School closures: implications for educational planning and proposed solutions

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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

**Phase 1**
Revision of monitoring and evaluation targets: challenges of disaggregated data

**Phase 2**
Rapid data collection including data on teachers: poorly collected health data, little use of ICTs in data collection

**Phase 3**
Proposing alternatives for better implementation: the need for basic skills in public finance and human resources management (HRM)

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

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