

# A SNAPSHOT OF WASH INTERVENTIONS FOR SCHOOL REOPENING IN THE EAST ASIA AND PACIFIC REGION

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## BACKGROUND AND SITUATION ANALYSIS

The COVID-19 global pandemic has affected millions of children across almost every country. This has brought about an immeasurable disruption to children's education and well-being. Schools across the globe have closed down, leaving over **1 billion students without access to education**. In the East Asia and the Pacific region alone, over 325 million children of the 27 countries supported by UNICEF programmes have been greatly affected.

Nonetheless, with strict measures in place designed to contain the spread of the virus, several countries in the region have begun to reopen schools (see Annex 1). In August, 354 million children in 21 countries have seen the majority of schools fully or partially reopened while some 28 million children in 6 countries are still waiting to regain access to education (see Figure 1).

**FIGURE I. Timeline on School Closures**



A clean and healthy environment is essential to ensure the safe return of students. UNICEF, in close co-ordination with partners and health authorities, supports countries with the provision of healthcare, and water, sanitation and hygiene (WASH) services. Since January, with the UNICEF response, 5.78 million people have been reached with WASH supplies and services in the region. Integrating the need for access to safe and affordable water, and WASH services is crucial in effectively preventing COVID-19 and other transmittable diseases among children. According to the latest WHO and UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP) report, [54 per cent of children in the East Asia and Pacific region\\*](#) still lack basic hand washing facilities in school. As such, UNICEF is working with governments and schools to keep children, particularly the most marginalized, learning in the safest environment possible.

The decisions to reopen schools should be made in the best interest of children and their overall public health considerations and it is an imperative that the governments have developed and implemented proper WASH standards and protocols to ensuring safety and wellbeing of children in their learning environments.

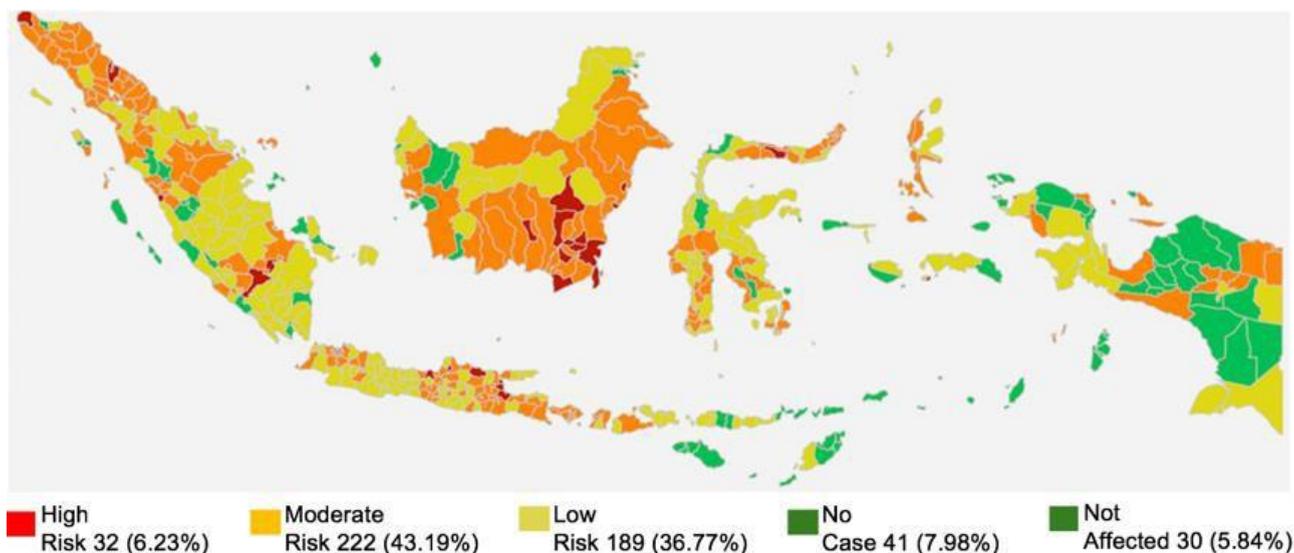
### WASH CRITERIA FOR SCHOOL REOPENING IN THE EAST ASIA AND PACIFIC REGION

As countries continue gradual reopening, several schools are implementing the guidelines provided by their respective governments to ensure students' safe return. A criterion for the WASH sector has been included to the guidelines to help schools provide a clean and safe environment in preventing the spread of COVID-19 (see [Table 1](#)). Some countries have defined specific criteria for school opening as control measures.

In Indonesia, a colour grading system – green for no cases, yellow for low risk, orange for moderate risk, and red for high risk – was introduced to help identify which areas are more critical (see Figure 2). Education units in green zones (no cases or not affected) may resume face-to-face learning with the provision that students can abide by current health guidelines, including wearing a three-layered cloth mask or two-layered mask filled with a tissue that is to be replaced every four hours, washing hands with soap and running water, applying cough/sneezing ethics and physical distancing of 1.5 metres apart with a limited number of students per school level. Face-to-face learning is conducted in two phases – a Transition phase and a New Normal phase. All boarding schools and madrassas are allowed to reopen only during the New Normal phase. The revised government policy, issued on 7 August 2020, also allows schools in low-risk zones to reopen on the condition that they meet the minimum health and safety standards.

\* Regional estimates exclude China, for which no nationally representative data are available

**FIGURE 2.** Indonesia, a colour grading system for COVID-19 risk



Source: SatuanTugas Penanganan COVID-19

In addition, primary schools can reopen at the same time as the other school levels. Orange and red zones, however, are still prohibited from conducting face-to-face learning.

Under these new guidelines, about 43 per cent of the total student population can return to school.

**In Viet Nam**, 15 criteria on COVID-19 prevention and control in schools were issued (*see Annex 2*). Six of them are WASH related, covering requirements for soap, hand sanitizers, hand washing stations, safe water, cleaning and disinfecting of latrines and other surfaces, and training for students and teachers on infection and prevention control (IPC).

- If 11 or more criteria are met and indicators 4, 5, 10 and 11 are assessed as satisfactory, the school will be graded as a good performing safe school.
- If 8 to 10 criteria are met and indicators 4, 5, 10 and 11 are assessed as satisfactory, the school will be graded as a fairly performing safe school.
- If 7 or fewer criterions are met, the school will be graded as an unsafe school, in which case the school will not be allowed to operate.

The regional office has reviewed country WASH interventions for school reopening against the 10 Minimum Criteria defined by WASH in school global communities. Table 1 summarizes key interventions and country-related updates.

**TABLE I. Criteria for school readiness to ensure safety for the students adopted in the EAP Region**

10 Minimum Criteria for WASH in schools <sup>1</sup>	Countries with WASH criteria
<p><b>Hand washing</b> – Set up available hand washing facilities with soap at the entrance of schools (tippy taps, buckets with taps, group washing facilities) with sufficient water taps that allow physical distance so that children, teachers, staff and visitors can wash hands before entering school. Make sure that toilets have functional hand washing facilities with soap and water. Facilities should be accessible to all users.</p>	<p><b>Cambodia</b> – A basic hand washing facility is at the school entrance. A basic hand washing facility is next to each latrine or/and classroom  <b>China</b> – Provides sufficient handwashing facilities (40-50 pupils per tap)  <b>Indonesia</b> – Ensure the availability of facilities for hand washing with soap, and disposable cleaning tools (tissues) in various strategic locations in the education unit.  <b>Myanmar</b> – Ensure handwashing stations are in place.  <b>Mongolia</b> – Ensure the availability of hand washing facilities with water and soap by the national norms and requirements for WASH in kindergartens, schools and dormitories.  <b>Papua New Guinea</b> – i) Every person who enters the school MUST have his/her hands sanitized or wash their hands for 20 seconds. ii) Handwashing with soap is scheduled for every recess break, lunch and before going home.  <b>Timor Leste</b> – i) Students and teachers must wash their hands often using soap and water for 20 seconds, when school is about to start, before eating, after eating, after recess, and each time they re-enter the classroom coming from outside. ii) If there is no facility, make tippy-taps.  <b>Viet Nam</b> – Ensure handwashing facilities with soap are in place with attention paid to accessibility for people with disabilities.</p>
<p><b>Water availability</b> – Ensure water is available for hand washing, drinking and other uses.</p>	<p><b>Cambodia</b> – All students have sufficient water for handwashing.  <b>Indonesia</b> – Ensure provision of clean running water.  <b>Papua New Guinea</b> – Ensure adequate clean water supply.  <b>Timor Leste</b> – Schools with no access to water should ask parents and members of the educational community to ensure safe quantities for washing hands on a daily basis.  <b>Myanmar</b> – Ensure provision of safe water.  <b>Mongolia</b> – Ensure the availability of safe drinking water by the national norms and requirements for WASH in kindergartens, schools and dormitories.  <b>Viet Nam</b> – Ensure clean water for handwashing is in place.</p>
<p><b>Supplies</b> – Calculate the need for and ensure sufficient supply of consumable resources, including soap (bar or liquid), hand sanitizer (with at least 70% alcohol concentration), disinfectants, sponges, buckets and protective equipment such as face masks and gloves for cleaners.</p>	<p><b>China</b> - Prepare WASH supplies (soap, hand sanitizer, etc) that can be used for at least two weeks after school reopening, and establish supply channels to ensure continuous supply.  <b>Myanmar</b> – Ensure provisions for menstrual management and cleaning supplies.  <b>Mongolia</b> – Ensure the availability of sufficient WASH-related supplies by the national norms and requirements for WASH in kindergartens, schools and dormitories.  <b>Cambodia</b> – i) Plan for procurement of hand sanitizer (for schools with insufficient water supply), soap, and cleaning and disinfection products.  <b>Indonesia</b> - Availability of hand washing facilities with running water, soap or hand sanitizer.  <b>Philippines</b> – Supply hand sanitizing equipment or products, such as rubbing alcohol, antibacterial or germicidal soap.  <b>Viet Nam</b> – Ensure supplies in schools, such as thermometers, disinfectant solution, hand washing facilities with soap and clean water, etc., are in place.</p>
<p><b>Cleaning and disinfecting</b> – Ensure regular cleaning and disinfecting according to national guidelines and global recommendations.</p>	<p><b>Viet Nam</b> - Ensure frequently touched surfaces, handwashing stations, latrines and school buses are properly cleaned and disinfected.  <b>Indonesia</b> – i) Ensure regular cleaning and disinfection of classrooms, common areas and surfaces  ii) Ensure canteen and cooking utensils are properly cleaned.  <b>Timor Leste</b> – All school facilities (toilets, kitchen, library, playground, etc.) inside the premises must be disinfected every Saturday. School personnel already oriented or trained will disinfect the school.  <b>Papua New Guinea</b> – Clean and disinfect school building at least once a day  <b>Cambodia</b> – Latrines are cleaned and disinfected daily and/or between shifts.  <b>Philippines</b> – Conduct regular disinfection of schools and offices.  <b>Mongolia</b> – Practice regular cleaning and disinfection.<sup>2</sup></p>
<p><b>Waste management</b> – Ensure bins are located in classrooms, in toilet blocks and at strategic locations on school grounds and are safely emptied daily using a waste management system.</p>	<p><b>Papua New Guinea</b> – Ensure school garbage/waste disposed daily.  <b>Timor-Leste</b> – Schools must prepare waste areas. They may dig holes or use other interventions, according to each school's condition.  <b>Cambodia</b> – Schools to have at least one waste bin per classroom and latrines, and ensure they are used.  <b>Mongolia</b> – Ensure safe solid waste and waste water management by the national norms and requirements for WASH in kindergartens, schools and dormitories.</p>
<p><b>Physical distancing</b> – Make sure children and school staff adhere to physical distancing keeping at least 1 metre apart (or as recommended by national guidelines).</p>	<p><b>Indonesia</b> – Must keep a minimum distance of 1.5 metres.  <b>Mongolia</b> – Must keep a minimum distance of 1.0–1.5 metres and 20-25 children per classroom by the national school reopening guideline by the Ministry of Education and Science (in Mongolian: <a href="https://www.meds.gov.mn/?p=5138">https://www.meds.gov.mn/?p=5138</a>) and Guideline by National Inspection Agency: <a href="http://inspection.gov.mn/new/?p=2296">http://inspection.gov.mn/new/?p=2296</a></p>

<sup>1</sup> 10 immediate WASH in Schools (Wins) Action  
<sup>2</sup> Mongolian norms and requirements for WASH in k

, 2020  
kindergartens, schools and dormitories: [https://www.unicef.org/mongolia/media/1206/file/WASH\\_norms\\_EN\\_PDF.pdf](https://www.unicef.org/mongolia/media/1206/file/WASH_norms_EN_PDF.pdf)

10 Minimum Criteria for WASH in schools	Countries with WASH criteria
<b>Establish a monitoring team</b> – Assign staff member(s), such as teachers, cleaners, guards, gardeners or older students, community members etc., to oversee hand washing stations and toilets (availability of water and soap, maintenance issues, hand washing behavior and compliance of rules for physical distancing ,etc.).	<b>Myanmar</b> - Upgrade and maintain WASH facilities to increase the proportion of schools with safe water, hand washing stations and cleaning supplies.
<b>Orientation/Training</b> – Organize orientation for all teachers, non-teaching staff and community members on WASH in schools and COVID-19, and ensure that everyone understands their specific role. Ensure teachers orient the learners, by using age-appropriate hygiene promotion. materials.	<b>Myanmar</b> – Embed WASH training module with health and hygiene messages in the regular facilitator training courses. <b>China</b> – Increase capacity building to school staff, parents and students on IPC on hand washing with soap, and cough etiquette. <b>Cambodia</b> – Prepare training and guidance on cleaning and disinfection.
<b>Checklists</b> – Introduce and ensure the use of checklists (including date, time when checked, name of responsible person) for teachers and non-teaching staff to ensure routines are implemented daily.	<b>Viet Nam</b> – Temperature also being checked at entry points.
<b>Hygiene culture</b> – Establish a culture of hygiene in school and encourage hygiene behaviour change in the community. Emphasize that all teaching and non-teaching staff are part of a team working to address COVID-19 preparedness and response, and make sure that education can move forward and schools are clean and safe places.	<b>Timor-Leste</b> – Ensure brochures and announcements about COVID-19 prevention are in place. <b>Cambodia - Prepare hand hygiene promotion campaign.</b> <b>Mongolia</b> – National hygiene campaign: <a href="https://www.facebook.com/MGLHygieneCampaign">https://www.facebook.com/MGLHygieneCampaign</a>
<b>Other</b>	<b>PNG</b> – Provide segregated toilets for girls and boys as per ratio of (1:40 boys and 1:25 girls) <b>Myanmar</b> – Establish or expand sex segregated toilets or latrines

School closure is negatively impacting developing countries. As a response plan, several countries in the East Asia and Pacific region have developed and operationalized new school-opening criteria. Cambodia, Myanmar, Viet Nam, Papua New Guinea and other countries have also implemented several WASH criteria which ranges from 11 in Cambodia to 5 in Myanmar.

The table below provides a brief overview of school opening criteria and the number of WASH-related criteria.

**TABLE 2. Total criteria for school opening and WASH-related criteria**

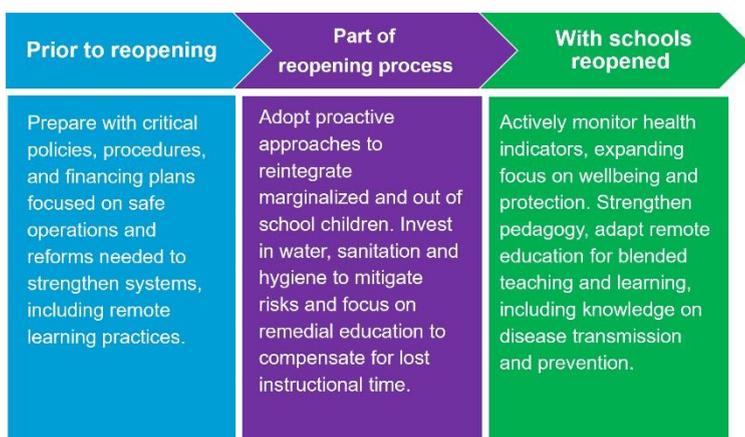
Country	Total criteria for school opening	Number of WASH-related criteria for school opening
Cambodia		11
China		
Democratic People's Republic of Korea		
Fiji/Pacific		
Indonesia		
Lao PDR	<i>Used UNICEF guidelines for safe reopening of schools</i>	
Mongolia	<i>Used UNICEF guidelines for safe reopening of schools</i> 36	
Myanmar	action plans	5
	76 actions	5
Papua New Guinea	22	
Philippines		
Timor-Leste	29 general criteria 37 specific criteria	6
Viet Nam	15	6

Click [here](#) for detailed WASH Guideline protocols for each country

## RESPONSE TO SCHOOL REOPENING

A [framework for school reopening](#) has been developed in collaboration with the Global Education Coalition. It aims to inform the decision-making on when and how to reopen schools, support preparations, and guide the implementation process with the best interest of children at the centre of the strategy. Community needs and conditions will have to be taken into account for an optimum implementation of the framework. Prior to reopening schools, all financial requirements and critical policies should be met in order to enable a safe learning environment. Once an adequate environment has been established, local governments should focus on risk mitigation and proactively reintegrate marginalized children. Once school is fully operational, all health indicators should be actively monitored, and blended education reinforced.

A “Back to School Campaign” was launched by governments to disseminate various communication materials that integrate messages around parenting, mental health and psychosocial support in order to ensure that all children return to school. Moreover, UNICEF country offices are supporting government efforts in orienting the reopening process.



### EXAMPLE 1: Viet Nam school opening process

BEFORE SCHOOL	DURING SCHOOL HOURS	AFTER SCHOOL
1. Sanitation, hygiene and health facilities and supplies (thermometers, soap or disinfectant solution, drinking water, handwashing stations) are in place with attention paid to accessibility for persons with disabilities.	8. 100% of students, teachers and staff have their body temperature taken at points of entry.	14. 100% of students, teachers and staff practise proper social distancing and wear masks on the way home from school.
2. An instructional plan is developed relevant to the school context and local COVID-19 situation.	9. 100% of preschool and primary school students are dropped off and picked up at the school gate.	15. The school ensures that 100% of preschool and primary school students are properly dropped off and picked up.
3. 100% of preschool children and general education students (referred to as 'students'), administrators, teachers and school staff (referred to as 'teachers and staff') complete health declarations and have their body temperature taken at home before going to school.	10. Social distancing is properly maintained inside and outside classrooms, offices, functional rooms and other shared spaces as prescribed by the government	
4. 100% of students, teachers and staff wear masks properly on their way to school.	11. Frequently touched surfaces, handwashing stations, latrines and school buses are properly cleaned and disinfected before and after use as required. Masks are worn properly during school time.	
5. The campus, classrooms, school supplies and school buses (if any) are properly cleaned and disinfected in line with the instructions of the health sector.	12. Soap, disinfectant solution and other supplies needed for COVID-19 prevention and control are checked for availability and promptly resupplied in advance of the next school session.	
6. School health workers, quarantine rooms and infirmaries are adequate as required, plus school psychological counselling is provided.	13. The school's steering committee for COVID-19 prevention and control exercises stringent supervision over and holds school constituents strictly accountable for adherence to COVID-19 prevention and control regulations.	
7. Students, teachers and staff are educated and trained on the COVID-19 prevention and control protocol while a plan is developed to respond to cases of fever, cough and difficult breathing and suspected of COVID-19 infection in the school setting.		

Below are few examples of WASH interventions for school reopening in countries supported by UNICEF and other key partners in the WASH sector.

## Prior to school reopening

**In Indonesia**, disinfection protocols and services have been implemented in 196 schools and hand washing stations with soap have been installed in 59 schools.

**In the Philippines**, UNICEF supported the development of Department of Education's [Basic Education Learning Continuity Plan \(BE-LCP\)](#) including guidelines on health and hygiene such as promotion of hand washing/use of hand sanitizers and the disinfection of schools.

**In Cambodia**, UNICEF has been assisting the government with WASH supplies, risk communication and community engagement. The second and third phase of the opening of the school year will be starting on 7 September. So far, procurement of a total of 20,000 buckets with taps has already arrived at Sihanoukville port for re-distribution to schools. In regard to risk communication and community engagement, the Rural Health Care Department has taken responsibility for going online (via Facebook) to promote four hand washing videos as well as approved COVID-19 videos being displayed on electronic billboards in urban centres.

**In Papua New Guinea**, WASH Interventions to promote hand washing and good hygiene practices in 44 National Capital District schools continue to benefit students. More than 66,000 students (35,027 boys and 31,769 girls) in these 44 schools now have access to hygiene promotion programmes, which are supported by the Government of Japan. In Malaysia, as of 19 August, over 800 people (children and their families) from undocumented communities in Sabah, detainees in the Immigration Detention Centre, refugees in schools in Klang valley, and residents of low-cost flats in Kuala Lumpur have received essential hygiene kits and health education sessions.

**In Timor-Leste**, 1,702 portable hand washing buckets were provided to improve hand washing in classrooms in support of school reopening during the reporting period.

In Viet Nam, UNICEF provided WASH supplies and disseminated school WASH IPC communication materials to 772 schools in 7 provinces, and School WASH IPC kits, water tanks and pumps were distributed to 93 schools in 4 provinces. In Lao PDR, On 31 July, the Ministry of Health, with support from UNICEF, declared Borikhamxay Province the first open defecation free (ODF) province of Lao PDR. COVID-19 related messages and awareness materials were disseminated.

## Part of the reopening process

**In Lao PDR**, part of the reopening process includes institutions developing key learning activities for students and sharing these via various platforms, such as community radio, online/social media platforms, etc. The beginning and end of lessons can include key messages on promoting preventative measures.

- Creating Learning Resource Centres within the Cluster Schools, including provision of learning materials both electronic and print.

**In the Philippines**, IPC WASH online module schools have been developed – and will be implemented on September. Three 45-minute TV slots from the Department of Education are allocated for WASH.

**In Timor-Leste**, school coordinators and principals across the country are undergoing COVID-19 training as part of the seven criteria to reopening schools' guidelines.

- The Ministry of Health and the Ministry of Education are collaborating with schools on disinfecting and ensuring safe school return for students.
- The Ministry of Education is working closely with water suppliers in districts to ensure refilling of water for schools with no access to water supply.
- Back to school campaign activities include disseminating community-triggered messages for parents to send children back to school through mass media platforms as well as through local government units.
- Disseminating hand hygiene materials throughout the schools.

**In Myanmar**, provision for improvement of basic infrastructure focusing on hand washing facilities, school toilets, etc., and ensuring schools attain a "one-star level" prior to reopening.

- Assessment of WASH facilities using the checklists provided by local authorities and school administration.

**In Viet Nam**, interpersonal communication activities on WASH and going back to school safely conducted in project provinces.

- Involvement of National Goodwill Ambassador Xuan Bac and Influencer/choreographer/dancer Quang Dang in promotion of hand washing with soap at school.
- Online capacity training on WASH and IPC for teachers.

In Indonesia, a dashboard was created to observe real time events and is being used as a basis for decision making between local and national government to support WinS facility and infrastructure. It is also being used in identifying high-risk schools for WASH interventions during the COVID pandemic.

## After schools reopen

**In Lao PDR**, a monitoring mechanism is in place to monitor the implementation of safe school operations guidance and school-level protocols by introducing the developed application on School Safety Self-Assessment Survey. This application can be used by the school principal and can immediately provide feedback.

- Continue sharing hygiene promotion messages and provision of soap and tippy taps to schools in need; and support cleaning/disinfecting in schools as needed, including provision of supplies.

**In Timor-Leste**, UNICEF will continue supporting the Ministry of Education on community mobilization for WASH maintenance in schools, on the Back to School campaign and in the continuous access of schools to water supply.

- Strengthen Parents Teacher Association (PTA) involvement in sending children back to school in the context of COVID-19.
- Ensure hygiene practices are being implemented and encouraged among students. Hand washing and hygiene materials are being promoted in schools.
- Provide hand washing stations with soap in front of every classroom and access to proper waste management.

**In Viet Nam**, the school steering committee for COVID-19 prevention and control exercises stringent supervision.

- Teachers and staff ensure students practice proper hand washing and social distancing.

## CHALLENGES

**TABLE 3.** WASH challenges for school openings (from International Learning Exchange documents)

Public health risks	Supply and logistics	Social fear or pressure	Cost and funding
<ul style="list-style-type: none"> <li>- Challenging to meet minimum standard in schools to prevent health risks among vulnerable groups of students and teachers with health issues</li> <li>- A lack of proper safety measures, i.e., disinfecting and sanitation, can lead students to heightened risk and in return could potentially spread the virus within their households</li> <li>- Data collection relies on self-reported assessment that may not show the real conditions in schools</li> </ul>	<ul style="list-style-type: none"> <li>- Logistics issue in providing supplies to schools (masks, soaps, etc.)</li> <li>- Tracking the final beneficiaries of the cleaning and disinfection kits is challenging</li> <li>- Lack of stable internet connection in rural areas for online learning</li> <li>- Lack of access to clean water by schools located in remote rural areas</li> </ul>	<ul style="list-style-type: none"> <li>- Fear among the public in regard to school children being left behind in their studies (i.e., Philippines)</li> <li>- Further delay in school opening will have a negative impact on the educational system</li> <li>- Parents continue to be anxious about their children's education and safety</li> <li>- Protection and safety of children will be harder to safeguard</li> </ul>	<ul style="list-style-type: none"> <li>- Limited funding available to support safe and inclusive reopening of schools</li> <li>- Gaps exist for schools in rural and remote areas</li> <li>- Due to the closure of regular flight operations and border closure the options of using chartered flight has heavily increased the operation cost</li> <li>- Limited resources for online learning, i.e., computers</li> </ul>

## COST IMPLICATIONS

*The cost of WASH intervention varies widely depending on the preparation and school needs in each country.*

The table below summarizes the average cost estimation based on requested materials for WASH in each country and related needs.

**TABLE 4.** WASH challenges for school openings (from International Learning Exchange documents)

Public health risks	Cost and funding
<b>Cambodia</b>	10-25
<b>China</b>	No data
<b>Democratic People's Republic of Korea</b>	No data
<b>Fiji/Pacific</b>	20-40
<b>Indonesia</b>	20-50
<b>Lao PDR</b>	15-20
<b>Mongolia</b>	40-60
<b>Myanmar</b>	10-20
<b>Papua New Guinea</b>	40-50
<b>Philippines</b>	20-30
<b>Timor-Leste</b>	11-25
<b>Viet Nam</b>	20-30

UNICEF WASH Country offices estimates, 2020, additional data to be checked with real agreed costing

Below are Indonesia and Viet Nam estimates on WASH school reopening costs, tools and methods.

**TABLE 5. WASH challenges for school openings (from International Learning Exchange documents)**

Country	Cost issues
<b>Indonesia</b>	UNICEF has developed a <a href="#">WASH costing tool</a> that can be used to calculate the approximate cost for installing new or upgrading existing WASH facilities in schools. The tool can be used to estimate locally appropriate unit costs for each intervention and available funding, resulting in the overall investment needs in the respective district. <a href="#">A cost analysis for 15 districts set to open in the first phase of school reopening in one of the provinces in Indonesia (Papua)</a> showed that over 90% of the total eligible schools required support to improve WASH conditions with cost estimates per school ranging from IDR 75M-100M for standard toilets, IDR 25M-30M for setting up rainwater harvesting technology and IDR 0.5M for setting up low-cost hand washing stations.
<b>Viet Nam</b>	Quang Dang in promotion of hand washing with soap at school. <ul style="list-style-type: none"> <li>· Cost associated with the plan: \$395,000</li> <li>· Expected beneficiaries: 294,000 students and 22,800 teachers</li> <li>i. Online capacity training on WASH and IPC for teachers: \$2,000/course</li> <li>ii. Critical WASH supplies (soap, sanitizers, ceramic water filters): \$355/school</li> <li>iii. School WASH IPC kits (NYHQ kits): \$1,400/school</li> <li>iv. Water storage tank 3000l: \$341/school</li> <li>v. Water storage tank 1000l: \$128/school</li> <li>vi. Communication for students on IPC and WASH: \$300/school</li> </ul>

## RECOMMENDATIONS

- **Mapping for WASH interventions being classified around safe-school opening criteria:**

It will be important that each country engages in a process for mapping areas where there is school COVID-19 and cross check data for WASH is available and functional in order to define appropriate interventions in each school. This will also help to ensure that national criteria are applied to each school condition.

- **Costing of the WASH intervention for school opening**

Indonesia model on the process of school reopening through a phasing approach need to be followed. Cost needs to be associated to each part of the process.

- **Monitoring system implementation**

One of the challenges during the pandemic is to ensure that interventions are being monitored and real-time monitoring needs to be developed. This should be done in partnership with the ministry of education and other ministries for each country.

- **Multi-partnership for WASH intervention for school reopening**

It will be very important to engage all the sector actors in the school opening for the WASH-related interventions and ensure that supply is available, without interruption. The role of the private sector remains fundamental and private sector engagement needs to be improved.

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## ANNEX I

For additional knowledge management resources:

UNICEF, UNESCO, WFP and World Bank. New guidelines provide roadmap for safe reopening of schools, 14 April 2020

UNICEF, [2 in 5 schools around the world lacked basic handwashing facilities prior to the COVID-19 pandemic](#), 13 August 2020

UNICEF, [UNICEF EAPRO COVID-19 Education Response – Snapshot of Gaps, Needs and Progress](#), 05 August 2020

JMP 2019 Regional Snapshot, UNICEF East Asia and the Pacific <https://washdata.org/sites/default/files/documents/reports/2020-05/JMP-2020-COVID-regional-hygiene-snapshot-EAP.pdf>

The WASH (WinS) in School Network, 10 immediate WASH in Schools (Wins) Actions, 05 June 2020

Official guidelines on reopening of schools in Indonesia: <https://www.kemdikbud.go.id/main/files/download/5baf1873d5766d3>

## ANNEX 2: UPDATE SCHOOL OPENING DATES

A summary of the East Asia and Pacific region education response (see table below) provides more detail on the status of the school reopening process in countries in the region, and provides some detail on the process and coverage of school reopening in particular countries.

Country	Status	School reopening date	Update
<b>Cambodia</b>	Closed	01 November 2020	<b>NEW</b> Schools remain closed and are expected to reopen in three stages. Higher-standard international schools with sufficient resources to implement virus prevention measures will open first, followed by medium- and lastly minimum-standard schools. No time frame has been communicated. <sup>RO Sitrep 10</sup>
<b>China</b>	Partial	06 May 2020	<b>NEW</b> Most kindergartens and compulsory schools have started their summer break within the first half of July while senior secondary schools will start in the next two weeks. <sup>RO Sitrep 1</sup>
<b>Democratic People's Republic of Korea</b>	Closed	TBC	<b>NEW</b> From beginning of July, all nursery, primary and secondary schools, and universities are closed for two-month summer holidays. <sup>RO Sitrep 1</sup>
<b>Indonesia</b>	Partial	13 July 2020	<b>NEW</b> School year resumption on July 13 includes classroom activities among high schools in 'green districts' only, with potential resumption on primary school activities in September. Based on the current risk categorization, just 6% of schools are eligible to reopen. <sup>RO Sitrep 1</sup>
<b>Lao PDR</b>	Open	18 May 2020	<b>NEW</b> While all schools have reopened from 2 June, many have to operate in shifts to meet social distancing regulations. This means learners have reduced teaching-learning time that could possibly deepen the learning crisis. <sup>RO Sitrep 1</sup>
<b>Malaysia</b>	Open	24 June 2020	<b>NEW</b> Schools have reopened in three phases starting 15 July and ending 22 July. <sup>RO Sitrep 1</sup>
<b>Mongolia</b>	Closed	01 September 2020	School expected to reopen in the beginning of September.
<b>Myanmar</b>	Closed	21 July 2020	Schools started gradual reopening.
<b>Philippines</b>	Closed	TBC	Schools will reopen for distance learning and potentially limited face-to-face classes on 24 August.
<b>Papua New Guinea</b>	Partial	08 May 2020	<b>NEW</b> Schools closed in Port Moresby due to new COVID-19 cases. <sup>Other</sup>
<b>Thailand</b>	Open	01 July 2020	Schools are fully open.
<b>Timor-Leste</b>	Open	29 June 2020	Schools are fully open.
<b>Viet Nam</b>	Partial	15 August 2020	<b>NEW</b> Schools have partially opened
<b>Pacific Island Countries</b>			<b>NEW</b> Schools in all countries in the Pacific are now open again with the exception of those with scheduled holidays at this time. School systems remain well aware that if the COVID-19 situation worsens in their countries, school closures may again be required again and, thus, they are continuing to advance their COVID-19 contingency planning processes. <sup>RO Sitrep 1</sup>



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