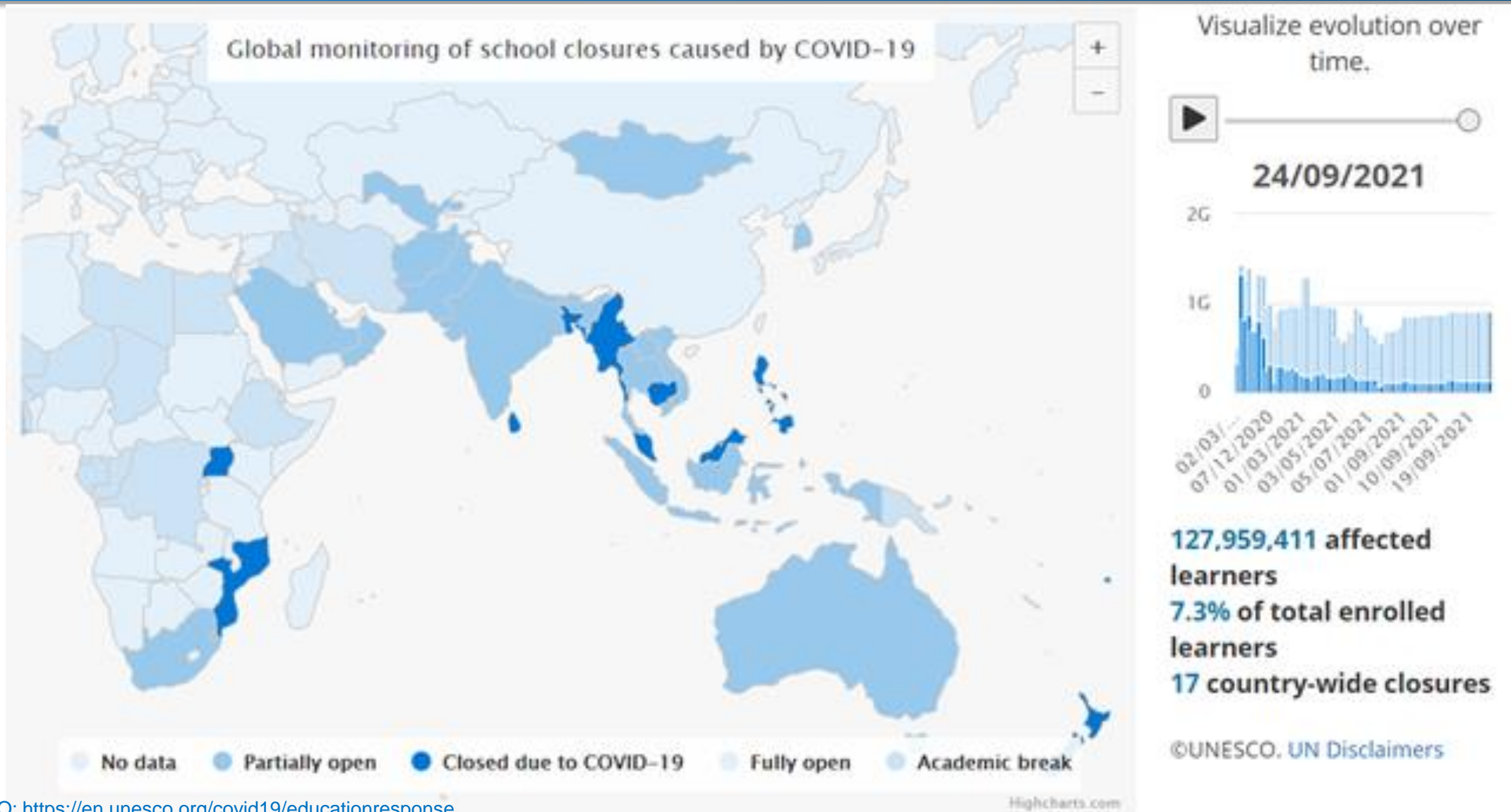# Progress and challenges in school reopening

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NEERAZ CHATURVEDI/Shutterstock.com

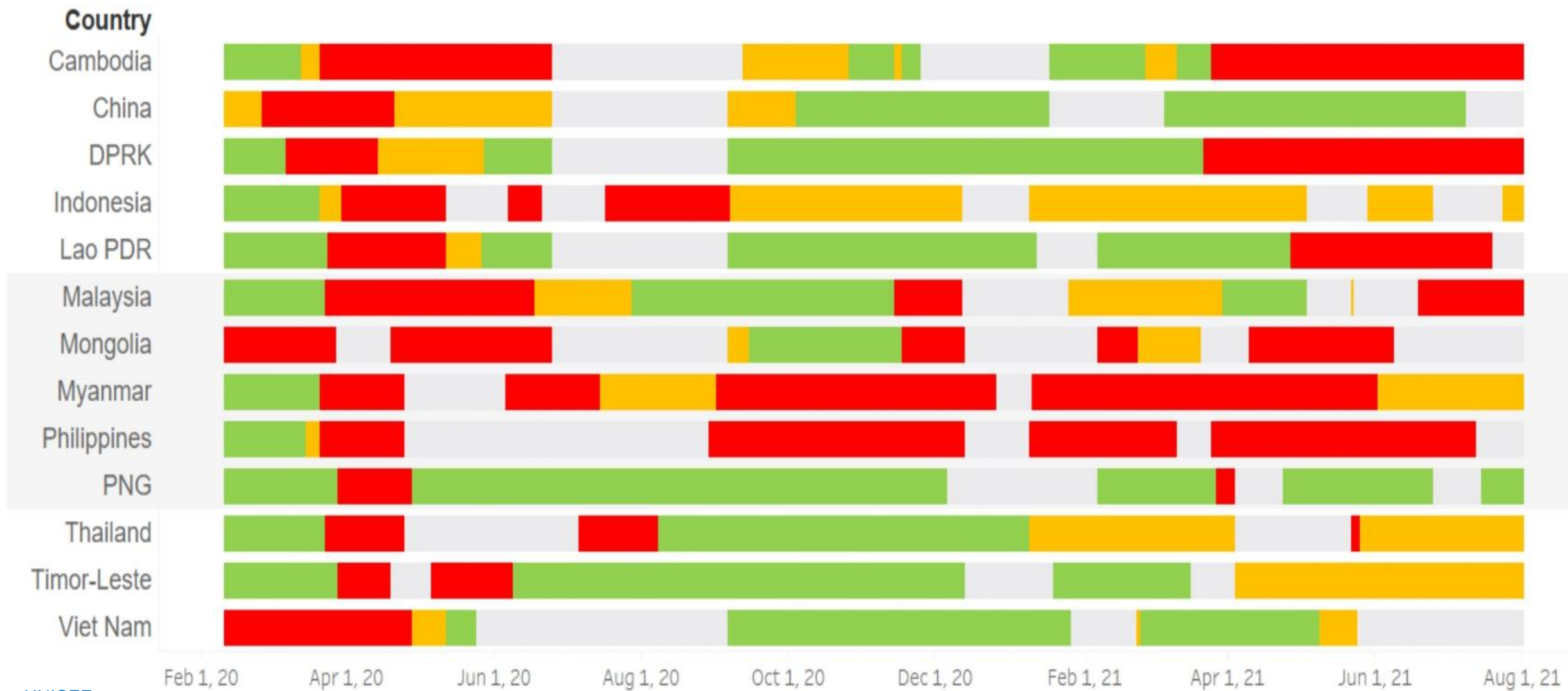# Global Status of School Reopening

Status of School Reopening in South Asia

2020   2021

| | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG |

AFGHANISTAN — MARCH 14th — MAY 29th

BANGLADESH — MARCH 17th

BHUTAN — MARCH 18th — APRIL 16th

INDIA — MARCH 6th - VARIED BY STATE — JULY

MALDIVES — MARCH 15th — JUNE 24th

NEPAL — MARCH 19th — END OF JUNE

PAKISTAN — MARCH 13th — JUNE 7th

SRI LANKA — MARCH 13th — APRIL 27th

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Status of School Reopening in East Asia and the Pacific

Source: UNICEF

School Reopening Can't Wait

A. Except in the most extreme cases, the **risks to children of being out of school are greater than** the **risks of being in school:**

- School closures impact on students' **learning, health and well-being at critical developmental stages.**
- With risk mitigation measures in place, schools can be **safer environments for children** than being out-of-school. The evidence still shows **schools do not drive the spread of COVID-19 in the community** and COVID-19 does **not pose a high risk to children.**
- School closures have the **greatest impact on the most vulnerable children**

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Tools exist but what extent of implementation?

Safe Back to School: A Practitioner's Guide

Key Messages and Actions for COVID-19 Prevention and Control in Schools — March 2020

10 IMMEDIATE WASH in SCHOOLS (WinS) ACTIONS — PREPARING FOR REOPENING OF SCHOOLS – SUPPORT FOR SCHOOL HEADS TO MANAGE THE RESPONSE TO COVID-19

Framework for reopening schools — June, 2020

Checklist to support schools re-opening and preparation for COVID-19 resurgences or similar public health crises

WASH in SCHOOLS & CORONAVIRUS — SAFE REOPENING OF SCHOOLS

FIGURE 5-1: Complex measures included in Ministry endorsed school health and hygiene guidelines for schools, by income group
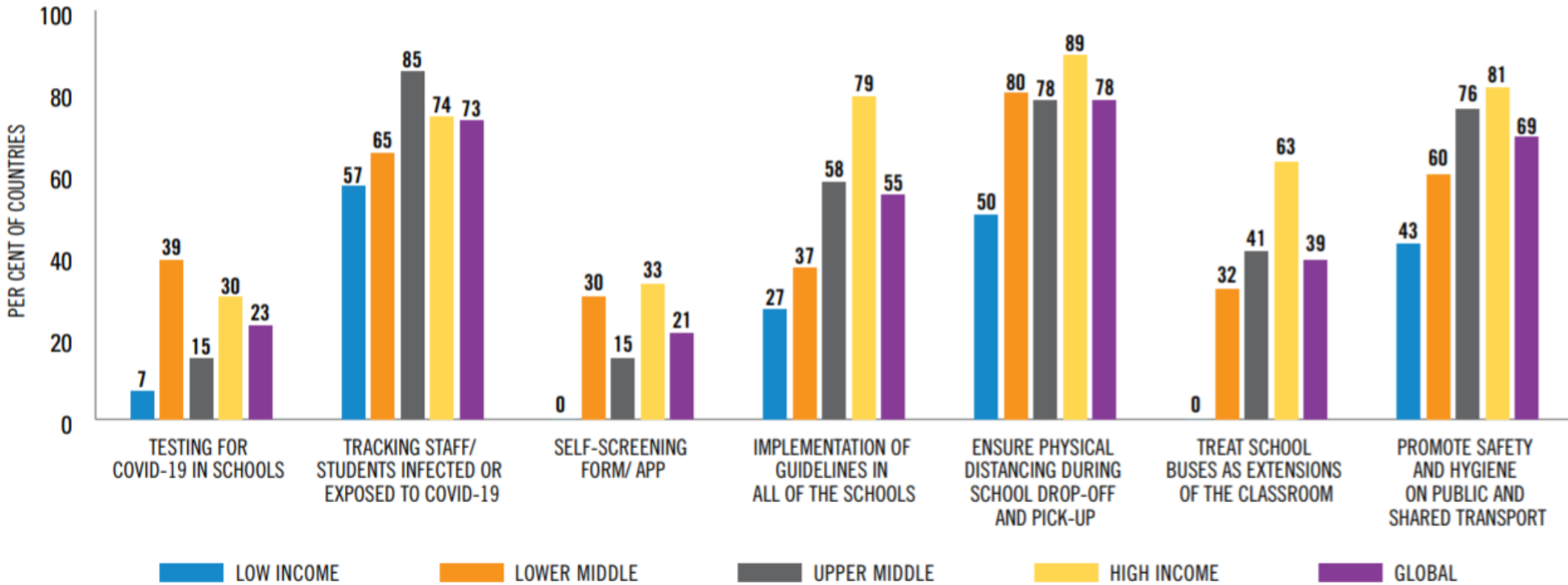
Note: The chart shows the per cent of countries with valid responses. Countries that responded to OECD are not included in the sample due to differences in survey design in OECD questionnaire. Selected measures are displayed based on the degree that they require coordination with other sectors or between governance levels in the education sector. The sample size for measures represented here are based on three different questions (Kq2, Kq2b, Kq4). Caution is advised in generalizing the results represented in the figure as the countries that responded to this question cover less than 50 per cent of the total 4-17 year old population. More information on the coverage of each income group can be found in Annex 1.

Source: UNESCO, UNICEF, World Bank and OECD. (July 2021). What's Next? Lessons on education Recovery. Findings of a survey of Ministries of Education amid the COVID-19 pandemic.

FIGURE 5-2: Estimated share of schools implementing school health and hygiene guidelines, by income group
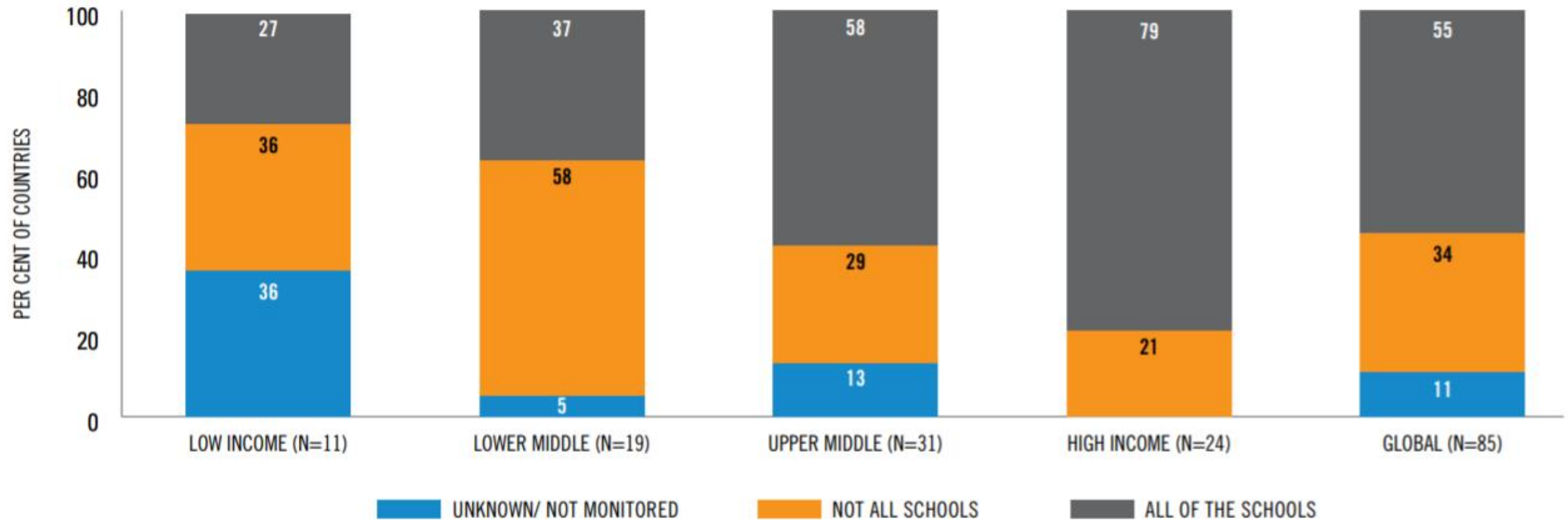
UNKNOWN/ NOT MONITORED
NOT ALL SCHOOLS
ALL OF THE SCHOOLS

Note: *The chart shows the per cent of countries with valid responses. Countries that responded to OECD are not included in the sample due to differences in survey design in OECD questionnaire. Caution is advised in generalizing the results represented in the figure as the countries that responded to this question cover less than 50 per cent of the total 4-17 year old population. More information on the coverage of each income group can be found in Annex 1.*

FIGURE 5-3: Bottlenecks for implementation of health and hygiene guidelines, by income group

	LACK OF SAFETY COMMITMENT FROM PUBLIC	LACK OF RESOURCES FOR IMPLEMENTING PUBLIC HEALTH AND SOCIAL MEASURES	POOR SAFETY CULTURE	LACK OF MEDICAL FACILITIES AT COMMUNITY LEVEL	LACK OF DOOR TO DOOR SERVICES DURING QUARANTINE PERIOD
Low income (N=14)	50	64	50	64	43
Lower middle (N=20)	60	65	55	40	30
Upper middle (N=26)	54	27	31	15	19
High income (N=22)	18	14	18	14	9
Global (N=82)	45	39	37	29	23

|	LACK OF STRICT ENFORCEMENT OF WHO REGULATIONS	PUBLIC STIGMATIZATION	LACK OF ADMINISTRATIVE COMMITMENT & SUPPORT AT COMMUNITY LEVEL	LACK OF PROPER COMMUNICATION BETWEEN HEALTH ADVISORS AND PUBLIC	LACK OF PROPER COMMUNICATION BETWEEN HEALTH ADVISORS AND PUBLIC
Low income (N=14)	43	14	21	7	7
Lower middle (N=20)	25	25	15	15	5
Upper middle (N=26)	12	12	8	12	4
High income (N=22)	0	9	0	0	5
Global (N=82)	17	15	10	10	5

Note: *The chart shows the per cent of countries with valid responses. Countries that responded to OECD are not included in the sample due to differences in survey design in OECD questionnaire. Color scale is consistent across income groups, except global uses different color scale rule. Caution is advised in generalizing the results represented in the figure as the countries that responded to this question cover less than 50 per cent of the total 4-17 year old population. More information on the coverage of each income group can be found in Annex 1.*

Source: UNESCO, UNICEF, World Bank and OECD. (July 2021). What's Next? Lessons on education Recovery. Findings of a survey of Ministries of Education amid the COVID-19 pandemic.

Safe school reopening in an uncertain future

Key game changers in 2021

Vaccination – Low/uneven population coverage in many countries; teachers and students? Extensions on school closures and postponed school reopening plans

New waves and variants – COVID more difficult to control, unpredictable, and variable spread. Resurgences that necessitate reclosures
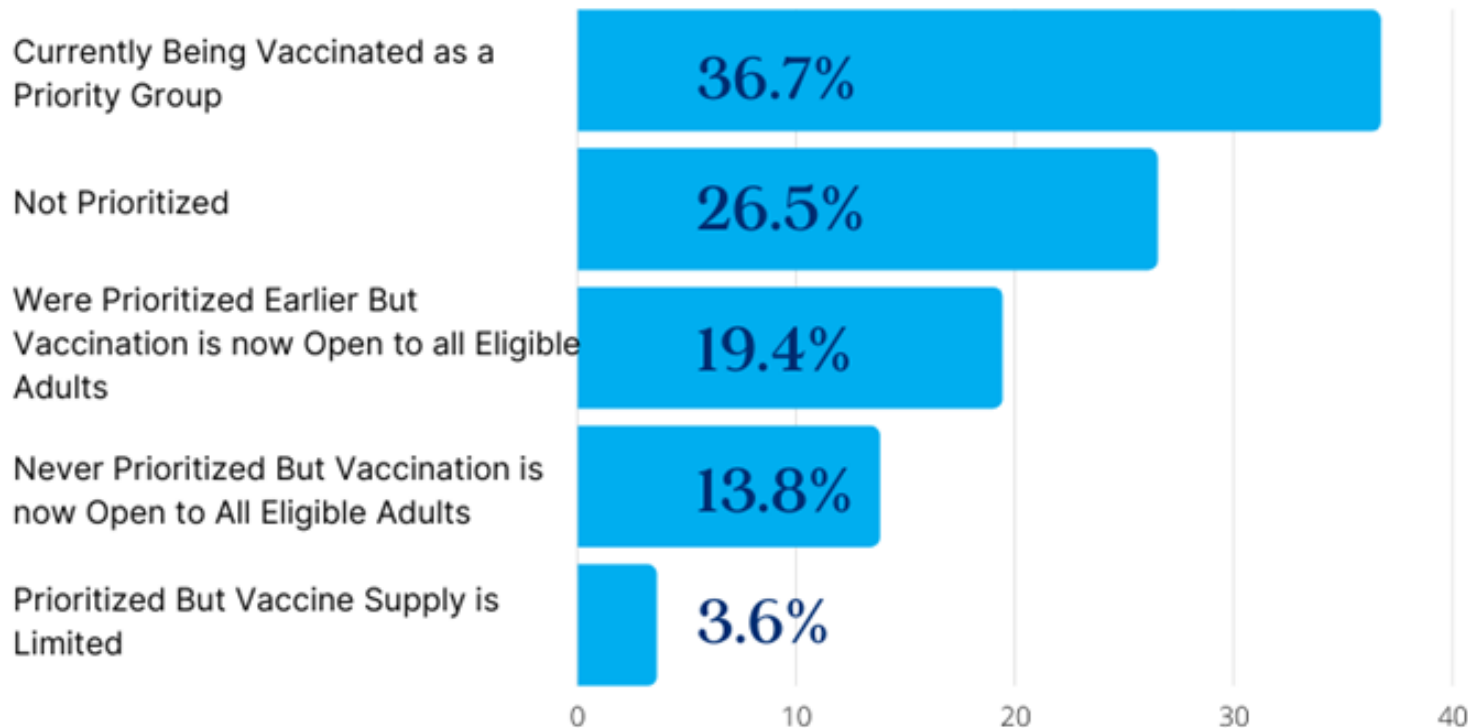
Compliance to public and school protocols and standards variable; weak real time data.

Don't wait to reopen schools until the cases are at zero level

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Prioritization status for Teacher Vaccination

With a new school year on the horizon for many countries, what is the current status of teacher vaccination for COVID-19?

Status	Percentage
Currently Being Vaccinated as a Priority Group	36.7%
Not Prioritized	26.5%
Were Prioritized Earlier But Vaccination is now Open to all Eligible Adults	19.4%
Never Prioritized But Vaccination is now Open to All Eligible Adults	13.8%
Prioritized But Vaccine Supply is Limited	3.6%

Data displayed is as of 08/31/21 for 196 countries that the Global Education Recovery Tracker covers.

JOHNS HOPKINS UNIVERSITY | eSchool+ Initiative | WORLD BANK GROUP | unicef

In March of 2021, about **33%** of countries were vaccinating teachers as a priority group

1 in 2 countries in LMC and UMC are currently prioritizing teachers for vaccinations

Over 40% of countries in *South Asia* have been unable to prioritize teachers due to limited vaccine supply

2 in 3 Low-income countries are not prioritizing teachers as a priority group because vaccine supply is still limited

Source: https://www.covideducationrecovery.global

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Challenges and responses in WASH in Schools

Challenges	Responses (actual and potential)
1. Lack of access to handwashing facilities and supplies (water and soap) in approx. 50 % of schools in region 2. Lack of school sanitation continues to impact girls in terms of MHM / school closures lead to lack of access to MHM material and education 3. Cost of installing/maintaining handwashing facilities and supplies in countries during economic downturns 4. Lack of adherence to handwashing and hygiene protocols at the school level 5. Need improve monitoring data for availability and use of handwashing at national and sub-national levels 6. Lack awareness of importance of handwashing in terms of disease control	1-3: Include Wash in School in Build Back Better, justify investment re. impact on attendance, learning and health and girls' education; specific budget lines for WASH in national education and school budgets; focus on cost-effective, pragmatic approaches in short term 4. Enhanced communication around protocols through schools, parents' associations and inspectorates. 5. WASH included in rapid assessments of schools as they prepare for re-open and after re-opening; also in monitoring by inspectorate. 6. Awareness campaigns at school and community level; use of apps, etc, inclusion in mainstream life skills curricula building on guidance already developed in response to COVID

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The mission

Mission objective
To enable all children to return to school safely and to learn in a supportive environment, which also addresses their health and psychosocial well-being and other needs.
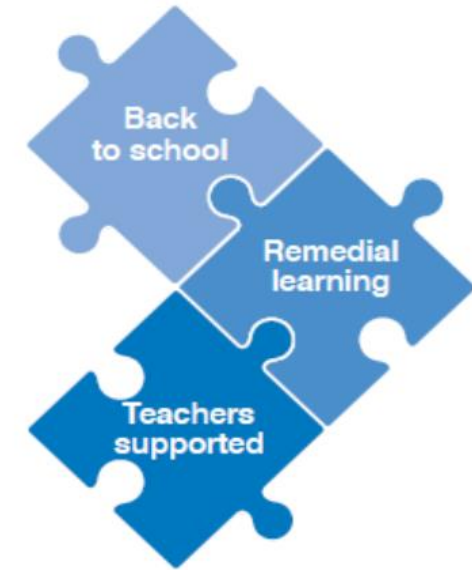
Timeframe
By end 2021.

Scope
All countries should reopen schools for complete or partial in-person instruction and keep them open. The Partners will join forces to support countries to take all actions possible to plan, prioritize, and ensure that all learners are back in school; that schools take all measures to reopen safely; that students receive effective remedial learning and comprehensive services to help recover learning losses and improve overall welfare, and their teachers are prepared and supported to meet their learning needs.

Three priorities

1. All children and youth are **back in school** and receive the tailored services needed to meet their learning, health, psychosocial well-being, and other needs

2. All children receive support to **catch up on lost learning**

3. All teachers are prepared and supported to **address learning losses** among their students and to incorporate digital technology into their teaching

Back to school
Remedial learning
Teachers supported

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Mission:
Recovering Education in 2021

Making every school a health-promoting school
Global standards and indicators

Making every school a health-promoting school
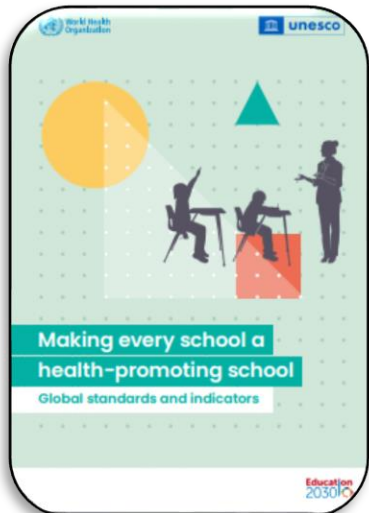Implementation guidance

Table 1. Overview of the global standards and standard statements

1 Government policies and resources
The whole of government is committed to and invests in making every school a health-promoting school.

2 School policies and resources
The school is committed to and invests in a whole-school approach to being a health-promoting school.

3 School governance and leadership
A whole-school model of school governance and leadership supports a health-promoting school.

4 School and community partnerships
The school is engaged and collaborates with the local community for health-promoting school.

5 School curriculum
The school curriculum supports physical, social–emotional and psychological aspects of student health and well-being.

6 School social–emotional environment
The school has a safe, supportive social–emotional environment.

7 School physical environment
The school has a healthy, safe, secure, inclusive physical environment.

8 School health services
All students have access to comprehensive school-based or school-linked health services that meet their physical, emotional, psychosocial and educational health-care needs.

Ministerial Meeting on HPS planned in October 2021

Source: WHO-UNICEF-UNESCO-UNFPA Webinar. Safe School Reopening – The Latest Evidence & Guidance. 2 September 2021

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THANK YOU

WinS network Webinar on safe school reopening

and school readiness assessment

28 September 2021

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