

CHECK LIST: AS PART OF THE REOPENING PROCESS

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. POLICIES, PROTOCOLS, COORDINATION, COMMUNICATION, FUNDING AND MONITORING.

PROTOCOLS AND MEASURES

1.1 What type of protocols and measures are being implemented to ensure that all children resume their learning path?	Yes	No	Comments
Decision-making protocol for the reopening of schools and a possible closure.			
Preparation of staff, parents and students in the measures to be taken.			
Clear guidelines for the implementation of mixed distance education modalities, if schools close again.			

CONSULTATION, COMMUNICATION, COORDINATION AND PARTNERSHIPS

1.2 About which topics do the communication and coordination of partnerships to promote local dialogue and active participation revolve around?	Yes	No	Comments
Consultation, communication and coordination mechanisms that promote local dialogue and the participation of all members of the educational community.			
Awareness-raising and education activities on the prevention of COVID-19.			
Clear information on the measures and protocols implemented to ensure safety and security.			
Regular information sessions, hotline for questions and answers, etc.			

MONITORING

1.3 What are the objectives of the mechanisms, instruments and tools for monitoring students, teachers and school staff?	Yes	No	Comments
Monitoring of student and staff attendance.			
Monitoring of the physical and mental health status of students and educational staff.			
Monitoring of learning progress.			
Identification of students at risk of dropping out of school.			

2. SAFE SCHOOL OPERATIONS.

ACCESS

2.1 What elements are covered by an adequate monitoring and control system for the continuation of safe school operations?	Yes	No	Comments
Monitoring of school conditions and compliance with established protocols.			
Compliance monitoring of the criteria for reopening.			
Efficient mechanisms for communication, coordination and dialogue with education authorities.			

	<p>Clear guidance for school authorities, staff, children and parents in accessible formats.</p> <p>Frequent update of data on school reopening and new COVID-19 cases.</p> <p>Monitoring of implementation of the reopening task list.</p> <p>Review and adaptation of the reopening strategy, if necessary.</p> <p>Process monitoring of decision making on new school closures, if necessary.</p>			
WATER, SANITATION AND HYGIENE PROTOCOLS				
2.2	What elements are analyzed to verify the compliance with WASH (water, sanitation and hygiene) minimum criteria?	Yes	No	Comments
	<p>Compliance review of minimum WASH criteria (including menstrual hygiene) with handwashing stations with soap and water.</p> <p>Monitoring of the application of low-cost technology options in WASH.</p> <p>Implementation of continuous training strategies at the national/subnational level on the new WASH protocols.</p> <p>Monitoring and control of the sustainability of new investments in WASH.</p>			
HEALTH PROTOCOLS				
2.3	How is verified the compliance with health protocols and epidemiological criteria?	Yes	No	Comments
	<p>Monitoring of the application of the epidemiological criteria (COVID-19) for re-opening and other possible closures.</p> <p>Keep an eye on the school's availability for PPE, sanitary mats, thermometers, alcohol, gel, masks, etc.</p> <p>Implementation of strategies for the renewal of health supplies.</p> <p>Compliance monitoring of respiratory etiquette protocols.</p> <p>Follow up on suspected cases of COVID-19 in schools.</p> <p>Communication to school authorities of new developments and guidelines related to COVID-19.</p>			
PHYSICAL DISTANCING MEASURES				
2.4	What aspects are taken into account to verify the compliance with physical distancing measures ?	Yes	No	Comments
	<p>Monitoring of the compliance with physical distancing protocols in schools.</p> <p>Review and adaptation of the protocols, if necessary.</p>			
CLEANING, DISINFECTION AND HYGIENE PROTOCOLS				
2.5	What aspects are taken into account to verify the compliance with cleaning, disinfection and hygiene (LDH) protocols?	Yes	No	Comments
	<p>Monitoring of the implementation of LDH measures.</p> <p>Information on LDH available in different formats and languages.</p> <p>Availability of the necessary budget for the cleaning and disinfection of educational materials.</p> <p>Waste management systems in place in schools.</p>			
SCHOOL ENTRY AND EXIT PROTOCOLS				
2.6	What aspects are taken into account to verify the compliance with entry and exit protocols?	Yes	No	Comments
	Monitoring of the compliance with the established entry/exit protocols in schools.			

	<p>Access to communication and information materials by educational authorities.</p> <p>Training of Ministry of Education staff, supervisors, education authorities on entry and exit protocols.</p> <p>Monitoring of the compliance with school access protocols (parents, visitors, providers, etc.).</p>			
PROTOCOLS FOR SCHOOL FEEDING AND SCHOOL NUTRITION PROGRAMS				
2.7	What elements must be verified in protocols for school feeding and nutrition programs?	Yes	No	Comments
	<p>Monitoring of the compliance with biosecurity protocols in school cafeterias and/or food preparation facilities.</p> <p>Monitoring of the compliance with biosecurity protocols for school feeding.</p> <p>Monitoring of the quality and safety standards of stored, prepared and consumed food.</p> <p>Guarantee of the adequate nutritional content on school cafeteria menus.</p>			

3. LEARNING.

ENSURE THE RETURN OF ALL				
3.1	What kind of strategies have been put in place before the reopening to ensure that children resume their learning path?	Yes	No	Comments
	<p>Back-to-school campaigns with messages adapted and targeted to the populations of interest.</p> <p>Actively seek out children and adolescents outside of school, with the support of the community and families.</p> <p>Early warning systems with tools to identify children, especially girls, who are at risk of abandonment.</p>			
MEASURES TO REDUCE LEARNING LOSS				
3.2	What kind of strategies exist to reduce the learning loss of children and adolescents?	Yes	No	Comments
	Guidelines for assessing learning levels and identifying recovery learning needs.			
INSTITUTIONALIZATION AND LARGE-SCALE IMPLEMENTATION OF RECOVERY AND LEVELLING PROGRAMS				
3.3	What kind of programmes/strategies have been implemented for the recovery and leveling of students?	Yes	No	Comments
	<p>Strategies, corrective and recovery programs for marginalized groups and those who do not have access to online learning.</p> <p>Supplementary teaching, tutoring, recovery classes, and non-formal extra-curricular learning activities.</p> <p>Long-term or out-of-school accelerated learning programs.</p>			
SKILLS/EDUCATION LEVELS THAT SHOULD BE COVERED BY RECOVERY PROGRAMS				
3.4	What students' essential skills and educational levels do recovery programs cover?	Yes	No	Comments
	<p>Fundamental skills (reading, writing and mathematics) for primary school age children.</p> <p>Transferable skills (creativity, communication, collaboration, respect for diversity, etc.).</p> <p>Lower and upper secondary education.</p> <p>Accessibility adaptations to the program for children with disabilities.</p>			
ASSESSMENT AND RECOGNITION				
3.5	What kind of measures have been implemented to guide accelerated learning?	Yes	No	Comments
	Formative assessments for accelerated learning, recovery programs or preparation for national examinations.			

	Recognition, validation and accreditation of the accelerated learning programme, prior learning, cumulative and credits transfer.			
TEACHERS				
3.6	How has teacher training been strengthened?	Yes	No	Comments
	<p>Integration of distance education into formal pre- and in-service training.</p> <p>Innovative methods of supporting teachers, such as online professional development and coaching.</p> <p>Training for in-service teachers.</p> <p>Continuous support for teachers during the implementation of the reopening process and mixed modalities.</p>			
DISTANCE AND MIXED LEARNING				
3.7	What kind of modalities have been considered to reinforce distant teaching and learning?	Yes	No	Comments
	<p>Development of an adequately funded distance education policy as part of educational planning.</p> <p>Development of a normative framework for distance education.</p> <p>Improvement and extension of current practices in terms of educational coverage and relevance to marginalized groups.</p> <p>Greater access to devices and connectivity for schools and homes.</p> <p>Implementation of mixed learning modalities with a flexible approach and close monitoring.</p> <p>Ongoing support to teachers (including special educators) to improve their performance in relation to mixed and distance learning.</p> <p>Strategies to increase participation in distance learning by more parents and caregivers, especially preschool children.</p>			

4. REACH OUT TO THE MOST VULNERABLE.

SPECIFIC INTERVENTIONS TO FACILITATE ENTRY AND RETENTION				
4.1	What kind of policies and strategies focused on the most vulnerable children to ensure their return and retention in school have been implemented?	Yes	No	Comments
	<p>Identification of children at risk of not returning to school and those out of school.</p> <p>Flexibilization of school admission requirements, particularly for vulnerable children.</p> <p>Elimination of policies that may discriminate against pregnant girls or girls living in early unions.</p> <p>Adapted and flexible exams.</p>			
REMOVE FINANCIAL BARRIERS TO EDUCATION				
4.2	How financial barriers to education have been reduced?	Yes	No	Comments
	<p>Elimination of school fees and exams fees.</p> <p>Elimination of other costs such as school uniforms have been eliminated.</p> <p>Provision of cash or voucher assistance to vulnerable households.</p> <p>Provision of direct transfers for the reincorporation of students who are teenage mothers and/or pregnant teenagers.</p>			

AVAILABILITY OF BASIC SERVICES IN SCHOOLS

4.3	What are the necessary basic services and learning materials available in schools?	Yes	No	Comments
	<p>School feeding.</p> <p>Safe drinking water.</p> <p>Sanitation and hygiene.</p> <p>Physical and mental health care and psychosocial support.</p> <p>Specialized care for children and adolescents with disabilities.</p> <p>Provision of learning materials to all students, including assistive devices for children and adolescents with disabilities.</p> <p>Ban on advertising for unhealthy food and drink.</p>			

5. PROTECTION AND WELFARE.

5.1	What kind of mechanisms for the protection and welfare of children and adolescents have been planned?	Yes	No	Comments
	<p>Referral mechanism to the child protection system and specialized services.</p> <p>Adapted and up-to-date reference mechanisms for possible cases of violence, with friendly and accessible reporting mechanisms.</p> <p>Ongoing plan of psychosocial support and care for the caregiver over the next few months.</p>			