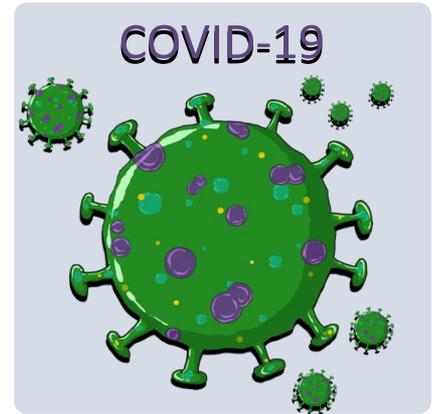


unicef 



Education during Covid 19

Context



Coronavirus disease (COVID-19) pandemic

- Schools shut down
- Education continuity disrupted - learning loss
- Risk, stigma, exclusion
- Uncertainty
- Fear, stress
- Economic distress

Efforts so far and way forward

- Risk communication
- Education continuity
- Learning environment at home
- SMC role defined and oriented
- Psycho social support
- Telephonic support
- Blended approach
- Reaching un- reached children
- Safe schools reopening

SMC role redefined and orientation of parents on positive parenting

Role of SMCs along with Panchayats

During lock down

- All children girls and boys given environment to study at home
- CARE and protection

before school reopening

- Sanitizing and cleaning of schools
- WASH facilities
- All children resume schools
- Planning for absentees, potential drop outs and regular monitoring
- Mid day meal

Help parents create learning environment

Positive learning environment

Help children with local examples

Help them play all the links that GCERT send and help them open and practice at home

Equal time and opportunities for learning both for boys and girls

Engage boys also in household chores

Keep them safe online if they are using mobile

Responsive Parenting

Interaction

Behaviors

Emotions

Knowledge

Beliefs

Attitude

Practice

Platforms to Reach out to Parents

During Lockdown

- Social media – Whatsapp, Facebook
- Phone calls
- Radio and Television
- People providing essential services at home

After Lockdown, continued social distancing

- Continued use of social media platforms
- One-on-one interactions, maintaining social distance (frontline workers, community based leaders and workers)

Six Tips for Parents

Spend Quality
Time with
Children

Maintain
Structure, routine
– make it along
with children

Keeping it
Positive

Manage
Challenging
Behavior

Keep Calm and
Manage Stress

Talk about COVID -
19

Messages for Parents – Spend Quality Time with Children

- Give full attention to the children
 - Listen to them
 - Look at them
 - Talk to them
- Set aside time to spend with your child
 - As less as 20 minutes will also help
 - But at the same time everyday
- Have fun with the with different activities
 - Read to them
 - Sing and dance with them
 - Involve them in household chores

1 COVID-19 PARENTING Quality Time

Can't go to work? Schools closed? Worried about money? It is normal to feel stressed and overwhelmed.

School shutdown is also a chance to make better relationships with our children and teenagers. Quality Time is free and fun. It makes children feel loved and secure, and shows them that they are important.

Set aside time to spend with each child

It can be for just 20 minutes, or longer – it's up to us. It can be at the same time each day so children or teenagers can look forward to it.

Ask your child what they would like to do

Choosing builds their self confidence. If they want to do something that isn't OK with physical distancing, then this is a chance to talk with them about this. (see next leaflet)

Switch off the TV and phone. This is virus-free time.

Ideas with your baby/toddler

- Sing songs, make music with pots and spoons
- Copy their facial expression and sounds
- Stack cups or blocks
- Tell a story, reading a book or showing pictures

Ideas with your teenager

- Talk about something they like: sports, T.V. show, friends
- Go for a walk – outdoors or around the home
- Do a workout together

Ideas with your young child

- Read a book or look at pictures
- Go for a walk – outdoors or around the home
- Play dance and freeze!
- Do a chore together – make cleaning and cooking a game!
- Help with school work

Listen to them, look at them. Give them your full attention. Have fun!

Want more helpful tips from UNICEF and WHO? [EVIDENCE-BASE IS HERE](#)

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Messages for Parents – Keeping it Positive

Be positive – its difficult in these times but we have to keep out interactions and instructions positive

Use positive words with the children and ask to do something rather than not to do something

Everybody is stressed shouting at children will make them more stressed and scared

Praise the children whenever possible

Each day take time to talk about one positive or fun thing you did

2 COVID-19 PARENTING Keeping It Positive

It's hard to feel positive when our kids or teenagers are driving us crazy. We often end up saying "Stop doing that!" But children are much more likely to do what we ask if we give them positive instructions and lots of praise for what they do right.

Say the behaviour you want to see!

- Use positive words when telling your child what to do, - like "Please put your toys away" (instead of "don't make a mess!")

It's all in the delivery!

- Shouting at your child will just make you and them more stressed and angrier. Get your child's attention by using their name. Speak in a calm voice.

Praise your child when they are behaving well!

- Try praising your child or teenager for something they have done well. They may not show it, but you'll see them doing that good thing again. It will also reassure them that you notice and care.

Get real

- Can your child actually do what you are asking them? It is very hard for a child to keep quiet inside for a whole day but maybe they can keep quiet for 15 minutes while you are on a call.

Listen to your child's needs!

- Teens especially need to be able to communicate with their friends. Try to give them the space to express themselves – especially if they are wanting to talk about their own fears and concerns.

Want more helpful tips from UNICEF and WHO?
EVIDENCE-BASE IS HERE

Logos: Sustainable Development Goals, World Health Organization, UNICEF for every child, INTERNET GOOD THINGS, CDC, and the Wellcome Trust.

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• Messages for Parents – Maintain Structure

COVID-19 has changed daily schedule of everyone, yours as well as children's – make a new schedule

- Flexible but consistent will make the
- Involve the child in developing the routine – older children can help develop a plan for themselves
- Include physical exercise in the daily routine

Model for child's behavior, make handwashing and hygienic practices fun

3 COVID-19 PARENTING Structure Up!

COVID-19 has taken away our daily work, home and school routines. This is hard for children, teenagers and for you. Making new routines can help.

Create a flexible but consistent daily routine

- 1 Make a schedule for you and your children that has time for structured activities as well as free time. This can help children feel more secure and better behaved.
- 2 Children or teenagers can help plan the routine for the day – like making a school timetable. Children will follow this better if they help to make it.
- 3 Include exercise in each day - this helps with stress and kids with lots of energy at home

Teach your child about keeping safe distances

- 1 If it is OK in your country, get children outside.
- 2 You can also write letters and draw pictures to share with people – even taking a photo of them and sending it!
- 3 You can reassure your child by talking about how you are keeping safe. Listen to their suggestions and take them seriously.

Make handwashing and hygiene fun

- 1 Make a 20-second song for washing hands. Add actions! Give children points and praise for regular handwashing.
- 2 Make a game to see how few times we can touch our faces with a reward for the least number of touches. (you can count for each other)

You are a model for your child's behaviour

- 1 If you practice keeping safe distances and hygiene yourself, and treat others with compassion, especially those who are sick or vulnerable – your children and teenagers will learn from you.

At the end of each day, take a minute to think about the day. Tell your child about one positive or fun thing they did.

Praise yourself for what you did well today. You are a star.

Want more helpful tips from UNICEF and WHO? EVIDENCE-BASE IS HERE

Partners: UNICEF, World Health Organization, UNICEF for every child, INTERNET 4 GOOD THINGS, CDC, ACCELERATE THE GOOD THINGS

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Messages for Parents – Manage Challenging Behavior

Children make mistakes and show inappropriate behaviors it can even more when they are stuck at home with limited or no movement

Try and catch bad behavior early

Redirect the child – let play

Do not show anger – pause and think and then act/respond

Use consequences – give choice to the child to follow instruction before giving consequence

4 COVID-19 PARENTING Bad Behaviour

All children misbehave. It is normal when children are tired, hungry, afraid, or learning independence. And they can drive us crazy when stuck at home!

Redirect!

- 1 Catch bad behavior early and redirect your kids' attention from a bad to a good behaviour. For example, when they start to get restless, you can distract with something interesting or fun: "Come, let's go outside for a walk!"

Take a Pause

- 1 Feel like screaming? Give yourself a 10-second pause. Breathe in and out slowly five times. Then speak.
- 2 Millions of parents say this helps - A LOT!

Use consequences

Consequences help teach our children responsibility for what they do. They also allow discipline that is controlled. This is more effective than hitting or shouting.

- 1 Give your child a choice to follow your instruction before giving them the consequence.
- 2 Try to stay calm when giving the consequence.
- 3 Make sure you can follow through with the consequence. For example, taking away a teenager's phone for a week is hard to enforce. Taking it away for one hour is more realistic.
- 3 Once the consequence is over, give your child a chance to do something good, and praise them for it.

Keep using Tips 1-3

- 1 Quality time, praise for being good, and consistent routines will reduce bad behaviour.

Want more helpful tips from UNICEF and WHO? EVIDENCE-BASE IS HERE

Partners: FOUNDATION FOR PROMOTING HEALTH, World Health Organization, UNICEF for every child, INTERNET GOOD THINGS, CDC, LEVERHULME TRUST

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Messages for Parents – Keep Calm and Manage Stress

It is a stressful time – take care of self and support the children

You are not alone – millions of people around the world are in the same situation, insecure

Relax!

5 COVID-19 PARENTING Keep Calm and Manage Stress

This is a stressful time. Take care of yourself, so you can support your children.

You are not alone

Millions of people have the same fears as us. Find someone who you can talk to about how you are feeling. Listen to them. Avoid social media that makes you feel panicked.

Try to avoid alcohol

When families are crowded in together, it's best to find other ways of relaxing or de-stressing. Alcohol can make us more likely to shout, hit each other and feel angry.

Listen to your kids

Be open and listen to your children. Your children will look to you for support and reassurance. Listen to your children when they share how they are feeling. Accept how they feel and give them comfort.



Take a Pause

1-minute relaxation activity that you can do whenever you are feeling stressed or worried

Step 1: Set up

- Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
- Close your eyes if you feel comfortable.

Step 2: Think, feel, body

- Ask yourself, "What am I thinking now?"
- Notice your thoughts. Notice if they are negative or positive.
- Notice how you feel emotionally. Notice if your feelings are happy or not.
- Notice how your body feels. Notice anything that hurts or is tense.

Step 3: Focusing on Breath

- Listen to your breath as it goes in and out.
- You can put a hand on your stomach and feel it rise and fall with each breath.
- You may want to say to yourself "It's okay. Whatever it is, I am okay."
- Then just listen to your breath for a while.

Step 4: Coming back

- Notice how your whole body feels.
- Listen to the sounds in the room.

Step 5: Reflecting

- Think 'do I feel different at all?' [Pause]
- When you are ready, open your eyes. [Pause]

Taking a Pause can also be helpful when you find your child is irritating you or has done something wrong. It gives you a chance to be calmer. Even a few deep breaths or connecting with the feeling of the floor beneath can make a difference. You can also Take a Pause with your children!

[Want more helpful tips from UNICEF and WHO?](#)

[EVIDENCE-BASE IS HERE](#)








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Messages for Parents – Talk about COVID-19

Children would have heard about COVID-19/Coronavirus, talk to them about it depending on how much they will understand

Even if not heard about it tell them about it – silence does not help

They will have questions try to provide answers

They might ask the same questions multiple times – reassure them

Provide the correct information – if parent is not aware – should get more information

Important Information for Parents

6 COVID-19 PARENTING
Talking about COVID-19

Be willing to talk. They will already have heard something. Silence and secrets do not protect our children. Honesty and openness do. Think about how much they will understand. You know them best!

- Always answer questions truthfully
- Tell them early and talk clearly to them
- Make time for them to listen, understand and ask questions

It is OK not to know the answers

It is fine to say "We don't know, but we are working on it, or we don't know but we think". Use this as an opportunity to learn something new with your child!

Children may ask the same question many times

It is reassuring for them if you can repeat your explanations, in a calm and supportive way.

There are a lot of stories going around

Some may not be true. Use trustworthy sites: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019> and <https://www.unicef.org/coronavirus/covid-19> from WHO and UNICEF.

Questions children ask

- Why is my school closed?
- What is a virus?
- What does it look like?
- Where does it hide?
- Why do I have to stay at home?
- What can I do?
- Why do I have to wash my hands?
- Why can't I go out with my friends?
- What does dead mean?

Want more helpful tips from UNICEF and WHO?
EVIDENCE-BASE IS HERE

Logos: UNICEF, World Health Organization, INTERNET GOOD THINGS, CDC, RESILIENT SOCIETY

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Why reopen schools

- Disruptions to instructional time in the classroom can have a severe impact on a child's ability to learn.
- The longer vulnerable children are out of school, the less likely they are to return, particularly those who were already attending school irregularly.
- Children from the poorest households are already almost five times more likely to be out of primary school than those from the richest.
- Being out of school also increases the risk of teenage pregnancy, sexual exploitation, child marriage, child labour and other threats.
- Further, prolonged closures disrupt essential school-based services such as immunization, mid day meal, and mental health and psychosocial support (MHPSS), and can cause stress and anxiety due to the loss of peer interaction and support and disrupted routines.
- These negative impacts will be significantly higher for vulnerable children, such as migrants, children from scheduled tribes and castes and minority communities, children with disabilities, and children living in urban slums.

Framework for Reopening Schools



Global school closures in response to the COVID-19 pandemic present an unprecedented risk to children's education, protection and wellbeing. The United Nations Secretary-General António Guterres recently called on governments and donors to prioritize education for all children, including the most marginalized, and the Global Education Coalition was established to support governments in strengthening distance learning and facilitating the reopening of schools.

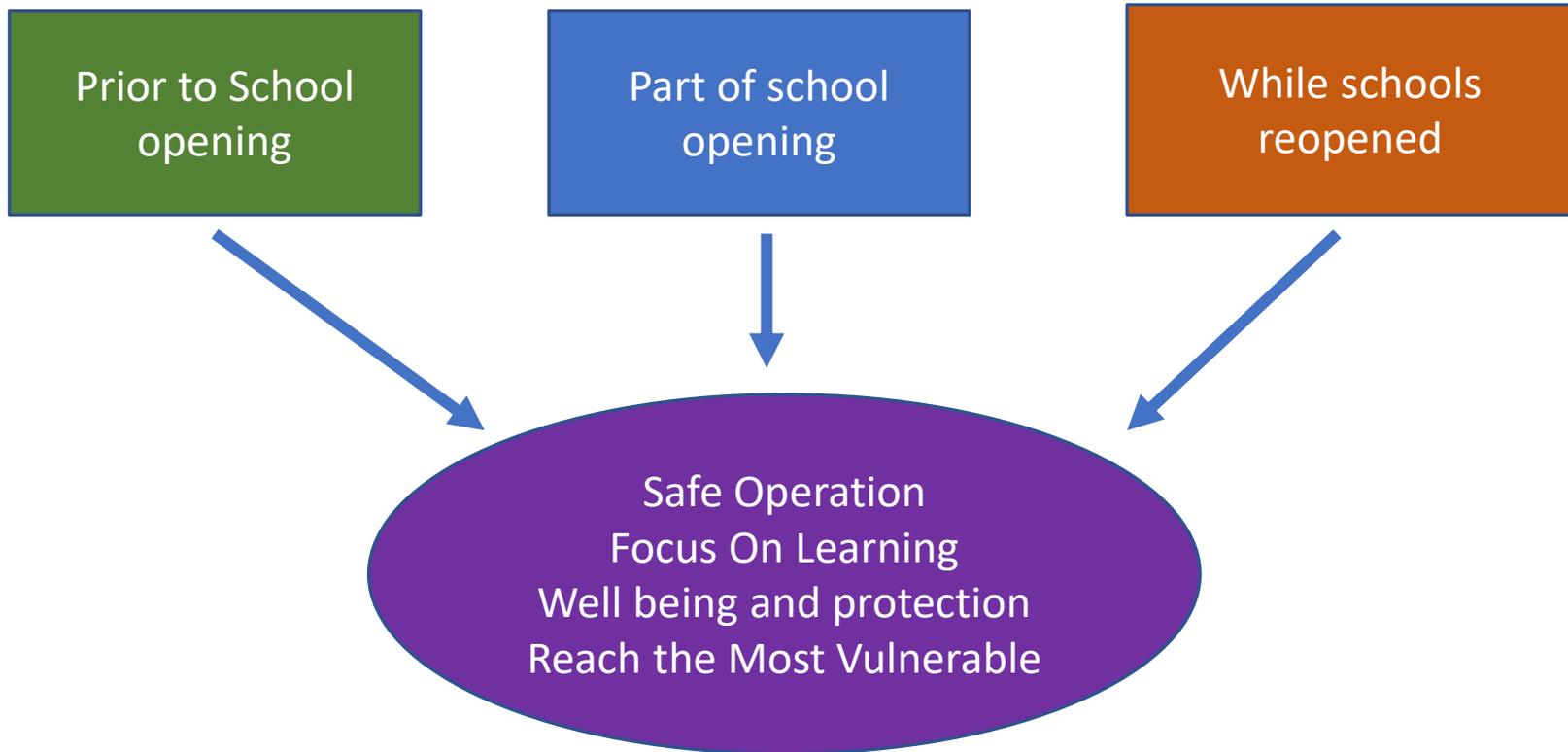
While we do not yet have enough evidence to measure the effect of school closures on the risk of disease transmission, the adverse effects of school closures on children's safety, wellbeing and learning are well documented. Interrupting education services also has serious, long-term consequences for economies and societies such as increased inequality, poorer health outcomes, and reduced social cohesion. In many countries, data on virus prevalence is incomplete and decision makers will need to make their best assessments in a context of incomplete information and uncertainty. National governments and partners must simultaneously work to promote and safeguard every child's right to education, health and safety, as set out in the Convention on the Rights of the Child. The best interest of the child must be paramount.

Across countries leaders are grappling with difficult and uncertain trade-offs as they consider easing lockdowns. This framework serves to inform the decision-making process on when to reopen schools, support national preparations and guide the implementation process, as part of the overall public health and education planning processes. Contextualization and continuous adaptation are necessary in order to respond to local conditions and meet each child's learning, health and safety needs.

**Reopening schools is a
multi-sectoral concern**

**convergence with other
departments**

Framework



When, where and which schools to reopen?

- The timing of school reopening should be guided by:
- the best interest of the child, and
- overall health considerations
- based on an assessment of the associated benefits and risks - informed by cross-sectoral and context-specific evidence, including education, public health sector and socio-economic factors.



Safe
Operations



Focus on
Learning



Reach the
most
vulnerable

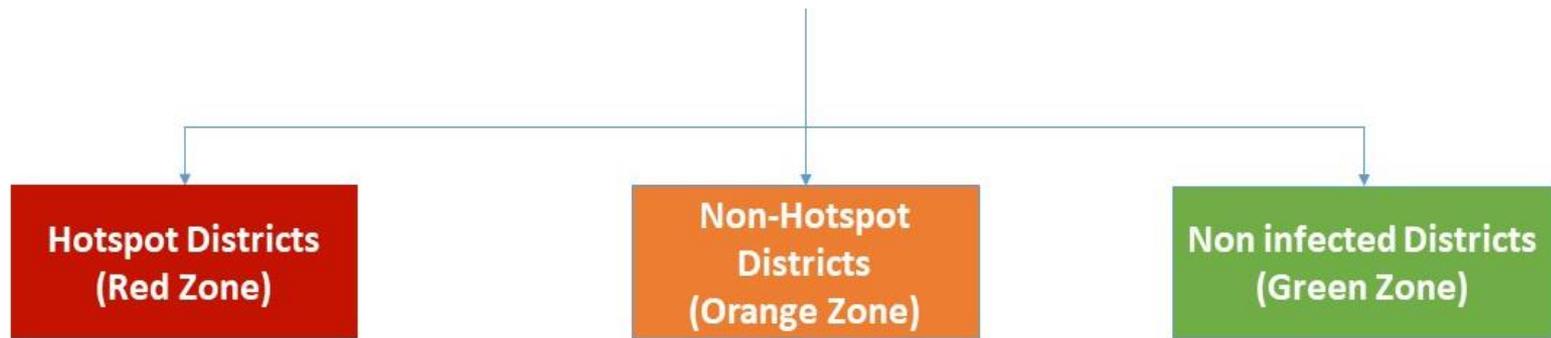


Wellbeing
&
Protection

Policy

Financing

One tool to make decisions on which schools should reopen and when, could be the Ministry of Health and Family Welfare (MHFW) classification of districts into three zones for immunization services:



Within each Hotspot and Non-Hotspot district, areas with COVID-19 cases are defined as:

1. Containment zone
2. Buffer Zone
3. Areas beyond buffer zone

	Prior to reopening	Part of reopening	With school reopened
Safe operations	Provide clear guidance on parameters for decision making on school openings.	Strengthen communication and coordination mechanisms Conduct a 'back to school' communication campaign	Develop a decision model for reclosing and reopening schools
	Develop clear and easy-to-understand protocols on physical distancing measures Develop a decision model for reclosing and reopening schools	Train administrative staff, teachers, SMCs and adolescent groups/child cabinet members on implementing physical distancing and school hygiene practices and increase staff at schools as needed. Decontaminate schools used as quarantine centres and/or sheltering migrants.	Measures to reduce physical distance: Emphasize behavior change to increase both the intensity and frequency of cleaning and disinfection.. Based on government regulations, emphasize the importance of proper use of cloth masks. Make information on hygiene widely available and accessible,
	Revise personnel and attendance policies with teacher unions to accommodate health-related absences	Provide school leaders with clear guidance to establish procedures if students or staff become unwell.	Ensure schools monitor student and staff health, maintain regular contact with local health authorities, update emergency plans and contact lists and increase the frequency of health checks
	Take measures to protect staff, teachers and students who are at high risk		
	Identify response and recovery financing for immediate investments in school water, sanitation and hygiene. Upgrade/retrofit handwashing stations, drinking water points, toilets and urinals to allow physical/social distancing of at least 1-2 meters.	Promote hygienic practices at all levels and for all staff of the school system, Increase the share of schools with safe water, handwashing stations, cleaning supplies and, wherever possible, establish or expand sex segregated toilets or latrines including provisions for menstrual hygiene management.	Ensure the supply of soap at each handwashing station, near every door of toilet-bathroom, in the mid-day meal distribution area/ dining hall, school entrance and exit.

	Prior to reopening	Part of reopening	With school reopened
Focus on learning	Provide teachers and school leaders with support and training on remote learning and ways to support their students while schools are closed..	Revise admissions policies and requirements to align with the goals of the RTE Act.	<p>Supplement instructional hours with a blended model of teaching and learning where schools may be operating on partial or otherwise adapted schedules.</p> <p>Implement innovative teacher support methods, such as online professional development, coaching, or use of tutors to help bring capacity development efforts to scale more rapidly.</p>
	Develop alternative academic calendars based on different public health scenarios and taking into consideration modalities to be used for remote learning.	<p>Equip teachers to deal with both learning recovery and students' mental health and psychosocial (MHPSS) needs.</p> <p>Inclusion of parents and caregivers in the learning of their children may be a new habit to be encouraged even after school resume</p>	<p>Consider waiving less important examinations, such as those used for promotion decisions, focusing resources on critically important examinations (such as those used for secondary school graduation or university entrance)</p> <p>Remedial teaching- catch up</p>
	Assess impacts on the private education sector and consider possible responses, including expanding public supply, public financing of private supply, or other responses as appropriate.	<p>Implement large-scale 'catch-up' programmes to mitigate learning loss and prevent exacerbation of learning inequality after school closures.</p> <p>Special training programmes can be implemented in parallel to mainstream previously out-of-school or over-age children.</p>	Continue flexible approaches to education delivery to provide greater opportunities to children and adolescents who could not access learning or training, or career guidance opportunities prior to the crisis, including access to online education platforms and education programmes through TV and radio.

	Prior to reopening	Part of reopening	With school reopened
Wellbeing & protection		<p>Increase provision of mental health and psychosocial support services that address stigmatization/discrimination and support children and their families in coping with the continued uncertainties of the pandemic.</p> <p>Mechanism may be put in place within the schools for addressing psychosocial needs and other questions of students in context of COVID 19</p>	<ul style="list-style-type: none"> ▪ Share clear, concise and accurate information about COVID-19 ▪ Normalize messages about fear and anxiety ▪ Promote self-care strategies not only for students and their families but also teachers and other school staff.
	<p>Ensure continuous and timely payment of teachers' salaries, with attention to those on precarious contracts, to mitigate against teacher attrition and promote wellbeing.</p>	<p>Conduct a risk assessment for teachers and other staff (considering age; chronic conditions; whether they live in a red, orange or green zone; and other risk factors), then implement a staggered approach for returning to school.</p>	<p>Review and strengthen referral systems, particularly for severe cases.</p>
		<p>Re-establish regular and safe delivery of essential services. This includes, but is not limited to, critical nutrition, WASH (safe water management, disposal of solid waste, usage of toilets and hand washing practices) and health services such as mid day meal , micronutrient supplementation, deworming, malaria prevention, oral hygiene, vaccination campaigns, protection referrals and specialized services for children with disabilities.</p>	<p>Create contingency plans for the distribution of meals/food baskets in preparation for potential rapid re-closures of schools.</p> <p>Where services are not available at school, strengthen referral systems, including for SRH services that are youth-friendly and fully accessible.</p>

Reaching the most marginalised	Prior to reopening	Part of reopening	With school reopened
		<p>Direct education funding to schools hit hardest by the crisis, for example through formula-based funding that prioritizes the most marginalized. In terms of mechanisms, consider school block grants and cash transfers (conditional or unconditional) to students.</p> <p>Adapt school opening policies and practices to expand access to marginalized groups such as previously out-of-school children, children who attend irregularly, displaced/migrant children, children from scheduled castes, scheduled tribes, minority communities, and children with disabilities.</p>	<p>Eliminate barriers to entry to maximize re- / enrolment rates.</p> <p>Take specific measures to support girls' return to school, the return/enrolment of children with disabilities, children affected by migration and children from other disadvantaged groups through increased community engagement.</p> <p>Ensure learning materials/ platforms, information, services and facilities are accessible to children with disabilities.</p>

Enabling children return to schools

All schools are cleaned and/or disinfected/sanitized and SOPs + supplies in place for school running

Parents, children and the wider community support safe school reopening- back to school campaign

All SOPs for prevention and control have been tested and are operational at school level to be implemented and monitored by school management

All relevant staff for school operations are capacitated on SOPs for hygiene and safety.

Systems are operational for safe distribution of school meals, MH/PSS support, and poverty alleviation schemes.

Fast reaction Decision-making mechanism between schools and authorities on school closure/opening is operational

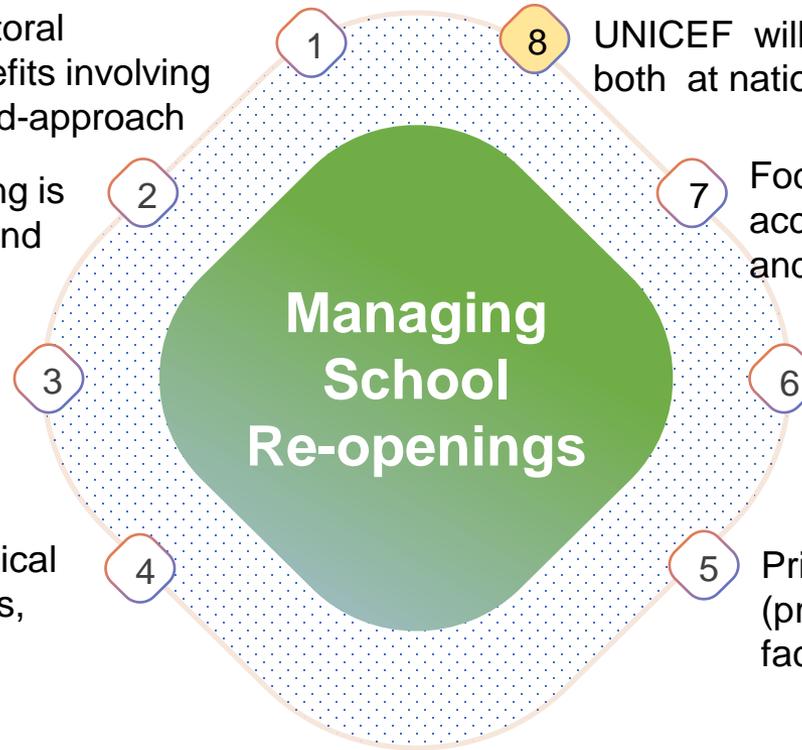
The Way Forward

Decisions based on cross-sectoral assessments of risks and benefits involving key ministries, could be phased-approach

Decentralised decision-making is essential, including parents and communities

Communication needs to be clear, transparent and evidence based

School safety protocols are critical and be reflected in school plans, tools and training



8 UNICEF will provide technical support both at national and state as well

7 Focus on differentiated and accessible materials, teacher training and formative assessment

6 Building Back Better by focusing on Blended Learning and Promoting Secondary Education as a public good

5 Prioritizing the youngest learners (pre-primary, primary) for face-to-face learning

Open for Discussion



THANK
YOU