

CHECK LIST: BEFORE THE REOPENING OF SCHOOLS

Country:

CONTACT DETAILS

Name:

E-mail:

Phone:

General Information

Select "Yes" or "No" in the appropriate box. If you need to add additional information, use the Comments box.

1. PLANNING, COORDINATION, COMMUNICATION AND MONITORING.

DATA

1.1 What kind of information and data does the Ministry of Education have on schools to ensure safe school operations?	Yes	No	Comments
Number of classrooms, outdoor facilities, among others.			
School access to clean water.			
School access to water, sanitation and hygiene (handwashing points).			
Access to separate toilets for girls and boys.			
Internet access for schools.			
Number of teachers disaggregated by sex and level.			
Number of students disaggregated by sex and level.			
Number of school personnel disaggregated by sex.			
Provision of school feeding.			
Access to health and nutrition services.			
Measures related to school transport.			
Assessment of teachers' skills in digital environments.			
Number of students who have access to online distance education.			
Number of teachers who have technological equipment and access to connectivity for online teaching.			
Data on the most vulnerable groups and identification of their educational needs, including access to education and other services.			

COORDINATION AND COLLABORATION

1.2 What coordination measures with a multi-sectoral approach between the education, health, water, sanitation and hygiene (WASH), nutrition, protection and gender sectors include actions oriented towards the school reopening?	Yes	No	Comments
Coordination mechanisms between ministries and authorities at national and sub-national levels.			
Intersectoral, intraministerial and multi-stakeholder coordination committees/teams			
Communication mechanisms with communities, teachers and families.			
Regular consultations with key stakeholder groups, including teachers' unions, parents' associations, student associations, among others.			

COMMUNICATION AND ADVOCACY

1.3	What does the planification of a national awareness and communication campaign planned for the reopening of schools contemplate?	Yes	No	Comments
	<p>Messages adapted to different target groups and ages in accessible formats.</p> <p>Provision of specific messages for those groups who are most at risk, for example girls and adolescents.</p> <p>Clear information on the measures adopted and the protocols established to guarantee the safety and protection.</p> <p>Information on the COVID-19 crisis updated regularly.</p>			

PHASED REOPENING PROCESS

1.4	Have governments adopted a progressive/gradual reopening approach, and if so, what variables have been considered?	Yes	No	Comments
	<p>Regions and zones.</p> <p>Rural and urban areas.</p> <p>Population Density.</p> <p>Educational needs.</p> <p>Educational levels: preschool, primary, elementary.</p> <p>Grades.</p> <p>Prioritization of students with difficulties in accessing distance learning strategies.</p>			

What measures have been considered in order to facilitate physical distancing actions?

<p>Alternation (days/weeks), between presential and distance learning, supported at home</p> <p>Staggered schedules throughout the school day (start/end times, breaks, lunch, among others).</p> <p>Double or triple shifts.</p> <p>Reduction of the number of students in class, and maintenance of students in the same groups.</p> <p>Prioritization of school activities that are compatible with social distancing measures.</p>			
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MONITORING

1.5	What type of indicators and mechanisms for follow-up and monitoring have been established?	Yes	No	Comments
	<p>Supervision of the psychosocial welfare of students, teachers and school staff.</p> <p>Monitoring of students and staff attendance.</p> <p>Monitoring of learning progress.</p> <p>Monitoring of the conditions of school infrastructure and WASH services.</p> <p>School return tracking of students, including those who were previously out.</p>			

2.POLICIES, PROCEDURES AND FUNDING.**ADAPTATION AND FLEXIBILITY**

2.1	What policies and protocols for the flexibilization of the academic calendar, curriculum, evaluation, exams and promotion have been put in place?	Yes	No	Comments
	<p>Adaptation of academic calendars.</p> <p>Adjustment of instruction time and schedules.</p>			

	<p>Simplification, condensation and prioritization of the curriculum.</p> <p>Adjustment of evaluations to the adapted curriculum.</p> <p>Modification of the national exams.</p> <p>Flexibilization of requirements for grade progression.</p> <p>Elimination of less important exams.</p> <p>Application of the universal promotion where possible.</p>			
FUNDING				
2,2	What funding measures for public education to ensure the implementation of back-to-school protocols and educational quality have been taken?	Yes	No	Comments
	<p>Protection and prioritization of resource allocations for public education.</p> <p>Application of economic support strategies for the most vulnerable ones to ensure their permanence in school.</p> <p>Identification of sources of funding for immediate investments in school water, sanitation and hygiene.</p> <p>Prioritization of education budgets to the schools most affected by the crisis.</p> <p>Application of an equitable approach to different levels of education, including early childhood.</p> <p>Protection of the salaries and timely and continuous payment for teachers and other school personnel.</p>			
What monitoring and regulation measures for the functioning of private education have been taken?				
	<p>Evaluation of the impact of the pandemic in the private education sector.</p> <p>Updated information on private schools.</p> <p>Supervision of private schools to avoid unregulated quota increases.</p>			

3. SAFE SCHOOL OPERATIONS.

ACCESS				
3.1	What factors allow us to assess school's capacity to ensure continuity of essential services and safe school operations been identified?	Yes	No	Observations
	<p>Condition diagnosis of schools' infrastructure.</p> <p>Criteria for safe reopening.</p> <p>Inclusion of national guidelines for the reopening of schools in accessible formats and simple language.</p> <p>Inclusion of guidelines from the inter-ministerial commission to ensure the safe return to school.</p> <p>Availability of up-to-date data from education districts, education authorities, and school principals.</p> <p>Design of reopening roadmap along with your operational and budgetary plan.</p> <p>Integration of adapted policies to ensure the inclusion of all children with particular attention to the most vulnerable.</p>			
WATER, SANITATION AND HYGIENE PROTOCOLS				
3.2	What aspects are covered in the WASH (water, sanitation and hygiene), soap and clean water protocols?	Yes	No	Comments
	<p>Conduction of a quick survey to identify the service gap and costs of response.</p> <p>Establishment of minimum criteria in WASH that include services needed for menstrual hygiene.</p>			

<p>Existence of a catalogue of options for the provision of low-cost WASH services that prioritizes hand washing stations.</p> <p>Identification of resources for the expansion of hand washing stations.</p> <p>Development of a joint guide with Health on key guidelines for the adaptation of WASH facilities.</p> <p>Establishment of a training strategy on WASH and infection prevention and control.</p> <p>Identification of the funding mechanisms in order to make immediate investments in WASH.</p>			
HEALTH PROTOCOLS			
<p>3.3 What aspects of protocols to ensure the health protection of teachers, students and school staff have been contemplated?</p>	Yes	No	Comments
<p>Definition of epidemiological criteria (COVID-19) for reopening and possible re-closure.</p> <p>Definition of personal protection protocols.</p> <p>Availability in schools of thermometers, protective equipment, alcohol, gel, masks, among others.</p> <p>Definition of protocols for handling suspected cases.</p>			
PHYSICAL DISTANCING MEASURES			
<p>3.4 What elements do physical distancing protocols include to minimize the risk of virus transmission?</p>	Yes	No	Comments
<p>Evaluation of the infrastructure conditions.</p> <p>Develop a detailed protocol for measuring physical distancing.</p> <p>Necessary conditioning for physical distancing.</p>			
CLEANING, DISINFECTION AND HYGIENE PROTOCOLS			
<p>3.5 What elements do protocols for cleaning, disinfection and promotion of good hygiene practices include?</p>	Yes	No	Comments
<p>Detailed recommendations of cleaning, disinfection and hygiene measures.</p> <p>Teachers and school staff training on cleaning, disinfection and hygiene measures.</p> <p>Identification of resources for the purchase of cleaning and disinfection supplies.</p> <p>Measures for waste management.</p>			
SCHOOL ENTRY AND EXIT PROTOCOLS			
<p>3.6 What do school entry and exit protocols cover?</p>	Yes	No	Comments
<p>Schedules, procedures and recommendations for school entry and exit.</p> <p>Training and communication about entry and exit protocols for the educational community.</p> <p>Training for ministries of education staff, supervisors and education authorities on entry and exit protocols.</p> <p>Instructions on school access for parents, visitors, school suppliers.</p>			

4. LEARNING.

LEARNING ROUTES				
4.1	What planification and preparation strategies are available to ensure the that children resume their learning in the appropriate grade level?	Yes	No	Comments
	<p>Guidelines and teacher training processes for the assessment of the learning levels.</p> <p>Recovery strategies and programs, with an emphasis on those who do not have access to online learning.</p> <p>Non-formal learning activities of supplementary education.</p> <p>Long-term accelerated learning programs or programs for students outside of school.</p> <p>Formative evaluations to guide accelerated learning and recovery programs or national exams.</p> <p>Mechanisms that identify children at risk of dropping out of school, as well as victims of violence and the relevant response strategies.</p>			
EVALUATION ON THE PERFORMANCE AND EFFICIENCY OF DISTANCE EDUCATION				
4.2.1	What type of strategies are being contemplated to maintain and strengthen distance education for all age groups?	Yes	No	Observations
	<p>Mapping of the existing distance learning platforms.</p> <p>Diagnosis on the level of access of students to distance learning modalities.</p> <p>Characterization of access to and use of distance learning platforms (television, radio and printed materials).</p> <p>Mapping of teachers access to internet connection, computers, learning programs, training, among others.</p> <p>Assessment of the need to invest in the purchase of electronic devices to reach the most remote locations.</p> <p>Mapping of instruments and protocols for feedback/monitoring of learning and teacher-student communication.</p>			
CONTENTS				
4.2.2	What characterizes the educational content adapted to the distance mode with an inclusive approach?	Yes	No	Comments
	<p>Improved contents of distance education and mixed modalities (distance and presential) based on the results of the diagnosis.</p> <p>Inclusion of content that includes social-emotional orientations for students, families and teachers.</p> <p>Adaptability to the needs of all children and adolescents, including young children and students with disabilities.</p>			
CONNECTIVITY AND TOOLS				
4.2.3	What aspects of the connectivity and tools available guarantee quality distance education?	Yes	No	Comments
	<p>Increased internet access and availability of technological equipment for schools and teachers.</p> <p>Increased internet access for communities and households.</p> <p>Increased access to learning equipment (tablets, computers, internet connection, among others) for the most vulnerable students.</p> <p>Strengthening of all public distance education platforms such as radio and television.</p> <p>Availability of packages and educational material for radio or television.</p> <p>Availability of packages of printed materials to reach students without connectivity.</p>			
STRENGTHEN MIXED LEARNING				
4.3	Which elements allow that the mixed learning approach is suitable for all age groups and student needs?	Yes	No	Comments
	<p>Adjustment of the curriculum.</p>			

	<p>Adaptation of teaching and learning materials.</p> <p>Teachers training and development of a teacher support system.</p> <p>Adaptation of distance education platforms to make them more effective.</p> <p>System monitoring and feedback to make quick adjustments as needed.</p>			
What type of strategies have been considered to support distance and mixed education?				
	<p>Partnerships with civil society, the private sector and collaborative work with community leaders.</p> <p>Agreements with telephone companies to improve connectivity in schools and access to platforms.</p> <p>Agreements with distance learning companies, which provide support tools aligned to the curriculum and which can be used as part of a mixed modality.</p>			
TEACHERS AND EDUCATIONAL STAFF				
4.4	In which areas do teachers and educational staff receive adequate training?	Yes	No	Comments
	<p>Entry and exit protocols, cleaning and disinfection, physical distancing, handling of suspected cases of COVID-19, etc.</p> <p>Identification of situations of gender and sexual violence during confinement.</p> <p>Evaluation/identification of levels and learning gaps of students.</p> <p>Planning and provision of recovery/review courses for students.</p> <p>Planning and implementation of mixed education approaches.</p> <p>Identification of age-associated cognitive and behavioral changes to provide appropriate support.</p> <p>Recovery of basic learning in reading, writing and arithmetic.</p> <p>Development of transferable skills (communication, collaboration, respect for diversity, etc.)</p> <p>Provision of psychosocial support to students in identifying and addressing situations of violence.</p> <p>Identification of students who are at risk of dropping out to provide a response and follow-up.</p>			
TRAINING OF TEACHERS AND STAFF FOR DISTANCE AND MIXED EDUCATION				
4.5	In which areas are the capacities of teachers and other staff strengthened to provide quality distance education?	Yes	No	Comments
	<p>Design of packages, spreadsheets, home learning projects, etc., for children and adolescents.</p> <p>Handling of virtual platforms and distance learning tools.</p> <p>Distance learning pedagogy (age-sensitive).</p> <p>Monitoring, feedback and evaluation of distance students.</p> <p>Involvement of fathers, mothers and caregivers.</p> <p>Online protection training for students.</p> <p>Training on possible signs that a child or adolescent is a victim of some kind of violence.</p>			
TEACHER SUPPORT				
4.6	In addition to optimal salary conditions, in which other areas teachers receive support and protection?	Yes	No	Comments
	<p>Personnel policies (deployment, working conditions, attendance policies).</p> <p>Flexible working arrangements.</p>			

	Continuous and timely payment of teachers' salaries.			
	Mechanisms for psychosocial support and advice to teachers.			
SUPPORT FOR FAMILIES, PARENTS AND CAREGIVERS				
4.7	What type of support mechanisms for families, parents and caregivers have been implemented?	Yes	No	Comments
	Contact mechanisms to inform and support parents, families and caregivers.			
	Training and guidance to families to support their children in distance education.			

5. REACHING ALL CHILDREN, WITH FOCUS ON THE MOST VULNERABLE.

REACHING ALL CHILDREN, WITH FOCUS ON THE MOST VULNERABLE				
5.1	What strategies have been implemented to ensure that all children return to school, allowing those who are out to re-enter the system?	Yes	No	Comments
	General information campaign on measures taken to ensure the safety of all children of all ages.			
	Back-to-school campaigns with messages tailored to populations of interest.			
	Identification of vulnerable groups at risk of not returning.			
	Identification and monitoring of children out of school before COVID-19 and support them in enrolling in school or through non-formal learning pathways.			
What is covered by policies and strategies supported by funding that reinforce the registration of all children?				
	Review of admission and readmission requirement at all education levels.			
	Adaptation of policies and practices to expand access (investment in non-formal alternatives, equivalency programs, etc.).			
	Removal of systemic barriers to achieving gender-sensitive education.			
	Removal of barriers to ensure inclusive education and improve access for children with disabilities.			
What measures have been taken to remove economic barriers to education for vulnerable groups?				
	Exemption from tuition and exam fees for preschool, primary and elementary schools.			
	Direct transfers for the reincorporation of students who are teenage mothers and pregnant teenagers.			
	Provision of cash or vouchers for assistance to vulnerable families to support their return to school.			
	Provision of teaching materials according to national standards for all students, including assistive devices for children with disabilities.			

6. PROTECTION AND WELFARE.

PROTECTION AND WELFARE				
6.1	What type of protection and welfare mechanisms in place for children, teachers and other staff has been considered?	Yes	No	Comments
	Development of capacities of teachers and school staff in the prevention, detection and referral of violence.			
	Development of reinforcement strategies on the prevention of COVID-19.			
	Promotion of materials and projects that reinforce the education of children and adolescents on how to follow a healthy diet.			
	Adoption of measures to ensure that children and adolescents have access to clean drinking water in schools.			
	Encouragement of regular practice of physical activity, both at school and at home.			

<p>Promotion of mental health and psychosocial support mechanisms for students, teachers and school staff.</p> <p>Development of a joint strategy between child protection services and the education sector to monitor children and adolescents outside of school.</p> <p>Adoption of specific measures to mitigate the risks of violence.</p> <p>Promotion of active community participation and improved referral systems with communication in relevant languages and accessible formats.</p> <p>Development of complementary support through WhatsApp, text messages, chats or others.</p> <p>Availability of communication actions and dissemination in the local languages.</p> <p>Adoption and implementation of protocols for the identification, care and referral of cases in the face of any type of violence.</p>			
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