



United Nations
Educational, Scientific and
Cultural Organization

SDG-Education 2030 Webinar Series for Latin America and the Caribbean: Leaving no one behind in times of the COVID-19 pandemic

The Caribbean Webinar Series n° 2: Safe return to schools: challenges and perspectives for the continuity of teaching and learning – 19 May 2020



Education
2030 | 4

Good Practices from the Globe

- Denmark
- China
- Mexico
- Sierra Leone (Ebola experience)

- Lessons learned



Good Practice - Denmark

When:

- Closing: 16 March → Reopening: 15 April

Who:

- Daycare, public schools grade 0 to 5 and special education institutes;
- Last year of high school, after school programmes and selected TVET.

How:



Ministry of Children and Education:

- Guidelines for reopening were published on 13 April:
- Hotline for general queries and a Q&A website;
- Counselling on the actual implementation.

The health authorities

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

No schools or institutions open until they can meet health requirements.

GUIDELINES

- **Distance** between seats in classrooms (at least two meters).
- **Hand washing** at least every second hour.
- Frequent **cleaning** including toys and electronic devices.
- **Physical contact** such as handshaking and hugging should be avoided.
- Split children into smaller groups, and ensure **socialization** with as few others as possible – including playtime and breaks.
- No sharing of **food**.

Good Practice: China

When:

- Closing: mid January → Reopening: starting April

Who:

- Grade 9 & 12 students
- 107 million students already back to school (39%);
- By end of May, 150-200 million students anticipated.

How:

Government ensures the supplies of sanitizing equipment in schools (masks, disinfectant alcohol, gloves etc).

CDC prepared educational materials on COVID-19 prevention as the “first class” back to school.

Schools reduce student density: distancing within classroom, shifts of students (blended learning), arranging breaks and meals on different paces, and monitoring the temperature of students and education personnel on daily basis.

Teachers monitor and evaluate distance learning results, and adjust teaching plans accordingly.



Good Practice: Mexico

When:



- Closing: 20 March
- Regional reopening: mid May
- National reopening: 1 June



Source: NoticiasporelMundo

How:

Social-emotional project *(the first week upon return):*

- Teachers discuss with students about how the pandemic was experienced, what comes next, and how can the school support students.

Academic and curricular work *(the first six weeks upon return):*

- Teachers revise students' homework and distance education portfolios.
- Based on the diagnoses, teachers prepare a learning recovery plan to ensure expected results are achieved by all students.
- The Ministry of Public Education will deliver special trainings for teachers on developing the recovery plan.

Assessment and Evaluation:

- Flexible and prioritize students' wellbeing
- Aiming to ensure that fundamental learning takes place and the successful completion the school year.

Good Practice: Sierra Leone (Ebola experience)

When:

- Closing: August 2014 → Reopening: April 2015

How:

Crisis Responding Task Force:

- Ministry of Education, development partners, NGOs
- Distance learning, social mobilization, teacher training
- Mobilizing resources



Source: UN Photo

- Issuing specific health guidelines and protocols to ensure the safety and security of students and teachers.
- Raising awareness among communities on school reopening through strong social mobilization, which helped significantly to reduce dropout.
- Waiving school fees for all pupils to ease financial burden of parents and caregivers.
- Providing school meals for all primary school pupils, and teaching and learning materials.

- Providing hygiene kits.
- Cleaning and disinfecting schools prior to reopening.
- Encouraging hand washing and monitoring students' temperature.
- Training teachers on psychosocial support (at least two teachers in each school).
- Readjusting the academic year.

Learning Lessons from the Good Practices So Far

- **Planning together:** Coordination and consultation led by the Ministry of Education with different parties: health authorities, development partners, parents and teachers, as well as the public.
- **Preparing well:** Guidelines, support resources (hygiene kits, learning and teaching materials, school meals, etc.), and COVID-19 mock drill.
- **Implementing and enforcing health, hygiene and sanitation measures:** disinfecting schools, hand-washing, body temperature monitoring...
- **Resuming learning gradually and creatively**
 - Distancing of pupils: smaller class and activity groups, avoid touching each other and sharing of food, shifts of learning;
 - Adjustment to curriculum delivery and assessment: assessing distance learning results, adjusting curriculum plans, examinations and school year, psychosocial support, etc.
 - Blended learning: combination of distance learning and face-to-face learning.





United Nations
Educational, Scientific and
Cultural Organization

<https://en.unesco.org/fieldoffice/santiago/covid-19-education-alc>

Thank you!