

The COVID-19 pandemic: better aligning education and health

INTERACTIVE WEBINAR

13 July 2020 14.00 – 15.00 CEST

 English
 Français and Español



Speakers:

- Nicola Gray UNESCO Chair GHE/ IAAH
- Sean Slade ASCD
- Antonia Wulff Education International



Global Health & Education webinar series

Organised by UNESCO Chair and WHO Collaborating Center
Global Health & Education

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Haga sus preguntas usando las preguntas y respuestas en la parte inferior de su pantalla



The COVID-19 pandemic: better
aligning education and health



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What have we learned from the field about the successes and challenges of re-opening schools?

La réouverture des écoles du point de vue du terrain : quel cadre, quels défis, quelles difficultés, quelles solutions ?

¿Qué hemos aprendido sobre el terreno acerca de los éxitos y desafíos de la reapertura de las escuelas?



Nicola Gray
UNESCO Chair Global Health & Education
IAAH

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QUESTION

How do you rate the co-operation between health and education on the re-opening of schools?

Comment évaluez-vous la coopération entre la santé et l'éducation pour la réouverture des écoles ?

¿Qué opina de la cooperación entre la salud y la educación en la reapertura de las escuelas?



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What have we learned from the field about the successes and challenges of re-opening schools?

Nicola Gray PhD FRPharmS

Affiliated Researcher,

UNESCO Chair Global Health & Education

Vice-President for Europe, IAAH



International Association for
Adolescent Health

Background to the Survey

- In many countries, by the beginning of May 2020 **schools had closed in haste** as part of lockdown measures
- COVID-19 had spread through Asia, was particularly rife in Europe but only just penetrating Africa and the Americas
- The value of this survey was to collect perspectives from professionals in the field – **first-hand accounts** of whether/how schools were re-opening in different countries and the successes and challenges of making this happen



Survey Response

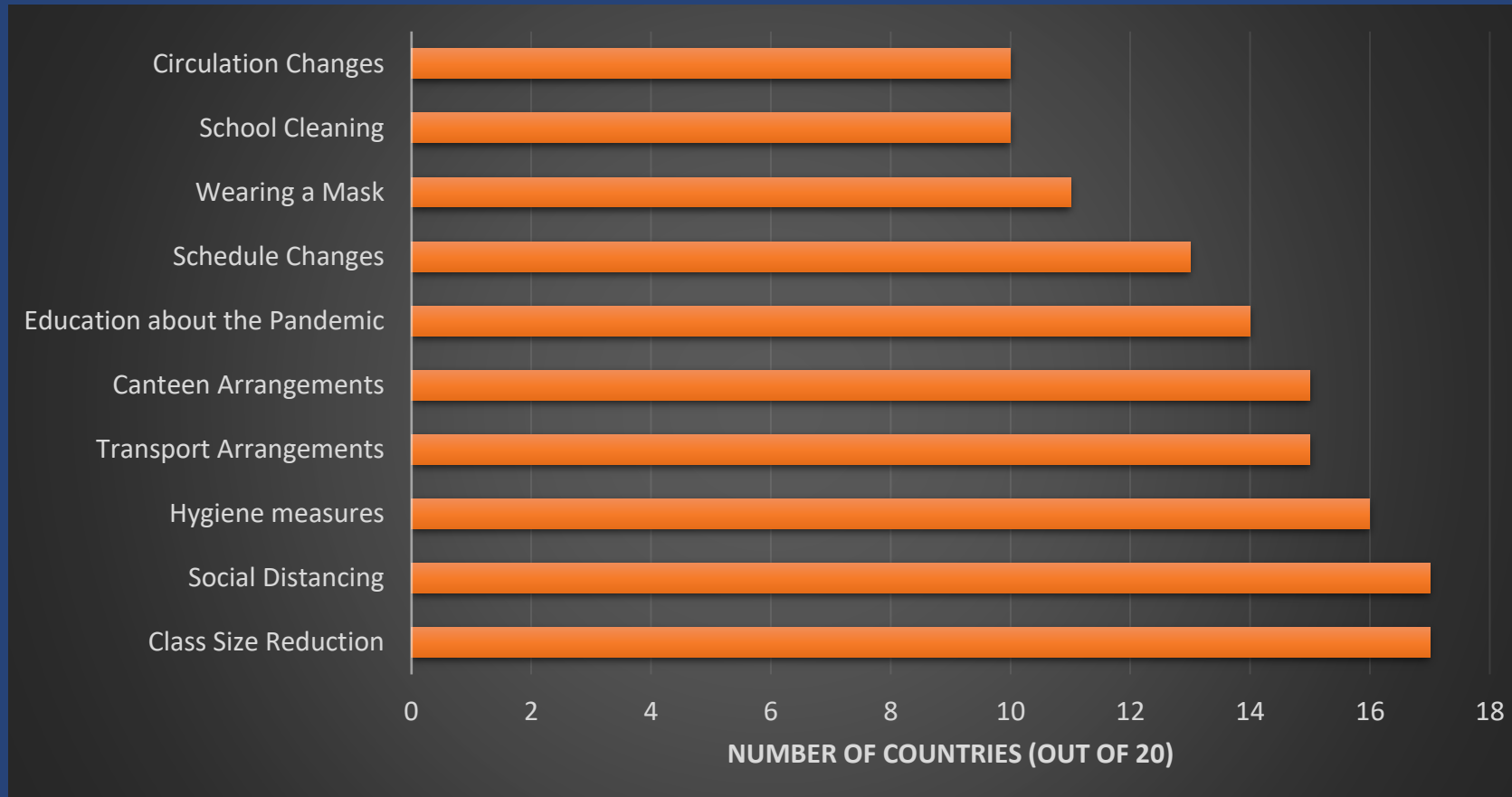


- Access to guidance (20)
- No access (22)
- Schools still open (1)

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Elements of the Guidance



- Most of the countries reported **joint health and education creation** of the guidance
- Ancillary services e.g. **transport** were included

Elements of the Guidance

- Most of the countries reported **joint health and education creation** of the guidance
- Ancillary services e.g. **transport** were included
- Education provided to students about the pandemic included **hand washing, social distancing and the nature of the virus**



Successes

- Symbolism - the country getting back to normal
- No increase in infections nationally (at the point of response)
- **Good teamwork** in schools, with teachers learning fast and being adaptable
- **Good partnerships** and communication between different actors – e.g. schools, families, local authorities and/or unions
- **Clear, consistent guidance** and good adoption of recommended measures
- Provision of the **resources and equipment** needed
- Goodwill, dedication, commitment and trust



Successes

“The political commitment of communities. The creative spirit of teachers and principals. The preparation and anticipation time granted beforehand. The partnership between families and teachers to reflect together on the conditions for recovery. The provision of inspiring and guiding resources. Times of exchange of practice between establishments.” [France]



Challenges

- **Safety concerns and resistance** to reopening – of parents, teachers and unions – leading to significant absenteeism
- **Lack of time** to prepare / lack of resources / lack of equipment
- Logistical issues, including **problems in school premises** and implementation difficulties
- Concerns that **education will suffer** during this period (students often not full-time)
- Contradictory information and communication challenges
- **Mental health problems** and staff fatigue
- Lack of: consultation / local empowerment / trust



Challenges

“Increased disinfection procedures. Managing social distancing in a classroom context (some districts are considering rotating half or fewer students through classrooms on designated days so desks can be spread out). Communicating with parents. Managing school meal programs... Managing mental health issues for students and staff. Keeping staff safe with multiple opportunities for exposure. Finding personal protective equipment for staff.” [USA]



Waiting for Guidance

- Respondents from 20 countries shared insights or hopes/concerns about what the guidance might contain
- Many countries were providing public education about the pandemic, including health literacy initiatives to combat 'fake news'
- Many respondents were keen to re-open schools as they were concerned about the inequalities in access to the remote learning alternatives
- Some respondents had practical concerns that the guidance would come out just before the planned reopening dates
- They wanted clear and flexible guidance, adapted to the local context, and sharing of good practice



Waiting for Guidance

*“In most LAC countries, the economic crisis following lock-down will prevent many families that are already stressed from sending kids back to school, they will enter the informal market. Particularly secondary school age adolescents.”
[Latin America & the Caribbean]*

“Clear adaptable guidelines, roles and responsibilities of all stakeholders, as well as checklists will help a lot in planning reopening of schools. A compendium of good practices from places where schools have already reopened will be of great help to those who are planning to open in coming months.” [India]

Reflections

- Guidance available for re-opening schools prioritises health and hygiene measures
- Co-operation between local stakeholders is vital for success
- Scarce mention of local health providers
- Concern about widening inequalities in education
- Availability of resources is variable
- Sharing of good practice is needed



<https://unescochair-ghe.org/>



International Association for
Adolescent Health

<https://iaah.org/>

How is COVID-19 affecting or changing education?

En quoi l'éducation a-t-elle été impactée, modifiée et transformée par la pandémie de Covid-19 ?

¿Cómo la Covid-19 está afectando o cambiando la educación ?



Sean Slade
Senior Director of Global Outreach
ASCD

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QUESTION

In 2 keywords: what are the best levers to improve cooperation between education and health?

En 2 mots-clés : quels sont les meilleurs leviers pour améliorer la coopération entre l'éducation et la santé ?

En 2 palabras clave: ¿cuáles son las mejores palancas para mejorar la cooperación entre la educación y la salud?



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A young boy with short dark hair, wearing a dark quilted jacket, is making a peace sign with his right hand. He is looking directly at the camera with a neutral expression. The background is a blurred outdoor setting with green grass and trees. The image is overlaid with a large, semi-transparent green triangle on the right side and a blue triangle on the left side.

ASCD

**How is Covid-19 affecting or
changing education?**

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www.ascd.org

Maslow before Bloom



ASCD **WHOLE CHILD** NETWORK™



**Strengths & issues coming out of
the crisis**



Wellbeing

Strengths

Wellbeing

The self, the person, the whole person. If there is one gratifying outcome of the crisis, it has been our almost universal reappreciation of the need to focus more on our individual and collective wellbeing. Whether it has been the community-bonding performances in Italy, or the daily city-wide applause and gratitude displayed in NYC, our health and wellbeing has been at the forefront.

Teachers, educators and principals have also been driving this message focusing on reducing anxiety, building community, focusing on feelings of safety amongst their students. And districts along with Education Support Professionals have been striving to ensure that basic food and nutrition access is maintained. Wellbeing is being pushed to the front of the educational priority to do list.

[How Covid-19 Will Force Education Into the Future](#),
ASCD Inservice



Wellbeing

Strengths

Wellbeing

Throughout the school closures there has been an immediate understanding and implementation from teachers, support staff, families, students, for the focus to be on **'belonging', 'sense of security', 'community'...**



Wellbeing

Strengths

Wellbeing

And this has established an understanding of its need as a foundational part of the educational process. It has been **a collective Maslow before Bloom moment**



Dear Parents,

Don't stress about schoolwork. In September, I will get your children back on track. I am a teacher and that's my superpower. What I can't fix is social-emotional trauma that prevents the brain from learning. So right now, I just need you to share your calm, share your strength, and share your laughter with your children. No kids are ahead. No kids are behind. Your children are exactly where they need to be.

With love,
All the teachers on planet Earth



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Issues

Trauma

Trauma and inequity

This is not a crisis that is just affecting one school or one state, or even one country.

This is not a crisis that is ignoring one group, one subsections or select professions across our communities. **This is a crisis that is affecting everyone...**

...however it is also (still) **affecting those marginalized the most and those on the 'front lines' greater.**
And the front lines now include ESPs, Public Health and School Health providers, Counselors, Social Workers, and Teachers... yet these are the people our communities will turn to once schools reopen to help us adjust and acclimatize, and they themselves are suffering.



Wellbeing

Strengths

Issues

Trauma

Trauma Informed Practice – Building up Protective Factors

- **Check ins:** start of each day and also during the days
- **Set a pattern:** provide schedules/structures (week/day/lesson) to build sense of stability and security
- **Relationships:** keep the great relationship building work started remotely going
- **Explain and discuss whys:** in general and across the board
- **Self-Regulation:** teaching students to recognize their own feelings
- **Provide off ramps:** alone time; mindfulness
- **Get outside:** fresh air, exercise, nature, space
- **Go to the well**

EL Magazine, [Making School a Safe Place](#), Oct. 2019



Wellbeing

Strengths

Issues

Trauma

Trauma Informed Practice – Building up Protective Factors

Grow, nurture, and embed the relationships that have been developed during this crisis.

The relationships with parents and families, and also the relationships with peers and students. Covid-19 has for many changed the idea of what school is for and about.

Grow and nurture the connections between services and agencies - school health, public health, counselors, social workers, nutrition services, transportation services, to reframe how schools operate. Align processes, practices and policies from a common understanding - that health and education are symbiotic and equally necessary.



A young boy with a joyful expression, showing his teeth, is the central focus. He is wearing a plaid shirt. The background is a soft-focus outdoor scene. The image is overlaid with a teal gradient on the right and diagonal bands of orange and green on the left.

Teaching and innovation

There will not be a perfect solution nor a one-size-fits-all solution. Each school and district has its unique needs and constraints. Whereas one school may have the facilities and resources (including funding) to make many of the recommended suggestions, others will not.

While we can and must learn from other's experiences, **we must also be ready for innovative reforms** and adjustments.

This will be a time for **greater communication and collaboration** between and across schools, districts and systems.

"There's so much new information all the time, it still feels like week two. At the same, it feels like week 976," said Ricardo Colon, an instructional coach at PS/IS 30 in Bay Ridge, Brooklyn



Any Plan for Safely Reopening Schools Must Address the Whole Child

POSTED JUNE 24, 2020 IN [BETTER CONVERSATION](#)

NEWS

COVID-19 Child Wellbeing Task Force announced

Prioritize health and well-being now and when schools

students across the state, and be able to
another school year.

KDE releases guidance on social
emotional health for when
reopen

Prioritise play when schools reopen, say
mental health experts

Unicef – children's mental health major priority for teachers
when schools reopen

Leveraging Social and Emotional Learning to Support Students and Families in the Time of COVID-19

Maslow's hierarchy of needs and the
Covid-19 crisis



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Health and wellbeing are now (currently) core components in any school reopening

Health and wellbeing are also being recognized by educators as being foundational pieces of an effective educational systems

Health and wellbeing are also being viewed by schools and their communities as being more than only physical health, and expand into mental, social and emotional health.

We are on a fast-track process to try and plan what our future education systems should look like and what world we want our children to inherit. One with learning, community, agency, wellbeing at its core or one dictated by antiquities and inequalities.

[How Covid-19 Will Force Education Into the Future](#) , ASCD Inservice





Thank you
www.ascd.org

What is the perspective of the teacher's profession on the pandemic?

Quel est le point de vue de la communauté des enseignants sur la pandémie?

¿Cuál es la perspectiva de la profesión de profesor/a sobre la pandemia?



Antonia Wulff
COVID-19 Policy Co-ordinator
Education International (EI)

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QUESTION

How much attention did each of the 5 pillars in the Guidance on Reopening Schools and Education Institutions receive?

Quelle attention a été portée à chacun des 5 piliers du Guide pour la réouverture des écoles et des établissements d'enseignement ?

¿Cuánta atención recibió cada uno de los 5 pilares de la Guía para la reapertura de escuelas e instituciones educativas?



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Education International
Internationale de l'Éducation
Internacional de la Educación
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COVID-19

El Guidance to Re-opening Schools and Education Institutions

Directives de l'IE pour la réouverture des écoles et des établissements scolaires

Guía de la IE para la reapertura de escuelas e instituciones educativas



**El Guidance to Re-
opening Schools
and Education
Institutions**

**Directives de l'IE
pour la
réouverture des
écoles et des
établissements
scolaires**

**Guía de la IE para
la reapertura de
escuelas e
instituciones
educativas**

COVID-19

1. Engage in social and policy dialogue

Engager le dialogue social et politique

Participar en el diálogo social y político



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- 2. Ensure the health and safety
of education communities**
**Garantir la santé et la sécurité
des communautés éducatives**
**Garantizar la salud y la seguridad
de las comunidades educativas**



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3. Make equity a top priority

L'équité doit être une priorité absolue

Convertir la equidad en una prioridad máxima



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educativas**

COVID-19

4. Support physical and emotional wellbeing and recovery

**Soutenir la reprise et
le bien-être physique et émotionnel**

**Apoyar el bienestar y la recuperación
física y emocional**



**El Guidance to Re-
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educativas**

COVID-19

5. Trust the professionalism of educators

Faire confiance au professionnalisme des éducateur·rice·s

Confiar en la profesionalidad de los educadores



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COVID-19

Thank you

[@eduint](http://www.ei-ie.org)

<https://eiie.io/ElCovidResponse>

<https://eiie.io/ForwardToSchool>

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