Online Training to Support the Safe Reopening of Schools

Sindh Province, Pakistan

Introduction and online training etiquette

- Introduction and welcome

- Two trainers

- Participatory approach (Blooms taxonomy)

- Equipment you need

- Next steps – we don't have all the answers but raise awareness of the challenges and issues involved in the safe reopening of schools

- How to take part in zoom online training
  - Microphone on silent
  - Hands-up for comments
  - Chat box
  - Break-out rooms
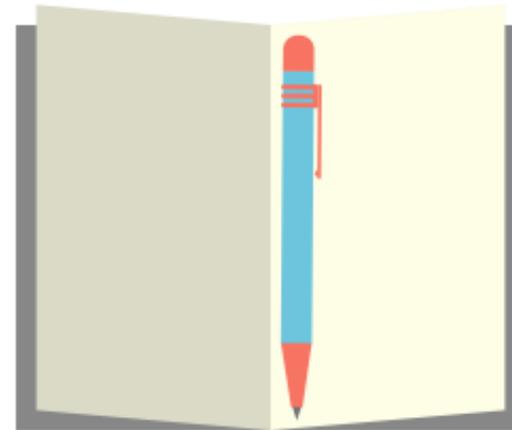
- Survey monkey evaluation

Zoom features

- Add picture of zoom with arrows to each feature

Activity: Goals of the training

- Write down three personal GOALs you would like to achieve by the end of this training

- Share ONE of your goals in the chat box

Example:

By the end of this training, I would like to…

Purpose of training

To equip us with knowledge and skills to make decisions to support the safe reopening of schools in

Sindh Province

Intended learning outcomes

By the end of this training session, we will be able to:

- Support schools to resume teaching and learning of all students through the safe reopening of schools

- Support the wellbeing of Education staff especially district heads and headteachers

- Support schools to implement continuity of learning plans during SMART lockdowns or localised outbreaks of COVID-19

Agenda

Topic	Timing
Introduction and welcome	20 mins
Key considerations for the safe reopening of schools	20 mins
Wash considerations	30 mins
Social distancing considerations	30 mins
Health and IPC considerations	30 mins
Tea break	15 mins
Teaching and learning considerations	30 mins
Wellbeing	10 mins
Session evaluation	15 mins

Students at the centre of safe school reopening

What do we need to consider to keep students learning during during COVID-19?

Photo of children in school in Pakistan
Or photo of two children – one boy and one girl
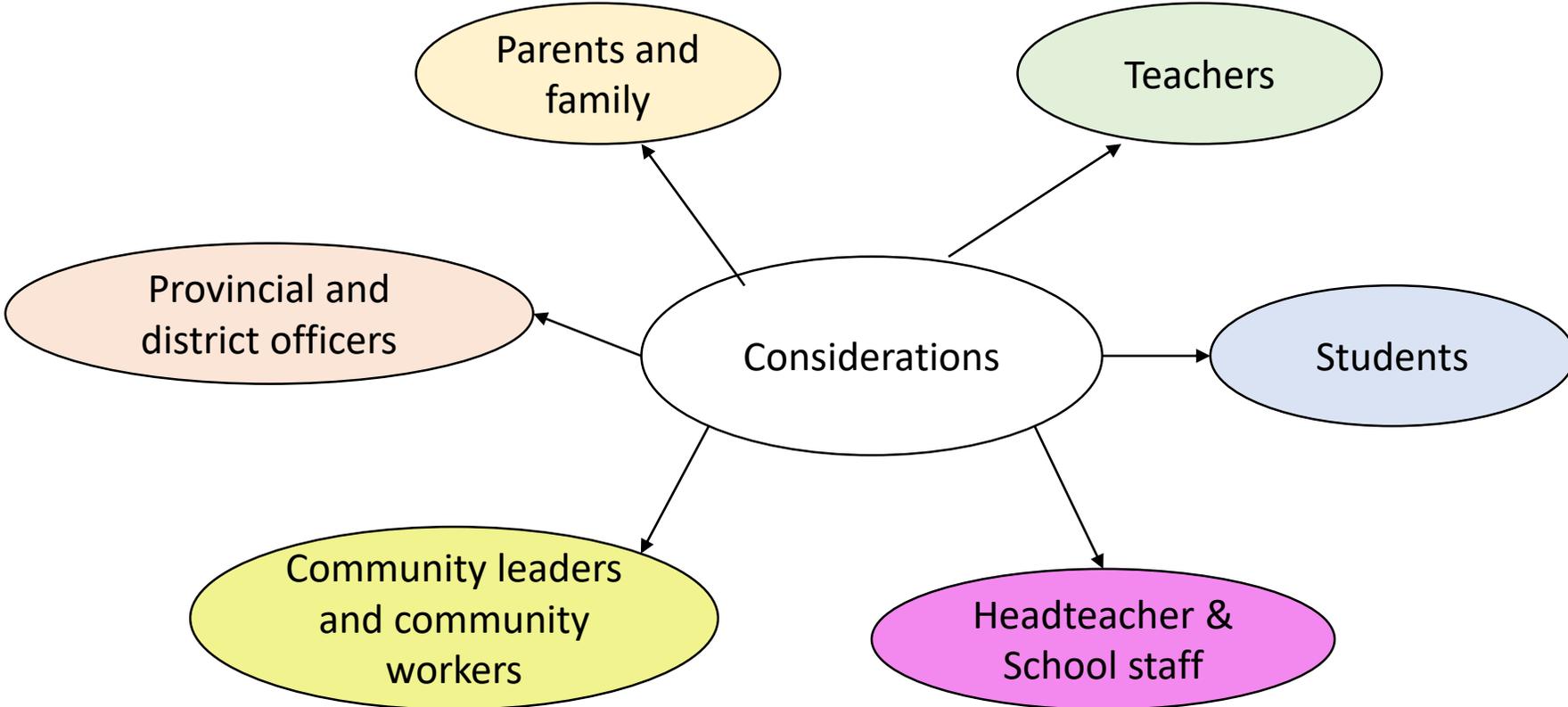
Activity: What are the key considerations for the safe reopening of schools?
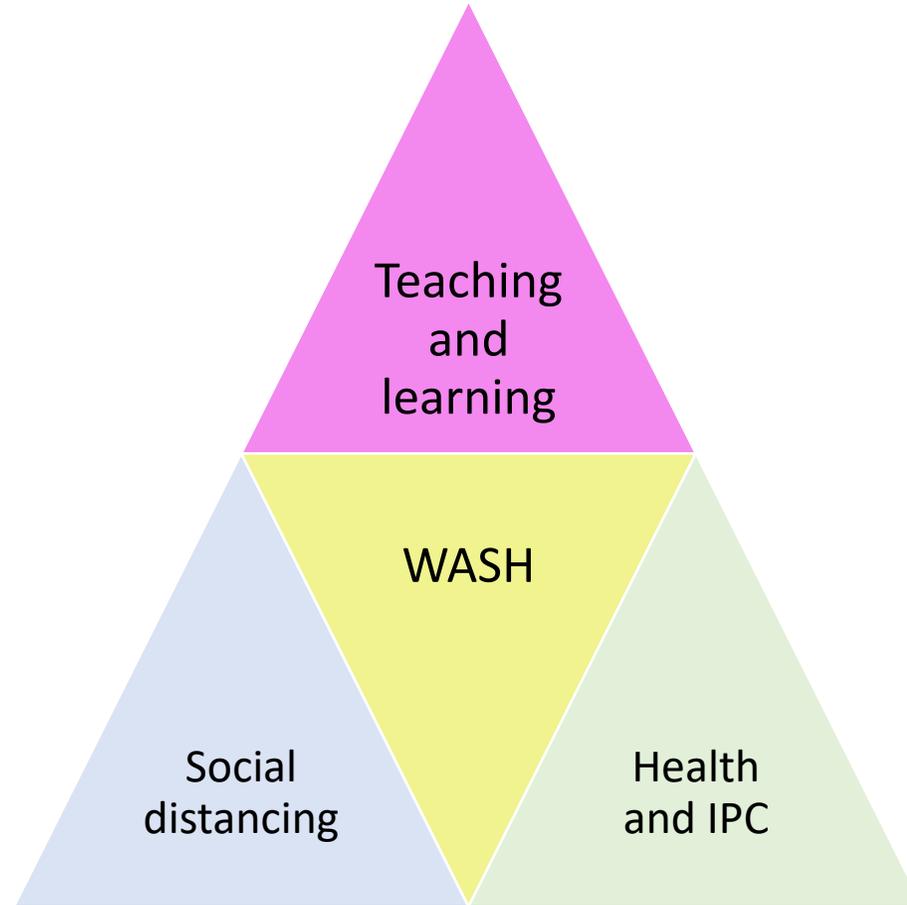
Complete the mind map

Think about different viewpoints

- Students

- Parents

- Community leaders and the community

- Teachers and school staff

- Provincial and district education officers

- Health workers/nurses/doctors
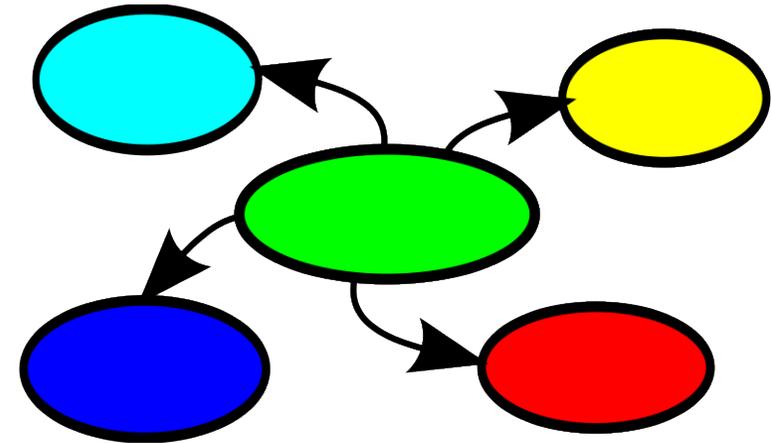
Four priority areas for the safe reopening of schools

WASH considerations

WASH considerations
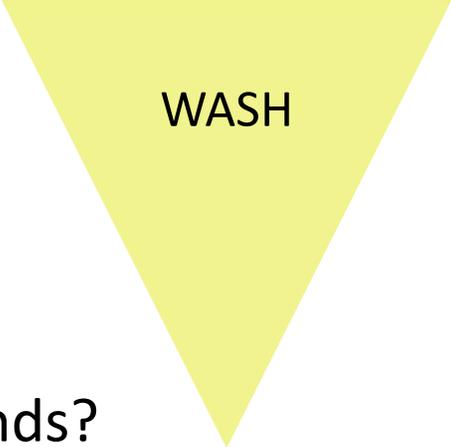
- Do the schools in your districts/province have water for washing hands?

- Does a school need to have water available to reopen? Does it need to be drinking water?

- If water is not available at a school, what other options do schools have?

- What type and supply of cleaning and sanitation supplies must be available at every school? What is available? How will additional items be procured?

- Where and how many handwashing stations are required at each school?

- What type of handwashing facility will be appropriate? How much will it cost to put in handwashing facilities? What sources of funding are available?

What if a school does not have water?

- This is a critical decision-making issue

- Work with provincial and district leaders along with SMCs, community members and parents to discuss this and to provide alternatives (if possible) so that schools can reopen safely

- Discuss the quality of water that could be provided. For example, is it drinkable?

Activity: How can we get water to a school?

- Write down your ideas
- Which ideas are possible for your schools?
- Share ideas in the chat box

Possible ways to get water to a school

- Communities to provide water to schools
- Tankering or private provision of water
- Approach private sector-to provide water under CSR Act or to provide water containers so that students can carry water to school for handwashing
- Installation of hand pumps

If water cannot be provided to the school

- Is there a nearby school with water and enough space for additional students?

- Is there an available location within the community that has access to water and can be used temporarily as a school? This could include a home-based school, especially for younger children.

- If all options have been explored and water cannot be provided at school, it may be necessary to keep the school closed and to explore remote learning options for children from the affected school.

Is water available or can it be made available before reopening?

— Yes → **Are there sufficient sinks or handwashing stations for students to keep distance?**

— No →

Explore other options, e.g.:
- Is there a nearby school with water? If so, can children attend that school instead? Consider: distance between schools, need for/availability of transport, effect on social distancing requirements
- Is there a community location, including the possibility of a home-based school, with water that can be used for schooling?

↓

Does school remain closed? If so, how will students continue learning?

Are there sufficient sinks or handwashing stations for students to keep distance?

— Yes →

- Develop and disseminate protocols for handwashing and school cleaning and disinfection
- Confirm one person to clean and disinfect school on daily basis.
- Assign responsibilities and schedule for regular cleaning and disinfection of WASH facilities during the day
- Arrange for regular supply of soap and cleaning/disinfecting supplies
- Train teachers and school staff
- Develop handwashing and other IPC posters and communication materials; disseminate to all schools

→ **Address social distancing requirements**

— No →

Determine how many temporary handwashing stations are needed. Identify feasible options, including low cost options. Install at schools.

WASH decision making flow chart

Social distancing considerations

Social distancing considerations
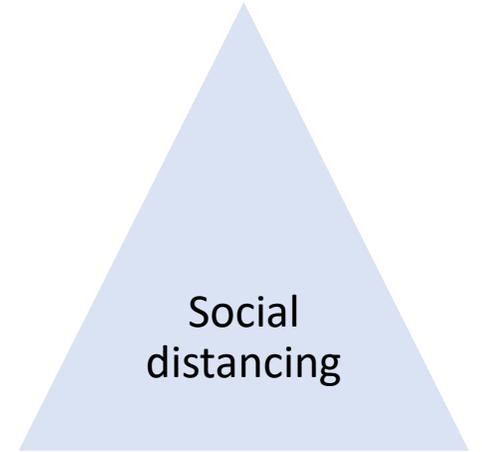
Social distancing

- What will be the social distancing requirements in schools?

- How will schooling be organized to meet social distancing requirements?

- If social distancing is not possible, what other options do schools have?

- What are the essential student learning outcomes (SLOs) to be achieved during the next school year?

- What flexibility do schools and districts have with regard to alternative learning options and academic plans?

All aspects of the school day must be considered

- In the classroom

- Upon arrival and departure from school

- In between classes if children typically move from one classroom to another

- During play or recess times

- During lunch (if provided)

- During transit to and from school (if relevant)

Think about
- Which will be more difficult to manage?
- Why?
- How can you overcomes these challenges?

# Activity: How can social distancing be implemented?

- Write down your ideas
- Which ideas are possible for your schools?
- Share ideas in the chat box

Ways to implement social distancing in classrooms

- Arrange seating (desks, mats) so children will be seated at the recommended physical distance from each other and all facing forward.

- Determine how many children can be accommodated at one time in each classroom/learning space based on this seating arrangement.
  - If all children can be accommodated, label desks or designated seating area (mats) with children's names so they know where to sit.
  - If the space is too small for all children to be present at the same time, decide how to arrange children into groups and how to arrange schooling, e.g. shifts, different days for different grades.

What can we do if social distancing cannot be followed in schools?

- Implement different times (shifts) for different grades or groups of children
- Implement different days for different grades
- Identify additional learning spaces, temporary learning spaces, locations within the community)
- Reopen schools only for specific grades

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flowchart
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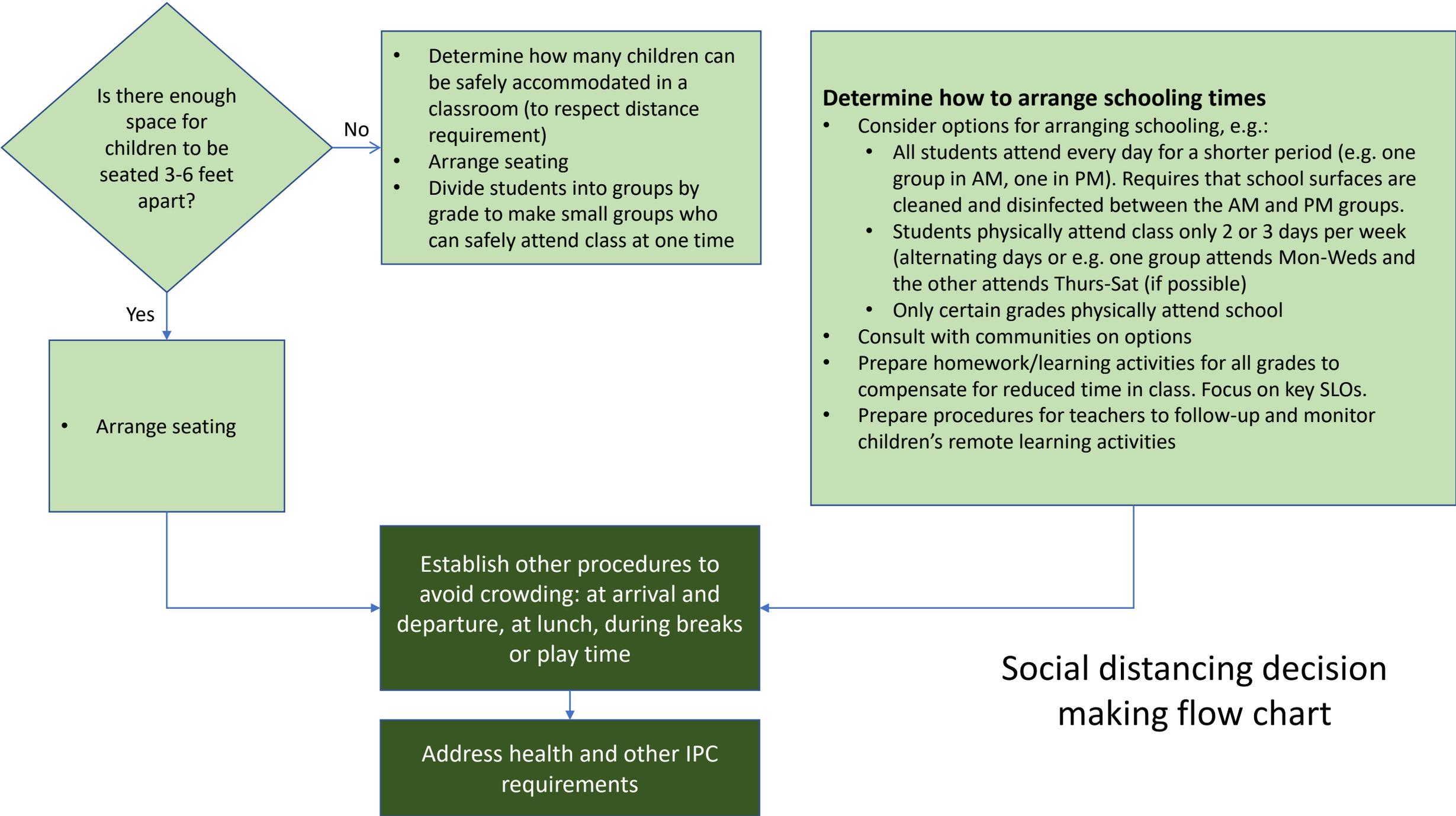
Is there enough space for children to be seated 3-6 feet apart?

No →

- Determine how many children can be safely accommodated in a classroom (to respect distance requirement)
- Arrange seating
- Divide students into groups by grade to make small groups who can safely attend class at one time

Yes ↓

- Arrange seating

Determine how to arrange schooling times
- Consider options for arranging schooling, e.g.:
    - All students attend every day for a shorter period (e.g. one group in AM, one in PM). Requires that school surfaces are cleaned and disinfected between the AM and PM groups.
    - Students physically attend class only 2 or 3 days per week (alternating days or e.g. one group attends Mon-Weds and the other attends Thurs-Sat (if possible)
    - Only certain grades physically attend school
- Consult with communities on options
- Prepare homework/learning activities for all grades to compensate for reduced time in class. Focus on key SLOs.
- Prepare procedures for teachers to follow-up and monitor children's remote learning activities

Establish other procedures to avoid crowding: at arrival and departure, at lunch, during breaks or play time

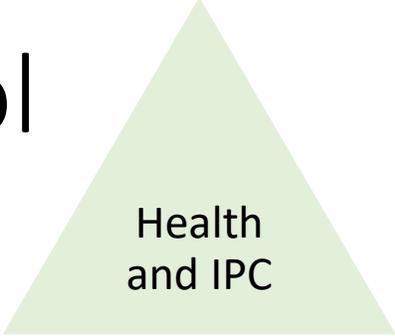Address health and other IPC requirements

Social distancing decision making flow chart

Health and Infection Prevention Control (IPC) considerations

Health and Infection Prevention and Control (IPC) considerations

Health and IPC

- Are all schools required to establish a link to the nearest Basic Health Unit or health clinic?

- Is mandatory temperature/health screening required for everyone entering school premises?

- What type and supply of thermometers and PPE must be available at every school? How will these be purchased by schools?

- Are visitors allowed on school premises? If so, who?

- Are masks/cloth face coverings mandatory? If so, for whom – teachers, all students, students in certain grades?

- Does a head teacher have authority to temporarily close their school in case of a confirmed infection among staff, children or family members thereof?

- Is there provision to students and staff for mental health and psychosocial support and for the prevention of violence and abuse in school settings as well as at home and communities?
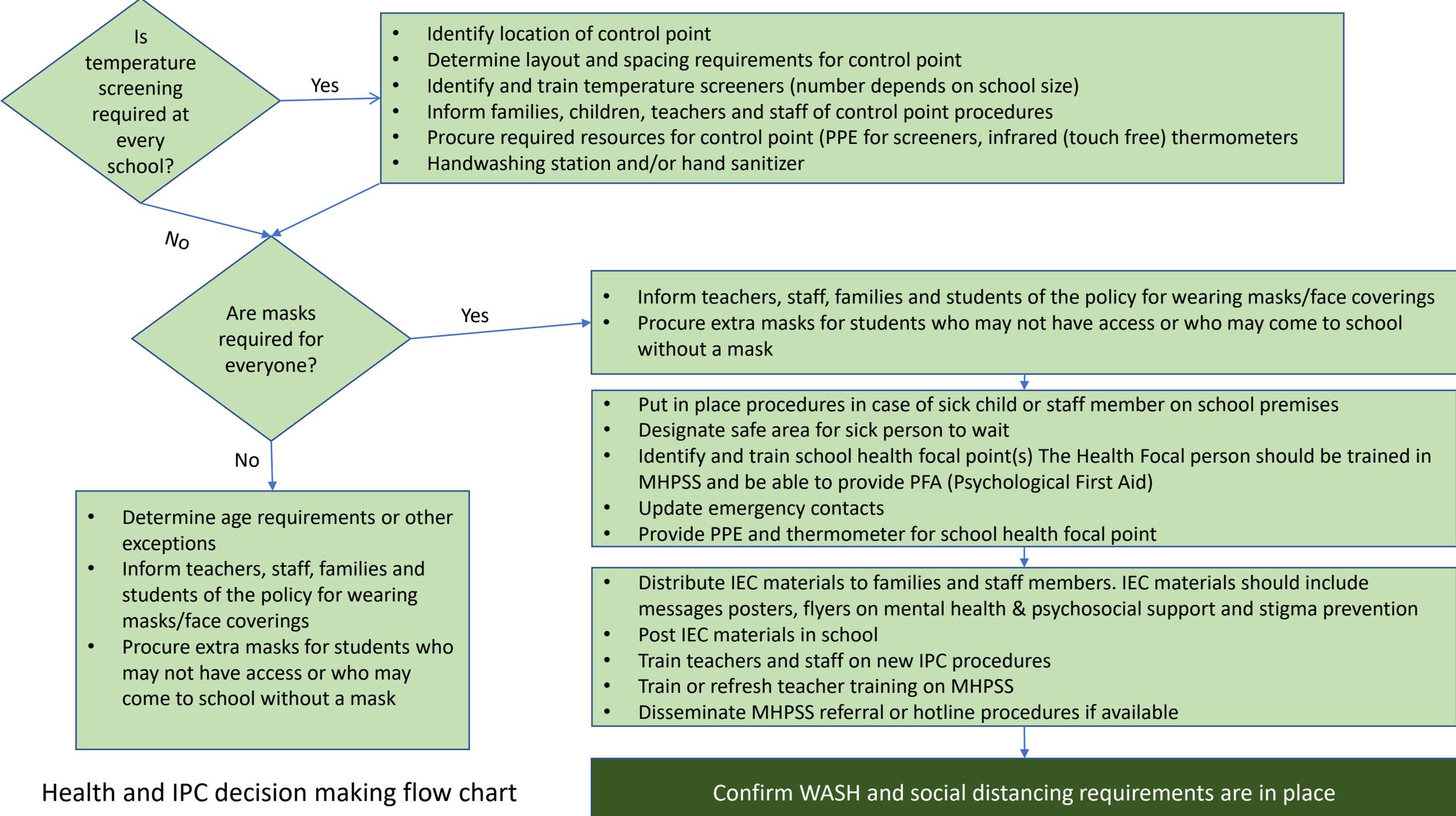
Activity: What must schools do to implement health and IPC requirements?

- Write down your ideas
- Which ideas are possible for your schools?
- Share ideas in the chat box

Ideas for implementing health and IPC requirements

1. PPE (masks and gloves) for staff at control point and for health focal point in case a child or staff member becomes ill at school
2. Masks for children who don't come to school with a mask
3. Touch free (infrared) thermometers (at least two per school; more for larger schools – at least one for each screener at control point and one for school health focal point)
4. Training for guards and others at control points
5. Training for teachers on procedures for IPC and what to do if there is a sick child in their classroom
6. Training for health focal points
7. Training for all teachers on MHPSS including psychological first aid (PFA) and stigma prevention
8. IEC materials for students, families, teachers - including handwashing, use of masks, social distancing procedures, control point procedures, stigma prevention and information of available resources for reporting abuse

Is temperature screening required at every school?

Yes →

- Identify location of control point
- Determine layout and spacing requirements for control point
- Identify and train temperature screeners (number depends on school size)
- Inform families, children, teachers and staff of control point procedures
- Procure required resources for control point (PPE for screeners, infrared (touch free) thermometers
- Handwashing station and/or hand sanitizer

No

Are masks required for everyone?

Yes →

- Inform teachers, staff, families and students of the policy for wearing masks/face coverings
- Procure extra masks for students who may not have access or who may come to school without a mask

- Put in place procedures in case of sick child or staff member on school premises
- Designate safe area for sick person to wait
- Identify and train school health focal point(s) The Health Focal person should be trained in MHPSS and be able to provide PFA (Psychological First Aid)
- Update emergency contacts
- Provide PPE and thermometer for school health focal point

- Distribute IEC materials to families and staff members. IEC materials should include messages posters, flyers on mental health & psychosocial support and stigma prevention
- Post IEC materials in school
- Train teachers and staff on new IPC procedures
- Train or refresh teacher training on MHPSS
- Disseminate MHPSS referral or hotline procedures if available

No

- Determine age requirements or other exceptions
- Inform teachers, staff, families and students of the policy for wearing masks/face coverings
- Procure extra masks for students who may not have access or who may come to school without a mask

Health and IPC decision making flow chart

Confirm WASH and social distancing requirements are in place

Teaching and learning considerations

Teaching and learning considerations
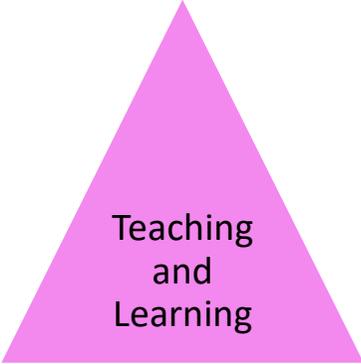
Teaching and Learning

- What is the plan to ensure that all children return to school?

- Which parts of the curriculum will be prioritised once children are back at school, as all parts will not be able to be covered? How will students be able to learn the content missed during the school closure period?

- Will a flexible operational/academic calendar and assessment system be developed in case of renewed COVID-19 outbreaks?

- What training or support is needed for teachers before schools reopen, e.g. psychosocial (including providing psychological first aid (PFA), referral to specialized care, recognizing signs of abuse and alternate discipling methods to address corporal punishment, how to adjust lesson plans to make up for the lost learning time, how to prepare for blended or remote learning activities?

- What remote learning arrangements will be developed for children who do not return to school due to illness or because they (or a family member) are at high risk of COVID-19?

- What is the longer-term strategy for ensuring continuation of learning?

Activity: What must schools do to ensure teaching and learning continues?

- Write down your ideas
- Which ideas are possible for your schools?
- Share ideas in the chat box

What must schools do to ensure teaching and learning continues?

Curriculum review and adjustment
- Develop blended and/or distance approach for learning including face to face learning and distance learning

Assessment
- Develop formative assessment plans to support children learning remotely

Teacher Training
- Prepare teachers for the safe reopening of schools

Low Tec, Medium Tec, High Tec
- Develop and print monthly learning timetables for students – work to be done at school and work to be done at home – using textbooks as a key resource
- Promote teleschool to all students
- Online learning via whats's app, learning apps and online lessons

Wellbeing considerations

Wellbeing of students and teachers

Teachers and staff	Students

Wellbeing of students and teachers

Teachers and staff	Students
• Provide a safe environment for teachers and staff to talk about the pandemic and how it has affected students • Give teachers time to readjust to being back at schools • Provide resources for teachers to prepare learning at home timetables and study packs in case of future school closures or children away from school because of quarantining	• Provide a safe environment for students to talk about the pandemic and how it has affected students • Try out mindfulness and relaxation techniques in class • Give students time to readjust to being back at school. Life at home will not be "normal" yet • Give students more autonomy in learning and provide activity based learning strategies • Be prepared for further school closures with learning at home timetables and study packs

Conclusion: Principles for safe reopening of schools

The timing of school reopening should be:

- Guided by the best interest of the child and overall public health considerations

- Based on an assessment of the associated benefits and risks of reopening, including risks to health and safety as well as loss of learning and the longer-term impacts of school closures, especially on the most marginalized children

- Made in consultation with multiple stakeholders, including provincial and district authorities (education, health and local government), teachers, parents and children

Learning outcomes

We are more confident that we can:

- Support schools to resume teaching and learning of all students through the safe reopening of schools

- Support the wellbeing of Education staff especially district heads and headteachers

- Support schools to implement continuity of learning plans during SMART lockdowns or localised outbreaks of COVID-19

Activity: Reflect on learning

3-2-1

- 3 things you learned during the session
- 2 things you found most interesting
- 1 question that you still have

Survey Monkey
Session evaluation link