

## Statement

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As COVID-19 continues spreading in many countries of world, how to keep learning in disruption has become a major challenge to the global education community. As stated by UNESCO Director-General Audrey Azoulay:

*“We are entering uncharted territory and working with countries to find hi-tech, low-tech and no-tech solutions to assure the continuity of learning.”*

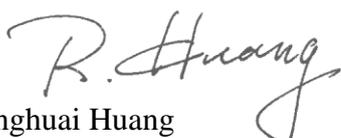
At this critical moment, UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED) and Smart Learning Institute of Beijing Normal University (SLIBNU) are releasing a special publication entitled “Handbook on Facilitating Flexible Learning During Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak” together with our collaboration partners.

During the COVID-19 outbreak, the Chinese Ministry of Education has launched the “Disrupted classes, Undisrupted Learning” initiative, providing flexible online learning to over 270 million students from their homes. Inspired by the united solidarity and innovative experiences of millions of teachers and students, this handbook aims to define the term “flexible learning” with vivid examples and touching stories. It describes several implemented flexible online learning strategies during the COVID-19 outbreak. These strategies are presented based on six dimensions, namely (a) infrastructure, (b) learning tools, (c) learning resources, (d) teaching and learning methods, (e) services for teachers and students, and (f) cooperation between government, enterprises, and schools.

Additionally, this handbook aims to help other educators, researchers and practitioners implement similar case studies in their context. We hope to work together more closely with all partners for the shared mission in this difficult situation. As emphasized by Mrs Stefania Giannini, UNESCO’s Assistant Director-General for Education:

*“We need to come together not only to address the immediate educational consequences of this unprecedented crisis, but to build up the longer-term resilience of education systems.”*

On behalf of UNESCO INRULED and SLIBNU, I would like to thank our partners from China and abroad. Our special thanks go to the National Commission of the People's Republic of China for UNESCO for their incredible support during the realization of this publication. We also acknowledge with gratitude contributions for this publication from our partner organizations, including UNESCO Institute for Information Technologies in Education (UNESCO IITE), the International Association of Smart Learning Environment (IASLE), the Arab League's Educational, Cultural and Scientific Organization (ALECSO), and Edmodo.



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