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

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Harvard University

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https://en.unesco.org/futuresofeducation/
REIMAGINING OUR FUTURES TOGETHER

A new social contract for education

International Commission
Learning to be

The world of education today and tomorrow

1972

LEARNING: THE TREASURE WITHIN

Jacques Delors

1996
There are prophets in this world... They may even be your friends.
Educating Students to Improve the World

Fernando M. Reimers
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

Supporting the continuation of teaching and learning during the COVID-19 Pandemic
Annotated resources for online learning

Fernanda Briones, Global Education Innovation Initiatives, Harvard University
Andreas Schleicher, Organisation for Economic Co-operation and Development
Alison Saunders, The World Bank
Saba Anamzadeh, UNESCO
How Learning Continued during the COVID-19 Pandemic

GLOBAL LESSONS FROM INITIATIVES TO SUPPORT LEARNERS AND TEACHERS

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

- Breadth of skills
- Sense of purpose
- Ethical foundation
- Preparing for the unknown (ambiguity, flexibility, adaptation, survival)
- Capacity for deeper and continuous learning
- Personalization
- Problem and Project based education
- High quality curriculum and pedagogy
- Teachers as professionals— a redesigned profession
- Schools as learning organizations
- More connections and collaborations between schools and other institutions
Education and Covid-19: Recovering from the shock created by the pandemic and building back better

by Fernando M. Reimers
• Reteach competencies not learned
• Teach with more effectiveness
• Build back better
<table>
<thead>
<tr>
<th>Improve the effectiveness of education strategies during the current outbreak</th>
<th>Recover and rebuild educational opportunity after the outbreak</th>
<th>Build the resiliency of the education system to function during future outbreaks</th>
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<tbody>
<tr>
<td>Assess how the context has changed for students, families, teachers, communities, and for the education delivery system.</td>
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<td>Develop a strategy to teach during the outbreak or to recover from one.</td>
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<td>Increase capacity of schools, teachers, school leaders, students, families and the system.</td>
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<td>Assess changes in context</td>
<td>Develop a blended education strategy</td>
<td>Increase capacity</td>
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<tr>
<td>1. Student well-being and learning readiness.</td>
<td>1. Commit to supporting all learners.</td>
<td>1. Develop the capacity of schools. Align roles and responsibilities of school staff so they support a holistic approach to student development.</td>
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<td>2. Student access and engagement.</td>
<td>2. Develop a delivery platform that balances in-person with remote learning and allows personalization and differentiation.</td>
<td>2. Build teachers', school leaders', and staff's capacity. Teacher professional development. Learning communities.</td>
</tr>
<tr>
<td>3. Teacher and staff well-being and teaching readiness.</td>
<td>3. Prioritize the curriculum. Focus on competencies and on educating the whole child.</td>
<td>3. Build partnership.</td>
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<td></td>
<td>6. Assess innovations which have taken place.</td>
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<td>7. Integrate services (health, nutrition).</td>
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University and School Collaborations during a Pandemic
Sustaining Educational Opportunity and Reinventing Education

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

Source: Lee and Lee (2016)

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

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

Source: Lee and Lee (2016)

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

Source: Global education (OECD + IIASA (2016))

OurWorldInData.org/primary-and-secondary-education • CC BY
SAN FRANCISCO 1945
THE UNITED NATIONS CONFERENCE ON INTERNATIONAL ORGANIZATION
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.
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.
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.
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
<table>
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<th>Levers for change</th>
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<tr>
<td>ADVOCACY</td>
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<tr>
<td>CREATING A LEGAL FRAMEWORK</td>
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<td>EXCHANGE OF EXPERIENCES</td>
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<tr>
<td>BUILDING CAPACITY</td>
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<tr>
<td>PROVIDING TECHNICAL ASSISTANCE</td>
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<tr>
<td>PROVIDING FUNDING</td>
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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.
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.
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<th>Regional Cooperation Agencies</th>
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<tr>
<td>Arab Bureau for Education in the Gulf States</td>
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<td>Asia Pacific Program of Educational Innovation for Development</td>
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<td>Association for the Development of Education in Africa</td>
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<td>Corporacion Andina de Fomento (CAF)</td>
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<td>Organization of American States</td>
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<td>OECD</td>
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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

Institute for International Education

Center for Global Development (CGD),

Chemonics International,

Creative Associates,

Development Associates,

FHI 360
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<tr>
<td>Ford Foundation,</td>
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<td>Soros Foundation,</td>
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<td>Gates Foundation,</td>
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<td>Qatar Foundation,</td>
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<td>Jacobs Foundation,</td>
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<td>Chan-Zuckerberg Foundation</td>
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<td>Emerson Collective</td>
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<td>Hewlett Foundation</td>
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REIMAGINING
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OUR FUTURES
TOGETHER
Learning to be: The world of education today and tomorrow

Jacques Delors

Learning: The Treasure Within

UNESCO Publishing

1972

UNESCO

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
ADVANCING A NEW SOCIAL CONTRACT FOR EDUCATION

EDITED BY
FERNANDO M. REIMERS • TANNA A. BUDLER • IDIA E. IRELE • CHARLES R. KENYON • STEPHANIE L. OVITT • CATHERINE E. PITCHER

FOREWORD BY STEFANIA GIANNINI, UNESCO
LEARNING TO BUILD BACK BETTER FUTURES FOR EDUCATION

Lessons from educational innovation during the covid-19 pandemic

Fernando M. Reimers
Harvard Graduate School of Education Harvard University Cambridge, MA, USA

Renato Opertti
UNESCO International Bureau of Education Geneva, Switzerland

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.