

UNICEF Education COVID-19 Response Update – September

UNICEF East Asia and Pacific Regional Office (EAPRO)

29. September 2020

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BACKGROUND

The countries in the East Asia and Pacific region were the first to be impacted by COVID-19 and the ensuing major public health emergency caused by the pandemic. This situation has affected education provision in all of the 27 countries supported by UNICEF programmes since late January 2020. The rapidity and global scale of the educational disruption was unparalleled. By the end of March 2020, all countries in the region have closed schools, affecting the education of over 325 million children. National health and education systems are facing the challenge to provide continued learning opportunities in the places where schools have closed and to protect students upon school reopening. While almost all countries in the region established distance learning programmes, [UNICEF estimates that at least 80 million children in the region were not able continue learning remotely](#), mainly due to a lack of equipment needed for learning at home. With strict quarantine measures decreasing new cases of COVID-19, countries gradually started to reopen schools in April and May.

By the end of September 2020, most countries have started school reopening with the exception of the Philippines. New COVID-19 cases and hotspots in countries, which seemed to have successfully managed to control the spread of COVID-19 including China, Malaysia and Thailand, resulted in temporary and local school closures. All schools in Myanmar closed again after previously reopening. The secondary impacts of the crisis, and especially the economic and financial fallout, are expected to negatively impact the education system in the mid- and long-term and put education gains achieved pre-COVID-19 at risk.

SITUATION ANALYSIS

As of the end of September, 24 countries in the East Asia and Pacific region have started or completed the gradual reopening of schools. All or a majority of schools reopened in 22 countries in the region providing renewed access to education to around 279 million children (see Figure 1). In September, schools have started gradual reopening in Cambodia and Mongolia. Three

countries – DPRK¹, Indonesia and Timor-Leste – have only partially reopened schools for safety considerations and due to variations in case incidences across geographic areas. Indonesia for example opened schools in districts identified as low and moderate risk only. At the same time, schools in two countries – Myanmar and the Philippines – remain fully closed negatively impacting learning continuity for more than 34 million children. In September, all schools were closed again in Myanmar having previously reopened. All schools in the Philippines remain closed without a starting date for face-to-face classes having been announced.

Figure 1: Summary of national or localized school closures in East Asia and Pacific Region

School status	Number of countries	Number of children
Countries with schools fully open	22	279m
Countries with schools partially open	3	74m
Countries with schools closed	2	34m

The table below (see Figure 2) provides more details on the status of the school reopening process in the countries in the region and also provides some details on the process and coverage of school reopening in particular countries.

Figure 2: Overview of national or localized school closures in East Asia and Pacific Region by country

Country	Status	School reopening date	Update
Cambodia	NEW Open	NEW 07 September 2020	NEW Schools have reopened since 7 September, and are instructed to comply with MoEYS's Standard Operating Procedures for school reopening. The Government has chosen a phased approach, and children are now in school for a few days a week, as a complement to distance learning. Schools have fully reopened in the four north eastern provinces (Kratie, Stung Treng, Mondulakiri and Rattanakiri). <small>RO Sitrep 12</small>
China	Open	06 May 2020	NEW An estimated 242 million children have resumed learning across almost all kindergartens, primary and secondary schools in mainland China through a staggered approach and with strict disease prevention and control measures in schools. However, schools in Ruli City, Yunnan Province closed again from 14 September following the confirmation of two cases imported from neighboring Myanmar, leading 41,755 students to continue learning online until further notice. <small>China Sitrep 18</small>
DPRK	Partial ¹	TBC	From beginning of July, all nursery, primary and secondary schools, and universities are closed for two- month summer holidays. <small>RO Sitrep 10, RO Sitrep 11</small>
Indonesia	Partial	13 July 2020	Schools are partially open according to UNESCO . <small>Other</small> The new academic year resumed on 13 July 2020, initially with only schools in the “green” districts at low COVID risk being able to reopen for face-to-face learning. <small>RO Sitrep 11</small> NEW A revised government policy on school re-opening now advocates re-opening in low and moderate risk zones. By these criteria, close to half of schools would be eligible. While data collection is still ongoing, at least 16,600 schools had reopened by the end of August and welcomed around 1,8 million children to face-to-face classes. <small>RO Sitrep 12</small>
Lao PDR	Open	02 June 2020	NEW While all schools have reopened from 2 June, many have to operate in shifts to meet social distancing

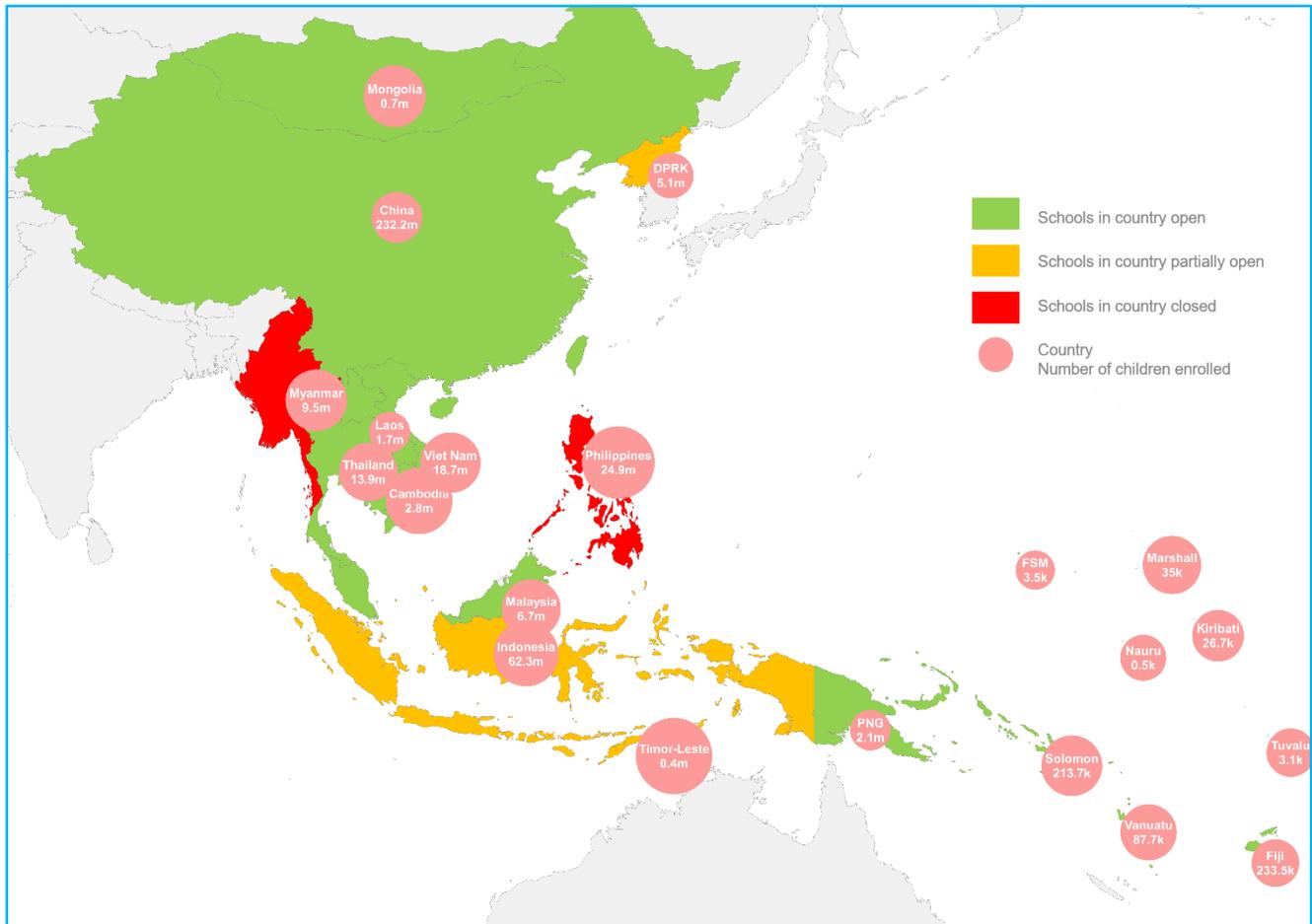
¹ According to informations by UNESCO (<https://en.unesco.org/covid19/educationresponse>)

Country	Status	School reopening date	Update
Malaysia	Open	15 July 2020	<p>regulations. This means learners have reduced teaching-learning time that could possibly deepen the learning crisis. <small>RO Sitrep 12</small></p> <p>NEW Schools nationwide have fully resumed classes starting July 22. Among the school-reopening SOPs are pre-packed meals for consumption in classrooms during recess time, no outdoor, sports and face-to-face co-curricular activities until further notice. However, primary and secondary schools in TEMCO districts (Kuala Muda) have been ordered to close, following the enforcement of the Targeted Enhanced Movement Control Order (TEMCO). 15 schools are closed, affecting 11,000 students. <small>RO Sitrep 12</small></p>
Mongolia	NEW Open	01 September 2020	NEW Schools and kindergartens (KGs) reopened from 1 September. <small>RO Sitrep 12</small>
Myanmar	NEW Closed	NEW TBC	NEW After a delay of one month, the 2020-2021 school year started in Myanmar on 21st July 2020, with the reopening of High Schools. The plan was to reopen the remaining levels (middle school and primary schools) in phases and later. However, an outbreak of COVID-19 community transmissions on 16 August in Rakhine led to the closure of all the high schools that had opened on or after July 21. <small>RO Sitrep 12</small>
Philippines	Closed	TBC	NEW Department of Education has already moved twice the opening of classes for this school year from its normal academic opening every June and the planned reopening last 24 August to 5 October. Filipino children have been out of school for almost half a year now. The government has opted to conduct distance education and forego face-to-face classes in the meantime, forcing children to continue to remain at home. Aside from missing valuable learning opportunities while not in school, students have also been reported to experience mental and emotional stress by being away from their classmates and friends. <small>RO Sitrep 12</small>
PNG	Open	08 May 2020	NEW The 14-day lockdown of Port Moresby, which closed schools, stopped public transportation services and permitted only essential businesses to operate, ended on 11 August. <small>RO Sitrep 12</small>
Thailand	Open	01 July 2020	<p>On July 1, schools across Thailand reopened for the first time since mid-March. <small>TCO Sitrep 10</small></p> <p>NEW Reports of localized school closures as COVID-19 precaution. <small>TCO Sitrep 12</small></p>
Timor-Leste	Partial	29 June 2020	835 schools which met the criteria reopened. <small>RO Sitrep 10</small>
Viet Nam	Open	11 May 2020	<p>Schools and educational institutions have reopened and have to meet a set of 15 criteria issued by the Ministry of Education and Training (MOET), to ensure a safe and healthy return of students and staff. <small>Vietnam Sitrep 3</small></p> <p>NEW Educational institutes (especially preschools as school-age children at other levels are in their summer break) are closed partly in 12 provinces since 26 July till further notice. <small>RO Sitrep 11</small></p>
Pacific Island Countries	Open		NEW Schools in all countries in the Pacific are now open although school systems are well aware that school closures may be required again if the situation changes.

Country	Status	School reopening date	Update
COVID-19 contingency planning in schools continue to be pushed. <small>RO Sitrep 12</small>			

The map (see Figure 3) highlights that many countries across the region have now fully reopened schools with only two countries (Myanmar and the Philippines) keeping all schools closed.

Figure 3: Overview children affected by national or localized school closure across East Asia and Pacific Region



UNICEF RESPONSE

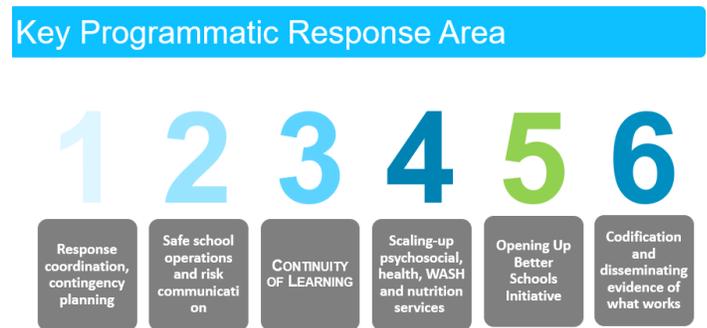
In February 2020, UNICEF launched the education response supporting governments in addressing the emerging education crisis caused by COVID-19 pandemic. The response focused on six critical areas of action (see Figure 4).

As the epidemiological situation started improving in EAP in April this year, countries have begun focusing on planning for the school reopening (UNICEF Key Programmatic Response Area 5).

For operationalizing Key Programmatic Response Area 5 on opening up better schools, UNICEF together with UNESCO, the World Bank, WFP and UNHCR developed the Framework on School Reopening around 4 + 2 dimensions: Safe operations, Learning, Including the most marginalized, Wellbeing and Protection and Policy and Financing.

UNICEF takes both short-term (immediate school reopening) and long-term approach by working with governments to strengthen the resilience of the education systems for any future similar emergency. In this regard, supporting development of various policies (on distance learning, for example) and advocating for budget allocations to education are part and parcel of our RO and CO work.

Figure 4: Six UNICEF key Programmatic Response Areas



UNICEF RESPONSE AT THE REGIONAL LEVEL

The UNICEF East Asia and Pacific Regional Office (RO) is supporting Country Offices' (CO) EiE programme implementation through three key support functions:

A. Emergency Response Planning and Coordination

- **RO Education Technical Team (ROETT):** Since the beginning of the response in January, RO Education has coordinated education response actions with other sectors through weekly coordination meetings of the ROETT, ensuring synergy in response. Through the Back to School Working Group established by the ROETT, RO Education has worked closely with C4D, CP, WASH, Social Protection and other sectors on the response planning and development of relevant guidance and tools for COs to support continuity of learning and safe school reopening.
- **Cross-sectoral coordination on Back to School (BTS) and implementation of the Framework for School reopening:** Since the beginning of the COVID response, but in particular since the Framework for School Reopening was published and COs in EAP started planning school reopening, RO sections have worked together to introduce the BTS framework to CO programme staff, to develop jointly BTS campaigns (e.g. China, Lao PDR and Viet Nam) and to develop practical guidance for integrating sectoral response.

B. Technical Support to Country Offices

- **Development of guidance documents:** RO Education developed guidance for COs on various topics including on inclusive school reopening, formative assessments and the monitoring of school reopening.
- **Support to resource mobilization:** RO Education continues to advocate for resources for COs on global and regional level and to provide support for the development of GPE proposals to seven GPE partner and eleven eligible countries.
- **Help Desk to Country Offices:** RO Education is offering COs remote support on various aspects of the EiE response including on strategic planning, M&E, programmatic issues, etc.

C. Knowledge Management and M&E

- **Guidance for Country Offices:** RO Education regularly shares relevant guidance and materials with COs. RO also regularly maintains a COVID-19 SharePoint with all relevant documents for easy access by CO staff.
- **Knowledge Exchange:** RO has facilitated information and knowledge exchange between COs in the region; RO is documenting key features and lessons learned of CO programmes. To date, [12 case studies](#) have been developed

and shared internally and externally. RO is also participating in internal and external information dissemination activities, for example webinars.

- **Monitoring and Reporting:** RO Education supported the development and implementation of monitoring and evaluation systems education response plans to feed into the regional and global reports, for example through UNICEF's Education Tracker, Sitrep and support to the [UNESCO, UNICEF and World Bank survey on school reopening](#).
- **Data and research:** RO Education, in collaboration with UNICEF ROSA, UNESCO Bangkok and Cambridge Education, has initiated rapid situation analysis of the effects of the COVID-19 on the education sector and stakeholders in Asia (East, Southeast and South Asia sub-regions). The analysis will identify various examples of responses and strategies in education and other social sectors, while also examining policy and financial implications on progress towards achieving SDG4-Education 2030. RO Education is also contributing to a review of lessons learned from the COVID-19 crisis, mid- and long-term policy implications and a desk-based rapid review on teaching and learning on COVID-19 in collaboration with HQ Education and to a review on the indirect effects of schools opening/closing in collaboration with UNESCO.

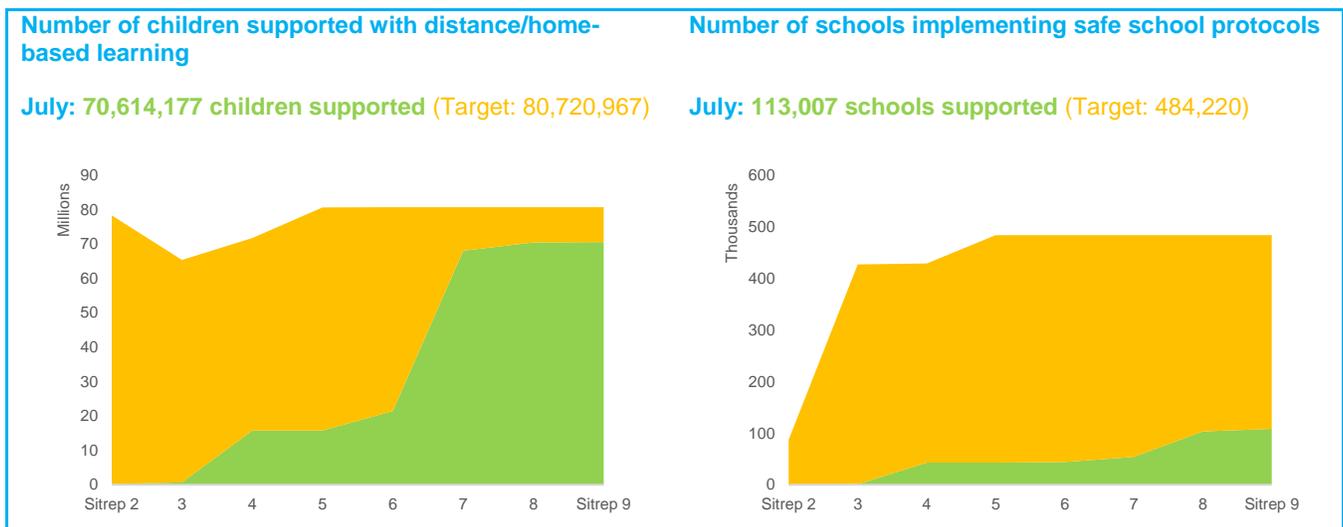
COUNTRY OFFICE EDUCATION RESPONSES

UNICEF COs across the region are implementing education interventions for system-level preparedness across the six key intervention areas of the UNICEF Response Plan and the 4 + 2 dimensions of the Framework for school reopening.

UNICEF CO EiE programmes are country-specific reflecting the diversity of education contexts in the region. Depending on the country context, UNICEF COs are supporting learning continuity through paper-based take home packages, radio, TV and online distance learning or a combination of these. As end of September 2020, UNICEF COs in nine countries have supported distance learning for more than 70 million children. With gradual school re-openings across the region, UNICEF COs have supported more than 113,000 schools in the implementation of safe school protocols across nine countries (See Figure 5).

For the school reopening process UNICEF COs are supporting government efforts with a range of activities aiming at a safe and inclusive return to schools. The next section provides overview of this work.

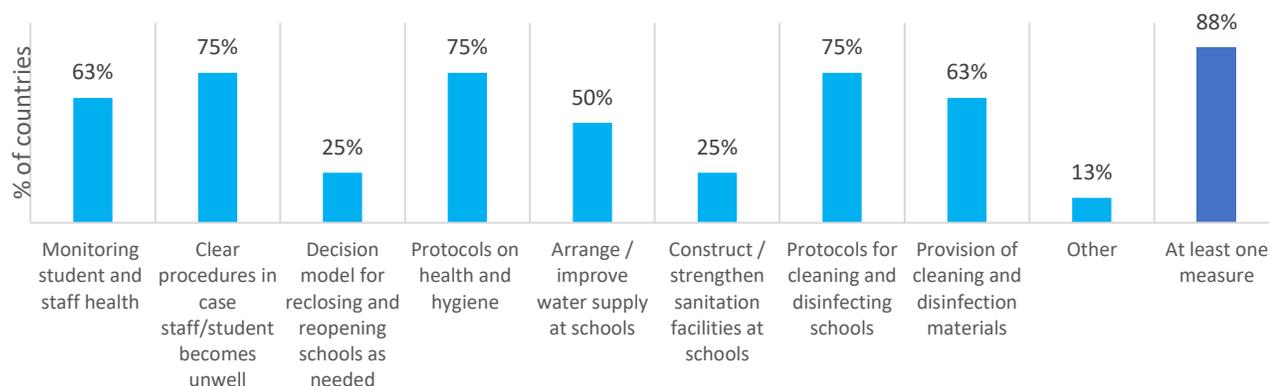
Figure 5: Number of children and schools supported by UNICEF in the East Asia and Pacific Region



UNICEF RESPONSE ACROSS SCHOOL REOPENING FRAMEWORK DIMENSIONS

Safe school operations

Inclusion of measures for **safe school operations** in school reopening plans



Monitoring student and staff health (China, Indonesia, Lao PDR, Thailand, Viet Nam)

- In **China**, the government developed Technical Protocols for Disease Prevention and Control for pre-primary, primary, secondary and tertiary institutions including guidance and procedures on monitoring student and staff health. ^{Other}
- In **Lao PDR**, UNICEF provided thermometers to schools to support implementation of safe school operations as per global and national guidelines. ^{RO Sitrep 10, RO Sitrep 11}
- **NEW** In **Mongolia**, UNICEF provided thermometers to schools to support implementation of safe school operations as per global and national guidelines. ^{RO Sitrep 12}
- In **Thailand**, UNICEF has distributed digital thermometers to Early Childhood Development centres and schools. ^{TCO Sitrep 10}
- **NEW** In **PNG**, UNICEF has provided schools face masks and infra-thermometer guns to support the upcoming examinations. ^{RO Sitrep 11}

Clear procedures in case staff/student becomes unwell (China, Indonesia, Lao PDR, PNG, Thailand, Viet Nam)

- In **China**, the government developed Technical Protocols for Disease Prevention and Control for pre-primary, primary, secondary and tertiary institutions including guidance and procedures for cases, in which staff/students become unwell. ^{Other}
- In **Thailand**, UNICEF developed with the Ministry of Education and Ministry of Public Health safe school guidelines and teacher manuals, which are being disseminated to all ECD centres and schools nationwide. ^{TCO Sitrep 10}
- In **PNG**, the government developed guidance on the “new normal” in schools and educational institutions for pre-primary, primary and secondary schools including guidance and procedures for cases, in which staff/students become unwell. ^{Other}

Protocols on health and hygiene such as promotion of handwashing/use of hand sanitizers, use of masks or other PPE, no food-sharing, etc. (China, Indonesia, Lao PDR, Philippines, Thailand, Viet Nam)

- In **China**, the government developed Technical Protocols for Disease Prevention and Control for pre-primary, primary, secondary and tertiary institutions with comprehensive guidance on health and hygiene considerations. ^{Other}
- In **Myanmar**, UNICEF supported the MoE in developing the Guidelines on COVID-19 prevention and control in schools. ^{RO Sitrep 11}

- In the **Philippines**, UNICEF supported the development of DepEd's [Basic Education Learning Continuity Plan \(BE-LCP\)](#) including guidelines on health and hygiene such as promotion of handwashing/use of hand sanitizers, use of masks or other PPE, no food-sharing. Philippines Sitrep 10
- In the **Philippines**, UNICEF supported the development of guidelines and SOPs to ensure safety of schoolchildren and teachers in BARMM. RO Sitrep 11
- **NEW** In the **Philippines** (BARMM), UNICEF provides IPC training for over 2,000 schools and over 25,000 teachers and non-teaching staff. RO Sitrep 12

Arrange / improve water supply at schools (China, Lao PDR, PNG, Viet Nam)

- **NEW** In **Cambodia**, UNICEF is installing water supplies to over 200 schools and handwashing stations for over 500 schools. RO Sitrep 12
- In **Lao PDR**, UNICEF supports the provision of clean water, handwashing facilities and in-school hygiene promotion activities to pre-primary and primary and lower secondary schools. RO Sitrep 10
- In **Timor-Leste**, UNICEF procured buckets for handwashing stations for all schools. RO Sitrep 11

Protocols for cleaning and disinfecting schools (China, Indonesia, Lao PDR, Philippines, Thailand, Viet Nam)

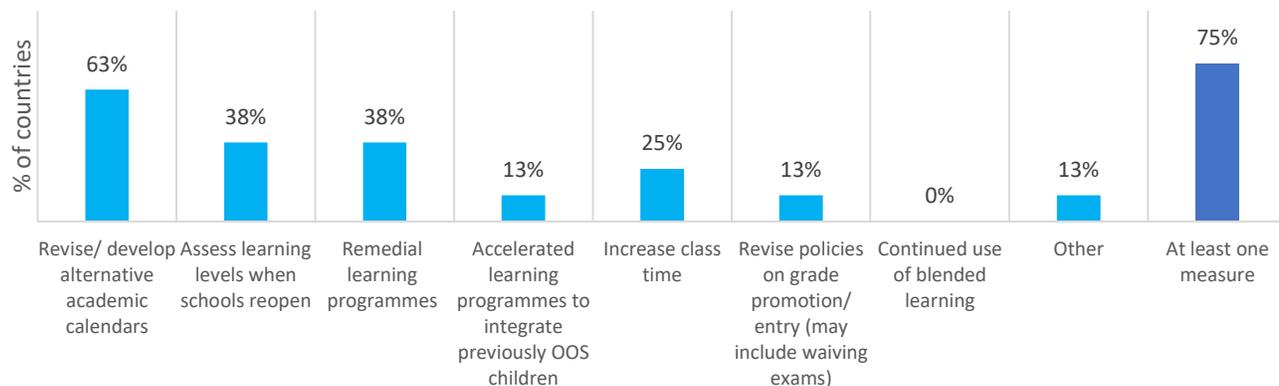
- In **China**, the government developed Technical Protocols for Disease Prevention and Control for pre-primary, primary, secondary and tertiary institutions including guidance on cleaning and disinfecting schools. Other
- In the **Philippines**, UNICEF supported the development of DepEd's [Basic Education Learning Continuity Plan \(BE-LCP\)](#) including guidelines on the disinfection of schools. Philippines Sitrep 10
- In the **Philippines**, UNICEF is collaborating with DepEd and Ministry of Education in BARMM in developing a specific IPC training module for schools. RO Sitrep 11

Provision of cleaning and disinfection materials (China, Indonesia, Lao PDR, Philippines, Viet Nam)

- **NEW** In **Cambodia**, UNICEF distributed its prepositioned hand sanitizers, soaps and thermometers (funded by USAID) to newly reopened schools. RO Sitrep 12
- **NEW** In **Indonesia**, UNICEF is procuring WASH supplies for infection prevention and control in school settings. RO Sitrep 12
- **NEW** In **Mongolia**, UNICEF provided hand sanitizers to kindergarten, schools and dormitories nationwide. RO Sitrep 12
- In **Timor-Leste**, UNICEF provides WASH supplies for school reopening including buckets, masks and hygiene equipment. RO Sitrep 10
- **NEW** In the **Pacific**, UNICEF procured and distributed bars of soaps, water buckets and supplies for handwashing to communities, health facilities and schools in Vanuatu, FSM and Kiribati. RO Sitrep 12
- **NEW** In the **Pacific**, 500,000 bars of soap donated by Colgate-Palmolive have arrived in Fiji. Distribution to schools and health facilities in 14 PICTs has commenced. RO Sitrep 12
- In the **Pacific** (FSM), UNICEF provided WASH kits to schools, which have limited access to water and sanitation facilities. RO Sitrep 09

Learning

Inclusion of measures to mitigate learning loss in school reopening plans



Revise or develop alternative academic calendars (China, Lao PDR, PNG, Thailand, Viet Nam)

- In the **Philippines**, the government postponed the formal school opening by nearly three months from the traditional first Monday of June to afford DepEd enough time to undertake the necessary preparations. ^{Other}

Implement remedial learning programmes (Indonesia, Lao PDR, Viet Nam)

- NEW** In **Mongolia**, UNICEF supported the Ministry of Education in developing and distributing teacher guidance on remedial classes for all levels of general education nationwide. The first month of new academic year will be dedicated for this remedial class. ^{RO Sitrep 12}

Implement accelerated learning programmes to integrate previously out-of-school (OOS) children (PNG)

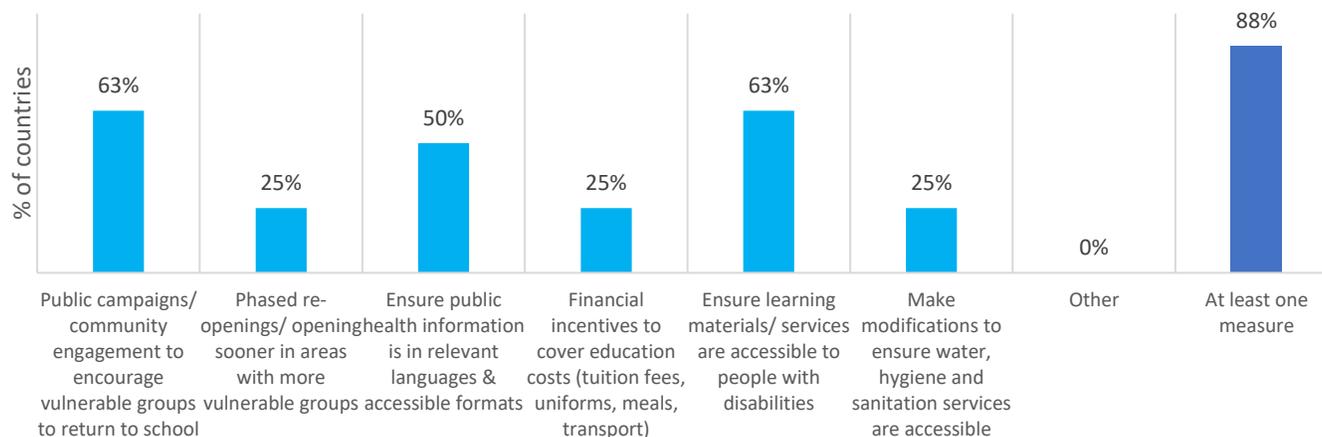
- In **PNG**, the government's COVID-19 Education Emergency Response and Recovery Plan includes the adaptation of remote learning packages to make them accessible for OOS children. ^{Other}

Continue blended learning (NA)

- In the **Pacific (FSM)**, UNICEF supported the design of a community-based home learning to promote continued engagement in learning in FSM. ^{RO Sitrep 11}
- In the **Philippines**, the government is planning to start the new school year with a blended learning approach complementing limited face-to-face education with take-home assignments, radio, TV and online distance learning. ^{Other}

Including the most marginalized

Inclusion of measures to support vulnerable / marginalized groups in school reopening plans



Public campaigns and/or community engagement to encourage vulnerable groups to return to school (Indonesia, Lao PDR, PNG, Thailand, Viet Nam)

- In **Indonesia**, the school reopening guideline includes specific guidance for special needs schools. The guideline also includes mechanisms to monitor out-of-school children trends. ^{Other}
- **NEW** In **Indonesia**, UNICEF is supporting the Government in conducting 'Back-to-Learning Campaigns' to promote safe return to school and address potential COVID-related concerns regarding out-of-school children (OOSC). ^{RO Sitrep 12}
- **NEW** In **Indonesia**, UNICEF in collaboration with the Ministry of Villages is preparing implementation of a nation-wide post-COVID monitoring of school enrollment in order to identify children who have dropped out or are at risk of dropping out due to the pandemic, with a focus on disadvantaged families with school-age children in rural, remote areas. ^{RO Sitrep 12}
- In the **Pacific**, UNICEF developed tips for Parents of children with disabilities. ^{RO Sitrep 10}

Ensure public health information and communication is available in relevant languages/ accessible formats/ sensitive to populations of concern (Lao PDR, Philippines, Thailand, Viet Nam)

- In **China**, UNICEF dubbed videos supporting the back to school campaign in sign language. ^{China Sitrep 16}
- In **Mongolia**, UNICEF is collaborating with the Mongolian Association of Sign Language Interpreters to translate video materials produced by UNICEF, WHO or the Ministry of Health into sign language. Additionally, UNICEF offers a video call interpretation service for COVID hotlines reaching children and people with hearing disabilities. ^{RO Sitrep 10}
- In **Myanmar**, UNICEF translated and adapted parenting education tips for COVID-19 response into 25 ethnic languages to support parents coping with stress and encouraging them to spend quality time with their children. ^{Myanmar Sitrep 10}
- In **Myanmar**, UNICEF is in the process to translate RCCE materials into 64 ethnic languages. ^{RO Sitrep 11}

Financial incentives to cover education costs such as tuition fees, uniforms, meals, transport (such as waived fees/cash transfers) (China, Thailand)

- In **Malaysia**, UNICEF collaborated with MOE and DiGi (private sector partner) to provide children internet to be able to access online learning. ^{RO Sitrep 10}
- In **Thailand**, the Equitable Education Fund has increased its school transfers to target nearly 1 million primary school children from low-income families at risk of disengagement from school and dropping out. ^{Thailand Sitrep 10}

Ensure learning materials/platforms/services are accessible to people with disabilities (Indonesia, Lao PDR, PNG, Philippines, Thailand, Viet Nam)

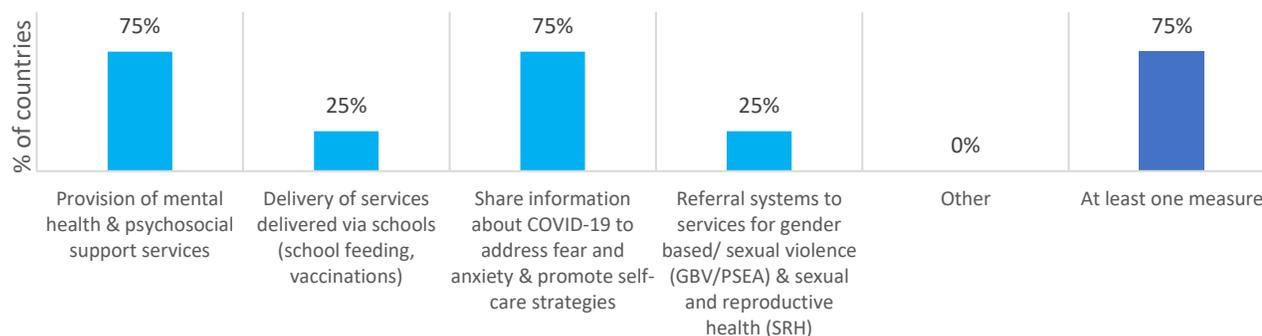
- In **Cambodia**, UNICEF produced video lessons in Cambodian sign language and radio episodes in three minority languages. RO Sitrep 09, RO Sitrep 11
- In **Lao PDR**, UNICEF’s TV programmes on education, child protection, health and WASH are produced in sign language and with Lao subtitles for children and people with different abilities. RO Sitrep 11
- In **Malaysia**, online learning platforms are made accessible for children with hearing or visual impairments. RO Sitrep 10
- In **PNG**, UNICEF supports the Department of Education in broadcasting lessons on television and radio. These lessons also include sign language interpretation for children with hearing impairments. RO Sitrep 11

Make modifications to ensure water, hygiene and sanitation services are accessible (Indonesia, Viet Nam)

- In **Viet Nam**, the lack of adequate WASH facilities in schools, especially in the most marginalized communities, is addressed through a cooperation between the WASH and education sectors of UNICEF to support for the safe school reopening plan. Vietnam Sitrep 3

Well-being and protection

Inclusion of measures for well-being and protection in school reopening plans



Start or increase the provision of mental health and psychosocial support services to children (China, Indonesia, Lao PDR, Philippines, Thailand, Viet Nam)

- In **Cambodia**, UNICEF provides MHPSS, parenting and COVID-19 prevention messages through social media platforms and community awareness raising campaigns. RO Sitrep 09
- In **China**, UNICEF in partnership with the Communist Youth League of China supports youths and adolescents in coping with stress during the unusual circumstances around which the end-of-year exam session took place due to the COVID-19 outbreak. China Sitrep 16
- In **China**, UNICEF supports the Barefoot Social Worker (BFSW) Programme under which BFSWs provide public education, household visits of children affected by COVID-19, guiding parents on supporting children’s learning at home, monitoring violence against children and supporting children dealing with stress and peer relations around returning school. China Sitrep 16
- In **China**, UNICEF developed and distributed storybooks to promote positive caregiver-child interaction and child cognitive and socio-emotional development were delivered to community centres and households. China Sitrep 16

- In **Lao PDR**, UNICEF and partners continue to support MoES' Back to School campaign to disseminate various communication materials which integrate messages around parenting, mental health and psychosocial support in order to ensure that all children return to school. RO Sitrep 10, RO Sitrep 11
- In **Lao PDR**, the Lao Women's Union and Lao Youth Union established hotlines aimed at young people, which provide professional counselling to help them cope with stress. RO Sitrep 10
- In **Malaysia**, UNICEF is supporting the capacity building on MHPSS for school counsellors during COVID-19. RO Sitrep 10
- In **Malaysia**, UNICEF supports MHPSS for children with disabilities through a Teletherapy Programme in collaboration with the National Early Childhood Intervention Council (NECIC). RO Sitrep 10
- In **Myanmar**, UNICEF translated and adapted parenting education tips for COVID-19 response into Myanmar language and 25 ethnic languages to support parents coping with stress and encouraging them to spend quality time with their children. Myanmar Sitrep 10
- In **Myanmar**, UNICEF is working with the Ministry of Education, Department of Social Welfare to train a core group of teachers on MHPSS in preparation for school opening and to mitigate the psychosocial impacts of COVID-19 on children and teachers. Myanmar Sitrep 10
- In the **Philippines**, UNICEF is supporting DepEd's "Kakaiba-yanihan": Inclusive Psychosocial Support for Learners with Disabilities affected by COVID-19 Pandemic. RO Sitrep 11
- In **PNG**, UNICEF trained teachers and social workers of pre-primary, primary and vocational schools as trainers on Risk Communication, hygiene practices, nutrition and mental health and psychosocial protection. RO Sitrep 10
- In **PNG**, UNICEF in partnership with ChildFund is offering a helpline to provide immediate support and counselling and mental and psychosocial support (MHPSS) to children and families at risk of violence and other distress. RO Sitrep 10
- In **PNG**, UNICEF disseminates MHPSS messages and parenting tips through online and social media. RO Sitrep 10
- In **Timor-Leste**, UNICEF established a Hotline for MHPSS and Gender based violence and protection. Help desk workers are trained on basic psychosocial counselling and basic communication skill on attending telephone call. RO Sitrep 10

Delivery of services delivered via schools (school feeding, vaccinations) (China, Thailand)

- **NEW** In **Timor-Leste**, UNICEF, WHO and the MoH are continuing with the catch-up immunization campaign in schools to ensure children's vaccination records are up to date. RO Sitrep 12

Share information about COVID-19 to address fear and anxiety & promote self-care strategies (China, Indonesia, Lao PDR, Philippines, Thailand, Viet Nam)

- In **Lao PDR**, UNICEF and partners continue to support MoES' Back to School campaign to disseminate various communication materials which integrate messages around parenting, mental health and psychosocial support in order to ensure that all children return to school. RO Sitrep 10
- In **Mongolia**, UNICEF provides videos to support parents and adolescent children to cope with stress and anxiety related to COVID related restrictions. RO Sitrep 09
- In **Viet Nam**, UNICEF is implementing a Kindness campaign providing an in-depth, comprehensive and multi-dimensional perspective on the news, issues and events related to the roles of youth generation during emergencies, including COVID-19. RO Sitrep 10

Establish/strengthen referral systems to services for gender based/sexual violence (GBV/PSEA) and sexual and reproductive health (SRH) (Indonesia, Viet Nam)

- In **Cambodia**, UNICEF mainstreamed child protection into the education sector response plan to COVID-19 and education sector needs assessment to assess the potential secondary impacts of COVID-19, including increased exposure to violence and mental health and psychosocial distress. RO Sitrep 11
- In **Vietnam**, UNICEF supported MOET in organizing a Training of Trainers (TOT) on child protection to provide knowledge and practical skills on responding to cases of child abuse in schools. Following the TOT, UNICEF and MOET will support the roll-out of the training to school managers and teachers throughout the country. Furthermore, MOET has committed to accredit

the training programme as part of the national in-service and pre-service training programmes on child protection and social work. RO Sitrep 11

- In the **Philippines**, UNICEF is working closely with DepEd to integrate child protection in the new Learning Continuity Plan through key actions such as review of the Child Protection Policy, training of teachers, identification of specific actions to strengthen the collaboration between social welfare and education authorities at provincial and local level to improve case management and strengthen coordinated actions for Out of School Children. RO Sitrep 11

UNICEF EAPRO PUBLICATIONS

Guidance Notes	Case Studies
<ul style="list-style-type: none"> • Ensuring an inclusive return to school for children with disabilities • Nutrition and education collaboration - Checklist for reopening schools • COVID-19: Integration of child protection in return to school – Tips for teachers and school management • COVID-19: Integration of child protection in return to school – Messages for children and adolescents returning to school • COVID-19: Integration of child protection in return to school advocacy brief • Parents and caregivers as partners in learning: Home learning activities for the COVID-19 crisis and beyond • Preschool Challenge #learningathome • Guidance: Assessing and monitoring learning during the COVID-19 crisis • Monitoring attendance during school closure and re-enrolment and attendance after school re-opening: A guidance note 	<ul style="list-style-type: none"> • NEW Indonesia – Contextualizing global COVID-19 guidelines to the local context • NEW China – Supporting the school reopening for 241 million children • Philippines – Providing youth a second chance to complete their education • Malaysia – Empowering teachers to deliver blended learning after school reopening • Papua New Guinea – Opening schools up better • Viet Nam - Opening up better • Cambodia and the COVID-19 Response in Education • Lao PDR and the COVID-19 Response in Education • Timor-Leste and the COVID-19 Response in Education • Mongolia and the COVID-19 Response in Education • China and the COVID-19 Response in Education • Viet Nam and the COVID-19 Response in Education