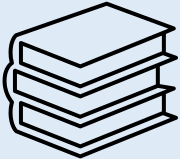## Group Discussions

1. In your group, introduce yourselves and **select a rapporteur** (5 minutes)
2. Discuss the following questions for your selected theme (some key aspects to consider for each theme on the following page) (15-20 min)

School health, nutrition, WASH	Learning	Well-being & Protection
In your context, what **challenges** have emerged in terms of strengthening policy, WASH infrastructure, knowledge & skills, or health/nutrition services, due to COVID-19?	In your context, what **challenges** have emerged in terms of ensuring continuity of learning during the COVID-19 pandemic?	In your context, what **challenges** have emerged in terms of supporting children's well-being and protection during the COVID-19 pandemic?
Have you tried anything particularly **innovative and/or successful** in terms of strengthening health, nutrition and/or WASH, to support safe re-opening of schools?	Have you tried anything particularly **innovative and/or successful** to ensure continuity of learning?	Have you tried anything particularly **innovative and/or successful** to support children's well-being and/or protection?
What are some key considerations with respect to school health, nutrition, and WASH in terms of improving **equity and inclusion**?	How have you integrated **equity and inclusion** into efforts to improve learning?	How have you integrated consideration of **equity and inclusion** into these efforts?
What are key indicators or aspects to consider in terms of **MEAL** (monitoring, evaluation, accountability, and learning) and school health, nutrition and WASH programs?	What are key indicators or aspects to consider in terms of **MEAL** and continuity of learning?	What are key indicators or aspects to consider in terms of **MEAL** and children's well-being and protection?
What are the most critical aspects to consider in terms of **integrating** school health, nutrition, and WASH with learning and with protection?	What are the most critical aspects to consider in terms of **integrating** learning with school health/nutrition/WASH and with protection?	What are the most critical aspects to consider in terms of **integrating** child well-being and protection with learning and with school health/ nutrition/WASH?

3. Prepare to report-back on the following question (5-10 min):

   Based on your discussions, please share one exciting idea or one recommendation/advice that you might give to other countries:
   - Where schools are still closed?
   - Where schools have recently re-opened (operating but with potential for re-closure)?

SCHOOL HEALTH, NUTRITION, WASH	LEARNING	CHILD WELL-BEING & PROTECTION	MEAL
✔ National-level guidance on school opening, closure, and re-opening; ✔ Protocols on physical distancing; ✔ Protocols on hygiene, cleaning, and safe food preparation; ✔ Policies on teacher attendance + procedures/guidance for student attendance (health-related absences); ✔ Communication and coordination mechanisms; ✔ Access to adequate, accessible, and safe water, toilets, handwashing stations; ✔ Contextually appropriate WASH kits, including MHM supplies, in line with national standards; ✔ Training, guidance, and supplies for staff responsible for cleaning / maintaining facilities and preparing meals;	✔ National-level guidance on school calendar, schedules, and school operating decisions; ✔ Investments in remote learning (to strengthen teaching/learning where schools remain closed, to supplement instructional hours in a blended model where schools are operating on a part-time status/adapted schedule, to prepare for future rounds of closures); ✔ Learning platforms / materials / opportunities are accessible to students with disabilities; ✔ Teacher training and capacity-building, in remote learning, formative assessments, remedial instruction, and in understanding/responding to students' MHPSS; ✔ Remedial programs / extra academic support provided to those who need it most, with	✔ Coordination between protection, social services, and education sectors at national level; ✔ Coordination between school and community-based child protection committees/ stakeholders; ✔ Safeguarding policies, procedures, and mechanisms are in place and clear; ✔ Referral systems and provision of mental health and psychosocial support services, in and out of school; ✔ Age-appropriate, gender-sensitive, inclusive, accessible messaging on psychosocial wellbeing and stress prevention; ✔ Peer-to-peer support and awareness activities; ✔ Training and support to teachers/education personnel on their own well-being and stress management;	✔ Assessments on education, MHPSS, WASH, and health/nutrition needs, with specific attention to most vulnerable categories of children/ youth; ✔ Assessment on school readiness to re-open, aligned with national guidance (see participatory Safe Back to School Monitoring Tool referenced in guidance); ✔ Accountability and feedback mechanisms for the whole school community (infection/response, school safety and protection, enrollment/attendance, etc.); ✔ Monitoring of absences (teachers/students) to manage or prevent health risks; ✔ Support (funding, training, resources, training) for use of ICT in monitoring systems; ✔ Identification of children / youth most at-risk of drop-out

✔ Services and referral pathways consider specific risks faced by girls, other vulnerable groups; ✔ Age-appropriate and accessible messaging on hygiene, school safety, nutrition, COVID-19 prevention; ✔ School meals and/or THR provided, formulated to address specific nutrition/ dietary deficiencies arising from closures / lockdowns; ✔ School health service protocols updated to include COVID-19 infection prevention, reporting, and response; ✔ Contingency planning for basic services (food provision, de-worming, etc.) in case of future (re)closures	accessibility accommodations for children with disabilities; ✔ Accelerated learning programs, in and out of school; ✔ School fees waived / other barriers to entry eliminated to maximize re-enrollment; ✔ School (re)enrollment campaigns and drop-out prevention activities; ✔ Transition period for students as they return – focus on normalizing schedules and psychosocial support/SEL; ✔ Support to schools to develop continuity of learning plans	✔ Regular communication with the whole school community on COVID-19, health, and well-being; ✔ School-level preparedness and planning for potential (re)closures: drop-out prevention activities and identification of reporting/ referral procedures when schools are closed; ✔ School structures and staff work together to plan activities prioritizing students' well-being and psychosocial health during transition back to school; ✔ Social-emotional learning activities worked into daily routine and lessons (whether in-person or remote)	and implementation of drop-out prevention measures; ✔ Support for teachers to conduct formative assessments of children's learning; ✔ When remote learning relies heavily on ICT, assessments and monitoring to track access and use; ✔ Include early warning and response; indicators in school's Continuity of Operations plan