



Regional Conference  
on Social Development  
in Latin America and the Caribbean  
Virtual meeting, 26–28 October 2021



unesco

unicef



## SIDE EVENT

### Education and resilience

**Zoom:** [https://cepal-org.zoom.us/webinar/register/WN\\_-bxLobUmQ9KsXw8JtJvr-g](https://cepal-org.zoom.us/webinar/register/WN_-bxLobUmQ9KsXw8JtJvr-g)

#### **Concept Note**

Education systems have a central role within social protection systems, as schooling encompasses the access gate not only to the right to education but also to other fundamental human rights as health, food, or safeguard to child labour or domestic violence. At the heart of community life, in cases of natural disasters, schools act as a center to find shelter, access to food, and other vital services as health or socio-emotional wellbeing. For all these reasons, education has been included within the United Nations International Strategy for Disaster Reduction (ISDR), which in partnership with the Global Alliance for Education have put forward the World Initiative for Safe School (WISS). Undoubtedly, the COVID-19 pandemic has meant an unparalleled disruption for education systems worldwide, where all countries in Latin America and the Caribbean have been forced to suspend in-person classes for extended periods.

Preparedness for disasters and emergencies means not only having more resilient and adaptive education systems to face challenges such as a rapid and efficient transition to virtual learning but more importantly to have adequate infrastructure, prepared staff, and sufficient resources to continue with all the functionalities of schooling that goes beyond student learning. Far from over, the climate crisis will pose several new challenges to communities and countries. Therefore, it is paramount that education systems, as part of a larger network of social protection, can have an adequate response to mitigate the impact of future crisis upon children and their families' access to health, learning, and socio-emotional wellbeing, among many others.

The 2030 Agenda for Sustainable Development endorses this potential mainly through the Sustainable Development Goal on quality education (SDG 4), in particular target 4.7, which puts Education for Sustainable Development (ESD) at the center of its transformative vision and as a key element to inform quality, inclusive and equitable education. It calls on education systems to introduce, from an integrated perspective, ESD into national education policies, curriculum frameworks, teacher professional development and students' assessments, where principles and key values are involved for its contextualization, such as gender equality, global citizenship education, peace education, human rights education, cultural diversity, among others. The 74th UN General Assembly (2019) has acknowledged ESD as a vital means of implementation for sustainable development and a key enabler of all the other SDGs on the 2030 Agenda.<sup>1</sup>

---

<sup>1</sup> 74th UN General Assembly (2019) [Resolution 74/223](#)

Central to building sustainability and crisis resilience in education, is the need for accurate, reliable and timely data, to advance emergency preparedness, response and recovery during emergency, conflict and post-conflict situations. Given the vulnerabilities in the region, further exacerbated by climate change, data management is an increasing area of priority for countries across the Caribbean, with member states and regional organizations, such as the Organization of Eastern Caribbean States (OECS) issuing a demand for strengthened Education Management Information Systems. Data-driven and crisis-sensitive planning and management of such responses are increasingly recognized as an essential part of system strengthening and resilience, as quality data can help more accurately determine the nature and scope of educational challenges, and more fully address them.

### **Objectives**

This panel aims to reflect upon the short, middle and long-term challenges faced by education systems in light of disaster management and climate change. Furthermore, it aims to discuss what countries and policymakers can do to build more resilient and efficient education systems as well as how they shall be integrated within a larger network of social protection.

### **Questions**

1. How is education for sustainable development critical to build resilient societies?
2. Which has been the COVID-19 impact in terms of education?
3. Why it is crucial to allow children and adolescents to resume in-person learning as soon as possible?
4. How can existing interventions and innovations that can be used to reinforce national capacities and improve coordination around the collection and use of data and information for crisis-sensitive planning and management?
5. What challenges and opportunities in using existing EMIS and other data sources for crisis preparedness, response and recovery?

### **Date & Time**

Wednesday October 27th, from 5:00 to 6:30 PM time from Antigua and Barbuda.

### **Participation**

The event is aimed to Government Officials, Universities, Civil Society Organizations and general public from Latin America and the Caribbean.

### **Language**

English and Spanish (interpretation will be provided)

## Preliminary Program

5:00 to 5:10	<p>Session opening</p> <ul style="list-style-type: none"><li>• Introductions</li><li>• Session goals and outline</li></ul> <p>Chair: Daniela Trucco, ECLAC</p>
5:10 to 5:20	<p>Advancing Climate Action Through the Education Sector: Regional Guidelines for Policymakers in Latin America and the Caribbean</p> <p>Main presenter: Mary Guinn Delaney and Cristian Bravo, UNESCO/OREALC</p>
5:20 to 5:30	<p>Education during the COVID-19 pandemic: access, inclusion and psychosocial support. Leaving no Caribbean child behind</p> <p>Main Presenter: Francis Jones and Malaka Parker, ECLAC</p>
5:40 to 5:50	<p>The importance of returning to in-person learning</p> <p>Main Presenter: Italo Dutra, Regional Education Adviser, UNICEF LACRO</p>
5:50 to 6:10	<p>Strengthening Education Management Information Systems for increased resilience to crises: Preparedness, Response &amp; Recovery</p> <ul style="list-style-type: none"><li>• Generating and using data for responses for education in emergencies. Sussana Urbano, Save The Children, 10 mins</li><li>• Snapshot of challenges and opportunities in using existing EMIS and other data sources for crisis preparedness, response and recovery. Mrs Sisera Simon, Organization of Eastern Caribbean States, OECS, 10 mins</li></ul>
6:10 to 6:20	<p>Open discussion and closing remarks</p> <p>Chair: Daniela Trucco, ECLAC</p>