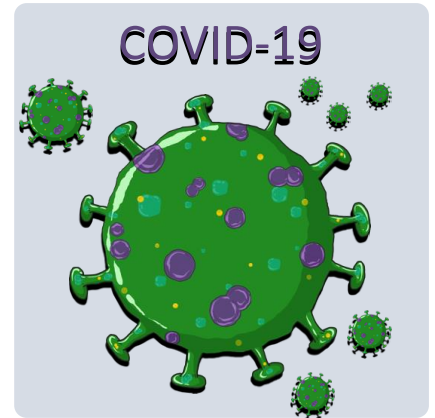


Agenda

1. What is being done so far and way forward in Covid- 19 response
2. Role of parents – How parents can be oriented
3. Presentation and discussion on Framework for reopening schools
4. Role of SMCs – orientation needs
5. Way forward: Action points

Context



Coronavirus disease (COVID-19) pandemic

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

Need special efforts to ensure for children

- Risk communication
- Education continuity
- Learning environment at home
- SMC role defined and oriented
- Psycho social support
- Reaching un reached children

Existing efforts and way forward in education

What are we doing

- Education continuity through study at home
- Psycho social support from GCERT
- Telephonic support to parents
- Videos for parents of children special needs
- Risk communication
- Career guidance – every Friday

Way forward

- SMC orientation their role defined
- Online assessment to see if children learning
- Data and analysis- coverage and quality- with gender aspect
- Plan to reach out unreachable children to minimize the inequities
- Parents orientation on psycho social support
- School reopening plan
- Blended approach of content for education continuity linked with Learning outcomes
- Focus on young children – potential enrollment

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

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

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.

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.

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

Guidance/Framework for the Reopening Schools

- **Why reopen schools?**
- **When, where and which schools to reopen?**
- **How to reopen schools**
- **Next steps**

Why reopen schools?

- Disruptions to instructional time, severe impact on a child's ability to learn.
- Longer vulnerable children are out of school, the less likely they are to return
- Being out of school increases the risk of teenage pregnancy, exploitation, child marriage, child labour and other threats.
- Prolonged closures disrupt essential school-based services such as immunization, school feeding, 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.

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.

How to reopen

- The timing of school reopening should be guided by:
 - 6 key dimensions
 - 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

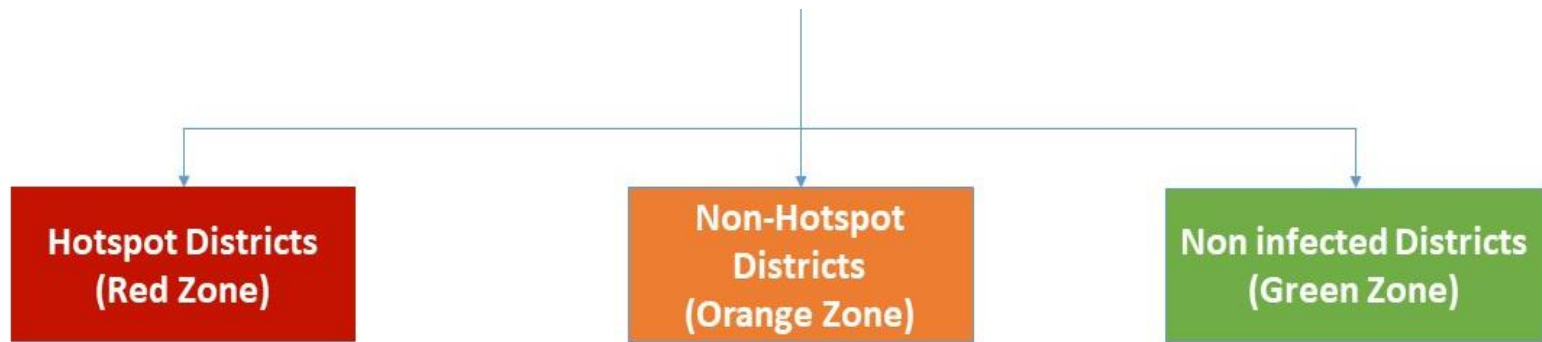
Policy

Financing

What is the Know how

- Contextualization and adaptation
- Respond to local needs and conditions particularly in contexts such as urban settlements and low water settings.
- Response a catalyst to improve learning outcomes, increase equitable access to education and strengthen the protection of children.

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

FRAMEWORK

Prior to reopening	Part of reopening	With school reopened
Prepare with critical policies, procedures and financing plans needed to improve schooling, with a focus on safe operations, including strengthening remote learning practices.	Adopt proactive approaches to reintegrate marginalized and out-of-school children. Invest in water, sanitation and hygiene to mitigate risks and focus on remedial education to compensate for lost instructional time.	Actively monitor health indicators, expanding focus on wellbeing and protection. Strengthen pedagogy, adapt remote education for blended teaching and learning, including knowledge on infection transmission and prevention

- Safe Operations
- Focus on Learning
- Wellbeing and Protection
- Reach the Most Vulnerable

Safe operations	Prior to reopening	Part of reopening	With school reopened
	<p>Provide clear guidance on parameters for decision making on school openings.</p> <p>Provide clear guidance for district assessment and decision making.</p>	<p>Strengthen communication and coordination mechanisms</p> <p>Conduct a ‘back to school’ communication campaign</p>	<p>Develop a decision model for reclosing and reopening schools</p>
	<p>Develop clear and easy-to-understand protocols on physical distancing measures</p>		<p>Measures to reduce physical distance:</p>
	<p>Develop a decision model for reclosing and reopening schools</p>	<p>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.</p> <p>Decontaminate schools used as quarantine centres and/or sheltering migrants.</p>	<p>Emphasize behavior change to increase both the intensity and frequency of cleaning and disinfection..</p> <p>Based on government regulations, emphasize the importance of proper use of cloth masks.</p> <p>Make information on hygiene widely available and accessible,</p>
	<p>Revise personnel and attendance policies with teacher unions to accommodate health-related absences</p> <p>Take measures to protect staff, teachers and students who are at high risk</p>	<p>Provide school leaders with clear guidance to establish procedures if students or staff become unwell.</p>	<p>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</p>
	<p>Identify response and recovery financing for immediate investments in school water, sanitation and hygiene.</p> <p>Upgrade/retrofit handwashing stations, drinking water points, toilets and urinals to allow physical/social distancing of at least 1-2 meters.</p>	<p>Promote hygienic practices at all levels and for all staff of the school system,</p> <p>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.</p>	<p>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.</p>
	<p>Utilize the COVID-19 response as an opportunity to review policies on use of school facilities during emergencies (as shelters, health facilities, quarantine locations, etc.).</p>		

	Prior to reopening	Part of reopening	With school reopened
Focus on learning	<p>Provide teachers and school leaders with support and training on remote learning and ways to support their students while schools are closed. This could include creating peer groups on mobile platforms or providing phone credits to contact parents.</p> <p>Increase investments in remote learning in order to prepare for future rounds of school closings and strengthen teaching and learning where closures remain in effect.</p>	<p>Revise admissions policies and requirements to align with the goals of the RTE Act.</p>	<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>
	<p>Develop alternative academic calendars based on different public health scenarios and taking into consideration modalities to be used for remote learning.</p>	<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>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>	<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>	<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.</p>

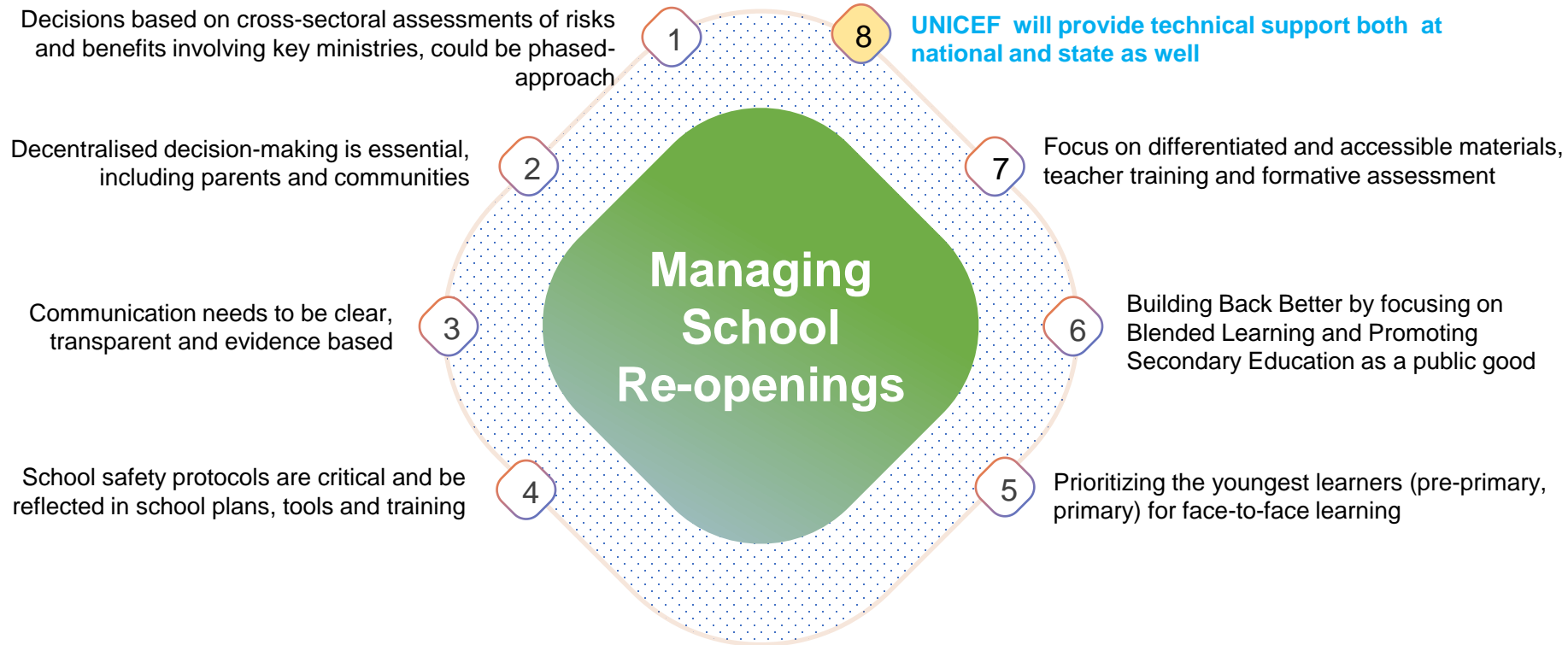
	Prior to reopening	Part of reopening	With school reopened
Wellbeing & protection		<p>Increase provision of mental health and psychosocial support services that address stigmatization/discrimination and support children and their families in coping with the continued uncertainties of the pandemic.</p> <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.
	Ensure continuous and timely payment of teachers' salaries, with attention to those on precarious contracts, to mitigate against teacher attrition and promote wellbeing.	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.	Review and strengthen referral systems, particularly for severe cases.
		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 school feeding, micronutrient supplementation, deworming, malaria prevention, oral hygiene, vaccination campaigns, protection referrals (MHPSS, gender-based violence, abuse, etc.) and specialized services for children with disabilities.	<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>

	Prior to reopening	Part of reopening	With school reopened
Reaching the most marginalised	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.	Eliminate barriers to entry to maximize re-/ enrolment rates.	Prioritize financing to support new recovery needs, especially for disadvantaged students (e.g., special training or remedial education).
	Adapt school opening policies and practices to expand access to marginalized groups such as previously out-of-school children, children who attend irregularly attend, displaced/migrant children, children from scheduled castes, schedules tribes, minority communities, and children with disabilities.	<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>	<p>Conduct surveys to assess whether children did indeed come back to school and to identify out-of-school children to inform efforts to bring these children to school.</p> <p>Plan for continuity of assistive services for children with disabilities if schools are reclosed.</p>

Next steps

Design and implement safe and effective responses to reopening schools. Responses to reopening schools must be designed according to contextually appropriate protocols and checklists. Planning must consider the context of the school, including the level of schooling – pre-primary, primary, secondary, and open schooling.

The Way Forward



SMC role redefined and orientation of parents on positive parenting

Role of SMCs along with Pachayats

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

Detailed guidelines on school reopening plan have been shared

Open for Discussion



THANK
YOU