

Safeguarding the Right to Learn *for every child*

UNICEF Regional Office for Europe & Central Asia
Sarah Fuller, Education consultant




School closures persist across the region

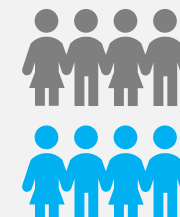
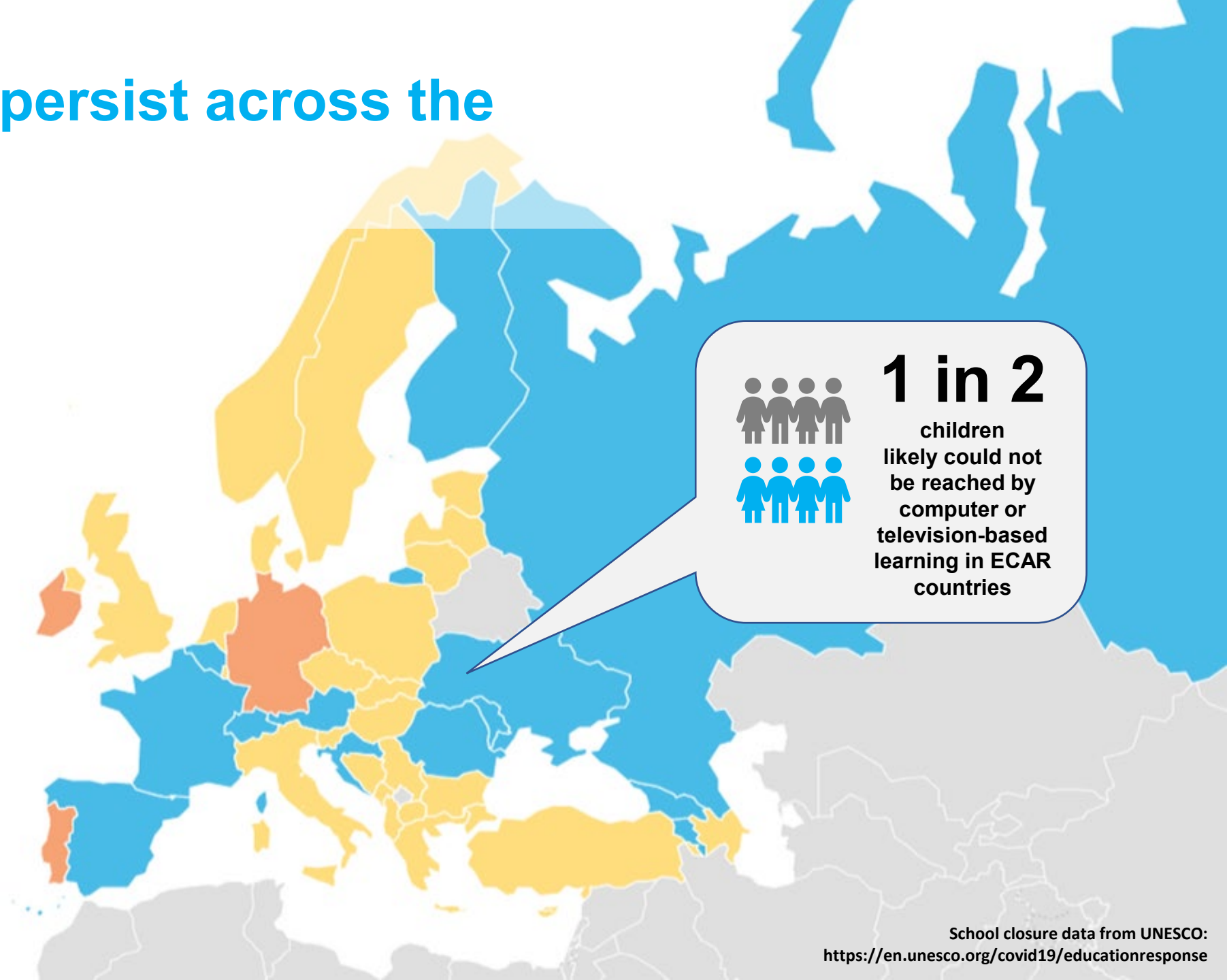
15 M

learners in countries where schools are closed

65.7 M

learners in countries where schools are partially closed

-  Schools closed
-  Schools partially closed
-  Schools open



1 in 2
children likely could not be reached by computer or television-based learning in ECAR countries

Challenges & opportunities in distance and digital learning



Accurate, timely,
disaggregated data



Reaching the most
marginalized
learners



Systems and capacity
for resilience



Partnerships
& innovation



Inclusion, equity,
and safety by
design



Integration of support
within instructional
core of schools



Digital *and*
pedagogical
competencies



Evidence generation
& agile development



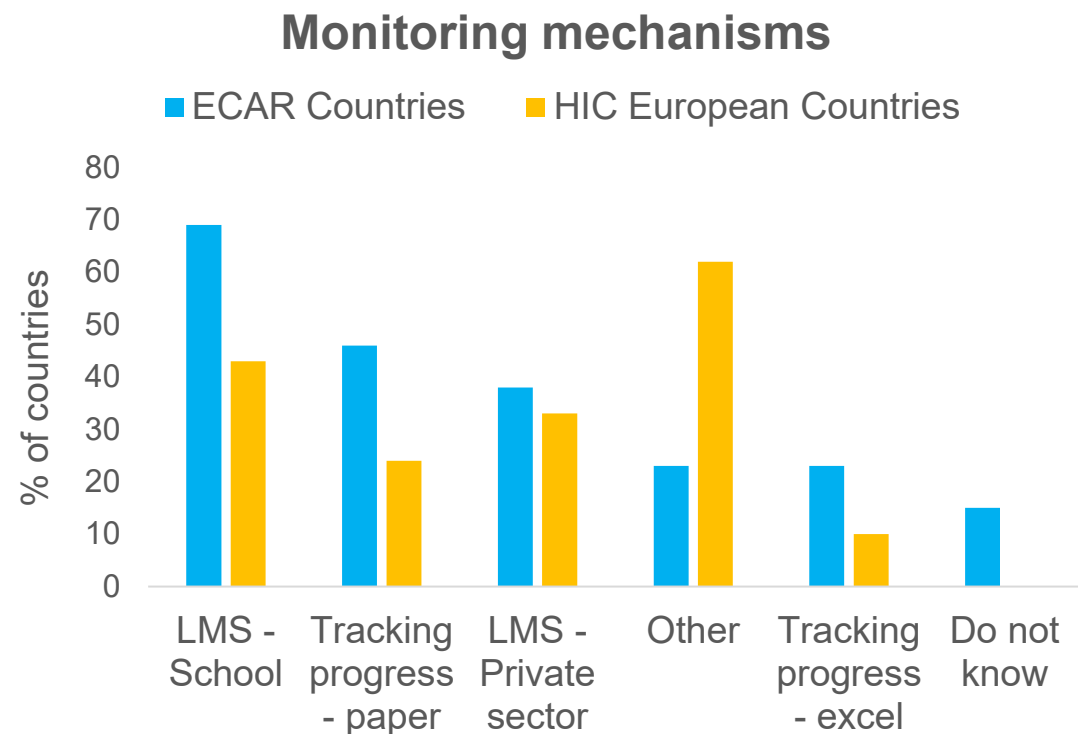
Enabling environment
& accountability

- Communication and advocacy
- Prioritization of the most at-risk
- Capacity strengthening (e.g., EMIS to identify dropout risk)

“No effort should be spared to keep schools open or prioritize them in reopening plans.”

- UNICEF Executive Director Henrietta Fore

Monitoring learning and addressing learning gaps



- Strengths-based formative assessment
- Targeted catch-up efforts
- Creative and alternative student groupings and individualized pathways
- Linkages with longer-term reforms

Source: UNESCO, UNICEF, World Bank (2020). Survey on National Education Responses to COVID-19 School Closures, second iteration.



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for every child

Europe and Central Asia

Challenges and Opportunities for the Child Protection Systems

UNICEF Regional Office for Europe & Central Asia
Phenny Kakama & Ina Verzivolli

The strain that COVID-19 put on CP Systems

1. Restriction measures has limited case management: outreach, identification, evaluation, referral and follow-up of cases;
2. Child protection services were not *immediately* considered essential;
3. Child Protection systems were not designed to work in emergencies, in traditional non-emergency countries;
4. Coordination among the different sectors was interrupted;
5. Disruption of social services for children and families :
 1. e.g. services for children with disabilities
 2. Limitation in some cases in providing alternative care to children due to COVID-19;
 3. Other face-to-face social services in support of children and families



COVID-19: A challenge turned into opportunity?

1. CP systems and services recognized as **vital in emergencies**;
2. **Shock-responsive CP System**: Adaptation and digitalization of CP case management processes;
3. **Mental health support** services have been increasingly strengthened and recognized as crucial – online platforms have been crucial;
4. **Child helplines** have played a key role and governments are paying more attention to integrating them into the child protection system;
5. **Coordination mechanisms**: opportunity to strengthen or establish;
6. **Online training** was widely used and increased the training possibilities thanks to digitalisation;
7. **De- Institutionalisation**: is possible when there is a will;
8. **Digitalization of services**
9. **Child Rights Impact Assessment**: A process that has just started and will enable an understanding on the impact of COVID-19 on CRs. → in partnership with ENOC.
10. The use of **alternatives to detention** and non -custodial options.