**Minutes of the CCNGO-Ed2030 virtual meeting of 29 July 2020 at UNESCO. The meeting showcased civil society actions to protect the right to education during and after COVID-19.**

The pandemic is not just a health crisis it is also an educational crisis. School closures have stressed pre-existing inequalities in education, weaknesses and disadvantages in remote learning, deepened the digital gap as well as caused psychosocial challenges.

As stated in the Education 2030 Framework for Action civil society plays an essential role in the implementation of Sustainable Development Goal 4 (SDG4) – quality education. It states that Civil society organizations (CSOs), including representative, broad-based coalitions and networks “need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed.”

This crisis is an opportunity for NGOs to reinforce solidarity and contribute collectively to SDG4. This virtual meeting aims to:

* Analyze how civil society has responded to the crisis, defining strengths and weaknesses; examine the new realities challenging CSOs over the last 6 months: How have NGOs worked during the pandemic? How are NGOs doing things differently? How are NGOs advocating and working within their networks and beyond?
* Define a common strategy for CSOs work in education focusing on access, leinequalities and reduced financing.

Several organizations from Africa, Arab States, Asia and the Pacific, Europe and North America, Latin America and the Caribbean, and intersectoral, presented their perspectives for action.

**Marie-Claude Machon-Honoré represented the UNESCO NGO Liaison Committee**, as chair of this committee.

For each country represented, schooling took place online, via internet. The maximum number of people could thus be affected, thus eliminating, for some, the distances between places of life and places of learning, but also the disparities related to sex. Various leaders have developed mutual aid systems. A coalition has been organized in Africa, for example, to deal with the situation.

The recurring difficulty is the access to the internet - many families do not have a computer, DO NOT KNOW HOW to use them, DO NOT HAVE the means to access the virtual classroom , and so, for families already impacted by problem of employment, nutrition - as noted by the Latin American campaign, AS WELL AS in Mongolia, where connection problems were noted. No network, no online work possible.

In Nepal and the Philippines, a project was carried out to make children understand the importance of their voices, even online. They thought about what online work is, about the technique but also about the contents, about the vigilance that was necessary when facing the high quantity of information, harassment, lobbying, fake news and the rest.

Palestine has chosen to prioritise online education - this is new for them because until then the priority was on the medical sector. Their difficulty is heightened because they have to manage the crisis and welcome many refugees. Donations were also reduced during the crisis.

**In conclusion,** the situation related to the COVID 19 pandemic has awakened solidarity, it has shown how responsive teachers, NGOs and states are, it has shown how important giving tools and opportunities are in order to respect the Right to Education. And as Palestine advised: "Stop being locked up in traditional systems: We must invent in the face of every situation!"