




United Nations
Educational, Scientific and
Cultural Organization

附属資料 5

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A photograph of two young girls sitting on a patterned mat, looking at an open book together. They are wearing traditional headwraps and patterned clothing. The scene is framed by a large, semi-transparent circular graphic element. The background is a soft-focus green field.

**Protecting and transforming education
for shared futures and common humanity**

International Commission on
the Futures of Education

Futures of
Education
LEARNING TO BECOME

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



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Get involved

The process of developing the Futures of Education global report is about sparking conversations on how knowledge and learning can shape the futures we want. Inputs from individuals, networks, and organizations will inform the work of the International Commission and shape the global debate. For more information on how to get involved visit our website: <http://unesco.org/futuresofeducation>.

Futures of
Education

LEARNING TO BECOME

Photos credit of the members of the International Commission: @Fabrice Gentile

Protecting and transforming education

for shared futures and common humanity

International Commission on

the Futures of Education (May 2020)

Introduction

In September 2019 the Director–General of UNESCO convened an independent International Commission to work under the leadership of the President of the Federal Democratic Republic of Ethiopia, Her Excellency President Sahle-Work Zewde, and develop a global report on the Futures of Education for release in November 2021. The members of the commission are thought-leaders from the worlds of politics, academia, civil society, business, and education. The Commission was charged with rethinking the role of education, learning and knowledge in light of the tremendous challenges and opportunities of probable and anticipated futures — as well as preferred and alternative futures.

The COVID-19 crisis has underscored the importance of the Commission’s mandate to reflect on how knowledge and learning need to be rethought in an increasingly complex, uncertain and fragile world. As a result of a special April 2020 meeting dedicated to discussing education in relation to the rapidly changing global landscape, the Commission released the Joint Statement that is reprinted here.

The Joint Statement is followed by individual statements by a number of members of the International Commission on the Futures of Education.

Protecting and Transforming Education for Shared Futures and Common Humanity

A defining moment for our shared future

The tragedy of the COVID-19 health crisis is creating exceptional circumstances that are affecting billions of lives and causing massive economic, social, and educational disruptions. The multiple likely impacts of COVID-19 on individuals and societies mean there will not be a return to the world that existed before. As humanity looks for ways to transform the world for the better after the worst health crisis in a century, we must rethink social policies, including education, and address long-standing issues of structural inequality, poverty and exclusion. We have opportunities to strengthen global common goods, protect and advance public education, and put knowledge and learning in the service of alternative futures for humanity and the planet.

In recent decades educational opportunities around the globe have expanded significantly; much of this is now under grave threat. Schools and universities are closed in most countries, affecting over 90% of students globally. Even as learning continues in many ways, we are at a moment where massive efforts will be necessary to make sure the 2020s do not become a decade of lost opportunity.

The hope of public education in a transformed world

The current crisis is reminding us how crucial public education is in societies, communities, and in individual lives. We have been reminded that public education is a bulwark against inequality—and of the importance of schooling in enabling lives of dignity and purpose. As we seize this exceptional opportunity to transform the world, and as we reimagine the organization of our schools and learning environments, we will need to think about what we want to become. We will need to enact our values and visions in the institutions and learning communities we rebuild. We have arrived at a moment— however unexpectedly—where collectively revisiting the purposes of education has become imperative.

Prioritizing human solutions

In the renewal of education, human interaction and wellbeing must be given priority. Technology— particularly digital technology that enables communication, collaboration and learning across distance—is a formidable tool and potential source of innovation. Yet we should be increasingly concerned that a shift to remote on-line learning will exacerbate inequalities, not only in the Global South but even in the most well-resourced corners of the planet. We must ensure digitalization does not undermine privacy, free expression, informational self-determination or lead to abusive surveillance. It is an illusion to think that online learning is the way forward for all. Alongside recommitting to teachers, we should recognize and nurture the learning that occurs in families and communities. The current crisis has shown us that the commons can be expanded, that cultural common goods and

public instruments like educational television and radio should be shared across national borders. In the final analysis educators, learners and their relationships must be at the core of reconstructing education after the disruptions of COVID-19.

Loss of learning and economic hardship

Students, families and education systems are now feeling the impact of the COVID-19 pandemic through school closures. Schools will reopen but the economic impact of the crisis means that significant disruptions are on the horizon. A global recession is likely to have drastic consequences for the funding of education and other public services as well as for individuals' lives and livelihoods. During this time our shared commitments to the transformative power of education must be reinforced. Knowledge and learning are humanity's greatest renewable resources and will be one of our greatest sources of resilience—however multiple mitigation strategies are needed to address the looming economic recession and dampen the effects it will have on learning. Governments and international organizations must coordinate efforts to ensure continuity of learning and protect domestic and international financing of education. Applying principles of redistributive justice, resources must be directed to those who have been hardest hit economically, socially and educationally.

Global cooperation and solidarity

While distance, isolation and separation are temporarily useful measures, the overall strategy to overcome this global pandemic and its effects must be based on global cooperation and solidarity. This means opening pathways for grassroots and civil society actors to work alongside governments; it means private sector and philanthropic involvement. However, even as we build these necessary coalitions, we must recall that around the planet COVID-19 is being addressed through social mobilization, through the engagement of individuals, families and communities in self-isolation and through mutual caring. This global health pandemic will not be defeated by health measures alone. It will be solved by building civic trust and strengthening international cooperation. It will be solved together through solidarity, empathy, and an appreciation of our common humanity.

For more information

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

Please email futuresofeducation@unesco.org

Individual Statements

Abdelbasset Ben Hassen

President, Arab Institute for Human Rights, Tunis



In Tunisia we have been trying to bring poor people, refugees, migrants and the disabled to be part of the national efforts in the fight against coronavirus. We have discovered that many people are left out and have no possibility to take part in this fight. We need to rethink our education policies and give the possibility to everyone to have access to education. Inequality in access to education and access to information is a real issue.

We also need to think about inequality and access to distance learning. In many countries in the South it is difficult to reach universal access to distance learning. It is also an opportunity to rethink solidarity, to rethink the role of national solidarity towards other countries, to fight together to be part of the digital revolution.

The importance of public education is becoming more and more evident. Debates in Tunisia centre around the importance of public education, acknowledging the importance of doctors and nurses, who are the 'products' of the public education system. We should focus on public education, on schooling and education as common goods and we should shape our policies to have public education at the heart of future education systems.

We should shape our policies to have public education at the heart of future education systems

Finally, we are also discovering the importance of values. We cannot really defeat the coronavirus by only focusing on health issues. Health and research are very important, but we need to also recognize that values, including solidarity, dignity and respect for economic, social and cultural rights and democracy make people capable to fight the virus.

Aoyagi Masanori

Professor Emeritus, University of Tokyo



The novel coronavirus infection, COVID-19, is spreading rapidly throughout the world, but this does not mean that we are powerless to do anything. We have already learned a lot from the long history of human beings who have similarly struggled with infectious diseases. It is clear to us that the role of education, which delivers knowledge of health and safety, is important. It is paramount for us to live in a post-coronavirus world, holding strong with a feeling of collaboration while also living within the limits of any ongoing restrictions and quarantines. Meanwhile, it is the responsibility of education to deliver the message that global collaborations are the real true measures for

addressing this coronavirus pandemic, while pointing out that quarantine and isolation measures for prevention may also threaten civil rights and connect to national collectivism and isolationism.

In a post-coronavirus infection world, there will be a need to cure the separation, which has arisen from quarantine restrictions, and to create and revive each person's *raison d'être* in the context of both the immediate community and the world. After the current situation has settled down, I think it will be particularly effective to provide young people, the creators of the future, with experiences that will allow them to connect through common activities as well as opportunities to think together.

There will be a need to cure the separation, which has arisen from quarantine restrictions.

It is my hope that the many peoples in the world will understand that this increasingly more complex world tends to include greater difficulties but also allows people to be open to many possibilities through learning. Therefore, I would recommend that everyone think even more deeply than before about the meaning of education.

Arjun Appadurai

Professor, New York University, and Hertie School, Germany



We are living in the midst of an exception but it is not an exception that the usual prominent theorists of Western academia (Agamben, Badiou, Butler, Zizek) have much experience in thinking about, since it is not an exception which has much to do with Europe's historical experiences with law, sovereignty or democracy.

European countries (and even more the United States) are not at the global forefront of morbidity, management, or public health preparedness, in spite of their speedy development of potential vaccines and tests. Hence, they are in the strange position of welcoming assistance from China, Cuba and other unconventional actors on the world stage, especially in the case of Italy (which has welcomed Cuban doctors) and the United States (which has accepted significant medical aid from China). So, the idea of the European West as being somehow in a state of exception needs to be modified, since the exception is not the occasion for the seizing of special powers by the sovereign, but the concession that all national sovereigns are weak.

We face a new moment of possibility for society.

This concession has two dimensions. The one which has been remarked widely is that the current crisis shows the limits of national policy, politics and borders in the face of a highly mobile global disease which does not spare the white, the rich, the wealthy and the famous. Thus, it knocks on the door of the Westphalian model of sovereignty in a way that Ebola, SARS, and even HIV did not. But the second dimension is more noteworthy, especially for anthropology. This dimension is the concession by many states that they cannot face this crisis without the help of society at large, through practices of self-isolation, self-monitoring, mutual caring and self-reporting. The social has been rediscovered by the state, even in the

most draconian cases such as that of China, where the dramatic lock down of Wuhan did nevertheless require public compliance with the state. In the case of South Korea, we have the most remarkable policy based on the recognition that only its population had the social capacity to control, mitigate and push back COVIDS-19. No ruler in his right mind has denied that without a full-blooded social mobilization, there will be no survival this time. Whether this proves to be true or not, only time will tell, but we will look back on this time as one in which the arrogance of the nation-state has been dealt a massive blow by the rediscovery of the social resources that managing this crisis requires.

We face a new moment of possibility for society, in contrast to the state as the only reliable site for a politics of survival. This is our current state of exception.

Badr Jafar

CEO, Crescent Entreprises, United Arab Emirates



In earlier discussions of the International Commission I have argued that there is a need for more creative approaches to education and an increasingly urgent need to generate strong ‘purpose’, alongside jobs, particularly to better prepare people for a world in which many of the jobs of today will no longer exist. Among its many consequences, the profound social and economic disruption caused by the COVID-19 pandemic, though it is still unfolding, has further underscored the urgency of this need.

Specifically in the context of education, a number of long-term consequences from the COVID-19 pandemic seem plausible, including:

First, skepticism about the methods of traditional education among members of Generation Z could potentially become more widespread due to urgent economic necessities, and the extended period that many are spending away from brick-and-mortar classrooms. Conversely, in many countries, this impromptu experiment in social distancing may reveal some of the known and unknown limitations of remote learning and remote working, thus shaping people’s attitudes to these practices in lasting ways. In the future, educators will almost certainly be expected to facilitate young people’s development as contributing members of society through a balanced mix of asynchronous and synchronous methods.

Second, existing digital divides are likely to be worsened in many countries by economic downturns. Disadvantaged communities already have less access to the required infrastructure to harness the power of EdTech, or the basic tools required to engage in learning through the likes of Google Classroom or live televised broadcasts. The widening of these divides during a prolonged recession or period of slow growth could have significant implications on long-term educational and economic outcomes for many, especially among Generation Alpha. Rigorous efforts are therefore required by the public and private sectors to collaborate and bridge these divides.

There is a need for more creative approaches to education and an increasingly urgent need to generate strong ‘purpose’.

Cristovam Buarque

Emeritus Professor, University of Brasília



I wish to raise two different concerns regarding both the consequences of the epidemic and what we could do after the health emergency crisis.

We need recognize the emotional impact of the epidemic on children's emotional well-being. Indeed, children will have to deal with special psychological issues caused by several months without going to school. We also need to recognise the fact that after weeks without classes, students and particularly children will have problems returning to learning in school. What will be the incentives to study? In certain countries the disruption of the educational systems means that some teachers will not return to the educational sector as they will have found other professional occupations. As a result, we should expect that it will take some time to return to any kind of stability in school systems with respect to the provision of quality education and learning.

This means that we should see this crisis as an opportunity to push for a war on educational inequalities. We should also take this crisis as an opportunity to direct more money towards the reduction of global poverty. We have been hearing about a global war against the virus—why not make this a global war against poverty around the world?

This crisis is an opportunity to push for a war on educational inequalities.

Finally, we also need to see this crisis as an opportunity to change the way we educate. Indeed, we need more and better schools, equipment, and teachers. The global community needs to unite and put more resources towards quality education and the eradication of poverty around the globe.

Doh-Yeon Kim

President, Pohang University of Science and Technology, Former Minister of Education, Republic of Korea



Covid-19 is changing our lives. In fact, the distinction between years B.C. and A.D. (referring to the common era that Christians date to birth of Jesus Christ) could applied to the year 2020. For us now, B.C. was "Before Corona." Our A.D. is now "After Disease". We should expect social changes on this order.

Traditional education begins with bringing students together in a school. However, face-to-face meetings have become impossible and educational institutions are closed around the world. One way to take advantage of this situation is to think about education in the cyber world as one efficient way to transfer knowledge.

Elisa Guerra

Founder, Colegio Valle de Filadelfia, Mexico



The sudden, sharp arrival of this pandemic has revealed how ill-prepared most education systems around the world were to cope with the crisis. Technology has played a massive role in the global response—its ambitious, long-held promise of better education outcomes for everyone has been put to the test—but has been unable to fully deliver. We have since confirmed that technology cannot substitute for teachers, or at least not yet.

As schools closed their doors, teachers were thrown face-first into the role of ICT experts and content creators/curators. Frenzied parents found themselves fretting about homeschooling, and still, millions of children were left out of distance learning efforts. Amidst the chaos, we are forced to question the relevance of curriculums and their severe shortcomings. What kinds of learning would have better prepared youngsters to rise to the challenges of independent learning? Digital skills, yes—but only if accompanied by access. Socio-emotional learning, yes—to cope with the added stress and new obligations to self-regulate. But even the most essential abilities, such as reading with full comprehension, are still a struggle for many. The learning crisis has now been exacerbated by this public health crisis.

How do we make up for the stolen months? How do we compensate for the deepened inequality? What kind of learnings, if any, could prevent the next pandemic, and what does this mean for the Futures of Education?

When schools once again open their doors, the world will have been overturned.

When schools once again open their doors, the world will have been overturned. This gives us an opportunity to rebuild not only economies but also education: a foundational transformation long overdue. A learning revolution that takes parents-as-educators into the equation, that re-valuates the teaching profession, and that delivers on its promise to raise every individual to their fullest human potential.

Karen Mundy

Professor, Ontario Institute for the Study of Education



The first observation I wish to make on the current global health crisis concerns global governance. It has become obvious that there is a lack of cooperation between institutions and organizations. We need to think about Covid's impact on education not only for the period of health crisis but also look to the economic crisis coming afterwards. If we think about lessons learned from the past, we may learn much from periods of structure adjustment in the early 1990; and positive impact of the HIPC initiative which used debt relief to spur large increases in

school availability in the developing world.

My second point is about redistributive justice. I was shocked to learn that in some districts

up to 25% of students in Canada don't have regular access to internet and use of a computer at home. We shouldn't forget the ones at the bottom of the pyramid. Unfortunately, the efforts to engage children at the bottom of the pyramid using technology are very difficult - in some countries large numbers of children lack access even to television and radio. Ministries of Education and governments are not always able to rapidly leverage the capacity of local level actors, like teachers and school leaders, who can reach out to students left behind by remote learning with encouragement and packages of materials. To protect the most vulnerable children, we will need to ensure that they get access to special remedial programs to jumpstart opportunities before they head back to school when COVID closures are lifted.

The last point I would like to make concerns leadership. Ministries of Education should start thinking about the economic crisis that is about to come following Covid. Ministers should be encouraged to spread the message of solidarity and the need to reinforce opportunities for the most vulnerable now.

Every government will eventually have to look at restructuring education financing. There will be enormous pressures to restrict public services just at the time when we should grow and expand them. Governments and citizens alike should be encouraged to demand strong responses not only in public health but also in public education. But the leadership of UN and other international development actors will be essential to sustaining fiscal space for progress towards SDG 4.

Governments and citizens alike should be encouraged to demand strong responses not only in public health but also in public education.

Maha Yahya

Director, Carnegie Middle East Center, Beirut



Covid-19 has brought existing structures of inequality into sharp focus. This is not an issue of a global North and underdeveloped South. Rather it is within regions and countries and between classes of citizens. Access to urgent healthcare within countries between resource rich and resource poor regions is just the tip of the iceberg. School closures have highlighted the digital gap between those who can access remote learning and those without the basic means to do so. And pandemic related social distancing measures are impossible to implement for the 2 billion informal workers and

70 million refugees and internally displaced people around the world who have no basic social protection (with no health or unemployment benefits). For them the choice is to die of Corona or die of hunger.

Responding to the pandemic and addressing its ripple effects requires global cooperation and governance mechanisms. This is to ensure a coherent response to the pandemic; one that considers structural inequalities and pays particular attention

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to those most vulnerable in our societies. Such cooperation would seek to diminish the prospects of polarization among communities and the stigmatization of those who are different or less fortunate and can mitigate apparent power grabs by leaders seeking to instrumentalize the pandemic response for their own purposes. We need to emphasize our common humanity, our obligation and solidarity towards each other and assert the importance of coming together at this moment of global distress.

An initiative to consider is establishing a global social solidarity fund that would pay attention to those issues. Such a fund could be built with public-private partnership and would seek to address the socioeconomic fallout on lives and livelihoods, as well as identify innovative solutions to address some of the emerging challenges. With some predicting an 11 percent global recession, an all hands-on deck approach is necessary to make sure that the post pandemic world is a more humane one.

Evgeny Morozov

Writer



I will focus on one aspect of the educational response to the COVID-19 crisis which is the way digital technologies have now been put to use by schools, universities and administrators. Clearly there is a great opportunity to accelerate the digital transition that has been underway for the last decade or so. But we have to be extremely careful to be sure that it is done within frameworks that emphasize rights of citizens and specifically the rights of students. Right now the foundations of very different digitalized education

are being laid—where the respect for rights like privacy and digital self-determination are not necessarily at the center of everyone's agenda.

In the past few weeks we have seen much of this effort led by technology companies as opposed to civil society, activists and students themselves. It's particularly important that students have the opportunity to reflect on and shape this new digital transformation.

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Alongside the opportunities that the turn to digital technologies bring there are some concerns. These have to do with the increased surveillance powers that are available not just to companies but also to governments, which are interested in gathering data for a very different set of purposes. We should be concerned about the impact this might have on freedom of expression as well as the ways that the data that is generated through the use of digital technology in education might be used in domains which are not connected to education at all. A balance needs to be struck between the need to innovate with the need to respect rights.

New fora need to be created these discussions to take place among educators, with many voices included particularly when the privacy of students is at stake. We should ensure that any digital transition is not just an effort pushed by technology companies but that teachers, students, civil society representatives and privacy advocates are also represented.

António Nóvoa

Ambassador of Portugal to UNESCO



For a long time we have known of the need for a profound transformation of schooling, in its forms of organization and in the curriculum. We also knew that schooling still does not reach 250 million children and young people, in addition to the 750 million illiterate adults. The awareness of these two realities is at the origin of our project on the futures of education. Now, we see that the transformation of schooling, which was inevitable, has become urgent. Today, we have an even greater responsibility for thinking about the possible futures of education.

The urgent work in front of us is first to reinforce the principle of education as a global common good, that is, as a global responsibility. We should also support reading because in the most difficult cases, in regions and families without internet access, this is the minimum to be able to keep the maximum number of students in learning. Finally, as we build forms of “distance learning”, from the most basic (through television) to the most sophisticated (through digital platforms), we should always stress the importance of maintaining links with teachers and with other students.

We should not transform the “abnormality” of the present crisis into normality.

As we think beyond the immediate, there is equally urgent work. We should not transform the “abnormality” of the present crisis into normality. That is to say that we should not think that the future of schooling implies retreat or closure in domestic or private spaces. Or that it will involve extensive use of “distance learning”. Such an orientation would accentuate the tendency to consider students as consumers/clients, as well as the logic of commodification or commercialization, jeopardizing education as a public good. The worst of the crisis may even be the post-crisis.

When we get to the post-crisis, school spaces-times must be reorganized, new collective learning environments must be built. And they must value capillarity—that is, the association, participation and connectivity with other spaces of culture, knowledge and creation. Inclusion, diversity and cooperation should be identifying marks of the metamorphosis of the school.

Fernando Reimers

Professor, Harvard Graduate School of Education



This is a tragic moment for education. The Covid-19 Pandemic will reshape the education landscape, and the future for the next decades to come. The Pandemic that is ravaging the globe is likely to cause the most serious disruption to educational opportunity in at least a century. The studies and lives of those currently in school will be impacted in multiple ways, some yet to be understood. Most immediately, because necessary physical distancing measures have or will interrupt their opportunity

to attend school they will learn less than they would have otherwise. Furthermore, they will forget much of what they learned this academic year, experiencing a variation of the well-studied phenomenon of 'summer loss' except that it will not be in the summer. School systems and governments will attempt to establish alternative modalities of education during the period of necessary social distancing, but those will most likely work well for children whose parents have more education, who have other social advantages, and who have access to resources, including online connectivity and devices, so they can continue to enjoy structured opportunities to learn.

In addition, the Pandemic will differentially impact children from different households, in ways more detrimental to the poor and otherwise marginalized. They will be more likely to suffer the brunt of the economic dislocations caused by the Pandemic, the more likely to suffer from infections to themselves and to their parents because their living conditions are such that make infections more likely, and they will have more limited access to health care to be treated if infected.

As the educational disparities augment other social and economic disparities, and as structural inequalities are compounded, the gaps between the haves and the have nots will grow considerably..

For the vast majority of children who lose opportunities to learn because of the pandemic, it will be hard to recover from those losses, the harder the longer the period of physical isolation from other students and teachers. The educational disadvantage such losses generate will beget more educational, and eventually economic and social disadvantage.

Furthermore, financial burden of addressing the Pandemic is likely to result in financial austerity in the future. Governments will be facing many pressures to constrain education expenditures in the future.

As the educational disparities augment other social and economic disparities, and as structural inequalities are compounded, the gaps between the haves and the have nots will grow considerably. That the children of the poor should have severely more limited opportunities to learn during the pandemic than their non-poor counterparts, and that their lives should be significantly more disrupted by the pandemic, is of course antithetical to the basic tenets of democracy, so as the idea that this is what is happening takes hold, this will undermine confidence in democracy and its institutions, already weak in many countries, and in decline.

While the pain and losses, of lives, human well being, and jobs, that the Pandemic causes are unfortunately too real, how it impacts educational opportunity will be mediated by how education leaders act now, and during the aftermath of the Pandemic. This could be our 1942 moment. In 1942 a group of leaders met in London in the middle of World War II understanding that significant cooperation would be needed to rebuild education once the war ended, and at a subsequent meeting in November 1945 chartered UNESCO. What an act of imagination, hope and courage it was to be thinking about how to rebuild education in the middle of the devastation that World War II was creating. We need similar imagination, hope and courage today as this Pandemic ravages the world and compresses time accelerating all of our pre-existing challenges while creating new ones.

There are short-term and medium-term educational implications of this pandemic. In the short term students are losing opportunities to learn and inequalities are augmenting in opportunities to learn with different social conditions within countries and for children who are studying in countries that differ in their levels of educational capacity and resources.

But the damaging educational effects of the Pandemic will extend into the Post-Pandemic world. We are witnessing the creation of conditions that will undermine education for years to come, much like happened in the developing world during the 'lost decade' of the 1980s.

The lost decade was the result of the economic adjustment programs governments put in place as a result of very high levels of external indebtedness which caused them to devote extraordinary share of government resources to service those debts. Already, many nations around the world have been financing government spending with significant borrowing in international capital markets. They are heavily indebted and already the pressure of debt servicing reduces the fiscal space to fund much needed investments in education. Adding the financial pressure that funding the attention to this Pandemic will create will bring those nations to the precipice, the point where they have to choose between funding essential services to sustain society, and servicing those debts.

As a result of these likely short term and medium term implications of the Pandemic, we may be on the brink of the most serious disruption of educational opportunity in a century, where all gains in educational access and in closing opportunity gaps made over the last three decades, will be wiped out in less than a decade.

This pandemic has created the quintessential adaptive education challenge.

Governments, especially those with more limits in institutional capacity, need guidance on what to do to sustain educational opportunity during the Pandemic.

And they need guidance on what to do in the post-Pandemic aftermath. Guidance must be grounded on evidence and on a careful understanding of the facts.

But societies also need mechanisms which make it possible for all education stakeholders to come together and collaborate in generating solutions to sustain educational opportunity during the Pandemic. This calls for a form of leadership that opens up the opportunities for collaboration and partnership, that engages teachers, other local actors, civil society and the private sector, that creates opportunities for student voice. This pandemic has created the quintessential adaptive education challenge, and if there is one thing we know about adaptive challenges is that they can't be solved with existing technical solutions. They require rapid information sharing, collective intelligence, and the forms of participatory and collaborative decision making described in my book *Informed Dialogue*. In recent weeks, I have convened a number of *Informed Dialogues* of large numbers of diverse groups of education stakeholders in various countries to discuss the educational needs created by the pandemic, and to examine options to sustain education. Inevitably, what the participants in these meetings, ranging from 500 to 3000 participants express they most value, is the benefit of developing a more complete understanding of the various dimensions of the education challenge that result from accessing the vantage point of others participating in the meetings. Rich conversations about options forward emerge from those *Informed Dialogues*.

It is not easy for governments to shift gear from a command and control approach to

solving predictable education problems, to the leadership style essential to facilitate the collaborative processes of construction of solutions to these emerging adapting processes. It is likewise difficult for the international education organizations established after world war II to make a similar shift, so they can act in ways that are as agile as effective, in working with national governments and other education stakeholders supporting national and local processes of Informed Dialogues that result in effective ways of educational continuity that mitigate the predictable terrible consequences of the Pandemic for educational opportunity.

This Pandemic is indeed an opportunity for international education organizations in rapidly transferring knowledge across borders, and in providing the necessary guidance to governments, so that it can ground the Informed Dialogues that will lead to the development of local alliances, innovation and generation of locally situated solutions. Those international organizations who can rise to the challenge of leading in this way, will in all likelihood be remembered as those who understood this was our 1942 moment.

Serigne Mbaye Thiam

Minister of Water and Sanitation, Senegal



Humanity, in its evolution, has rarely been challenged in such a serious way, by such a widespread threat, in such a short time. This unprecedented situation, which forces people to find a collective response, makes us aware of our fragility and the uncertainty of our future.

The COVID 19 pandemic will of course have a very significant socio-educational impact, with a serious economic crisis as a consequence. It will be a question of reinventing ourselves, of

conceptualizing new economic models that break with the exacerbating rise of certain powers. The challenge for all will be to build strong resilience plans together, to return to the humanist fundamentals that want people and nature to remain at the center of the action of our civil, economic, political and educational organizations.

It will be a question of reinventing ourselves, of conceptualizing new economic models.

The world will never be the same again. In Africa, the future of our already precarious education systems is more uncertain than ever. At the very moment when the continent presented a potential which inevitably predestined it to play a primordial role in the progress of the world, the recent events are changing its trajectory. We need to ask what awareness of the world will we have to build to face our future, both as Africans but especially as vulnerable citizens of the world. We need to ask what role Africans will play in this new planetary dynamic and what kinds of knowledge will allow Africans in the future to face these challenges. The importance of these questions confirms the need to rethink our education systems and assess humanity's future needs for knowledge in a world that be undoubtedly different from ours.

Tarcila Rivera Zea

Executive Director, Centro de Culturas Indígenas del Perú



The COVID-19 crisis has revealed the response capacity of States, their true priorities, the strengths and weaknesses of public services, as well as the enormous inequalities within our countries. In the area of education, health and work, several States have implemented measures designed from and for a privileged class in urban areas that do not properly answer to the heterogeneity of our societies in terms of cultures, languages, geography, economy and livelihoods. Some measures, such as e-learning, are not aligned to the reality of families that do not have the minimum material

conditions – equipment, electricity and access to Internet, television or radio – and that depend on the food that children receive at school. This crisis should encourage States to design education systems in a more comprehensive way, to promote articulation among different sectors and government services, and to consider socio-economic, linguistic and cultural characteristics of regional and local contexts.

On the other hand, the crisis also forces us to rethink education systems and pedagogical proposals so that we can be more prepared as societies to prevent and face crisis situations,

such as epidemics, forced migration and the impacts of climate change. In contexts of crisis and transformation, we should see the key role of education in fostering critical thinking about the social and political reality as more important. We should see collective responsibility and action as more important than individualism, competitiveness and selfishness. We should also consider it more important to search for alternative economic models and sustainable production and consumption models from local realities. It is now more important than ever to engage in intercultural dialogue and education against racism, as well as to uphold and fully exercise our collective and individual human rights. Lastly, the closing of the borders in the COVID-19 context shows us the importance of strengthening local and community capacities that promote food security and sovereignty, a solidarity-based economy and self-management in every area of life.

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Vaira Vike-Freiberga

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Right now, with all schools closed, we are seeing the importance of distance learning, its strong points as well as weaknesses. Children do continue learning, they do engage in projects, but this places a double burden on parents who have to engage in long-distance work as well as act as teacher's aides. Teachers too have extra stress and an extra burden with small classes, but with big classes very little personal contact remains between teacher and student. Children are freed from the constraint of spending long hours in

school. They are freed from the ridiculous burden of carrying school bags so full of books that slender frames are bent under the burden.

Yet, humans are social animals and pine when kept in isolation (think of ostracism or of solitary confinement as one of the cruellest of punishments). They need to belong to groups, to interact with their peers, to play and to fight with them. Schools and educational institutions in general are not just places for acquiring information and cognitive skills, they are important places of socialization where the skills needed for living in a civilized society are learned.

This is done by learning to respect others and to learn how to interact with them. Obviously, this cannot be achieved easily while living in a war zone, an inadequate refugee camp, or in a favela or inner-city slum, but millions have shown that it can be done (albeit with difficulty). What this means is that the quality of education, in the future as today, depends on the economic and social environment into which a child happens to be born. Improving the quality of education world-wide therefore cannot be seen in isolation but requires improving the general quality of life as well.

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