

Reopening Schools: Global Update #2

Facts & insights from synthesising country experiences

JUNE 7, 2020

REOPENING SCHOOLS: FACTS & INSIGHTS FROM COUNTRY EXPERIENCES

We investigated **183 country level school closures and 53 reopenings** in order to **compare and synthesise key decision-influencing features** for system leaders at national and local levels, and to complement existing closure tracking and reopening frameworks. This summary offers a **pragmatic glance** at the emerging results of an ongoing investigation to illuminate the **factors and influences that guide decisions**.

This is **targeted especially towards COVID-19 response and reopening task forces**, and will be **updated regularly**. At least **three independent sources** were reviewed for each reopened country, and include official databases, ministry websites, country response plans and policies, press reports, and social media announcements.

TOP-OF-MIND CONSIDERATIONS FOR REOPENING:

1. WHEN?



What is the relationship between **infection rates and school closure and reopening?**

2. PRECONDITIONS?



What are the observed **must-haves** and critical enablers to put in place before reopening?

3. HOW?

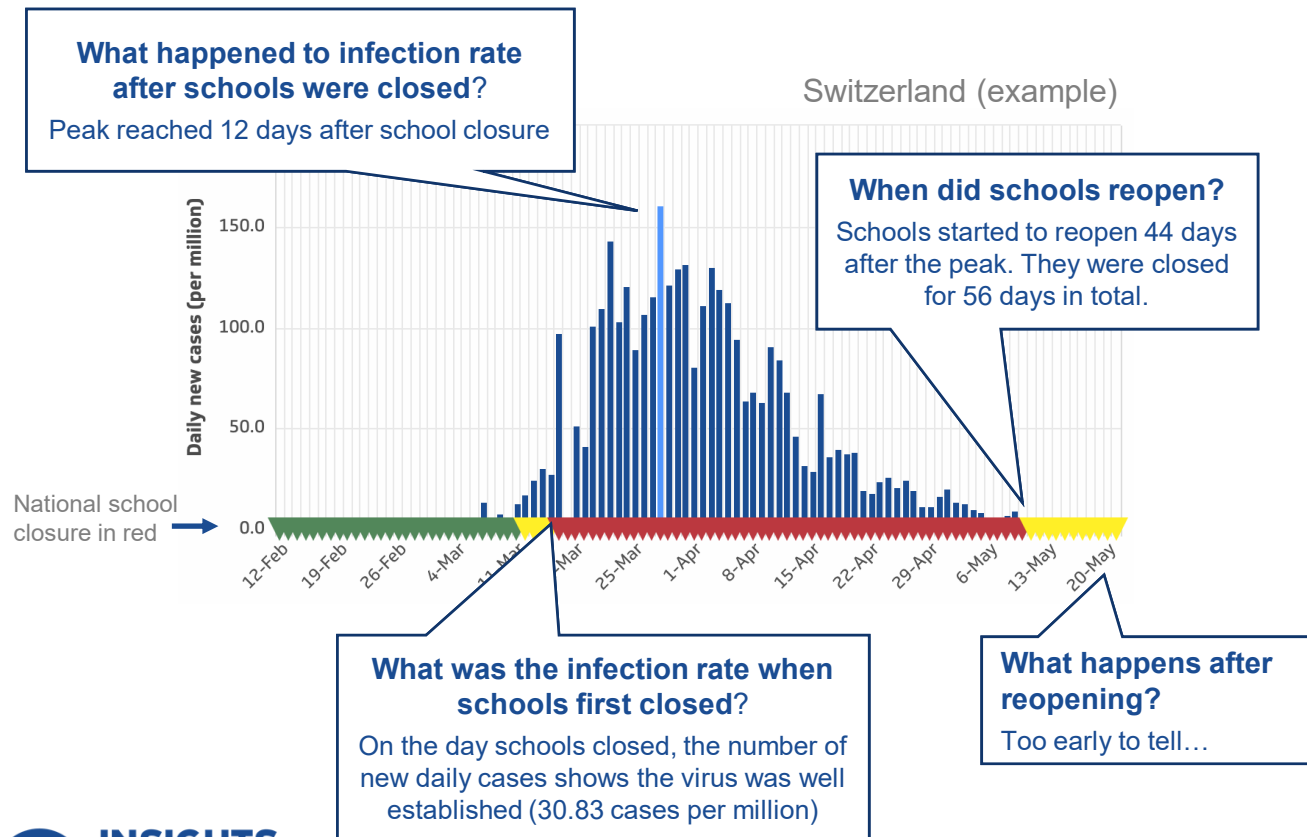


How are countries **staging** reopening, and **what can be learned** from country examples?



GLOBALLY, CLOSURE AND REOPENING ARE NOT FOLLOWING PREDICTABLE PATTERNS

WE COMBINED VIRUS PROGRESSION & SCHOOL CLOSURE DATA FROM 183 COUNTRIES FOR THIS ANALYSIS



FOR ALL COUNTRIES:

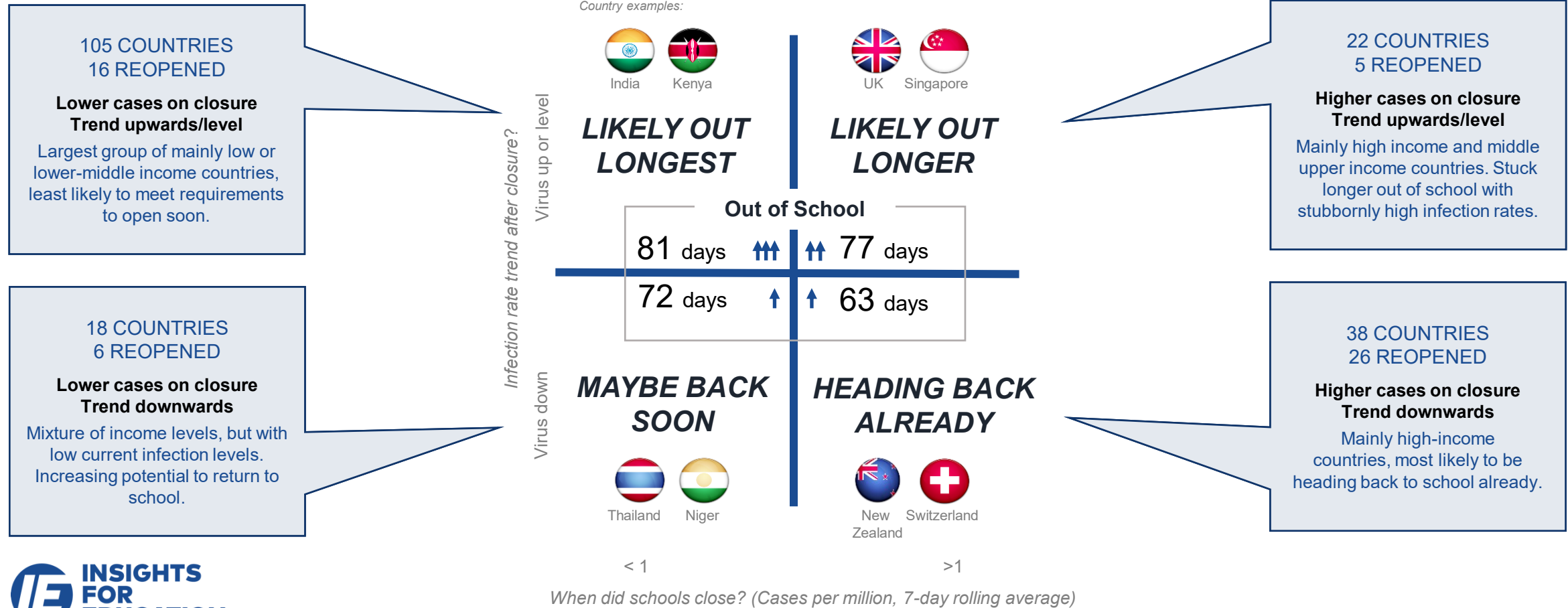
- + 72% of countries closed in the **same ten-day period** from 11th March.
- + Infection rates reflect multiple factors, with school closures being only one contributor. Globally, there is **no consistent relationship** between school closure dates and the reported cases of infection in the population.
- + Since closure, some countries have seen infection levels drop, in many others they have risen – correlations that are likely due to multiple factors.
- + 35 of the 53 countries that have reopened are high income countries. Countries are reopening **on average 31 days after** the peak in infection levels.

Visit [education.org](https://www.education.org) for our COVID-19 Infection and School Status Tracker, updated daily.

Note: Excludes countries not issuing national school closure order. Closure period does not consider school holidays.
Sources: COVID-19 daily infection data: [Our World in Data](#) School closures: [UNESCO](#) Country data: [World Bank](#)

MORE THAN HALF THE WORLD'S STUDENTS LIKELY TO BE OUT OF SCHOOL MUCH LONGER

WE ANALYSED THE DATA AND FOUND FOUR GROUPINGS THAT HELP TO EXPLAIN THE DIFFERENT NATIONAL STRATEGIES ADOPTED





THREE “MUST-HAVE” PRECONDITIONS FOR SUCCESSFUL REOPENING

MUST-HAVES

1. SAFETY



Planned in close cooperation with health officials, staff & learners: distancing, sanitation, protective equipment, infection monitoring & response

- + **Distancing protocols** range from 1m – 4m per student; WHO advises 1m minimum, schools on average arrange for **1.5m**
- + **Reorganizing school day** to ensure safety (i.e., implementing half-day shifts to reduce number of people in school spaces)
- + Where running water is not sufficient, **sanitiser is positioned at entrances or by large areas**
- + **Testing is not routinely offered**: In 2 countries for teachers and learners, 1 country for teachers only, and 2 for any at-risk in the school community (note: broad school testing can result in early jump in cases previously undetected)

+ **Temperatures** are recorded upon entry in **only 10%** of countries using thermal scanners.

- + Use of masks and other protective equipment varies;
- + **One-third require masks** for teachers and students 12 years+.
- + When required, **masks are usually provided** by school or subsidised partially.

2. STAFF AVAILABILITY



Availability of educators, school leaders, and support staff

- + **Large at-risk teacher populations**, were cited as reasons for keeping schools closed in four countries, even if reopening had been advised at national level.
- + Advance consideration for all **enabling personnel**, including transport, cleaning, medical, law enforcement – teacher supply has been only one of many shortages

3. COMMUNITY SUPPORT



With support of health ministry, communication and collaborative planning with parents, teachers, business, and other civil society actors

- + Usually occurring through **multi-stakeholder reopening task forces** or extended committees, and supported by media and in some cases broad SMS messaging
- + Majority of countries reported significant **objections to reopening from parents or teachers due to safety concerns**; in two cases concerns caused postponement
- + Countries that reported **least tension with stakeholders tended to have early and deep community engagement**, and supported effective and broad communication strategies along the way

CRITICAL ENABLERS



POLICIES

Policies required to enact new requirements, for example, ongoing **distance learning, gender & whole-child responsive adjustments**, admission requirements, national exam modifications



OPERATIONAL PLANS

Plans for administering new requirement around safety, school calendar and exam shifts, entrance & exit staging, resurgence response plans, distance learning, teaching, and assessment, and **strengthening resilience** for future challenges



BUDGET & RESOURCES

Financial and other resources required to **enact and maintain reopening** under new requirements, including monitoring and assessment of response



MEETING PRECONDITIONS REQUIRES PRIORITISATION

PRE-CONDITIONS MAKE IT VERY CHALLENGING TO REOPEN SCHOOLS NATIONWIDE AT ALL LEVELS, SO COUNTRIES ARE PRIORITISING

Sixteen countries prioritised learners in exam years to return first, because they require exams for advancement, exams which can be difficult to administer out of school, and because older students can better comply with distancing.

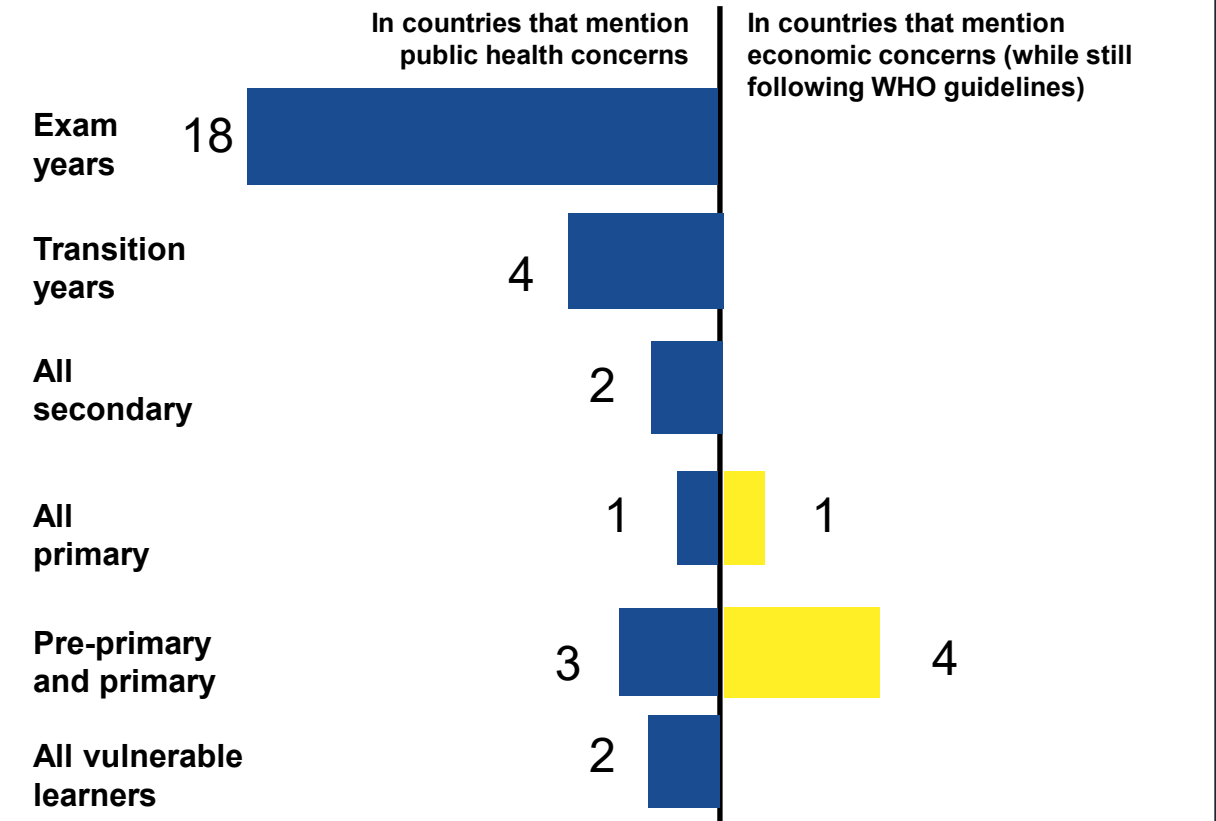
Of the 38 countries assessed, only three lower income countries have opened **all school levels simultaneously**; **two** are isolated island states with low and declining infection rates.

Day care and preschools are not uniformly captured in global data, as they are often provided privately, or not included in basic education plans. This likely will lead to leaving many young children without strong early learning over the course of the pandemic.

One country prioritised **the last pre-primary year to return first**, citing the criticality of solid preparation for transitioning to primary successfully

One country prioritised primary learners on the basis that they mostly **reached school in the village on foot**, not needing public transportation, unlike secondary and tertiary levels.

WHICH CHILDREN ARE PRIORITISED TO RETURN FIRST?





THERE IS GREAT VALUE IN MAPPING & SHARING COUNTRY EXPERIENCES

EXAMPLES, NOT EXHAUSTIVE

STAFF & SPACE AVAILABILITY

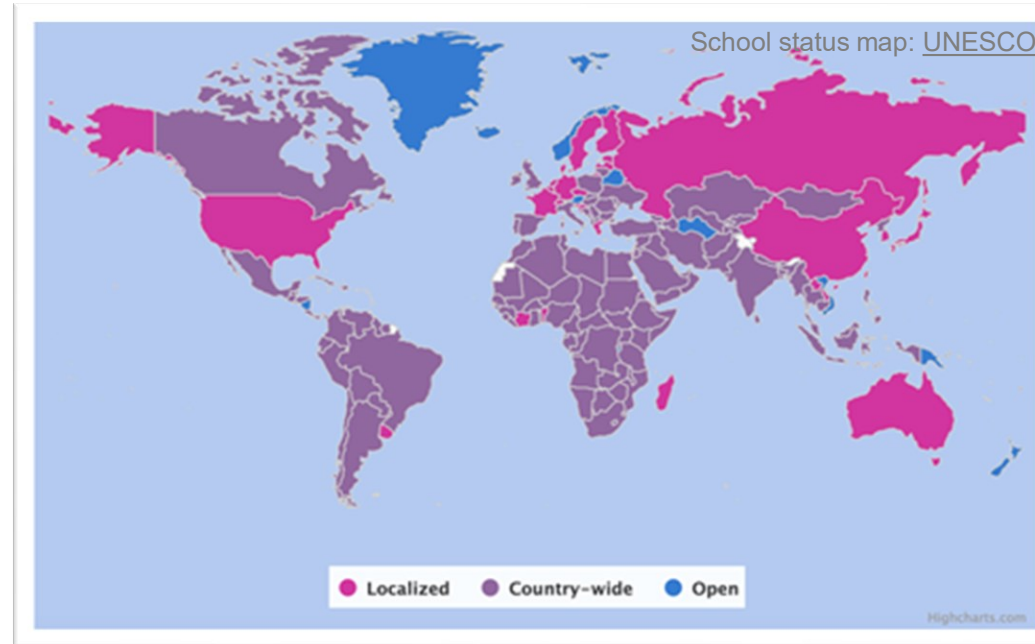
Early graduation of teacher trainees and other critical professions ([USA](#)) or deputising professionals for other required services ([Ireland](#))

“**Growing your own**” by recruiting and supporting recent graduates and/or senior students development and training with support and mentorship of fully trained personnel ([USA](#))

Deploying **at-risk teachers for distance teaching** within comprehensive reopening [framework](#) and [planning \(UNESCO\)](#)

Using **all available** indoor and outdoor spaces to increase school capacity, **repurposing community spaces**, stadiums, churches, etc ([China](#), [Japan](#), others)

[Inclusive task forces \(Denmark\)](#), and community **reopening chaperones**, building [consensus](#) and having shared plan creation, ownership and accountability



ALL NATIONS, AND ESPECIALLY LOWER INCOME COUNTRIES, WILL FIND IT DIFFICULT TO MEET SCHOOL REOPENING PRE-CONDITIONS, THEREBY KEEPING MANY STUDENTS OUT OF SCHOOL FOR AN EXTENDED TIME.

WE CAN FIND STRENGTH IN CRISIS, BY LEARNING AND INNOVATING WITH ONE ANOTHER.

RESILIENCE THROUGH CRISIS

Assume prolonged / repeated closures **and permanently strengthen distance learning & teaching** in parallel to preparing reopening.

Establish **new dedicated divisions for distance learning** as part of response plans

Consider **blended learning** and ongoing distance learning policies and infrastructure ([Greece](#), [Egypt](#))

See *how* others are permanently strengthening distance learning ([Croatia](#)) and [guides](#) for **virtual learner assessment & distance school leadership**, and even for hygiene training ([South Korea](#))

Establish **new dedicated divisions for distance learning**

Apply key lessons from Education in Emergencies in the immediate crisis and for longer term reform:

- [Accelerated Education](#) (catch-up learning, Jordan)
- [Whole-Child support](#)
- [Extra safeguards](#) for most vulnerable ([UK](#), [South Africa](#))

Monitor effect of COVID-19 effect on student **well-being** ([Finland](#), [China](#))

Prioritise **equity-advancing policies first** ([Greece](#), [France](#), [Sierra Leone](#))

WHAT'S NEXT?

Questions for a next phase include:

- How can country experiences be harnessed to **better support those who remain out** of school?
- Given that a second (or more) waves are possible, how can systems, teachers and learners be **better prepared for future closures**?

We'd love to learn what would be helpful. Please contact us below to share your suggestions.

Insights for Education is a recently-established global resource for evidence-informed decision-making and implementation in education. Our vision is a world where decision making in education **reflects the best evidence to reach each learner** and improve learning outcomes for **every child**. We aim to do this by synthesising and translating relevant evidence and experience, to **help education leaders solve their toughest challenges** in strengthening equity and outcomes. To learn more please visit education.org or contact us: info@education.org

Acknowledgements: A. Bollington, H.S. Ahmed, N. Lopes Müller, E.E. O'Malley, A. Taylor, R. Grob

THANK YOU