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Webinar 1: What types of interventions, resources and activities are undertaken to address Covid-19 consequences on education? What are National Societies' challenges and support needs in regard to their Covid-19 education-related response?

Facilitator: Karl J. Zarhuber, Coordinator, Humanitarian Education Initiative, IFRC (based at Austrian RC), karl.zarhuber@roteskreuz.at

Presenters and subject matter experts:

Charlotte Tocchio, Coordinator, Humanitarian Education, IFRC, charlotte.tocchio@ifrc.org

Nancy Claxton, Global Lead, Community Health, IFRC, nancy.claxton@ifrc.org

Bonnie Haskell, Technical Advisor, Global Disaster Preparedness Center, bonnie.haskell@redcross.org

Chloe Bruce, Robert Kirkham: Content Developers, Community Education, British Red Cross, ChloeBruce@redcross.org.uk, RobertKirkham@redcross.org.uk

Günter Stummer, International Cooperation, Austrian Red Cross, guenter.stummer@roteskreuz.at

Lily Bowman, Director General, Belize Red Cross, bzercshq@btl.net

Abdoulie Fye, Programme Manager, The Gambia Red Cross Society, Abdoulie.fye@redcross.gm

[Play recording](#) (1 hr 52 mins)

Attendance: 384 individuals from 43 countries, RCRC National Societies, IFRC, ICRC and external organisations ¹

Insights shared in the chat

- Schools are closed, students are at home and we all know that there are many students who were relying on school meals (school feeding programme). Those learners need special and urgent response. This is why the IFRC guidance note highlights the role that the RCRC could play in providing economic support to families (in particular for food/nutrition-related matters).
- National Red Cross and Red Crescent Societies need resources and capacity development, and most importantly advocacy strategies in order to link up with governments and other humanitarian actors to come up with a clear and rapid COVID-19 response in the education sector. It needs special synergy and coordination mechanisms. Special efforts will be needed in Africa. Indeed, e-learning for home schooling requires a very heavy investment mostly in sub-Saharan Africa – be it in terms of infrastructure, human resource capacity and mind-set. IFRC education-related interventions for COVID-19 response should give special consideration to this.
- Increased child abuse is one of the challenges; parents' anxiety and frustration can lead to it

¹ Austria, Belgium, Bosnia and Herzegovina, Brazil, Cameroon, Canada (Toronto, Winnipeg, Ontario), Colombia, Cyprus, El Salvador, Ethiopia, France, Germany, Hong-Kong, India, Iraq (Mosul), Italy, Jamaica, Jordan, Kenya, Lake Chad, Lebanon, Malaysia, Mali, Malta, Mongolia, Netherlands, Nigeria, Norway, Pakistan, Panama, Philippines, Qatar, Togo, Trinidad and Tobago, Turkey, Saint Lucia, Sweden, Switzerland, Syria, Uganda, Ukraine, UK (incl. Scotland, Northern Ireland), USA (Michigan, Maryland). External organisations included the Global Education Cluster, the Education foundation, MAG, Parcic, the Forensic Scientist University, Welthungerhilfe, the Norwegian Refugee Council, COOPI, ECCAS and Ericsson.

- Given country-wide school closures, it is important to think of strategies to help parents manage early childhood care and development for children at home with the provision of guidance and individual use play kits.
- Ensure information, risk messaging, and educational resources are translated into appropriate local languages and formats (incl. consideration for migrants, people living with disabilities) although the time it takes to get those specifics printed and disseminated is often a real challenge
- Make sure the information doesn't say only what NOT to do but includes POSITIVE actions. Before schools closed, we raised awareness about Covid-19 in many.
- There is still a lack of outreach and visibility in the villages and a lot still needs to be done. Not all houses have TV, Internet or access to water. We need to further think of ways to help them.
- It would be helpful to focus also on adult education (and TVET) facing the challenges of a lot of countries with limited access to Internet and TV while dealing with closed training institutions and keeping physical distance
- Migrants and asylum seekers seem to have disappeared from the picture with COVID 19 (e.g., in Cyprus, Nigeria). Nobody knows what support they have and what COVID 19 cases there are as if they do not exist.
- There is a general confusion between quarantine and isolation
- The IFRC is collaborating with UN-Habitat on a guidance for addressing COVID-19 in informal settlements which should be available soon
- Some countries (e.g., Pakistan) are struggling to have medical kits for testing and need support with food for people who are jobless right now because of the lockdown.
- Being a teacher in a conflict torn area, it would be nice to also hear from the ICRC's approach to education-related matters in the Covid-19 context. The ICRC representative who was supposed to intervene from the floor but couldn't in the end will be invited as a speaker for the next webinar.
- Some of the pictures used in the Belize RC presentation to illustrate handwashing-related education were showing physical distance but not social distance
- From the speed at which situations change and the limited funding for aid, the humanitarian world might end up watching helplessly while people suffer. This would be really sad.
- The cards for children and youth presented by the Austrian Red Cross are available only in German right now; only teachers' and parents' information is currently provided in English. Translation of the rest of the materials will be undertaken in the coming weeks.

Quotes

- Sometimes I just think we did not need Covid-19 to bear in mind how lifesaving kindness can be - be it on the workplace or just in life
- What an incredible response from our global communities. Congratulations on your gifts to Humanity. Stay well!
- Thanks to all the humanitarian workers who are out there giving hope and protection to the populations.
- Great webinar. A little chaotic, given the number of participants. But, for me, it just adds to the immediacy and authenticity of the global suffering that exists. It never fails to humble and ground me; as East meets West, South meets North. It has a crystallising effect; where the relative structure, order and capacity of the industrialised nations directly meets, head-on, the lives of so many others that are in desperate need of improvement. This was placed clearly in context today after all the sophistication of the webinar delivery; the presentations, the tsunami of chat and the technical prowess of the creation of educational models had been rolled out, it only took one man from Pakistan, pleading for help, to bring everything into clear focus. This is what it is about; this is the true power of the webinar.

Webinar 2: How is the International Red Cross and Red Crescent Movement contributing to ensuring equitable and continuous access to education and learning opportunities as part of its response to mitigate the impacts of Covid-19?

Facilitator: Karl J. Zarhuber, Coordinator, Humanitarian Education Initiative, IFRC (based at Austrian RC), karl.zarhuber@roteskreuz.at

Presenters and subject matter experts:

Geoff Loane, Education Advisor, ICRC, gloane@icrc.org

Mountjoy Irish Red Cross Team (incl. volunteer inmates, Craig and James), Josephine A. Rice jarice@ipsedu.ie

Elena Petrova, Youth Officer, Russian Red Cross, redcross.novgorod@gmail.com

Marius Ulstein-Brokner, Innovation, Norwegian Red Cross, Marius.Ulstein-Brokner@redcross.no or maruls@redcross.no

Nancy Claxton, Global Lead, Community Health, IFRC, nancy.claxton@ifrc.org

Charlotte Tocchio, Coordinator, Humanitarian Education, IFRC, charlotte.tocchio@ifrc.org

[Play recording](#) (1 hr 38 minutes)

Attendance: 448 individuals from 50 countries, RCRC National Societies (NS), IFRC, ICRC and external organisations²

Insights shared in the chat

- Digital assistance for home schooling or online tutoring programmes (like the one provided by Norwegian RC and Swedish RC (Youth)) are good mainly to those who have adequate infrastructures such as smart phones, computers, and internet bundles. It can be combined with volunteers distributing school materials in families that do not have those digital facilities. Should your NS carry out such activities, please send related information to charlotte.tocchio@ifrc.org
- Many school feeding programs in the US are continuing with families picking up meals to take home.
- In Botswana, as an extreme way to respect physical distancing measures, some parents have moved to rural areas with their children, which now makes them hard to reach.
- Organisations like Reed recruitment sell very cheap [online professional/vocational courses](#). Perhaps IFRC could link up and partner with such kind of organisations.
- Let us make sure not to work only with local government authorities but also provide targeted families and learners with the opportunity to participate in interventions, in a spirit of shared responsibility and not only of coordination.
- Mental well-being is necessary to teach never to give up and how to get through the tough Covid-19 times. Surveys to ensure that young people are heard and supported are so important. The feedback received through those would be of great value to UNESCO, UN Agencies and WHO.
- The CDET Prison Education programme run by Irish RC volunteers in Mountjoy is an impressive and pioneering initiative that exemplifies our humanitarian values and should serve as a model and be replicated in other countries.

Quotes

²Austria, Antilles, Bahamas, Bangladesh, Belgium, Botswana, Canada, Costa Rica, Croatia, Cyprus, Denmark, Ethiopia, Finland, France, Gabon, Gambia, Greece, India, Iran, Ireland, Italy, Japan, Jordan, Kenya, Lebanon, Libya, Luxembourg, Mexico, Nepal, Netherlands, Niger, Nigeria, Norway, oPT, Pakistan, Qatar, Romania, Russia, Sri Lanka, Saint Lucia, Saint Vincent & the Grenadines, Sweden, Syria, Togo, Trinidad & Tobago, Turkey, Uganda, UK (Northern Ireland, Scotland), USA (California, Dakota, Minnesota, Florida, Nebraska, New Orleans, Maryland, Pennsylvania, Texas), Yemen. External organisations included the Global Education Cluster, IMO, IRCs, Iwords Global, NRC, MFC, MSF, Norwegian Agency for Development Cooperation (Norad), Save the Children, UNDRR / ECCAS, UNRWA.

- This has been a wonderful session, particularly because there have been presentations on such a range of initiatives. Thank you so much for the invitation and excellent learning.
- Thank you all presenters, associates and the facilitator for this very educational meeting. Red Cross initiatives like the ones presented and discussed are so relevant and necessary in these challenging times of pandemic.
- Thank you for a great and very well organised webinar. I look forward to getting the information on-line and to joining the next one.

Webinar 3: How does/can our Movement contribute to addressing the barriers that may hinder equitable access to inclusive education opportunities for individuals of all diversities?

Facilitator: Karl J. Zarhuber, Coordinator, Humanitarian Education Initiative, IFRC (based at Austrian RC), karl.zarhuber@roteskreuz.at

Presenters and subject matter experts

Charlotte Tocchio, IFRC Humanitarian Education Coordinator, charlotte.tocchio@ifrc.org

Stephen Wainwright, IFRC Protection and Social Inclusion Coordinator, stephen.wainwright@ifrc.org

Laila Khaleel, French Red Cross, Iraq Mission, edupm-iraq.frc@croix-rouge.fr

Liv Marte Nordhaug, Norwegian Agency for Development Cooperation (Norad), Liv.Marte.Kristiansen.Nordhaug@norad.no

[Play recording](#) (1 hr 39 mins)

Attendance: 279 individuals from 37 countries, RCRC National Societies, IFRC, ICRC and external organisations³

Insights shared in the chat

- Inclusionary education will help bring about freedom and education. Our young people suffer in shame and embarrassment and lack self-esteem globally. They do not have a voice.
- When listening to the presentations including the (INEE) webinar yesterday, I was very surprised to hear that there are governments that do not see inclusivity and access of education to all as a priority
- Training teachers about specific measures to ensure equity and inclusion in education is particularly important, so is training on basic health, safety and well-being measures. Doing so will also enable reaching out to parents who then get information through their children.
- A self-support tool for those who are doing the best they can and have limited access to resources is needed
- The next webinar scheduled on May 13th at 15:00 (CEST) will further dig into the aspects of protection and psychosocial support.
- Interested in American Sign Language (ASL)? Please visit <https://www.lifeprint.com/>

Quotes

- Thank you for the opportunity to join the webinar today. There is a lot of wonderful work being carried out by IFRC. Well done. I look forward to joining again with you next time.

³ Armenia, Australia (Melbourne), Austria, Cameroon, Canada (Newfoundland, Owen Sound, Vancouver, Winnipeg), Caribbean, China, Croatia, Cyprus, Greece, India (Bangalore), Indonesia, Iran, Ireland, Kenya, Kingdom of Saudi Arabia (Riyadh), Lebanon, Malaysia, Montenegro, Nepal, Netherlands, Nigeria (Abuja, Futa Akure, Kaduna, Lagos), Pakistan, Philippines, Poland, Somalia, South Sudan, St. Vincent & the Grenadines, Sri Lanka (Jaffna District), Sweden, Switzerland, Syria, Thailand (Bangkok), Turkey, Uganda, UK (incl. Edinburgh, Scotland), USA (Maryland, FL, Connecticut, Rhode Island, Texas Gulf Coast Region). External organisations included AVSI, Caritas, Dijana Help - Hilfe zur Selbsthilfe, US Federal Emergency Management Agency, Human for Human Organisation, UNHCR.

- Very well done and great content. Heartening to hear about the great work you are doing in these challenging times.
- I have got so much from these presentations; I will share with various communities.
- Thank you for having me, truly learnt a lot and sure will spread the knowledge in my community and beyond.
- Thank you for a very special session confirming how creative so many have been.

Webinar 4: How does/can our Movement contribute to ensuring the protection, safety and well-being of learners, parents, teachers and other education personnel in the current Covid-19 context?

Facilitator: Karl J. Zarhuber, Coordinator, Humanitarian Education Initiative, IFRC (based at Austrian RC), karl.zarhuber@roteskreuz.at

Presenters and subject matter experts

Charlotte Tocchio, IFRC Humanitarian Education Coordinator, charlotte.tocchio@ifrc.org

Gurvinder Singh, IFRC, Child Protection Coordinator, gurvinder.singh@ifrc.org

Ea Suzanne Akasha, IFRC Reference Centre for Psychosocial Support, Technical Advisor, eaaka@rodekors.dk

Brigitte Blütli, Austrian Youth Red Cross, Training and Education, Brigitte.Bluethl@roteskreuz.at

Lisa Bender, UNICEF, Education in Emergencies, lbender@unicef.org

Cheng Yang Chong, Malaysian Red Crescent Society, Youth Leader, chengyang@redcrescent.org.my

[Play recording](#) (1 hr 26 min)

Attendance: 276 individuals from 50 countries, RCRC National Societies, IFRC, ICRC and external organisations⁴

Insights shared in the chat

- Children in Scotland are not coming back to school yet. However, when they do, the science classrooms will only allow one teacher and five students with the space available. For classes of 25 students that will be a huge challenge!
- We see Chinese children wearing hats with 1 m protection bands/brims.
- Child protection issues needs to be addressed alongside educational ones; partners should focus more on using formal and non-formal education centres to address children's psychosocial needs and well-being.
- It is really important for educational systems to focus a lot more on life skills and incorporate it as a core subject matter alongside the other contents being taught.
- As we are talking about the role of parents and teachers, and the integration of child protection matters into the response to Covid-19 in education systems, National Societies should consider and engage with stakeholders of both public and private schools.
- The Children Resilience Programme developed by the PS Centre together with Save the Children is an amazing program that we invite all to further dig into.

⁴ Afghanistan, Austria, Bahamas, Bangladesh (Jhalakathi), Belgium, British Virgin Islands, Bulgaria, Canada (Ontario, Ottawa On, Winnipeg Manitoba, Vancouver), Chile, Croatia, Cyprus, Denmark, DR Congo, Ethiopia, Finland, France, Gambia, Germany (Rhineland-Palatinate), Greece, India, Iraq (Kurdistan), Ireland, Italy (Saint Lucia), Kenya, Korea, Lebanon, Luxembourg, Malaysia, Montenegro, Myanmar, Niger, Nigeria (Lagos, Abuja, Onitsha Anambra), Philippines, Puerto Rico, Qatar, Russia, Rwanda, Senegal, Sri Lanka, St. Vincent & the Grenadines, Sweden, Switzerland (Geneva), Syria, Tanzania (Tanga), Tunisia, Uganda, UK (Scotland), United Arab Emirates, USA (Florida, Maryland, Texas Gulf Coast Region), Yemen. External organisations included Oxfam, Help, United Health Care, Plan international, ANERA, ADRA, Family Health International (FHI360), Caritas, Multicultural First Aid.

- We should also focus on how Covid-19 can be tackled at community level in conflict-affected contexts.
- Local hotlines are key for support and referral of cases of abuse in the home (alongside reporting to authorities).
- The handwashing pictures used in many international guidance should be ideally replaced by one that would highlight the most important aspect of handwashing which is cleaning fingertips (as most infection results from touching with fingertips to mouth, nose and eyes).
- There is cumulative inequality for girls and boys. Role-playing might be considered for children to learn to communicate about COVID-19, as well as where parents and children could share their experiences about the disease and have access to education and community support.

Quotes

- Excellent information provided on caring for a family member at home and on coping with stress. Thank you very much!
- I look forward to sharing these interesting materials with our schoolteachers in Scotland.
- Thank you for today's wonderful webinar and the impactful presentations. The interactive Qi-Gong exercise was one of its kind and I look forward to learning more about such a relaxing and re-energising practice. It served as a good reminder of the benefit of the YABC programme, also during this time.
- Congratulations to SEAYN for these initiatives. I appeal to youth networks from other parts of the world to join you too in using the YABC approach to foster healthy emotional response to Covid-19 and teach youth resilience and IFRC principles. Keep up the excellent work!