

TECHNICAL NOTE

EDUCATION DURING THE COVID-19 PANDEMIC

VERSION 1, APRIL 2020



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OVERVIEW OF THE TECHNICAL NOTE

This is version one of INEE's technical guidance to support education during the COVID-19 pandemic. This is drafted to serve as a **living document** that will be updated in response to changes in the learning and wellbeing needs of children, adolescents, youth, teachers, caregivers and other education personnel affected by COVID-19.

Purpose

In its current iteration, the Technical Note:

- **Is designed in line with the latest** [World Health Organisation's \(WHO\) guidance and advice](#) on how to prevent the further spread of COVID-19, current to mid-April 2020.
- **Provides guidance on how to respond rapidly** to help support wellbeing and learning opportunities during the acute¹ phase of the COVID-19 pandemic.
- **Is a portal to the** [INEE COVID-19 resource collection](#); the guide is designed to help practitioners plan new responses or modify existing programmes. It provides links to resources within the collection to help operationalise an approach.
- **Is not exhaustive;** it is a curated guide to responding to the acute phase of the COVID-19 pandemic.
- **Is not meant to be prescriptive,** but it does provide a logical sequence for planning a rapid response. It also suggests specific response considerations that are cross-sectoral. It is important to modify actions based on the degree of social distancing required by law in the area in which you are working. Further contextualisation may be required based on sociocultural norms unique to each context.
- **Is intended:**
 - **for those contexts that were fragile and/or crisis-affected before** the COVID-19 pandemic.
 - **to support activities that reach those of school age,** from early childhood through adolescence. This includes children, adolescents, and youth who are of pre-primary age through secondary age, or who might test and/or be placed at those levels.
 - **for activities that support learning outside of formal school spaces**

- **for experienced EiE practitioners** as well as INEE's broader membership working in a number of settings, from policy development to programme implementation, and across a wide range of contexts.
- **to help practitioners in the following stages of the humanitarian project cycle**
 - needs assessment and analysis
 - strategic response planning
- **to support responses during the pandemic's acute phase.** The transition from the acute phase to the recovery phase will be indicated by a number of factors. For the purposes of this note, it means a re-opening of schools and/or a return to classroom-based learning.
- **to guide institutional responses** within the broader framework of coordinated response.
- **to support responses that are coordinated and in alignment with existing preparedness plans and broader response frameworks** led by Ministries and the UN system.

Note: Decisions made to respond to needs of a crisis' acute phase will influence those of the recovery phase. It will be important to keep this perspective during the acute phase; decisions that are made to sustain learning opportunities during the acute phase should foster actions that will need to happen in the recovery phase. For example, activities to ensure continuity of learning during the acute phase should not result in learning opportunities that represent a parallel system to the formal one. Rather, they should be structured and communicated about as temporary measures, recognising that some might be appropriately institutionalised depending on what the recovery phase reveals about a possible "new normal". However, some of the modalities of education service delivery-such as distance learning-that might be critical during the acute phase can be explored as post-crisis options for reaching marginalised students.

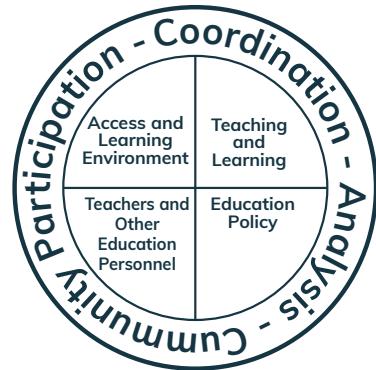
- Utilizes the **INEE Minimum Standards as its framework²**; actions are organised by key Domains, and suggested tasks link to specific relevant Domains and Standards.

Suggested resources are primarily COVID-19 focused. However, INEE's COVID-19 Collection also contains non-COVID-19-related documents that might be valuable for reference, such as documents from the response to the Ebola crisis.

Structure of the Technical Note

The Technical Note relies on the INEE Minimum Standards for Education: Preparedness, Response, and Recovery as the global framework for delivering quality education in emergencies.

There are five sections of the Technical Note, which speak directly to practitioners at various phases of their approaches to ongoing and initiating work during the pandemic:



Overview of the INEE Minimum Standards Domains



Over the course of these sections, practitioners will be guided through 11 suggested actions, classified by INEE Minimum Standards Domains. The actions within each section are presented as follows:

Key INEE Minimum Standards Domain

SUGGESTED ACTIONS: THAT ARE KNOWN TO BE APPROPRIATE FOR ACUTE RESPONSES.

Suggested Tasks:
that enable you to complete the action.

Risk the action mitigates:
a brief rationale for the action

Relevant INEE MS:
the action's tie to the INEE MS

Relevant resources:
the location of other resources relevant to the action

Notes are provided in text boxes. They help you consider a few key points about COVID-19 to help you frame your response.

EDUCATION DURING THE ACUTE PHASE OF COVID-19

The scale of the COVID-19 pandemic's impact on education systems and on children and young people's learning and wellbeing is increasing daily. This truly is a global crisis which is preventing children and adolescents in every country, including those affected by conflict and displacement, from fulfilling their right to quality, safe and inclusive education. With Sustainable Development Goal 4 (SDG4), the global community committed to realising the right to quality education for all children and adolescents by 2030. **The COVID-19 crisis puts this promise into jeopardy more than ever before³.**

As of early April, most countries have introduced nation-wide early childhood care, school and university closures affecting nearly 91% of the world's student population – more than 1.5 billion learners⁴.

The education response needs to be innovative while adhering to standards that we know support impactful programming. Accordingly, education sector specialists need to work with their existing skill sets for crisis-responsive programming but also need to develop new skills since we are all working under new conditions - specifically driven by social distancing parameters.

All stakeholders should acknowledge that teaching and learning environments, practices, focus areas, and achievement levels during the acute phase of COVID-19 are not the same as they were before the crisis. As detailed in Suggested task 6.2 below, the focus first needs to be on protection actions and skill development as well as sustaining existing foundational skills.

1. First, teams need to prioritise their actions within the cycle of the crisis, addressing the immediate needs in the weeks since schools first closed. For example, procuring materials needed for at-home learning kits before supply chains shut down. Or, prioritising health and hygiene education and protecting wellbeing and foundational cognitive skills before focusing on other areas of skill development⁵. Ensuring that learning continues in exact accordance with curricula as though the pandemic is not happening is likely inappropriate, for example.
2. Next, teams need to prioritise what interventions are most critical as the immediate shock resulting from school closures transitions to a stage of "new" normalcy⁶. For example, modifications will need to be made to the timing and pacing of the curricular content once protective measures are first taken as described above. Real time

monitoring — to the degree possible — will be helpful in securing data about what is and isn't working to feed into modifications to programming.

As the crisis evolves, needs unique to the nature of living in the pandemic continue to arise and require responses. Thankfully, innovative means of reaching the majority of learners who are out of school and their parents / caregivers who might be expected to function as their teachers or as teaching partners, are also emerging. Flexibility is key to meet learners and their educators where they are during the evolution of this unprecedented global experience. Crises often provide opportunities for positive change, and innovations developed for the pandemic response might prove useful in reaching marginalised communities in the future.

COVID-19 impacts education sector stakeholders living in conflict-affected contexts. The effects of COVID-19 might also lead to conflict as a result of resource limitations and protracted exposure to stressful circumstances. In these circumstances, the Guidance Note on Conflict Sensitive Education should be used to ensure to the extent possible that education interventions do not exacerbate or contribute to new or existing tensions. This effort recognises that education can have two faces: it can promote peace and it can promote violence⁷.

COVID-19 can quickly change the context in which children live, increasing exposure to protection risks. Quarantine measures such as school closures and restrictions on movements disrupt children's routine and social support while also placing new stressors on parents and caregivers who may have to find new childcare options or forgo work. Stigma and discrimination related to COVID-19 may make children more vulnerable to violence and psychosocial distress. Disease control measures that do not inclusively consider the specific needs and vulnerabilities of women and girls as well as learners with disabilities may also increase their protection risks and lead to negative coping mechanisms. Children and families who are already vulnerable due to socio-economic exclusion or those who live in overcrowded settings are particularly at risk. Close coordination with Child Protection colleagues is essential for identifying and mitigating these risks. For additional information please see the Alliance for Child Protection in Humanitarian Action's Technical Note: Protection of Children during the Covid-19 Pandemic.

RESPONSE GUIDANCE

First, take care of yourselves



COVID-19 represents an unprecedented experience for most people in the world. While gender, age, disability, socioeconomic status, cultural background, profession and other identity factors might affect how different people's lives are changed as a result of the pandemic, it impacts everyone in some way. The changes in how people experience their days and interact with one another are significant. The threats to physical and economic wellbeing are sufficiently stressful. The broader impact of lost opportunities to learn and lost freedom of movement, as well as uncertainties about the future, add layers of stress to each and every one of us.

INEE Minimum Standards Domain 1: Foundational Standards

1. ACTION: PUT IN PLACE A PLAN TO PROTECT YOUR WELLBEING

| Suggested Task 1.1: | Risk the action mitigates: | Relevant INEE MS: | Relevant resources: |
|---|--|----------------------------------|--|
| Review the INEE "Supporting EiE practitioner wellbeing during Covid-19" webinar. Pay particular attention to slides 17-19, "How to protect and promote staff wellbeing at work (Especially when 'work' is at home)" | Chronic stress is a condition with which many humanitarians live, and which can lead to burnout. Some of these causes and indicators are explored in an article about the mental health of humanitarians working in South Sudan. | Domain 1, Foundational Standards | INEE Mental Health and Psychosocial Support (MHPSS) Collection Briefing note on addressing MHPSS aspects of COVID-19 Outbreak |

Second, coordinate your work



Take this step before you start your institutional response. For example, if you think that planning an assessment is your first step, you need to see who else is also planning to do that or has already done that. Share resources as much as possible.

2. ACTION: ACTIVELY PARTICIPATE IN YOUR LOCAL EDUCATION COORDINATION GROUP

Suggested Task 2.1:

If you haven't already, connect with the Global Education Cluster, UNHCR, relevant inter-cluster coordination entities (e.g., Child Protection sub-cluster), and local ministry of education contacts to find your relevant coordinating body. You may also want to explore local networks such as the Local Education Group or NGO forum. For the quality of work as well as for the safety and security of staff and beneficiaries, coordinate all work and do not act independently. Note that new or modified structures may have been set up as a result of the response needs relevant to COVID-19. Documentation and sharing of lessons learned is also critical.

Risk the action mitigates:

Poorly coordinated response

Relevant INEE MS:

Domain 1,
Foundational
Standards,
Standard 3:
Coordination

Relevant resources:

[INEE Coordination Collection](#)

Note: Social/physical distancing means that coordination meetings might look different from what you are used to, with much coordination being done through other remote means.

Third, analyse the context



Analysis must include the education sector and stakeholder needs and, importantly, their assets. It is important to re-analyse the changing contexts over the course of the pandemic.

Try to approach the assessment effort in a way that honours the [Grand Bargain work-streams](#) identified at the World Humanitarian Summit in 2016 and the [Core Humanitarian Standard](#). Putting beneficiaries and communities as true drivers of the response helps ensure that it is appropriate. Relatedly, take into account what programmes and strategies already exist and are being rolled out by education service providers – including internationally-recognised Ministries of Education – as well as how accessible these are to particular communities.

Keep in mind that almost all pre-designed assessment tools are intended for in-person use (i.e. face-to-face interviews, classroom observations, and focus group discussions). COVID-19 infection prevention parameters likely require new approaches to assessment, such as using information and communication technologies (ICT) and platforms like phones, smart-phone applications, and email, to interact with stakeholders rather than using face-to-face methods.

Ensure that all data collected is disaggregated to the most reasonable degree possible, to capture information such as gender, location, disability, ethnicity, language spoken, etc. Include and specifically target the most marginalised and vulnerable communities, noting that due to rapid job losses, new communities might fall under these categories. For example, consider how accessing information via remote means affects the quality, accessibility and relevance of your data. Remember that in many contexts, sociocultural norms might dictate access to technology. For example, women and girls are less likely to have access to technology like mobile phones than men and boys. Teachers may not have access to such technology while administrators might. Similarly, while in theory some technologies might facilitate distance learning opportunities for those with disabilities, sociocultural norms might also keep them disconnected from them. In summary, these norms can further exacerbate disparities and separate learners from opportunities to learn.

Similarly, access to electricity and internet connectivity may be stratified economically. These considerations suggest that data collected might not be representative of the needs of the most marginalised. Alternatively, given the broadscale nature of the crisis, national authorities⁸ may be able or better incentivised to collect and maintain national level data than during other types of crisis. Effective and timely communication using coordination mechanisms helps inform what data is available and from where to help prevent duplication and identify gaps.

3. ACTION: REVIEW SUGGESTED TASKS BELOW ABOUT HOW TO MAKE YOUR RESPONSE PLANNING INCLUSIVE AND LOCALLY CONTEXTUALISED

| | | | |
|--|--|---|---|
| Suggested Task 3.1: Use guidance from the Global Education Cluster's <u>Localised Approach to COVID-19 Humanitarian Response</u> and consider modifying for the COVID-19 context <u>guidance on child participation in programme design as outlined by Save the Children</u> | Risk the action mitigates: Poorly conceptualised response, from a planning perspective | Relevant INEE MS: Domain 1, Foundational Standards, Community Participation Standard 1: Participation and Analysis Standard 1: Assessment | Relevant resources: <u>INEE Coordination Collection</u> |
|--|--|---|---|

4. ACTION: PLAN AND UNDERTAKE YOUR (JOINT) NEEDS ASSESSMENT (IN COORDINATION WITH OTHER SECTORS AND ACTORS)

| | | | |
|--|---|---|---|
| Suggested Task 4.1: Use the Global Education Cluster (GEC)'s <u>Guide to Coordinated Education in Emergencies Needs Assessments and Analysis</u> and <u>Key Indicators and Questions for COVID-19 Assessment</u> | Risk the action mitigates: Projects are not designed based on coordinated assessment data | Relevant INEE MS: Domain 1, Foundational Standards, Analysis Standard 1: Assessment | Relevant resources: <u>INEE Coordination Collection</u> |
|--|---|---|---|

Note: Given social distancing guidelines, it will be difficult to conduct the in-depth participatory research and primary data collection you might prefer to do. Socio-cultural norms - such as visiting a community leader before asking to collect data from households - may complicate data collection practices. Marginalised groups are likely to be even more marginalised and difficult to reach than before. Do the best you can, balancing new health guidelines with context-appropriate methods of reaching and speaking to people. Remember, first do no harm.

As part of GEC's assessment tool, you will be guided to undertake secondary data review before any primary data collection. At this stage, it is important to review the relevant INEE Guidance Notes to help inform a sound conceptual response, as detailed below.

Ensure that your design is in line with global standards, such as the Sphere standards and other initiatives included in the Humanitarian Standards Partnership; new national or local standards, laws, and/or protocols developed specifically for COVID-19; and any new information or guidance that the humanitarian community develops about COVID-19.

The rapidly changing nature of life during acute crises requires:

- any response plan to be revisited regularly;
- new assessment data to be collected and/or updated as the nature of crisis shifts; and
- activities to be modified in responses to the new realities.

As such, a nimble response (either new or via modifications to existing programmes) within an evidence-based technical framework will likely provide your beneficiaries with the best services. The following section focuses on the “supply” of education services: how to make safe learning opportunities available and accessible.

INEE Minimum Standards Domain 2: Access and Learning Environment

5. ACTION: DESIGN YOUR RESPONSE IN ACCORDANCE WITH DOMAIN 2, ACCESS AND LEARNING ENVIRONMENT

| Suggested Task 5.1: | Risk the action mitigates: | Relevant INEE MS: | Relevant resources: |
|--|-----------------------------|---|---|
| <p>Suggested Task 5.1:</p> <p>Review the relevant guidance on equity and safety of learning spaces (such as the Guidance for COVID-19 Prevention, and Control in Schools), modifying most school-specific guidance for home spaces and distance learning.</p> | Marginalisation of students | Domain 2, Access and Learning Environment, Standard 1: Equal Access and Standard 3: Facilities and Services | INEE Key Education Resources Collection |
| <p>Suggested Task 5.2:</p> <p>Plan for some form of distance learning. UNHCR has developed guidance on how to deliver content in three different COVID-19 affected contexts: 1) low tech, 2) some tech; 3) no tech. A review of their suggestions through the lens of your operating environment's realities might be helpful.</p> <p>Most contexts relevant to INEE members require no- and low- tech solutions. As such, watch the INEE webinar “Distance learning during COVID-19 Continuing Education in low-tech and low-resource environments” or review the slidedeck for guidance. Strongly consider a no-tech or low-tech design that helps education service providers (be they ministries, civil society, and/or the private sector) develop no-tech “correspondence” type courses or “self learning” kits⁹, supplemented with simple text-based¹⁰ or audio “trigger” messages to parents/caregivers¹¹.</p> <p>Building on and/or repurposing existing interactive audio or radio instruction “pipelines” could be explored as well.</p> <p>See additional resources table below.</p> | Discontinued learning | Domain 2, Access and Learning Environment, Standard 1: Equal Access and Standard 3: Facilities and Services | <p>Relevant resources:</p> <p>INEE Country Response Plans Collection</p> <p>INEE Distance Learning Collection</p> <p>INEE Guidance for Schools Collection</p> <p>INEE Key Education Resources Collection</p> |

Note: For the COVID-19 response, access and learning environment-related activities will most likely relate to ensuring equitable access to learning opportunities for children, youth and adolescents where they are. Given that most children will be in their homes - or other collective centres - obtaining this standard of quality might prove difficult and require innovation.

ADDITIONAL RESOURCES

No- and low-tech distance learning:

- [Business Continuity for Education In Iraq Guidance Notes \(Page 4\)](#)
- [UNHCR guidance section on no tech environments.](#)
- Continuity of Student Learning and Operations guidance of the Select Education Sector and School Preparedness Guidance relevant to COVID-19 document.(Page 2)
- the document prepared by education service providers in Uganda regarding [learning during school closures.](#)

High tech distance learning:

See UNESCO's page summarising the locations of [national learning platforms](#) that can support distance learning and review [UNESCO's list of Distance Learning Solutions](#), paying particular attention to the sections on:

- Systems built for use on basic mobile phones
- Systems with strong offline functionality
- Mobile reading applications

A special note on distance learning: Distance learning will likely be possible in some form in all areas affected by the crisis. There will be three kinds of solutions: 1) high tech (such as the use of video conferencing); 2) low-tech (such as the use of text-based reminders to parents); 3) and no-tech (such as printed worksheet packets distributed to students). Depending on context and cohort, a multi-pronged approach might be appropriate. Keep in mind, however, that from both a supply and demand perspective, most digital forms of distance learning in areas with limited connectivity will be difficult. First, most education systems in fragile and conflict-affected contexts are not set up to support it. Secondly, most marginalised populations will not have (affordable) access to the means for supporting their children with digital distance learning. Consider for example:

- the costs of additional data required to download, upload, and stream content.
- the limited likelihood of homes having (sufficient) hardware to support online learning.
- the gendered nature of access to whatever hardware exists.
- that household income is likely to decrease while use of savings to cover critical costs will likely increase.

Ensure that any form of distance learning provides opportunities for interaction (such as using bilateral text messaging, small text messaging groups, radio, video chats, etc.) to ensure that all learners have ways of engaging with the content and, as needed, with one another.

As detailed in [this summary of mass communication by the IRC](#), there is mixed evidence about the effectiveness of mass communications on knowledge, attitude and behaviour change. Consider repurposing existing “pipelines” of Interactive Radio Instruction, as explored by EDC in its piece [Repurposing Established Radio and Audio Series to Address the COVID-19 Educational Crises.](#)

5 (CONT.). ACTION: DESIGN YOUR RESPONSE IN ACCORDANCE WITH DOMAIN 2, ACCESS AND LEARNING ENVIRONMENT

| Suggested Task 5.3: | Risk the action mitigates: | Relevant INEE MS: | Relevant resources: |
|---|--|--|--|
| <p>Pull recommendations from the INEE Guidance Note on Gender, INEE Pocket Guide to Inclusive Education, and the INEE Pocket Guide to Supporting Learners with Disabilities. Consider the threats that learners face in their new learning spaces. For example, it is likely that traditional gender roles are reinforced with more people increasingly confined to homes given the closure of most public spaces. Gender-based violence (GBV) is a particularly relevant concern, as detailed beginning from page 97 in the Interagency Standing Committee's "Guideline: Integrating Gender-based Violence Interventions in Humanitarian Action-Reducing risk, promoting resilience, and aiding recovery."</p> | <p>Marginalisation of many education sector stakeholders, including students, teachers¹², and parents or caregivers</p> | <p>Domain 2, Access and Learning Environment, Standard 2: Protection and Wellbeing</p> | <p>INEE Inclusion Collection INEE Child Protection Collection INEE Gender Collection</p> |
| <p>Suggested Task 5.4:</p> <p>Be aware of increased potential child protection risks and pull recommendations from the INEE Guidance Note on Psychosocial Support, the Child Protection in Humanitarian Action's technical note for COVID-19 responses, and the briefing note on addressing mental health and psychosocial aspects of COVID-19 outbreak: See in particular Intervention 3 on actions appropriate for children. During the earliest days of a crisis, the sense of unsettlement — amid fractured routines and uncertainty — can bring about acute psychosocial stress.</p> | <p>Risk the action mitigates:</p> <p>Poor psychosocial wellbeing, toxic stress</p> | <p>Domain 2, Access and Learning Environment, Standard 2: Protection and Wellbeing</p> | <p>INEE Mental Health and Psychosocial Support (MHPSS) Collection INEE Inclusion Collection INEE Child Protection Collection</p> |

INEE Minimum Standards Domain 3: Teaching and Learning

The INEE Guidance Notes on Teaching and Learning provides detailed support for all four standards within this domain.

With the majority of students now out of school, we face a new collective challenge. Whether our projects operate in formal or non-formal spaces, we are used to reaching children, youth and adolescents in central spaces. Lessons from working with nomadic and pastoralist populations (such as in northeastern Syria via Curriculum B, an accelerated learning programme designed before the conflict), and for learners who couldn't safely get to or stay in school (such as girls under the Taliban in Afghanistan, via "underground" village-based "schools," later formalised via the PACE-A programme) are important to apply for reaching students outside of schools. The Self Learning Programme for out of school Syrians is a model for consideration. Lessons from distance learning during the Ebola crisis are also helpful.

6. ACTION: DESIGN YOUR RESPONSE IN ACCORDANCE WITH DOMAIN 3, TEACHING AND LEARNING

Suggested Task 6.1:

Recognising the challenges facing most communities—even those with resources—at this time, consider prioritizing the curricular content of your response to focus on the following topics (in order of priority). The focus must be on only the most critical aspects of health, well-being, and cognitive skill development during this phase.

1. Health and hygiene (WASH) messaging
2. Psychosocial wellbeing
3. (Functional) literacy and numeracy

Use age appropriate structured and unstructured play, and/or games and sport—to the extent safe and possible—such as those developed by Right To Play to promote skill development about gender equality and health. Ensure that curricular content does not reinforce harmful stereotypes about various aspects of identity, such as gender, ethnicity, or ability. Use existing and found objects for efficiency and cost purposes, and consider broken supply chain issues. Ensure that the content is linked to the national (or other relevant) curricula.

Risk the action mitigates:

Contagion, psychosocial challenges, lost learning

Relevant INEE MS:

Domain 3, Teaching and Learning,
Standard 1:
Curricula

Relevant resources:

INEE Early Childhood Education Collection

INEE Child Friendly Resources Collection

INEE Health, Nutrition, and WASH Collection

| | | | |
|--|--|---|---|
| <p>Suggested Task 6.2:</p> <p>Consider helping education service providers develop Teacher Learning Circles during the pandemic. Content could focus on supporting parents as teaching partners to help create equitable learning environments that foster inclusion, teacher wellbeing, and distance learning methods. Circles could be run as self study groups and supported via text- or audio-based messaging from a facilitator. Care should be taken to design the delivery modalities considering gendered access to technology. Review the TiCC Peer Coaching Pack for ideas. Consider including a session on Psychological First Aid.</p> <p>To identify appropriate means for reaching teachers with professional development opportunities through distance learning, review Recommendation 7: Use ICT to Provide Access to Content, Professional Development and Professional Learning Communities of Where it's Needed Most: Quality Professional Development for All Teachers.</p> <p>Suggested Task 6.3:</p> <p>Remember that parents and other caregivers are likely to have heightened stress levels, and adding home-based multi-age teaching to the list of responsibilities will be challenging for them. There might also be a heightened risk of abuse or mistreatment. The IRC's Parenting Skills training kit, part of their SHLS approach, may be a good place to start, but would require modification for distance learning and for the circumstances created by the pandemic.</p> | <p>Risk the action mitigates:</p> <p>Teacher wellbeing issues, lost skill development opportunities, teacher job loss, under-supported teachers</p> | <p>Relevant INEE MS:</p> <p>Domain 3, Teaching and Learning, Standard 2: Teaching, Professional Development and Support</p> | <p>Relevant resources:</p> <p>INEE Guidance for Teachers Collection</p> <p>INEE Mental Health and Psycho-social Support (MHPSS) Collection</p> |
| | <p>Risk the action mitigates:</p> <p>Abuse</p> | <p>Relevant INEE MS:</p> <p>Domain 3, Teaching and Learning, Standard 2: Teaching, Professional Development and Support (please note that parents and other caregivers functioning as teachers is not specifically addressed).</p> | <p>Relevant resources:</p> <p>INEE Guidance for Parents and Caregivers Collection</p> <p>INEE Child Protection Collection</p> |

| | | | |
|---|--|--|---|
| <p>Suggested Task 6.4:</p> <p>Parents and other caregivers may view their role and that of teachers as quite separate; anecdotal evidence suggests that many parents/caregivers don't believe they have the responsibility or capacity to carry out teaching activities. This belief system can result from sociocultural norms and/or in areas where heads of households have low literacy levels themselves. Serving as a teaching partner might feel too overwhelming for parents and other caregivers. Consider developing, with local and national education service providers, content for parents and other caregivers that helps them structure learning experiences. The <u>overarching approach</u> of the IRC's Safe Healing and Learning Spaces, and Steps 4 and 6 of the Manager's Guide might be a good place to start for refining basic guidance for parents and other caregivers. In whatever support packages you develop for parents / caregivers, ensure that you elevate the idea that they aren't teachers and aren't expected to be; provide reassurance that they can only do what is possible for them and that they should be able to ask for help and not feel ostracised in so doing.</p> <p>Suggested Task 6.5:</p> <p>Consider developing, with local and/or national education service providers, guidance for parents/caregivers to improve understanding of and appreciation for formative assessment. Suggest that teachers use text- or audio-based messages to send brief quizzes to parents/caregivers to use to informally assess their children's wellbeing and/or their progress against the curricular standards for their grade¹³.</p> | <p>Risk the action mitigates:</p> <p>Lost skill development opportunities, marginalized learners</p> | <p>Relevant INEE MS:</p> <p>Domain 3, Teaching and Learning, Standard 2: Teaching, Professional Development and Support</p> | <p>Relevant resources:</p> <p>INEE Guidance for Teachers Collection</p> <p>INEE Guidance for Parents and Caregivers Collection</p> <p>INEE Child Protection Collection</p> |
| | <p>Risk the action mitigates:</p> <p>Inappropriate and/or poorly timed testing, lost accounting of gains made in learning</p> | <p>Relevant INEE MS:</p> <p>Domain 3, Teaching and Learning, Standard 4: Assessment of Learning Outcomes</p> | <p>Relevant resources:</p> <p>INEE MENAT Measurement Library</p> <p>INEE April 2020 Quality Education and Learning Outcomes Webinar</p> |

Note: Review [Distance Education for Teacher Training: Modes, Models, and Methods](#) for tips on how to reach teachers and other teaching partners via remote means.

INEE Minimum Standards Domain 4: Teachers and Other Education Personnel

Under Domain 4 of the INEE Minimum Standards, focus on protective actions related to teachers and other education personnel is appropriate during the acute phase of the response.

7. ACTION: DESIGN YOUR RESPONSE IN ACCORDANCE WITH DOMAIN 4, THE TEACHERS AND OTHER EDUCATION PERSONNEL STANDARDS

| Suggested Task 7.1: | Risk the action mitigates: | Relevant INEE MS: | Relevant resources: |
|---|---|---|--|
| <p>Consider the types of discrimination that might occur during an emergency (e.g. against certain ethnic groups) or the groups of teachers who might be more directly affected (e.g. older teachers) and support their protection in the teaching sector. See guidance on personnel profiles that require support from UNESCO's Identification, Selection and Recruitment of Teachers and Education Workers.</p> | Marginalisation of education sector staff | Domain 4, Teachers and Other Education Personnel, Standard 1: Recruitment and Selection | INEE Inclusion Collection Guidance for COVID-19 Prevention and Control in Schools COVID-19 Response in Uganda (see p. 2, teacher support and salaries) |
| <p>Suggested Task 7.2:</p> <p>Consider how teachers and other education personnel might be marginalised while schools are closed. Review Table 2: Summary of INEE Guidance Notes of the INEE Guidance Notes on Teacher Compensation for key considerations of issues to look out for, such as changes to teacher compensation practices that might be founded in discrimination. Encourage ongoing active engagement by teachers in teaching and learning activities, but be mindful of their increased stresses and responsibilities.</p> | Marginalisation of education sector personnel | Domain 4, Teachers and Other Education Personnel, Standard 1: Recruitment and Selection | Guidance for COVID-19 Prevention and Control in Schools |
| <p>Suggested Task 7.3:</p> <p>Prioritise the focus areas suggested by the UNESCO Teacher Task Force Covid-19 call to action.</p> | Marginalisation of education sector personnel | Domain 4, Teachers and Other Education Personnel, Standard 1: Recruitment and Selection | |

INEE Minimum Standards Domain 5: Education Policy

Supporting the protection of teachers, students, and learning spaces is an appropriate immediate action during the acute phase of the response. Appropriate initial steps include reviewing existing policies and practices to identify language or precedent that can result in discrimination against stakeholders or misuse of space, and advocating for protective actions to relevant ministries. See the [inter-agency Advocacy Brief on COVID-19](#) for detailed suggestions on priorities and messaging and the [Guidance for COVID-19 Prevention and Control in Schools](#).

8. ACTION: DESIGN YOUR RESPONSE IN ACCORDANCE WITH DOMAIN 5, THE EDUCATION POLICY STANDARDS

| | | | |
|---|---|--|--|
| <p>Suggested Task 8.1:</p> <p>Review UNESCO's Guidance Notes for Government Policies and Practices Relating to Education and Non-discrimination, with particular attention to the "Summary of suggested strategies: Ethnicity / political affiliation / religion" on page 66 and the guidance notes that follow. Identify relevant concerns about how learners might be disconnected from learning opportunities based on bias elevated by concerns around the pandemic.</p> | <p>Risk the action mitigates:</p> <p>Discrimination against learners</p> | <p>Relevant INEE MS:</p> <p>Domain 5, Education Policy, Standard 1: Law and Policy Formulation</p> | <p>Relevant resources:</p> <p>INEE Inclusion Collection INEE Country Response Plans Collection</p> |
| <p>Suggested Task 8.2:</p> <p>Work with education service providers to identify how to provide proof of continued engagement in structured learning to ensure that gains in learning are not lost. Certification Counts: Recognizing the learning attainments of displaced and refugee students makes a series of strong arguments for advocating for certification of learning during crisis.</p> | <p>Risk the action mitigates:</p> <p>Lost accounting of gains made in learning</p> | <p>Relevant INEE MS:</p> <p>Domain 5, Education Policy, Standard 1: Law and Policy Formulation</p> | <p>Relevant resources:</p> <p>INEE Monitoring, Evaluation, and Evidence Collection</p> |
| <p>Suggested Task 8.3:</p> <p>Review the pandemic threat guidance included in the Select Education Sector and School Preparedness Guidance relevant to COVID-19. This section can help you develop an idea of how to best support education service providers to consider the special needs of pandemic-affected populations.</p> | <p>Risk the action mitigates:</p> <p>Poor planning to reach affected learners</p> | <p>Relevant INEE MS:</p> <p>Domain 5, Education Policy, Standard 2: Planning and Implementation</p> | <p>Relevant resources:</p> <p>INEE Country Response Plans Collection INEE Coordination Collection</p> |

Fourth, develop your activity plan



9. ACTION: ANALYSE THE DATA FROM YOUR ASSESSMENT AND DRAFT YOUR PLAN¹⁴

Suggested Task 9.1:

If available, use your country specific Cluster COVID19 Response (and Recovery) Strategy template to help prioritise responses that align with coordination structures plans. Be sure that you develop contingency plans for various scenarios under the response phase, including the possibility of a second wave of widespread (or localised) infections, full versus partial quarantine, etc.

Risk the action mitigates:

Response activities are not developed based on data or within the coordination entity's technical framework for the specific response

Relevant INEE MS:

Domain 1, Foundational Standards, Analysis Standard 2: Response Strategies

Relevant resources:

[INEE Coordination Collection](#)
[INEE Country Response Plans Collection](#)
[INEE Recovery Collection](#)

10. ACTION: REVIEW YOUR PLAN TO ENSURE IT CONSIDERS LINKS TO OTHER SECTORS AND TO EXISTING NATIONAL AND SECTORAL CONTINGENCY PLANS.

Suggested Task 10.1:

Review the following table of suggested joint interventions between education and other sectors that might be appropriate, organised by sector and space. Note: this table does not cover all clusters, sectors, and/or humanitarian standards partnerships.

Risk the action mitigates:

Siloed project design that fails to address the holistic needs of stakeholders

Relevant INEE MS:

Domain 1, Foundational Standards, Analysis Standard 2: Response Strategies

Relevant resources:

[INEE Coordination Collection](#)

Examples of key cross-sectoral activities¹⁵

| | HOME/COLLECTIVE CENTRE | LOCAL COMMUNITY | NATIONAL LEVEL ¹⁶ |
|--------------------------------|--|--|---|
| CHILD PROTECTION ¹⁷ | <p>Identification of non-school based referral mechanisms/child protection systems. Joint messaging via radio and other low tech methods. Content can focus on integrated training on child development topics including Psychosocial Support (PSS) and social and emotional learning and wellbeing, integrated training on Psychological First Aid, integrated training on student wellbeing, integrated training on positive discipline, nurturing parenting training and support. (Help build the foundation for investment in early childhood, children living with disabilities, and gender and inclusion-related messaging.)</p> | <p>Parent Teacher Councils (PTC)¹⁸ sensitized on and become a more critical connecting agent between homes and schools. Can be "virtual" social mobilisers regarding protection and rights.</p> | <p>Advocacy, capacity building, and training to relevant ministries on integrated programming. Link Child Protection Management Information Systems (and practices such as Mandatory Reporting Mechanisms) with formal Education Management Information Systems</p> |
| FOOD ¹⁹ | <p>Teachers and PTC help identify the most deprived children and refer households in need of nutrition and feeding support. Identify alternative means of reaching children who rely on school feeding programmes.</p> | <p>PTC are used to help identify and distribute food baskets.</p> | <p>Advocacy, capacity building, and training to relevant ministries.</p> |
| HEALTH AND WASH ²⁰ | <p>Disaster Risk Reduction (DRR) thread: basic disease prevention activities inculcated through daily practice. Disease prevention, health seeking behaviour, basic health and hygiene, and nutrition content integrated into curriculum. Radio and other messaging (readers, puzzles, etc) on these topics to help support school to home continuum that reinforces healthy habits.</p> | <p>Involvement of parents in messaging through PTC.</p> | <p>Advocacy, capacity building, and training to relevant ministries. Development of WASH rehabilitation plans prior to the commencement of the recovery phase.</p> |

Fifth, review implementation progress and quality



11. ACTION: ANALYSE THE DATA FROM YOUR ASSESSMENT AND DRAFT YOUR PLAN

| | | | |
|--|--|---|---|
| <p>Suggested Task 11.1: Review the key guidance provided under <u>Standard 3: Monitoring of the Analysis Standard</u> and prepare a monitoring framework for the interventions you propose, ensuring they are gender and disability-sensitive. Use <u>standardised indicators</u>, disaggregated to the most reasonable level possible, and feed into or otherwise participate in the Humanitarian Data Exchange.</p> | <p>Risk the action mitigates: Poor project quality, inappropriate-ly allocated resources, protection concerns</p> | <p>Relevant INEE MS: Domain 1, Foundational Standards, Analysis Standard 3: Monitoring</p> | <p>Relevant resources: <u>INEE Coordination Collection</u> <u>INEE Country Response Plans Collection</u> <u>INEE Recovery Collection</u> <u>INEE Monitoring, Evaluation, and Evidence Collection</u></p> |
| <p>Suggested Task 11.2: Review the key guidance provided under <u>Standard 4: Evaluation of the Analysis Standard</u> and plan for later evaluations of the interventions you propose. Ensure that Development Assistance Committee (DAC) criteria are used.</p> | <p>Risk the action mitigates: Repetition of poor design and implementation practices</p> | <p>Relevant INEE MS: Domain 1, Foundational Standards, Analysis Standard 4: Evaluation</p> | <p>Relevant resources: <u>INEE Monitoring, Evaluation, and Evidence Collection</u></p> |

This Technical Note is intended for periodic updates over the course of the pandemic and in response to evolving global education needs. To this end, INEE asks for its members' support, feedback and submissions on uses of the Minimum Standards, this Technical Note and other INEE resources in the context of COVID-19. Please share feedback or resources with INEE by emailing covid-19@inee.org.

For more guidance on contextualizing and applying the INEE Minimum Standards, including support for INEE Minimum Standards training or any other technical or capacity building needs, please visit inee.org or reach out to minimumstandards@inee.org.

ENDNOTES

- 1 The acute phase is defined as the period during which most countries are on the upward or flat part of the infection curve and/or are on the downward part of the curve but schools are still largely closed.
- 2 INEE notes that education service providers, including internationally recognised Ministries of Education, (might) have their own standards that are relevant for a COVID-19 response; in some cases the INEE Minimum Standards can complement or strengthen those national standards.
- 3 See [Learning Must Go On, COVID-19 Advocacy Brief](#)
- 4 See UNESCO website for latest figures <https://en.unesco.org/covid19/educationresponse>
- 5 To this end, special attention to cross-sectoral guidance is critical (see [the Sphere standards](#), [Technical Note on Child Protection](#), and [the Humanitarian Standards Partnership](#))
- 6 Where the "new normal" might be defined as ongoing social distancing (as some analysts have suggested, this might continue in some form until a vaccine is widely available, or up to 1.5-2 years from April 2020). With such changes, remote learning and remote education sector management might become more common.
- 7 [The Two Faces of Education in Ethnic Conflict, Towards a Peacebuilding Education for Children](#) (K. Bush, 2000)
- 8 Where such authorities may or may not be internationally recognised.
- 9 As noted, all actions need to consider the latest WHO guidance. While WHO does not have guidance on risks associated with handling paper products, the [US National Institutes of Health has published findings that the virus can live on paper products for up to 24 hours](#).
- 10 Such as SMS or WhatsApp platforms
- 11 Whenever feasible, options for voice prompts should be provided in concert with text-based messaging to enable stakeholders with low literacy levels to benefit from this type of support.
- 12 The term teachers includes paraprofessionals such as teaching assistants and contract teachers.
- 13 Effective formative assessment requires learners to receive adequate feedback based on how their progress has been assessed. As such, all stakeholders should be wary about what to expect from this type of assessment without adequate pedagogical support. It would be useful to explore low-cost or no-cost options for students to be able to submit responses/ tasks on which they get feedback to teachers, perhaps benefitting from collective if not individual feedback once the teacher has a chance to review all responses. A more refined method of providing immediate feedback would be to provide the means for learners to self-check whether their responses are correct. Adding this degree of interactive formative assessment to a programme can also help assess programmatic reach and beneficiary engagement levels.
- 14 See examples of existing response plans via the [Global Education Cluster](#) and [INEE COVID-19 Collection](#)
- 15 For more detailed technical approaches to applying humanitarian standards across sectors during COVID-19, see the [Humanitarian Standards Partnership's Guide](#)
- 16 See the [Advocacy Brief on COVID-19](#) for detailed suggestions on priorities and messaging
- 17 See the [Child Protection in Humanitarian Action's COVID-19 technical note](#)
- 18 Note that Parent Teacher Councils (PTC) and School Management Committees (SMC) take varying but related forms and titles in different contexts. For the purposes of this note, PTC refer to groups in the school community that advance "softer" aspects of schooling and learning—such as curricular advocacy and socialisation—whereas SMC refers to groups that focus more on the "harder" aspects of schooling and learning such as infrastructure, repairs, and scheduling.
- 19 See the [Interim Guidance Note: Mitigating the effects of COVID-19 pandemic on food and nutrition of schoolchildren](#)
- 20 See the [WASH cluster's COVID-19 specific guidance for schools](#).



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