Key Resources for Education

Lisa Bender | May 2020

Cumulative Inequality

- Need to understand the disproportionate impact on marginalized groups, including women and girls

- Enhance accessibility of information, materials and instruction (students, teachers, staff, parents)

- Adapt for migrants/displaced: language of instruction, combatting xenophobia

- Build community & global citizenship

Time for Action

- The longer marginalized children are out of school, the less likely they are to return

- Serious protection and MHPSS risks

- Disruption of essential school-based services

- Significant learning losses

The framework serves to inform the decision-making process on why, when and how to reopen schools

✓ **supports national preparations**

✓ **guides the implementation process**

✓ **contributes to overall public health and education planning processes**

Safe operations

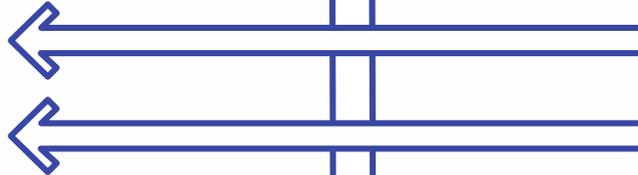**Learning**

Including the most marginalized
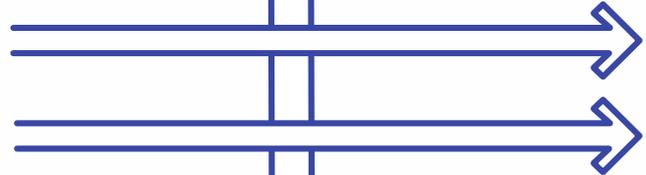
Wellbeing and protection

Policy

Financing

Reducing volume and proximity

Volume

- Progressive by grade
- Blended learning
- Limited # of days per week

Proximity

- Staggered opening/closing
- No large gatherings (assemblies, recess, etc.)
- Eat in classroom

Provide clear national guidance on parameters for decision making on school openings. They may need to be progressive, beginning in areas with the lowest rates of transmission and lowest localized risk.

School openings can also be staged – for example, they could initially be limited to a few days of the week, or only apply to certain grades or levels. National policies should provide clear guidance for sub-national assessment and decision making.

Develop clear and easy-to-understand protocols on physical distancing measures, including prohibiting activities that require large gatherings, staggering the start and close of the school day, staggering feeding times, moving classes to temporary spaces or outdoors, and having school in shifts to reduce class size.

Develop detailed protocols on hygiene measures, including handwashing, respiratory etiquette, use of protective equipment, cleaning procedures for facilities and safe food preparation practices.

Revise personnel and attendance policies with teacher unions to accommodate health-related absences and support remote and blended teaching.

Policies should protect staff, teachers and students who are at high risk due to age or underlying medical conditions, with plans to cover absent teachers and continue remote education to support students unable to attend school, accommodating individual circumstances to the extent possible.

Recommendations in the framework focus on **strengthening schools for the response and beyond.**

- New and better approaches to reach the most marginalized

- All children in school

- Blended and innovative models for learning

- Healthier schools

Guidance on COVID-19 Prevention & Control in Schools

✓ **Basic facts**

✓ **Key messages and actions**

✓ **Environmental health focus**

✓ **Engages care-givers & children**

✓ **Suggestions for age specific educational activities**
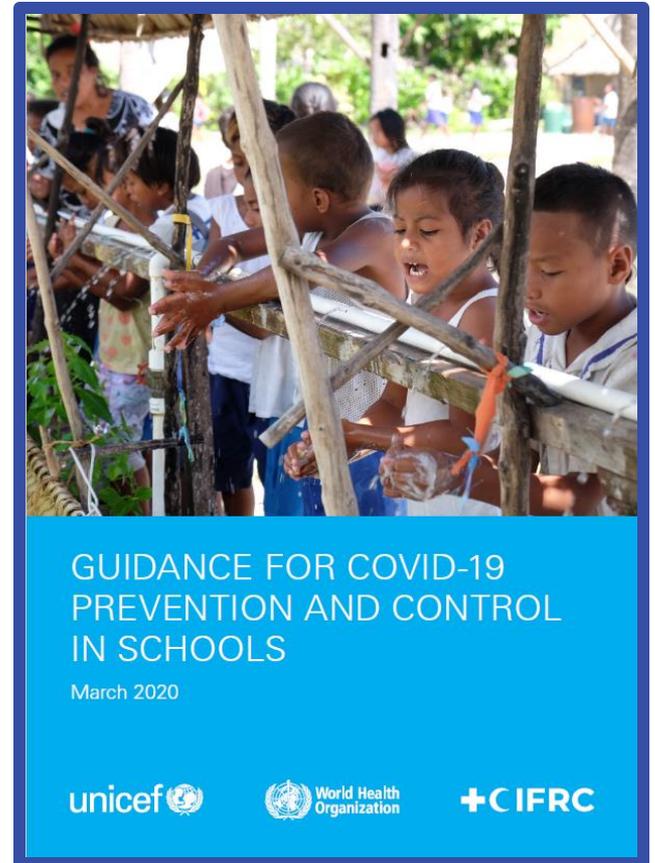
GUIDANCE FOR COVID-19
PREVENTION AND CONTROL
IN SCHOOLS

March 2020

unicef   World Health Organization   +C IFRC

Supplementary Content

OPERATIONS

- ✓ Checklist on environmental health for schools
- 2 pager on cleaning & disinfecting schools with supply list
- 2 pager on contextualizing and implementing COVID Guidance for schools
- Extensive **WASH and IPC materials**, including for low resource contexts

LEARNING

- 2 pager for schools on accelerated education
- 2 pager of child friendly COVID-19 materials for integration into lessons

INCLUSION & PROTECTION

- ✓ Checklist on supporting students for parents/caretakers
- ✓ Checklist on caring for self and others for students
- 2 pager on resources for reaching and engaging specific populations of concern
- 2 pagers on MHPSS and Child Protection considerations

Environmental Health

CHECKLIST FOR SCHOOL ADMINISTRATORS, TEACHERS AND STAFF

☐ **1. Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake. Ensure adequate, clean and separate toilets for girls and boys**

- Ensure soap and safe water is available at age-appropriate hand washing stations
- Encourage frequent and thorough washing (at least 20 seconds)
- Place hand sanitizers in toilets, classrooms, halls, and near exits where possible
- Ensure adequate, clean and separate toilets or latrines for girls and boys

☐ **2. Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)**

- Use sodium hypochlorite at 0.5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for cleaning staff

☐ **3. Increase air flow and ventilation where climate allows (open windows, use air conditioning where available, etc.)**

☐ **4. Post signs encouraging good hand and respiratory hygiene practices**

☐ **5. Ensure trash is removed daily and disposed of safely**

Thank you.

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for every child