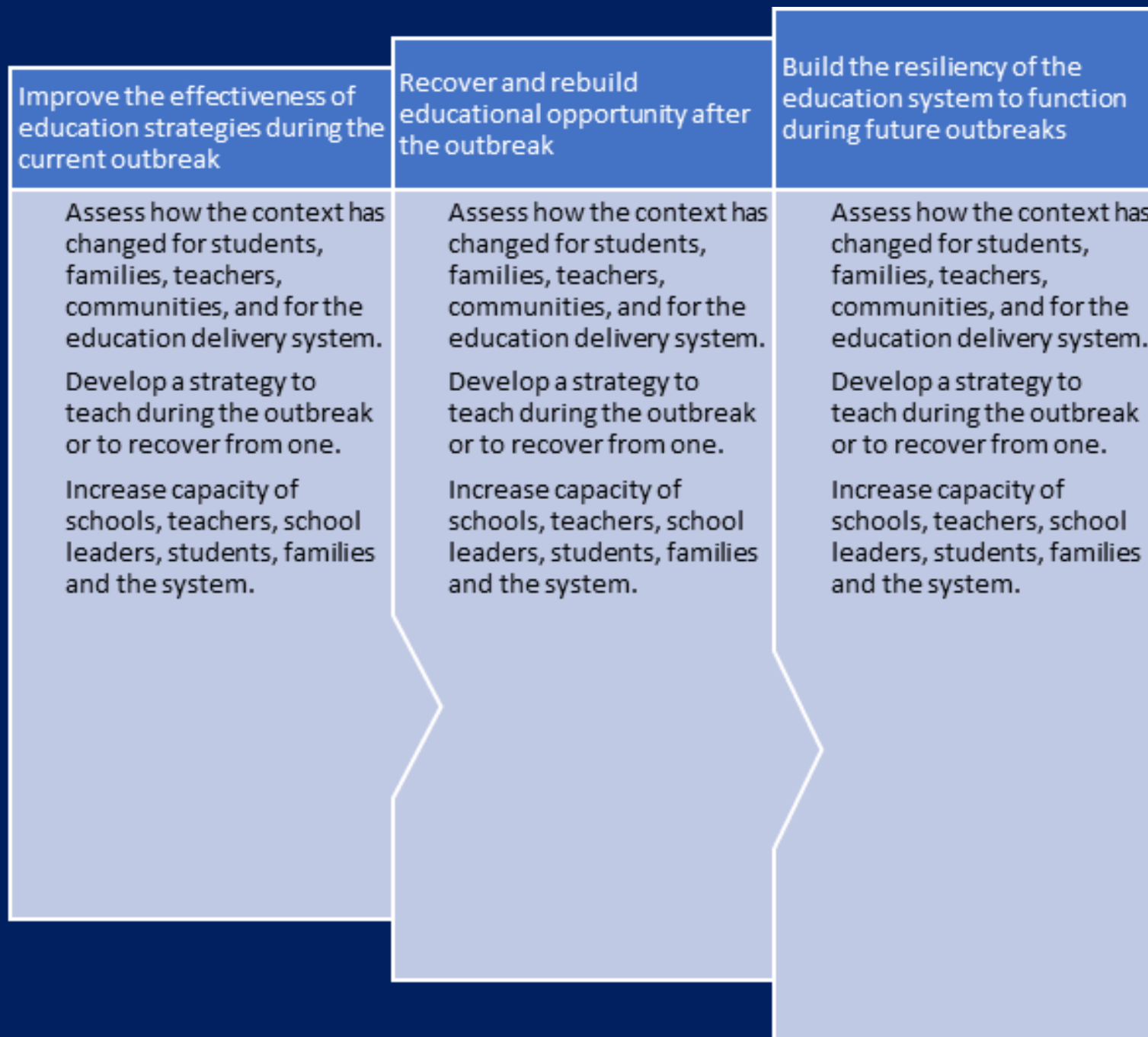
STOP

CROSS TRAFFIC
DOES NOT STOP



- Reteach competencies not learned
- Teach with more effectiveness
- Build back better





Assess changes in context

1. Student well-being and learning readiness.
2. Student access and engagement.
3. Teacher and staff well-being and teaching readiness.
4. Communities. Poverty and inequality.
5. Operation of the education system.

Develop a blended education strategy

1. Commit to supporting all learners.
2. Develop a delivery platform that balances in-person with remote learning and allows personalization and differentiation.
3. Prioritize the curriculum. Focus on competencies and on educating the whole child.
4. Accelerate learning and personalize.
5. Support mental health and emotional well-being.
6. Assess innovations which have taken place.
7. Integrate services (health, nutrition).

Increase capacity

1. Develop the capacity of schools. Align roles and responsibilities of school staff so they support a holistic approach to student development.
2. Build teachers', school leaders', and staff's capacity. Teacher professional development. Learning communities.
3. Build partnership.
4. Communicate with parents and develop parenting skills.
5. Build school networks.

Fernando M. Reimers

Harvard Graduate School of Education Harvard University Cambridge, MA, USA

Renato Opertti

UNESCO International Bureau of Education Geneva, Switzerland

LEARNING

TO BUILD BACK BETTER FUTURES

FOR EDUCATION

Lessons from educational innovation
during the covid-19 pandemic



Knowledge Studies in Higher Education 8

Fernando M. Reimers
Francisco J. Marmolejo *Editors*

University and School Collaborations during a Pandemic

Sustaining Educational Opportunity and
Reinventing Education

OPEN ACCESS

 Springer

<https://link.springer.com/book/10.1007/978-3-030-82159-3>

Studying the University's responses during the pandemic provides insight into its responsiveness to complex social challenges, and its ability to operate as learning organizations, open to their outside environment.

Did the high-impact disruptions to the external environment caused by the pandemic show that the university is a learning organization?

Did universities' response to the pandemic actually support the idea that they are institutions open to their external environment, able to learn from and with their environment?



Seven Innovations

- 1) Research and analysis to support decision makers in the formulation of strategies for educational continuity (dissemination and research).
- 2) Advance research-based knowledge in schools in the context of the pandemic (research).
- 3) Educational and technology resources and online platforms for students and teachers, including efforts to support connectivity (outreach and teaching).
- 4) Professional development for teachers, education administrators, and parents (outreach).
- 5) Highlighting the importance of attention to social-emotional support for students (outreach).
- 6) Learning and organizational innovation (synergies between research, teaching and dissemination).
- 7) Innovations in teaching: Involve university students in these collaborations with schools (teaching).

These seven innovations include products, solutions, processes, and management improvements, and for the most part are evolutionary and, in some cases, revolutionary innovations.

Products

Research and analysis to support decision makers in the formulation of educational continuity strategies.

Advance research-based knowledge in schools in the context of the pandemic.

Highlighting the importance of attention to social-emotional support for students.

Solutions

Educational and technology resources and online platforms for students and teachers, including efforts to support connectivity.

Processes

Professional development for teachers, education administrators and parents.

Innovations in teaching: Involve college students in these collaborations with schools.

Improved management

Organizational learning and innovation.

These collaborations were facilitated by and, in turn, strengthened three institutional processes to support outreach:

University mission and strategy

Collaboration and institutional integration

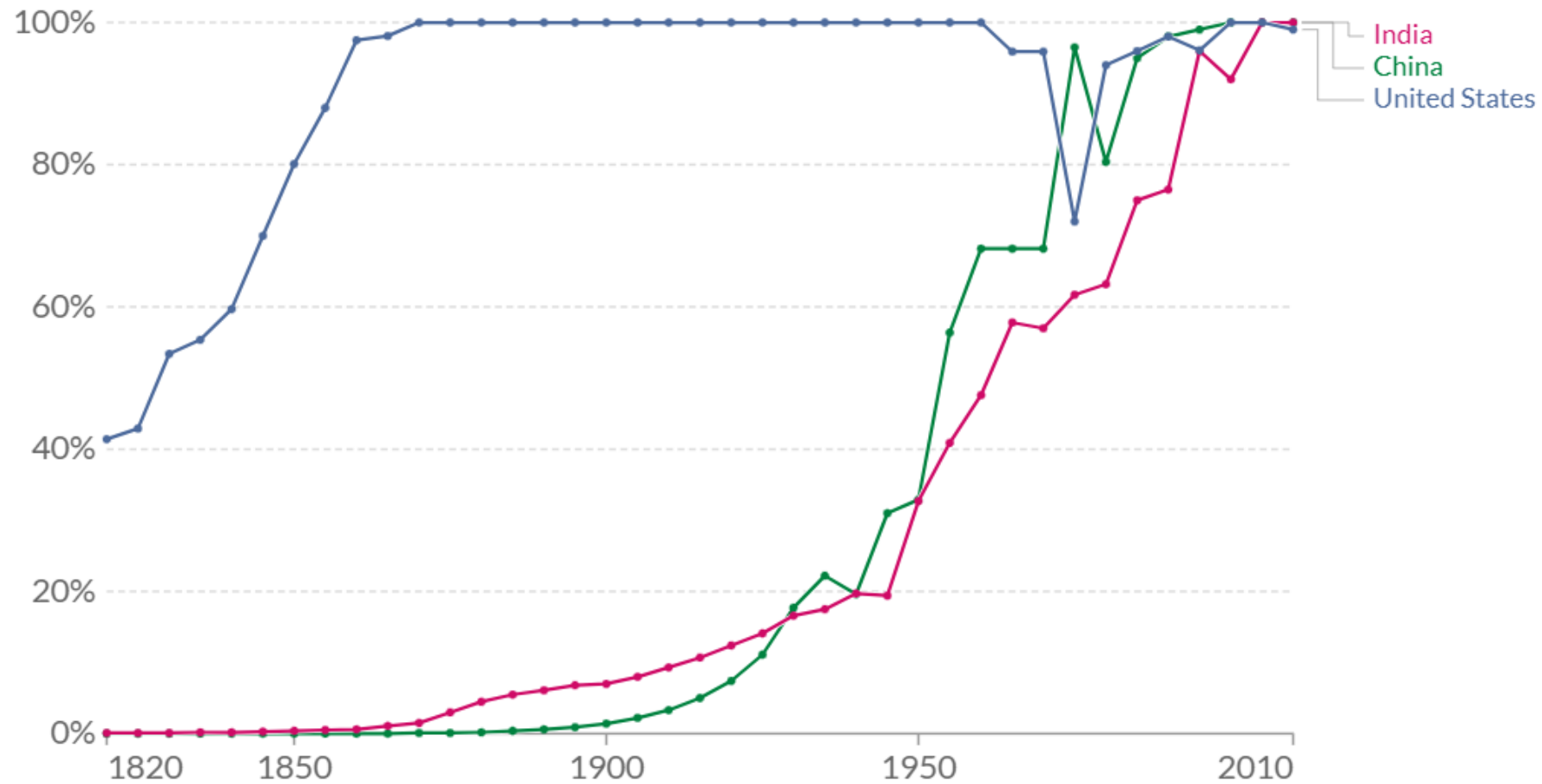
Pre-existing structures and collaborations with schools



The 1918 influenza pandemic was the most severe pandemic in recent history. It was caused by an H1N1 virus with genes of avian origin. Although there is not universal consensus regarding where the virus originated, it spread worldwide during 1918-1919. In the United States, it was first identified in military personnel in spring 1918. It is estimated that about 500 million people or one-third of the world's population became infected with this virus. The number of deaths was estimated to be at least 50 million worldwide with about 675,000 occurring in the United States.

The share of children in primary school age who are in school, 1820 to 2010

+ Add country



Source: Lee and Lee (2016)

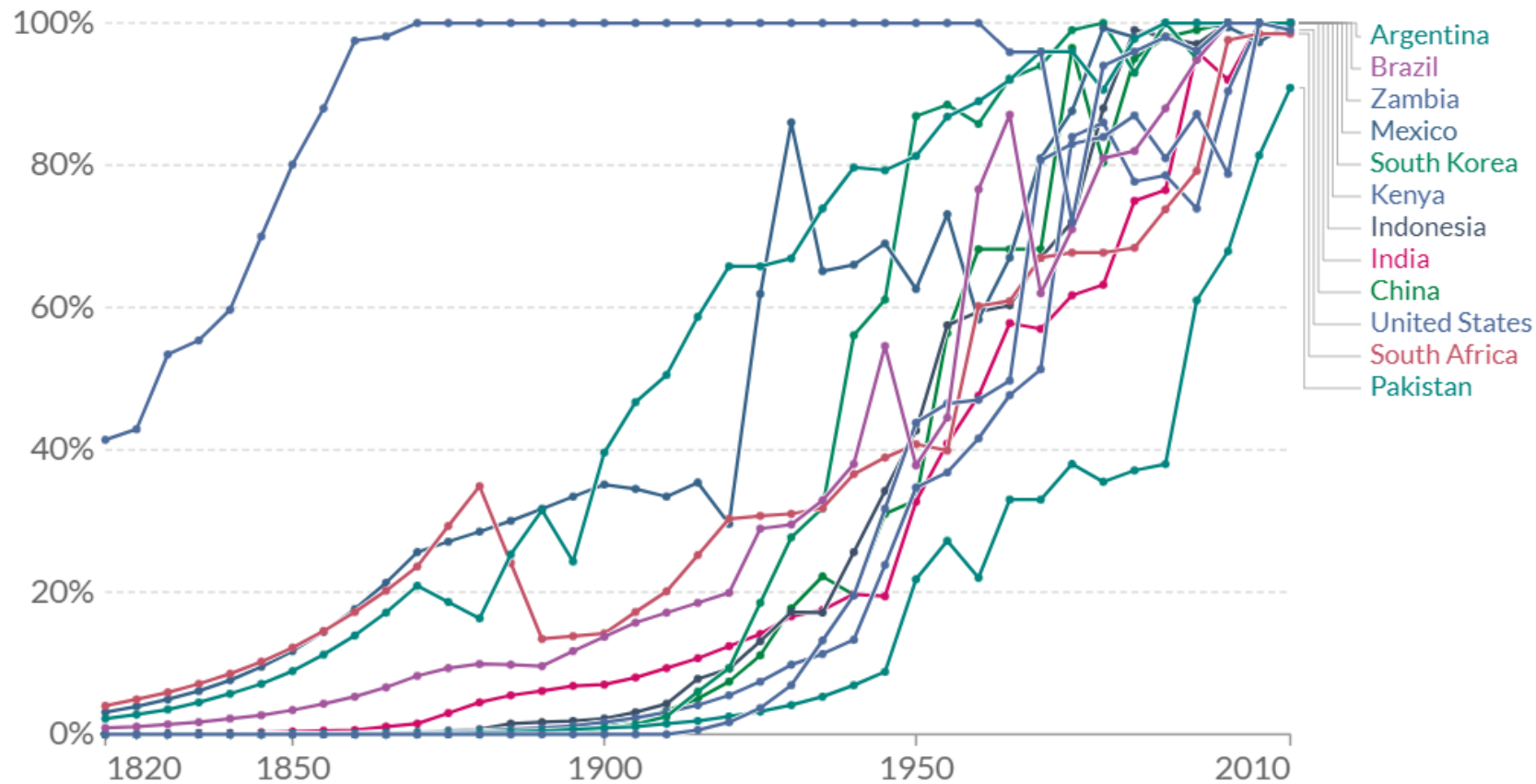
OurWorldInData.org/global-rise-of-education • CC BY

Note: The ratio between primary school students and the number of children in the primary school age group. The enrollment ratios account for the repetition of grades and are taking differences in school ages between countries into account.

The share of children in primary school age who are in school, 1820 to 2010

Our World
in Data

+ Add country



Source: Lee and Lee (2016)

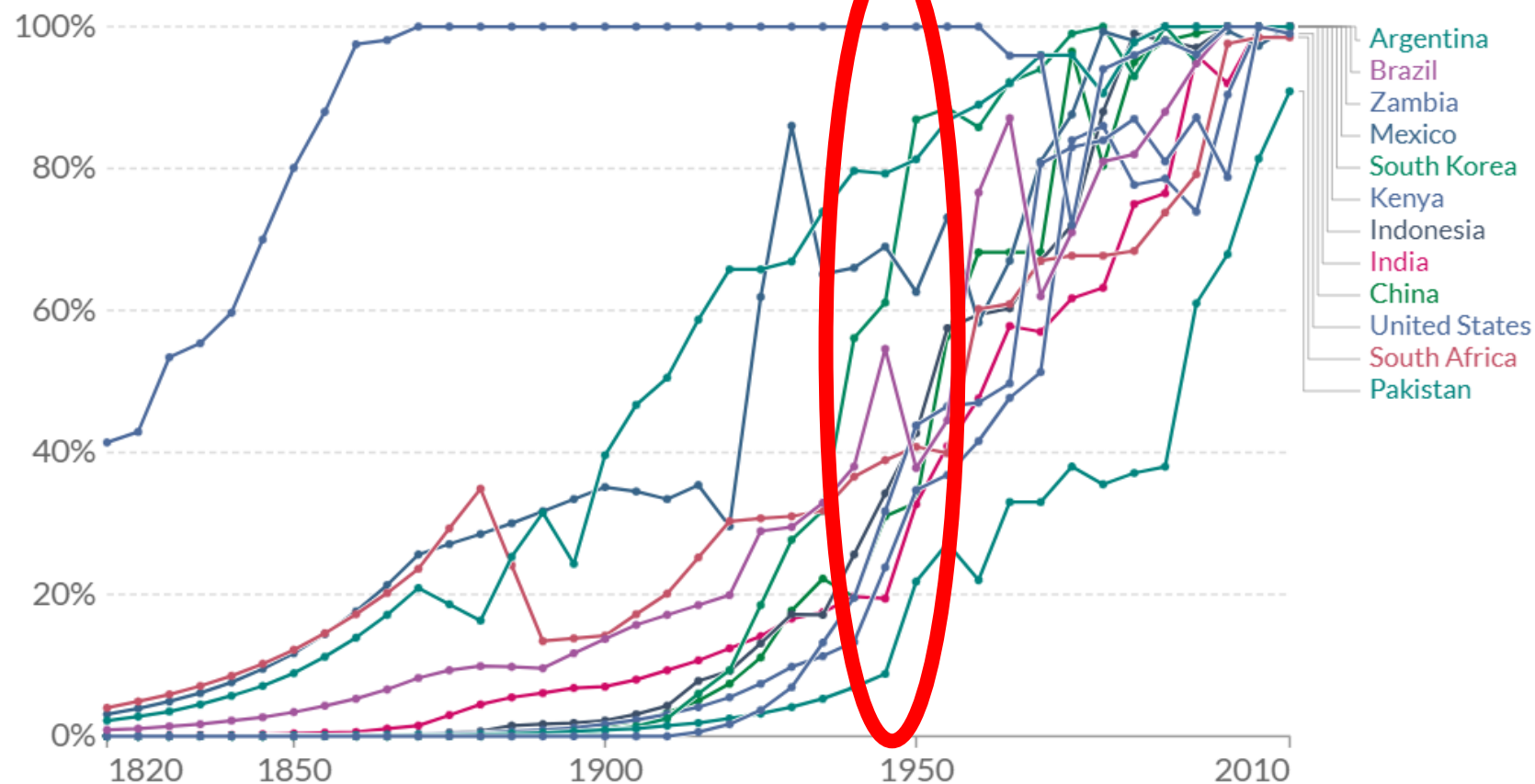
OurWorldInData.org/global-rise-of-education • CC BY

Note: The ratio between primary school students and the number of children in the primary school age group. The enrollment ratios account for the repetition of grades and are taking differences in school ages between countries into account.

The share of children in primary school age who are in school, 1820 to 2010

Our World
in Data

+ Add country



Source: Lee and Lee (2016)

OurWorldInData.org/global-rise-of-education • CC BY

Note: The ratio between primary school students and the number of children in the primary school age group. The enrollment ratios account for the repetition of grades and are taking differences in school ages between countries into account.

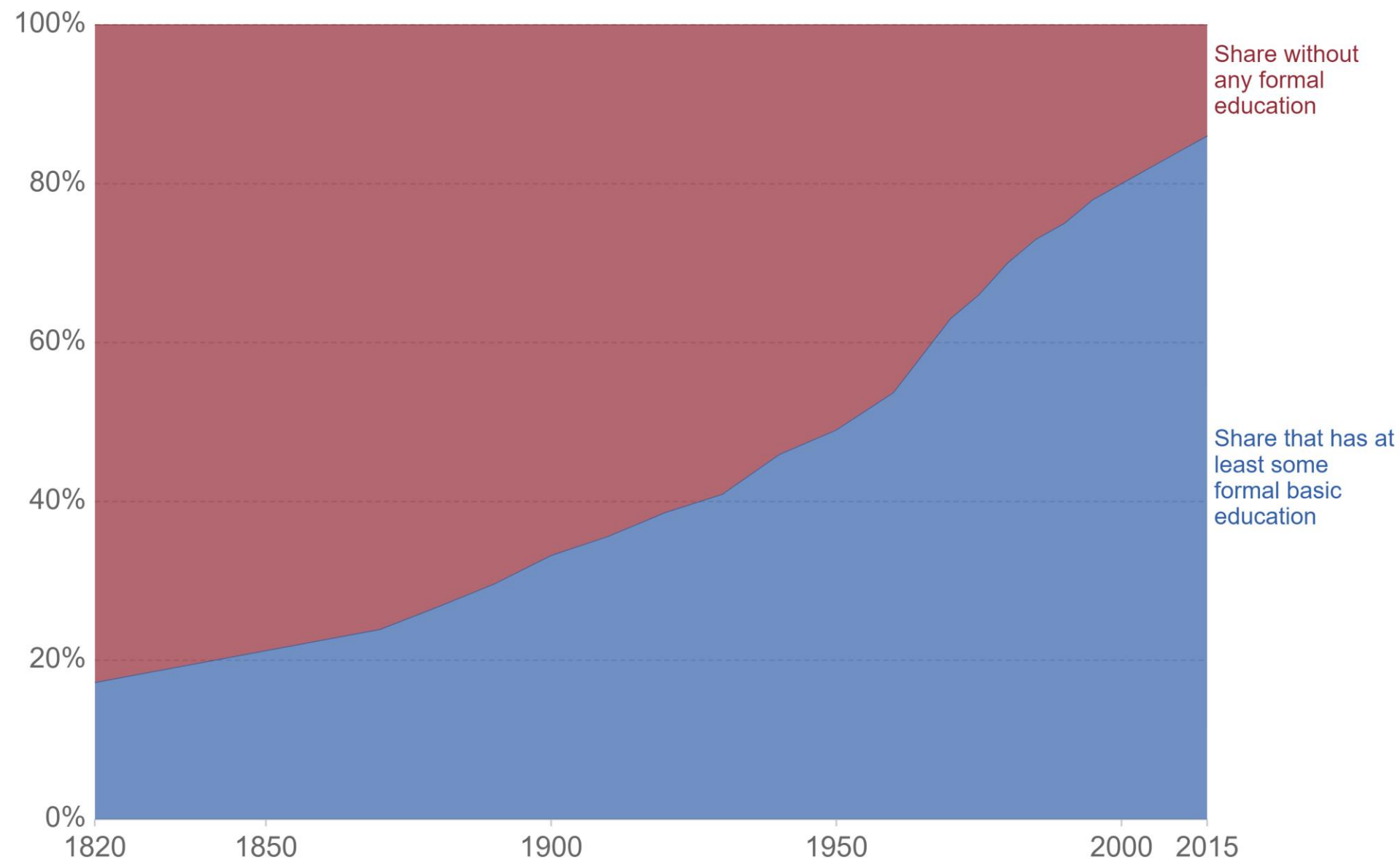
▶ 1820

2010

Subscribe

Feedback

Share of the world population older than 15 years with at least basic education





Seventy years ago, members of the United Nations gathered in Paris to sign an agreement described as the 'Magna Carta of all mankind'



📷 The United Nations General Assembly adopt the Universal Declaration of Human Rights, Palais de Chaillot in Paris, 10 December 1948. Photograph: STF/AFP/Getty Images

*On 10 December 1948, the Universal Declaration of Human Rights was adopted by the UN General Assembly gathered in **Palais de Chaillot**, Paris, opposite the*



Women delegates from various countries played a key role in getting women's rights included in the Declaration. Hansa Mehta of India (standing above Eleanor Roosevelt) is widely credited with changing the phrase "All men are born free and equal" to "All human beings are born free and equal" in Article 1 of the Universal Declaration of Human Rights.

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.





Are you a
card-carrying
member?

Global
Education
Movement

When you belong to the **Pokémon**® Trading Card Game League, you're part of a fun-loving, trading card-carrying crowd half-a-million strong.

Whatever your skill level, it's the place to trade, and collect **Pokémon** trading game cards. And talk about privileges—you can earn all-new trainer badges, exclusive promo cards, and even get access to premier events!

Find a **Pokémon** Trading Card Game League store near you at www.wizards.com/ and see how much great stuff members

The Global Education Movement




The Global Education Movement

Intentional efforts to advance education globally, involving collaboration across national borders, animated by the recognition of education as a Universal Human Right



A large orange circle on the left side of the slide, partially cut off by the edge.

Global Education Architecture

- National Governments
 - UN Organizations (Inter-governmental organizations, Multilaterals)
 - Bilateral Development Assistance
 - International NGOs
 - National/Regional NGOs
 - Contractors
 - Foundations
 - Education Entrepreneurs
 - Teachers
 - Students
 - Parents
 - Ordinary people
- 
- A series of four yellow curved dashes in the bottom right corner, arranged in a diagonal line from bottom-left to top-right.

Levers for change

ADVOCACY

CREATING A LEGAL FRAMEWORK

EXCHANGE OF EXPERIENCES

BUILDING CAPACITY

PROVIDING TECHNICAL ASSISTANCE

PROVIDING FUNDING

[HTTP://WWW.UNESCO.ORG/UI/LITBASE/?MENU=4](http://www.unesco.org/uil/litbase/?menu=4)

Example: What does UNESCO do?

- a) **Generating and disseminating ideas** - anticipating and responding to emerging trends and needs in education, and developing education policies based on research and country priorities,
- b) **Developing and promoting the adoption of education standards**- developing policies and practices,
- c) **Serving as a clearinghouse**- promoting the development, implementation and dissemination of successful educational policies and practices setting norms and standards and providing support in their implementation,
- d) **Building capacity** - providing technical co-operation to develop the capacity of member states to achieve their national education goals,
- e) **Catalyzing international co-operation**-initiating and promoting dialogue and exchange among education leaders and stakeholders.

Example: Expanding Access, UNESCO's role

In the 1950s and 1960s UNESCO convened meetings of Ministers of Education, and of Finance, to advocate for the universalization of basic education.

This advocacy, and the adoption of global norms and resolutions incorporating that right, resulted in legal and regulatory reforms in many countries enshrining the right of education.

UNESCO then promoted the adoption of specific standards, stipulating for example the duration of compulsory education or creating the International Standard Classification of Education, a framework to organize information on access at different levels and modalities of education.

UNESCO also monitors country's enrollment rates and disseminates such information, as a way to further reinforce country's commitments to implement programs to achieve the agreed upon resolutions.

In its role as a clearinghouse, UNESCO documents practices which have contributed to the achievement of the goal of universalizing access or closing equity gaps, for example the creation of double shift schools, or cluster schools to rapidly expand access through better utilization of existing infrastructure.

Through a variety of courses and training programs it developed the capacity of government staff who could help design and implement policies and programs that contributed to the achievement of the universalization of the right to education.

Finally, UNESCO mobilized other international agencies to support countries in the achievement of those goals.



United Nations Agencies

UNESCO

UNICEF

UNDP

UNHCR

UN Population
Fund

UN Women

International
Labor
Organizations

World Bank

Global
Partnership for
Education

Regional
Development
Banks

Regional Cooperation Agencies

Arab Bureau for
Education in the Gulf
States

Asia Pacific Program
of Educational
Innovation for
Development

Association for the
Development of
Education in Africa

Corporacion Andina
de Fomento (CAF)

Organization of
American States

OECD

Bilateral development assistance

DFID

GiZ

JAICA

Korean
Cooperation
Agency

Norwegian Agency
for Development
Cooperation

USAID



International NGOs

Oxfam,

Save the Children,

Aga Khan Development Network,

Fe y Alegria,

Jesuit Refugee Service

Room to Read,

Teach for All

National/regional NGOs

BRAC,

Forum of African Women Educationalists (FAWE),

Pratham

Empresarios por la Educacion, Todos Pela Educacao,
Mexicanos Primero

VIA Educacion

Mujeres Unidas por la Educacion

Contractors



The diagram features a large orange vertical bar on the left side. To its right, there is a 3x2 grid of colored boxes. Yellow dashed lines connect the orange bar to the top-left box, and the top-left box to the middle-left box. The boxes are colored in a gradient from orange to grey.

Institute for
International
Education

Center for Global
Development
(CGD),

Chemonics
International,

Creative
Associates,

Development
Associates,

FHI 360

Foundations

Ford Foundation,

Soros Foundation,

Gates Foundation,

Qatar Foundation,

Jacobs Foundation,

Chan-Zuckerberg Foundation

Emerson Collective

Hewlett Foundation



REIMAGINING

A new social

OUR FUTURES

contract for

TOGETHER

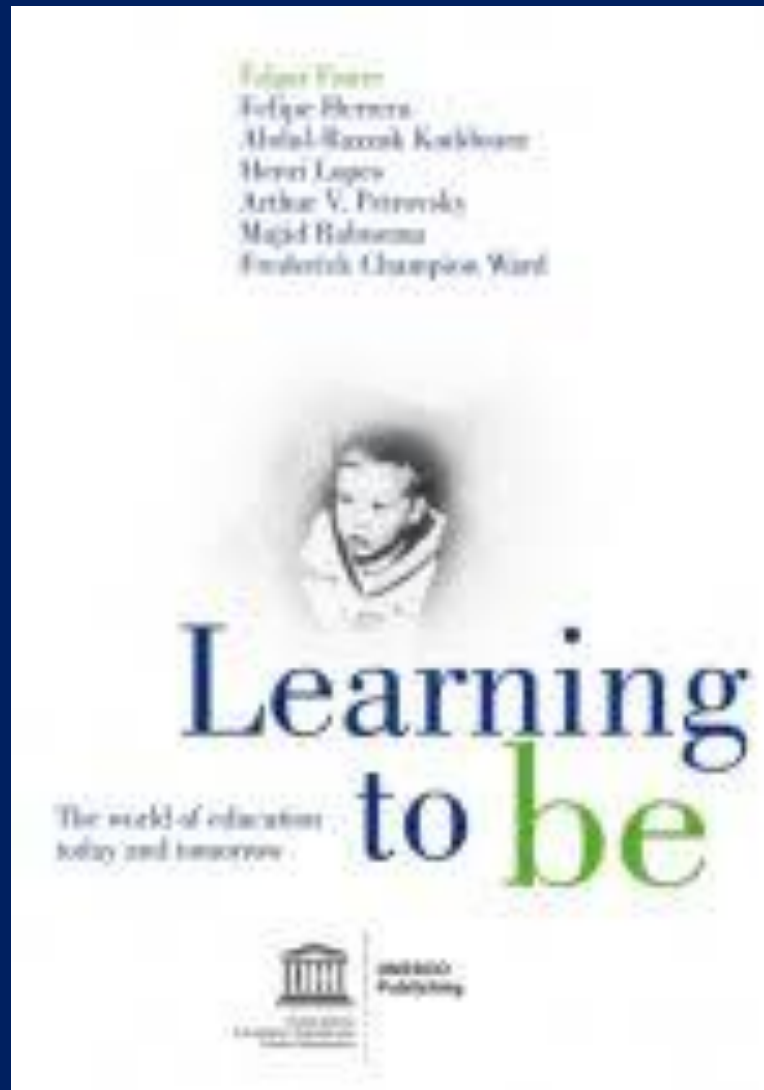
education

REIMAGINING A new social OUR FUTURES contract for TOGETHER education

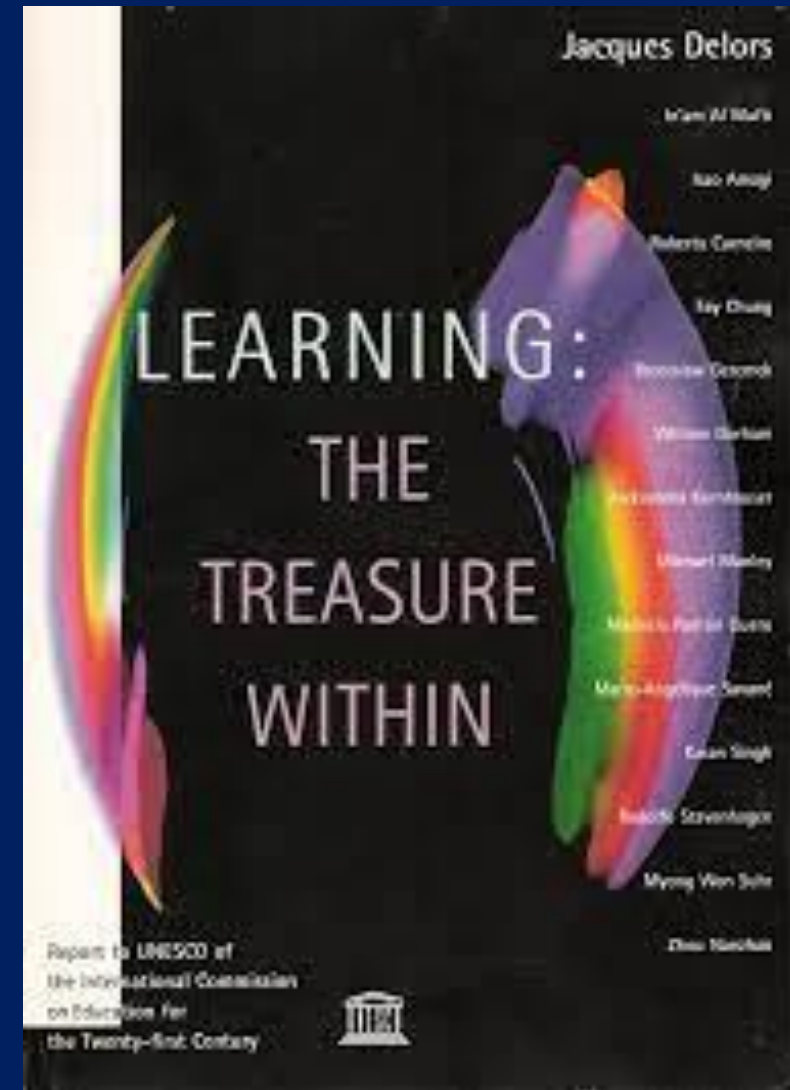


<https://en.unesco.org/futuresofeducation/>





1972



1996

**Everyone a changemaker
Anchored in Human Rights
Authentic and Relevant Learning**

Pedagogy

Curriculum

School Organization

Teaching Profession

Learning Ecosystem

Levers of Change

Innovation and Research

Universities

Inclusive and participative
dialogue

International Cooperation

REIMAGINING
A new social
OUR FUTURES
contract for
TOGETHER
education

COLLABORATIONS TO REIMAGINE OUR FUTURES TOGETHER

ADVANCING A NEW SOCIAL CONTRACT FOR EDUCATION

EDITED BY

FERNANDO M. REIMERS • TANYA A. BUDLER • IDIA F. IRELE •
CHARLES R. KENYON • STEPHANIE L. OVITT • CATHERINE E. PITCHER

FOREWORD BY STEFANIA GIANNINI, UNESCO



Fernando M. Reimers

Harvard Graduate School of Education Harvard University Cambridge, MA, USA

Renato Opertti

UNESCO International Bureau of Education Geneva, Switzerland

LEARNING

TO BUILD BACK BETTER FUTURES

FOR EDUCATION

Lessons from educational innovation
during the covid-19 pandemic



Global Education Innovation Initiative

Fernando M. Reimers *Editor*

Implementing Deeper Learning and 21st Century Education Reforms

Building an Education Renaissance
After a Global Pandemic

OPEN ACCESS

 Springer

Fernando M. Reimers · Uche Amaechi ·
Alysha Banerji · Margaret Wang *Editors*

Education to Build Back Better

What Can We Learn From Education
Reform for a Post-Pandemic World

OPEN ACCESS

 Springer

The Black Death. Bubonic Plague. 1346 to 1353.
75–200 million people died in Eurasia and North Africa,
peaking in Europe from 1347 to 1351.



