Welcome Remarks and Introduction

Mr. Borhene Chakroun
Director
Division for Policies and Lifelong Learning Systems
UNESCO
Many learners, teachers and families have no timeline for school reopening.

Approximately 630 million students have a timeline for returning to school.

Close to 1 billion do not have a timeline.
Announcement of timeline for reopening schools

- 128 countries have not announced
- 71 countries have announced

- 52 countries future date set for reopening this academic year
  - 12 countries reopening has begun
  - 7 countries opening next academic year
Intervention

Mr Robert Jenkins
Chief, Education and Associate Director, UNICEF
COVID-19 Education Response Webinar

Back to school: Preparing and managing the reopening of schools

Framework for reopening schools

Robert Jenkins | UNICEF
April 2020
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.
This 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
• The longer marginalized children are out of school, the less likely they are to return.

• Significant protection and MHPSS risks

• Disruption of essential school-based services

• Significant learning losses
Assess how learning and wellbeing can best be supported in each context, with special consideration of the benefits of classroom-based instruction vis-à-vis remote learning.
Assess risk factors related to reopening of schools, noting the inconclusive evidence around the infection risks related to school attendance.
Analyse the context-specific benefits and risks enables:

• prioritisation of schools (or components of schooling) for reopening;
• prioritisation of risk mitigation measures within schools and communities;
• areas of focus for remote learning.
How to reopen schools?

<table>
<thead>
<tr>
<th>Prior to reopening</th>
<th>Part of reopening process</th>
<th>With schools reopened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare with critical policies, procedures, and financing plans focused on safe operations and reforms needed to strengthen systems, including remote learning practices.</td>
<td>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.</td>
<td>Actively monitor health indicators, expanding focus on wellbeing and protection. Strengthen pedagogy, adapt remote education for blended teaching and learning, including knowledge on disease transmission and prevention.</td>
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</table>
Framework is based on latest guidance from the World Health Organization and thought leadership from UNESCO, UNICEF, WFP and World Bank.

Several supplementary resources and tools are available or in development to underpin the framework.
Thank you.
Keynote

Planning Now for Effecting School Reopening

Suzanne Grant Lewis

Director of UNESCO International Institute for Educational Planning (IIEP)
Critical and immediate actions

1. **Timing:** when can the reopening of schools happen?

2. **Conditions:** what pre-conditions should be in place before schools reopen?

3. **Processes:** how to organize this reopening of schools?
1. Priority for timing is to protect

✔ Physical health

✔ Mental health

✔ Continuity of learning for all
2. Conditions for school reopening

✔ Physical protection

✔ Availability of school personnel, esp’ly teachers (*school mapping techniques*)

✔ Capacity of local administrations & institutions to implement

May need to collect data and information (*mobile platforms*)
3. Processes: how to reopen schools

Who goes back to school 1st?

✔ Who has end of cycle exams?
✔ Age?
✔ Access to distance education?

Consult, coordinate and communicate

✔ Parents
✔ School community
✔ Back-to-school campaigns
Medium and longer term

✔ Adjust education strategic & action plans
✔ Reinforce alternative teaching methods
✔ Strengthen local level implementation/decentralization
✔ Develop system resilience:
  o Emphasize risks of crises in policies & plans
  o Acquire tools, methods, administrative & political organization
Reopening of schools and daycare in Denmark – Phase 1

Ms Louise Hvas
Head of Section, Department of Early Childhood Education and Care
Ministry of Children and Education, Denmark

Ms Elsebeth Aller
Leader of the Secretariat for Private School Sector, Department of Primary and Lower Secondary Education
Ministry of Children and Education, Denmark
Denmark’s reopening – phase one

Physical lockdown:
- Began March 16th with the physical closing of education institutions, schools, and daycares.
- “Emergency care/ emergency education” offers for children with special needs or circumstances (3.3 % of children in daycare and 0.9% of children in schools).
- Distanced online learning for the rest

Reopening:
- On 6 April 2020, the Government announced that it would commence a cautious, gradual and controlled reopening of society, including daycare and schools starting April 15th.
- Decision based on advice from the health authorities that it is safe to do so with the proper guidelines.
Denmark’s reopening for children and students – phase one

What will open now?
• Daycare (0-6 years)
• Public schools, grade 0 to 5 (6 – 12-years-old)
• After school programmes
• Special institutions and schools – all grades
• Last year of high school
• A certain group of mercantile vocational education

What will remain closed?
• Lower secondary schools
• Secondary schools
• National exams for the graduating classes (9th and 10th) grades will replace the exam grades.

FAQS:
• Why only the youngest children?
• Who are to remain home?

It is the responsibility of the municipal board to decide when to open.
Preparing for the reopening

Guidelines for reopening *daycare*, *schools*, and *education institutions* were published April 13th.

Guidelines are continuously updated. We are all learning in this process.

- As much activity, playing, learning and teaching as possible should take place outside.
- If children are sat at tables there should be a fair distance. A distance of at least two metres apply in primary and upper secondary education.
- Thorough and frequent washing of hands – at least every second hour.
- Frequent cleaning during the day – also of toys and electronic devices.
- Physical contact such as handshaking and hugging should be avoided.
- Children should be split into smaller groups during the day – including playtime and breaks.
- Children should socialize with as few children as possible and with the same group of children from day care or school also in their free time.
- There should be no sharing of food.
- Public transportation should be avoided if trips are planned.

There are no official demands in terms of staff and children wearing protection gear such as masks etc.
Preparing for reopening

The health authorities have developed a range of support tools (films, inspirational material for activities outside, posters, letters) and a hotline.

Support from the Ministry of Children and Education:

- Hotline for general queries
- Q&A on website
- Educational and guiding material
- Counselling on the actual implementation

Useful links:

- Letters to parents who have children starting in day-care/school
- Inspirational material for pedagogical activities under covid-19
- Film for school children
Current status

Current data from 1st week of opening - 63/98 municipalities:

- **Daycare**: 40-50 of the children are offered a place in day-care. Municipalities expect the pressure to rise when more of society opens up.
- **School**: Not realistic right now to open up the rest of the school levels
- 80-90% of students meet in schools as of right now
- Very small part of personnel in a risk group cannot work. Majority wants to

Challenges

- Leaders have a hard time balancing health guidelines with pedagogical aims
- Insecurities related to staff with pre-existing conditions
- Scared families
- Schools and institutions run full capacity but cannot open for all children
- Logistical problems

Experiences so far

- All parties have been very supportive
- No schools or intuitions open until they can meet health requirements
Online school year and planning for school reopening

Soo-Jin Choi
Director of the International Education Cooperation Division
Ministry of Education, Republic of Korea
1. Korea’s endeavor to overcome COVID-19
2. Introduction of online school year in stages
3. Systematic preparation for online school year
4. Preparedness of physical school opening
5. Korea’s responsive measures in the future
Korea’s endeavor to overcome COVID-19

• ‘Openness’, ‘Transparency’ and ‘Democratic process’

• The whole nation working together with high level of civic responsibility, thoughtfulness and a sense of solidarity

• Keeping physical distance
  - High-level social distancing measures (22nd March ~ 18th April)
  - More relaxed social distancing measures (20th April ~ 5th May)
Introduction of online school year in stages

- Social distancing in and out of school
- Online school year was first introduced for the 3rd graders of middle and high schools (i.e. 9th and 12th graders).

<table>
<thead>
<tr>
<th>Year</th>
<th>6th~8th April</th>
<th>9th ~10th</th>
<th>13th ~15th</th>
<th>16th ~17th</th>
<th>20th April~</th>
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<tbody>
<tr>
<td>High school</td>
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<td>3</td>
<td>Break (3 days)</td>
<td>Adjustment period</td>
<td>Online school year (9th ~)</td>
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<tr>
<td>1, 2</td>
<td>Break (7 days)</td>
<td>Adjustment period</td>
<td>Online school year (16th ~)</td>
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<td>Middle school</td>
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<td>Break (3 days)</td>
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<td>Elementary</td>
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<td>4-6</td>
<td>Break (7 days)</td>
<td>Adjustment period</td>
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</table>
**Systematic preparation for online school year**

- **(Infrastructure)** Public online learning platforms have been expanded.

- **(Learning content)** More learning content has been added to the previous set of content.

- **(Digital devices and the Internet)** Digital devices are rented for free to students from low-income families, and the Internet subscription fees are also provided.

- **(Teacher capacity-building)** ICT capacity of teachers is strengthened with the operation of “The Community of 10,000 Representative Teachers” and other teachers’ communities for voluntary mentoring.
Systematic preparation for online school year

• About 98.8% of students participate in online classes nationwide
  - 5.38 million students (in elementary, middle, and high schools)
  - Same as the percentage of student attendance in a typical school year

• Number of online content
  - Online classes: 253,764 (E-learning Site*)
    207,727 (EBS Online Classes*)
  *Korean public online platform
  - Uploaded content: 1,758,198 (E-learning Site)
    537,349 (EBS Online Classes)
  - Number of downloads: 91,285,202 (E-learning Site)
    8,359,109 (EBS Online Classes)
Systematic preparation for online school year

<Status of online class operation>

- **Online class type**
  ① Real-time interactive class  ② Content-oriented class  ③ Task-oriented class

- **Supporting disadvantaged students**
  - Students with disabilities: combination of online education and one-on-one home visits
  - Students from multicultural families: cooperation of the Ministry of Education, Provincial Offices of Education and local multicultural education support centers
  - Students from low-income families: digital devices rental and free internet provided

<Systematic support for schools via public-private partnership>

- **Close cooperation of public-private partnership**
  - Educational websites are accessible without using data
  - Private sector learning content can also be provided in public platforms for online classes
Preparedness of physical school opening

Consultation with epidemiology experts and relevant ministries, including Korea Center for Disease Control & Prevention

- Opinions collected from teachers and parents
- Consultation with superintendents of education

Central Disaster & Safety Countermeasures Headquarters
Evaluation on preparedness and announcement of transition to low-scale everyday preventative measures

- 20th April ~
- 27th April ~ 1st May
- 2nd ~ 5th May

Preparation to allow physical school attendance including school facility disinfection and stable provision of online classes

- COVID-19 mock drill will be held in all schools nationwide.
Korea’s responsive measures in the future

- The experience of implementing the full-scale online school year can move forward the future of education and resolve digital divide.
- “Korean-style distance learning model” will be developed to pursue innovation and development of education in Korea.
- To overcome COVID-19 together, we need to promote information-sharing and cooperation in education around the world.
- The Korean government will actively share its COVID-19 response cases with the international community.
Catching up with the curriculum and learning loss

Ms Maria Teresa Meléndez
Director of Curricular Development
Ministry of Public Education, Mexico
Back to school: Preparing and managing the reopening of schools

Ensuring student well-being upon school reopening

Mexico City, April 24, 2020
In Mexico...

- The Ministry of Education gave a press conference on Tuesday (July 21) and he announced the following:
  - He reassured students that the school year will not be lost.
  - School reopening is being sensitive to the dimension of the situation.
  - The return to school is planned in two moments:
    - *In mid-May, gradual reopening of risk free municipalities of COVID-19*
    - *For the rest of the Country, June 1st*
  - The school calendar will be extended, from July 1st to July 17
School reopening is being considered in three dimensions

1: Socio-emotional (Project)

2: Academic and curricular work

3: Evaluation
1: Socio-emotional (Project)

- First week upon return
- Teachers will work on a Project with students to discuss the changes, how the pandemic was experienced, and what comes next.
- Teachers will promote reconnection between students
- Focus will be on how are the students doing?, How do they feel?, What did they experience?, What does the teacher observe?, and How can the school support students?
2: Academic and curricular work

- Learning recovery for the following weeks (six weeks for students that return on June)
- Teachers revise both student’s homework and experience portfolios
  - During quarantine some teachers will continue with their own planification and assigned homework
  - Students were encouraged to develop a portfolio from the tv/on-line program “learn from home”
2: Academic and curricular work

- Based on their diagnoses teachers prepare a plan for learning recovery to ensure expected results are achieved by all students and they can successfully complete the school year.

- The Ministry of Public education will deliver special training for teachers to develop a recovery program that is inclusive of all students and closes the learning gaps.
3: Evaluation

- Evaluation must be flexible
- It must always bear in mind that the priority is students' well-being
- The objective of assessment is to ensure that fundamental learning takes place during this last quarter to successfully close the school year
Lessons learnt from the Ebola crisis in Sierra Leone

Mr Mohamed Sillah Sesay
Director of the Inspectorate of Quality Assurance
Ministry of Basic and Senior Secondary Education, Sierra Leone
Closing Remarks

Ms Vibeke Jensen
Director of the Division for Peace and Sustainable Development, UNESCO
Thank you

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