Since the beginning of the COVID-19 pandemic, the UNICEF EAPRO Education Section has supported Country Offices throughout the region with technical support in the context of responding to COVID-19. As part of this technical support, the UNICEF EAPRO Education Section has closely collaborated with other Sections in the Regional Office, Country Offices, HQ and other stakeholders (eg. Global Education Cluster) in the development of a number of guidance notes and briefs, which are summarized below.

ENSURING AN INCLUSIVE RETURN TO SCHOOL FOR CHILDREN WITH DISABILITIES

The guidance on ‘Ensuring an inclusive return to school for children with disabilities’ is intended for UNICEF staff, education policy makers and planners in the East Asia and Pacific Region. Its purpose is to provide guidance on critical considerations and actions that should be undertaken to ensure an inclusive return to school for children with disabilities, as children return to school after the temporary closure of schools due to the COVID-19 pandemic.

The guidance document has been developed by CBM Australia for UNICEF Australia and UNICEF EAPRO. The education and disability teams of UNICEF EAPRO provided technical support in its development.

NUTRITION AND EDUCATION COLLABORATION - CHECKLIST FOR REOPENING SCHOOLS

The document ‘Nutrition and Education Collaboration - Checklist for Reopening Schools’ provides a non-exhaustive list of suggested actions for Government and UNICEF to consider as part of their short- and longer-term planning for and implementation of school reopening that will support healthy diets and good nutrition in children. Actions will require cross-sectoral cooperation between the education and health sectors. The actions are divided into those that should be put in place prior to schools re-opening and after schools have opened.

The guidance document has been collaboratively developed by the nutrition and education teams of UNICEF EAPRO.
COVID-19: INTEGRATION OF CHILD PROTECTION IN RETURN TO SCHOOL - TIPS FOR TEACHERS AND SCHOOL MANAGEMENT

The document ‘COVID-19: Integration of Child Protection in Return to School - Tips for Teachers and School Management’ provides general tips for teachers and school management as students return to school to identify and respond to child protection concerns, identify and respond to mental health concerns, ensure support is available and accessible for students and promote the mental health and psychosocial wellbeing of teachers.

The guidance document has been collaboratively developed by the child protection and education teams of UNICEF EAPRO.

COVID-19: INTEGRATION OF CHILD PROTECTION IN RETURN TO SCHOOL – MESSAGES FOR CHILDREN AND ADOLESCENTS RETURNING TO SCHOOL

The document ‘COVID-19: Integration of Child Protection in Return to School – Messages for Children and Adolescents Returning to School’ have been developed to support communication, primarily with children and adolescents, on violence, abuse and student well-being. In particular, they are designed to: raise awareness on types of abuse and violence and the right of children to be protected; raise awareness on well-being; provide them with information on how to report their concerns and access support; and prevent stigma, discrimination and bullying associated with COVID-19.

The guidance document has been collaboratively developed by the child protection and education teams of UNICEF EAPRO.
COVID-19: INTEGRATION OF CHILD PROTECTION IN RETURN TO SCHOOL ADVOCACY BRIEF

The brief ‘COVID-19: Integration of Child Protection in Return to School Advocacy Brief’ highlights the impact of school closures and other containment measures on children’s protection and wellbeing and key actions that can be taken by Governments, schools and teachers to ensure that the needs of children are addressed in plans and policies for reopening schools.

The guidance document has been collaboratively developed by the child protection and education teams of UNICEF EAPRO.

PARENTS AND CAREGIVERS AS PARTNERS IN LEARNING: HOME LEARNING ACTIVITIES FOR THE COVID-19 CRISIS AND BEYOND

The ‘Parents and Caregivers as Partners in Learning: Home Learning activities for the COVID-19 crisis and beyond’ provides guidance and a set of activities to help parents and caregivers, especially the most marginalized and vulnerable, to engage with and support their children’s learning at home. These activities are intended to complement distance learning and home-based assignments during school closures due to COVID-19.

The guidance document has been developed by the education team of UNICEF EAPRO.

PRESCHOOL CHALLENGE #LEARNINGATHOME

The ‘Preschool Challenge #LearningAtHome’ provides parents and caregivers a set of daily challenges and activities to help to engage with and support their children’s early childhood education at home during the closure of pre-schools due to COVID-19. The guide provides challenges and activities for 15 days and all activities are complemented by reference videos for easy adaptation by parents and caregivers.
The document has been developed by the education team of UNICEF EAPRO.

GUIDANCE: ASSESSING AND MONITORING LEARNING DURING THE COVID-19 CRISIS

The guidance note ‘Assessing and monitoring learning during the COVID-19 crisis’ aims to help UNICEF Education staff, Ministry officials and partners reflect on how to take account of learning through meaningful formative and summative assessment practices during the COVID-19 pandemic. It highlights general considerations and key actions that teachers, schools and Ministries of Education can undertake in the area of assessment to ensure the continuity of quality learning throughout the COVID-19 pandemic.

The guidance document has been developed by the education team of UNICEF EAPRO.

MONITORING ATTENDANCE DURING SCHOOL CLOSURE AND RE-ENROLMENT AND ATTENDANCE AFTER SCHOOL RE-OPENING: A GUIDANCE NOTE

This Guidance Note ‘Monitoring attendance during school closure and re-enrolment and attendance after school re-opening’ aims to provide an overview of entry points and means for monitoring the attendance and re-enrolment of students in the context of COVID-19 related school closures and re-openings. It is intended for UNICEF education staff, and education policy makers, planners and practitioners.

The guidance document has been developed by the education team of UNICEF EAPRO.