

# **Covid-19, the crisis, critical thinking and preparing citizens for a better future**

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There are three main channels through which children are affected by this crisis:

- (1) The infection with the virus itself.
- (2) The immediate socioeconomic impacts of measures to stop transmission of the virus.
- (3) The potential longer-term effects of delayed the implementation of the Sustainable Development Goals.

#### *Health issues*

#### *Educational issues*

- (a) 188 countries have imposed countrywide school closures, affecting more than 1.5 billion children and youth. The potential losses that this impact may accumulate in learning and development for the young generation are hard to estimate. More than two-thirds of countries have introduced a national distance learning platform, but among low-income countries the share is only 30%.
- (b) While school districts are engaged in distance learning, reports indicate wide variations in access to quality educational instruction, digital technology, and internet access. Before this crisis, almost one third of the world's young people was already digitally excluded. School closures worsen the learning gap for children from wealthier families continue schooling with digital tools, whereas poorer children fall further behind, in all countries.
- (c) The experience of virtual learning during the pandemic has varied widely and raises significant concerns for educational equity. Research during the pandemic shows that low-SES students have less access to electronic devices, internet connectivity, and quality virtual learning programs. Owing to these inequities, students may experience additional months of learning loss compared with other students. Communities are also struggling to identify the resources required to deliver quality educational experiences, either in-person or virtually, and to identify education solutions that serve children in their district equitably.
- (f) Chronic absenteeism, or missing 10% or more of the school year, can affect educational outcomes, including reading levels, grade retention, graduation rates, and high school dropout rates. Chronic absenteeism already disproportionately affects children living in poverty.
- (h) Students in rural and urban school districts are faced with different challenges in accessing the internet. In some urban areas, as many as one-third of students is not participating in online classes.
- (i) Part of the lens of equity needs considering and understanding the implications of closure for families with children with disabilities. In many public school students receive special education. In addition, some children and adolescents have complex medical conditions. These populations are heavily reliant on schools for services to help them learn and develop in a healthy manner. During the COVID-19 pandemic, children with disabilities have struggled to access services remotely.

# France, an example of the disastrous consequences of Covid-19 for pupils and students, and some worrisome signals for the future

- During the lockdown (March-May 2020): 5% of students and pupils have disappeared from the radar of the national educational system.
- Most of them are low-SES.
- This is not new, nor unexpected: infrastructures (hardware, software), motivation, support at home, background knowledge, ... are all necessary conditions for keeping up. And the conditions were not met.
- Surveys are been done after the lockdown, some partial results confirm the divide between low-SES and non-low-SES schools in the perception teachers have had of the learning outcomes of their students during the lockdown. Objective data are still under analysis and others are being gathered.
  - <https://www.education.gouv.fr/crise-sanitaire-de-2020-et-continuite-pedagogique-les-eleves-ont-appris-de-maniere-satisfaisante-305214>
  - <https://www.education.gouv.fr/la-depp-et-l-impact-de-la-crise-sanitaire-30517>



Put child health and wellbeing at the center of recovery plans, include experts in children's issues in the relevant task forces and legislative working groups, engage their ministries to work together for children, and ask children and adolescents what changes they would like to see. Putting children at the center implies radical change, what means redesigning neighborhoods to give children's spaces to play, valuing care work and ensuring families have time and resources to raise children, ensuring sustainable food systems to nourish growing bodies, and stimulating



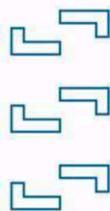
Minimizing learning losses due to COVID-19 and tackling the learning crisis will require better monitoring. Better data can also help countries to adjust and to develop more sustainable medium-term financing strategies for the sector (World Bank, 2020).

#### *Roles of Science of Learning*

In the COVID-19 crisis, with schools closed, children at home, and parents expected to take on teaching duties, the science of learning could have at least two different roles: (a) to offer guidance about how best to deal with the impact of the current situation, including lockdown and home-schooling; and (b) to consider the bigger questions about what this large-scale educational circumstance might mean for the future.

Put child health and wellbeing at the center of recovery plans, include experts in children's issues in the relevant task forces and legislative working groups, engage their ministries to work together for children, and ask children and adolescents what changes they would like to see. Putting children at the center implies radical change, what means redesigning neighborhoods to give children's spaces to play, valuing care work and ensuring families have time and resources to raise children, ensuring sustainable food systems to nourish growing bodies, and stimulating

# Evidence-based strategies for minimising learning losses in at-distance (and not perfect) conditions - The crisis a stimulus for putting in place some fundamentals of education



## Recommandations pédagogiques

pour accompagner le confinement et sa sortie

Document rédigé par  
le Conseil Scientifique de l'Éducation Nationale

**Mai 2020**

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# And more. Putting children and adolescents at the center of the information stage, enabling them to become well-informed citizens

- Covid-19 has brought with it the “usual” dose of misunderstandings, conspiracy theories, denial, lack of compliance to sanitary measures. Even without that, understanding why one should adopt behaviours that are not at all comfortable, practical, or that hinder socialisation is far from being easy.
- Still, students need to go back to school, in the safest environment possible.
- Here comes the opportunity.
- Students can and need to understand the altruistic side of wearing masks and of adopting distancing and hygiene measures.
- And students need to understand what is going on around them in order to develop a representation of reality that fits with reality - no excessive pessimism, or optimism, a correct understanding of causes, of how remedies are really searched for and tested, of the role of vaccines and medications, etc.
- Covid-19 represents an occasion to develop altruistic attitudes and critical/scientific thinking about natural events. It urges to do so in order to enhance the chances of having students develop correct behaviors.
- It is an opportunity for students to become ambassadors of knowledge and practices for their families and neighbours - specially in low-SES contexts.

# An educational choice, and practical resources

- <https://www.fondation-lamap.org/fr/continuite-coronavirus>
- The origin of the epidemics (natural causes)
- Why is hand washing useful?
  - Introduction to the notion of microorganisms on hands and practical activities with “paillettes” to simulate germs.
  - An experimental protocol for comparing the virtues of water only vs. water + soap
  - Invitation to produce communication supports for education other people to hand washing
- Why are distancing/masks useful?
  - Introduction to the notion of transmission at distance
  - Maths with distances, systems for calculating and visualising appropriate distances, etc.
  - Invitation to propose solutions for respecting spaces in the classroom
- How do you get better? The role of developing and testing treatment
  - Notion of testing protocol
  - Historical example (Scurvy) with simulation game

The screenshot shows the website for 'Fondation La main à la pâte'. The navigation bar includes 'Qui sommes-nous?', 'Nos actions', 'Nos partenaires', 'A l'international', and 'Participer'. Below the navigation bar are three main menu items: 'PRÉPAREZ VOTRE CLASSE', 'FORMEZ-VOUS À VOTRE RYTHME', and 'APPUYEZ-VOUS SUR NOS RÉSEAUX ÉDUCATIFS'. The main content area is titled 'Continuité pédagogique : Dossier Coronavirus'. Below this is a large banner image with the text 'Continuité pédagogique Dossier Coronavirus' and a 3D model of a coronavirus. Underneath the banner, it says 'Cycles 2 & 3 :'. There is a link for 'Pour l'enseignant : prise en main du dossier [lien]'. The page lists four sessions, each with a title, a brief description, and a dropdown arrow icon:

- Séance 1 - Mieux comprendre l'épidémie**  
Cette séance permet de découvrir l'origine de l'épidémie et son mode de propagation d'un pays à l'autre ...
- Séance 2 - Les gestes barrières : Pourquoi se laver les mains ?**  
Cette séance présente les gestes qui servent pour se protéger et protéger les autres de la maladie appelée "Covid-19", et permet en particulier de mieux comprendre le geste de protection qui consiste à se laver fréquemment les mains ...
- Séance 3 - Les gestes barrières : Pourquoi ne pas s'approcher trop des autres ?**  
Cette séance présente les gestes qui servent à se protéger et protéger les autres de la maladie appelée "Covid-19", et permet en particulier de mieux comprendre le geste de protection consistant à maintenir une distance appropriée ...
- Séance 4 - Qu'arrive-t-il quand le virus nous attaque, et comment guérit-on ?**  
La séance permet aux enfants de conclure le projet en abordant la réaction de l'organisme face au virus. Que se passe-t-il lorsque nous tombons malades ?

# An educational choice, and practical resources

- <https://www.fondation-lamap.org/fr/continuite-coronavirus>
- The origin of the epidemics
  - natural causes: micro-organisms, virus
  - Factors that favour the diffusion world-wide
- Understanding and filtering scientific information on the Internet before SHARING information (an engaged attitude)
  - Sources, Contents (Plausibility, Relevance) and the Quality of Evidence (Pictures, scientific evidence, ...)
  - How to act to reduce disinformation and misinformation on the Internet
- Using models to better understand the pandemics and the effects of different measures, such as vaccines, etc.
- Being engaged: what can I do to communicate better about the pandemics?

FONDATION La main à la pâte

Qui sommes-nous? Nos actions Nos partenaires A l'international

Participer

PRÉPAREZ VOTRE CLASSE FORMEZ-VOUS À VOTRE RYTHME APPUYEZ-VOUS SUR NOS RÉSEAUX ÉDUCATIFS

Accueil

Continuité pédagogique : Dossier Coronavirus

## Continuité pédagogique Dossier Coronavirus

Cycle 4 :

Pour l'enseignant : prise en main du dossier [\[lien\]](#)

**Séance 1 - A la recherche du coupable**  
Cette séance permet de découvrir la diversité du monde des micro-organismes et le rôle de vecteur de maladie que jouent certains d'entre eux ...

**Séance 2 - Comprendre l'épidémie**  
Cette séance permet de découvrir la diversité des causes qui expliquent la propagation d'une épidémie ...

**Séance 3 - J'évalue, je trie, je veille à ce que je partage**  
Cette séance permet d'acquérir des outils pour l'évaluation des informations de nature scientifique qui circulent dans les médias et sur les réseaux sociaux ...

**Séance 4 - Enrayer la maladie**  
Cette séance permet de découvrir le rôle de la modélisation dans la compréhension de l'épidémie de COVID-19 et des moyens de lutte (distanciation sociale, gestes barrières, vaccination) ...

**Séance 5 - Je m'engage, je partage**  
Cette séance a pour but final la création d'un support de communication visant à favoriser un comportement utile auprès de la population ...

- Between March 16th and beginning of July 2020, 28625 people have accessed the resources (mean time access: 7'48"), 19699 have downloaded the resources