



Support to Primary Schools for the New Norm

UWTT National Time of Caring Project

July 2020 to March 2021

Final Report

ABREVIATIONS

Building Brides	United Way Trinidad and Tobago's Building Bridges from learning to success Primary Schools Community Impact Programme
CF	Community Fund
CRRF	COVID-19 Response and Recovery Fund
MoE	Ministry of Education
MoH	Ministry of Health
NDOC	National Day of Caring
NGOs	Non-profit Organizations
NTOC	National Time of Caring
UWTT	The United Way Trinidad and Tobago
UWW	United Way Worldwide

Executive Summary

The United Way Trinidad and Tobago (UWTT) Support to the New Norm Project is an Advocacy through Collective Action Project to support selected primary schools in high need communities, which serve low income families, to re-open safely and efficiently in ways that does not add a financial and emotional burden to families who need time to recover from the economic effects of the COVID-19 pandemic.

UWTT is committed to implement the blended schooling model, with face to face school as the basis for the model, as the most effective way to reduce both physical and virtual absenteeism of those most at risk for learning loss. We feel that this is necessary to address learning loss in these communities and to ensure that this crisis does not increase the number of school drop outs in the future. We used our resources to improve the resilience and capacity of these schools to manage living with the new norm of COVID-19.

While the investment is being targeted on the 15 primary schools in the United Way Trinidad and Tobago (UWTT) Building Bridges from Learning to Success Programme, we are hoping that we can help provide a model for other schools and partners to use. Approximately 5,000 students and 241 teachers from 15 schools will benefit from this project.

The Project was launched in August 2020 with the mobilisation efforts to raise necessary funding to implement the Project. Of resources mobilised, 50% came from Corporate, 30% from Foundations, 10% from individuals and in-kind donations and an additional 10% from the UWTT Community Fund.

In preparation for the New Norm of COVID-19, the Project, working in 15 schools, has:

1. Improved handwashing capacity by installation of 40 permanent troughs stations for a total of about 80 faucets and provision of necessary consumables and accessories
2. Produced over 1,000 items of child and parent friendly communication materials to the schools with material available online
3. Encourage universal mask wearing by distributing masks to the students and teachers
4. Supported the Principals to develop a culture of shared responsibility for living in the New Norm

The Project was scoped for available budget and Phase 1 has been completed in time for the start of Term 3, April 12, with 60% allocated to handwashing, 30% to mask wearing, 5% to communications, and 5% to visibility and administration. Phase 2 will involve sharing our results more widely with partners to explore if they would like to continue supporting work with the original set of schools, and as the opportunity exists to share our lessons learnt with other partners. We will continue to support these schools as resources are available.

A key area yet to be explored with all schools based on evolving science is the ventilation in the schools. This in turn will help address the growing evidence that physical distancing of less than 6 feet is adequate for primary schools, along with mask wearing and fresh air, allowing more children to be in school. A wrap up video for the Project was created as part of our Advocacy efforts.¹

¹ https://www.youtube.com/watch?v=L0jCceaut_M

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1 NTOC Support to Schools for the New Norm Project

The United Way Trinidad and Tobago (UWTT) National Time of Caring (NTOC) Support to Re-opening of Primary Schools Project was designed in alignment with our UWTT Building Bridges from Learning to Success Programme with the intent to help manage continuity of education in these primary schools for the benefit of their communities. By working collectively, in the first instance to help ensure 15 schools are more ready for the New Norm, our hope is that we can create a model for other partners to work together to help other schools – as we know that no single entity can solve this alone. This has been implemented in partnership with the Ministry of Education and consistent with the Ministry of Education Guidelines for the Reopening of Schools- “The New Normal” for Term II January 2021 (To be used in collaboration with the MOH Guidelines).²

1.1 Component Goal and Objectives

The Goal of the Project is to support 15 primary schools for the New Norm which will allow approximately 5,000 students to return safely to face to face school.

In line with recommended strategies for the safe return to face to face schools, the key objectives of the NTOC Support to Primary Schools Re-opening Project include:

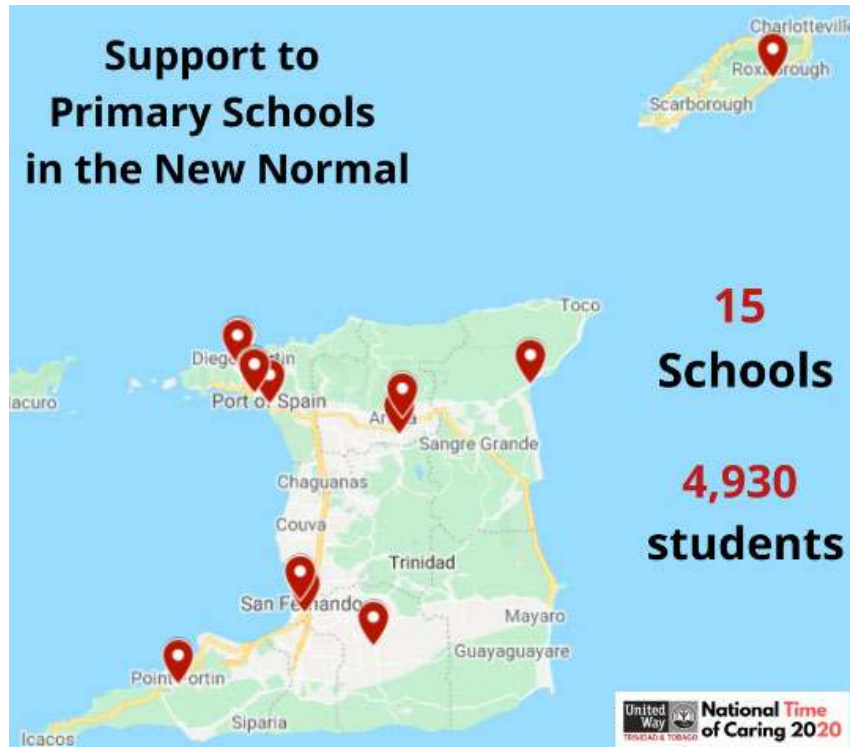
1. Support the development of School COVID-19 Response Plans to ensure ownership by Principal, Teachers, Parents establish a culture of shared responsibility (HEALTHY POLICY)
2. Provide critical items to ensure students and teachers can follow safe practices while learning (HEALTHY CLASSROOMS and HEALTHY SCHEDULES)
 - a. Improve Handwashing capacity
 - b. Provide Child and Parent friendly Communication materials
 - c. Enabling universal mask wearing by providing masks and improving understanding of importance
3. Implement an advocacy campaign to build support for a risk reduction approach to re-opening of schools for communities of need

The Project Concept was developed in July 2020 and the project officially launched in August 2020. Figure 1 illustrates the geographical spread of the school communities. Table 1 provides list of the schools supported in the Project.

² January 2021 Guidelines updated from Ministry of Education Guidelines for Reopening Term I, July 2020

UWTT has been working with St Gregory’s Primary Anglican School in Fifth Company Moruga since 2015 and is allocating the remaining Fifth Company Project Funds to a more extensive renovation in that one school.

Figure 1: Map showing location of Schools and List of Schools included in Project



- | | |
|--|---|
| 1. Belle Garden Anglican School (Tobago) | 8. Matura Government Primary School |
| 2. Cocorite Government Primary School | 9. Nelson Street Boys Roman Catholic Primary |
| 3. Cocoyea Government Primary School | 10. Nelson Street Girls Roman Catholic Primary |
| 4. Diamond Vale Government Primary School | 11. Salazar Trace Government Primary School |
| 5. Diego Martin Boys RC Primary School | 12. Santa Rosa Government Primary School |
| 6. LaHorquetta South Government Primary School | 13. St. Gregory's Anglican Primary School (Rural) |
| 7. Marabella Boys Anglican Primary School | 14. St. Mary's Mucurapo Boys RC Primary School |
| | 15. St. Mary's Mucurapo Girls RC Primary School |

2 Project Achievements

2.1 Support the development of COVID-19 School Plans and opportunities for Volunteer Engagement

2.1.1 Support provided to School Principals to develop HEALTHY POLICY

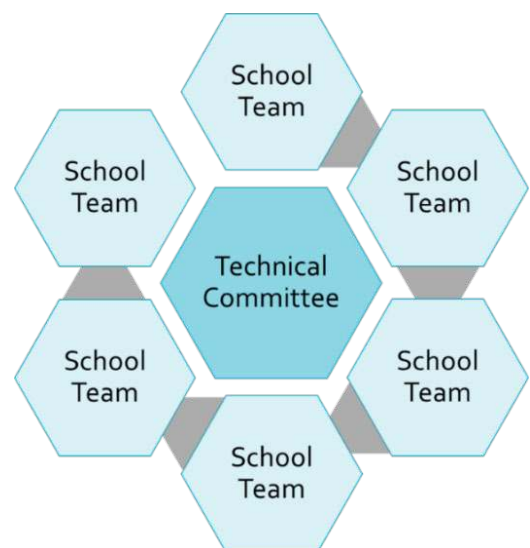
This activity was implemented aligned to the UWTT Building Bridges Programme Component: Leadership Capacity and consisted of:

- Regular meetings (every 2 weeks) with the School Principals aimed to ensure ownership by the Principals of the outputs of the Project and to
 - better understand the challenges of the Remote Schooling model as part of the future blended schooling model when children return to face to face school
 - tailor the Project inputs to school needs as schools receive support from a range of partners and we work to ensure optimal allocation of project resources
 - to share overall progress and to get feedback
 - Draft Guidelines for COVID-19 School Plan developed to guide discussions with schools on the Project based on MoE Guidelines, July 2020 and SCHOOLS FOR HEALTH: Risk Reduction Strategies for Reopening Schools, June 2020 Harvard T.H. Chan School of Public Health (Annex 1)
 - one to one communication as required following up to regular meetings and through site visits
- Liaison with Ministry of Education to ensure that the Project was aligned to the MoE Guidelines and New Norm protocols and standards
- UWTT supported 30 participants from 10 schools comprising teams led by the School Principal to attend a three part virtual workshops on Leadership for the New Norm called New Vision for Education Workshops conducted by Moms for Literacy.

2.1.2 Provide opportunities for Volunteer Engagement

The Project sought to provide volunteer engagement opportunities at the Project Management level and at the school levels.

Figure 2 illustrates the Project Coordination arrangement, in which a Technical Committee comprising UWTT, as the backbone organisation, with volunteers from Funding Partners was established to provide input on particular areas for procurement and other activities.



The Technical Committee convened regular bi-weekly meetings in the Project to support UWTT to:

- Review project inputs for ‘appropriateness’
- Members volunteered for each grouping to (facilities, communication materials, masks) to use internal resources to:
 - determine specifications for items
 - source and cost
 - oversee procurement as necessary
 - complete site visits as possible to determine needs
- Support brainstorming and planning within new norm for employee engagement opportunities

The Technical Committee comprised volunteers from BHP, First Citizens Bank, Guardian Group, IBM, Shell. Sean Leonard, CO-RD Architects Ltd, provided design and project consultancy input on a pro bono basis for infrastructural elements of the Project.

However, a mixture of factors including safety protocols related to physical distancing requirements, corporate policies around on site activity and the demands of remote working limited the amount of engagement at school level.

Since there has been a further delay in resuming face to face schooling to April 2021, there still remains opportunity for engagement at school level, and UWTT will continue to encourage this. However, it must be acknowledged that there is a notable amount of engagement, outside the Project itself, between corporate sector and the general public around donation of devices and connectivity, which is being actively supported by the Ministry of Education through their ‘Adopt a School’ in order to meet the goal of ensuring every child has access to remote schooling.

Possible employee engagement actions to be implemented when the announcement is made about resuming face to face schooling include:

- Packing and distribution of Items to be provided
- Small group on site volunteering (signage, posters)
- Virtual and face to face volunteer opportunities (to support remote learning and teacher training)

2.2 Provision of Critical Items for Safe return to Face to Face Schooling (HEALTHY CLASSROOMS)

The original minimum package was estimated at \$50,000 per school with an average number of students of 250. After our review of the needs of the schools, the fact that Government is prioritising remote schooling and purchase of devices over preparation of schools’ campuses, and the introduction of a law mandating mask wearing - we have increased our proposed budget to \$75,000 a school. As a collective project, we have 15 schools in the Project for an estimated TT\$870,000 budget.

2.2.1 Handwashing Troughs and accessories

The objective of installing permanent handwashing stations was based on the knowledge that more handwashing on entry of a school will be a good habit to encourage beyond COVID-19 pandemic. More handwashing will have a positive impact on control of other viruses such as the common cold and gastro intestinal diseases.

Site visits were conducted of every school to assess capacity of school to inform the location of troughs. Considerations included location of plumbing and wastewater collection and schools did raise the issue of water availability. Site assessments were completed for each school.

The design of the trough (Annex 2) was amended following discussions with the MoE, and a review of a prototype. We standardized on a 4.5-foot trough which allowed faucets and therefore children to distance while washing hands. The MoE expressed that they considered this the appropriate pandemic standard. The sustainable features of the design of the trough include the use of a single tile facing to ensure easy cleaning and durability, use of a commercial quality eco-friendly water controlled faucet and use of local labour for construction.

Troughs were primarily located at the entrance of the school to ensure that students have the ability to wash hands before entering the compound. Based on school configurations, budget considerations and school populations, we installed a minimum of 2 troughs per school, up to 5 in some schools for a total of 40 troughs and 84 faucets. Table 1 summarises the final installation of troughs by school. Annex 3 provides photos by school.

Since the overall aim is to increase handwashing with soap, as a preference over use of hand sanitizer throughout the day among young children, we are providing wall mounted soap dispensers, hand towel dispensers and waste bins with lids as essential accessories for the schools. A limited number of wall mounted hand sanitizer dispensers will also be provided.



Image above: Student at St. Mary's Mucurapo Boys RC washing his hands

Table 1: List of Schools in the Support to the New Norm Project

	SCHOOL NAME	# STUDENTS	% STUDENTS ON SFP	TROUGH	FAUCETS	P.TOWEL DISPENSERS	SOAP DISPENSERS	BINS	SANITIZER DISPENSER
1	Belle Garden Anglican School (Tobago)	200	40%	1	4	3	1	3	2
2	Cocorite Government Primary School	180	61%	2	4	2	2	2	1
3	Cocoyea Government Primary School	200	50%	2	4	4	2	4	2
4	Diamond Vale Government Primary School	536	19%	4	8	4	2	4	1
5	Diego Martin Boys RC Primary School	450	56%	2	4	1	1	1	1
6	Fifth Company (St. Gregory's) Anglican Primary School	164	80%	2	4	1	1	3	1
7	LaHorquetta South Government Primary School	670	45%	4	8	3	2	4	1
8	Marabella Boys Anglican Primary School	100	40%	0	4	1	2	1	2
9	Matura Government Primary School	275	80%	3	6	5	3	5	1
10	Nelson Street Boys Roman Catholic Primary	370	55%	3	6	1	1	1	1
11	Nelson Street Girls Roman Catholic Primary	352	31%	1	2	1	1	1	1
12	Salazar Trace Government Primary School	180	80%	2	4	4	3	4	1
13	Santa Rosa Government Primary School	475	64%	5	10	3	2	3	1
14	St. Mary's Mucurapo Boys RC Primary School	258	45%	5	10	3	2	3	2
15	St. Mary's Mucurapo Girls RC Primary School	504	39%	4	8	3	2	4	2
	TOTAL	4,914	50%	40	86	39	27	43	20

Note: % of children on school feeding programme proxy indicator of need

2.2.2 Child friendly Communication Materials

The MoE had distributed COVID-19 communication materials in 2020 for the July reopening for SEA students, and many of the schools have copied the limited number of posters provided in preparation for return of the whole school. McCann-Erickson (Trinidad) Ltd. provided pro bono services in the production of child friendly communication materials in terms of visual appeal and simple wording, which will be reinforced with daily briefings from home room teachers on return to school. We feel that this is needed to ensure that return to face to face school is not intimidating to the students as well as providing materials that will help positively remind them of the behaviours needed to keep safe.



We have created 6 posters around a central theme of “Safe in School. Safe Together”. One is a composite poster shown in Figure 3 and the 5 others illustrate messages of:

- Wash Your Hands
- Wear a Mask
- Physical Distancing
- Cough and Sneeze into Your Elbow
- Don't touch your Face

Annex 4 shows the final 6 posters. About 600 posters will be printed in the first run for distribution to the schools.

We are also producing a Parent’s booklet, using these key messages, to support Parents to understand the MoE guidelines and the importance of shared responsibility in keeping our children safe in school. The booklet will be made available as an e-booklet

and a limited number will be printed as we do expect the information to change.

2.2.3 Provide masks for students and teachers to support universal mask wearing

As the evidence base around Coronavirus has improved, the science is showing that aerosol transmission is the primary route and therefore mask wearing is as critical as handwashing in the fight against COVID-19. While we wait for the vaccine to be rolled out into 2022, mask wearing will need to be encouraged and as new variants emerge, these public health measures are a sound way for us to stay safe. While Trinidad and Tobago has put legislation in place to mandate mask wearing, it is as important to teach proper handling and use of masks - and we feel that there is no better opportunity than in schools.

With the more stringent mask standards, we have sourced a 3-layer mask for the students and a 4 layer mask for the teachers. A limited number of disposable masks will be provided to the schools as a back up in case students do not come to school with their masks. Our approach to this component including

sourcing from local manufacturers of masks which has the benefit of providing jobs to a sector that is predominantly female workers.

The project is providing 3 masks per student and teacher in order to encourage positive mask wearing behaviour for a total of about 15,000 masks.

Our first order was to a small school uniform manufacturer based in Sangre Grande, overseen by a known larger brand. This provided work for about 6 women over a period of 6 weeks to produce 4,500 masks. Given the changing standards on the quality of masks, we have submitted the second order to a larger manufacturer for the remaining quantity.

2.3 Advocacy and Visibility

The Support to the New Norm project is an advocacy by action Project in itself, designed to engage with multiple stakeholders around the need to build public health capacity in the education sector as the means to get our children back in school safely.

In our role as the backbone organisation for the Project, UWTT built on our relationships with our Funding Partners traditionally engaged in the National Day of Caring to mobilise resources for the Project despite the more urgent call by the MoE for support for devices.

We also developed a draft Advocacy Strategy to guide our conversations with partners and also our visibility activities for the Project which included:

1. A call for action through an online petition sent by email to partners and on social media
2. Curated posts from international news sources, organizations advocating for the same objectives and United Nations (UN) recognized days aligned with Sustainable Development Goals 3,4,10
3. Reaching out to stakeholders (National Primary School Principals Association, Building Bridges Programme Principals, Corporate Leaders, NGOs)

The visibility for the project, consisted of a mixture of created and curated posts on UWTT social media platforms, along with posting on United Nations recognized days to leverage their impact. Given the sensitive nature of the Project, the curated posts were pulled from internationally recognized sources advocating for children returning to school in the midst of COVID-19 or news houses who were on the frontlines reporting on what could work given what the latest science research supported.

The posts below were shared across all UWTT social media channels (Facebook, Instagram, linked in) starting with the for advocacy for children to return to schools which was also posted to UWTT's website on World Children's Day 2020 (See Box 1). This was supported by an article from the local advocate and pediatrician Dr. David Bratt entitled "Open Schools".

Box 1: SUPPORT TO FACE TO FACE SCHOOLING IN JANUARY 2021
Call for Face-to-Face Schooling in January 2021 - Google Forms

United Way Trinidad and Tobago (UWTT) urges you to join our collective advocacy action to support Primary Schools in high need communities to resume face-to-face schooling in January 2021.

It is clear from what is happening globally that this pandemic is accentuating existing disparities. Our success in managing the outbreak gives us a window of opportunity to work collectively to fight for our children who we know have fallen further behind due to both financial hardship and the challenges of remote learning.

UWTT prioritizes investment in education of very young children as the evidence is clear that early education is the way to change the trajectory of their lives. This also means that learning loss at this age will be detrimental to their future.

See article from paediatrician, Dr David Bratt in the Trinidad Guardian, November 3 for his opinion
https://edition.pagesuite.com/popovers/dynamic_article_popover.aspx?artguid=9e35abc1-14d5-4421-9ca3-31cb5e96cf0e

UWTT has been developing well-considered and sustainable ways to get students back into the ten schools we support. Like most of the best answers to big problems, these solutions are simple, but supported by the findings and analysis of good science and a determination to not simply do good, but to do right.

The science says wash your hands often and with soap, wear masks, maintain physical distance. We are further encouraged by the evidence of low rates of Covid-19 spread amongst young learners.

Schools are not merely places of assignments and exams. They provide meals for many of the country's children. They are safe spaces while parents are at work. They are some times the only safe spaces for children from abusive homes. But let's say none of that feels relevant to you. The act of teaching-learning is so much more one piece of information travelling from one person to another. School — face-to-face schooling — is where we have the best chance to exchange ideas, learn non-written/non-verbal cues and develop social skills. School is, essentially, where we start learning how to be ourselves in our societies.



We ask for you to add your name to our Call to protect the future of the next generation by returning to Face-to-Face Schooling for Primary Schools in January 2021.

Contact United Way Trinidad and Tobago at unitedway@uwtt.com for more information.

The next steps for visibility are to highlight the outputs of the project in a final wrap up video, with interviews from key stakeholders. We are intending to also use the visibility of the Posters and parents booklet as a way to generate conversations around the theme “Safe in School. Safe Together”.




Table 3 summaries the reach of the communication tools used under this project.





Table 3³: Visibility Posts for Advocacy Supporting Schools for the New Normal Project

POST	DETAILS	INTERACTION
<p style="text-align: center;">Support for Face-to-Face Schooling in January 2021</p> 	<p>Call for advocacy post linked to online petition. http://uwtt.com/support-for-face-to-face-schooling-in-january-2021/ supported by an article from local pediatrician Dr. David Bratt: https://edition.pagesuite.com/popovers/dynamic_article_popover.aspx?artguid=9e35abc1-14d5-4421-9ca3-31cb5e96cf0e</p>	<p>Reach: 640 Impressions: 375 Engagement: 32 Signatures: 22</p>
	<p>Curated repost from @savefuturenow for the Global SAVE OUR FUTURE Call for Action</p> <p>Save Our Future is a global movement of diverse voices uniting to amplify the voices of children and young people as they deliver a simple, yet powerful message amidst the COVID-19 crisis.</p>	<p>Reach: 352 Impressions: 150 Engagement: 7</p>

³ **Table 2: Glossary of terms**

TERM	DEFINITION
Reach	Reach is the total number of people who see your content.
Impressions	Impressions are the number of times your content is displayed, no matter if it was clicked or not.
Engagement	Think of reach as the number of unique people who see your content. ³

POST	DETAILS	INTERACTION
	<p>An additional curated post from @savefuturenow linking to our online petition for Supporting Face-To-Face Schooling: http://uwtt.com/support-for-face-to-face-schooling-in-january-2021/</p>	<p>Reach: 657 Impressions: 216 Engagement : 45</p>
	<p>Repost of the UNCHR: The Case for Connectivity, the New Human Right article, an issue which we have all experienced especially as a result of the Covid-19 pandemic.</p> <p>https://www.un.org/en/un-chronicle/case-connectivity-new-human-right</p>	<p>Reach: 549 Impressions: 282 Engagement: 16</p>
	<p>Repost from @savefuturenow for UWTT #AdvocacyMonday in support of the Supporting Schools for the New Normal Project</p>	<p>Reach: 324 Impressions: 150 Engagement: 3</p>

POST	DETAILS	INTERACTION
	<p>Safer Schools for the New Normal Project #AdvocacyMonday article repost from the Washington Post : "Yes, there's risk in opening schools. But we can find ways to manage it." https://www.washingtonpost.com/.../school-reopening-risk.../</p>	<p>Reach: 152 Impressions: 19</p>
	<p>UWTT posted a video introducing our project and reposted it for #InternationalDayOfEducation2021 in keeping with their theme of 'Recover and Revitalize Education for the COVID-19 Generation' https://www.facebook.com/UnitedWayTT/videos/793829507876709</p>	<p>Reach: 604 Impressions: 484 Engagement: 26</p>
	<p>Post with Scotiabank Trinidad and Tobago volunteers who packaged over 1000 masks for 5 schools from our Safer Schools for the New Normal Project. https://www.instagram.com/p/CLu4wYXI98J/</p>	<p>Reach: 2,389 Impressions: 495 Engagement: 101</p>
	<p>A wrap up video with interviews from parents and principals about the impact of the pandemic on students' learning. https://www.youtube.com/watch?v=L0jCceautM</p>	

3 Final Budget and Lessons Learnt

3.1 Final Budget

UWTT mobilised a total of \$958,248 from Corporate and individuals and allocated \$100,000 from the Community Fund for a total budget available of \$1,058,248. Total project expenses are projected at \$1,013,935 leaving a surplus of \$44,313 which can be used for more communications materials or visibility as required. Due to the delay in re-opening of face to face school to Term 3 for SEA students only at this time, we have allocated amounts for masks and some outstanding handwashing supplies – until the end of March awaiting the final announcement by MoE. Table 4 summarises the final budget.

Table 4: Summary of Final Project Budget by main categories of income and expenses

Sum of Amount TT\$	Column Labels		
Categories	ACTUAL	PROJECTED	Amount
Income	1,058,248		1,058,248
Income - CF	100,000		100,000
Income - Corporate	909,896		909,896
Income - Individual/ Public	20,500		20,500
Income - UWW	27,853		27,853
Income -UWTT CRRF	-		-
Expense	(624,374)	(389,561)	(1,013,935)
Expense - Communications (Posters)		(49,150)	(49,150)
Expense - Handwashing (Supplies- soap, paper towels)		(98,250)	(98,250)
Expense - Handwashing (Troughs)	(577,024)	(35,789)	(612,814)
Expense - Overheads	(2,350)	(2,400)	(4,750)
Expense - Personal Protection (Masks)	(45,000)	(200,371)	(245,371)
Expense - visibility		(3,600)	(3,600)
Amount	433,874	(389,561)	44,313

3.2 Key Challenges and Lessons Learnt

This was a hybrid project aligning to National Time of Caring and to the Building Bridges to Success Impact Programme. There were many firsts for the UWTT team and the key challenges involved:

- adapting to working remotely
- managing a project with advocacy objectives when the national policy is on remote schooling, resulting in a high level of scepticism on when schools would return to face to face learning
- implementing a relatively large infrastructure component on multiple sites over Trinidad and Tobago, which for previous NDOCs is usually handled by Funding Partners, as well as managing contracts as volunteers were not readily available
- interfacing with Ministry of Education for approval of works

Key lessons learnt include:

- Advocacy is important to building consensus about the project rationale
- Consistent and regular communication with school principals critical key to success
- Managing timelines complex with having to get Ministry approval as standards are still in discussion
- Working on multiple sites spread geographically requires dedicated resources
- Volunteerism in pandemic requires new approaches

Annexes

Annex 1: UWTT Summary of Guidelines for Face to Face School

GUIDELINES FOR FACE TO FACE SCHOOL

(aligned to Ministry of Education Guidelines for Reopening of Schools, July 2020 and adapted from SCHOOLS FOR HEALTH: Risk Reduction Strategies for Reopening Schools, June 2020 Harvard T.H. Chan School of Public Health)

There is no such thing as zero risk in a pandemic. Much of what we can do is risk reduction which requires balancing improving key public health fundamentals within the realities of each individual school campus and day.

Schools for the New Norm

Consider preparing the School Campus along the principles that we have prepared businesses and other public spaces. The aim is to make the environment as safe and as clean as possible while making it accessible and open for the 'busy-ness' of school. It is important that we remember that this is neither a health facility nor a business - so we need to balance that we are working with children and to be prepared that they will behave like children.

Different from businesses, once it is decided how many children can be managed for face to face, ALL children need to be admitted by the start of the school day until the school day ends. We need to be aware the health and safety issues that significant delays in flow could cause for children and the public – as parents may not want to leave their children before they enter the school.

HEALTHY POLICIES

1. Establish a culture of shared responsibility, health and safety among students, teachers, parents, other staff
2. Prioritise staying at home when sick
3. Limit parent and visitor access by moving parent and administrative meetings online
4. Protect high risk students and staff
5. Establish a COVID-19 Response Team to hold regular briefings and trainings on current guidelines
6. Establish plans for when there is a positive COVID-19 case

UWTT PROJECT ACTION:

- Support Principals in implementation of plans for New Norm.
- Produce Parent Guidelines to improve understanding and importance of new rules

HEALTHY CLASSROOMS

1. OBJECTIVE: Wash Hands more often
 - Arriving at school
 - After playtime

- After using the bathroom
- Before eating

CURRENT SITUATION: Schools capacity for handwashing is generally low at the entrance of the school, with troughs primarily located near the washroom blocks and faucets are too close together. Water supply is an issue in several schools as well. (refer Annex 2 for Site Visit assessment)

Consideration for Schools: how children will:

- line up to enter school and access handwashing on arrival to school then head straight to classroom
- access handwashing after recess and before going back to classroom
- improve handwashing after using the bathroom
- use hand sanitizer only as an option when handwashing not available
- dedicate time every morning going over the rules of handwashing, mask wearing and physical distancing

UWTT PROJECT ACTION: Improve access to handwashing and accessories (soap dispensers, paper towel dispensers), with a priority at entrance to school in the first instance and classroom blocks

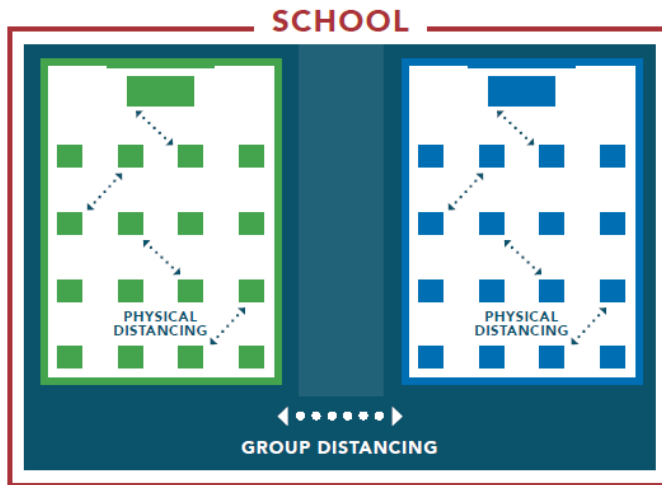
2. OBJECTIVE: Wear Masks

- Encourage mask wearing when in close and closed areas for as long as possible e.g. classrooms, hallways, bathrooms
- Routine training how to wear and care for masks
- Build in throughout the day staggered breaks (for outside and bathroom time) where students don't have to wear masks

UWTT PROJECT ACTION:

- Provide well fitting and comfortable masks
- Consider face shields for teachers as an additional measure to their mask wearing to improve protection

3. OBJECTIVE: Maximise Physical Distancing and Group Distancing



- Set up classrooms aiming for each student to have a perimeter of 6 ft around them as possible (3 ft on every side) and teacher to be 6 feet away from the 1st row of students
- Teachers move, not students, to keep groups together
- Minimise use of common spaces e.g. libraries, science rooms
- Avoid large gatherings e.g. assemblies
- Repurpose common areas e.g. cafeterias and gyms as temporary classrooms
- Move class outdoors when possible
- Encourage new forms of greetings like waving, thumbs up, smiles when masks off
- Open windows and improve ventilation in classrooms
- Clean spaces between uses IF being used by multiple groups

UWTT PROJECT ACTION:

- Improve communication materials for children throughout school to reinforce positive behaviours

HEALTHY BUILDINGS

1. Increase outdoor air ventilation
2. Focus on bathroom hygiene
 - a. Exhaust fans running at all times
 - b. Lids on toilets and closed while flushing
 - c. Stagger bathroom use to avoid crowding and cross group contact
3. Consider plexishields as physical barrier
 - d. Reception area, cafeteria
 - e. Teacher's desk
4. Keep surfaces clean if and when shared
5. Provide PPE to cleaning staff and proper cleaning materials
6. Routine and frequent cleaning

HEALTHY SCHEDULES

1. Manage Transition times and locations
 - Stagger school arrival and departure times, class transitions
 - Set up different entrances and exits
 - Use well marked lines to encourage physical distancing and direction of travel
2. Make lunchtime safe
 - No buffet style settings
 - Physical distance while lunching
 - Eating lunch in classrooms so not sharing spaces among groups
 - Stagger lunchtime breaks for use of bathrooms and increase physical distancing in classrooms while eating and masks off
3. Rethink transportation
 - Encourage walking to school if possible
 - Reduce the number of children per school bus and open windows
 - Modify school start time to allow for staggered arrivals

HEALTHY ACTIVITIES

Provide Recess

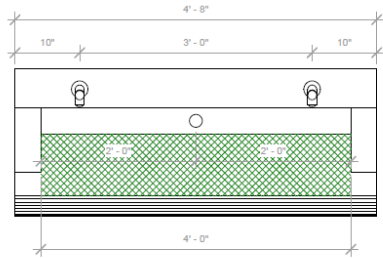
- Do not limit recess
- Wash or sanitise hands before and after recess or if using shared equipment
- Stagger recess times
- Continue sports with enhanced controls (play outdoors)
- Add structure to free time

Annex 2: Handwashing Trough Design

UNITED WAY SCHOOL TROUGH DETAIL

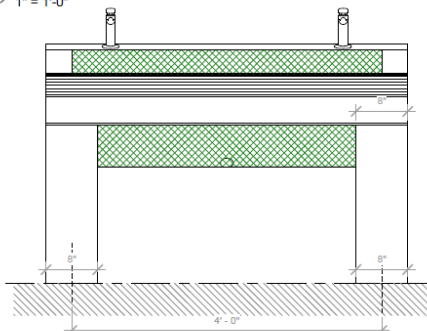
2020.11.24

Type B-4'

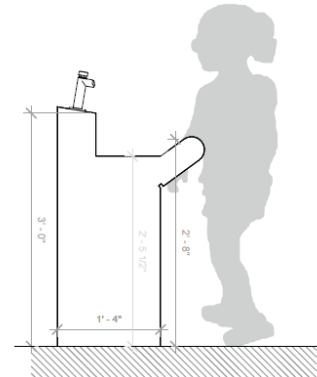
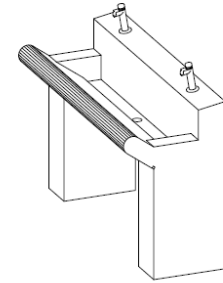


- Cast reinforced concrete sink atop 8" concrete blocks with filled cores
- tile - 'Energy Gris' - 24" x 48"
- exposed faces - primed and painted with grey epoxy paint
- faucets - GROHE Euroeco 3626-5000

① Plan
1" = 1'-0"



② Front elevation
1" = 1'-0"







③ Side profile B
1" = 1'-0"

Annex 3: Photos of Handwashing Troughs by School

AREA	SCHOOL	PICTURES
	<p>Diego Martin Boys Roman Catholic Primary School</p>	
<p>WEST</p>	<p>Diamond Vale Government Primary School</p>	
	<p>Cocorite Government Primary School</p>	
<p>PORT OF SPAIN</p>	<p>St. Mary's Mucurapo Boys Roman Catholic Primary School</p>	

	<p>St. Mary's Mucurapo Girls Roman Catholic Primary School</p>		
	<p>Nelson Street Boys Roman Catholic Primary School</p>		
	<p>Nelson Street Girls Roman Catholic Primary School</p>		
<p>EAST</p>	<p>La Horquetta South Government Primary</p>		

	<p>Santa Rosa Government Primary</p>	
	<p>Matura Government Primary</p>	
<p>SAN FERNANDO</p>	<p>Cocoyea Government Primary</p>	
	<p>Marabella Boys Anglican Primary School</p>	

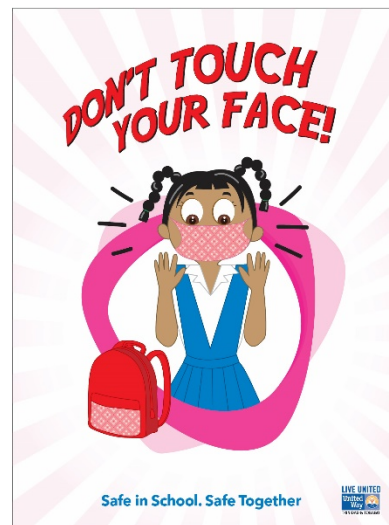
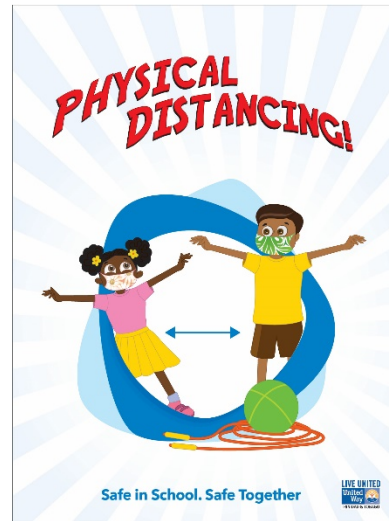
<p>SOUTH</p>	<p>Salazar Trace Government Primary</p>		
<p>TOBAGO</p>	<p>Belle Garden Anglican Primary</p>		

FACE MASK PACKING WITH VOLUNTEERS



Photo above - Scotiabank TT staff packing facemasks for primary schools.

Annex 4: Child Friendly Communication Materials



Annex 5: Advocacy Strategy: Face to Face Schooling for Vulnerable communities

Background

- Schools closed on March 13 2020 as part of the National Strategy to flatten the curve and allow time for the National Response to be mounted to the Coronavirus Pandemic
- Lockdown was reinstated in August following increase in cases and decision was taken to delay reopening of face to face school and continue remote schooling for Term 1 of 2021-2022 school year
- Surveys during the initial period showed that about one third of 175,000 students, were not accessing remote schooling and there was a shortage of 65,000 devices (laptops and tablets). The Ministry has noted the huge response by the Public and the Corporate sector in filling that gap following their call for support, however has noted the need for means testing to guide distribution.
- Globally, there are growing concerns that, particularly for vulnerable and marginalized communities and for young children, remote schooling is resulting in learning losses that will affect children into their future as well as contributing to the social and economic burdens for their families. There is need to recognize the role that schools play in protecting children in these communities.
- Further, there is also growing scientific evidence that children, particularly the under 10 age group, are not at high risk for serious COVID-19 disease or sources of high level of transmission <https://academic.oup.com/jid/advance-article/doi/10.1093/infdis/jiaa691/5943164>
- Our policy continues to focus on remote schooling as the primary modality and to prioritise exam students for return to face to face schooling – we must begin to acknowledge that there are other strategies required to protect the most vulnerable who do not fall within these focus areas

Aim

- Support implementation of a blended schooling model in vulnerable communities for those communities who are not able to access remote schooling at scale

Objectives

- To stimulate real conversations about the need to prioritise young children to remain IN school (Policy of “schools as first to open and last to close”)
- Mobilisation of adequate resources to prepare and maintain schools as safe spaces, should not be left to Principals to mobilise resources from their communities in an ad hoc manner or pass burden to parents

Audiences

- Ministry of Education
- Ministry of Health
- Office of the Prime Minister
- Trinidad & Tobago Unified Teachers Association
- Primary Schools Principals Association
- National Parent Teacher Association

Allies/Partners

- NGO Partners
- Business Leaders
- Paediatric Society/UWI

Activities & Outputs

Area	Activity	Output
Policy & research	Work with David Bratt	Evidence base and rationale
	Work with Anu Lakhan	UWTT Support to Schools for New Norm Parent Communication Editing of content
Advocacy	Development of draft strategy	Draft Strategy
Engagement of Stakeholders	Call for action through google call	Email for Google call for signatures https://forms.gle/n8w8roKHYLge1C268
Popular mobilization	Social media messaging	Visibility for UWTT Project on Support to Schools for the New Norm

Key Messages

- Children in school are a national strategic priority to protect our future generations and alignment to #SAVEOURFUTURE⁴ call for action
- There is no scenario that involves zero risk, schools can be safer places for some communities
- Remote Schooling is challenging for many families as parents are working to recover and support households through this crisis
- Resources are required for preparing schools for the New Normal from improving handwashing capacity, improving access to masks for teachers and students, improved communication child friendly materials, improved sanitation practices to policies and processes for blended schooling
- Parents need support to play their role in the blended schooling model

Timeline

- September 2020 to February 2021
 - MoE has released Draft Guidelines Oct 22 for Reopening in Term II
 - If numbers remain low, MoE/OPM looking at Jan 2021 to start blended schooling⁵

Roles & Responsibilities

- UWTT will lead collaboration among key civil society stakeholders
- Appoint a spokesperson to interface with MoE and MoH
- Monitoring & Learning

Budget

- UWTT using internal resources to support Advocacy Strategy

⁴ [SAVE OUR FUTURE](#)

⁵ In January 2021, resuming face to face was delayed to Term 3 for only SEA students



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