



Building a Europe
for and with children
Construire une Europe
pour et avec les enfants

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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Steering Committee for the Rights of the Child (CDEFN) Comité Directeur pour les droits de l'Enfant (CDEFN)

**CDEFN webinar on COVID-19 and education
Webinaire du CDEFN sur COVID-19 et l'éducation**

**Compilation of replies of member States / Compilation des réponses
des états membres**

Call for good practices / Appel à bonnes pratiques

Compilation prepared by the Children's Rights Division
Directorate of Anti-Discrimination /

Compilation réalisée par la Division des droits des enfants
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I. Table of responses to the call of good practices on COVID-19 and Education

CDENF members / Membres CDENF	
Member State /Etat membre	Date
Albania / Albanie	
Andorra / Andorre	
Austria / Autriche	
Azerbaijan / Azerbaïdjan	22/02/2021
Belgium / Belgique	
Bulgaria / Bulgarie	22/02/2021
Croatia / Croatie	
Cyprus / Chypre	
Czech Republic / République Tchèque	
Denmark / Danemark	22/02/2021
Finland / Finlande	
France	
Georgia / Géorgie	
Greece / Grèce	
Hungary / Hongrie	23/02/2021
Iceland / Islande	
Ireland/Irlande	
Italy / Italie	
Lithuania / Lituanie	
Luxembourg	24/02/2021
Malta / Malte	23/02/2021
Monaco	
Montenegro / Monténégro	
Netherlands / Pays-Bas	
North Macedonia / Macédoine du Nord	
Norway / Norvège	23/02/2021
Poland / Pologne	
Portugal	22/02/2021
Republic of Moldova / République de Moldova	
Russian Federation / Fédération de Russie	
Serbia / Serbie	
Slovak Republic / République Slovaque	
Spain / Espagne	
Sweden / Suède	22/02/2021
Switzerland / Suisse	
Turkey / Turquie	
United Kingdom / Royaume-Uni	23/02/2021
CDENF observer States and organisations	
Mexico	26/02/2021
UNICEF	23/02/2021

II. Member States' Responses (in original language) / réponses des États Membres (dans la langue d'origine)

1. Good practices concerning home/online schooling

Country / pays	Good Practice
Albania	<p>Online schooling – information provided by UNICEF</p> <p>The Akademi.al platform is the official e-learning platform of the Albanian Ministry of Education, Sports, and Youth. It was a key part of the Ministry's strategy to mitigate disruption to education during the COVID-19 pandemic. The platform has over 900,000 clicks daily. The platform has over 5,000 learning videos which are pre-recorded, and students can watch at any time for free. The videos are also being adjusted with subtitles, voice-overs, and sign-language for children with disabilities. Furthermore, the lessons align perfectly to the new national curriculum, adjusted by the Ministry to facilitate distance learning, and children can also test their ability through quizzes. During the pandemic, more than 40,000 teachers created around 190,000 virtual classrooms.</p>
Azerbaijan	<p>"Home learning in times of COVID-19" campaign</p> <p>The main purpose of this campaign is the provision of new methodological guidance and tools for parents to understand their obligations and responsibilities in relation to effective home education of children and organization of leisure time activities during pandemic.</p>
Bulgaria	<p>Digital education support</p> <p>Enhanced and effective use of digital technology, ensuring equal opportunities for all students to benefit from digital devices, connectivity, resources, support and the opportunity to integrate into the learning environment, from a distance.</p>
	<p>New Wi-Fi zones</p> <p>Construction of free Wi-Fi zones with over 500 high-performance Internet access points in areas with a concentration of children who are not covered in distance learning in an electronic environment due to the low social status of their families</p>

<p>Denmark</p>	<p>Digital education</p> <p>As a result of lockdown, education has changed with the rise of online learning, where teaching is undertaken on digital learning platforms. Despite online learning and emergency education, the pupils should be able to learn as much as possible from home. All pupils have access to online school and digital education platforms from home. If a pupil in primary or lower secondary, education needs a computer in order to take part in distance education the school will provide one.</p> <p>In response to significant demand, many digital education platforms offered free access to their services in the beginning of the first lockdown. Because of the high demand, the Ministry of Children and Education financed access to 12 different digital education platforms. In addition, the Ministry of Children and Education has published material to help the teachers with creating good digital education during lockdown.</p>
<p>Hungary</p>	<p>Digital pedagogical methods</p> <p>In order to widely disseminate digital pedagogical methods and to support their application in public educational institutions the Government of Hungary has taken a number of measures in recent years. The Government adopted the Digital Education Strategy in 2016, which aims to ensure that adequate quantity and quality of digital educational content, progressive infrastructure and suitable digital equipment are available in all schools. The achievement of these objectives has also been supported by a number of EU projects in recent years. As a result of these development measures, the bandwidth has been expanded at thousands of public educational facilities at national level, and a WiFi network has been constructed. In addition, about 100,000 ICT tools have been placed in public education institutions. Within the framework of the Government's Clean Software Programme students and teachers in public education have been provided free of charge with the educational version of Office 365, which includes MS Teams. The widely used central system of administration and registration in public education (KRÉTA) has been enriched with a new function supporting digital collaboration, which can be used by all students for online communication and problem solving.</p> <p>Commissioned by the Minister of State for Public Education of Hungary in collaboration with the Digitális Jólét Nonprofit Kft., the eKréta Informatikai Zrt. and the Educational Authority of Hungary a book titled Collection of Methodological Recommendations for Digital Pedagogy has been completed and made electronically (in Hungarian only). The publication offers methodological support to schools, school leaders and educators for their educational activities supported with digital technologies either used in face-to-face education or out-of-classroom digital work schedule. To this end, the book presents a variety of tools, contents and methods that can be used at different levels of digitalization and makes suggestions for their use.</p>

	<p>During the out-of-classroom digital work schedule, educators who do not have the appropriate equipment at home to organize the teaching-learning process can use the tools and the internet available in schools. Schools provide tools for temporary use to students who do not have a computer, a smartphone, a tablet or a laptop available in their home. During the second wave, the Government of Hungary provides free internet services to students and teachers participating in digital education.</p>
	<p>Child Participation in education challenges during COVID-19</p> <p>To assess the conditions in National Child Protection Services, the Ministry of Human Capacities conducted a survey on the availability of technical assistance and tools both to ensure the participation of children under protection in digital education and to support contact with their relatives. Additionally, we work with donor organizations to ensure that these conditions are fully available, as well as to purchase digital tools funded by the central budget. Thousands of laptops and personal computers had been allocated to foster families and residential child protection facilities, and purchase order and dispatch process is running currently.</p> <p>In response to the COVID-19 pandemic and in line with the regulations put in place, family and child welfare service providers were authorised to redirect their capacities, mainly the human capacities, according to the availability and identified necessity (mainly experts in pre-school and school social service assistance, mostly employed by family and child welfare service centres and actors of the public education system). As a result of the launch of a digital out-of-classroom educational programme, the role of online platforms and one-to-one consultations has intensified. Social workers in kindergartens and schools extended their activities as follows:</p> <ul style="list-style-type: none"> – assistance to children to meet compulsory education requirements, to support parents, educators, teachers and other professionals in reducing the pressure due to increased demands and needs under the altered circumstances> – assistance in the acquisition and allocation of technical tools, support in learning the curriculum, also in delivering the curriculum to stakeholders or public actors.
	<p>Programme for educators “Online Against Cyberbullying”</p> <p>The Educational Authority of Hungary, with the support of the State Secretariat for Public Education, has developed a new programme for educators called “Online Against Cyberbullying”. The main focus of the programme is cyberbullying related to the out-of-class digital work schedule. Within the framework of the programme the experts compiled professional recommendations which contain freely available high-quality educational resources and educational tools broken down by topics and three age groups (lower grades, upper grades, adolescents).</p>

	<p>As part of the pilot of the programme, webinars related to all three age groups were organized at the end of 2020 with 60 participating teachers at each. The presentations, the digital support material and sample lesson plans developed in the programme were shared with 180 teacher participants. The knowledge transferred by the pilot programme will be tested in practice, and a 30-hour in-service teacher training is planned to be accredited in the spring of 2021.</p>
Luxembourg	<p>Financement de matériel scolaire</p> <p>Un stock de 5 000 tablettes numériques a été constitué pour venir en aide aux élèves qui n’ont pas le matériel nécessaire pour suivre un apprentissage à distance.</p> <p>Initiative : “Teacher meets parents”</p> <p>Il est prévu que les titulaires de classe organisent des réunions de parents virtuelles COVID grâce à l’outil Teams afin de leur donner des tuyaux concernant l’apprentissage à distance, répondre aux questions et les sensibiliser aux dispositifs d’aide mis en place (helplines, schouldoheem, etc.). Un guide parents sera développé et distribué ; il reprendra les informations essentielles, adresses utiles et tuyaux concernant l’organisation de la journée, de la vie en famille et les signes de détresse à observer chez leurs enfants afin de pouvoir réagir en temps utile et recourir à l’aide offerte par les services du ministère.</p> <p>schouldoheem. lu-On Air!</p> <p>Entre Carnaval et Pâques, du mardi au vendredi, le Service de coordination de la recherche et de l’innovation pédagogiques et technologiques (SCRIPT) anime à 16h30 une émission de 30 à 40 mn pour les élèves des écoles fondamentales. Celle-ci propose des activités ludiques, à la fois plaisantes et éducatives. Au programme on retrouve de la magie, de la danse, des histoires pour grands et petits, du bricolage, du théâtre ou le karaoké de Mimamu. Les émissions sont ensuite disponibles sur YouTube.</p>
Montenegro	<p>Supporting parental involvement in children’s education (especially for children with disabilities) – information provided by UNICEF</p> <p>As part of the “for every child, a voice” initiative, the Ministry of Education and UNICEF are using the application Cboard. This application supports children to communicate using symbols and turns text into speech. It is available to the public and has been downloaded over 1,000 times in its user testing form.</p>
Portugal	<p>#EstudoEmCasa [#StudyAtHome]</p> <p>In April 2020, the Ministry of Education, in partnership with the public service broadcaster - Portuguese Radio and Television (RTP) and the Calouste Gulbenkian Foundation, created an additional set of educational resources for pre-school education and basic education levels as a tool to complement the work of teachers with students. The content was organized by educational levels and broadcasted from 9:00 AM to 5:50 PM until the end of the school year 2019/2020.</p>

	<p>In the last quarter of the school year 2019/2020, these daily thematic teaching contents of limited duration encompassed essential learning aspects of the 1st up to the 9th grade¹, allowing most of the curricular components, organized in a disciplinary and interdisciplinary way, to be fulfilled throughout this last term of the school year. Universal access to these resources was ensured by making them available on TV channels existing in several broadcasting modes, such as digital terrestrial reception, satellite reception and cable TV. It is noteworthy to mention that, with a few exceptions, access via digital terrestrial reception and satellite reception did not grant the universal possibility of going back in the broadcast on demand; however, all contents were later made available, on RTP Play and on the #EstudoEmCasa page at the Directorate-General for Education website. Moreover, the TV programming grid allowed students in different school levels to access content on the same TV set. Between September and October 2020, the contents of #EstudoEmCasa 2019/2020 were transmitted with the aim of accompanying the learning recovery strategies carried out in the first five weeks of the school year 2020/2021.</p> <p>In mid-October 2020, after the added value and impact of this resource had been recognized by the entire educational community, #EstudoEmCasa was relaunched in partnership with RTP. The universality of access to #EstudoEmCasa allowed students even in the most remote areas of the national territory to access educational content that is relevant to the development of their learning, including the Portuguese-speaking community abroad; again, universal access was complemented through RTP Play and the Directorate-General for Education website.</p> <p>As of mid-February 2021, #EstudoEmCasa 2020/2021 maintains the aim of promoting a school that is close to all students, in articulation with the work developed or to be developed by the teachers of each school. These TV contents are a support for students who are at home with no other form of online connectivity, as well as a resource for all those who want to access a set of pedagogical blocks and even as a pedagogical tool for teachers in distance learning. #EstudoEmCasa 2020/2021 is broadcasted on separate channels for basic and secondary education levels via digital terrestrial reception and cable TV and is also available on RTP², on the website and on the #EstudoEmCasa App. The 75 weekly blocks, of <i>circa</i> 30 minutes each, fulfill most of the curricular components of essential learning, organized in a disciplinary and interdisciplinary way, and are broadcasted daily from 9:00 AM to 4:30 PM.</p> <p>Primary school levels follow the calendar defined by the Ministry of Education and, as in the previous school year, the morning blocks are dedicated to grades 1 to 6 and the afternoon blocks to grades 7 to 9. The discipline of Portuguese as a Second Language usually makes the transition between the morning and afternoon periods. One shall highlight the autonomisation of the 1st and 2nd grades due to the necessary</p>
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¹ Combined as of the following sets: 1st and 2nd grades; 3rd and 4th grades; 5th and 6th grades; 7th and 8th grades; and 9th grade.

² Daily broadcast on demand and individualized modules.

	<p>adaptation to the specificities of the beginning of this cycle, marked by the acquisition of writing and reading skills.</p> <p>Since November 2020, #EstudoEmCasa 2020/2021 has been extended to secondary education levels in order to encompass all students. The blocks are organized in thematic sequences, which can be approached sequentially or separately, fulfilling most of the curricular components of the scientific-humanistic courses of the 10th up to the 12th grade and vocational courses (from the 1st to 3rd year).</p> <p>A new block on "Organization of autonomous work" has been introduced and is common to all levels of education, in order to support students in developing forms of self-regulation and of deepening the learning process, thus meeting the progressive evolution of the skills entailed in the area of "Personal development and autonomy", which is recommended in the Profile of Students by the End of Compulsory Education.</p>
	<p>Plataforma “Estamos ON” - Apoio aos Diretores [“Estamos ON” Platform - Support for Principals]</p> <p>The "Plataforma Estamos ON – Apoio aos Diretores" is a support service provided by the National Agency for Qualification and Professional Education, the Directorate-General for Education and the Directorate-General for Educational Establishments to the principals of school groups and of non-grouped schools on several areas, including distance learning, pre-school, learning and assessment.</p> <p>This platform allows a faster and more concrete communication between the Ministry of Education and the school in the response to various situations that arise as a result of the information released by the Ministry of Education and the particular contexts of each school and student and each student.</p>
Turkey	<p>Supporting parental involvement in children’s education (especially for children with disabilities) – information provided by UNICEF</p> <p>In Turkey, the government’s Özelim Eğitimdeyim ("I am special, I am in education") application for students with vision impairment, hearing impairment, mild/moderate/severe intellectual disabilities, autism spectrum disorder and learning difficulties, as well as their families. It contains a range of educational activities and has been downloaded over 100,000 times on Google Play where it is well-reviewed, with a 4.1 rating.</p>
United Kingdom	<p>“To get Help with Technology” programme</p> <p>Devices – Purchased and distributed over 1 million new laptops and tablets (towards a commitment of 1.3 million devices) to schools and colleges. This has enabled vulnerable children and young people and those from low-income families to access remote education in the event of disruption and school closures.</p> <p>Connectivity - Worked with major mobile network operators to secure free mobile data uplifts for children in low-income households to support remote education. This is in addition to purchasing and delivering 67,000 4G wireless routers to schools to distribute to pupils where access to the internet was a barrier to online learning.</p>

	<p>Platforms – Through engagement and collaboration with supplier networks and the provision of £5.1m of grant funding to date, we have increased digital learning capability. This has been done through the set-up of digital platforms (G Suite for Education and Office 365 Education) with 2.4 million user accounts created and benefiting over 7,000 schools.</p>
	<p>Remote Education, e-learning and online safety</p> <p>The National Tutoring Programme (NTP) has been launched providing additional, targeted support for those children and young people who are most at risk of falling further behind due to lost time in education.</p> <p>The Department for Education has also provided funding to Oak National Academy, a national platform which offers free lessons and resources covering many subjects, from Early Years Foundation Stage to Year 11, and includes specialist content for pupils with additional needs.</p> <p>In England, revised statutory guidance entitled ‘Keeping Children Safe in Education’ has also been published, which includes information to help schools and colleges keep children safe online, and includes resources on safe remote education, virtual lessons and live streaming and information on online safety for parents and carers.</p>

2. Children in vulnerable situations

Country / pays	Good Practice
Denmark	<p>Vulnerable children</p> <p>In Denmark, attention has been and is being paid to vulnerable children relating to the emergency education. Although schools were initially shut during the lockdown certain groups of children were exempt from lockdown, and municipalities still offered emergency care to children and pupils in these groups. Vulnerable children could attend school during the lockdown, and the municipalities’ local authorities and school staff were encouraged by law to keep a special focus on identifying children and families in vulnerable positions – making sure that they were able to access emergency care or schooling if needed, and to keep continuous dialogue with the families.</p> <p>The Ministry of Children and Education granted financial support to voluntary organizations etc. in order to support vulnerable children and families in schools and education institutions. The majority of the grant was focused on initiatives that support the vulnerable pupils’ learning after the school closure and introduction of distance learning. In addition, the Danish government extraordinarily provided grants to the municipalities for summer activities for children and young people in general. The purpose of this initiative was for the pupils to catch up on lost learning and to rebuild their well-being and social life after the school closure in the spring.</p>

<p>Hungary</p>	<p>There are two services that help especially the socially disadvantaged children in Hungary.</p> <p>Sure Start children’s centre</p> <p>The Sure Start children’s centre’s aim is to facilitate the social inclusion of both socio-culturally disadvantaged children aged 0-3 and their parents by providing preventive services. Services support healthy development of children, compensate developmental delay, and strengthen parental competencies.</p> <p>The Study Hall</p> <p>The Study Hall is an innovative disadvantage compensation initiative run by a civil or church organisation, based on local characteristics and on the voluntary participation and individual needs of children and young people, which operates a community area used autonomously by the study hall maintainer. A study hall provides complex services that take into account the personality development as a whole.</p> <p>The two services mentioned above have been operating during 2020. Realizing the needs and additional tasks of these service providers the Ministry of Interior gives extra financing for operating Sure Start children’s centres to cover the expanses of cleaning tools, materials and masks and for operating Study halls to buy mobile devices (laptops and tablets) to help disadvantaged student during the out-of-classroom, digital work schedule.</p> <p>The 106 Sure Start children’s centre reach 2,500 and the more than 180 Study halls reach 5,000 socially disadvantaged children yearly.</p>
	<p>Digital communication tools</p> <p>During the out-of-class digital work schedule, teachers and students communicated with each other using digital tools and platforms or other non-face-to-face methods (e.g. telephone, paper) in order to select the curriculum, monitor and support the learning processes. The majority of institutions and teachers relied on digital technology, but textbooks continued to play an important role in the learning process. In some regions, of the country it posed a challenge that disadvantaged students did not have adequate digital devices or internet connection. In order to reduce the disadvantage, school maintainers conducted a detailed survey, and based on it, new tools were procured. Schools also had the possibility to lend digital tools to students and teachers to be used at home, and thousands took this opportunity.</p>
<p>Malta</p>	<p>Children in alternative care</p> <p>Social welfare services licensed by the Social Care Standards Authority were legally obliged to continue offering services since these services were considered as essential services. Since children in alternative care settings form part of the mainstream educational services, in cases where schools switched to online teaching, the children residing in any one of alternative care setting licensed by the Social Care Standards Authority who attend that particular school switched to online learning as well.</p>

	<p>Other vulnerable children</p> <p>A virtual primary school is currently catering for 600 students who are either vulnerable or who come from vulnerable households.</p>
Portugal	<p>Guaranteeing the right to education by identifying children in danger to attend the school facilities during lockdowns</p> <p>Since March 2020, while endeavouring to ensure the continuity of the preventive and protective activity of the current 310 Local Commissions spread over the entirety of the national territory, the National Commission for the Promotion of the Rights and the Protection of Children and Young People has been working in articulation with the Ministry of Education in order to ensure that children who are subject to measures of promotion and protection - and in a situation of heightened danger as a result of lockdowns implemented to contain the pandemic - are provided the opportunity to continue to access the school facilities to enjoy healthier and safer conditions while enjoying their right to education during this period.</p>
	<p>Guaranteeing the right to education to children in vulnerable contexts and children whose parents or tutors must work on site during lockdowns</p> <p>Children whose parents or tutors must work on site during periods of lockdown – e.g. health workers, among others – are allowed to attend the school facilities. The same applies to children in vulnerable situations, at risk of failing to attend online classes, with no family structure and no equipment.</p>
United Kingdom	<p>Vulnerable Children and Schools</p> <p>In the United Kingdom, education settings (including post-16) have remained open for vulnerable children and young people during national lockdowns, and education providers and local authorities must ensure they have systems in place to keep in touch with those who cannot attend. This is in recognition of the fact that being in these settings can be an important lifeline and is a protective factor for many vulnerable children and young people.</p> <p>Wider Support</p> <p>We supported economically disadvantaged children during the restricted opening of schools, by ensuring that free school meals would continue to be provided where children were unable to attend school.</p> <p>Government provided additional funding for schools to provide lunch parcels or food vouchers to eligible pupils at home. In 2020, the Department set up a national scheme and our supplier, Edenred, reported that over £380m of supermarket gift cards were generated for families during this calendar year. Schools have been able to access the same support during the 2021 school closures.</p>

3. Children wellbeing

Country / pays	Good practice
Luxembourg	<p>Écoute et soutien aux enfants et jeunes dans la crise Covid-19</p> <ul style="list-style-type: none"> • Leçons « COVID/Bien-être » dans le cadre de la branche Vie et société <p>Les enfants et les jeunes peuvent être encouragés, dans le cadre des cours à l'école, à parler du virus et de leur situation par rapport à la pandémie. Encadrés par les enseignants VIESO et éventuellement par le personnel du SePAS, ils peuvent être encouragés à se communiquer leurs vécus. Le personnel des écoles peut les guider dans la gestion de la situation et les engager à recourir aux offres d'aide en cas de besoin.</p> <ul style="list-style-type: none"> • Covid-Tutoring à l'enseignement secondaire <p>Il est prévu que le régent ait des entretiens individuels avec ses élèves afin de se renseigner sur leur situation au niveau personnel et scolaire. Un aide-mémoire a été élaboré afin de soutenir les enseignants dans cette démarche.</p> <hr/> <p>Lancement de la campagne #act4support en faveur du bien-être des jeunes (15.02.2021)</p> <p>Afin d'aider les jeunes à surmonter cette période difficile, de faire un travail préventif et d'outiller les professionnels qui sont en contact avec eux au quotidien, le ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse a annoncé dès février 2021 une série d'actions et recommandations en faveur du bien-être des jeunes. Le Centre psycho-social et d'accompagnement scolaires (CePAS) est plus particulièrement en charge des quatre initiatives suivantes dans le cadre de sa campagne #act4support :</p> <ul style="list-style-type: none"> • Activation de la helpline 8002-9393 <p>Une aide, une écoute psychologique et une assistance pour les enfants, adolescents et familles en situation de stress, de conflits et de surmenage. Ce service est proposé par l'Office national de l'enfance et le Centre psycho-social et d'accompagnement scolaires. La helpline 8002-9393 est accessible tous les jours ouvrables entre 8 et 18 heures.</p>

	<ul style="list-style-type: none"> • Une approche pédagogique ouverte et bienveillante <p>Un dépliant informe sur le rôle important des enseignants et du personnel éducatif dans la création du lien avec les jeunes et rend attentif à certains signes de mal-être auxquels ils peuvent être confrontés. De même, il aborde l'importance du rôle de relai du personnel encadrant vers les professionnels du milieu psycho-social. Des formations spécifiques sont proposées, notamment pour la mise en place d'espaces de parole régulés en classe et un premier secours en santé mentale.</p> <ul style="list-style-type: none"> • Recueil de bonnes pratiques « Le lien pédagogique et éducatif en temps de crise » <p>Grâce à une consultation des services psycho-socio-éducatifs en milieu scolaire, des directions des lycées, des maisons de jeunes et des organisations représentatives des élèves et de la jeunesse, un guide de bonnes pratiques est actuellement en élaboration et sera édité avant les vacances de Pâques. Il regroupe des recommandations pour le personnel au sujet de la création et du maintien du lien pédagogique et éducatif en temps de crise.</p> <ul style="list-style-type: none"> • Une campagne pour et avec les jeunes sur les réseaux sociaux <p>Une campagne reprenant l'hashtag #act4support est lancée dès à travers les médias sociaux. Elle associe l'ensemble des jeunes et les invite à promouvoir des gestes positifs à adopter en ce temps de crise par le partage d'actions solidaires et d'encouragement et la valorisation de leurs actions positives.</p>
Norway	<p>Coordination group</p> <p>The government of Norway established a coordination group to observe, investigate and follow up the consequences for the children and young people in Norway on all issues of their everyday life. The coordination group is chaired by the Directorate for Children, Youth and Family affairs, and includes representatives from the Institute of Public Health (FHI), the Directorate of Health, the Directorate for Education, the Integration and Diversity Directorate, the Police Directorate and the Secretariat. In addition, the Directorate of Labor and Welfare has been invited. The group reports to the Minister for Children and Family Affairs every second week.</p>
United Kingdom	<p>Wellbeing</p> <p>In England, the Department for Education has issued guidance for schools which includes information and sources of further advice on supporting children's mental health and wellbeing. It has also introduced the 'Wellbeing for Education Return' scheme, which has provided funding for expert advisers and training in every local authority area, to support wellbeing in light of the ongoing impact of the COVID-19 pandemic and lockdown. In addition to this, Public Health England has produced guidance for parents and carers on supporting children and young people's mental health and wellbeing during the pandemic, and their websites such as 'Rise Above' and 'Every Mind Matters' have been updated to provide content, advice and support about mental health issues related to the pandemic.</p>

4. Crisis-recovery strategies

Country / pays	Good Practice
Bulgaria	<p>Long-term support Additional support for children’s personal development and training in individual subjects, etc.</p>
Denmark	<p>Closing and re-opening schools</p> <p>In Denmark, the continuity of learning and successful safe reopening can be attributed to constant communication and consultations with stakeholders among other things. The key stakeholders have been consulted on all reopening phases and with great frequency in “sectoral partnerships” for the school sector. This has ensured dialogue in the school sector partnership between Danish Health Authorities, Ministry of Health and the Ministry of Children and Education on one side and municipalities and head masters’, pedagogical staff, teachers’, parents’ and pupils’ organisations on the other side. The frequency of consultations enabled the sectorial partnerships to produce robust guidelines for reopening schools and education institutions.</p> <p>In the sector partnerships, challenges of current COVID-19 situations are discussed and the different participants can give their view on issues that need attention and guidelines to be made by the central government in order for the schools to operate to secure the wellbeing of the children and staff. This has enabled the sectorial partnership to produce robust guidelines for reopening and regional lockdowns of schools. The sector partnerships have virtual meetings regularly where the different stakeholders are able to let their interest be heard and to influence the focus in the guidelines given by the central health authorities in order for schools to operate during the COVID-19 emergency.</p>
Hungary	<p>Action plan</p> <p>In order to enable public educational institutions to start the school year prepared for the epidemic situation, the State Secretariat for Public Education of Hungary, in collaboration with the National Public Health Centre, has developed the 2020/2021 action plan on the procedures to be applied in public education institutions during epidemiological preparedness, which contains a number of recommendations for the safe operation of public education institutions during a pandemic. Under the Action Plan, schools were required to develop their own epidemiological protocol, which included a digital switchover scenario.</p> <p>National recovery and resilience plan</p> <p>In Hungary's national recovery and resilience plan, we set the goal of improving the institutions’ ICT equipment. To this end, we plan to</p> <ul style="list-style-type: none"> – equip schools with enough modern computers year-to-year to provide each 5th and 9th grader with one for personal use (about 100,000 computers per year); – provide schools with devices especially for teachers (55,000 computers);

	<ul style="list-style-type: none"> - improve 6,000 classrooms with interactive flat panels to support digital education; - improve computational and algorithmic thinking and creativity by providing ICT tools for schools; - offer digital and digital pedagogical competence development programmes for teachers (workshops, embedded programmes, training, self-education opportunities), and to motivate them to participate in such programmes.
Luxembourg	<p>Intensification des tests de dépistage</p> <ul style="list-style-type: none"> - Introduction de tests antigéniques rapides dans les classes de l'enseignement fondamental, de l'enseignement secondaire, des centres de compétences et de la formation professionnelle au cours du mois de mars. - Testing des professionnels de l'éducation, y compris des enseignants de l'enseignement musical du secteur communal, à travers le dispositif « Large Scale Testing » au cours des semaines à venir. - Testing renforcé par les équipes mobiles de tous les élèves dans les écoles les plus touchées pendant la première semaine après le congé de Carnaval.
Hungary	<p>Financement de matériel de protection</p> <p>Prise en charge du matériel de protection (1 masque FFP2 par utilisateur par jour, 1 flacon de désinfectant (250 ml) par semaine par local) pour les structures conventionnées avec le Ministère de l'Education nationale, de l'Enfance et de la Jeunesse via le Fonds pour le financement des infrastructures des établissements d'enseignement privé et des infrastructures socio-familiales.</p>
Malta	<p>Rapid tests</p> <p>By 14 October 2020, all education institutions in Malta had resumed their academic year. Within this context, more than 50 mitigation measures were put in place and rapid tests were introduced on 28 October 2020.</p>

III. Observer States' responses / Réponses des États observateurs

Country / Pays	Good practice
Mexico	<p>« Learn at Home » programme</p> <p>The "Learn at Home Program" ("Programa Aprende en Casa") is the strategy of the Government of Mexico to maintain the provision of educational services during the health emergency due to COVID-19, it is carried out based on the contents and use at home of the Free Textbooks, that were delivered at the beginning of the School Cycle, the use of the internet being an auxiliary tool, like other platforms, so it does not replace the Free Textbooks.</p> <p>With the implementation of "Learn at Home", as well as with the reinforcement work carried out by the teachers when they return to the classrooms, the school calendar and the expected learning for each girl, boy, adolescent and young person in the country of the National educative system.</p> <p>The program works with the programs designed for Basic and Upper Secondary Education with the intention that, at the end of the presentation of the fundamental contents, questions are asked that students can include in Experiences Folders.</p> <p>The Learn at Home program integrates 5-axis educational materials: reading and writing; Health; Civic culture; environment; and practical activities with cultural and linguistic relevance developed under the Educational Model for Life and Work of the INEA. The programs have content specific to the communities in the coverage area of each radio station and will be broadcast in indigenous languages, with an intercultural approach to promote collaborative learning; respect for opinions; the development of cognitive abilities; the discipline to carry out educational activities on a daily basis and the appreciation of the local language and culture.</p>
	<p>Radio Strategy for indigenous communities</p> <p>For its part, INPI has implemented the Radio Strategy for indigenous communities of the "Aprende en Casa" program, which integrates a programmatic bar from Monday to Friday on 18 stations of the INPI and the Network of Community and Indigenous Radio Broadcasters, as well as a night time slot on 7 FM stations.</p> <p>300 sessions will be recorded, lasting 30 minutes, which include activities for specific groups such as games and exercises that favor the psychomotor skills of children from 2 to 6 years old, as well as guidance for mothers and fathers to improve your eating habits. The objective is to integrate a programmatic bar from Monday to Friday, in 18 stations of the INPI, and the Network of Community and Indigenous Radio Broadcasters, as well as a nighttime space in seven FM stations.</p>
	<p>Financial support for the education sector</p> <p>the Ministry of Public Education has advanced the delivery of support through its Welfare Scholarship Program "Benito Juarez" and "The school is ours", which will take place in March, before the process electoral, to ensure that support effectively reaches the entire country.</p>

	<p>3,836,727 children will be supported with 416,289,600 pesos. The support for upper secondary education will be provided on March 26, with 19,496,358 pesos. Finally, support for higher education will be of 490,118,700 pesos.</p> <p>During 2020-2021, more than 12 billion pesos will be allocated to 50,000 schools, particularly in marginalized communities. These schools will be added to the 51,000 schools that have already been supported. The amount indicated will allow the construction, improvement and preservation of classrooms, restrooms, sports fields, fences and educational equipment.</p> <p>General support</p> <p>The Executive Secretariat of the National System for the Comprehensive Protection of Girls, Boys and Adolescents (SIPINNA) has undertaken an inter-institutional intervention strategy to help maintain environments of peaceful coexistence for girls, boys and adolescents in homes during confinement due to the emergency health by COVID-19. The strategy includes four components: protection, training and education, participation, and information and dissemination.</p> <p>The protection component includes actions to address and channel complaints of violence against girls, boys and adolescents to federal, state and municipal authorities, as well as to implement special protection measures and psycho-emotional support.</p> <p>The training and education component includes an offer and updated training for public servants of the three orders of government, and families, on issues related to peace, rights of girls, boys and adolescents, positive parenting, gender equality and attention to groups in situations of greater vulnerability.</p> <p>The component for the guarantee of the right to participation includes the direct and effective participation of girls, boys and adolescents in the design of containment and care strategies in the health emergency that Mexico faces in the face of COVID-19. In this sense, priority is given to (i) providing them with information in a more understandable language according to their level of development, about COVID-19 and prevention measures¹⁹; (ii) know their opinions so that they can influence the decisions that affect them; (iii) encourage their participation in issues related to family life, entertainment and the expression of emotions.</p> <p>The information component makes available verified and accessible information to authorities and society in general, as well as messages and campaigns on prevention of situations that may break harmony, and recommendations on health, safety and recreation for girls, boys and adolescents, among others; as well as information related to the cultural and educational offer for recreation and healthy entertainment for families.</p>
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	<p>Child participation during COVID-19</p> <p>In order to guarantee the right to participation of girls, boys and adolescents, in the context of COVID-19, 3 consultations were held focused on the girls, boys and adolescents that make up the National Network of DIFFusers with the following topics: (i) Freedom of expression and access to information of girls, boys and adolescents during the COVID-19 pandemic; (ii) The safe use of the Internet from the eyes of girls, boys and adolescents; and (iii) What is the perception of children and adolescents about the measures the government is taking to address cases of violence against children and adolescents during the COVID-19 pandemic?</p> <p>The consultations were used in order to know if the girls, boys and adolescents are having access to truthful, clear and simple information about COVID-19, to know if they identify the risks and the measures to protect themselves from them when They use the Internet, and of course, know the recommendations that they make to the government, society and families to protect them and at the same time guarantee access to ICTs. 84. On the other hand, the aforementioned consultations seek to know if the strategies that the governments are designing and implementing in the three orders for the prevention and care of cases of violence against girls, boys and adolescents in the context of the health contingency, are adequate and timely according to your perception.</p>
	<p>Creation of the interactive space DvertiDIF for families</p> <p>In order to promote recreation for girls, boys and adolescents, an interactive space called DivertiDIF was created, hosted on the SNDIF21 page, which was projected as a support tool for families during the health contingency; the space will remain an easily accessible option for learning, culture, recreation and entertainment. It has the collaboration of the Federal Ministry of Culture and Mexico City Authorities, Canal Once, Canal 22 and Cultura UNAM; in addition, the Takorama film festival (UNODC) is broadcast.</p> <p>This space contributes to the recreation and information rights of girls, boys and adolescents, as well as their mental health and their families, through recreational and recreational activities; distributed in sections related to information on COVID-19, games, videos, section for moms and dads, links of interest; Through which board games, science activities, readings, among others, are shared. 87. It should be noted that through the DivertiDIF and the SNDIF social networks, the virtual festival of Children's Day was carried out, which featured more than 30 activities, messages, institutional collaborations and children's characters. Among the highlighted activities was "Cuéntame un Chiste DIFerente" (Tell me a different Joke), in which more than 350 girls, boys and adolescents participated through short videos.</p>