



# SDG-Education 2030 Steering Committee

Virtual Meeting on COVID-19 Education Response  
2 April 2020, 14:00 – 15:30 pm (GMT+2)

## Proposed Agenda

14:00 – 14:15

### Welcome remarks by the Co-Chairs

- *Introduction and update on UNESCO’s coordination initiatives*  
Ms Stefania Giannini, Assistant-Director General for Education, UNESCO
- *Presentation of the meeting’s agenda and framing of the discussion*  
Mr Kazuhiro Yoshida, Director/Professor, Center for the Study of International Cooperation in Education, Hiroshima University, Japan

14:15 – 14:45

### Part 1: Ensuring inclusion and equity in COVID-19 education responses

#### Discussion questions:

- *How can we ensure continuity of learning for all, notably the most vulnerable, and prevent educational inequity from widening during and following the current school closures?*
- *How can governments and the international community support teachers’ effective teaching practice, motivation and wellbeing during school closures?*

Over 1.5 billion learners and 62 million teachers across 165 countries (i.e. 87% of the world’s student population) are currently affected by nationwide school and university closures due to the Covid-19 pandemic. Almost overnight, the provision of education has changed radically, with children and youth from disadvantaged backgrounds most at risk of being left behind and not returning to school when they reopen. Lack of connectivity is also hindering access to distance learning. While the current educational disruption is generating innovations everywhere, it also runs the risk of deepening educational inequalities and setting countries further off track from SDG4 if comprehensive equity-based measures are not implemented.

The COVID-19 pandemic is challenging traditional way of delivering education, calling for the immediate adoption of new teaching models, strategies and pedagogies. Recent findings of the OCEC highlight that only 53% of teachers in OECD countries have experience with online, digital delivery in their classrooms, distance learning and the use of technology. Ensuring the continuity of learning in the context of school closures has to start with greater emphasis on training and supporting teachers to exercise their profession in an entirely new context.

#### Preliminary reflections by Colombia, UNICEF, Education International and Kenya (all tbc)

#### Discussion

14:45 – 15:15

### Part 2: Ensuring political commitment to education in the recovery phase

#### Discussion question:

- *How can the Steering Committee effectively contribute to enhanced advocacy for maintaining investment (both domestic and international) as well as political commitment at the highest level to education?*

	<p>Across all continents, the COVID-19 pandemic is pushing health systems to the limits and severely affecting economies. In the aftermath of the crisis, aid and national education budgets are likely to shrink as a result of recession and stimulus measures to shore up economies. The greatest danger is a shift in priorities at the expense of education, despite the key role it has to play in the recovery, and in building more inclusive, resilient and sustainable societies. Political and financial commitment must be mobilized, capitalizing on some of the momentum around education that this human crisis has generated.</p> <p><b>Preliminary reflections by Norway, World Bank, OECD and GPE (tbc)</b></p> <p><b>Discussion</b></p>
<p><b>15:15 – 15:30</b></p>	<p><b>Conclusion and endorsement of key recommendations</b></p> <ul style="list-style-type: none"> <li>• Ms Stefania Giannini, Assistant-Director General for Education, UNESCO</li> <li>• Mr Kazuhiro Yoshida, Director/Professor, Center for the Study of International Cooperation in Education, Hiroshima University, Japan</li> </ul>