



Prioritize, Protect, and Plan for Education

INEE advocacy messages for during and after the COVID-19 pandemic

These advocacy messages are designed to influence policy dialogue and debate to ensure access to safe, inclusive, equitable, and quality education for all children affected by conflict and crisis during the COVID-19 pandemic. The messages - developed in conjunction with partners and drawn from a variety of [ongoing responses](#) - are divided into sections: (a) a short introduction; (b) key messages under the headings prioritize, protect, and plan; and (c) thematic messages, focused on specific groups of learners or issues.

INEE members are encouraged to use and adapt the messages according to their own context and needs. Members may also want to develop a more comprehensive advocacy strategy as part of their COVID-19 response and are encouraged to utilize the [INEE Advocacy Strategy Template](#).

Background: Children and youth in crisis contexts should not be left further behind

Every year, millions of children and youth miss out on their right to education. In 2019, [258 million children](#) had never set foot in a classroom, largely as a result of discrimination based on gender, disability, poverty, and the impact of conflict and crisis, including forced displacement and migration.

The COVID-19 pandemic has exponentially increased the numbers of students out of school, with nearly 90% of the world's students – more than 1.6 billion over the past year – affected by [school closures](#) as measured by the new Global Education Recovery Tracker. As children and young people around the world continue to face regular disruption to their education because of COVID-19, it is essential to ensure that their learning and well-being remain a priority. Prioritizing safe, quality learning opportunities for all those affected by pre-COVID-19 crises remains at the forefront of INEE's work, especially as children and youth in such contexts are disproportionately affected by the pandemic.

The rights of children and youth are not suspended during an emergency. This includes the right to education. Quality education protects cognitive development and supports psychosocial well-being. In times of crisis, it offers children a sense of hope.

All stakeholders – national and sub-national governments, school management, teachers, the international community of donors, UN agencies, international and national NGOs, parents, caregivers, and local communities – need to work together to keep children and youth safe, supported, and learning, during and after the pandemic. There is also a need for coordinated and flexible plans for when it is safe for schools to reopen. These need to ensure the safe return and retention of children and youth to their classrooms and mitigate the long-term impacts on education in the future. It is essential to ensure that the most vulnerable children – including those who have never been to school or already have their education disrupted by conflict or crisis – are not left even further behind.

Prioritize and fund education in crisis contexts

We must ensure that education is prioritized in all national, regional, and global COVID-19 responses, and that quality teaching and learning continue. Education is a universal human right that is not suspended during an emergency. The continuation of learning is a number one priority for parents, children, and youth during any crisis.

Key Messages

- Policy, planning, and financing for the COVID-19 response and recovery must include quality education in all local and national response and recovery plans during and after the COVID-19 crisis. Equity and inclusion should be at the centre of these education plans, with specific strategies outlined for previously out-of-school children and youth. COVID-19 policies and interventions should meet the needs and unique risks faced by the most vulnerable children and youth.
- Learning opportunities during school closures should not further exacerbate educational inequalities on the basis of gender, poverty, disability, ethnicity, religion, geographic location, refugee status, and more.
- Refugee, migrant, and internally displaced children and youth should be included within national and sub-national education COVID-19 response and recovery plans, [including vaccination plans and roll-outs](#).
- All stakeholders should ensure a gender-sensitive education response to COVID-19. Girls and young women in conflict and crisis contexts already face greater barriers in accessing quality education. The gap between the numbers of girls and boys out of school is likely to increase due to COVID-19, as girls are less likely to return to school following extended school closures. Priority should be given to ensuring that girls, along with other marginalized groups including children and youth with disabilities, are not left further behind as a result of the pandemic.
- Age, sex, disability, and wealth disaggregated data should be collected as a priority to understand how COVID-19 impacts learners differently and to properly assess risk factors for different segments of the population.
- Governments should maintain or increase investment in education to at least 20% of their national budget, prioritizing investment to ensure the most marginalized children and youth have access to quality education during and after the crisis.
- The [United Nations COVID-19 appeal](#) (US\$ 2 billion), which includes education, needs to be fully funded by donors. Education must receive a sufficient percentage of the overall funding to ensure education continues and is strengthened during and after the COVID-19 crisis. Before the crisis, humanitarian funding was already insufficient, with on average only 2.4% of humanitarian funding going to education ([INEE, 2020](#)). Pre-COVID-19, donors were being called on to increase their allocation for education to a minimum of 10% of their overall humanitarian budget.
- Donors should maintain existing commitments and increase allocations to [Education Cannot Wait's \(ECW\)](#) response to COVID-19 as well as to the [Global Partnership for Education](#), to ensure adequate and harmonized humanitarian and development financing of education during the current pandemic, and in the longer-term, to finance the recovery phase and achievement of SDG4.
- [Guidance](#) and tools for teachers and education providers should prioritize the use of accredited, quality child- and youth-friendly emergency remote teaching opportunities, such as hardcopy home learning packages, online learning, radio, and television. These should be adapted according to the best channels for a particular context. All emergency distance learning programmes and packages must adhere to the [INEE Minimum Standards](#) for Education.

- COVID-19 education responses must be properly coordinated with various sectors, such as health, WASH, and [child protection](#). Areas for collaboration should be identified, considering each sector's strengths and delivery capacity. Existing [humanitarian coordination arrangements](#), such as Education Clusters and Sector Working Groups, must be used and resourced to maximise the efficiency and the effectiveness of humanitarian responses. Supporting the existing architecture will ensure that COVID-19 responses build upon and are integrated into the broader education in emergencies responses as countries move through different phases of the COVID-19 response and continue to implement their humanitarian plans.
- COVID-19 response policies, programs, and funding should support families and caregivers to promote children's learning and well-being in the home. They should also provide resources dedicated to helping families, caregivers, and teachers build children's social-emotional skills alongside traditional academic skills.

Protect children and youth, and ensure a holistic approach to well-being

All stakeholders need to ensure children and youth are protected from risks in school, home, and community. This includes ensuring that there are adequate water, sanitation and hygiene (WASH) facilities, as well as behavior support programs and other health, well-being, and protection measures, including those to reduce or eliminate gender-based violence.

Key Messages

- Safe, quality education – including emergency remote teaching – can offer lifesaving and protective measures during times of crisis, including the COVID-19 pandemic. Schools, teachers, parents, and caregivers should be supported to deliver age-appropriate safety and protection messages to children and youth that help mitigate the risk of infection and promote well-being by reducing stress and anxiety. This should include country specific, accurate and age-appropriate advice on any vaccination plans or roll outs (see John Hopkins, World Bank, UNICEF [education recovery tracker](#) for information on vaccine roll out).
- Ensure all children, youth, parents, and caregivers have accurate information to support child-safeguarding, and that the information is delivered in ways that limit panic and distress, reassures, and encourages adherence to health and vaccination messaging. Educators, parents, caregivers, and communities are also advised to consistently implement practical, good-quality psychosocial interventions, as outlined in the [support to students' psychosocial wellbeing and social and emotional learning](#).
- Integrate mental health and psychosocial support into all efforts to support children and youth during school closures and during their return to schooling. Nearly 90% of the world's students are out of school and have faced loss of learning, loss of routine, isolation from friends, uncertainty about the future, as well as concerns over the virus itself, including threats to their health and the health of loved ones.
- Include child protection considerations in the development and roll-out of learning tools, with particular attention to the most vulnerable children and youth. These should meet the [INEE Minimum Standards for Education](#) and [Child Protection Minimum Standards](#). Such programmes provided for refugee, migrant, and IDP children and youth should align where relevant with host country curricula and methods.
- Teachers and parents/carers should be made familiar with principles of the prevention of sexual exploitation and abuse (PSEA), child safeguarding, GBV risk mitigation, and safe referral practices.

- Use age-appropriate educational messages on handwashing, social distancing and how to prevent the spread of ‘germs’ as well as ready-to-use resources that provide teachers and/or parents/carers to talk about the current crisis and reassure children about the vaccination process.
- Where schools remain open, measures must be in place to protect children and youth, not only from the health impact of COVID-19 but from the additional risks to their welfare. All educational authorities should review the [Technical Note: Protection of Children during the Coronavirus Pandemic](#) to assess the risks that affect children in their own context.
- Recognize that school closures are likely to result in economic and mental health stress for families, and the secondary impacts may increase the risk of child labor and other threats.
- Provide additional financial support for teachers, parents, and caregivers.
- Maintain child nutrition levels where nutrition has previously been delivered through schools by providing alternatives to school feeding programs. These may be through cash transfers, food vouchers, or other mechanisms.
- Continue to protect learning spaces. Learning spaces, teachers and students may still be subjected to attack, regardless of the COVID-19 pandemic. Governments should sign up to the [Safe Schools Declaration](#) and ensure that schools are not utilized as health, vaccination or shelter facilities.
- Education in emergencies (EiE) and child protection humanitarian action (CPHA) practitioners should collaborate to ensure complementary responses and extend their reach. Governments and donors should fund joint EiE and CPHA actions to maximize the impact of both sectors.

Plan for a safe return to school

Education authorities and schools must plan for recovery. Preparation for the safe reopening of schools should have started from the onset of the crisis. Special attention should be paid to health and hygiene measures and ensuring the education system is prepared to address possible protection issues on reopening of schools. It is vital that while governments and local and international partners take action to keep children learning while schools are closed, they also ensure that education systems are strengthened in preparation for school reopening. This means recognising that there is a risk of many children not returning to school after a long disruption. Measures should be taken to re-enrol children and provide catch-up classes to ensure their retention in the longer term.

Key Messages

- Government health authorities should decide when schools reopen or if they have to close again because of additional waves of virus infection. All educational authorities should adhere to the [Guidance for COVID-19 Prevention and Control in Schools](#), released by UNICEF, WHO, and IFRC and endorsed by the Inter-Agency Standing Committee. Schools should only reopen when government health authorities say it is safe to do so.
- The earlier schools can reopen after closure the better: lessons from previous Ebola responses show that long school closures lead to dropouts of children who never return, increased teenage pregnancies, and other protection issues. These can cause enormous strain on government systems and resources during the recovery phase.
- Teachers and principals should be engaged in the decision-making process and in the planning for the return to school, which should include decisions on and access to the vaccination roll-out and testing and tracing mechanisms where appropriate. They are

key providers of essential information to the community on safe practices for return to school. This should include psychosocial support (PSS) and social and emotional learning (SEL). [PSS and SEL capacity building opportunities](#) should be provided for teachers and education personnel not only to support the safe and protected return of children, but also for the well-being of teachers and education personnel themselves.

- Strengthen education systems. There is an opportunity to ‘build back better’ after the pandemic and to address past weaknesses, including access to safe sanitation for all learners. Education systems can be strengthened during this crisis in order to prepare for the next one. Few countries have [crisis-sensitive education plans](#). Training should be provided for educational planners to integrate contingency planning and budgeting into education sector plans at national and sub-national levels.
- Plan for, provide, and fund additional catch-up classes or accelerated education programmes (AEPs). These types of classes may be needed either before or during children’s return to school to cover what children may have missed during school closures. A useful tool to determine what programme is appropriate is the [Accelerated Education Working Group \(AEWG\) Decision Tree](#). All the AEWG tools and guidance can be found on the [INEE Accelerated Education page](#).
- Maintain and increase financing to support a safe and smooth transition back to school. Increased funding will be essential to support the reintegration of all children, including marginalized groups back into the school system. This could involve funding to support the monitoring of enrollment and drop-out. Children at risk of not returning to school because of the disruption, can then be tracked and supported to return and stay in school.

Teachers, parents, and caregivers need targeted support

A competent and skilled teacher is one of the most important aspects of any education system. It is critical that we support teachers as they help students continue their education and learning amid the stress of school closures. At a time when teachers are limited in their ability to teach, parents and caregivers are often supporting the learning of children and young people, and therefore have an important role to play in building children’s resilience and promoting well-being and learning.

The key messages below are adapted from the [Teachers For EFA Task Force](#) messages on COVID-19 including those for [vaccinating teachers](#) as part of the COVID-19 recovery process. Additional resources to support teachers in crisis contexts (TiCC) can be found with the [INEE TiCC Collaborative](#).

Key messages

- 1. Include teachers in developing COVID-19 education, aid and vaccination responses**
 - Ensure that teachers play a meaningful role in making decisions and choosing the alternative distance teaching interventions that affect them in relation to the COVID-19 response. They should also be involved in the decisions related to the vaccination roll-out for teachers and students in order to expedite school reopening.
- 2. Preserve employment and wages for teachers and school personnel**
 - National governments should ensure that teachers continue to be paid despite school closures. This should be supported by donors who need to provide sufficient multi-year funding during school closures and after schools reopen.

3. Prioritize the health, safety, and well-being of teachers, learners, families, and caregivers

- Provide targeted support resources to promote teachers' and families'/caregivers' well-being, as they themselves are affected by the crisis. When teachers and families/caregivers are well, they are better able to create safe, nurturing, supportive environments that support the cognitive, social, and emotional development of learners. Ensure that the [vaccination of teachers](#) is considered a priority in national COVID-19 response and recovery plans.

4. Provide adequate professional support and training

- Train teachers and other staff on signs of distress, so they can identify and refer children who may have specific child protection needs or are facing other threats to their physical and mental health as a result of COVID-19.
- Strengthen and improve the quality and coordination of online teacher professional development opportunities where necessary.
- Train teachers to develop lessons and materials to support students' social-emotional learning, and provide SEL resources to parents and caregivers.

Refugee, returning, migrant and IDP teachers, children and youth face additional risks

The crowded nature of many refugee, migrant, and IDP camps and urban settlement areas may mean that COVID-19 will spread particularly quickly in these settings. Children and youth in these contexts face particular and significant risks. Therefore it is essential that refugee, returning, migrant and IDP teachers, children and young people are [vaccinated](#) and are included in national vaccination plans and roll-outs.

Key messages

1. Include refugees, asylum seekers, and IDPs in COVID-19 responses and vaccination roll-outs

- Refugees, migrants, asylum seekers, and IDPs should be included in all government-led COVID-19 responses and vaccination roll-outs to ensure the continuity of education. These should recognize that refugee, migrant and host communities may have limited access to resources and connectivity. Some of these issues can be overcome by using UNHCR's [Connected Education](#) resources.

2. Prioritize funding for education for refugee, migrant, and IDP children and youth to avoid catastrophic hardship

- Donors, governments, and the international community must prioritize investment and responses for refugee, migrant and IDP children, including for education. Outbreaks of COVID-19 in humanitarian settings could be catastrophic.
- Additional funding should be provided to strengthen social distancing measures and improve WASH facilities for refugees/migrants/IDPs - particularly those living in congested environments.

3. Align remote learning programmes with relevant curricula

- Education programmes should align with relevant curricula and methods to the greatest degree possible. In the longer term, this will facilitate a recognizable

pathway towards certification that is equivalent to ministry of education requirements.

Girls and young women face additional barriers and risks

Disease outbreaks affect women and men differently and can exacerbate existing inequalities for girls and young women. These create additional barriers to education and increase the risk of sexual exploitation and gender-based violence. Girls and young women living in conflict and crisis contexts are already more than twice as likely to miss out on their right to education than boys. The extra strains placed on education systems and responses due to COVID-19 risk further threatens girls' and young women's access and return to quality education. As schools close and families come under increased stress due to the current crisis, girls and young women may face increased domestic and care responsibilities, and be placed at increased risk of child marriage and early pregnancy. This can reduce their opportunities for education during and after the crisis and increase the chances of them dropping out of school.

Key messages

- 1. Include girls and young women in decision making for the COVID-19 response**
 - Women and girls should be included in decision making for COVID-19 preparedness and response, and be guaranteed representation in national and local COVID-19 policy spaces, including decision-making that will affect their education and their futures.
- 2. Take specific action to ensure that girls and young women have continuous access to quality education and learning when schools are closed.**
 - During school closures, girls and young women often take on the duty of care for younger siblings and other family members. Ensure that responses take into account the increased burden of unpaid care work on girls and young women as a result of school closures, and the corresponding effects on education outcomes for girls and young women. Young girls and women who act as caregivers should be given priority during the vaccination roll-outs, particularly in countries affected by crisis.
 - Governments should work closely with teachers, school staff, and communities at large to ensure distance learning curricula, activities, and resources are gender sensitive and inclusive. Community sensitization on the importance of girls' education should continue as part of any distance learning programme.
 - In contexts where digital solutions are less accessible, adopt distance learning approaches that are low-tech and gender-responsive. This includes sending reading and writing materials home and using radio and television broadcasts to reach the most marginalized. Ensure programme scheduling and learning structures are flexible and allow self-paced learning so as not to deter girls who often disproportionately shoulder the burden of care.
 - On average, access to mobile internet is 26% lower for girls and women compared to boys and men globally ([OECD, 2018](#), [UN Women 2019](#)). Implement measures to reduce the risk of unequal access to online or other technological learning solutions by ensuring that girls and young women are trained with the necessary digital skills, including the knowledge and skills they need to stay safe online. Ensure that girls and women have access to information on how to protect themselves and their families in response to the pandemic. Women typically have less access to information and technology than men, but play a major role as conduits of information in their communities.

- 3. Mitigate the risk of sexual exploitation and gender-based violence when schools close**
 - Girls who are out of school face higher risks of sexual and gender-based violence (SGBV), early marriage, and pregnancy. Ensure all actors involved in the delivery of emergency distance education, including teachers, parents, caregivers, and non-state actors, have the knowledge, skills and support to mitigate the risks of GBV and prevent sexual exploitation and abuse. Guidance should be given on the use of online platforms, mobile devices, and other measures to update referral practices and mitigate any increased risks of virtual SGBV.
 - Consider innovative ways to address the needs of girls who miss out on vital services when schools are closed, specifically school meals and protection. This means making available school access points for individual psychosocial support and food distribution, working cross-sectorally to ensure alternative social services are in place, or delivering support over the phone, text, or through other forms of media.
 - Train teachers on how to include access to clear information on safe and gender-responsive referral practices within their teaching and learning materials.

- 4. Take measures to ensure girls return to school post-crisis**
 - Previous epidemics have demonstrated that girls face greater barriers than boys in returning to school post-crisis. Schools, teachers, parents, and policy-makers must prioritize return to school for adolescent girls to avoid risking higher levels of drop-outs and longer-term negative impacts to their education and socio-economic outcomes.
 - Ensure flexible learning approaches and allow automatic promotion and appropriate opportunities in future admissions processes that recognise the particular challenges for girls. This includes pregnant girls and young mothers who often face stigma and discriminatory school re-entry laws that prevent them from accessing education. Catch-up courses and accelerated learning may be necessary for these girls who return to school.

Children and youth with disabilities need inclusive education responses

Every child has a right to education, including children with disabilities. However, even in non-emergency settings disability remains a major barrier to education. Around the world, disability outweighs other individual and household characteristics as a barrier to quality education ([Mizunoya et al. 2016](#)). During the COVID-19 crisis, the risk to children and youth with disabilities is exacerbated and governments, donors, along with all stakeholders must take specific measures to provide inclusive quality education. Children and youth with disabilities are also likely to face increased risks and suffer even more of a disadvantage in terms of access to aid (including food, water, shelter), precisely because they are unable to physically access food distribution points, water points, sanitation facilities, schools, etc.

Key messages

- 1. Involve children and youth with disabilities and other relevant stakeholders in COVID-19 responses**
 - Involve children and young people with disabilities and their caregivers in decisions affecting their education provision and needs.
 - During educational needs assessments for the COVID-19 response, make efforts to liaise with representative organizations and groups (such as disabled people's organizations) to build a comprehensive picture of who is excluded and what is

needed to include them. This should be coordinated as part of a multi-sectoral approach, including with health and protection services.

- 2. Governments and donors must fund and deliver quality distance education for children and youth with disabilities, from pre-primary through all levels of education.**
 - Appropriate distance teaching and learning opportunities should be available for children and youth with disabilities. Modes of delivery and resources should be adapted to be accessible to children with a range of disabilities, including those with visual or hearing impairments, and/or with special educational needs.
- 3. Implement and fund protective plans and policies**
 - In emergency contexts, including the COVID-19 crisis, children and youth with disabilities may face increased risk of physical and sexual violence. Governments together with other stakeholders should identify any increased risk and ensure that protective policies and plans at local and national levels are implemented and funded.

Adolescents and youth can be part of the response

Adolescents and youth currently make up 1.2 billion of the global population, and this is projected to [increase by 200 million by 2050](#). In all types of crises from climate change to armed conflict, young people and youth-led organizations have been quick to take action. According to young people from the [Youth Cafe](#), the same is happening now during the COVID-19 pandemic and they are campaigning for greater involvement.

Key messages

- 1. Engage youth and adolescents and youth as part of the COVID-19 response**
 - Engage and include young people in discussions, meetings, and decision-making to address the crisis. Do this by harnessing the potential of young people as valuable contributors to the COVID-19 response. Work in partnership with the youth sector to co-create practical solutions to the current crisis which could mobilize and harness the energy and ideas of young people.
 - Provide clear guidance about how young people can engage in a way that is safe for both themselves and those they are seeking to support.
 - Provide clear and consistent communication by age group, so that they fully understand and appreciate the implications of the COVID-19 outbreak for themselves, their families and communities.
 - Relevant government ministries including Education, Health, Water, Gender, Social Affairs, Children and Youth, etc. should establish functional multi-sector coordination mechanisms at national, local and school levels that include young people to ensure a holistic response for children and youth out of school, ensuring continued access to services usually provided through schools.
- 2. Provide age appropriate PSS/SEL support for vulnerable youth**
 - Young people are facing multiple new sources of stress, and need support to cope and build resilience. Psychosocial Support and Social and Emotional Learning can facilitate and foster this resilience therefore a continuation and increased access to these services is vital.
- 3. Fund youth-led organizations**

- Support youth-led organizations with flexible funding or repurposing of existing grant-based activities to allow organizations to support remote youth engagement.

Early childhood interventions matter

While COVID-19 will affect learners of different ages in different ways, the critical needs of young children and their parents and caregivers are at greatest risk during this time. Families are finding themselves without their normal access to learning, play, and care. This is leading to an early learning crisis, as families have to jointly address coping with stress and continuation of the pandemic, alongside managing all of their children's learning and development.

Early childhood development (ECD) does not stop during a pandemic, so it is essential that early childhood interventions continue. As [Rose and Zubairi](#) suggest 'Supporting early learning is the best investment a government can make - for the child and the country. Every \$1 invested in early childhood care and education can lead to a return of as much as \$17 for the most disadvantaged children.' But despite evidence on the benefits of early childhood intervention, '85% of children in low income countries do NOT have access to pre-primary education. Compare that with high-income countries, where 82% are in pre-primary schools'. For caregivers facing the additional stresses of coping with low or lost incomes, conflicts or other humanitarian crises, the resulting stress of struggling to provide childcare and early childhood education cannot be underestimated.

Key messages

- 1. Include parents and caregivers in the design of the COVID-19 response**
 - Parents and caregivers should be involved from the outset of response and recovery plans to ensure that age-appropriate messages are used consistently to strengthen the resilience of children, their parents and caregivers.
- 2. Provide accurate information and advice for parents and caregivers on COVID-19**
 - Encourage and equip parents and caregivers to use simple, effective, and age-appropriate psychosocial support and social emotional learning activities that support children's wellbeing and coping skills development.
 - Develop or enhance social protection mechanisms that address the needs of families with young children, including cash transfers, livelihood protection, and nutrition interventions and food assistance during the crisis ([ECDAN](#)).
- 3. Direct resources to, and design programs for, ECD interventions that include play and responsive caregiving**
 - Provide age appropriate [ECD play-based interventions](#) that promote children's learning, development and well-being.
 - Include parents and caregivers in the design of the response and recovery efforts.
- 4. Fund ECD interventions during and after the crisis**
 - Include funding for early childhood development and childcare services in all national COVID-19 responses ([ECDAN](#)).
 - Once schools are safely re-opened governments and donors should increase their allocations to ECD to follow the [Education Commission's](#) call for full public financing for two years of pre-primary education in all countries.

- All humanitarian response plans should include targets holistically addressing the needs of children ages 0-5, and donors funding humanitarian crises should prioritize pre-primary education and early cognitive support as part of their initial emergency investments and long-term strategies.

INEE Response to COVID-19

INEE has responded to the COVID-19 pandemic through a [collection of curated resources](#), a series of [webinars](#), [blog posts](#) and a [Technical Note](#), which is based on the [INEE Minimum Standards for Education: Preparedness, Response, and Recovery](#) as the global framework for delivering quality education in emergencies (EiE).

Each of these are designed to offer practical tools, support and information during the COVID-19 crisis. INEE is also developing advocacy resources for our membership to help foster policy dialogue. Where necessary these call for more urgent action from policy and decision makers to support the learning and development needs of children living in contexts of crisis and displacement who are also affected by the COVID-19 pandemic. These include:

1. a set of [advocacy messages](#) for members to adapt for their specific needs and contexts;
2. an advocacy brief, [Learning Must Go On: Recommendations for keeping children safe and learning, during and after the COVID-19 crisis](#) developed through a collaboration between the INEE Advocacy Working Group, Save the Children, and UNICEF, with input from Plan International, Finn Church Aid, and Humanity and Inclusion. The brief summarizes the impacts of COVID-19 on education and makes recommendations to ensure learning continues even when schools close;
3. a [webinar on advocacy for EiE](#) during the COVID-19 pandemic, which draws on the above and provides country examples of COVID-19 education responses.