



United Nations  
Educational, Scientific and  
Cultural Organization

# Virtual Knowledge Sharing Webinar on Teachers and School Reopening *(20 may 2020)*

## School closures: implications for educational planning and proposed solutions

Bagnikoué David Bazongo  
NPO-NTI  
Ouagadougou-Burkina Faso

# Presentation plan

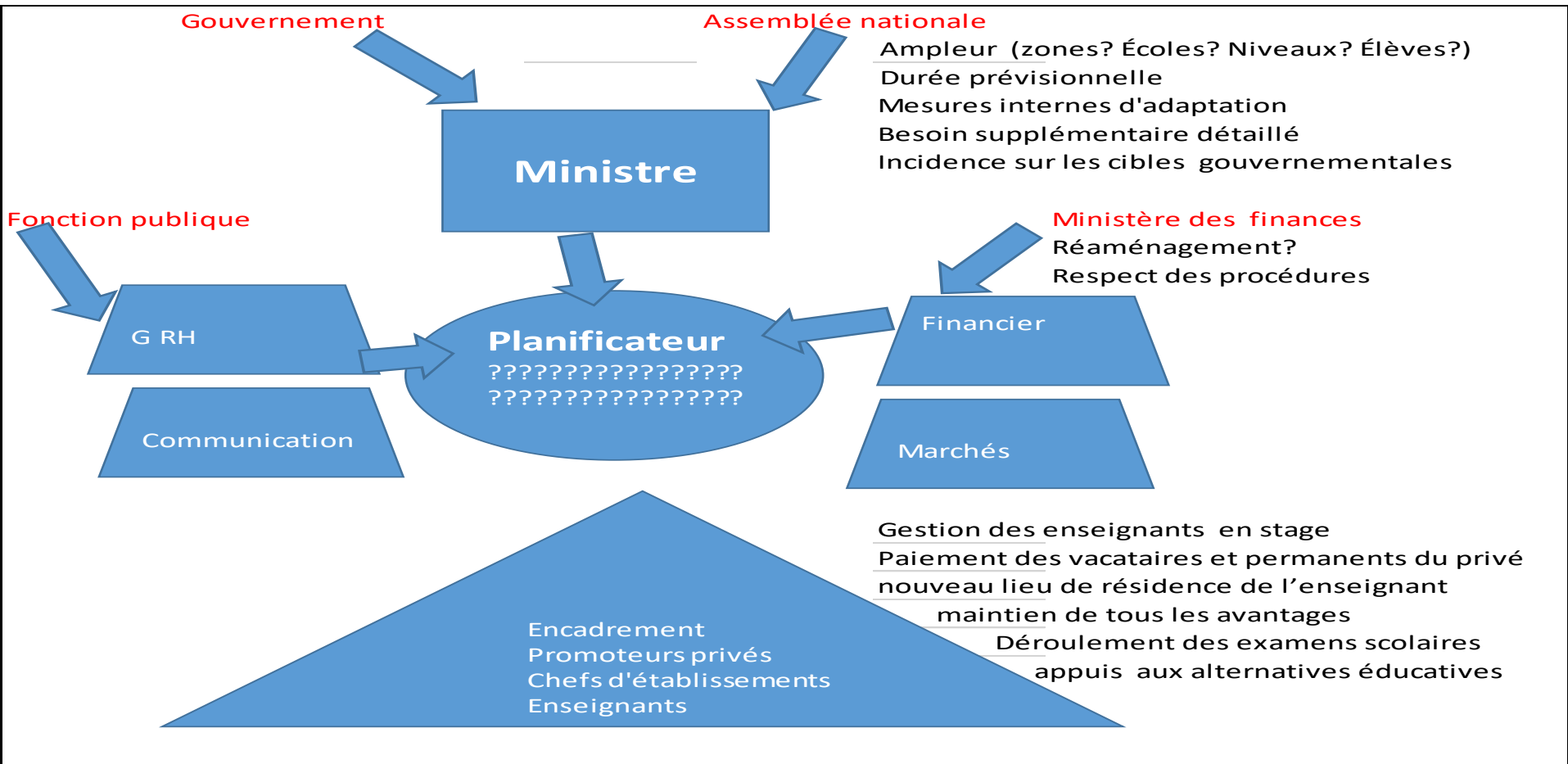
1. Main missions assigned to the planner in the Ministry of Education
2. Major Implications of Closure for a Planner
3. Main critical phases for the reopening of schools
4. Usefulness of the "School Re-opening Framework" for the planner

# 1. Main missions assigned to the planner in the Ministry of Education

- the preparation of the Ministry's long, medium and short-term planning documents: educational situation, target setting and evaluation methods
- the collection, processing and management of education statistical data
- the use of ICTs in teaching and in the daily activities of ministries of education

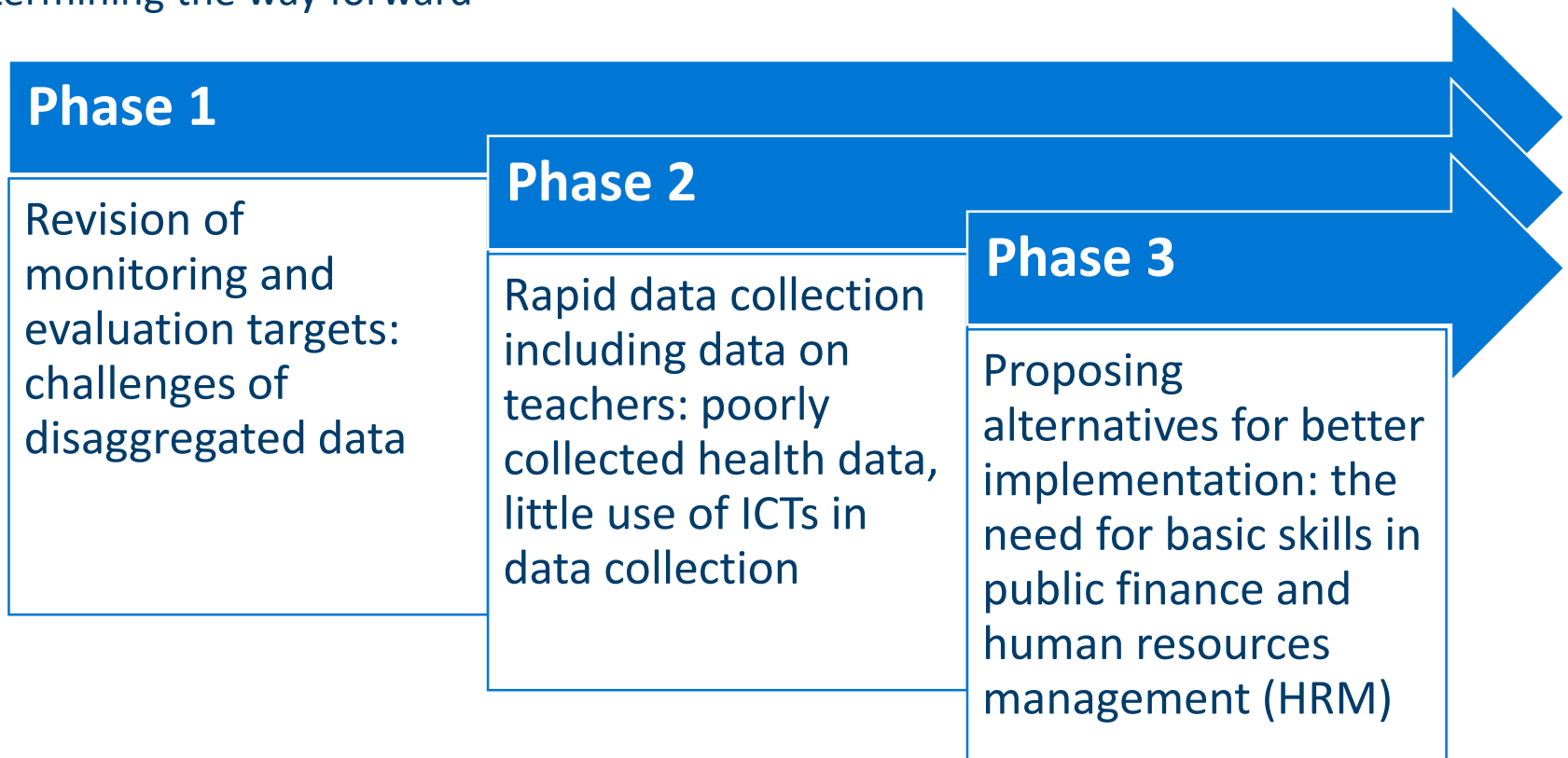
## 2. Major Implications of Closure for a Planner

- Almost all the operational programming has been called into question: revision to take account of the period, scale and estimated duration of the closure to be envisaged.
- Recurrent concerns of stakeholders and partners addressed to the planner



### 3. Main critical phases for the reopening of schools

Priority of the phase before reopening of the classrooms in the planner's tasks:  
determining the way forward



Communication with teachers: collaboration with HRMs, in order to provide support directly to the teacher and to give him/her information in time to protect him/her from "fake news".

## 4. Usefulness of the "School Re-opening Framework" for the planner

- The framework for reopening schools: a good working basis for educational planners
  - Provided in a synthetic and clear manner elements to verify that the conditions for opening establishments are met (adapted to the case of the VIDOC pandemic 19);
  - Useful for the planner who will use it to argue with the authorities on the points of attention for a possible opening.
  
- Other actions through which Unesco can accompany countries:
  - a. Designing tools or documents in the form of guides to help countries collect information from teachers and communicate better with them through ICTs;
  - b. helping countries to move towards disaggregated and dynamic planning;
  - c. improving the training of educational planners.

# Thank you

**Bagnikoué David Bazongo**

**NPO du projet NTI Ouagadougou-  
Burkina Faso**