

REKOMENDASI UNESCO TENTANG PENDIDIKAN SELAMA DAN PASCA PANDEMI COVID-19

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Wakil Delegasi Tetap RI untuk UNESCO

WEBINAR
SESI BERBAGI BERSAMA ATDIKBUD
16 Februari 2021



MISI DAN FUNGSI UNESCO

MISI

Sebagai lembaga khusus PBB yang memberikan kontribusi dalam: **PERDAMAIAN DAN KEAMANAN DUNIA**; pengentasan kemiskinan; pembangunan berkelanjutan dan dialog antar-budaya melalui **PENDIDIKAN**, sains, kebudayaan dan komunikasi-informasi

FUNGSI DAN LUARAN

- 1) Laboratorium ide dan gagasan : **proposal inovatif dan saran kebijakan**
- 2) Clearing house : **agenda global**
- 3) Standard-setter : **rekomendasi, konvensi**
- 4) Katalis untuk kerjasama internasional : **program antar negara**
- 5) Capacity-builder : **saran untuk pengembangan dan implementasi kebijakan, pengembangan kapasitas institusi dan sumber daya manusia**





MONITORING GLOBAL SEKOLAH-SEKOLAH YANG TUTUP:

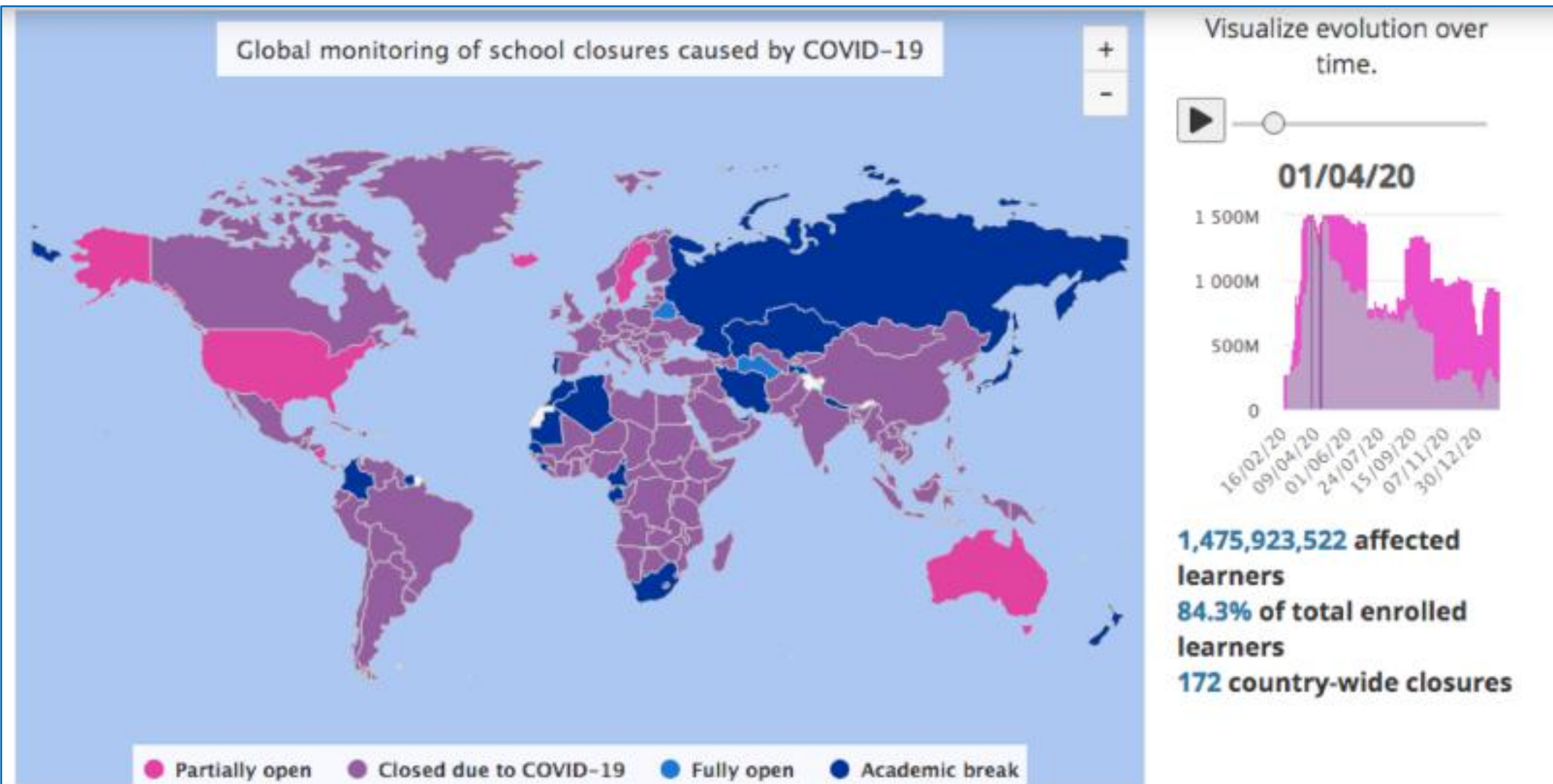
PEMBENTUKAN KOALISI PENDIDIKAN GLOBAL

SHARING NATIONAL BEST PRACTICES AND PLATFORM , #LEARNINGNEVERSTOP

REKOMENDASI PEMBELAJARAN

DUKUNGAN SUMBER DAYA DAN KNOWLEDGE UNESCO





RESPONS NEGARA ANGGOTA

- Himbauan kerjasama dan solidaritas multilateral
- Usulan **No Program No Teacher and Student Left Behind**
- Usulan bantuan gaji guru oleh negara-negara Afrika

Periode awal pandemi

RESPONS UNESCO

- Sharing pengalaman pembelajaran jarak jauh beberapa UNESCO learning cities oleh UIL, a.l : WUHAN, China (komplit), OSAN, Korsel (masker), TURIN, Italia (otonomi sekolah)
- Sharing platform : Indonesia, SPADA, Radio Edukasi, Rumahbelajar, TV Edukasi
- Rekomendasi pembelajaran jarak jauh

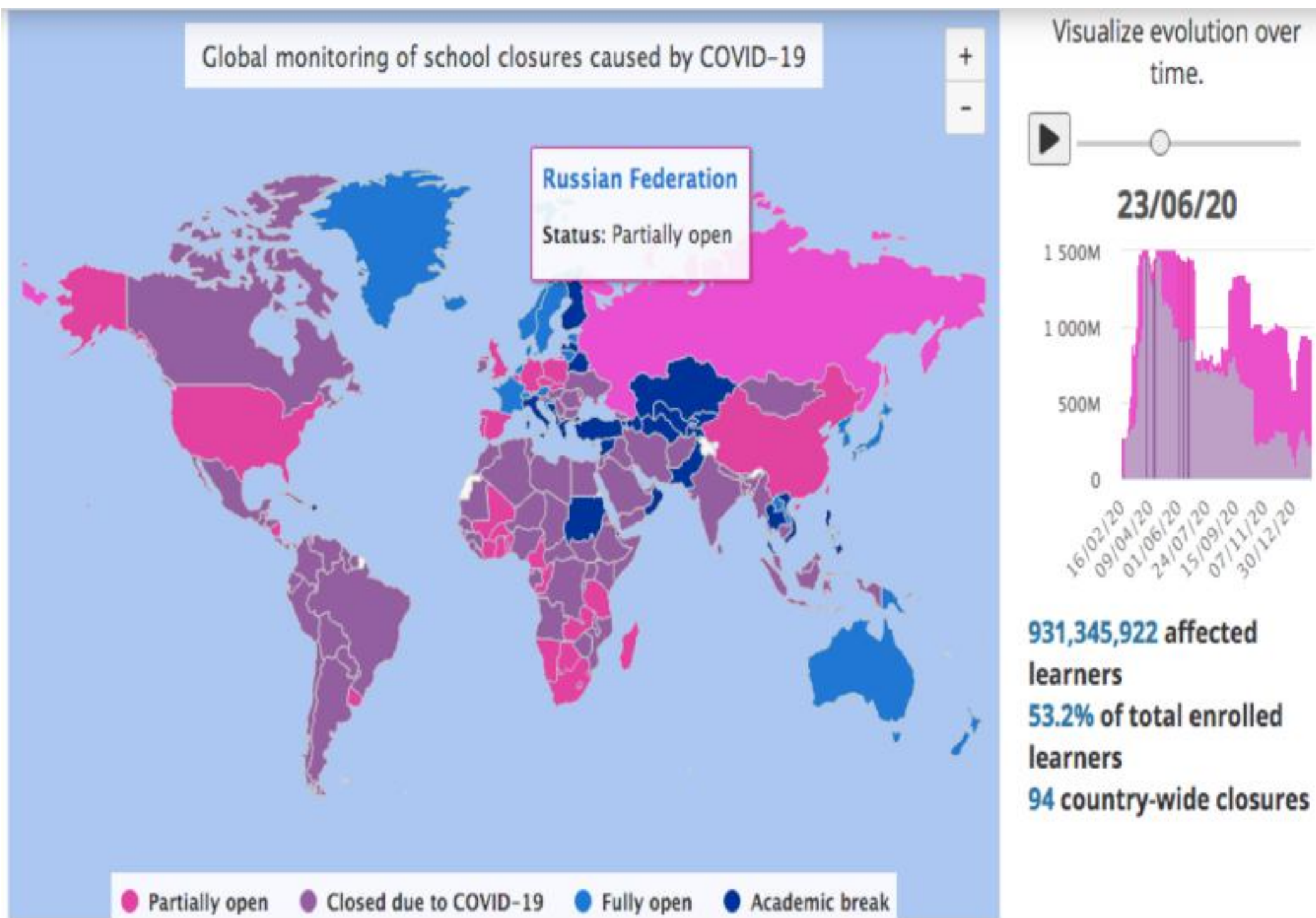




10 REKOMENDASI PERENCANAAN PEMBELAJARAN JARAK JAUH



1. SIAPKAN DAN PILIH PERALATAN YANG SESUAI
2. RENCANAKAN PEMBELAJARAN UNTUK SELURUH SISWA
3. LINDUNGI DAN AMANKAN DATA DAN PRIVASI SISWA
4. JAGA KONEKSI ANTARA GURU, ORANG TUA DAN MURID
5. RENCANAKAN JADWAL PEMBELAJARAN DENGAN EFISIEN
6. SIAPKAN DUKUNGAN PERALATAN UNTUK GURU DAN ORANG TUA
7. USAHAKAN SINKRONISASI BEBERAPA MEDIA/TOOLS DAN APLIKASI
8. SIAPKAN PROSEDUR DAN MONITORING PEMBELAJARAN
9. PERHITUNGKAN LAMA PEMBELAJARAN BERDASARKAN KEMAMPUAN SISWA
10. BENTUK KOMUNITAS UNTUK MENGATASI KESEPIAN DAN KESENDIRIAN SISWA



RESPONS NEGARA ANGGOTA

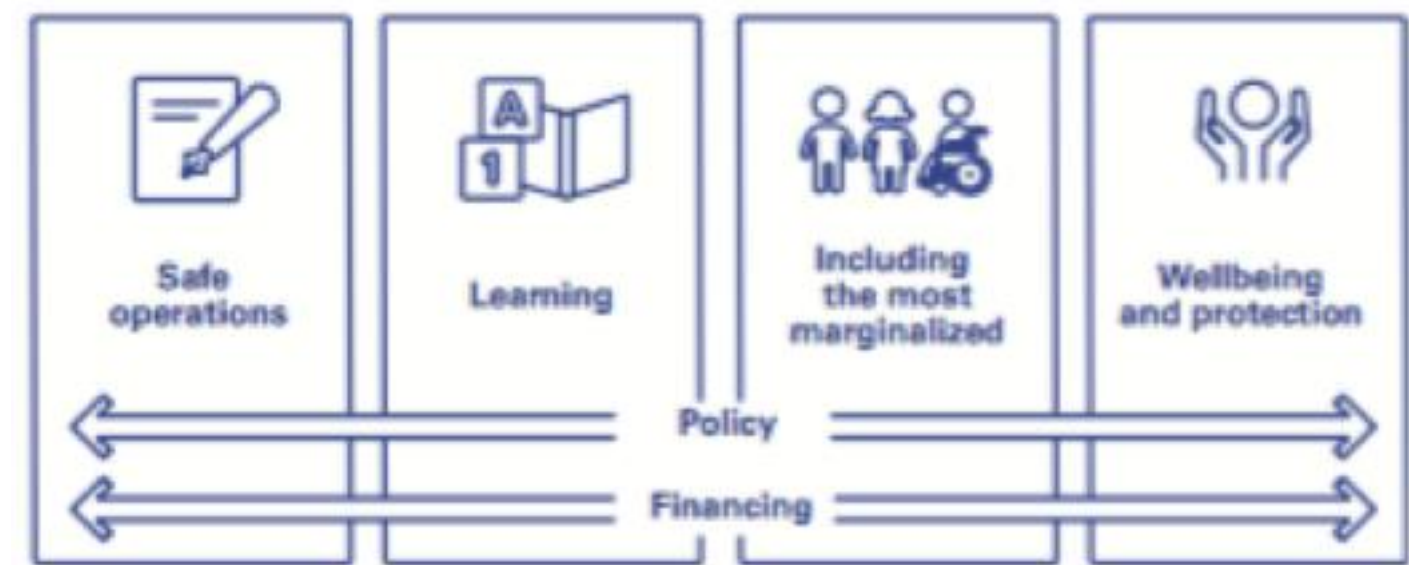
- Himbauan kerjasama dan solidaritas multilateral
- **Penyesuaian Program dan Metoda Kerja UNESCO**
- Refokus mandat UNESCO pada pendidikan

RESPONS UNESCO

- Rekomendasi framework untuk Pembukaan Kembali Sekolah
<https://unesdoc.unesco.org/ark:/48223/pf0000373348/PDF/373348eng.pdf.multi>
- Melanjutkan Future Education Initiatives dan Education post Covid World

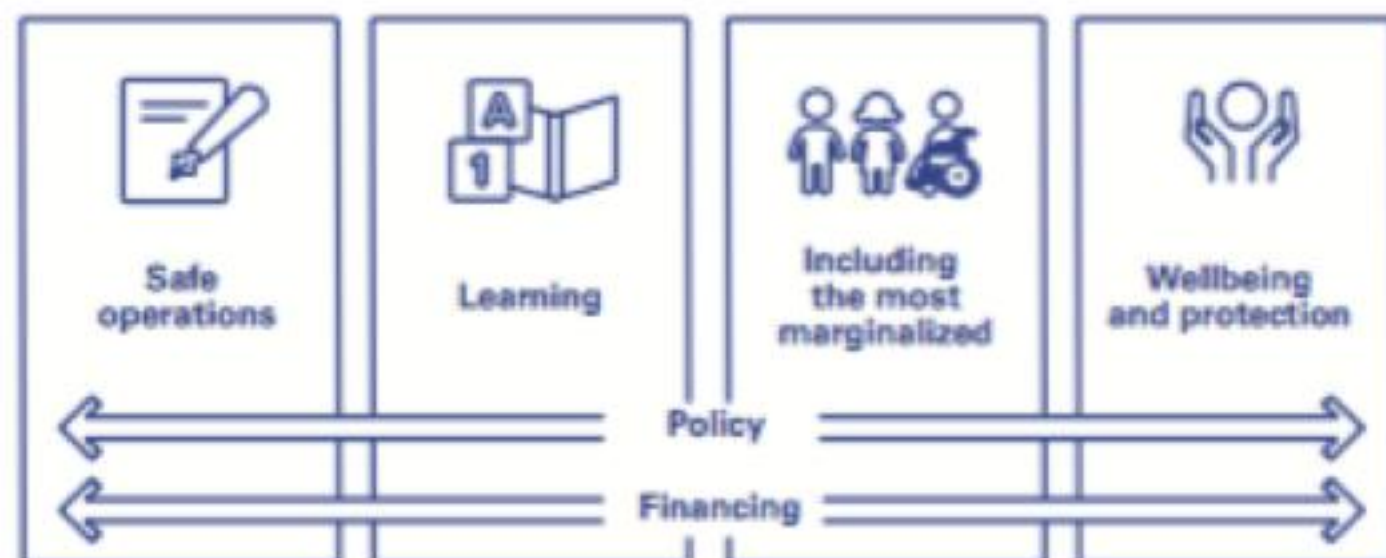
Periode pandemi mulai terkendali



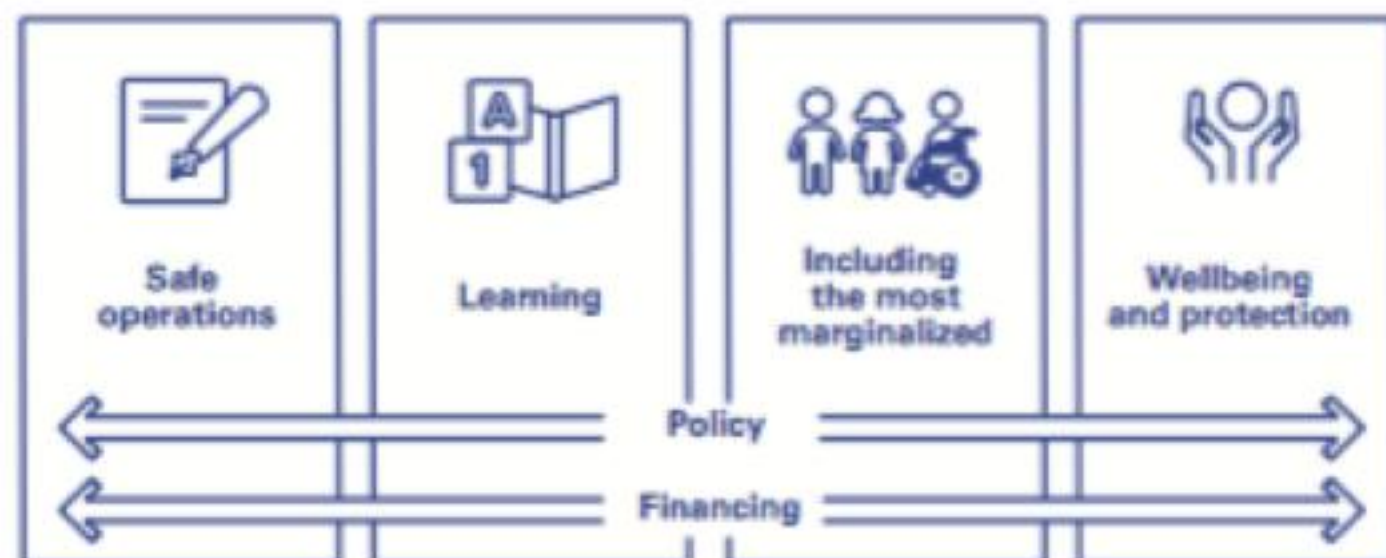


Safe operations
[See IASC Guidance on COVID-19 Prevention and Control in Schools for detailed advice.]

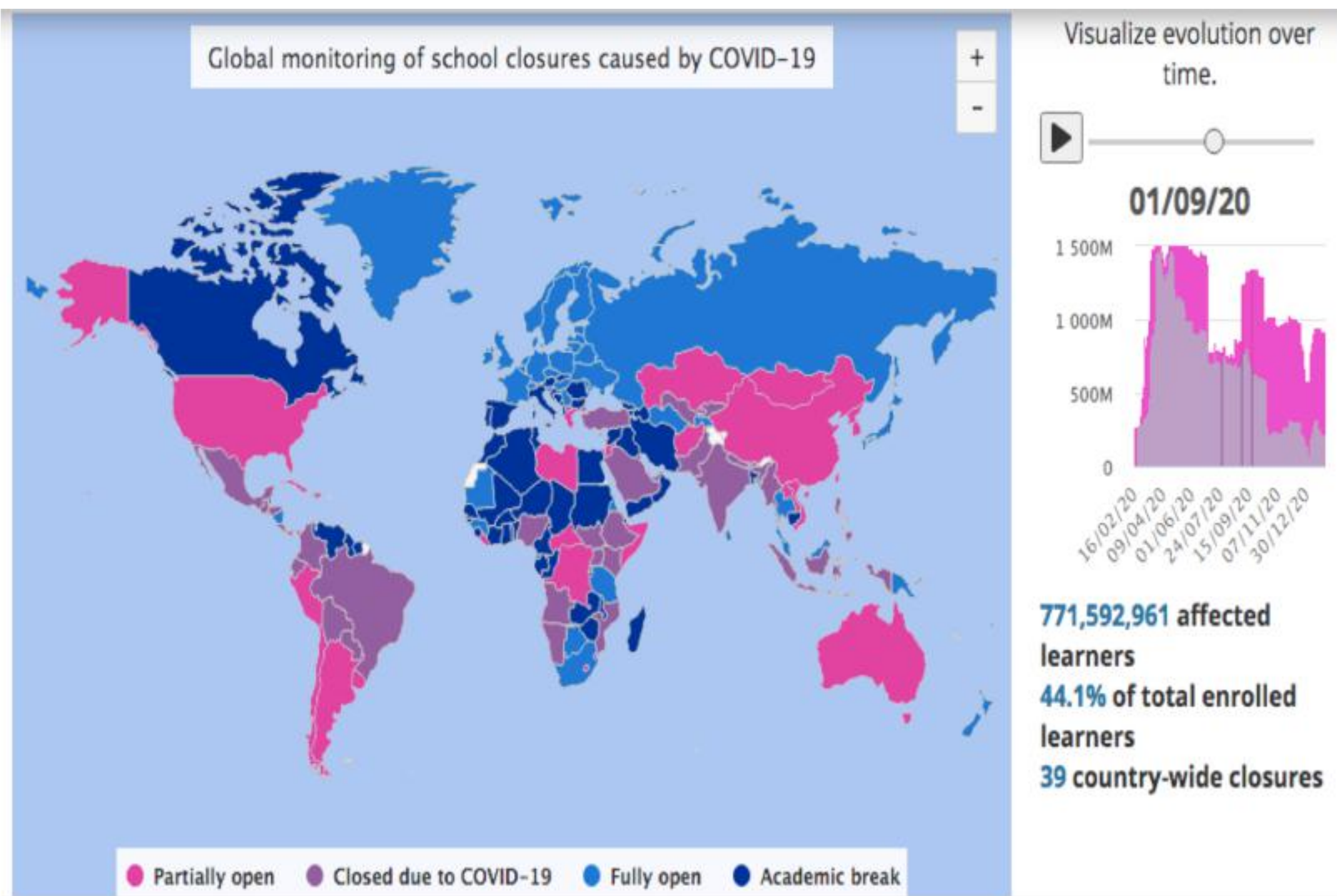
Prior to reopening	Part of reopening process	With schools reopened
<p>Prepare with critical policies, procedures and financing plans needed to improve schooling, with a focus on safe operations, including strengthening remote learning practices.</p> <p>Provide clear national guidance on parameters for decision making on school openings. They may need to be progressive, beginning in areas with the lowest rates of transmission and lowest localized risk.</p> <p>School openings can also be staged – for example, they could initially be limited to a few days of the week, or only apply to certain grades or levels. National policies should provide clear guidance for sub-national assessment and decision making.</p> <p>Develop clear and easy-to-understand protocols on physical distancing measures, including prohibiting activities that require large gatherings, staggering the start and close of the school day, staggering feeding times, moving classes to temporary spaces or outdoors, and having school in shifts to reduce class size.</p> <p>Develop detailed protocols on hygiene measures, including handwashing, respiratory etiquette, use of protective equipment, cleaning procedures for facilities and safe food preparation practices.</p> <p>Revise personnel and attendance policies with teacher unions to accommodate health-related absences and support remote and blended teaching.</p> <p>Policies should protect staff, teachers and students who are at high risk due to age or underlying medical conditions, with plans to cover absent teachers and continue remote education to support students unable to attend school, accommodating individual circumstances to the extent possible.</p>	<p>Adopt proactive approaches to reintegrate marginalized and out-of-school children. Invest in water, sanitation and hygiene to mitigate risks and focus on remedial education to compensate for lost instructional time.</p> <p>Education authorities should strengthen communication and coordination mechanisms that promote local dialogue and engagement with communities, parents, and children on education matters.</p> <p>Monitoring of school re-opening to ensure that staggered or phased approaches have an equity lens and do not deprioritise refugee or other marginalized populations.</p> <p>Work toward ensuring all schools have access to adequate safe water, handwashing stations, cleaning supplies and, wherever possible, establish or expand sex segregated toilets or latrines including provisions for menstrual hygiene management.</p> <p>Train administrative staff and teachers on implementing physical distancing and school hygiene practices and increase staff at schools as needed. Cleaning staff should also be trained on disinfection and be equipped with personal protection equipment to the extent possible.</p> <p>Provide school leaders with clear guidance to establish procedures if students or staff become unwell. Guidance should include monitoring student and staff health, maintaining regular contact with local health authorities, and updating emergency plans and contact lists.</p> <p>Schools should also ensure there is space to temporarily separate sick students and staff without creating stigma. Share procedures with staff, parents and students, including advising</p>	<p>Actively monitor health indicators, expanding focus on wellbeing and protection. Strengthen pedagogy, adapt remote education for blended teaching and learning, including knowledge on infection transmission and prevention.</p> <p>Develop a decision model for reclosing and reopening schools as needed due to resurgence of community transmission.</p> <p>Emphasize behavior change to increase both the intensity and frequency of cleaning and disinfection activities and improve waste management practices.</p>



	Prior to reopening	Part of reopening process	With schools reopened
Focus on learning	<p>Identify response and recovery financing for immediate investments in school water, sanitation and hygiene. Prioritize costs of supplies and services to thoroughly clean and disinfect schools and for contingency plans and stocks.</p> <p>Utilize the COVID-19 response as an opportunity to review policies on use of school facilities during emergencies (as shelters, health facilities, quarantine locations, etc.)</p>	<p>Promote hygienic practices at all levels and for all staff of the school system, with an emphasis on handwashing and respiratory etiquette.</p>	<p>Encourage the use of hand sanitizer, and where recommended by national authorities, emphasize the importance of proper use of cloth masks. Information on hygiene should be widely available and accessible, including in minority languages or braille, and in child-friendly language.</p>
	<p>Provide teachers and school leaders with support and training on remote learning and ways to support their students while schools are closed. This could include creating peer groups on mobile platforms or providing phone credits to contact parents.</p> <p>Ensure refugees and the most vulnerable children have access to the remote learning support provided including minority language instruction.</p>	<p>Revise admissions policies and requirements to align with the goals of universal education by eliminating barriers and reducing requirements to entry.</p> <p>Establish or update equivalency standards and official recognition for alternative learning pathways.</p>	<p>Increase investments in remote learning (1) to prepare for future rounds of school closings, (2) to strengthen teaching and learning where closures remain in effect and (3) to supplement instructional hours with a blended model where schools may be operating on partial or otherwise adapted schedules.</p> <p>Include increased funding for teacher capacity-building and training.</p>
	<p>Develop alternative academic calendars based on different public health scenarios and taking into consideration modalities to be used for remote learning.</p>	<p>Equip teachers to deal with both learning recovery and students' mental health and psychosocial (MHPSS) needs. Training efforts should explicitly improve teachers' ability to meet students' basic literacy/numeracy and social-emotional needs, particularly in schools with a high proportion of at-risk students.</p> <p>Teachers should be trained to identify age-related behavioral and cognitive changes and provide age-appropriate learning support.</p>	<p>Consider waiving less important examinations, such as those used for promotion decisions, in order to focus resources on ensuring that critically important examinations (such as those used for secondary school graduation or university entrance) are carried out in a valid, reliable, and equitable way, with due consideration to physical distancing and other health requirements.</p> <p>Consider universal promotion wherever possible and assess students' levels of learning following school closures to inform remedial efforts.</p>
	<p>Assess impacts on the private education sector and consider possible responses, including expanding public supply, public financing of private supply, or other responses as appropriate.</p>	<p>Implement large-scale remedial programs to mitigate learning loss and prevent exacerbation of learning inequality after school closures, with a focus on literacy and numeracy for primary-age children and accessibility accommodations for children with disabilities.</p> <p>Accelerated education models can be implemented in parallel to integrate previously out-of-school or over-age children.</p>	<p>Implement innovative teacher support methods, such as online professional development, coaching, or use of tutors to help bring capacity development efforts to scale more rapidly. This training and skills building can also be integrated into formal pre- and in-service teacher trainings.</p>



	Prior to reopening	Part of reopening process	With schools reopened
Reaching the most marginalized	<p>Direct education funding to schools hit hardest by the crisis, for example through formula-based funding that prioritizes the most marginalized. In terms of mechanisms, consider school block grants and cash transfers (conditional or unconditional) to students.</p>	<p>Waive school fees and other costs (school uniforms, etc.) wherever possible and eliminate other barriers to entry to maximize re-enrolment rates.</p>	<p>Prioritize financing to support new recovery needs, especially for disadvantaged students. One approach is to suspend or temporarily revise performance-based elements in per-capita funding, which can ensure continued financing and prevent reductions due to lack of achievement or compliance.</p>
	<p>Adapt school opening policies and practices to expand access to marginalized groups such as previously out-of-school children, displaced/migrant children and minorities. Diversify critical communications and outreach by making them available in relevant languages, accessible formats and tailoring them to populations of concern.</p>	<p>Take specific measures to support girls' return to school through increased community engagement.</p>	<p>Ensure learning materials/platforms, information, services and facilities are accessible to people with disabilities. Public health information and communication should be available in multiple, accessible formats, including for those with auditory or visual impairments.</p>
	<p>Take specific measures to mitigate protection risks while girls and other marginalized groups are out of school through increased community engagement and improved referrals.</p>		<p>Ensure adequate water, hygiene and sanitation services are accessible. Plan for continuity of assistive services if schools are reclosed.</p>
Wellbeing & protection		<p>Increase provision of mental health and psychosocial support services that address stigmatization/discrimination and support children and their families in coping with the continued uncertainties of the pandemic.</p>	<p>Share clear, concise and accurate information about COVID-19, normalize messages about fear and anxiety and promote self-care strategies not only for students and their families but also teachers and other school staff.</p>
	<p>Ensure continuous and timely payment of teachers' salaries, with attention to those on precarious contracts, to mitigate against teacher attrition and promote wellbeing.</p>	<p>Conduct a risk assessment for teachers and other staff (considering age, chronic conditions and other risk factors), then implement a staggered approach for returning to school.</p>	<p>Review and strengthen referral systems, particularly for severe cases. Ensure any providers are aware of other care services, including referral to services for GBV/PSEA and sexual and reproductive health (SRH) services.</p>
		<p>Re-establish regular and safe delivery of essential services. This includes, but is not limited to, critical nutrition, WASH and health services such as school feeding, vaccination campaigns, protection referrals (MHPSS, gender-based violence, abuse, etc.) and specialized services for children with disabilities.</p>	<p>Where services are not available at school, strengthen referral systems, including for SHR services that are youth-friendly and fully accessible.</p>



INISIATIF UNESCO

- EXTRAORDINARY SESSION GEM
 - EMERGING LESSON DARI NEGARA-NEGARA YANG TELAH MEMBUKA KEMBALI SEKOLAH-SEKOLAHNYA
- <https://unesdoc.unesco.org/ark:/48223/pf0000374312/PDF/374312eng.pdf.multi>

Periode tahun ajaran baru





**Supplement to Framework for reopening schools:
Emerging lessons from country
experiences in managing
the process of reopening schools**

Prioritizing early grades and exam-preparatory classes for physical return to school can help mitigate impacts on student educational trajectories and support physical distancing.

- Tunisia, Sierra Leone, and Malawi have kept schools closed but returned students who are studying for their examinations, giving them weeks of remedial learning before administering the exams.
- Sweden closed secondary schools but kept pre-primary and primary schools open with safety measures throughout the pandemic.
- The first phase of Denmark's school reopening in April prioritized daycare (infants 0-5 years old) and school for children aged 6-12
- Singapore has prioritized graduating students to return to school to focus on preparing for national exams.

With sufficient capacity and resources, schools can successfully implement context-appropriate health and hygiene protocols. These include symptom screening, handwashing, use of protective equipment, and cleaning procedures for facilities.

- Algeria, Belize, Botswana, Cambodia, Cameroon, Indonesia, Madagascar, Mexico, Tanzania, Ukraine are applying combination of context-specific hygiene measures including school cleaning and disinfecting, improving handwashing facilities, provision of cleaning and hygiene supplies to schools, and health checks and related communication messages for children and community members.
- Tajikistan and Singapore requires use of face masks by all students and staff – to support teaching with masks on, microphones have been provided to teachers in Singapore; Belgium, Czech Republic, Scotland require masks for older students; Norway, Sweden, the Netherlands are not requiring masks.
- In Tanzania deep cleaning of schools in refugee camps prior to re-opening.
- In Lao PDR provision of clean water, handwashing facilities and in-school hygiene promotion activities to pre-primary and primary and lower secondary schools
- No countries are known to be currently carrying out widespread school-based testing for COVID-19



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Multiple measures – with varying cost implications – can be used to reduce physical contact and limit transmission. These include improving indoor ventilation, moving classes outdoors, building additional classrooms, staggering start/end times, alternating shifts/days, hiring additional teachers to reduce class size, blending distance and in-person learning, and isolating class groupings from one another.

- Bangladesh, Madagascar, and Senegal. Physical cues to encourage distancing, including marks on the ground and seating arrangements in classrooms and on transport
- Singapore, United Kingdom and several provinces in Canada. Using concept of 'classroom bubbles' to limit student interaction across groups and limit closures to individual 'bubble' if infection detected
- China, Italy, Japan, and Scotland: Recruiting additional (temporary) teachers to support smaller class sizes
- Rwanda: Building new classrooms and recruiting more teachers to avoid overcrowding
- Afghanistan, Brazil, China, Ecuador, Egypt, Madagascar, Namibia, Papua New Guinea, Philippines, St. Vincent & the Grenadines, Senegal and Viet Nam introducing smaller in-person classes, staggered school days, weeks, breaks, and classes in shifts or reorganised groups using blended learning.
- Denmark utilizing outdoor and other innovative spaces for learning such as museums and sports halls to ensure safe distancing beyond physical school spaces.



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Proactive planning and clear protocols for re-closings coupled with flexibility in local decision-making can help limit outbreaks as well as disruptions to teaching-learning processes.

- In Somalia the Ministry of Education developed and implemented a tracking system monitor returns to school and identify at-risk students.
- Israel, France, China, South Korea, Australia: localised 'cluster outbreaks' reported and effectively contained through rapid school re-closures.
- Singapore uses the concept of ring-fencing to quickly place students on leave of absence as long as there is a confirmed contact by the student or member in his/her household with an infected individual.
- Poland has given principals the authority to suspend classes (by groups of for the whole school) if outbreaks of COVID occur in schools

Simplifying the curriculum and adapting the academic calendar may help deal with continued uncertainty and enable learning recovery.

- Afghanistan, Brazil, China, Jordan, Ecuador, Egypt, Madagascar, Namibia, Papua New Guinea, Philippines, St. Vincent & the Grenadines, Senegal, Uruguay and Viet Nam) introduced smaller in-person classes, staggered school days, weeks, breaks, and classes in shifts or reorganised groups using blended learning.
- Liberia, Mozambique, and the Philippines have implemented various condensed curricula in order for learners to catch up.
- Zambia adjusted the academic calendar by shortening vacation periods for examination classes.



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Focus on learning

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Supporting teachers, principals, and school staff to implement remediation and manage students' new psychosocial needs is critical

- Turkey is training teachers in effective blended learning methods providing phone-based psychosocial support
- Guyana is focusing teacher training on strategies to assess and remediate learning losses
- Nicaragua has provided recreation kits for students to develop socio-emotional skills through play.

Less important examinations are being cancelled, and examinations at critical decision points are being modified to reflect school closure periods and to reduce physical contact.

- Ecuador continuing with higher education admission exam, but shortening its length, reducing the pool of students required to take it, and administering it fully on computers.
- Albania cancelled primary and lower secondary exams and adjusted the content of the exam for upper secondary to exclude questions from the period of distance learning
- Egypt replaced examinations in Grades 3 to 9 with research projects while 1.2 million students in Grades 10 and 11 sat tests online



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Wellbeing & Protection

Early and regular communication and support to teachers, parents, and students can help address concerns, surface innovations, and ensure a safe, widely accepted reopening

- Uzbekistan conducted a parents' survey showing that 24% of families are reluctant to send their children back to school. Therefore, reopening will be in a hybrid mode, allowing families who choose to do so to continue with distance learning. All families will have an option to switch between the modes of learning as they feel feasible.
- China used a rapid online survey to listen to children and school communities and tailor a back-to-school communication package to tackle prevention, learning, stigma, and inform the safe return to school campaign.
- Lao PDR Back to School campaign disseminates various communication materials which integrate messages on parenting, mental health and psychosocial support in order to ensure that all children return to school.



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(Re-) establishing regular and safe delivery of services such as vaccines and school feeding can help bring children back to school and limit secondary impacts of pandemic.

- Côte d'Ivoire, Nicaragua and Somalia have restored access to school meals to bring children back to school. They have introduced new protocols to ensure safety and hygiene and distributed personal protective equipment to schools, staggered mealtimes and used outdoor spaces to safely distribute meals to children.
- In Côte d'Ivoire, school meals during the reopening have been accompanied by extra cash vouchers for poor households as an incentive for parents to send children back to school. Hand washing facilities have been installed in schools and protective equipment such as masks and hand sanitizer distributed to teachers and cooks.
- During school closures, countries found ways to continue supporting children with food. Guatemala and Peru introduced take home rations during school closures and combined this with delivery of education material.
- UK launched a national voucher scheme to ensure that 1.3 million schoolchildren continued having access to meals during school closures.
- Kerala (India) launched free meals through community kitchens for needy migrant workers and families.
- Uruguay kept schools open during lunchtime to allow caretakers to pick up lunch on a daily basis.



Reaching the most marginalized

Supplement to Framework for reopening schools: Emerging lessons from country experiences in managing the process of reopening schools

Additional education funding can effectively be targeted to schools and communities hit hardest.

- In Thailand, the Equitable Education Fund has increased its school transfers to target nearly 1 million primary school children from low-income families at risk of disengagement from school and dropping out.

Specific measures can help to support girls' and other vulnerable groups' return to school.

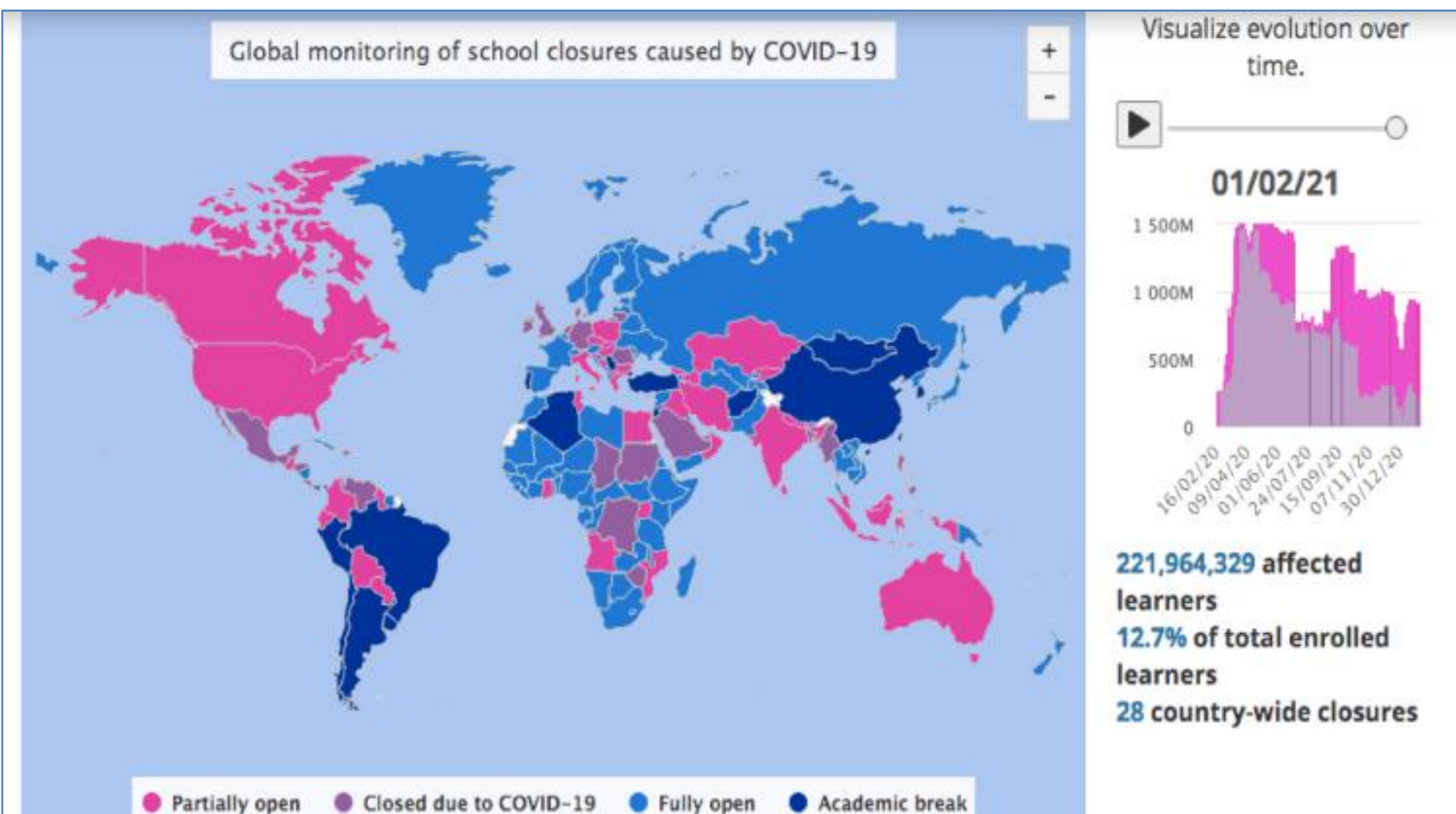
- Burkina Faso is raising awareness about the importance of girls' education in its back-to-school campaigns, as well as offering scholarships, school kits, and meals for the most vulnerable.
- Côte d'Ivoire –implementing a real-time monitoring system, which pays close attention to the challenges that girls face as they return to school and developing guidelines to respond to pregnancies observed among adolescent girls while schools were closed due to COVID-19.
- Ghana - 276 secondary school teachers in two regions trained to support girls whose learning has been disrupted due to school closures

Critical communications and outreach can be diversified by making them available in relevant languages and accessible formats.

- Myanmar translated and adapted parenting education tips for COVID-19 response into 25 ethnic languages to support parents coping with stress and encouraging them to spend quality time with their children.
- Jamaica has established 30 regional parent helplines to guide parents through the process of returning to school.
- Indonesia, Niger and Tanzania - have introduced measures to ensure that refugees receive information about school opening in languages that they speak.

Specific provisions are needed for vulnerable staff and students.

- Croatia, Germany, Norway, and Denmark include specific provisions for students with disabilities in their reopening guidelines.



RESPONS NEGARA ANGGOTA DI SIDANG EXECUTIVE BOARD 210

- **OUTBREAK MUNGKIN AKAN PANJANG**
- **KESENJANGAN PENDIDIKAN AKAN SEMAKIN KENTARA DI ANTARA NEGARA MAJU DAN BERKEMBANG**
- **MID-TERM STRATEGY 2022-2029 DAPAT MENGAKOMODIR PEMECAHAN PROBLEMA PENDIDIKAN AKIBAT PANDEMI, TERUTAMA DALAM MEMPERCEPAT TERCAPAINYA AGENDA 2030**
- **FUTURE EDUCATION INITIATIVES DIPERCEPAT, KARENA DUNIA SUDAH ADA DI MASA DEPAN**

PERKEMBANGAN PANDEMI

- **VARIAN BARU DARI INGGRIS, AFRIKA SELATAN, BRASIL**
- **SIRKULASI VIRUS TIDAK BERHENTI, KECUALI DENGAN LOCKDOWN KETAT**
- **VAKSINASI UNTUK MENCAPAI HERD IMMUNITY BUTUH WAKTU LAMA**



RENCANA JANGKA MENENGAH UNESCO SEKTOR PENDIDIKAN 2022-2029

TUJUAN STRATEGIS

Meningkatkan kesetaraan dan mempromosikan pembelajaran dan masyarakat kreatif di era digital melalui pendidikan berkualitas untuk semua

OUTCOMES

- 1. Memajukan pendidikan berkualitas menyeluruh dan kesempatan pembelajaran sepanjang hayat untuk semua**
- 2. Memperkuat kerjasama internasional untuk pencapaian SDG 4 dan mengembangkan agenda pendidikan global berbasis riset, ide dan inovasi**

ISU-ISU UTAMA

Distance learning, ESD, STEM dan STEAM, pendidikan kesehatan, lingkungan pendidikan yang aman dan bersih



Education in a post-COVID world:

Nine ideas for public action

International Commission on the Futures of Education



1. Commit to **strengthen education as a common good**. Education is a bulwark against inequalities. In education as in health, we are safe when everybody is safe; we flourish when everybody flourishes.
2. Expand the definition of **the right to education** so that it addresses the importance of connectivity and access to knowledge and information. The Commission calls for a global public discussion—that includes, among others, learners of all ages—on ways the right to education needs to be expanded.
3. Value **the teaching profession and teacher collaboration**. There has been remarkable innovation in the responses of educators to the Covid-19 crisis, with those systems most engaged with families and communities showing the most resilience. We must encourage conditions that give frontline educators autonomy and flexibility to act collaboratively.
4. Promote **student, youth and children's participation and rights**. Intergenerational justice and democratic principles should compel us to prioritize the participation of students and young people broadly in the co-construction of desirable change.
5. Protect the **social spaces provided by schools** as we transform education. The school as a physical space is indispensable. Traditional classroom organization must give way to a variety of ways of 'doing school' but the school as a separate space-time of collective living, specific and different from other spaces of learning must be preserved.



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6. Make **free and open source technologies available to teachers and students.** Open educational resources and open access digital tools must be supported. Education cannot thrive with ready-made content built outside of the pedagogical space and outside of human relationships between teachers and students. Nor can education be dependent on digital platforms controlled by private companies.
7. Ensure **scientific literacy within the curriculum.** This is the right time for deep reflection on curriculum, particularly as we struggle against the denial of scientific knowledge and actively fight misinformation.
8. Protect **domestic and international financing of public education.** The pandemic has the power to undermine several decades of advances. National governments, international organizations, and all education and development partners must recognize the need to strengthen public health and social services but simultaneously mobilize around the protection of public education and its financing.
9. Advance **global solidarity to end current levels of inequality.** Covid-19 has shown us the extent to which our societies exploit power imbalances and our global system exploits inequalities. The Commission calls for renewed commitments to international cooperation and multilateralism, together with a revitalized global solidarity that has empathy and an appreciation of our common humanity at its core.





TERIMA KASIH

