INCLUSIVE CITIES
EDUCATION COVID RESPONSES
Inclusive Responses:

1) Engaging with National & City Authorities & Networks
2) Start with the national response
   i) What is the closure-policy of schools & social distancing
   ii) What types of “virtual learning” are being prioritized
3) Adopt a protection lens & consider equity
4) Apply a multimodal approach - ensuring multi-mode approaches for learners with different levels of access & resources.
National Response Considerations

Considered responses for different levels:

- **Early Childhood.** Oriented towards broadcast formats: television and radio, including edutainment programs.

- **Primary.** Predominant tools are television, radio, and online videos.
  - Teachers tend to communicate with their students through SMS/Social Media.
  - Learning Management Systems can also be used for communication, collaboration, and videoconference facilitated “check ins.”
  - More activities are online for upper primary.

- **Secondary.** Predominant mode is online, some countries supplementing with radio and television depending on the country’s digital infrastructure and connectivity.

- **Higher Education.** Predominant mode almost entirely online. Facilitated through a LMS and synchronous video conferencing systems.
Responses:

Consider Sequencing Response

How can we ensure everyone can participate?

• **Review tools to provide support at different levels**
• **Stages:** immediate, medium, longer term
• **Value for Money:** where we have capacity / added value to engage?
• **Sustaining remote learning models:**
  – Provide supplemental guidance & support
  – Share information about remote & online opportunities

Further guidance on how to [leverage existing tools & resources](#) is available.
Sequence Response

• Initial response:
  – Health & protection considerations
  – Advocate & design responses that promote equity
  – Assess access & needs across communities
  – Promote national continuous learning opportunities
    • National links to Radio, TV, Online Platforms, etc.
  – Acquire & align content for dissemination also offline
  – Setup communication channels with teachers & households
  – Outline plans for medium term & long term response
  – Support proposals to secure additional resources
Sequence Response

• Medium response:
  – Implement modalities for low-resource contexts:
    • **Share content** for community radio
    • **Pre-load content** onto SD cards or tablets
    • **Provide training & resourcing to teachers**
      – how to share subsets of content with student groups / how to encourage students remotely (IRI and/or support caregivers, questions for students)
    • **Disseminate content** to learners
      – Provide **continuous support** for teachers, caregivers & learners
      – **Prepare for schools re-opening** (engage teachers, procure additional resource & plan to repurposed materials)
Sequence Response:

Re-opening

How to plan for the following contexts:

– Students will return to classroom having missed months of school
– Students will benefit from remote learning efforts to varying degrees
– Some students may not return to school after a long break

Re-opening investments:

• Accelerated, catch-up & remedial programs that leverage digital resources
• Teacher training to support lesson planning & classroom use
• Re-purpose “loaned equipment” for use in schools & libraries
Sequence Response

• Recovery:
  – Document experiences (positive & negative)
  – Identify gaps & advocate for investments in digital public infrastructure (online & offline resources)
  – Design digital literacy programmes for teachers, learners, and communities
  – Invest in offline solutions for instructional design & classrooms
  – Support additional alignment of online content to national curriculum (identify gaps & new content sources)
Example Responses
Kolibri: Equity-Focused Ed Tech

Kolibri is an open-source education technology platform and toolkit focused on:

• fostering **innovative pedagogy** and effective **learning**
• increasing availability of **relevant, aligned learning materials**
• overcoming **infrastructural barriers** preventing equitable access
Kolibri & COVID-19

NITA-U server in Kampala, with content organized and approved by curricular body, NCDC

MyUg Wifi is provided through multiple hotspots in Kampala and Entebbe.
Working on a tool to automate the matching of curricular content to national curriculum.
Learn with Us
We provide a scalable e-learning framework

See Our Model
Resources & Guidance
Resources

• UNHCR: Connected Education COVID page
• Resources & tools UNHCR inventory (600+)
• Live blog: Refugees in the COVID-19 crisis
• COVID-19 situation: Global, Regional and Country Updates
Guidance Documents

- UNESCO list of resources and programmes
- INEE Distance Learning Resource
- WB Remote learning resource list
- EdTech Hub resource list
- mEducation Alliance Members resources & guidance

- UNHCR leveraging existing Ed Tech Guidance
- WB guidance
- EdTech Hub Guidance & Resources