Coronavirus COVID-19: Considerations for reopening schools

This Document is Current only as of April 23, 2020

This Document is Solely Intended to Provide Insights and Best Practices for the Client – This Document does not Constitute Client Advice
COVID-19 is, first and foremost, a global humanitarian challenge

Thousands of health professionals are heroically battling the virus, putting their own lives at risk. Governments and industry are working together to understand and address the challenge, support victims and their families and communities, and search for treatments and a vaccine.

The spread of the virus has led to school system closures around the world

The global spread of COVID-19 is accelerating, with more than 2 million confirmed cases in 210 countries and territories. In response, over 191 countries have closed schools country-wide leaving over 1.5 billion children out of school.

School systems face uncertainty as to how long this will last and when schools can reopen

While recognizing the uncertainties inherent in discussing any timeline for returning to pre-outbreak normalcy, this document strives to lay out key considerations towards reopening K-12 schools once the outbreak starts to subside. In doing so, it focuses on two main questions

- When can the schools be re-opened and what approach could be followed to reach the decision?
- How can the K-12 stakeholders facilitate and get ready for school reopening with a primary focus on health and safety measures?
Education system response to the pandemic could be approached along 5 key steps

Description
- **Resolve**: Address the immediate challenges that COVID-19 represents to students, teachers, staff, and community
  - School closures and health measures

- **Resilience**: Address near-term challenges, and broader resiliency issues during virus-related shutdowns
  - Remote learning and assessment
  - Support to vulnerable students
  - Financial stress testing

Return
- Create a detailed plan to return the education system back to scale quickly
  - School reopening and re-enrollment
  - Remediation
  - Resurgence preparation and planning

Reimagine
- Re-imagine the “new normal” – implications for how the education system could reinvent
  - Education innovations to be sustained
  - Vision for the new normal
  - Progress to SDG #4
  - Policy decisions

Reform
- Be clear how the environment for education could evolve

Main education priorities
- **Nerve center**: Managing across the 5Rs requires a new architecture to plan, coordinate, manage stakeholders and external partnerships

Current as of April 22, 2020
Countries are at different stages when it comes to deciding whether schools should be closed / opened

Source: UNESCO; press search.

### Non-exhaustive list of examples

**Schools that stayed open**
- Taiwan
- Cuba
- Sweden
- Turkmenistan
- Tajikistan
- Belarus

**Schools that recently opened**
- Denmark
- Norway
- Japan
- China (e.g., Zhejiang)
- Israel

**Plan for schools to be reopened**
- Germany
- France
- New-Zealand

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1. Holidays were extended by a few weeks.
2. Primary and secondary schools were open as of April 16, however, the country did close them for students older than 16.
3. At least one level at the national scale.
4. Special education schools reopened on April 21.
5. Some deep dives available in Appendix.

Source: UNESCO; press search.
There are three main elements to consider when considering school re-opening:

**When do you reopen and for whom?**

- Trade-offs would have to be weighed in on following parameters:
  - **Public health risks:** Impact of school reopening on virus transmission
  - **Economic activity:** Dependency on childcare for parents to return to work
  - **Impact on students learning and thriving**
  - **Ability to safeguard school systems with health and safety protocols**

- Contextual information will define different approaches:
  - **Regional context**
  - **Student demographics**

**How do you get ready to reopen?**

1. **Health & Safety**
2. **Resurgence preparation & planning**
3. **Remediation**
4. **Reopening schools**
5. **Re-enrollment**

**What kind of structures do you put in place to monitor and streamline the process?**

(e.g. Team structure, governance, tools, communications strategy)
Deciding on reopening requires weighing public health risks against economic activity, student impact and ability to safeguard.

Extent and weight of risks will vary across countries and regions.

### Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Key questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public health risks</td>
<td>To what extent can the health of students, families, staff and the general population be safeguarded while opening schools?</td>
</tr>
<tr>
<td>Criticality for economic activity</td>
<td>To what extent does school closure contribute to GDP loss and unemployment by preventing reopening the economy?</td>
</tr>
<tr>
<td>Impact on student learning &amp; thriving</td>
<td>To what extent is student learning falling behind when schools are closed?</td>
</tr>
<tr>
<td></td>
<td>To what extent are inequities exacerbated during school closures?</td>
</tr>
<tr>
<td>Ability to safeguard schools</td>
<td>To what extent are school systems ready to reopen with the right health &amp; safety measures in place?</td>
</tr>
</tbody>
</table>

Not Exhaustive

Considering the inputs of 3 key stakeholders

- Parents
- Teachers
- Students

Current as of April 22, 2020

Not Exhaustive
There is a continuum of approaches and timelines to reopen schools across different countries

<table>
<thead>
<tr>
<th>Schools among the first of sectors to open</th>
<th>Schools among the last of sectors to open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools reopening considered critical to continue student learning and reopening economy and precedes all or most other sectors on reopening</td>
<td>Schools reopening considered too risky for controlling transmission and not core to reopening economy; schools opened only after most/all of non-essential sectors</td>
</tr>
<tr>
<td>Most countries following a phased approach to gradually bring selected student groups back on campus (e.g. vulnerable students, students in low-risk areas, younger students and high school students, children of “essential workers”)</td>
<td></td>
</tr>
</tbody>
</table>

**Preliminary insights**

<table>
<thead>
<tr>
<th>Japan and China</th>
<th>Denmark and Norway</th>
<th>German regions</th>
<th>France and Switzerland</th>
<th>Spain, Italy and Greece</th>
<th>Colorado, Florida and Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>have reopened most schools in low-risk areas¹ (after more than a month of closure)</td>
<td>are reopening kindergarten (and primary schools) ahead of other sectors (after ~3 weeks of closure)</td>
<td>might reopen schools on May 4, initially for students in their final years of primary or secondary school (after ~5 weeks of closure)</td>
<td>will gradually reopen starting with kindergarten and primary schools followed by secondary schools, on May 11 (after ~6-8 weeks of closure)</td>
<td>might not reopen schools before the start of the school year in September.</td>
<td>are not expected to reopen schools for the rest of the academic year whereas they have reopened hair salons, beaches and retail stores respectively</td>
</tr>
</tbody>
</table>

¹. Japan and China are opening schools on a rolling basis – in low risk areas schools are reopened with safety protocols in place but they remain closed in high risk areas in Tokyo and Wuhan.

School systems will need to gauge the risks and identify trade-offs to determine the approach for school reopening

<table>
<thead>
<tr>
<th>Not Exhaustive and Preliminary insights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools among the first of sectors to open</strong></td>
</tr>
<tr>
<td><strong>What do you have to believe to make a decision for school reopening?</strong></td>
</tr>
<tr>
<td>Public health risk</td>
</tr>
<tr>
<td>Criticality for economic activity</td>
</tr>
<tr>
<td>Impact on student learning and thriving</td>
</tr>
<tr>
<td>Ability to safeguard schools</td>
</tr>
</tbody>
</table>

Source: Danish ministry of education guidelines, Danish prime minister press conference (April 6), Norwegian ministry of education guidelines, Austrian ministry of education press conference (April 8)
## COVID-19 Education Reopening Readiness Dashboard

<table>
<thead>
<tr>
<th>Illustrative</th>
<th>Score</th>
<th>Domain performance metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public health risk</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundational public health</td>
<td>23</td>
<td>Protective equipment (e.g., masks, gloves) availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Testing capability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracking and tracing capability</td>
</tr>
<tr>
<td><strong>Health system capacity</strong></td>
<td>54</td>
<td>Protective equipment (e.g., masks, gloves) availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular beds availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intensive care beds availability</td>
</tr>
<tr>
<td><strong>Criticality for economic activity</strong></td>
<td>32</td>
<td>Number of workers dependent upon childcare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School substitutes (e.g., older children) availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share of GDP generated by workers dependent upon childcare^{2}</td>
</tr>
<tr>
<td><strong>Impact on student learning and thriving</strong></td>
<td>15</td>
<td>Device and Internet availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remote learning attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target curriculum coverage / learning pace</td>
</tr>
<tr>
<td><strong>Impact on equity</strong></td>
<td>25</td>
<td>Performance gap per student pre- and during quarantine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance gap across students during quarantine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cases of domestic violence and child abuse</td>
</tr>
<tr>
<td><strong>Ability to safeguard</strong></td>
<td>76</td>
<td>PPE available per school employee and student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compliance with physical distancing and sanitation rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compliance with health checks</td>
</tr>
</tbody>
</table>

Note:
- ^1: Foundational public health
- ^2: Economic health

**Score references:**
- Score 23: Foundational public health
- Score 54: Health system capacity
- Score 32: Economic health
- Score 15: Impact on student learning and thriving
- Score 25: Impact on equity
- Score 76: Ability to safeguard

**Dashboard metrics:**
- New active cases
- Share of hospitalized patients
- Mortality rate
- Clinical workforce (e.g., doctors, nurses) availability
- Treatment availability
- Ability to scale up healthcare capacity and PPE
- Share of consumer spending generated by workers dependent upon childcare
- Bankruptcy risk for companies employing workers dependent upon childcare
- Online assessment results
- Online tutoring availability
- Parents, teachers and students satisfaction
- Access gap between different socio-economic groups
While considering for whom do you reopen, four archetypes can be identified based on global examples

### Preliminary insights

<table>
<thead>
<tr>
<th>Archetype</th>
<th>1. No reopening</th>
<th>2. Targeted groups</th>
<th>3. Targeted levels</th>
<th>4. Targeted years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher</td>
<td>Higher</td>
<td>Higher</td>
<td>Higher</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>Primary</td>
<td>Primary</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Pre-primary</td>
<td>Pre-primary</td>
<td>Pre-primary</td>
<td>Pre-primary</td>
</tr>
</tbody>
</table>

#### Rationale

<table>
<thead>
<tr>
<th>Archetype</th>
<th>1. No reopening</th>
<th>2. Targeted groups</th>
<th>3. Targeted levels</th>
<th>4. Targeted years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Considerable pressure on health care system and risks of resurgence calls for schools to remain closed till the end of school year (July)</td>
<td>Schools to open or remain open for specific segments that are disproportionately impacted by school closures (e.g. special education schools, vulnerable population)</td>
<td>Schools to open as a means to provide childcare for parents, enabling them to go back to work and open other sectors</td>
<td>Prioritized opening for students in grades that have high stake exams to allow progression to next level</td>
</tr>
</tbody>
</table>

#### Examples

1. Examples based on public reports, and includes likely scenarios announced in the press

<table>
<thead>
<tr>
<th>Examples</th>
<th>Spain</th>
<th>Italy</th>
<th>Estonia</th>
<th>United Kingdom</th>
<th>Israel</th>
<th>Denmark</th>
<th>Norway</th>
<th>Germany</th>
<th>Portugal</th>
<th>France</th>
</tr>
</thead>
</table>

Current as of April 22, 2020
Once reopening decision is made, readiness depends on four key elements; health & safety becomes a pre-requisite

### Preliminary insights

- **Health & Safety**
  - Key safeguards to be put in place with respect to following categories:
    - Physical infrastructure
    - Transportation and food service
    - Scheduling and staffing
    - Health and behavioral norms

- **Re-enrollment**
  - Critical to re-enroll students back to school especially those who are at a higher risk of dropping out and the ones who have not kept in touch with teachers during the lockdown

- **Remediation**
  - Planning required to fill academic and non-academic gaps created during school closure leading to loss of learning or other socio-emotional disadvantages

- **Resurgence planning**
  - Advanced preparation for schools to be able to continue education for students in case second wave of virus resurges; readiness for blended learning for all students

Current as of April 22, 2020
In deciding which health and safety measures to implement, schools are facing difficult trade-offs between effectiveness and feasibility.

**Preliminary insights**

- **Effectiveness**
  - Physical infrastructure
    - Effectiveness in reducing virus spread
  - Transportation and food service
    - Effectiveness in providing childcare
  - Scheduling and staffing
    - Effectiveness in delivering learning
  - Health and behavioral norms

- **Feasibility**
  - Infrastructure feasibility
  - Budget feasibility
  - Supply chain feasibility
  - Staffing feasibility
  - Behavioral feasibility (parents, teachers, students)

Some measures will be common across systems and levels of education, but many will need to be tailored to each system’s unique circumstances.
### Illustration of example measures that schools in countries are taking to ensure health and safety (1/3)

**Physical infrastructure**

| Non-exhaustive | Changes to ensure physical distancing | Establish controlled entrances and exits (e.g. based on grade levels, students and teacher entry) and flows (e.g. one-way traffic in tight corridors)  
Restrict access to places that allow larger gatherings (e.g. cafeteria, staff rooms, libraries) or close these entirely  
Grid off sections for common spaces and lunch areas to help students separate and reduce seating to ensure >6ft physical distance  
Separate partitions in open spaces with high risk of interaction/contact (e.g. playground, blacktop)  
Add plastic barriers and guards between desks (students and teachers) |

### Changes to enable health and sanitization protocols

| Install no-touch bathroom fittings, no-touch trash cans  
Install hand-sanitizing stations at entrances, common areas in the school  
Discontinue vending machines |

### Changes to create healthy buildings

| Improve building conditions and airflow (e.g., ventilation per OSHA guidance) |

### Transportation and food service

| Changes to transportation forms, routes, and sanitization procedures | Increase number of bus routes to reduce occupancy on each bus  
Change bus schedules to bring students in batches that align to cohorts (grade-level, floors)  
Sanitize school transportation after each use  
Subsidize parking/sponsor carpool / create safe bike/walking routes to encourage use of private transport |

### Changes to food service to reduce cross-contamination

| Ensure all food items and choices are fully boxed and no food can be directly touched by students; enforce ‘take what you touch’  
Package cutlery, seasonings, sauces and napkins in single serve packages  
Stagger lunch times by class to ensure physical distancing; add markings on ground to prevent crowding |
# Illustration of example measures that schools in countries are taking to ensure health and safety (2/3)

## Non-exhaustive

<table>
<thead>
<tr>
<th>Scheduling and staffing</th>
<th>Behavioral norms</th>
<th>Health and behavioral norms</th>
<th>Training of staff, parents and students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scheduling adaptations that reduce number of students on campus at any time</strong></td>
<td>Establish physical distancing (&gt;6ft) protocol at all times (either just teachers, or teachers and students)</td>
<td><strong>Avoidance of large groups and gatherings to reduce mixing</strong></td>
<td>Use promotional programs around hand washing and other best practices (e.g., “masks are cool” campaign)</td>
</tr>
<tr>
<td></td>
<td>Enforce wearing of masks (either just teachers, or teachers and students)</td>
<td>Cancel assemblies and other large gatherings</td>
<td>Set up trainings for current staff on health protocols</td>
</tr>
<tr>
<td></td>
<td>Place fewer than 50% students in the classroom to allow physical distancing</td>
<td><strong>Creation of cohorts to minimize number of people each student/teacher interacts with (e.g. by grade, by floor)</strong></td>
<td>Educate parents/ communities on school protocols and frequently share updated policies</td>
</tr>
<tr>
<td></td>
<td>Create staggered schedule for students to attend school on different days (alternating days) or different parts of the day (morning/afternoon)</td>
<td>Create staggered schedule for cohorts to start/end at different times to avoid contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Place fewer than 50% students in the classroom to allow physical distancing</td>
<td>Develop learning schedule in cohorts to minimize contact with broader group of students (e.g. in primary reduce mixing for electives)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stagger recess, lunch hours to avoid contact between cohorts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lang develop training of staff, parents and students</td>
<td></td>
</tr>
</tbody>
</table>
## Illustration of example measures that schools in countries are taking to ensure health and safety (3/3)

### Health and behavioral norms

<table>
<thead>
<tr>
<th>Non-exhaustive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sick leave policies</strong></td>
</tr>
<tr>
<td>- Review attendance policy for students (ensuring students stay home in case of symptoms exhibited individually or for a family member)</td>
</tr>
<tr>
<td>- Set up sick leave and remote teaching policies for teachers to accommodate schedules of different grade levels</td>
</tr>
</tbody>
</table>

| **Procedures on entering the school site** |
| - Establish controlled entrances and exits (e.g. based on grade levels, students and teacher entry) |
| - Check and log body temperature (with contactless thermometer, thermal camera) for all employees, visitors, and students |
| - Limit visiting hours from external members (incl. parents) |
| - Adjust protocols on receiving mail, deliveries, etc. |

| **Enhanced cleaning and sanitation** |
| - Enhanced hygiene protocols on school ground with a focus on common touch points (e.g., doors, stairwell handles, light switch, elevator switch) |
| - Promote hand-washing multiple times a day (create schedule to avoid over-crowding for washing) |

| **Contact tracing, emergency and disease management** |
| - Notify health officials of suspected or confirmed positive cases |
| - Set up policies for closing classes, cohorts, or entire institution and for managing symptomatic students |
| - Set up protocols for contact tracing if cases are detected in school/ community |
| - Set up isolation facility to handle emergencies in case of cases detected on campus |
| - Partner with local communities, health institutions to be first point of contact during emergencies |
| - Schedule regular inspection in line with COVID-19 health protocols |
An operational lead and tight governance could enable effective monitoring and quick decision-making during reopening process

- **Dedicated capacity supporting leadership at each level** - the “nerve center” - to ensure that response is coordinated and carefully monitored, and to enable decision-making

- **Strong relationships and partnerships** at policy and operational levels with other relevant government entities (e.g. department of health, local clinical services) and non-government (e.g. transport providers, catering services)

- **Clear, ongoing communication** with important stakeholder groups, especially parents

- **Effective data and monitoring systems to track implementation** of health measures within schools, levels of attendance, and overall sentiment among teachers and students

- **Effective supporting functions**, especially IT, finance, and supply chain (for PPE and otherwise)
China began... by reopening schools gradually with health & safety measures starting from early March

China has over 200 million K-12 students

As the origin of the outbreak, China both closed and began to reopen its K-12 schools earlier than other countries affected by COVID-19

Several provinces, including Yunnan and Guizhou in south-east China, have reopened secondary and primary schools after ~4 weeks of closure

Shanghai to reopen schools gradually between April 27-May 6 depending on any resurgence in COVID-19

1. These reflect a combination of measures taken by various K-12 schools / provinces and the set of measures taken at each K-12 school would not necessarily be the same

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**Physical infrastructure**

- Separate entrances provided for students of different grades
- Well-ventilated classrooms
- Tables with separating partitions in cafeteria

**Transportation and food service**

- Some classes eat in classroom while other dine in cafeteria
- Canteen tables tagged with serial numbers for each student
- Tables with separating partitions in cafeteria

**Scheduling and staffing**

- Classes end at different times to avoid group gatherings
- Same-floor bathrooms used in turns by classes
- Fewer than 30 students in each classroom to avoid crowdedness

**Health and behavioral norms**

- Students required to keep safe distances in class
- Simulation by teachers to show processes like walking in, attending classes, handwashing
- Staff carried out drills, including on taking temperatures, disinfection and mask-wearing
- Identifying, isolating and hospitalizing pupils with high temperatures
- Students and teachers are required to wear masks
- Shelves placed outside classrooms with disinfection sprayers, thermos bottles, cleaning cloths

Source: Xinhua, “Schools begin to reopen in China amid strict measures”, March 30, 2020
Japan began...  

Not Exhaustive

Japanese Ministry of Education issued a list of guidelines on March 24 for schools to reopen after ~5 weeks of closure.
Schools opened in many prefectures starting from April 6 for certain grades.
Schools in other prefectures / cities expected to be opened gradually under a state of emergency which gives local authorities extended powers.

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...reopening schools\(^1, 2\) in late March under guidelines provided by Ministry of Education

<table>
<thead>
<tr>
<th><strong>Physical infrastructure</strong></th>
<th>Thorough ventilation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation and food service</strong></td>
<td>Thorough hand-washing before eating lunch</td>
</tr>
<tr>
<td><strong>Scheduling and staffing</strong></td>
<td>Students are divided into groups, with different groups going for health checks at different times(^3)</td>
</tr>
<tr>
<td><strong>Health and behavioral norms</strong></td>
<td>Students and staff need to avoid conversing with others at close quarters</td>
</tr>
<tr>
<td></td>
<td>Physical distancing takes place at all times (2 meters), including during morning assembly and recess</td>
</tr>
<tr>
<td></td>
<td>Students and staff need to check their body temperature frequently</td>
</tr>
<tr>
<td></td>
<td>Students and staff need to wear face masks</td>
</tr>
<tr>
<td></td>
<td>If an infection is confirmed, the infected individual and those who were in close contact are to be suspended</td>
</tr>
<tr>
<td></td>
<td>In case of infection, temporary closure of classes or the entire school may also be recommended</td>
</tr>
</tbody>
</table>

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1. Does not apply to all regions as a number of prefectures / cities still have not reopened schools and some that are reopened may also be closed again in the case of an observed resurgence in virus.
2. These three sets of measures would not necessarily be the same at each reopened K-12 school.
3. In the context of the measure set up by the Hokkaido Prefectural Government for students to come to school during the closures to check their health conditions as of March 9th. Possible to assume that such a measure was maintained post-opening.

Source: Japan Times, “Guidelines on curbing virus issued as Japan’s schools set to reopen”, March 24, 2020
Denmark...

Not Exhaustive

The Danish Ministry of Education issued a list of guidelines on April 6 for school reopening after ~3 weeks of closure.

Kindergarten and primary schools reopened across the country on April 15.

Schools reopened for students with special needs from all grades (where the individual local councils consider it safe).

Matriculating classes in the upper two levels of secondary school also resumed classes on April 15.

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### ...reopened kindergarten and primary schools after the Easter holiday

<table>
<thead>
<tr>
<th>Physical infrastructure</th>
<th>New classroom setups that include desks spaced six feet apart&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lessons conducted in gymnasiums&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Transportation and food service</td>
<td>Students have lunch at their individual, spaced out desks</td>
</tr>
<tr>
<td>Scheduling and staffing</td>
<td>Class size is reduced, and students will attend school on alternating days to facilitate physical distancing</td>
</tr>
<tr>
<td></td>
<td>Indoor play only allowed between children of pre-defined groups</td>
</tr>
<tr>
<td>Health and behavioral norms</td>
<td>Physical distancing takes place at all times (2 meters), including during morning assembly and recess</td>
</tr>
<tr>
<td></td>
<td>Employees and students with high-risk family members are not expected to attend classes</td>
</tr>
<tr>
<td></td>
<td>Schools face strict guidelines on frequently sanitizing surfaces and objects across the school</td>
</tr>
<tr>
<td></td>
<td>Staff is required to educate younger pupils on proper hygiene and ensure they observe safety directives</td>
</tr>
<tr>
<td></td>
<td>If an infection is confirmed, the infected individual and those who were in close contact are to be suspended</td>
</tr>
</tbody>
</table>

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<sup>1</sup> for children in daycare and primary school.

Source: Danish government website regeringen.dk, April 6. Danish police website politi.dk “first step of controlled reopening”, April 6.
Norway...

Not Exhaustive

The Norwegian government published a set of directives on April 7 to allow school reopening after ~5 weeks of closure.

Kindergartens reopened on April 20.

If the reopening proves successful, primary schools will gradually begin reopening on April 27.

Secondary school reopening will be decided later.

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...is gradually reopening schools under strict safety guidelines

<table>
<thead>
<tr>
<th>Physical infrastructure</th>
<th>Loose carpets should be removed to facilitate cleaning</th>
</tr>
</thead>
</table>
| **Transportation and food service** | Children and staff should wash hands before and after meals  
   Children should not share food and drink, bring packed lunches  
   Children should eat in their cohorts  
   In the case of joint dining room, the cohorts should eat at different times  
   Tables and chairs should be washed off after each group |
| **Scheduling and staffing** | Cohorts (i.e. fixed groups of children and employees, which are least mixed with other groups) are created  
   Class size is halved, and classes will attend school on alternating days  
   Fewer meetings and gatherings take place |
| **Health and behavioral norms** | Physical distancing takes place at all times (2 meters), including during morning assembly and recess  
   Schools face strict guidelines on frequently sanitizing surfaces and objects across the school, with some items to be cleaned hourly; failure to comply to these guidelines risks school closure  
   Children and adults should wash hands frequently and thoroughly for at least 20 seconds; hands are then wiped with disposable paper towels  
   Staff is required to be trained in and educate younger pupils on proper hygiene and ensure they observe safety directives; children cannot bring toys from home  
   If an infection is confirmed, the infected individual and those who were in close contact are to be suspended  
   In case of infection, temporary closure of classes or the entire school may also be recommended |

Source: Norwegian government website; press search (e.g., The Local, “What you need to know about Norway’s kindergarten reopening”, April 9, 2020).
Questions for discussion:

• What is your biggest challenge for reopening schools?

• What measures are you putting in place to prepare for reopening?

• What other priorities are you currently focusing on?

• What other information can McKinsey provide while considering reopening?
Backup
# Archetypes of reopening – examples of countries that are considering doing so (1/2)

<table>
<thead>
<tr>
<th>Country</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>Spanish schools and universities closed when state of emergency was announced (<a href="#">source</a>)&lt;br&gt;Experts advising government officials predict there will be no return before September 2020 (<a href="#">source</a>)&lt;br&gt;Rationale is that schools will need to comply with physical distancing norms, which is not possible, and need masks and combined face-to-face and online curriculum (<a href="#">source</a>)</td>
</tr>
<tr>
<td>Italy</td>
<td>Schools will not reopen in May, Italy's education minister Lucia Azzolina said in an interview with an Italian newspaper on 17 April. The comments by the Minister come amid the increasingly likely scenario that Italy's schools will not reopen until September</td>
</tr>
<tr>
<td>Estonia</td>
<td>Estonia plans to reopen schools to “smaller groups of children” starting on May 15, with considerable vagueness around how it will be done (<a href="#">source</a>)&lt;br&gt;Rationale is that government would like to begin phasing out homeschooling, get children out of their homes with hikes and activities (<a href="#">source</a>)&lt;br&gt;Teachers will choose students to be in small groups who need more individual approach or for whom distance learning has not proven effective or through parents input (<a href="#">source</a>)</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>While majority of UK schools are without a solid date for reopening, alternative provision (AP) schools remain open--schools for children who have been expelled or are at risk of expulsion (vulnerable and difficult children) (<a href="#">source</a>), including those with an assigned social worker, those on welfare, at risk for domestic violence&lt;br&gt;AP students make up 0.6% of total public school students (<a href="#">source</a>)&lt;br&gt;Rationale is that the school might be the only safe place for these students to go, where they are safe from abuse and can get meals</td>
</tr>
<tr>
<td>Israel</td>
<td>Israel shut down schools and universities, but has reopened special education classes and pre-schools for ~52K students (<a href="#">source</a>)&lt;br&gt;Prioritizing special education children to ease pressure off of parents who have had to work with children out of school for a significant amount of time (<a href="#">source</a>)</td>
</tr>
</tbody>
</table>
Archetypes of reopening — examples of countries that are considering doing so (2/2)

<table>
<thead>
<tr>
<th>Country</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Denmark | Denmark becomes the first country in Europe to relax coronavirus restrictions; children up to age of 11 (5th grade) are returning to nursery schools and primary schools ([source](#))  
• Instituting <=10 students per classroom and physical distancing among students  
• Prioritizing younger children both because of parents’ inability to return to work without their being cared for, and because of their lack of independence in self-directed learning ([source](#))  
High schools, universities, and children with at-risk family members will continue remote learning ([source](#)) |
| Norway | Norway’s schools are slated to reopen on Apr 27 for grades 1-4 ([source](#))  
Norway has opened up preschools starting this week Apr 20 after a month long closure ([source](#))  
Prioritizing preschools preschool and younger children because of their relative lack of symptoms from COVID-19, "going to pre-school is safe" ([source](#)) |
| Germany | German students facing graduation have been allowed to return to sit for exams; other classes remain postponed ([source](#)) ([source](#))  
Schools will begin reopening on 4 May, with special emphasis on graduating classes, the oldest primary school children and students who are expected to take exams  
Prioritizing student sitting for exams to allow for graduation; students come to school only to take exams, sit in spaced-apart desks |
| Portugal | Schools were shut down on Mar 12, but a recent plan proposed to reopen 10th, 11th, and 12th grade classes  
Plan for reopen has now been deferred for review until April 30th ([source](#))  
Prioritizing older children ostensibly for testing and advancement to university purposes, but met with resistance because of vulnerable teacher population ([source](#)) |
| France | In the first week, only the major sections, CP (6yo – start of primary) and CM2 (10yo - end of primary) will return to class. This will be followed one week later by the 6th, 3rd, 1st and 12th graders. In the third week: all the other students in kindergarten, primary, middle and high school to return to school |