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

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.

Source: NoticiasporelMundo
**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

- 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.

Thank you!