



FEDERAL MINISTRY OF EDUCATION

GUIDELINES FOR SCHOOLS AND LEARNING FACILITIES REOPENING AFTER COVID-19 PANDEMIC CLOSURES

Taking Responsibility for Safe Schools and Quality Learning



GUIDELINES FOR SCHOOLS AND LEARNING FACILITIES REOPENING
AFTER COVID-19 PANDEMIC CLOSURES

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List of Acronyms

| ACRONYMS | DESCRIPTION |
|----------|--|
| CHEW | Community Health Extension Worker |
| COVID-19 | Corona Virus Disease 2019 |
| ECCDE | Early Childhood Care Development and Education |
| EHO | Environmental Health Officer |
| EIEWGN | Education in Emergencies Working Group Nigeria |
| EMIS | Education Management Information System |
| EOC | Emergency Operating Centre |
| FME | Federal Ministry of Education |
| FMoEnv | Federal Ministry of Environment |
| FMHDSD | Federal Ministry of Humanitarian Affairs, Disaster Management and Social Development |
| FMIC | Federal Ministry of Information and Culture |
| FMoH | Federal Ministry of Health |
| IEC | Information, Education, and Communication |
| IDP | Internally Displaced Persons |
| LGA | Local Government Area |
| LGEA | Local Government Education Authority |
| MDAs | Ministries, Departments and Agencies |
| M&E | Monitoring and Evaluation |
| MHPSS | Mental Health Psychosocial Support |
| NBC | National Broadcasting Commission |
| NCC | National Communications Commission |
| NCDC | Nigeria Centre for Disease Control |
| NEG | Nigeria Education Group |
| NERDC | Nigerian Educational Research and Development Council |
| NHRC | National Human Rights Commission |
| NGOs | Non-governmental Organizations |
| NMEC | National Commission for Mass Literacy, Adult and Non-Formal Education |
| NTI | National Teachers Institute |
| NOA | National Orientation Agency |
| NUC | National Universities Commission |
| PTA | Parent-Teacher Association |
| PTF | Presidential Task Force on COVID-19 |
| REA | Rural Electrification Agency |
| SAME | State Agency for Mass Literacy, Adult & Non-Formal Education |

List of Acronyms

| ACRONYMS | DESCRIPTION |
|----------|--|
| SBMCs | School-Based Management Committees |
| SMoEs | State Ministries of Education |
| SMoEnv | State Ministries of Environment |
| SMoHs | State Ministries of Health |
| SMoIs | State Ministries of Information |
| SUBEB | State Universal Basic Education Board |
| TETFund | Tertiary Education Trust Fund |
| TLCs | Temporary Learning Centers |
| TRCN | Teachers Registration Council of Nigeria |
| UBEC | Universal Basic Education Commission |
| UNICEF | United Nations International Children's Emergency Fund |
| WASH | Water, Sanitation, and Hygiene |
| WHO | World Health Organization |

FOREWORD



Now is the time to plan and address the eventual safe reopening of schools and learning facilities. It will be recalled that at the outbreak of the COVID-19 pandemic in Nigeria, schools and all learning facilities were closed in order to safeguard the health and general wellbeing of our children, youths, teachers, and educational personnel. As a responsible government, it is also our duty to provide comprehensive guidelines for a safe and hitch-free reopening of schools and learning facilities. We do so knowing that the health, safety, and security of learners, teachers, education personnel, and families are priorities.

The Guidelines for Schools and Learning Facilities Reopening after COVID-19 Pandemic Closures outline key strategies for implementing safe, efficient, and equitable plans for school reopening and operations. The document focuses on attendance, social distancing, hygiene, cleaning, and non-pharmaceutical interventions for safe and healthy school activities and programs. Given that COVID-19 may be with us for a while, the guidelines also highlight the urgent need to maintain and improve upon distance-learning programs. Our aim is to identify and strengthen programs that will guarantee the recovery of learning gaps resulting from the pandemic.

The guidelines were drafted in close coordination with health, environmental, education, and school safety experts who were tasked with the responsibility of charting a pathway for safely reopening our schools and learning facilities for quality teaching and learning. The approach ensured that stakeholders provided regular feedback throughout the process.

The Federal Ministry of Education expresses gratitude to the Presidential Taskforce on COVID-19, the Federal Ministry of Health, Nigeria Centre for Disease Control (NCDC), and the Education in Emergencies Working Group in Nigeria (EiEWGN) for their support and contribution in the development of the guidelines. Collaboration and partnerships are also a key focus of this document. We hereby thank the various stakeholders who have pledged their support and assistance toward the implementation of the guidelines. It is important to recognize families, teachers, education providers, and learners who have stepped up to

continue teaching and learning during this very difficult time. We must also note that the shift to remote and distant learning affected our most vulnerable and economically disadvantaged learners. The COVID-19 pandemic has thus created an opportunity to transform our approach to ensure equitable education for all learners. Planning for the safe reopening of schools and learning facilities means that we must continue to build capacity—both in resources and human development—to address the needs of all learners.

The guidelines are a useful tool and resource for state governments, parents, and education providers as we plan for the safe reopening of schools and learning facilities. We know the scale of the challenge in addressing the deep-rooted issues in the education sector. However, we remain determined and committed to responding and supporting learners, families, administrators, and education personnel during this difficult time.



Mallam Adamu Adamu

Honorable Minister of Education

1.0 INTRODUCTION



The Guidelines for Schools and Learning Facilities Reopening after COVID-19 Pandemic Closures is a strategy document developed to provide necessary support to stakeholders for the safe reopening of schools and resumption of academic activities. The development of the guidelines involved a series of meetings, consultations, and deliberations with relevant groups, associations, and stakeholders on key areas of concern as we plan to reopen schools and the best response strategies. Efforts were made to ensure that all inputs and suggestions from our development partners, donors, civil society organizations, and professional bodies are adequately reflected to address critical issues of health, safety, and quality education provision as schools get ready to reopen.

Essentially, the guidelines are intended to help education authorities and providers plan effectively for a safe, equitable, and prompt reopening process. It offers a wide range of strategies focused on the needs of learners, teachers, and educational personnel in all our schools. Specifically, the guidelines are for

- All those who have responsibility for ensuring that our schools and learning facilities provide quality education for learners;
- Boards of school management, administrators, and teachers to enable them to use appropriate information to affirm good practice and have a clear focus on the specific areas for the reopening process;
- School communities, including learners and parents, to enable their fullest participation in the reopening process and continued safe operations.

To ensure ease of use, the guidelines have been structured to cover the following key action areas:

- Staying Home and Learning Safely
- Before Schools and Learning Facilities Reopen
- Reopening Process
- Ensuring Safety when Schools and Learning Facilities Reopen
- Sequencing and Scheduling of Safe Reopening

In each of these action areas, specific actions and responsibilities for various stakeholders have been identified. This covers a wide range of areas including policy, financing, safe operations, learning, reaching the most marginalized, well-being/prevention, build back better, safety and hygiene—infection, prevention, and control measures. This wide coverage makes the guidelines unique and unambiguous for immediate implementation.

To realize the objectives of the guidelines, it is important that states and other stakeholders build capacity in emergency education delivery and management. The Federal Ministry of Education and her relevant

parastatals, development partners, donors, and civil society groups are available to provide support in this area given the various emergencies and hazards. There is also the need for resource mobilization and prioritization. Furthermore, it is strongly advised that each state and the Federal Capital Territory Administration (FCTA) set up a coordination team to oversee the domestication and implementation of the contents of these guidelines.

The measures, actions and recommendations in this document about COVID-19 will be reviewed regularly and updated in line with NCDC guidelines and global best practices. This will ensure that current protective measures are taken to safeguard learners, teachers, administrators, other education personnel, and communities. It is our utmost desire to see all learners resume their academic programs in a safe and healthy environment.



Honorable Emeka Nwajiuba

Honorable Minister of State for Education

2.0 BACKGROUND

The COVID-19 pandemic poses an enormous risk to the health and safety of learners, teachers, parents, school administrators, education practitioners, and the wider community. More than 1.5 billion children and young people globally have been affected by school and university closures. The index case of COVID-19 in Nigeria was confirmed in February 2020. Subsequent developments led to the indefinite closure of all schools and learning facilities in Nigeria in March 2020. Schools are not only places of learning; they also provide social protection, nutrition, health services emotional support for the most disadvantaged. It is expected that the longer schools are closed, the more the learning loss, the greater the exacerbation of inequalities, the deeper the learning crisis and the greater the exposure of the most vulnerable children to risk of exploitation. This development will have a negative impact on the rights of learners, and poses a very big challenge to the realization of Sustainable Development Goal 4 on inclusive and quality education.

The economic pressures and negative impact of school closures on girls, children living with disabilities, those in lower-income families, those living in rural or remote areas or in conflict-affected states, and those without access to family support networks or online or other distance learning platforms limit their access to their fundamental right to a safe and inclusive education. In addition, the pandemic's health risk to learners and teachers is very high and may be devastating without effective risk-mitigation measures. The resultant unscheduled, sweeping school closures also pose an unprecedented challenge to Nigeria's education sector. An estimated 80 million children, youth, and adult learners in the system are deprived access to schools and have very limited alternative learning opportunities for an expected three-month period at the minimum. The closure of schools and learning facilities during the pandemic will also result in further deterioration in facilities and capacities for the delivery of quality education. Without an effective response, the impact of COVID-19 will further aggravate the already weakened Nigerian education sector, which lacks required resilience. Furthermore, the school closures will inadvertently increase the poor educational outcomes in some states. However, there are also inherent opportunities in the response to COVID-19. Available resources from global initiatives to support COVID-19 response can be leveraged by Nigeria to comprehensively address long-standing weaknesses of the education sector for enhanced functionality and resilience. This is an opportunity to strengthen the education system to be more inclusive and resilient in future crises.

The Federal Ministry of Education, (in collaboration with its departments and agencies [MDAs], development partners, the Education in Emergencies Working Group in Nigeria (EIEWGN), and the Nigeria Education Group [NEG]), have developed a Nigeria Education Sector COVID-19 Response Strategy to guide and systemize this response. The strategy sets out the framework for comprehensive and coordinated actions to mitigate the COVID-19 pandemic's immediate, medium, and long-term impact on the nation's education sector.

3.0 PURPOSE OF THE GUIDELINES

The development and issuance of these guidelines for the safe reopening of schools and learning facilities is a consultative and collaborative initiative of the Federal Ministry of Education, Education in Emergencies Working Group in Nigeria (EiEWGN), Presidential Task Force on COVID-19, Federal Ministry of Health, Nigeria Centre for Disease Control (NCDC), UNICEF, Save the Children International, Plan International, Street Child, Terre des Hommes, international development partners, donors, and the civil society, including teachers' unions, parents, and community representatives. The goal is to support and facilitate prompt and safe achievement of the objectives of the Nigeria Education Sector COVID-19 Response Strategy. The guidelines will assist federal, state, and local governments and their relevant ministries, departments, and agencies (MDAs), families, communities, and authorities in decision-making, approach modeling, and operational planning for safely reopening schools, recovering pre-pandemic capacities, and institutionalizing good safe school practices for the transformation of the education sector in the long term. The availability of these guidelines and implementation of its recommendations will ensure that all stakeholders within the educational system have a sense of their rights and responsibilities. In addition, this will help learners, teachers, parents, guardians, communities, and the larger society to trust the process of reopening and be assured that learning will continue in a safe and protective environment. This will also support governments in education reforms and effective service delivery during and post COVID-19 pandemic in Nigeria.

The guidelines for the safe reopening of schools and learning facilities after the COVID-19 pandemic outline actions, measures, and requirements needed for

1. Ensuring adequate preparedness of schools and learning facilities for reopening and resumption of academic and other ancillary activities without placing the health, safety, and security of learners, teachers, administrators, and other education personnel at risk;
2. A systematic, phased, safe reopening that factors resource availability to meet basic requirements and differentials in COVID-19 effect (e.g., fumigation and disinfection of schools; provision of learning material; impact and vulnerabilities across schools, learning facilities, communities, localities, local governments, and states); and
3. Continued safe and quality teaching and learning activities by learners, teachers, and administrators that meet prescribed standards through remote and e-learning platforms with adequate safeguarding of their health, safety, and security during school shutdown period;
4. Entrenching and institutionalizing good practices in health, safety, and security in the nation's education sector in the long term to strengthen systems and make them resilient against future similar occurrences.

Definition



Schools:

All formal and non-formal learning spaces for all ages, including, but not limited to, Early Childhood Care Development and Education (ECCE), basic and senior secondary schools, and tertiary institutions.



Learning Facilities:

IDP camp schools, Integrated Qur'anic Education Schools (IQESs), Accelerated Learning Program (ALP) centres, Temporary Learning Centres (TLCs), early childhood care, youth centres and development centres, child-friendly spaces, and other facilities where learning activities occur.

4.0 PRINCIPLES OF THE GUIDELINES

Principles that should guide decisions, preparations, and actions of the federal, state, and local governments, non-state education providers, communities and other relevant stakeholders to close, partially close, or reopen schools include



Consultation with school administrators, teachers, parents, parent-teacher associations (PTAs), school-based management committees (SBMCs), communities, development partners, civil society, and the private sector in the decision-making process.



Deference to scientific evidence and transparency in providing emerging advice, thus building trust and confidence of parents, communities, and learners in schools/learning facilities as protective learning environments.



Taking responsibility for meeting the learning needs of all learners, especially those in lower-income families, girls, displaced children, those with disabilities, and those living in conflict-affected, rural, or remote areas.



Building Back Better with the mobilization and deployment of existing and new resources to build school capacity and resilience in order to mitigate risk and improve safety in future crises related to health, natural and everyday hazards, violence, and conflict.






Enabling federal, state, and local governments; development partners; donors; civil society; and the private sector to be ready to provide all resources needed by school communities to meet the challenges of a post-COVID-19 era.

5.0 STAYING HOME AND LEARNING SAFELY

Federal, state and local governments should take responsibility for ensuring learners are “safe to learn at home.” It is important that all learners participate in an inclusive arrangement, irrespective of their locations, access to internet, and socio-economic background. Further, that they are also safe to learn regardless of the type of distance learning they engage in. This involves, for example, sharing public health messages about COVID-19, including its symptoms, how it is transmitted, and how to prevent transmission. Furthermore, the impact of COVID-19 means that more learners are online, which leaves them vulnerable to risky online behavior, cyber-bullying, sexual exploitation, and other cyber threats. It is recommended that, for children, continuous child-friendly messaging using infographics, cartoons, animations, and so on that show how to protect themselves should also be available in their learning packages.

The following actions are recommended to safeguard the health, safety, and security of learners accessing remote learning.

|  Actions/ What to Do |  Responsibility/ Who to Do |  Partners/Who Should Support |
|--|---|---|
| <p>Provide training: Conduct online training that not only prepares teachers to teach in a way that safeguards the health, safety, and security of the learners but also enables them to facilitate learning using twenty-first century pedagogy based on ICT</p> | <p>FME, TETFund, SMoE, UBEC /SUBEBs, Federal Ministry of Communications and Digital Economy, NTI, TRCN, NERDC, NMEC, SAME</p> | <p>Civil society organizations, international development partners, donors, teachers’ unions and private organizations, including internet providers</p> |
| <p>Provide materials: Provide learners with printed materials, online learning, radio, or TV programs</p> | <p>FME, TETFund, SMoE, UBEC, SUBEB, SAME, NMEC</p> | <p>FME, TETFund, SMoE, UBEC, SUBEB, SAME, NMEC</p> |
| <p>Stay at home: Children and young people should stay at home and wash their hands regularly, maintain personal hygiene and adhere to WHO/NCDC COVID-19 guidelines.</p> | <p>Parents , guardians, caregivers, and communities</p> | <p>PTF, FMoH, NCDC, SMoH, SAME, NMEC, NOA through briefings and advocacy, civil society organizations, international development partners, donors, PTA, SBMCs, traditional and religious leaders, television and radio stations, private sector</p> |

6.0 BEFORE SCHOOLS AND LEARNING FACILITIES REOPEN

The reopening timing should be guided by the best interest of learners and overall public health considerations, based on an assessment of the associated benefits and risks, and informed by cross-sectorial and context-specific evidence, including education, public health, and socio-economic factors. The federal and state governments should be guided by recommendations, advice, or directives from the World Health Organization (WHO), Federal Ministry of Health (FMOH), and Nigeria Centre for Disease Control (NCDC) for effective risk avoidance and mitigation of the effect of COVID-19. Decision making should also involve all major stakeholders, including government at all levels, communities, and the civil society. This is to ensure that decisions and planned actions are based on comprehensive analysis, consensus, and adequate consideration for context.

Federal and State Ministries of Education (SMoE) should decide when to reopen schools after due consultations with the Presidential Taskforce on COVID-19 (PTF) and other critical stakeholders, including parents/guardians, teachers' unions, communities, education service providers, PTA, and school-based management committees (SBMCs).

6. 1 KEY THINGS TO CONSIDER

- ◆ What is the level of community transmission nationwide? Has the spread of the virus been slowed down consistently, at least in the preceding two weeks? Has the country reached the projected peak of coronavirus cases? Is the infection curve flattened? It is important for there to be a sustained reduction in coronavirus cases over a certain period of time before deciding to reopen schools.

What is the level of compliance by the public with the guidelines? It should be considered for SMART (Specific, Measurable, Attainable, Relevant, and Time-Specific) opening of areas/schools, where there are no or low cases. There has to be evidence that this compliance can translate to the education community when schools reopen.

- ◆ How much capacity has Nigeria developed for national testing? What's the capacity to test, trace, isolate, and support the schools when cases are suspected? Does Nigeria have the capacity to test all returning staff and learners in (boarding) school facilities?
- ◆ What is the capacity of the healthcare systems nationwide to promptly detect and contain an upward surge in the number of coronavirus cases if a second wave occurs?
- ◆ Are schools able and ready to implement infection prevention and control measures?
- ◆ What is the capacity of schools and learning facilities nationwide to maintain safe school operations (such as social distancing) to mitigate risks? For example, size of classroom compared to number of learners; cross-ventilation in classrooms/TLCs; availability of Water, Sanitation and Hygiene (WASH) amenities, including latrines, hand-washing facilities with soap and water?
- ◆ How does the school population travel to and from school? What's the risk of using public transportation for teachers, education personnel, and learners?
- ◆ What are the community-related risk factors to reopening schools for both teachers and learners, considering epidemiological factors, public health and healthcare capacities, population density, and adherence to social distancing and good hygiene practices?

6.2 Safe Distancing

In schools and other learning facilities, learners should be supported to stay two meters apart. This requirement reflects current NCDC public advice at the time of writing. For example, classrooms, dining halls, staff rooms, and offices should have sufficient space to allow for two-meter separation between all individuals. However, there are exceptions where the two-meter rule cannot be reasonably applied and other risk mitigation strategies may be adopted. Examples include early years, younger primary school children, and those with additional needs. In these circumstances, risk assessments must be undertaken with the best interests of the learners, teachers, and other education personnel in mind. The scenarios require organizing learners and children into small groups with consistent membership and compliance to the risk mitigation strategies. The membership of these groups should not change unless the NCDC public health guideline suggests otherwise. The safety and hygiene measures outlined in this document should, as in all cases, be followed carefully. It is imperative that safe distancing between adult staff working with such groups be maintained.

6.3 Alternative Learning Models for Safe Distancing

As schools and learning facilities reopen, they must implement safe distancing measures that minimize and isolate risk. As such, they may offer some alternative learning models (as illustrated below) that focus on flexibility in scheduling and content delivery for returning learners. It is important to point out that all these models are premised on the belief that learners who require additional support or have disabilities are not disadvantaged.

- **Outdoor learning:** This can limit transmission and also allows for safe distancing between learners and teachers. The use of shelter outdoors is necessary for the protection and safety of learners and teachers. In addition, safety in all weathers and security measures are required for each location.
- **Staggered attendance:** Learners may arrive and depart at different times to avoid overcrowding; schools may reopen gradually (e.g., starting with particular grade levels).
- **Alternate attendance:** Schools may alternate attendance days per week, with learners at the secondary level (or equivalent) and above having fewer in-person classes, since these learners can better manage independent learning (e.g., junior secondary school learners attend on Tuesdays and Thursdays while primary school learners attend classes on Mondays, Wednesdays, and Fridays).
- **Platooning:** Classes may be divided into morning and afternoon shifts.

- **Decreased interaction:** Learners may remain in one location with teachers coming to them.
- **Flexible schedule:** Lessons may be structured in a way that reduces the need for learners and staff to move between the different areas of the premises.
- **Creative delivery:** Lessons may be delivered more holistically to take into account various learning environments for in-person learning (indoor, outdoor) and various media for distance learning (printed materials, online, TV, and radio). Learners may have allocated time learning in each of these environments to reduce the burden placed on indoor facilities.

6.4 Close, Partially Close, or Reopen Considerations

Federal and SMOE must consider the following when deciding on whether to close, partially close, or reopen schools and other learning facilities:

- current understanding of COVID-19 transmission and severity in children
- local situation and epidemiology of COVID-19 where the school(s) are located
- the setting of schools and learning facilities and their ability to maintain COVID-19 prevention and control measures

A gradual and phased reopening can then be considered while prioritizing learners who are vulnerable, have reduced access to distance learning modalities, and/or are in examination classes. This would help assess the readiness of schools and learning facilities to reopen fully to all learners. In addition, this would serve to minimize the risk of resurgence of coronavirus infections.

The following steps and actions should be taken before schools and learning facilities are reopened to safeguard health and ensure safety and security of learners, teachers, administrators, and other education personnel.



Policy

- Review existing policies, practices, and risk mitigation strategies in the use of schools for other purposes, such as distance learning centers, temporary shelters, isolation, quarantine and treatment centers, markets, voting centers, etc.
- Provide national policy, guidelines, and parameters for decision making and actions on safe school opening with roles and responsibilities of all stakeholders clearly outlined
- Clarify and communicate policies, strategies, and actions to ensure safe school reopening and continued safe operation such as:
 - o Education in Emergencies (EiE) sector plans
 - o Back-to-school strategies, e.g., social distancing; readjustment of academic year calendar and school opening hours; use of double shifts; provision of Personal Protective Equipment (PPE), thermometers, and WASH facilities in schools; staggered use of school facilities to ensure compliance with NCDC guidelines

FME, PTF, FMOH (NCDC), FME, NUC, SMOEs, NHRC, NMEC, SAME, EIEWGN, UBEC, and SUBEBs

Parents, PTAs, SBMCs, teachers' unions, civil society organizations (including women's/mothers' groups), international development partners, donors, old students, religious and traditional leaders



Actions/
What to Do



Responsibility/
Who to Do



Partners/Who
Should Support

- o Development and dissemination of Safe School Reopening Checklist to assist appropriate evidence-based decisions to reopen schools (Annex A)

Sensitization

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Sustained campaigns, advocacy and sensitization, especially in rural and remote areas and child/ girl-friendly messaging (using animations, infographics and cartoons in local languages) on the pandemic and public health and safety measures to be adopted to promote necessary behavioral changes | <p>FME, NOA, SMoE, FMOH, SUBEBs, NMEC, SAME, FMIC, SMols</p> | <p>Parents, PTAs, SBMCs, EIEWGN, civil society organizations, including international development partners, donors, women’s/mothers’ groups, religious and traditional leaders, media, and town criers.</p> |
|---|--|---|

Safety and Hygiene

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Disinfection and fumigation of facilities, including hostel accommodation; particular attention given to those used as temporary isolation and treatment centers and for other purposes during the pandemic • Ensure a School COVID-19 Referral System, including protocols and procedures to take if learners, teachers, administrators, and other education personnel become unwell while in schools • Develop detailed protocols and provide facilities and measures for the maintenance of two-meter safe distancing to comply with NCDC guideline | <p>FME, FMOH (NCDC), SMoH, Ministry of Water Resources, FMOEnv, school administrators, SMoEnv, UBEC, NMEC, SUBEBs, SAME, private school owners</p> | <p>NOA, EIEWGN, civil society organizations (including women’s/mothers’ groups), SBMCs, PTAs, donors, parents/guardians, religious and traditional leaders, and private sector</p> |
|--|--|---|



Actions/ What to Do



Responsibility/ Who to Do



Partners/Who Should Support

- Develop detailed protocols and provide facilities to establish and maintain prescribed hygiene standards and practices, including WASH, hand washing, access to adequate gender-segregated toilet facilities, cross-ventilation of class rooms and hostel accommodation, use of face masks, proper food preparation and handling as well as disposal of wastes
- Sensitize, train, and build capacity of teachers, administrators, and other education personnel to effectively use and comply with the School COVID-19 Referral System and protocols for safe distancing and hygiene in schools
- Set up school hygiene committees with designated hygiene champion to monitor and promote compliance

Financing

- Conduct a rapid assessment and determine funding requirement for upgrading infrastructure and facilities (such as classrooms, furniture, WASH, and ICT facilities) to meet and sustain prescribed safe school reopening requirements

PTF, FME, NUC, UBEC, SMoE, NMEC, SAME, SUBEBs, NTI, TRCN, NERDC

EIEWGN, Civil society organizations, donors, international development partners, and private sector

Build Back Better

Mobilize and deploy new and existing resources to

- Recruit additional teachers and education personnel to guarantee prescribed safe distancing teacher-learner ratio

FME, SMoE, FMoH, SMoH, TETFund, UBEC, NUC, SUBEBs, NMEC, SAME, Federal Ministry of Power, REA

Teachers' unions, PTAs, SBMCs, EIEWGN, civil society organizations, old students, international development partners, donors, LGEAs and private sector



Actions/ What to Do

- Equip and resource schools for improved teaching and learning methods for special needs learners
- Provide WASH facilities including soap, hand sanitizers, and girls' dignity kits in schools
- Establish and adequately equip dispensaries and clinics as appropriate
- Create adequate classrooms and learning spaces to maintain safe distancing in schools
- Provide better ventilated classrooms and TLCs
- Use solar power and alternative energy sources for electricity, and boreholes for water



Responsibility/ Who to Do



Partners/Who Should Support

Learning

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Conduct training and capacity development for teachers and administrators to enhance their competence in effectively delivering and facilitating safe online and remote teaching and learning and their ability to provide psychosocial support | <p>FME, SMoE, TETFund, Federal Ministry of Communications and Digital Economy, NMEC, UBEC, NUC, SUBEBs, NTI, SAME, TRCN, NERDC</p> | <p>Teachers' unions, EIEWGN, civil society organizations, donors, LGEAs, and private sector</p> |
|---|--|---|

Monitoring

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Establish monitoring and evaluation framework, monitoring teams, tools, and schedules to track and report progress on safe reopening and operations | <p>FME, FMoH (NCDC), SMoH, Ministry of Water Resources, FMoEnv, SMOEnv, SMoE, UBEC, NMEC, SAME, SUBEBs, EHOs</p> | <p>LEAs, SBMCs, PTAs, EIEWGN, civil society organizations, donors, international development partners</p> |
|---|--|---|

7.0 REOPENING PROCESS

When it has been demonstrated that it is safe for teachers and learners to go back to school, a phased and gradual reopening of schools is advocated to minimize the risk of infections in schools and resurgence of coronavirus infections in the community.



Actions/
What to Do



Responsibility/
Who to Do



Partners/Who
Should Support

Safety & Hygiene

- Train teachers, administrators, and other education personnel on safety and hygiene measures—disinfection, safe distancing, hand washing, use of masks, respiratory etiquette, waste management
- Ensure availability of adequate WASH facilities, including potable water, soap, sanitizers, and hand washing points at all times
- Display IEC materials on hygiene education around the premises and in classrooms
- Ensure establishment of a School COVID-19 Referral System (including protocols and procedures to take if learners, teachers, administrators, and other education personnel become unwell while in school)
- Create immediate temporary isolation space
- Maintain regular contact and collaborate with health authorities on school safety, health, and hygiene

FME, Federal Ministry of Water Resources, FMoEnv, SMoEnv, FMoH, SMoH, SMoE, NMEC, SAME, SUBEBs, private school owners

Teachers' unions, EIEWGN, civil society organizations (including women's/mothers' groups), religious and traditional leaders, parents/guardians, donors, international development partners, PTAs, SBMCs, LGEAs, and private sector



Actions/
What to Do



Responsibility/
Who to Do



Partners/Who
Should Support

Social Protection

- Develop appropriate mental health and psychosocial support services that address stigmatization and discrimination to assist learners, teachers, administrators, and other education personnel and their families to cope with the effects of COVID-19 and continued uncertainties of the pandemic
- Make adequate provisions for school feeding where applicable to encourage learners to return and sustain attendance

Federal Ministry of Water Resources, FMHDSD, Federal Ministry of Agriculture & Rural Development, State Ministries of Agriculture

Teachers' unions, civil society organizations, donors, international development partners, LGEAs, and private sector

Learning

- Sensitize and mobilize communities to encourage re-enrollment and regular attendance.
- Implement remedial programs for accelerated learning to mitigate learning loss and reduce learning inequalities.
- Provide learner-support materials to all learners, especially girls; those living with disabilities; low income families; and those living in rural, remote, and conflict-affected communities.
- Strengthen and reinforce the use of ICT to facilitate teaching and learning.

FME, UBEC, SMoE, SUBEB, NUC, NTI, NMEC, SAME, TET-Fund, TRCN, NERDC, school administrators, private school owners

SBMCs, EIEWGN, civil society organizations (including women's/mothers' groups), religious and traditional leaders, international development partners, donors, Community Health Extension Workers (CHEW), teachers' unions, media, private sector



Build Back Better

Mobilize and deploy new and existing resources to

- Reduce number of learners, teachers, administrators, and other education personnel in classrooms, staff rooms, dormitories, and cafeterias in line with NCDC social distancing (two meters apart) guideline.
- Provide WASH facilities and water points in line with WASH guidelines and prescribed standards ; ensure regular toilet cleaning and good hygiene practices
- Arrange learners' seats to comply with NCDC safe distancing (two meters apart) guideline while enabling learners to interact and collaborate as much as possible.
- Encourage digital inclusion so that poor and vulnerable learners have access to technology for learning
- Ensure that school clinics are ready to attend to sick people
- Ensure good cross-ventilation in classrooms and TLCs
- Encourage use of solar power and other alternative energy sources for electricity and boreholes for water.

FME, SMOE, TETFund, UBEC, NUC, SUBEBs, LGEAs, private school owners, NMEC, SAME, Federal Ministry of Communications and Digital Economy, NCC

Civil society organizations, EIEWGN, international development partners, donors, SBMCs, private sector

8.0 ENSURING SAFETY WHEN SCHOOLS AND LEARNING FACILITIES REOPEN

The following steps and actions should be taken in schools after reopening to safeguard the health and ensure the well-being of learners, teachers, administrators, and other education personnel.



Actions/
What to Do



Responsibility/
Who to Do



Partners/Who
Should Support

Sensitization

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Ensure wide availability and continuous adequate dissemination of IEC materials including age-appropriate, inclusive Risk Communication and Community Engagement (RCCE) messages on school safety to learners, teachers, administrators, and school communities • Continuously develop and disseminate accurate information about COVID-19, normalized messages (child/girl friendly messages using animation, cartoons, and infographics in local languages) about fear and anxiety and promote self-care strategies to learners, teachers, and school communities • Carry out continuous advocacy, sensitization, and mobilization for sustained awareness, required behavioral changes and compliance to prescribed safety measures and protocols in schools | <p>FME, PTF, NOA, SMoE, SUBEBs, FMOH (NCDC), SMoI, NMEC, SAME</p> | <p>Civil society organizations (including women's/mothers' groups), religious and traditional leaders, SBMCs, EIEWGN, parents/guardians, international development partners, donors, teachers' unions, and private sector</p> |
|---|---|---|



Actions/
What to Do



Responsibility/
Who to Do



Partners/Who
Should Support

Safety & Hygiene

- Encourage and ensure compliance with NCDC guidelines and prescribed safety measures and practices, such as proper screening at school entrances, sports/PE and extra-curricular activities, use of face masks, WASH facilities in schools and during transit to and from schools
- Learners, staff, and visitors wash hands with soap and water or clean hands with sanitizer before entering the school premises
- Ensure learners, teachers, administrators, and other education personnel wear face masks while on the premises
- Ensure diligent temperature checks with non-contact thermometers at school entrances for all staff, learners, and visitors
- Continuously strengthen School COVID-19 Referral System and encourage and ensure proper and effective use
- Move lessons outdoors or cross-ventilate rooms as much as possible
- Monitor, track progress, and provide feedback in accordance with the M&E framework for safe school reopening

FMoH (NCDC) , FME, SMoE, SMoH, UBEC, SUBEBs, Primary Health Care Agency, FMEnv, SMEnv, EHOs, NMEC, SAME, private school owners

Civil society organizations, teachers' unions, EIEWGN, international development partners, PTAs, donors, SBMCs, and private sector



**Actions/
What to Do**



**Responsibility/
Who to Do**



**Partners/Who
Should Support**

- Ensure systems/ procedures for regular hand washing and sanitizer facilities at critical points, cleaning and disinfection of critical places/objects of high risk exposure, such as handrails, desks, play equipment, book covers, etc.
- Establish clear guidance and follow up on who is responsible for monitoring all safety and health measures instituted in schools and ensuring continuous support
- Ensure food handlers and vendors rendering school meal services are medically certified, registered, and monitored
- Carry out routine sanitary inspection of premises by EHOs
- Develop and implement, where necessary, a decision model for reclosing and reopening schools in case of resurgence of community transmission

Social Protection

Implement and sustain School Feeding Program in the beneficiary schools

FMHDS; Federal Ministry of Agriculture & Rural Development; State Ministries of Agriculture

Teachers' unions, civil society organizations, donors, international development partners, LGEAs, and private sector

Learning

Monitor, encourage, and enforce compliance with all safe school reopening protocols, procedures, and measures

FME, FMoH, SMoH, SMoE, SUBEB, NUC, State Primary Health Care Agency, NMEC, SAME, FMEEnv, SMoEnv, administrators

Civil society organizations, EIEWGN teachers' unions, international development partners, donors, PTA, SBMCs, and private sector



Actions/
What to Do



Responsibility/
Who to Do



Partners/Who
Should Support

- Monitor, encourage, and support attendance of learners and teachers

Monitor and ensure that girls, learners with special needs or disabilities, and those in lower socio-economic and conflict-affected states are adequately supported to attend school regularly and participate effectively

Financing

- Allocate grants to schools and learning facilities to procure soaps and buckets
- Ensure regular safe water supply
- Ensure constant supply of learning and instructional materials
- Pay salaries on time

PTF, FME, TETFund, NUC, UBEC, SMoE, SUBEBs, NMEC, SAME, private school owners

Civil society organizations, international development partners, and private sector

Build Back Better

Mobilize and deploy new and existing resources to

- Maintain facilities and constantly upgrade teaching and learning equipment
- Upgrade infrastructure to cope with similar outbreaks that could cause disruption of the education system

FME, SMoE, TETFund, NMEC, SAME, Federal Ministry of Communications and Digital Economy, UBEC, SUBEBs, private school owners

Civil society organizations, EIEWGN, international development partners, donors, PTA, SBMCs, private sector

9.0 SEQUENCING AND SCHEDULING OF SAFE REOPENING

Safe school reopening entails preparedness, adequate capacity, and trust that learners, teachers, administrators, other education personnel, and visitors can safely attend, teach, learn, and carry out other required activities on the premises with very minimal or acceptable levels of risk of COVID-19 infection. It demands that sufficient provisions, including infrastructure, equipment, facilities, supplies, and expertise be available in the school in a sustainable manner as stipulated in these guidelines to ensure

1. Maximum possible safety and protection against COVID-19 infection;
2. Effective response should any learner, teacher, administrator, or other education personnel feel unwell while in school and exhibit symptoms associated with COVID-19 infection.

Safe school reopening will require careful sequencing and scheduling. This is necessary as all requirements for safe opening cannot be promptly met for or by all schools at the same time. There is therefore an imperative for prioritization. The following considerations underline the necessity of sequencing the safe reopening of schools:

1. Time will be required to carry out need assessments and to organize procurement and delivery to schools.
2. Eliminating the existing huge infrastructure and facility deficiencies to meet the recommended health and safety provisions as well as safe distancing protocols will require substantial funding, complex logistics, and relatively long delivery time to cover all schools and learning facilities.
3. The Federal Ministry of Education, thirty-six states, FCT, and non-state providers of education have differing levels of infrastructure and facility gaps in their schools and learning facilities.
4. These entities are also not equally endowed or capacitated to redress the existing gaps to meet the prescribed requirements within the same time frame.

9.1 Decisions about Reopening Schools and Learning Facilities

Federal and States Ministries of Education should decide when to reopen after due consultations with the Presidential Task Force (PTF) on COVID-19, Federal Ministry of Health, National Centre for Disease Control (NCDC), and other critical stakeholders, including non-state education providers, teachers' unions, PTAs, and school-based management committees (SBMCs). It is equally crucial that consultations are held and communication exchanged with parents, teachers, learners, and communities to understand and address common concerns.

Decisions on safe reopening should be contingent on meeting the requirements set out in these guidelines and on a case-by-case basis for each school and learning facility. To this end, a multi-sectoral approach comprising of education, health, environment and, Emergency Operation Centres (EOCs) should use the Joint Assessment for Safe Reopening of Schools and Learning Facilities (Annex A) to determine when each school should reopen.

ANNEX A

JOINT ASSESSMENT FOR SAFE REOPENING OF SCHOOLS AND LEARNING FACILITIES

SECTION A: READINESS CHECKLIST

AUTHORIZED ASSESSORS: FEDERAL/STATE MINISTRIES OF HEALTH/NCDC/FEDERAL AND STATE MINISTRIES OF ENVIRONMENT/OFFICIALS IN PUBLIC HEALTH, EPIDEMIOLOGY, AND ENVIRONMENTAL HEALTH OFFICIALS/EMERGENCY OPERATING CENTRE

DATE : _____

| |
|--|
| NAME OF SCHOOL/INSTITUTION/CENTRE : _____ |
| TYPE : Formal <input type="checkbox"/> Non-Formal <input type="checkbox"/> IQTE <input type="checkbox"/> |
| LEVEL : ECCDE <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Tertiary <input type="checkbox"/> |
| EMIS Code : <input type="text"/> GPS Coordinates : <input type="text"/> |
| LGA NCDC Rating: <input type="text"/> |
| ADDRESS _____ |
| TOWN _____ |
| LOCAL GOVERNMENT _____ |

ASSESSMENT AND RATING

INSTRUCTIONS

1. With the use of physical inspection, interrogation and evidence check, assess the school's readiness.

2. Rate the risk level for each component as follows:

- Red High Risk
- Yellow Moderate Risk
- Green No Risk

- a. The objective is to have either yellow or green only.
- b. Green means the risk is zero.
- c. Yellow indicates that the risk can and is being mitigated prior to re-opening the school. All yellow/red answers must be accompanied by a mitigation measure explanation in the accompanied format. Please note most yellow options provide the guidance necessary to improve through mitigation measures.
- d. Any red response means that there is an unacceptable level of risk which cannot (at this time) be mitigated. This is an immediate fail. However, in the interest of helping support the school to meet an acceptable level of risk, the yellow/red responses must be accompanied with a mitigation measure explanation in the accompanied format. This will serve to guide schools towards the resources necessary to improve and pass.
- e. Red and yellow responses require mandatory mitigation measures to accompany the response (see mitigating measures form directly following assessment).
- f. Ultimately, only assessments with yellow and green can pass.
- g. Any assessment with red requires that the school remains closed until the relevant authorities, partners, and stakeholders support the school to turn the red into a yellow.

| CONSIDER | | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|---------------------------|--|--|--|--|---|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 1. Risks to Health | a) Level of risk associated with the stage of community transition (e.g., spread of confirmed cases, hospitalization and death rates across age groups in the location/ community) | HIGH level of community transmission <input type="checkbox"/> | MEDIUM level of community transmission <input type="checkbox"/> | NO issues of community transmission <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1a |
| | b) Number of children at risk (with underlying conditions and special needs) | Many Children are at risk <input type="checkbox"/> | Some Children are at risk <input type="checkbox"/> | No children are at risk <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1b |
| | c) Number of staff at risk of severe disease (age-groups and underlying conditions) | Many staff are at risk <input type="checkbox"/> | Some staff are at risk <input type="checkbox"/> | No staff are at risk <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1c |
| | d) Availability of public health officials in the school or communities and ability to detect and respond to new cases | No public health officials are present = No ability to detect or respond to new cases <input type="checkbox"/> | Some public health officials are present and have the ability to respond to new cases <input type="checkbox"/> | Yes, public health officials are present and have the ability to respond to new cases <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1d |
| | e) Ability of children, girls, adolescents, and parents to report symptoms of COVID-19 | There is NO reporting mechanism in place <input type="checkbox"/> | There IS a reporting mechanism, but it's NOT accessible/ used/ understood by girls, adolescents, and parents <input type="checkbox"/> | There IS a reporting mechanism and IT IS accessible and understood by all girls, adolescents, and parents <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1e |
| 2. Safeguarding Readiness | a) Availability of policies for safe operations—hygiene, sanitation, and social distancing, including considerations to protect high-risk individuals | None of these policies are available = teachers, SBMCs, school directors have NOT been trained on their use <input type="checkbox"/> | Some of these policies are available and some of the teachers, SBMC, school directors have been trained on their use <input type="checkbox"/> | All of these policies are available and all teachers, SBMC, school directors have been trained on their use <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 2a |
| | b) School infrastructure sufficient to apply NCDC two-meter social distancing rule and to ensure appropriate hygienic conditions | NO, school infrastructure is not sufficient to apply two-meter social distancing rule <input type="checkbox"/> | School infrastructure is partially able to apply two-meter social distancing rule but requires assistance <input type="checkbox"/> | YES, School infrastructure is sufficient to FULLY apply two-meter social distancing rule <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 2b |
| | c) Adoption of health and safety protocols to lower risk of infection in the school | NO the school has NOT adopted or implemented health and safety protocols in order to lower risk of infection <input type="checkbox"/> | The school has NOT fully adopted and implemented health and safety protocols in order to lower risk of infection <input type="checkbox"/> | YES the school has FULLY adopted and implemented health and safety protocols in order to lower risk of infection <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 2c |
| | d) Adequate school funding for critical health and safety materials | NO, the school does not have adequate funding for health and safety materials <input type="checkbox"/> | The school has SOME funding for health and safety materials but it is NOT ADEQUATE <input type="checkbox"/> | YES the school has adequate funding for health and safety materials <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 2d |

| CONSIDER | | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|---|--|--|---|--|---|
| | | RED - HIGH RISK | YELLOW - MODERATE RISK | GREEN - NO RISK | |
| | e) School capacity to train school staff on safe school operations | NO, school does NOT have the capacity to train school staff on safe school operations = training HAS NOT taken place <input type="checkbox"/> | The school NEEDS ASSISTANCE in order to train school staff on safe school operations = training HAS NOT taken place <input type="checkbox"/> | YES , school has the capacity to train school staff on safe school operations and training HAS taken place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 2e |
| | f) Sufficient supervision of the learners to ensure adherence to recommended protocols, including during recreational time and breaks | NO there is NOT sufficient supervision of the learners to ensure adherence to recommended protocols, including during recreational time and breaks <input type="checkbox"/> | There IS supervision, though it's NOT sufficient to ensure adherence to recommended protocols, including during recreational time and breaks <input type="checkbox"/> | YES there IS sufficient supervision of the learners to ensure adherence to recommended protocols, including during recreational time and breaks <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 2f |
| 3. Community Readiness to Support School Safety | a) Satisfactory or high level of compliance with NCDC recommended measures for containment of outbreak (like social distancing, use of face mask outside home) | NO, there is NO compliance with NCDC recommended measures for containment of outbreak within the community in which the school is located (like social distancing, use of face mask outside home) <input type="checkbox"/> | There is SOME compliance with NCDC recommended measures for containment of outbreak in the community in which the school is located (like social distancing , use of face mask outside home) <input type="checkbox"/> | YES , there is TOTAL compliance with NCDC recommended measures for containment of outbreak within the community in which the school is located (like social distancing, use of face mask outside home) <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 3a |
| | b) Measures to enforce compliance with NCDC guideline for safe public and private transportation | NO there are NO measures in place to enforce compliance <input type="checkbox"/> | There are SOME measures in place to enforce compliance <input type="checkbox"/> | YES there are measures in place to enforce compliance <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 3b |
| | c) Parents willing to keep children who are ill back at home and seek medical attention in line with NCDC recommendations | NO parents are not willing to keep children who are ill home from school and seek medical attention <input type="checkbox"/> | SOME parents are willing to keep children who are ill home from school and seek medical attention <input type="checkbox"/> | YES parents are willing to keep children who are ill home from school and seek medical attention <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 3c |
| | d) Parents/guardians teach and model frequent hand hygiene, cough etiquette, and face mask wearing | NO parents/ guardians are not modeling these behaviors <input type="checkbox"/> | SOME parents/ guardians are modeling these behaviors <input type="checkbox"/> | YES all parents/ guardians are modeling these behaviors <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 3d |

ANNEX A

JOINT ASSESSMENT FOR SAFE REOPENING OF SCHOOLS AND LEARNING FACILITIES

SECTION B : READINESS MITIGATION MEASURES EXPLANATION

| CONSIDER | | PLANNED MITIGATION MEASURE TO BE TAKEN PRIOR TO SCHOOL REOPENING |
|--------------------------|--|---|
| 1. Risks to Health | a) Level of risk associated with the stage of community transition (e.g., spread of confirmed cases, hospitalization and death rates across age groups in the location/ community) | |
| | b) Number of children at risk (with underlying conditions and special needs) | |
| | c) Number of staff at risk of severe disease (age-groups and underlying conditions) | |
| | d) Availability of public health officials in the school or communities and ability to detect and respond to newcases | |
| | e) Ability of children, girls, adolescents, and parents to report symptoms of COVID-19 | |
| 2.Safeguarding Readiness | a) Availability of policies for safe operations—hygiene, sanitation, and social distancing, including considerations to protect high-risk individuals | |
| | b) School infrastructure sufficient to apply NCDC two-meter social distancing rule and to ensure appropriate hygienic conditions | |
| | c) Adoption of health and safety protocols to lower risk of infection in the school | |

| CONSIDER | | PLANNED MITIGATION MEASURE TO BE TAKEN PRIOR TO SCHOOL REOPENING |
|---|--|--|
| 2. Safeguarding Readiness | d) Adequate school funding for critical health and safety materials | |
| | e) School capacity to train school staff on safe school operations | |
| | f) Sufficient supervision of the learners to ensure adherence to recommended protocols, including during recreational time and breaks | |
| 3. Community Readiness to Support School Safety | a) Satisfactory or high level of compliance with NCDC recommended measures for containment of outbreak (like social distancing, use of face mask outside home) | |
| | b) Measures to enforce compliance with NCDC guideline for safe public and private transportation | |
| | c) Parents willing to keep children who are ill back at home and seek medical attention in line with NCDC recommendations | |
| | d) Parents/guardians teach and model frequent hand hygiene, cough etiquette, and face mask wearing | |

ANNEX A

JOINT ASSESSMENT FOR SAFE REOPENING OF SCHOOLS AND LEARNING FACILITIES

SECTION C : COMPLIANCE CHECKLIST

AUTHORIZED ASSESSORS: SCHOOL HEALTH, QUALITY ASSURANCE AND ADMINISTRATIVE OFFICIALS OR EQUIVALENT IN BASIC, SECONDARY, TERTIARY AND NON- FORMAL EDUCATION EMERGENCY OPERATING CENTRE.

| INSTRUCTIONS | ASSESSMENT AND RATING |
|---|-----------------------|
| <p>1. With the use of physical inspection, interrogation and evidence check, assess the school's compliance</p> <p>2. Rate the risk level for each component as follows:</p> | |
| <p>Red High Risk</p> | |
| <p>Yellow Moderate Risk</p> | |
| <p>Green No Risk</p> | |
| <p>a. The objective is to have either yellow or green only.</p> <p>b. Green means the risk is zero.</p> <p>c. Yellow indicates that the risk can and is being mitigated prior to re-opening the school. All yellow/red answers must be accompanied by a mitigation measure explanation in the accompanied format. Please note most yellow options provide the guidance necessary to improve through mitigation measures.</p> <p>d. Any red response means that there is an unacceptable level of risk which cannot (at this time) be mitigated. This is an immediate fail. However, in the interest of helping support the school to meet an acceptable level of risk, the yellow/red responses must be accompanied with a mitigation measure explanation in the accompanied format. This will serve to guide schools towards the resources necessary to improve and pass.</p> <p>e. Red and yellow responses require mandatory mitigation measures to accompany the response (see mitigating measures form directly following assessment).</p> <p>f. Ultimately, only assessments with yellow and green can pass.</p> <p>g. Any assessment with red requires that the school remains closed until the relevant authorities, partners, and stakeholders support the school to turn the red into a yellow.</p> | |

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|---|---|--|--|--|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 1.Fencing and Gate (integral to controlling alternative learning timetables and managing social distancing) | 1a. Fenced-in premises with manned gates (integral to controlling alternative learning timetables and managing social distancing) | Not Fenced or manned <input type="checkbox"/> | Partially fenced and/or manned – requires improvement in order to control entry of students prior to re-opening <input type="checkbox"/> | Fully fenced and manned <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1 a |
| | 1b. Visible designated drop-off and pick-up point outside of the school entrance for parents, guardians, and visitors | No visible designated drop-off and pick-up point outside of the school entrance <input type="checkbox"/> | Not in place, but school is able to create a visible designated drop-off and pick-up point outside of the school entrance prior to school re-opening <input type="checkbox"/> | Yes there is a visible designated drop-off and pick-up point outside of the school entrance <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1 b |
| | 1c. Availability of schedule outlining staggered arrival and departure times of learners to avoid crowding | No schedule in place and communicated to parents outlining staggered arrival and departure <input type="checkbox"/> | Not in place, but school is able to create a schedule and communicate it to parents outlining staggered arrival and departure prior to school re-opening <input type="checkbox"/> | Yes there is a schedule in place and communicated to parents outlining staggered arrival and departure <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 1 b |
| 2.Classrooms & Learning Spaces | 2a. Availability and adequacy of classrooms and learning spaces in line with NCDC prevailing guidelines on social distancing (e.g., reduced number of learners, administrators, and other education personnel to adhere to the two-meter guideline) | No, the availability and adequacy of current classrooms and learning spaces does not allow for social distancing <input type="checkbox"/> | Social distancing could be accomplished with changes to learning schedules/ timetables etc. <input type="checkbox"/> | Yes there is availability and adequacy of current classrooms and learning spaces to allow for social distancing as the school currently is <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 2 a |
| 3 Management of Timetables | 3a. Plan in place and communicated to learners on the operation of alternative timetables and/or shifted classes in order to adhere to NCDC social distancing guidelines | No plan in place <input type="checkbox"/> | There is not currently a plan in place but one could be created and communicated <input type="checkbox"/> | Yes there is a plan in place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 3 a |
| 4. Learners' & Teachers' Furniture | 4a. Adequacy of learners' and teachers' furniture in line with NCDC two-meter guidelines for safe distancing | There is not adequate spacing <input type="checkbox"/> | Adequate spacing could be organized with innovation to learning spaces <input type="checkbox"/> | Yes, there is adequate spacing <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 4 a |

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|----------------------|--|---|---|---|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 5. Doors and Windows | 5a. Adequacy of doors and windows to ensure good ventilation | There is not adequate ventilation <input type="checkbox"/> | There isn't adequate ventilation, though with improvements there could be <input type="checkbox"/> | Yes there is adequate ventilation <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 5 a |

FACILITIES – HEALTH, SANITATION, AND HYGIENE

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|---------------------------|---|--|--|---|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 6. Disinfection | 6a. Classroom, staff rooms, offices and entire premises appropriately disinfected as recommended e.g at least twice a day with suitable disinfectant as per NCDC guidelines | No the school has not been disinfected prior to opening, nor is there a plan in place for continual disinfection <input type="checkbox"/> | There is a plan in place to ensure disinfection prior to reopening and continual disinfection during school operation but it has not yet been done <input type="checkbox"/> | Yes the school has been disinfected and there is a plan in place for continual disinfection during school operation <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 6 a |
| | 6b. Schedule for disinfection is in place and aligned to shifts in class timetable in order to ensure disinfection of communal areas and surfaces | No there is NOT a schedule in place <input type="checkbox"/> | A schedule is in development and will be communicated to the responsible teachers/administrators etc. prior to school reopening <input type="checkbox"/> | Yes there IS a schedule in place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 6 b |
| | 6c. Schedule for disinfection of boarding and hostel accommodation and other sleeping areas at least once a day with a suitable disinfectant in accordance with NCDC guidelines | No there is NOT a schedule in place <input type="checkbox"/> | A schedule is in development and will be communicated to the responsible administrators/education personnel etc. prior to school reopening <input type="checkbox"/> | Yes there IS a schedule in place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 6 c |
| 7. Infra-red Thermometers | 7a. Availability and adequacy of recommended infrared thermometers for temperature checks at the gate upon entry | No <input type="checkbox"/> | Not yet, but the school will have this prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 7 a |

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|----------------------------|--|---|---|---------------------------------|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 8. Hand Sanitizers | 8a. Availability and adequacy at the gate, communal areas (e.g., classrooms, staff rooms, and offices) | No <input type="checkbox"/> | No but the school is mitigating this through increased access to clean water and soap, placing handwashing stations in all of these areas <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 8 a |
| 8. Hand Sanitizers | 8a. Availability and adequacy at the gate, communal areas (e.g., classrooms, staff rooms, and offices) | No <input type="checkbox"/> | No but the school is mitigating this through increased access to clean water and soap, placing handwashing stations in all of these areas <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 8 a |
| 9. Face Masks | 9a. Learners, teachers, administrators, and other education personnel wear face masks at all times while at school | No <input type="checkbox"/> | Not yet but school administration is running multiple trainings and sensitizations of staff, students and parents prior to re-opening to ensure this is in place <input type="checkbox"/> | No <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 9 a |
| | 9b. School has a readily available stock of face masks for vulnerable learners | No <input type="checkbox"/> | Not yet, but the school is working with administration and other supporting agencies/ stakeholders to ensure this stock is available prior to school re-opening <input type="checkbox"/> | No <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 9 b |
| | 9c. All disposable face masks are disposed of properly according to NCDC guidelines | No <input type="checkbox"/> | Not yet, but the school is working to ensure the changes necessary to ensure all disposable asks are disposed of according to NCDC guidelines <input type="checkbox"/> | No <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 9 c |
| 10. Safe Water | 10a. Availability and adequacy of safe water supply to maintain WASH requirements, including handwashing, toileting, sanitary and waste disposal | No <input type="checkbox"/> | Not yet but the school is working with local supportive agencies to ensure an adequate supply of safe water to maintain WASH requirements is in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 10 a |
| 11. Soap and Disinfectants | 11a. Availability and adequacy of soap and disinfectants to support WASH requirements, including handwashing, toileting, sanitary and waste disposal | No <input type="checkbox"/> | Not yet but the school is working with local supportive agencies to ensure that an adequate supply of soap and disinfectants is in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 11 a |

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|---------------------------------------|---|---|--|---------------------------------|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 12. Handwashing Points | 12a. Availability and adequacy of hand washing facilities at strategic points (entry gate, outside classrooms, toilets) | No <input type="checkbox"/> | Not yet but the school is working with local supportive agencies to ensure that an adequate supply of handwashing stations are in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 12 a |
| 13. School Clinic | 13a. Availability of school clinic or other designated space for isolating sick learners, teachers, administrators, and other education personnel | No <input type="checkbox"/> | Not yet but the school is working with local supportive agencies/ stakeholders to ensure that a school clinic or other designated space for isolating sick learners, teachers, administrators, and other education personnel is in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 13 a |
| | 13b. Schedule in place for school clinic or other designated space is cleaned and disinfected at least twice per day | No <input type="checkbox"/> | Not yet but the school is working with local supportive agencies to ensure a cleaning schedule for this space is in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 13 b |
| 14. Boarding and Hostel Accommodation | 14a. Beds are positioned at least two meters apart | No <input type="checkbox"/> | Not yet but the school is working with local supportive agencies to ensure that the two meter distance between beds is in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 14 a |
| | 14b. Policy outlining one person occupancy per bunker bed | No <input type="checkbox"/> | Not yet but the school is working with responsible administrators/education personnel etc to ensure that one person occupancy policy is in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 14 b |
| | 14c. To the extent possible, restriction of residential learners going outside of the school | No <input type="checkbox"/> | Not yet but the school is working with responsible administrators/ education personnel, local supportive agencies etc to ensure that measures supportive of this restriction are in place prior to re-opening <input type="checkbox"/> | Yes <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 14 b |

SENSITIZATION AND TRAINING

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|---------------------------------|---|---|--|---|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 15. Learners | 15a. Availability of health activities and programs where all learners sensitized and trained on COVID-19 pandemic and appropriate application of preventive measures and trained on safe distancing, the use of masks, hand washing etc. as per NCDC guidelines e.g. space in timetable, health activities integrated into existing subjects, IEC displayed in strategic locations in school (main/ exit points) | These measures are not in place <input type="checkbox"/> | These measures are planned to be fully in place prior to school re-opening <input type="checkbox"/> | These measures are in place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 15 a |
| 16. Teachers and Administrators | 16a. All teachers and administrators sensitized and trained on COVID-19 pandemic and appropriate application of preventive measures and trained on safe distancing, the use of masks, handwashing etc. as per NCDC guidelines e.g. staff training, plan in place for managing and isolating unwell learners, teachers and education personnel, IEC materials displayed in strategic locations in school (main/exit points), teacher monitor and track attendance, windows and doors are kept open while classes are taking place etc. | These measures are not in place <input type="checkbox"/> | These measures are planned to be fully in place prior to school re-opening <input type="checkbox"/> | These measures are in place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 16 a |

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|-------------------------------------|---|---|--|---|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| 17. Other Education Personnel | 17a. All education personnel sensitized and trained on COVID-19 pandemic and appropriate application of preventive measures and trained on safe distancing, the use of masks, hand washing, etc. as per NCDC guidelines. | These measures are not in place <input type="checkbox"/> | These measures are planned to be fully in place prior to school re-opening <input type="checkbox"/> | These measures are in place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 17 a |
| 18. School Community | 18a. The school community sensitized on COVID-19 pandemic and preventive measures, changes to the new normal of school attendance, rules for entry to the school, alternative timetables and any shifts in school culture, as products of the changes necessary to keep school a safe place of learning | These measures are not in place <input type="checkbox"/> | These measures are planned to be fully in place prior to school re-opening <input type="checkbox"/> | These measures are in place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 18 a |
| 19. Other Considerations | 19a. Shifted classes and alternative timetables have been organized in order to decongest classrooms and maintain social distance | Not in place <input type="checkbox"/> | Planned to be put in place prior to school re-opening <input type="checkbox"/> | In place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 19 a |
| | 19b. School has the capacity to implement remote learning approaches (this refers to new class modalities where shifts require that learners complement class time with at-home learning) | Not in place <input type="checkbox"/> | Planned to be put in place prior to school re-opening <input type="checkbox"/> | In place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 19 b |
| | 19c. Provisions to ensure safety/protection of online, virtual, or distance learning | Not in place <input type="checkbox"/> | Planned to be put in place prior to school re-opening (dependent on the nature of the distance learning modality to be used) <input type="checkbox"/> | In place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 19 c |

| CONSIDER | ISSUES AND ACTIONS | RISK LEVEL (TICK RESPONSE IN THE APPROPRIATE COLUMN) | | | ACTION REQUIRED/ MITIGATING MEASURES - COMPLETE MITIGATION MEASURES RESPONSE FORM TO ACCOMPANY ASSESSMENT |
|----------|--|---|---|--------------------------------------|--|
| | | RED - HIGH RISK | YELLOW- MODERATE RISK | GREEN - NO RISK | |
| | 19d. Remediation, catchup/ and or accelerated learning curriculums and classes are available in order to address learning shortfalls due to school closure | Not in place <input type="checkbox"/> | Planned to be put in place prior to school re-opening <input type="checkbox"/> | In place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 19 d |
| | 19e. Availability of resources in the school and/or curriculum for students (MHPSS, safety, school feeding) | Not in place <input type="checkbox"/> | Planned to be put in place prior to school re-opening <input type="checkbox"/> | In place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 19 e |
| | 19f. Continuous access to school resources (MHPSS, safety, school feeding) is made available to learners in a flexible capacity, aligned with shifted classes and alternative timetable arrangements necessary for social distancing (learner social support will continue even while learners adhere to social distancing timetable adjustment) | Not in place <input type="checkbox"/> | Planned to be put in place prior to school re-opening <input type="checkbox"/> | In place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 19 f |
| | 19 g. No large gatherings (e.g., school assemblies, sporting events, PTA/SBMC meetings) where safe distancing of at least two meters cannot be maintained | Not in place <input type="checkbox"/> | Planned to be put in place prior to school re-opening <input type="checkbox"/> | In place <input type="checkbox"/> | RED/ YELLOW score must complete corresponding mitigation measure 19 g |

ANNEX A

JOINT ASSESSMENT FOR SAFE REOPENING OF SCHOOLS AND LEARNING FACILITIES

SECTION D: COMPLIANCE MITIGATION MEASURES EXPLANATION

| CONSIDER | ISSUES AND ACTIONS | MITIGATION MEASURES TO BE TAKEN PRIOR TO SCHOOL REOPENING |
|---|---|---|
| 1.Fencing and Gate (integral to controlling alternative learning timetables and managing social distancing) | 1a. Fenced-in premises with manned gates (integral to controlling alternative learning timetables and managing social distancing) | |
| | 1b. Visible designated drop-off and pick-up point outside of the school entrance for parents, guardians, and visitors | |
| | 1c. Availability of schedule outlining staggered arrival and departure times of learners to avoid crowding | |
| 2.Classrooms & Learning Spaces | 2a. Availability and adequacy of classrooms and learning spaces in line with NCDC prevailing guidelines on social distancing (e.g., reduced number of learners, administrators, and other education personnel to adhere to the two-meter guideline) | |
| 3 Management of Timetables | 3a. Plan in place and communicated to learners on the operation of alternative timetables and/or shifted classes in order to adhere to NCDC social distancing guidelines | |
| 4. Learners' & Teachers' Furniture | 4a. Adequacy of learners' and teachers' furniture in line with NCDC two-meter guidelines for safe distancing | |
| 5.Doors and Windows | 5a. Adequacy of doors and windows to ensure good ventilation | |

| CONSIDER | ISSUES AND ACTIONS | MITIGATION MEASURES TO BE TAKEN PRIOR TO SCHOOL REOPENING |
|---------------------------|---|---|
| 6. Disinfection | 6a. Classroom, staff rooms, offices and entire premises appropriately disinfected as recommended e.g at least twice a day with suitable disinfectant as per NCDC guidelines | |
| | 6b. Schedule for disinfection is in place and aligned to shifts in class timetable in order to ensure disinfection of communal areas and surfaces | |
| | 6c. Schedule for disinfection of boarding and hostel accommodation and other sleeping areas at least once a day with a suitable disinfectant in accordance with NCDC guidelines | |
| 7. Infra-red Thermometers | 7a. Availability and adequacy of recommended infrared thermometers for temperature checks at the gate upon entry | |
| 8. Hand Sanitizers | 8a. Availability and adequacy at the gate, communal areas (e.g., classrooms, staff rooms, and offices) | |
| 9. Face Masks | 9a. Learners, teachers, administrators, and other education personnel wear face masks at all times while at school | |
| | 9b. School has a readily available stock of face masks for vulnerable learners | |
| | 9c. All disposable face masks are disposed of properly according to NCDC guidelines | |
| 10. Safe Water | 10a. Availability and adequacy of safe water supply to maintain WASH requirements, including handwashing, toileting, sanitary and waste disposal | |

| CONSIDER | ISSUES AND ACTIONS | MITIGATION MEASURES TO BE TAKEN PRIOR TO SCHOOL REOPENING |
|---------------------------------------|--|---|
| 11. Soap and Disinfectants | 11a. Availability and adequacy of soap and disinfectants to support WASH requirements, including handwashing, toileting, sanitary and waste disposal | |
| 12. Handwashing Points | 12a. Availability and adequacy of hand washing facilities at strategic points (entry gate, outside classrooms, toilets) | |
| 13. School Clinic | 13a. Availability of school clinic or other designated space for isolating sick learners, teachers, administrators, and other education personnel | |
| | 13b. Schedule in place for school clinic or other designated space is cleaned and disinfected at least twice per day | |
| 14. Boarding and Hostel Accommodation | 14a. Beds are positioned at least two meters apart | |
| | 14b. Policy outlining one person occupancy per bunker bed | |
| | 14c. To the extent possible, restriction of residential learners going outside of the school | |
| 15. Learners | 15a. Availability of health activities and programs where all learners sensitized and trained on COVID-19 pandemic and appropriate application of preventive measures and trained on safe distancing, the use of masks, hand washing etc. as per NCDC guidelines e.g. space in timetable, health activities integrated into existing subjects, IEC displayed in strategic locations in school (main/exit points) | |
| 16. Teachers and Administrators | 16a. All teachers and administrators sensitized and trained on COVID-19 pandemic and appropriate application of preventive measures and trained | |

| CONSIDER | ISSUES AND ACTIONS | MITIGATION MEASURES TO BE TAKEN PRIOR TO SCHOOL REOPENING |
|---------------------------------|---|---|
| 16. Teachers and Administrators | on safe distancing, the use of masks, handwashing etc. as per NCDC guidelines e.g staff training, plan in place for managing and isolating unwell learners, teachers and education personnel, IEC materials displayed in strategic locations in school (main/exit points), teacher monitor and track attendance, windows and doors are kept open while classes are taking place etc | |
| 17. Other Education Personnel | 17a. All education personnel sensitized and trained on COVID-19 pandemic and appropriate application of preventive measures and trained on safe distancing, the use of masks, hand washing, etc. as per NCDC guidelines. | |
| 18. School Community | 18a. The school community sensitized on COVID-19 pandemic and preventive measures, changes to the new normal of school attendance, rules for entry to the school, alternative timetables and any shifts in school culture, as products of the changes necessary to keep school a safe place of learning | |
| 19. Other Considerations | 19a. Shifted classes and alternative timetables have been organized in order to decongest classrooms and maintain social distance | |
| | 19b. School has the capacity to implement remote learning approaches (this refers to new class modalities where shifts require that learners complete class time with at-home learning) | |

| CONSIDER | ISSUES AND ACTIONS | MITIGATION MEASURES TO BE TAKEN PRIOR TO SCHOOL REOPENING |
|--------------------------|--|---|
| 19. Other Considerations | 19c. Provisions to ensure safety/protection of online, virtual, or distance learning | |
| | 19d. Remediation, catchup/ and or accelerated learning curriculums and classes are available in order to address learning shortfalls due to school closure | |
| | 19e. Availability of resources in the school and/or curriculum for students (MHPSS, safety, school feeding) | |
| | 19f. Continuous access to school resources (MHPSS, safety, school feeding) is made available to learners in a flexible capacity, aligned with shifted classes and alternative timetable arrangements necessary for social distancing (learner social support will continue even while learners adhere to social distancing timetable adjustment) | |
| | 19g. No large gatherings (e.g., school assemblies, sporting events, PTA/SBMC meetings) where safe distancing of at least two meters cannot be maintained | |

ANNEX A

JOINT ASSESSMENT FOR SAFE REOPENING OF SCHOOLS AND LEARNING FACILITIES

SECTION E : FINDINGS AND RECOMMENDATIONS

SUMMARY OF KEY FINDINGS:

RECOMMENDATION (PLEASE TICK ONE BOX)

SCHOOL FIT TO REOPEN

SCHOOL FIT TO REOPEN BUT TO IMPLEMENT IDENTIFIED GAPS

SCHOOL NOT FIT TO REOPEN BUT TO BE SUPPORTED TO MEET
IDENTIFIED GAPS

Readiness Assessors (Names & Signatures):

| | | | |
|----------------------------|---------------------------|---------------------------------------|-----------------|
| _____ | _____ | _____ | _____ |
| PUBLIC HEALTH NCDC/SMoH | EPIDEMIOLOGY FMOH/SMOH | ENVIRONMENTAL HEALTH FMoEnv/SMoEnv | OBSERVER EOC |

Compliance Assessors (Names & Signatures):

| | | | |
|---------------------------------------|---|--|-----------------|
| _____ | _____ | _____ | _____ |
| SCHOOL HEALTH Auth. Education Body | QUALITY ASSURANCE Auth. Education Body | ADMINISTRATION Auth. Education Body | OBSERVER EOC |

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