

Back to Learning

Adapted Local Guidance for COVID-19 Education Facility Reopening



Table of Contents

Foreword-----	02
Introduction-----	03
Other Standards and Resources-----	04
• Definitions	
• Key Principles	
• Sections and Annexes	
• WHO's recommendations	
Section 1 -----	08
Section 2 -----	10
Section 3 -----	12
Section 4 -----	13
Section 5 -----	15
Annex 1-----	16
Annex 2 -----	21
Annex 3 -----	25
References-----	28

Foreword

The purpose of this document is to assist education partners to prepare for the eventual re-opening of schools and Learning Facilities/Centers in Cox's Bazar host community as well as Refugee camps as it gives suggestions on how Education Sector partners can support the School Administrators, Learning Center Management Committees and the community to keep children safe. The document includes important information as well as annexes which every partner should use on daily basis as they plan their education interventions on how to conduct safe return to learning.

Very special thanks to Plan International Bangladesh's education team for leading the drafting of the guide on behalf of the sector with the support from the Sector working groups as well as the Education sector coordination team.

We sincerely hope all the Education Sector partners find this document useful and will refer to it as we continue work towards increasing access to quality education for all conflict affected children in Cox' Bazar, Bangladesh.

Yours sincerely,

Sharmila Pillai

Education Sector Coordinator- Cox' Bazar

Ralph Zireva

Education Sector Coordinator- Cox' Bazar

Introduction

As of 17 March 2020, all schools and learning facilities were closed by the Government of Bangladesh for a holiday that has since been extended for over six months due to the COVID-19 pandemic. At this time, education was deemed a “non-essential” service by the ISCG and no education personnel were allowed to enter the camps for any reason, including education materials distribution. From April, the Cox’s Bazar Education Sector implemented Caregiver-Led Education, an approach to getting parents to work with their children on education activities in their homes, with limited success. Despite the best efforts of partners, the formal access restrictions for both personnel and materials distribution have proved detrimental for education in the camps and have resulted in widespread, sustained education closure throughout the camps since late March. Upon reopening, the Cox’s Bazar Education Sector is committed to re-enrolling learners in education activities as well as addressing the gap in education that has occurred due to COVID-19. This guidance is intended to guide and support partners in the safe reopening of programming as well as to make some concrete recommendations for how to measure and address learning loss and other impacts from COVID-19 including increased dropout.

This guidance was drafted through a sector-wide workshop in the month of July, 2020 to solicit partner feedback, then follow-up age-wise group discussions within each of the sector’s working groups (Early Childhood Development, Youth, and Technical) in the month of August, 2020 to draft supplementary annexes. Education Sector finalized this document at the end of October, 2020.

“

Deciding to close, partially close or reopen schools should be guided by a risk-based approach, to maximize the educational, well-being and health benefit for students, teachers, staff and the wider community and help prevent a new outbreak of COVID-19 in the community.

”

-WHO

Other Standards and Resources

This guide is meant to complement numerous other local, national and international guidance related to COVID-19 response for education and beyond. An up-to-date collection of relevant local, national and international guidance that are relevant to the Cox's Bazar context can be found [here](#). Individual guidance referenced in the text of this guide are linked throughout the document for easy reference.

Definitions

For the purposes of this guide, the following terms have been used.

Education facility (EF): Any facility (center, community or home-based or other shared spaces) where education services are delivered.

Learning center (LC): An Education Sector-registered Learning Center.

Community-based learning facility (CBLF): A facility where education services are delivered within a community facility/ space such as community home, madrasa, or community center.

Facilitator: Any person who directly delivers education, regardless of status (host community or Rohingya).

Staff: Any education personnel who support the delivery of education in the camps (or non-formal education in the host community*).

*For all host community activities, organizations should follow government guidance first and foremost. However, for those who may be operating non-formal education facilities, this guidance can serve as a secondary source of guidance.

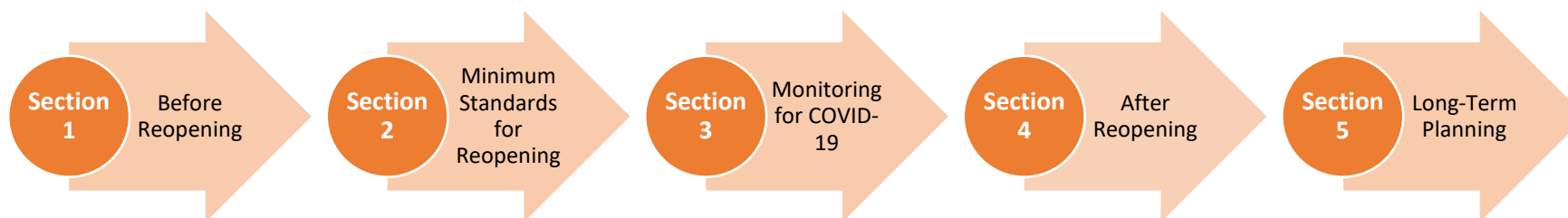


Key Principles

The Global Education Cluster's Safe Back to School guide outlines several key principles for returning to learning that are foundational to a successful return-to-learning for all. Below, we have noted these principles with some reference to localized implications.

- **An integrated approach** engaging all relevant sectors or sub-sectors (Health, WASH, Child Protection, Site Management etc.) across the Rohingya Response and host community to ensure that children's rights are upheld and the safety and wellbeing of all involved is the top priority.
- **Child & youth participation** in the design and implementation of return-to-learning initiatives, including back-to-learning campaigns and other community mobilization initiatives to support the return to in-person education services.
- **Gender, inclusion and accessibility** should be considered at every stage of return-to-learning planning to ensure the unique challenges faced by girls and children with disabilities during COVID-19 are met with unique solutions to re-engage them in education.
- The **whole school community** led by the Learning Centre Management Committee (LCMC), should be engaged in the design and implementation of return-to-learning initiatives, including camp and religious authorities, caregivers, education staff, and the learners themselves.
- **Build on existing structures** through the repair, maintenance, and return to existing education facilities in a timely and safe manner.
- **Build back resilience** through the planning and incorporation of lessons from the COVID-19 response into the planning for new hybrid modalities for learning and guidance for education operations that guard against possible future shocks to the education system from COVID-19 or other crises.

This guide has five main sections:



Each of these sections highlights concrete actions, standards or advocacy related to the reopening of education facilities in the Rohingya camps in Cox's Bazar. The first four sections are structured in a checklist format to easily guide organizations to put in place adequate standards to ensure learner and staff safety.

WHO's recommendations

There are several requirements that should be reviewed and put in place to prevent the introduction, spread of COVID-19 in EFs and into the community as well as to ensure the safety of children and staffs while at EF. Special provisions should be considered for early childhood development, LCs and CBLFs. World Health Organization (WHO) [suggests](#),

Community-level measures: Carry out early detection, testing, contact tracing and quarantine of contacts; investigate clusters; ensure physical distancing, hand and hygiene practices and age-appropriate mask use; shield vulnerable groups. Community-led initiatives such as addressing misleading rumors also play an important role in reducing the risk of infection.

Policy, practice and infrastructure: Ensure the necessary resources, policies and infrastructure are in place that protect the health and safety of all EF personnel, including people at higher risk.

Behavioral aspects: Consider the age and capacity of students to understand and respect measures put in place. Younger children may find it more difficult to adhere to physical distancing or the appropriate use of masks.

Safety and security: EF closure or re-opening may affect the safety and security of learners and the most vulnerable children may require special attention, such as during pick-up and drop-off.

Hygiene and daily practices at the school and classroom level: Physical distancing of at least 1 meter between individuals including spacing of desks, frequent hand and respiratory hygiene, age-appropriate mask use, ventilation and environmental cleaning measures should be in place to limit exposure. EFs should educate staffs and students on COVID-19 prevention measures, develop a

schedule for daily cleaning and disinfection of the learning environment, facilities and frequently touches surfaces and ensure availability of hand hygiene facilities and national/local guidance on the use of masks.

Screening and care of sick students, teachers and other staffs: EFs should enforce the policy of “staying home if unwell”, waive the requirement for a doctor’s note, create a checklist for parents/students/staffs to decide whether to go to LF (taking into consideration the local situation), ensure students who have been in contact with a COVID-19 case stay home for 14 days and consider options for screening on arrival.

Protection of individuals at high-risk: EFs should identify students and teachers at high-risk with pre-existing medical conditions to come up with strategies to keep them safe, maintain physical distancing and use of medical masks as well as frequent hand hygiene and respiratory etiquette.

Communication with parents and students: EFs should keep students and parents informed about the measures being implemented to ensure their collaboration and support.

Additional school-related measures such as immunization checks and catch-up vaccination programmes: Ensure continuity or expansion of essential services, including school feeding and mental health and psycho-social support.

Physical distancing outside classrooms: Maintain a distance of at least 1 meter for both students (all age groups) and staffs, where feasible.

- In areas with community transmission of COVID-19, maintain a distance of at least 1 meter between all individuals of all age groups, for any LCs remaining open. This includes increasing sitting spacing, breaks; limiting the mixing of sessions and of age groups; considering smaller classes or alternating attendance schedules, and ensuring good ventilation in EFs.
- In areas with cluster-transmission of COVID-19, a risk-based approach should be taken when deciding whether to keep a distance of at least 1 meter between students. Staffs should always keep at least 1 meter apart from each other and from

students and should wear a mask in situations where 1-metre distance is not practical.

- In areas with sporadic cases/no cases of COVID-19, children under the age of 12 should not be required to keep physical distance at all times. Where feasible, children aged 12 and over should keep at least 1 meter apart from each other. Staffs should always keep at least 1 meter from each other and from students and should wear a mask in situations where 1-meter distance is not practical.

Remote learning: Where children cannot attend classes in person, support should be given to ensure students have continued access to educational materials and technologies (internet, radio etc.), (e.g. delivering assignments or broadcasting lessons). Shutting down EFs should only be considered when no alternatives are available.

The guide also features three age-specific annexes to guide partners in the reopening of their programming. These are:

- **Annex 1: Operational Guidelines for the Safe Reopening of LCFA Education Facilities**
- **Annex 2: Recommendations for Early Childhood Development Programs**
- **Annex 3: Recommendations for Youth & Adolescent Education Programs**

Additional annexes may be added as needed to address further issues.



Section 1: Before Reopening

Individual Organizations

- Consult the **Minimum Standards** section of this guidance to begin preparations to meet the standards for EF reopening, through procurement, staff planning or training.
- Develop procurement plans for education materials needed to reopen education facilities. Consider hybrid learning materials whenever possible (such as self-guided resources, tech supports or support to caregivers) to plan for possible re-closure due to COVID-19. (This activity may continue through the early stages of reopening. Priority should be given to ensuring the minimum amount of materials for reopening are available for rapid distribution, but full replacement of used or lost materials may continue after reopening.)
- Develop initial distribution plans for rapid material distribution (including WASH and Health materials) to EFs upon reopening.
- Share lessons learned about ongoing distance learning initiatives with the Education Sector.
- Begin planning to engage caregivers in education through hybrid learning modalities (homework, low-tech or self-guided resources) even after EFs reopen, including preparing caregivers for a possible re-closure of EFs.
- Make a detailed plan for the first week of reopening, ensuring that all stakeholders (staffs, community members, learners, authorities) are consulted and that feedback mechanisms are in place to identify re-opening problems and address them early on.
- Consider developing a volunteer roster for facilitator coverage during and after reopening in case of COVID-19 resurgence. Volunteers could be adolescents/youth over the age of 16 or adults who are not currently volunteering. Volunteers must receive initial training on COVID-19 safety and child protection/safeguarding at minimum before being allowed to support an EF.
- Consider conducting a simulation exercise related to reopening to plan for the new safety and disinfection measures as well as the new seating guidelines within classrooms to ensure a smooth reopening process. Incorporate any lessons from this simulation into the reopening plans.

Community Engagement

- Develop and carry out a plan for community consultations related to reopening learning programs focused on getting inclusive community feedback on their needs and concerns related to learning center reopening. (Community meetings are required under the Minimum Standards, but earlier consultations related to understanding community needs and opinions are highly encouraged.)
- Consider pre-COVID roles and responsibilities of any Community Education Committee members, including Learning Center Management Committee (LCMC) members and religious leaders in management of EFs and consult with them on their role in education reopening.
- Consult with respective CiC to ensure appropriate approvals for reopening and maintain clear communication about any challenges or innovations.
- Check in with your camp focal point for education and engage them in any planning for reopening as needed.

Health and Safety

- Develop and carry out procurement plans for hygiene promotion materials for staff and education facilities in line with the minimum standards. It is recommended to consult the latest [WASH sector guidance on COVID-19](#).
- Develop and carry out procurement plans for personal protective equipment and other social distancing supports for staff and education facilities in line with the minimum standards. It is recommended to consult the latest Health sector guidance on COVID-19.

Data/IM

- Report facility damages on a weekly basis using the Damage Tracker to ensure timely access to the camp for necessary repairs.
- Report ongoing COVID-19 awareness and educational activities on a weekly basis to the Education Sector using the current template.
- Update Sector IM team about any challenges in collecting and reporting accurate, adequate data during COVID-19.
- Prepare to collect attendance data for every EF. Where possible, prepare to compare pre-COVID attendance lists to identify learners who have not returned to learning.

MHPSS/Child Protection

- Ensure contact information for Child Protection focal points in their camp is readily available at all EFs and that plans are in place to help facilitators identify at-risk children or children who have not returned to learning.
- Consider how to incorporate greater psychosocial support into learning programs through material development, additional training, or new activities. Share open source materials with the sector for widespread use.
- Plan to address teacher needs for PSS support during and after returning to learning through training, teacher learning circles, or other support mechanisms.
- Update child safeguarding policies as needed to address any changes related to COVID-19. Conduct refresher trainings on child safeguarding as needed, especially if it has been a long time since the last awareness session.
- Referral pathways to child protection and GBV agencies should already be in place, but reconfirm these linkages are still active and ready to be used as needed.
- Be sure facilitators are trained to identify children and adolescents in high distress and/or with mental health conditions and properly refer them.

Whole Sector/Sector Coordination

- Share aggregated COVID-19 data with Education Sector partners to inform further response.
- Identify and address data collection problems related to preparing for reopening post-COVID-19 across the sector.
- Disseminate or develop where necessary, back to learning campaign materials, resources related to safety promotion during COVID-19 and information about relevant referral pathways to education partners.
- Collect and share lessons learned about the COVID-19 response with education partners prior to EF reopening to ensure best practices are utilized across the sector.
- Advocate for the prompt reopening of EFs and the lifting of education restrictions related to material distribution and staff access as soon as possible.

Section 2: Minimum Standards

The following minimum standards for reopening have been agreed upon to ensure the safety and security of learners and staff. **All minimum standards must be met before an EF can open.** Upon government approval of school reopening, all partners should proceed to ensure the following standards are met as quickly as possible in order to open their facilities. In order to meet these standards, EFs may reopen in batches, with partners choosing to open certain programs first, if needed.

- All education programs will operate with a maximum of 66% pre-COVID attendance during any single learning shift. A lower maximum of 33% pre-COVID attendance is recommended for LCFA programs (depending on size of learning space). Please see Annex 1 for further guidance.
- Total contact hours for any single facilitator will not exceed 6 hours per day.
- Learning shifts will be a maximum of 2 hours per shift. Breaks between learning shifts will be a minimum of 30 minutes between shifts, with longer breaks as needed for cleaning.
- EFs must be cleaned between shifts and at the beginning of each day. Cleaning supplies must be made available in order to reopen.
 - a) The EFs including all materials in the EFs (floor mats, stools, chairs, and supplementary materials) shared by a group of learners must be cleaned and disinfected prior to the next shift. All toilets and toilet accessories must also be disinfected prior to every shift. Please see the IPC Checklist below for further specific guidance.
 - b) It is strongly recommended that windows can be opened and that air circulation also be improved in facilities through the use of fans when possible.
- EFs will operate on an alternating day schedule. Learners will be split into groups. Please see the recommended number of days per age group considering classroom size in each Annex.
- Markings and signage to promote social distancing should be clearly displayed in and around EFs. Verbal messages should also be shared by facilitators at the start of every class.
- The recommended minimum distance between learners within facilities is 1 meter.
- EFs must conduct a safety training on COVID-19 prevention for all facilitators associated with an EF prior to reopening. This should include clear messaging on how to promote social distancing as well as specific guidance for facilitators on the steps needed to reopen, including mandatory COVID-19 checks as outlined in Section 3.

- Each EF must be disinfected prior to reopening. Disinfection should follow relevant guidance from the Health sector: [IPC Checklist](#).
- All EF staff must be provided with **at least one reusable mask** prior to reopening. All EFs should be provided with a **forehead thermometer** to ensure daily temperature checks. It is recommended that organizations follow the Health guidance related to the provision of additional personal protective equipment (PPE) or safety materials to ensure safety at the time of reopening.
- Signage and verbal messages to **promote handwashing** should be made available at every EF. It is recommended that organizations use and display picture-based or other handwashing guidance available from the WASH sector. Verbal messages should also be shared by facilitators at the start of every class.
- Ensure all EFs have **adequate functional handwashing stations** with water supply and soap. Please see the guidance by facility type below:
 - a) Learning Centres: At least 2 handwashing stations for each LC.
 - b) Community-Based Learning Facilities: At least 1 handwashing space per facility.
 - c) Co-Shared Learning Facilities: At least 2 handwashing station per facility.
- Repair all damages caused by monsoons or other causes during COVID-19 to ensure learner safety prior to reopening. Damaged centres cannot be reopened.
- At least one community meeting including community stakeholders for each EF must be carried out to ensure that community concerns around COVID-19 are addressed. This should build on prior community consultations whenever possible.



Section 3: Monitoring for COVID-19

Once EFs are open, all partners will need to be engaged in monitoring for the spread of COVID-19. The following measures should be undertaken to stop the spread and ensure new cases are identified and referred for isolation and quarantine as needed.

Daily COVID-19 Check Procedures

Upon entering the EF each day, learners and facilitators should be checked for COVID-19. A daily record should be kept indicating that all persons have passed the daily check for COVID-19 at each EF. Below are the steps for checking:

1. Take the temperature of the learner or facilitator. If the temperature is more than 38° Celsius, the Suspected Case Procedures below should be followed.
2. Ask the learner or facilitator: “Have you met anyone who has tested positive for COVID-19 since you were last at the center or spent time in a camp with many COVID-19 cases?”
3. Ask the learner or facilitator: “Do you have a cough? Do feel fatigue (very tired)? Have you had any other symptoms, like loss of taste or smell?”
4. Remind the learner or facilitator they must wear a mask at all times within the EF.
5. Send the learner or facilitator to the handwashing station for washing hands before they take their assigned seat in the EF.

Suspected Case Procedures

If a learner or facilitator is suspected to have COVID-19 after following the Daily COVID-19 Check procedures above, the learner or facilitator should be sent home and requested to stay in their home for 14 days. The learner or facilitator should also go for COVID-19 testing if symptoms continue or worsen.

Positive Case Procedures

If a learner or facilitator from an EF tests positive for COVID-19, the facility will be officially closed for 14 days. All learners and facilitators will be informed to stay home for 14 days and avoid contact with other people. After 14 days, the EF should be fully disinfected before it is reopened.

Section 4: After Reopening

Individual Organizations

- Replace educational materials used or lost during COVID-19 within the first month of EF reopening. Preposition or repurpose additional education materials for use during COVID-19 re-closure if possible.
- Carry out additional teacher training beyond basic safety training on COVID-19 to ensure facilitators are adequately prepared to resume teaching. Further guidance on suggested training topics can be found in the age-specific Annexes.
- Prepare a comprehensive hybrid learning plan considering shortened learning hours. This could include adapting learning using self-guided resources, homework or tech-based solutions. Further guidance on this to come from the Education Sector.
- Consider conducting a program-based learning assessment to understand learning loss during COVID-19 and adapt lessons to current learner needs. See the annexes for additional support.
- Plan (in direct cooperation with caregivers) for long-term capacity development of caregivers to be more engaged with children's education at home.

Community Engagement

- Communication and contingency plans for a resurgence or "second wave" of COVID-19 must be made for all EFs. Consultation with the local school community (parents, mahjis, CMCs, and others) is required to develop these plans.
- Ensure appropriate feedback mechanisms are in place and prioritize conducting updated needs assessments including needs for girls, youth, and children with disabilities to inform the continued post-COVID-19 education response.
- Plan and implement continued communication with communities about COVID-19 and key messages both during learning and outside of EFs. Utilize preferred information channels as reported by the community to disseminate key messages and dispel myths about COVID-19. This could include: phone calls or door to door sensitization of caregivers, involvement of caregivers in safe EF operation through engagement in the design or carrying out of disinfection and safety protocols. It is recommended to engage directly with religious leaders if possible.

Health and Safety

- Ensure plans to provide hygiene and health materials to meet current restrictions are in place for a minimum of three months. Preposition health and hygiene materials for use during COVID-19 re-closure if possible.

Data/IM

- Implement attendance tracking plans; cross-check pre and post COVID-19 attendance if possible and report on return to learning.

- Begin to prepare for tablet-based or digital data collection, if you are not currently using a tablet-based or digital system.
- Ensure referrals and information sharing with child protection focal points about at-risk or vulnerable children is ongoing.

MHPSS/Child Protection

- Actively incorporate greater psychosocial supports into learning programs through additional training or new activities, especially during the first month.
- Address teacher needs for PSS support during and after returning to learning through training, teacher learning circles, or other support mechanisms and plan to evaluate the effectiveness of such approaches, making adjustments as needed.

Whole Sector/Sector Coordination

- Issue sector-wide guidance on strategies for preventing learning loss, including recommendations for homework policies or tech-based solutions to implement hybrid learning models.
- Monitor COVID-19 updates and issue guidance related to the resumption of normal operation and lifting of special restrictions related to COVID-19.
- Communicate with government and ISCG authorities in the case of rising COVID-19 cases, and advocate for continued access to learners in the event of school re-closure.
- Collect lessons learned across organizations in response to COVID-19 and recommend any needed sector-wide actions to prepare for possible resurgence.
- Promote attendance tracking and identification of vulnerable beneficiaries through continued efforts to implement beneficiary-level data collection and analysis.



Section 5: Long-Term Planning

Considering the significant impact COVID-19 has already had and will continue to have on the Education Sector in Cox's Bazar, there are some larger, long-term issues in the Education Sector whose progress was interrupted. Below is a brief summary on these key issues and how they will be addressed in the coming weeks and months related to reopening.

Myanmar Curriculum Piloting & Scale Up

Due to COVID-19, the April 2020 launch of the Myanmar Curriculum Pilot (MCP) was put on hold indefinitely. When EFs reopen, the MCP will also begin as soon as possible, pending student and teacher enrollment. The original plan was for MCP to continue until December 2020; given the significant delays in implementation due to COVID-19, a new pilot timeline and plan for scale-up are being developed. Further relevant guidance for partner planning is available in Annex 1.

Beneficiary-Level Education Data

Since early 2019, the Education Sector has been in the process of switching to a system of beneficiary-level education data in order to have a greater understanding of both sector needs and achievements related to education access and quality. The next steps in this process, including collecting some further information from partner EFs, were put on hold due to COVID-19 access restrictions to EFs, where some enrollment data is kept, and the difficulty of physical data verification during COVID-19. An updated internal timeline for transitioning to beneficiary-level data is being developed, and certain steps related to system development that can continue despite COVID-19 are ongoing. COVID-19 highlighted the significant need for beneficiary-level data, when it became even more difficult to track education needs and reach, and shifting to this process of data collection and analysis remains a top sector priority.

Technology Use in Education

COVID-19 globally highlighted the potential for and major gaps in the use of technology to support the delivery of education. During COVID-19, the Education sector established the Technology Task Team (TTT) under the TWiG, which has spent time collecting the lessons learned from partners who had implemented technology-based projects prior to COVID-19 as well as planning and developing recommendations for the use of low and high-tech education solutions within camp and host communities going forward. These strategies will help to make education more resilient to shocks like COVID-19 in the future. Relevant TTT document can be found below:

- [EdTech Approach and Implementation Guidelines](#)

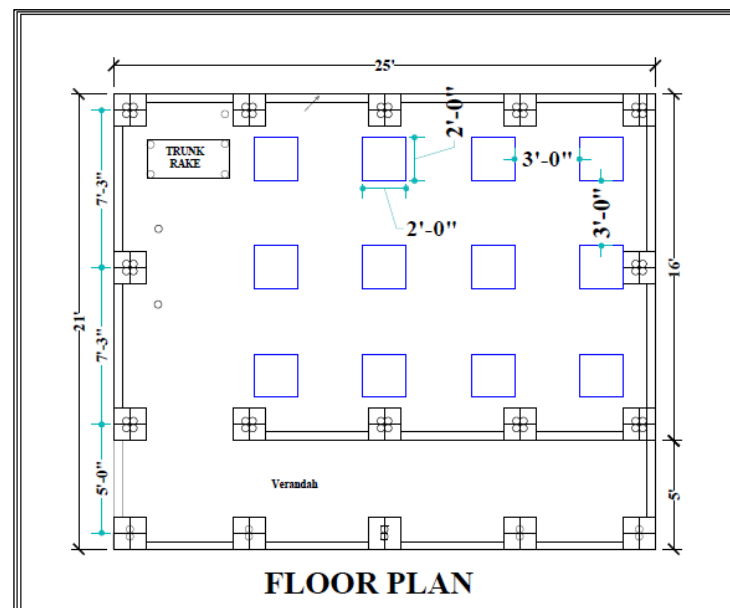
Annex 1: Operational Guidelines for the Safe Reopening of LCFA Education Facilities.

This Annex is presented against the backdrop of the Back to Learning general guideline developed by Cox's Bazar Education Sector partners and focuses specifically on the operational guidelines for EFs implementing LCFA across the camps, especially Learning Centers. Guidelines in this annex are recommended based on a phased approach and should be reviewed **every three months** or at the end of each phase or if new directives from the RRRC or ISCG relevant to the Education Sector are published.

LCFA Level Year-Wise Transition Plan¹

COVID-19 severely impacted the completion of the normal academic year for learners enrolled under the Learning Competency Framework and Approach (LCFA) education programs. It also delayed the intended piloting and predicted scale-up of the use of the Myanmar Curriculum in the coming years. Below is the guidance for the **continuation and completion of the existing academic year upon reopening**.

- The academic year for Level I & II will be extended up to June 2021. From July 2021 onwards, learners from Level I who are aged 6 and above and all learners of Level 2 will be transitioned to the Myanmar Curriculum. Learners aged 4-5 years will continue with Level I curriculum until the appropriate level from the Myanmar Curriculum is phased in at a later date.
- The academic year for Level III will be extended until June 2022. From July 2022, Level III learners will be transitioned to the Myanmar Curriculum. However, learners who demonstrate higher competencies in the next assessment can progress to the next level or transition to the Myanmar Curriculum with Level IV learners (as and when it's feasible).



¹ **Important:** This plan is subject to final approvals from government, and this information is intended for the purpose of planning for the continuation of LCFA education for a minimum amount of time. These timelines may be extended further into the future as needed.

- The academic year for Level IV will be extended until the beginning of the Myanmar Curriculum Pilot, when learners will be transitioned to the pilot. The pilot is scheduled to begin shortly after school reopening.

Defining the 'New Normal'

- Learning Facilities (LF) delivering LCFA will operate with maximum **one third of the pre-COVID attendance** (33%) during any single learning shift. This is based on the standard size of LFs; please see the attached example seating chart for classroom planning reference.
- Learning shifts will be min **1.5 hours per shift for Levels I and II** and **2 hours for Levels III and IV**.
- LFs will operate **on an alternating day schedule**. Learners will be split into groups, attending EFs for **only 2 of every 6 days** in a week. To remove barriers for girls to access education, priorities should be given to form single sex groups during the formation of day groupings. On days in which they do not attend the EF, learners will participate in a home school program supported by caregivers for the other 4 days of the week.
- It is acknowledged that full range of learning outcomes for Level I & II (as defined in LCFA) may not be attained by June 2021 due to the long break in dedicated study during 2020, as well as planned reduced contact hours upon reopening, and therefore the focus of the education program until June 2021 will be on **re-engaging students in learning activities and attaining minimum competencies**. A **prioritized list of LCFA competencies** for each level will be provided to guide teaching and learning both for LFs and home.
- In order to address learning gaps, a **4-week catch-up package** focusing on literacy and numeracy will be introduced in Levels I & II as soon as possible once classes resume.
- Caregiver-supported home-based learning, using technology where available, will be equally important as classroom-based learning. Therefore, a strong **home school program** engaging caregivers will be designed considering a minimum 1.5 hours contact time for Level I and II and 2 hours for Level III and IV and implemented.

Based on the above characteristics of a “new normal,” below are specific operational recommendations to prepare for and carry out the first three months of EF reopening (referred to as Phase 1.) **These activities must be reviewed and revised for another three months at the end of Phase 1.**

Phase 1: First 3 months of EF Reopening

It is important to note that the first month of the first phase after re-opening will be used to prepare the EFs for learners in the “new normal.” This will include preparatory activities in the area of health and safety, engaging with the community and teaching and learning. Consistent with the **Minimum Standards** outlined in the main guidance, it is expected that academic classes will resume in the second month post reopening to ensure adequate planning and preparation.

Health and Safety

- Assess the EF space and determine a new class size (# of learners for each batch) following the guideline above (maximum one third of the pre-COVID attendance). Create single-sex groupings within the new batch sizes when possible to encourage female attendance through all-female classes.
- Following the new class size, mark each learners' seating space maintaining a recommended distance of 1-meter minimum between seating. (See attached example seating chart above for support.) Similar marking should also be clearly displayed in and around EFs, such as the EF door, in front of the washing station, and other places where a cue of learners or parents are expected.
- EFs must be **cleaned between shifts and at the beginning of each day**. Cleaning supplies must be made available in order to reopen.
 - a) The EFs including all materials in the EFs (floor mats, stools, chairs, and supplementary materials) shared by a group of learners must be cleaned and disinfected prior to the next shift. All toilets and toilet accessories must also be disinfected prior to every shift.
 - b) It is suggested that air circulation also be improved in facilities through the use of fans when possible.
- Sharing of educational resources (toys, notepads, pencils etc.) among the learners are strongly discouraged. If it's necessary, these items should be prioritized for disinfection.
- As per the Minimum Standards, learners and facilitators must have their temperature checked to enter the EF. All learners and facilitators should also wear masks at all time while they are in the EF premises.
- An initial safety training on COVID-19 is required per the Minimum Standards for all EF reopening. A monthly refresher on COVID-19 prevention for all facilitators associated with an EF is recommended. These trainings should include:
 - a) Clear messaging on how to prevent from the risk of COVID19 and promote social distancing in a classroom.
 - b) Necessary actions after detection of COVID 19 symptoms among learners and parents, including referral pathways for possible COVID-19 cases.

Community Engagement

- The Education Sector will develop and roll out a "Back to Learning" Campaign. This will include key messages on the provision of education in post COVID context.
- It is recommended to meet regularly with Community Education Committees (CEC), majhis, LCMC or School Advisory Groups beyond the initial required community meeting to reopen EFs to ensure that the community is actively engaged in driving a return to education post-COVID as well as engaged in the design of education moving forward.
 - a) It is recommended to train CEC members on health and hygiene practices for COVID-19 as needed.
 - b) In addition to organizing regular CEC meetings, it is recommended to engage with the camp level education focal point, who can support to may liaise with other cross sector groups to ensure community awareness on COVID-19 as well as support education reopening.
- Follow up with parents to bring back children to EFs should be done via mobile phones if possible, with socially distanced home checks as a second option.

Teaching and Learning

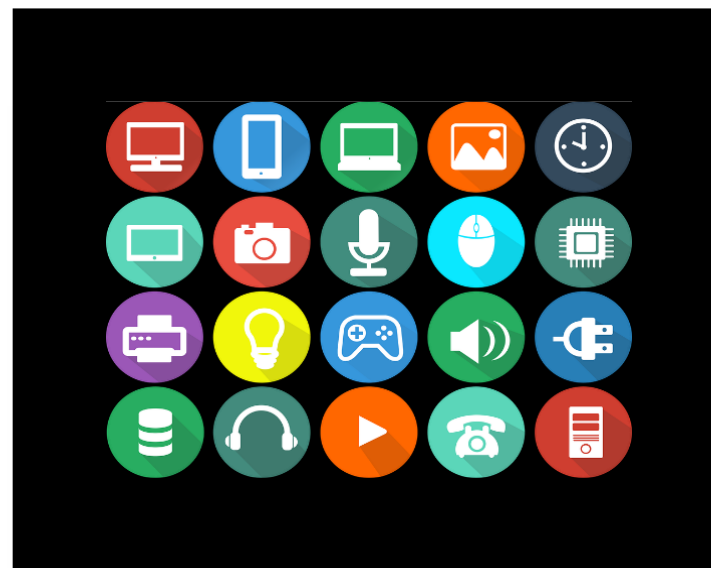
- The Education Sector will organize a workshop to identify/prioritize LCFA competencies for the post-COVID education programme.
 - a) [The schedule presented in the LCFA guidelines](#) will be adapted during this workshop.
- It will be necessary to revise lesson plans for face-to-face time and class routines according to the prioritized list of competencies, considering daily contact hours in the EFs and learner safety. Facilitators, project staff, and technical experts should be engaged in plan revision.
- Preparation will be taken to develop Formative assessment tools for phase 2 by partners involving the facilitators as well as technical and supervisory staffs.
 - a) Partners will provide assessment tools for use on a weekly basis. The sector will provide guidance to support partners and facilitate collection of data. It will be recommended to use tablets or mobile devices for the collection of formative assessment data.
- TWiG will also start the process of developing Summative assessment tools to be administered from phase 2 on the revised competencies and shared with partners.

Facilitator Training

In addition to the required basic safety training on COVID-19 prevention required in the Minimum Standards in order to reopen EFs, the following trainings are recommended.

- Conduct facilitator sensitization on the impact of COVID-19 on education, focusing specifically on the challenges facing girls and the new normal for teaching and learning. This orientation can be extended to LCMC members.
- Provide training on recommended pedagogical and classroom management approaches for the new normal. This includes developing guidelines, schedule, AV materials etc.
- Training for facilitators on the catch-up package for Level I & II.
- Training for facilitators on how to monitor the implementation of the home school program.
- Refresher training on Child Safeguarding and an orientation on MHPSS for COVID-19 to ensure psychosocial support for facilitators and learners.
- Training on use of technology for teaching and learning purposes.

New training materials and key messages will need to be developed to support the delivery of effective training. TWiG is prepared to support the review, and in some cases development, of high-quality training materials for us on these topics across the Education Sector. Partners are encouraged to identify trainings they are



prepared to develop and volunteer their expertise to TWiG for the smooth and efficient development of materials. To deliver the above trainings, the following tips are suggested:

- a) Avoid long duration for the trainings; remember to space trainings in a reasonable timeframe to support staff wellbeing.
- b) Technology solutions should be used wherever possible to provide training, including the use of e-courses and audio/video resources as well as e-mentoring via the use of mobile based platforms, phone calls, SMS and messaging applications.

Caregiver Engagement

The Education Sector plans to design and implement a structured Home School Program for learners to use on the days in which they are not present in the EF. This solution will, as much as possible, incorporate education technology to support learners, caregivers, and facilitators to learn effectively at home. This effort will focus on activities learners can do at home to complement activities being done in the EF and will build on the lessons learned of Caregiver-Led Education delivered during COVID-19. Some of the core steps to achieve this program are as follows:

- Educated/qualified parents, guardians, older siblings (adolescents and youths) of the child/children who lives in the same house or within the same block (within 3-5 households) can be identified to support.
- An orientation for caregivers on their roles and responsibilities including health, hygiene, and safety re-COVID19 prevention following the social distancing guidelines, using technology solutions, as well as some basic teaching practices, should be conducted at the start of the home school program.
- Incentive packages should be provided to caregivers for this effort. Caregiver incentive packages needs to be defined and funded.
- A formal curriculum for the program, aligned with the prioritized LCFA competencies, needs to be developed for all levels.
- Technology will be used to deliver the home school program in the following ways:
 - a) Micro lessons based on the core LCFA competencies will be shared via mobile based platforms (SMS, IVR, Apps, and Voice calls).
 - b) Audio and video materials will be developed to be shared with caregivers via mobile based platforms along with follow-up to be conducted by facilitators by voice calls.
 - c) Radio programs will be broadcasted to keep children engaged with learning.

Phase 2: Months 4 through 7 after EF Reopening

A few key actions have already been identified for Phase 2 of reopening, three months after learning has resumed in EFs. These actions have been highlighted below.

- Missing learners or those who may have dropped out should be prioritized for home visits maintaining social distancing guidelines to identify and resolve challenges for learners with the goal of reenrolling them in EFs.
- An assessment of learning outcomes will be done after 3-4 months of uninterrupted education following the new blended model of EF and home-based learning.
- A learning assessment and placement test will be conducted in June 2021 to support the transition of learners to the Myanmar Curriculum.

Annex 2: Recommendations for Early Childhood Development Programs

Certain special considerations need to be made before the reopening of early childhood development programs to ensure a healthy, protective and quality environment for all children. Below is an overview of the recommendations from the Cox's Bazar Education Sector's Early Childhood Development Working Group. These recommendations build on the Minimum Standards provided in the general guidance.

Health and Safety

- The safety and security of the learning environments must be established in preparation for re-opening, and the protection and wellbeing of the learners must be prioritized following the Minimum Standards. For ECD, the use of pictorial or symbol-based health and hygiene signs are strongly recommending, including those showing handwashing procedures, as well as cleaning procedures including not sharing of materials if possible.
- Considering center or classroom size, the number of **learners per shift needs to be fixed** in advance and the plan communicated to all participants and stakeholders. This should be fixed based on a seating arrangement that allows **at least 1 meter of space between each child** and the facilitator. An example seating arrangement is attached. It should also be verbally explained to the learners the reasoning behind these new rules (see "Teaching and Learning" section on this).
- It is required to follow a system of **alternate day scheduling** per the Minimum Standards of the Education Sector. It is suggested that learners attend a maximum of 3 days per week, dependent on class sizes.
- ECD partners should develop procurement plans and ensure the purchase of toys and learning materials needed to re-open all ECD centers. Materials for use during COVID-19 should meet the following criteria as much as possible:
 - a) Materials for classroom use should be easy to clean and disinfect (no plush toys)
 - b) Ensure enough materials and toys that all children can have access to at least one material or toy at all times.
 - c) Certain materials should be provided for individual use wherever possible (such as colored pencils)
- Some activities, games, and lessons will need to be adjusted to maintain social distance or, if adjustment is not possible, removed from the lesson plan. (See "Teaching and Learning" for more).
- Each session should be between 1-2 hours long, with a maximum of 4 one hour sessions or 3 two hour sessions per day. Break time should be maintained per the Minimum Standards with a minimum of 30 minutes between each shift.

- ECD partners must make a **detailed plan for the first week of re-opening**. The first day back should be dedicated to COVID19 prevention awareness session and proper use of face masks, social distancing and hygiene measures for the learners, making them feel comfortable and aware of the new situation.

Community Engagement

For re-opening, all parents and community leaders should be consulted about the preparation of re-opening the ECD centers to create buy-in and community. ECD partners' preparation and commitment to a safe and conducive learning environment is paramount in this regard.

- ECD partners are advised to develop detailed plans for community consultations related to re-opening learning programs focused on getting inclusive community feedback on their needs and concerns. Community meetings are required under the Minimum Standards, but earlier consultations related to understanding the community's needs and opinions are highly encouraged.
 - a) ECD partners should consider pre-COVID roles and responsibilities of Center Management Committee members and religious leaders in the management of EFs and consult with them on their role in the education reopening.
 - b) During these community consultations, it is vital to emphasize social distancing and discuss how to encourage it amongst the children with their peers and friends while playing.
 - c) ECD partners are advised to do these community consultations early, so they become part of the further planning for the re-start.
- Feedback mechanisms should be established to identify reopening problems and address them early on, within the first few weeks of reopening.

Teaching and Learning

- All teachers will follow **modified plans for learning** which will be informed by the partner's crash program (see "ECD Crash Program").
- Considering the need to conduct programming in alternate day shifts, distance learning and **caregiver-led ECD activities** initiatives will continue to be part of education programs and should actively be incorporated into lesson planning before re-opening. (see "Caregiver Engagement" section).
- Enforcing social distancing, handwashing, and mask-wearing protocol within ECD programs is a major challenge. It is strongly recommended that partners **review all of their ECD curriculum to modify** recommended activities or games to remove any person-to-person contact.
 - a) Individual activities or games such as spot jumping or looking at a picture book should be prioritized, but it should also be considered to include those games that still promote group cooperation and learning to share and work well with others despite social distancing whenever possible.
- For free play, it is recommended that facilitators be instructed to offer each child a chance to choose a toy or material to play with in their own area, and to attempt to maintain distance between each child. If children would like to change toys or materials, it is recommended that the facilitator immediately wipe down the materials with a reusable cloth and cleaning solution.

ECD Crash Program

A Crash Program is a short syllabus developed for short time interventions, e.g. two or three months. Such a short time syllabus supports the achievement of grade-wise or age-specific competencies. For instance, in a regular ECD program, a three year old child learn 5-6 rhymes in a year, but with a crash program, he or she will be able to learn two rhymes in three months. The purpose of the crash program will be to ensure that all ECD learners are prepared to transition to the next level of education at the end of the ECD program following up the updated academic year planning described in Annex 1.

Before reopening, ECD partners need to develop a crash program for their specific curriculum to achieve the age-specific learning standard for all children that includes a specific number of rhymes, songs, reading, writing and math activities. Games, free play and other activities should continue to be a core feature of all programming even with accelerated academic goals.

A crash program will look slightly different for each partner, but ECD partners are recommended to prepare a context-specific lesson plan for daily activity for children and ensure facilitators or teachers are trained to support its implementation. The ECDWG is committed to providing technical review and support to all partners who wish to have a plan outline reviewed, and a team for technical review will be formed to support this effort.

Facilitators Training

- Per the Minimum Standards, all facilitators must be trained on COVID-19 and hygiene maintenance prior to reopening. It is strongly recommended that this training is contextualized for ECD. Specific topics recommended for ECD training are as follows:
 - a) Health and Safety for ECD Programs during COVID-19.
 - b) Teaching ECD during COVID-19 (how to promote play with social distancing).
 - c) MHPSS for Facilitators (coping with trauma and helping learners cope).

The ECDWG encourages individual partners or groups to volunteer to develop these needed trainings and will actively support the review and approval of coordinated training materials on these key topics where possible for use by all ECD partners to ensure harmony in sector wide efforts.

- It is recommended that refresher training, regular capacity building or coaching and mentoring to address the above training topics be continually implemented throughout the first few months of reopening to ensure facilitators are adequately supported in adjusting to the new normal.
- ECD partners should ensure sufficient facilitators are on board before reopening considering the impact of COVID-19 following the usual procedure for hiring and training facilitators. They should also consider developing a volunteer roster for facilitator coverage during and after re-opening in case of COVID-19 resurgence. Volunteers could be adolescents/youth over the age of 16 or adults who are not currently volunteering or employed by an NGO. Volunteers must receive initial training on COVID-19 safety and child protection/safeguarding as a minimum requirement before being allowed to support an ECD center.
- Technology solutions should be implemented whenever possible to account for limited face to face training time. E-courses are encouraged as well as leveraging the 3G/4G connection in the camps with the use of mobile devices for e-mentoring and monitoring.

Caregiver Engagement

Following the Education Sector's plan for alternate day and shift-based education, a home school program for all levels of education needs to be developed to ensure learners can continue their education at home on the days they are not attending the EFs. Several solutions for this at the ECD level can be implemented, considering partners current and prior experience in tech-based and no-tech solutions.

Potential technology solutions for ECD Home School Program: App-based ECD model, smart and or feature phone based educational instruction including audio & video materials such as rhymes, songs, and games which can be transferred to the parents' mobile phones to practice the activity at home, radio, picture-based instructional books, and weekly verbal assignments for caregivers. Efforts should build on current efforts undertaken during COVID-19, including BRAC's Pashe Aachi model.

The ECD Working Group is committed to supporting the review, and if necessary, the development, of key materials to support Home School Programs for ECD. Partners who have resources to share for effective home school programs are encouraged to share them with the ECDWG for technical review and use by other partners as needed. Lessons should be shared periodically through the group to ensure all partners are building on the experience of others.

Key ECD Challenges and Solutions

Due to COVID-19, some new challenges specifically for ECD programs have come up that will be ongoing challenges for facilitators and programs even after ECD programs reopen. Below is an overview of some of the possible challenges as well as potential solutions.

- Don't leave children unattended in a group so that they can gather around together. Instead, assign specific tasks to each child, or choose group activities that promote social distancing naturally as part of the game.
- Don't let children play with or take off masks unless necessary. To help them keep their mask on, explain to them why we are wearing masks, and make it a fun game to see who can keep the mask on the longest.
- Don't arrange large group work, sports or cultural days. Instead, explain to families that such events are not possible right now, but we can still play and interact together by wearing masks and focusing on activities where we reduce contact.
- Don't spread any kind of rumor about COVID-19. If you aren't sure about something, ask a supervisor or healthcare worker for some support. The most important things we can do are to wear our mask when we are around people from outside our family, and to wash our hands.
- Don't panic or stop yourself from maintaining regular safety procedures for children every day. Instead, focus on taking things one step at a time, and remember that we can all stay safe if we work together.
- Don't hug or touch children. Instead, offer distant greetings like a wave or sing a song together to help a child who is in distress and in need of support.
- Don't forget to engage or include moktob leaders as well as religious and community leaders throughout the reopening process to ensure that timing of learning as well as the process for reopening works for everyone. Instead, ask early and often for their feedback and support in reopening to promote safety, awareness and return to for all.

Annex 3: Recommendations for Youth & Adolescent Education Programs

Certain special considerations need to be made before the reopening of youth and adolescent education programs to ensure that youth return to learning in a safe, age-appropriate environment for learning. Below is an overview of the recommendations from the Cox's Bazar Education Sector's Youth Working Group. These recommendations build on the Minimum Standards provided in the general guidance.

Health and Safety

- Considering center or classroom size, the number of **learners per shift needs to be fixed** in advance and the plan communicated to all participants and stakeholders. This should be fixed based on a seating arrangement that allows **at least 1 meter of space between each child** and the facilitator. An example seating arrangement is attached. It should also be verbally explained to the learners the reasoning behind these new rules (see "Teaching and Learning" section on this).
- It is required to follow a system of **alternate day scheduling** per the Minimum Standards of the Education Sector. It is suggested that learners attend a maximum of 3 days per week, dependent on class sizes.
- Guidance from Annex 1 related to safety measures within classrooms including disinfection, not sharing teaching and learning materials, and provision of pictorial and verbal safety messages should all be followed for youth and adolescent programming.
- Arrange awareness raising sessions and start supportive activities on Menstrual Health and Hygiene Management (MHM) specially for young girls and their female caregivers who are facing problems managing their menstrual hygiene.

Community Engagement

- Organize special meetings with community people where the importance of girl's education, and women friendly spaces or adolescent girls only EFs are offering will be discussed.
- Promote inclusive youth education, emphasizing girl's education and education of children with disabilities, through the back to school campaigns.
- Consider offering incentives or material support for learners to motivate them to come back to education programs.
- Once education has reopened, continue to hold awareness sessions with the community about education challenges for female adolescents and youth experiencing GBV.
- Engage women support network groups and male engagement teams on back to learning campaign for young boys and girls.
- Involve religious leaders or imams and make announcements in mosque and within community about centers activity resuming.

Specifically, the Youth Working Group strongly recommends youth-led engagement in the reopening of EFs. The first step will be to hold adolescent and youth consultation meetings and gather their suggestions on how to resume their learning activities and how they would like to engage in reopening. These meetings should also seek to identify the barriers to youth education and what solutions might help them to overcome those barriers. However, below are some suggestions that could be helpful in guiding youth to how they could support reopening.

- Engage youth as volunteers to spread the information related to reopening and in speaking to parents about sending their children to learning facilities.
- Recruit young people as peer leaders or youth mentors for the back to learning campaign.
- Train and support Youth Volunteers to spread the educational materials to parents and support them on home-based learning (More on this in the “Caregiver Engagement” section.).
 - a) Train youth on the use of technology solutions for education.
- Meet the key community stakeholders and share information with them on learning facility re-opening through youth representatives.
- Engage adolescent and youth to raise awareness on the protection concerns like child protection and GBV especially for female youth and adolescents.

Teaching and Learning

A number of key changes are needed to ensure teaching and learning is appropriate for youth post-COVID-19. Below is an overview of some key recommended actions.

- A rapid assessment on youth issues (like drop out, child marriage, change in camp location) as well as opportunities, challenges they are experiencing due to COVID should be carried out to inform new youth led program designing.
- Upon reopening of learning programs, partners should assess learning gaps within their program and provide accelerated learning or remedial programs to mitigate the gaps.
- Add some new content to curriculums on COVID-19 awareness, healthy coping strategies and self-care mechanisms.
- Revise the subject based competency framework and/or individual curricula or lesson plans to reflect learning time lost and to ensure that youth can still gain all the relevant competencies needed for success.

The Youth Working Group is committed to reviewing and supporting partners in the development of appropriate technical materials for post-COVID-19 education. It is encouraged for partners to share such materials with the YWG for review and sharing across partners as applicable.

Additionally, the psychosocial needs and mental health of youth need to be thoughtfully considered post-COVID. Suggestions for tackling this challenge includes:

- Provide psychosocial support sessions and kits to adolescents and youth such as ball, chess, board games etc. for their recreational purpose.
- Conduct recreational activities in youth and adolescent centers, which could help adolescents and youth to overcome possible fears from back to learning. During the recreational activities, they can meet with facilitators and other students, get to know the environment and that will make it easier for them to join later.

Facilitators Training

Per the Minimum Standards, all facilitators must be trained on COVID-19 and hygiene maintenance prior to reopening. In addition to this training, the Youth Working Group is recommending the following additional trainings.

- Training on conducting classes as per the revised lesson plans as soon as classes resume.
- Facilitator training on post COVID-19 psychosocial well-being.
- Train for the facilitator on how to guide the learners on self-learning and on combining distance learning with in-person learning.
- Recruit qualified youth and especially females as facilitators and capacitate them on youth education.
- Training for the facilitator on the use of technology for learning, including possibly the use of interactive audio instruction or blended learning modalities.
- Training for facilitators and youth on COVID-19 referral pathway along with child protection and GBV referral pathway.
- Leverage the availability of 3G/4G connection in the camps to conduct blended training with use of mobile phone-based platforms and messaging applications.

Caregiver Engagement

As per the Education Sector plan, alternate day learning and shift-based education will require a certain amount of home-based learning to take place. For youth and adolescents, this learning can be much more self-led or peer-led than other age groups. Below are recommendations for how youth education programs could design the necessary Home School Program to fill in the gaps for education on the days in which youth cannot attend EFs.

- Support youth to create peer learning groups for learners to support each other and continue their education at home using revised lessons plans which include both self-learning and classroom facilitation.
- Introduce radio programs sessions as well as mobile based applications to deliver micro lessons, audio/video materials for home-based learning.
- Identify adolescent and youth who are willing to volunteer as leaders of smaller groups and have the capacity or educational background. They could transfer the knowledge either to their peers, but also to younger children. A certificate could be provided for doing this activity, such as access to some additional training related to teaching and content knowledge. They could get additional training from partners not only on subject knowledge, but also some tips for facilitating such sessions. It would be especially important for girls and children with disabilities to be involved in this.

Reference Documents and Links

1. [COVID19 response and recovery plan on Education Sector for Bangladesh by Government](#)
2. [Infection Prevention and Control measures at non-medical workplaces to minimize the spread of the COVID-19](#)
3. [Infection, Prevention and Control guidelines and materials](#)
4. [Emergency preparedness and response plan Cox's Bazar, Education sector \(Annex 11: Using Learning Facilities as Temporary Shelters\)](#)
5. [Hygienic Kit minimum requirement guideline](#)
6. Coronavirus disease (COVID-19) Schools- [WHO guideline](#): https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/q-a-schools-and-covid-19?gclid=CjwKCAjwoc_8BRACeiwAzJevtcKDt8kvpXl0f1FP8VMwZGLNXXUj6TyPYOTXrnW3pKKjrJQ_D2M0vxoCUW4QAvD_BwE
7. [WASH Sector](#) response to COVID19: <https://drive.google.com/file/d/1KJrduuSgAjJbQzGJv1l3TguqoAbbdpd-/view?usp=sharing>
8. COVID19 & Damage tracker template : https://drive.google.com/file/d/1QQZVVkEBaYOoE5lZL_lprR5h3quYdohg/view?usp=sharing
9. [Health Sector materials](#) (IPC guidance, checklist): https://drive.google.com/drive/folders/1-ONqOVXN_7w1lg2Vi9oDsaJ1pcqIVC8Z
10. [Technology Task Team Guidelines for planning and implementing technology solutions during COVID19 response and beyond](#): <https://docs.google.com/document/d/1K8UPgS6NGTlp-XLFxduS9BNlJst1L-crtvc23HHdfl/edit>
11. [LCFA](#) materials: <https://drive.google.com/drive/folders/1D4uPPq2d-Ox5OWunONfxglWvFtkCMi9>
12. Education sector COVID19 strategy - <https://drive.google.com/file/d/1yh1QakPAXHnwk6spOV0ppGB1R1D1yr/view?usp=sharing>
13. Considerations for school-related public health measures in the context of COVID-19- <https://drive.google.com/file/d/18Z41a7r7LHHLV5-uvT7fepjMH7byWIAh/view?usp=sharing>