Orientation to INEE’s Collection of EiE COVID-19 tools and resources

25 March 2020
1. Welcome and introduction - Dean Brooks / Charlotte Bergin [INEE]
2. Orientation to the INEE collection - Sarah Montgomery [INEE]
3. Panel presentations:
   a. Natalie Brackett [INEE]
   b. Lisa Bender [UNICEF]
   c. Thorodd Ommundsen and Mackenzie Monserez [Global Education Cluster]
   d. Sarah Smith [IRC]
   e. Hani Mansourian [CPHA]
4. Moderated Discussion / Q&A
Coronavirus (COVID-19)

The following list of resources have been collected to support the provision of education in places affected by COVID-19, with particular focus on distance learning, alternative education, e-learning, and psychosocial support.

COVID-19 is the infectious disease caused by the most recently discovered coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. The outbreak rapidly evolved affecting other parts of China and outside the country. Cases have been detected in several countries in Asia, but also in Australia, Europe, Africa and North America. Further global spread is likely.

As of 25 March, 156 countries have shut schools nationwide, impacting over 1 billion children and youth (82% of enrolled learners worldwide). UNESCO has developed and is maintaining a map of learners affected by school closures caused by COVID-19.
INEE Collection of COVID-19 Resources

- Available in 5 languages
INEE Collection of COVID-19 Resources

Sub-collections*

- Advocacy
- Child Protection
- Child-Friendly Resources
- Coordination
- Country Response Plans
- COVID-19 Health Guidance
- Distance Learning  
  - Radio Education
- Early Childhood Education
- Guidance for Parents / Caregivers
- Guidance for Schools
- Guidance for Teachers
- Inclusion
- Mental Health & Psychosocial Support
- Recovery

*as of 25 March
1. Email resources to covid-19@inee.org

2. The INEE Secretariat, in conjunction with the INEE Standards & Practice Working Group Knowledge Management Workstream, will review all resources. (NB: Resources in Arabic, French, Portuguese, and Spanish are reviewed by INEE Language Community Facilitators)

3. Key vetting criteria:
   a. Is this resource relevant to the COVID-19 response?
   b. Is this resource user-friendly and easy to understand?
   c. Is this resource implementation-oriented?
   d. Is this resource applicable or easily adapted to crisis contexts?
   e. How many languages is the resource available in?

How do I add/suggest resources?
COVID-19 Survey: Resources for EiE

- **Purpose:** to gather information and resources that improve our COVID-19 resource collection

- **Available in 5 languages:**

- **Closes** Friday, March 27 at 11:59pm GMT
Humanitarian Standards & COVID-19

- **Sphere Guidance** - Next edition to include guidance for applying standards across the Humanitarian Standards Partnership

- **INEE Minimum Standards** during the pandemic
  - Initial signposting within upcoming Sphere Guidance
  - INEE Blog Series
  - INEE Webinar Series
  - Write to minimumstandards@inee.org any time for technical support
Discussion

- Lisa Bender - UNICEF
- Thorodd Ommundsen and Mackenzie Monserez - Global Education Cluster (GEC)
- Sarah Smith - International Rescue Committee (IRC)
- Hani Mansourian - Alliance for Child Protection in Humanitarian Action (Alliance)
IASC Guidance on COVID-19 Prevention & Control in Schools

- Basic facts
- Key messages and actions
- Environmental health
- Engaging care-givers & children
- Suggestions for age specific educational activities
- Supplements:
  - Cleaning & Supplies
  - MHPSS
  - Recommendations for contextualization and implementation

Protect yourself and loved ones from coronavirus.

Wash your hands regularly with soap and water.

Cover your mouth and nose while sneezing or coughing.

Avoid close contact with anyone who has a cold or flu-like symptoms.

If you have fever, cough and difficulty breathing, seek medical care early.
All Means ALL
UNICEF & Equity

• Need to understand the disproportionate impact on women and girls
• Ensure connectivity and the provision of learning devices/equipment
• Enhance accessibility of materials, devices and instruction
• Adapt for the displaced: language of instruction, combatting xenophobia
• Build global citizenship
Implement safe school operations and risk communication

• Operationalize the safe school guidance

• Equip schools with minimum hygiene packages

• Circulate life-saving information on handwashing and recommended behaviors

• Train teachers and caregivers in MHPSS support for students
Activities GEC
1. Resource document and box
2. Calls with clusters and individualized RRT support
3. Helpdesk

Feedback clusters
• Supporting MoE-led planning
• Large amount of information
• No or limited connectivity

COVID-19 Resources
COVID-19 Box folder
https://educationcluster.box.com/s/b15ifcny1wh0v6kujujfk8csh5o783xa

COVID-19 resource menu
https://educationcluster.app.box.com/file/639484211378

GEC helpdesk
help.edcluster@humanitarianresponse.info

New website
https://educationcluster.net/
Protection of Children in the context of COVID-19 Pandemic

Hani Mansourian
(Hani.Mansourian@Alliancecpha.org)
Coordinator
Alliance for Child Protection in Humanitarian Action
THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION
Background

• Ebola Virus Disease – 2014-15

• Guidance Note: Protection of Children During Infectious Disease Outbreaks

• COVID-19

• Technical Note: Protection of Children During the COVID-19 Pandemic
1. Child protection in the context of the coronavirus
1.1. Socio-ecological impact of COVID-19
1.2. Child protection risks

2. Child Protection Response
2.1. Working across sectors and with governments
2.2. Child Protection-specific Programs
Summary of Child Protection Risks

• **Neglect and maltreatment**, due to limited childcare options and the heightened risk of possibility of psychological distress or illness among caregivers

• **Increased incidence of violence**, including domestic violence, corporal punishment, sexual abuse, exploitation and child marriage, due to school closures, the loss of household income, persistent gender norms/gender inequalities and lack of access to basic services

• **Mental Health and Psychosocial distress**, due to isolation measures, illness or death in the family or other secondary risks

• **Hazardous, exploitative labour** due to school closures or the loss of family support, care and household income

• **Separation from family**, due to illness or death of family members or the need for isolation

• **Stigmatization and exclusion**, including in schools that remain open, due to discrimination relating to the virus, or the disproportionate impact of secondary risks on already marginalized children and families

• **Disruption in social services**, that are crucial for survival and well-being of the most vulnerable children and families
Sectoral Approach to Program Design

- Education
- Child Protection
- Other sectors

Project activities

Sectoral outcomes

Child Wellbeing/Healthy development

http://ALLIANCECPHA.ORG
Integrated Approach to Program Design

Child Wellbeing/Healthy development

Intermediary Outcomes

Project activities

Child Protection

Education

Other sectors

http://ALLIANCECPHA.ORG
1.38 Billion Children are Out of School

- Children at home are in need of both education and protection
- Families are in need of support before they can support their children
- Millions of teachers are at home, but still capable of supporting child well-being in their own communities and beyond
- In some context either education or child protection may be considered essential – work through the other to deliver services
Possible Areas of Collaboration

• Limit the impact of school interruption by using child friendly distance education methods such as TV, radio, text messaging, online learning. In cases where there is limited access to technology there will be a need to consider other options such as homework packets, etc.

• Advocate with government and private employers for flexible working arrangements for parents and caregivers to enable them to continue responsive care and education of their children.

• Ensure that protection and safety messages are delivered to parents and children in a way that limits panic and distress and reassures and encourages adherence to health messaging.

• Train teachers and other school staff on signs of distress to enable them to identify and refer children and young people who may have specific child protection needs.
**Possible Areas of Collaboration**

- Ensure teachers and volunteers have necessary knowledge and skills related to GBV risk mitigation, Prevention of Sexual Exploitation and Abuse (PSEA), child safeguarding, and safe referral practices.
- Develop and roll-out child-friendly complaints and feedback mechanisms in schools and other educational facilities.
- Develop, disseminate and display messages in schools about child protection and GBV issues as well as available services including family tracing and reunification and case management.
- Work with education actors to address stigma and social exclusion in schools.
- Where schools are closed, support communities and families in fostering an environment that encourages continued education and growth for children and youth of different ages. This is particularly important in contexts with pre-existing conflict or high levels of violence.
Questions?