



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

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)

A young man with short dark hair and a beard is looking down at a black Toshiba laptop. He is wearing a blue tank top and white headphones around his neck. The background is a dark, textured wall, possibly a chalkboard. Other computer monitors are visible in the foreground, slightly out of focus.

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



Can be used offline



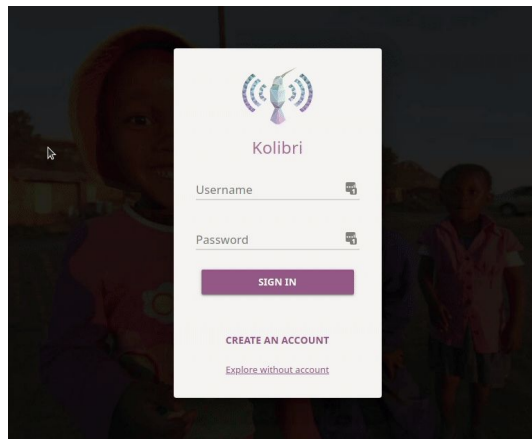
Wide variety of hardware
(legacy/low-cost)



Seamless distribution
and data syncing

Kolibri & COVID-19

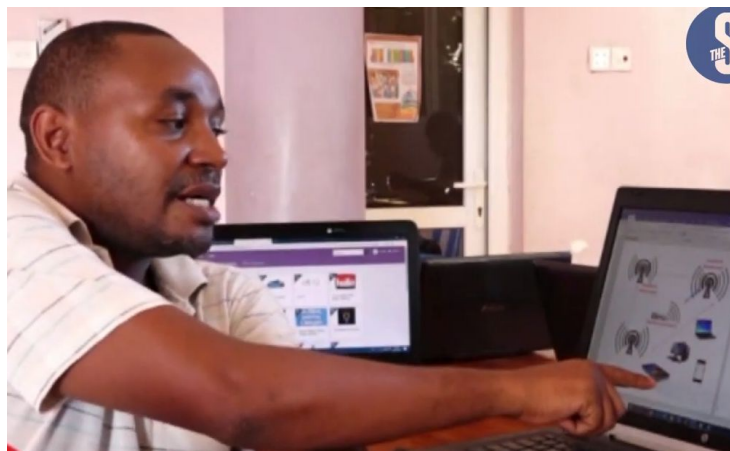
NITA-U server in Kampala, with content organized and approved by curricular body, NCDC



English Español العربية MORE LANGUAGES

Kolibri 0.13.2b1 • [Usage and privacy](#)

MyUg Wifi is provided through multiple hotspots in Kampala and Entebbe



How similar are these?



Skip



Share

Common Core Standard
CMS IF-1



Math > Calculus > Limits

Finding Limits Using Algebra

1. Use algebra to find the following limits:

a. $\lim_{x \rightarrow 4} \frac{x - 2x - 8}{x - 4}$

b. $\lim_{x \rightarrow 6} \frac{\sqrt{v-2} - 2}{v - 6}$

Hint: consider multiplying by $\frac{\sqrt{v-2} + 2}{\sqrt{v-2} + 2}$

but do not FOIL the denominator, only the numerator.

Kenyan Education Curriculum
Limit Properties



Math > Calculus > Limits

Limit of Sums

EXAMPLE 3

- (a) Set up an expression for $\int_1^3 e^x dx$ as a limit of sums.
(b) Use a computer algebra system to evaluate the expression.

SOLUTION

- (a) Here we have $f(x) = e^x$, $a = 1$, $b = 3$, and

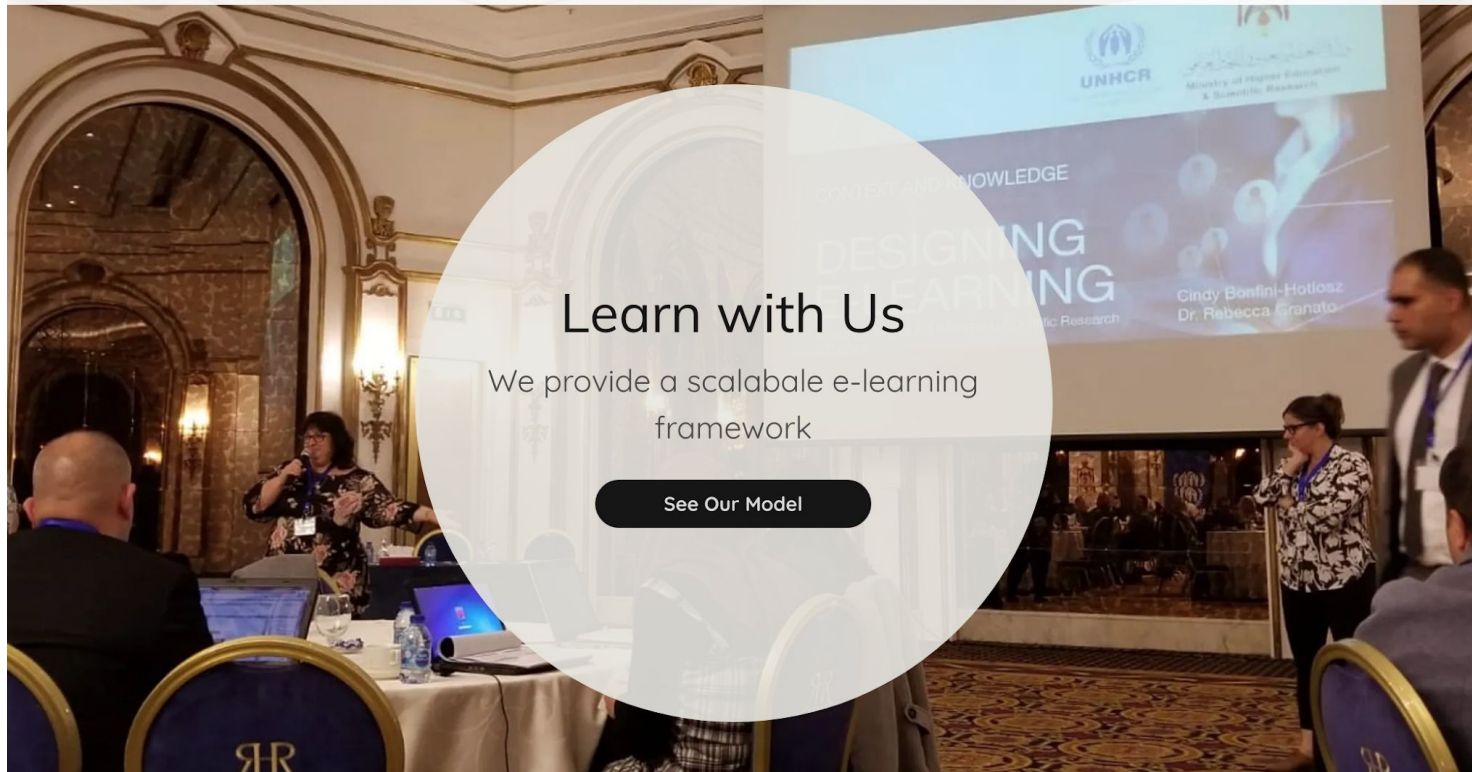
$$\Delta x = \frac{b - a}{n} = \frac{2}{n}$$

So $x_0 = 1$, $x_1 = 1 + 2/n$, $x_2 = 1 + 4/n$, $x_3 = 1 + 6/n$, and

$$x_i = 1 + \frac{2i}{n}$$

From Theorem 4, we get

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](#)

Amman, Jordan: IDEL



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