



A Global Perspective on the Impact of COVID-19 on Child Education and Development

October 1, 2020



IMPACT OF COVID 19 ON CHILD DEVELOPMENT AND EDUCATION

Experience from a Not for Profit in India

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Founder and Executive Director,
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Past President and Board Member, IDPA.



Ummeed's Vision

All children with developmental disabilities can be included in society and reach their maximum potential.



COVID in India - Context matters





COVID – the challenges

The first few months –

- Conversations with families told us the needs were urgent -
Food, medicines
- Increase in domestic violence, alcoholism
- Family stress skyrocketed – harsher discipline for children
- Some families of children with disabilities – severe behavioral concerns due to sudden changes

ADDRESSING PARENTAL MENTAL HEALTH

JUGAAD – Life Hacks and Little Things

OUR JUGAAD

Contributors: Mothers of disabled children and Ummeed's Mental Health Team

Illustrator: Ananya

Curator: Raviraj Shetty



Our Jugaad,
Our ways to take care of ourselves.
In taking care of our children and our family,
We forget to take care of ourselves
But many a times
We do many little things
That are important for us
Because, they are our Jugaads
And we are mothers of disabled children

Supporting ECD in 3 steps

A screenshot of the 'Nurturing Care for Early Childhood Development' website. The header includes the organization's name and a circular logo with four colored segments (green, yellow, blue, red) containing icons for a heart, a bowl, a person, and a house. Below the header is a navigation menu with four items: 'TOOLKITS', 'RESOURCES', 'NEWS AND EVENTS', and 'COVID-19'. The main content area features two illustrations: on the left, a woman in a pink sari talking on a mobile phone, with a circular inset showing her in a pink dress; on the right, a family of four (mother, father, young girl, and baby) standing together. At the bottom, a blue banner contains the text 'Ummeed – Supporting caregiver mental health during COVID-19'.

Workshop 1

Addressing the mental health of **care providers** – community health workers

Workshop 2

Addressing the mental health of **care givers**

Workshop 3

Supporting your child's development in challenging times

COVID and Education

The digital divide widens..

- Between children who have access to internet and those who don't
- Between teachers who receive training and those who don't
- Between children with and without disability

Written by [Abhishek Angad](#) | New Delhi | Updated: September 29, 2020 7:54:09 am



Sapan Kumar with his students in Dumarthar village. (Express)

COVID and Education the opportunities



- Many gaps in the education system prior to COVID
 - 2018 Annual Status of Education – 49.7% children in grade 5 cannot read a grade 2 paragraph.
 - R.Banerji (Pratham Foundation) J-PAL *COVIDialogues*
 - Use the reopening in October as an opportunity to
 - Celebrate
 - Connect
 - Catch up – Teach at the right level (let go of curricula)
- Suggested addition-
- Create a safe space for children

Thank you !



www.ummeed.org

Thank you !

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child development center



child development center

Impact of COVID-19: Education & Child Development - KENYA

SUSAN WAMITHI MD,MMED

CONSULTANT DEVELOPMENTAL PAEDIATRICIAN

AGA KHAN UNIVERSITY HOSPITAL, NAIROBI

INTRODUCTION

The COVID-19 pandemic has negatively impacted the world

Kenya diagnosed its first case of coronavirus on 13th March 2020

Government measures to curb the spread of the virus:

- Closed all learning institutions from 15th March 2020. Disrupted 18 million learners and trainees
- Mandatory wearing of masks in public spaces
- Night-time curfews
- Ministry of Health COVID-19 protocols and guidelines

INTRODUCTION

Strategic preparedness and response planning involved a solution-focused approach targeted towards healthcare providers and caregivers to mitigate the effects of COVID-19 on children's health and education

Guidelines

- **Ministry of Health**
 - Paediatric COVID-19 guidelines
 - COVID-19 guidelines for children with special needs
- **Ministry of Education**
 - Guidelines on health and safety protocols for re-opening of basic education institutions

REPUBLIC OF KENYA



MINISTRY OF HEALTH

COVID-19 Guidelines for Managing Children with Special Needs

May 2020

Specific guidance for children with special needs

- At risk due to physical, cognitive and environmental hurdles impeding their ability to social distance, wear masks or follow basic hygiene practices

Caregivers enormous burden to shoulder their special needs children's:

- Health
- Development
- Education

Impact: Special Needs Caregivers Perspective

1. “It’s been a pandemic in a pandemic for one child. The other makes me pancakes for breakfast”
2. “It’s been a blessing in disguise. My daughter now has online classes she enjoys and classmates to interact with”
3. “He could not be part of the online schooling because it required adult supervision which we were unable to provide being in full-time work. However he has really enjoyed and thrived. His speech has improved thanks to his siblings”
4. “I lost my job earlier on so it meant that I was now at home with my autistic 14 year old son. My son has blossomed and we have both stretched each other. I have been able to assess what he can and cannot do. There is no funding for the communication devices he needs”
5. “All therapies and schooling was stopped. Regression on some areas happened and we constantly felt like we are waiting for a ticking time bomb and have to decide whether to cut the green or blue wire”
6. “His attention span meant he couldn’t sustain a full online classroom. We got an affordable teacher who was willing to work with him and that changed the tide for us”

REPUBLIC OF KENYA



MINISTRY OF HEALTH

COVID-19 Guidelines for Managing Children with Special Needs

May 2020

Task Force: Experts working with children and families with disabilities

Resource for caregivers and healthcare workers

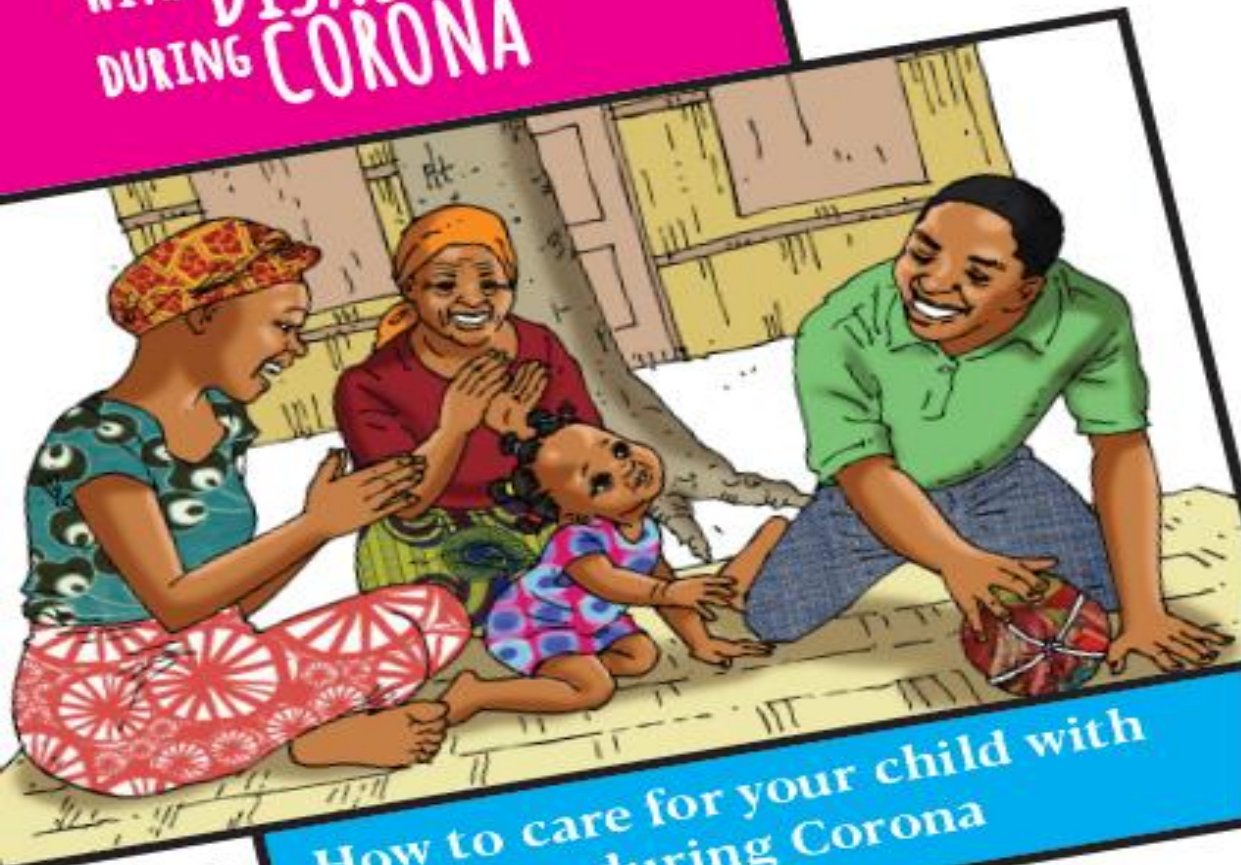
- Specific medical guidance
- Home programs
- Telehealth: Tele-therapy
- Promoting mental health for children and caregivers
- Behaviour interventions
- Nurturing care for early child development

CARE FOR CHILDREN WITH DISABILITY DURING CORONA

REPUBLIC OF KENYA



MINISTRY OF HEALTH



How to care for your child with
disability during Corona



Pictorial handbook for caregivers was created from the Ministry of Health (MOH) COVID-19 guidelines for special needs children

MOH Partners: Conrad N Hilton Foundation and PATH

Distributed to caregivers through social media, parent support groups, private and public institutions/organizations supporting families with special needs children

PROTECT YOUR CHILD IF YOU BOTH NEED TO GO OUT

Continue to take your child to the health center for routine checkups and vaccinations. This will protect your child from contracting other illnesses.



Caregivers were afraid to take their special needs children to healthcare institutions. Worried about:

1. Risks of getting COVID-19
2. Quarantine facilities

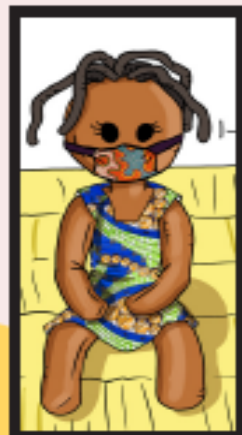


Wear your own mask when leaving the house. Ensure the mask covers your nose and mouth well. Help your child wear her mask if she is 2 years of age and above. Alternatively, use a cotton headscarf folded three times and tie it around your child's mouth and nose.

Teach caregivers on how to encourage their children to keep safe through wearing of masks and good hygiene practices

Some children may not want to wear a mask. If that happens:

- Wear the mask and show the child. Tell him, "I have put on my masks because I am going out."
- Put a mask on your child's doll and say, "Your doll is wearing a mask and ready to go out, very nice!"
- Allow your child to choose the cloth or headscarf to use for the mask.
- Ensure child is comfortable when wearing the mask. For example, you can attach the buttons to your child's hat, so that the elastics do not hurt his ears.



Keep up with vaccinations and seek medical attention when children are unwell

Keep at least 30 day supply of medications to reduce frequent trips to health care centers

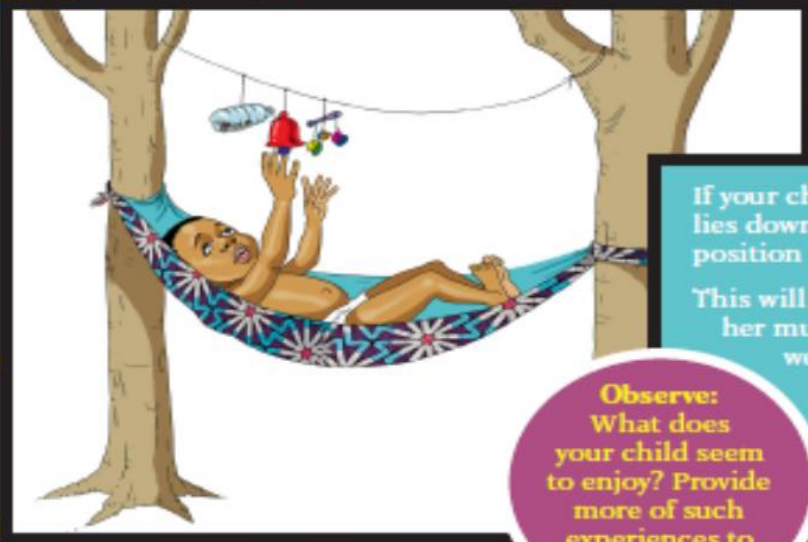
STIMULATE YOUR CHILD



Carry out daily exercises and activities taught in the health center, at home.

This will help your child to continue to learn and develop.

If your child attends school, help her carry out school activities.



If your child normally lies down, change her position every hour.

This will prevent her muscles from weakening and sore spots from forming.

Observe:
What does your child seem to enjoy? Provide more of such experiences to the child.

Caregiver support during the pandemic

Supporting home therapy

- Teaching caregivers
- Home visits by therapists

Responsive caregiving

Create opportunities for early learning

Encourage caregivers to focus on children's strengths and abilities

Play simple games with your child daily.

Make simple toys or use what you have to play with the child at home.



Show your child pictures on boxes and bags found at home.

Draw together on paper or sand and show each other what you've drawn. If your child cannot hear or speak, use gestures to explain your drawings to him. Encourage him to do the same.

Give your child an object to touch and to guess what it is.

School closures affected learning

The family setting is the first learning environment

Involvement of entire family to stimulate learning and development for children with special needs

- Parents
- Siblings
- Grandparents

Create opportunities to learn. Encourage use of household items and simple toys for play

Supporting school activities in the home setting

MAINTAIN DAILY ROUTINES AT HOME

Routines are things we do daily such as brushing teeth, eating, exercising, playing, praying etc.

Routines help your child feel safe and secure, even when the times are difficult.



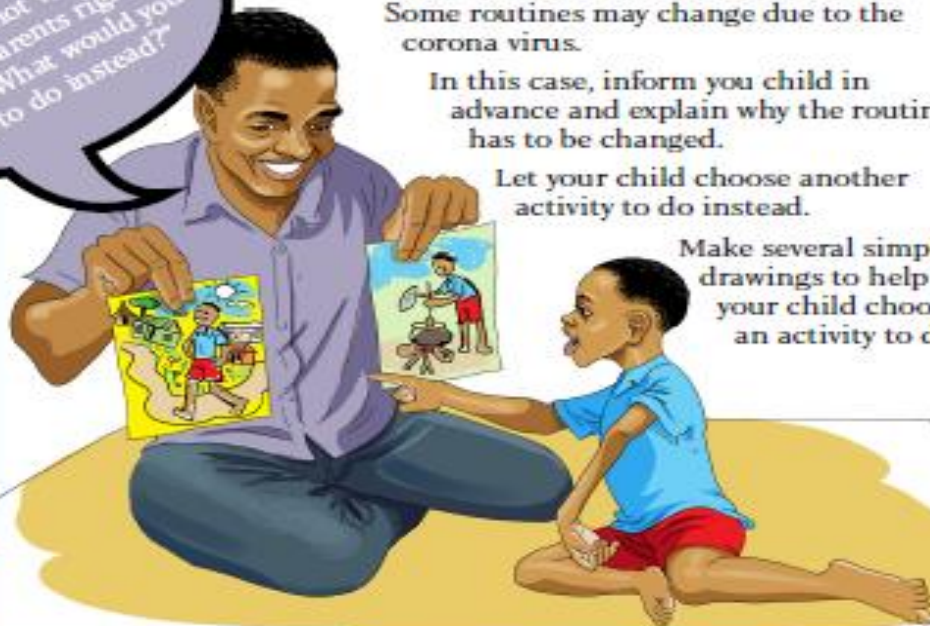
"We cannot visit your grandparents right now. What would you like to do instead?"

Some routines may change due to the corona virus.

In this case, inform you child in advance and explain why the routine has to be changed.

Let your child choose another activity to do instead.

Make several simple drawings to help your child choose an activity to do.



Caregivers struggled with providing structure as they adjusted to the “new normal”

Encourage setting and maintaining daily routines

Using of social stories

- Preparing for daily remote learning
- Visits to health care facilities

HELP YOUR CHILD STAY CALM

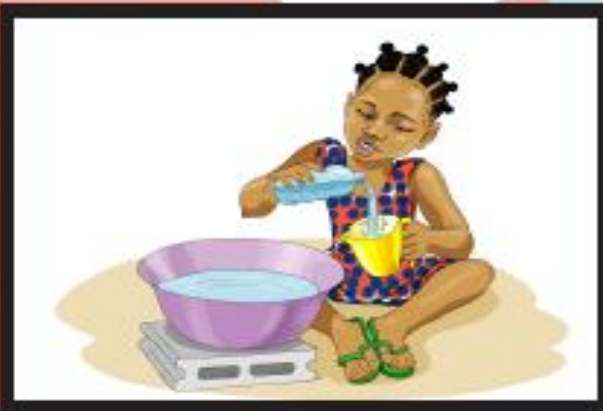


Sometimes your child may become agitated or stressed.

In this case:

- Take your child to a quiet place.
- Do not talk until your child has calmed down.
- Lightly massage the feet or the hands of your child to help her relax.
- Take your child out every day to spend some time with the plants and flowers in the yard.
- Position your child that so that he can see and touch the plants.
- Some children relax when they play with water or sand.

Put a little water or sand in a plastic bowl or a bucket. Give the child containers such as plastic bottles to fill up and empty.



Strategies to help children cope with feelings of frustration

Promote positive behavior environment

- Calming down strategies
- Respond appropriately to children's challenging behaviour

TAKE CARE OF YOURSELF



Find some time to take a break and rest daily.

Do not skip meals and drink a lot of water.

Find some time to do something you enjoy every day.

Ask a trusted adult to help you care for your child once in a while.

Explain the daily routines and habits of your child to the adult.

Call or meet up with your friend if you feel lonely or sad.

Observe a distance of 1.5 meters and wear a mask when meeting your friend.



Caregivers report stress due to care burden during the pandemic

Risk of mental health problems

Strategies to promote well-being

- Taking breaks
- Seek help



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

**State Department of
Early Learning and Basic Education**

**GUIDELINES ON HEALTH AND
SAFETY PROTOCOLS FOR
REOPENING OF BASIC
EDUCATION INSTITUTIONS
AMID COVID-19 PANDEMIC**

Ministry of education in collaboration with
Ministry of Health

Guidelines on back to school protocols amid
the COVID-19 pandemic

Balancing act between the child's right to
education and health/safety

Plans are underway to reopen with safety
protocols in place

Impact on Education: Next Steps?

How do schools prepare for special needs students who do not understand?

- Social Distancing
- Use of masks
- Hygiene protocols

How do children who did not access zoom classes due to the lack of resources catch up with their peers?

How do Individualized Education Plans in low resource settings look like for special needs children?

ANSWER: Possible collaboration between Caregivers/Parent support groups, Ministry of Education and Ministry of Health to guide next steps?

Acknowledgements:

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PATH

Conrad N Hilton Foundation

THANK YOU
#KomeshaCorona



Returning to School in the Context of

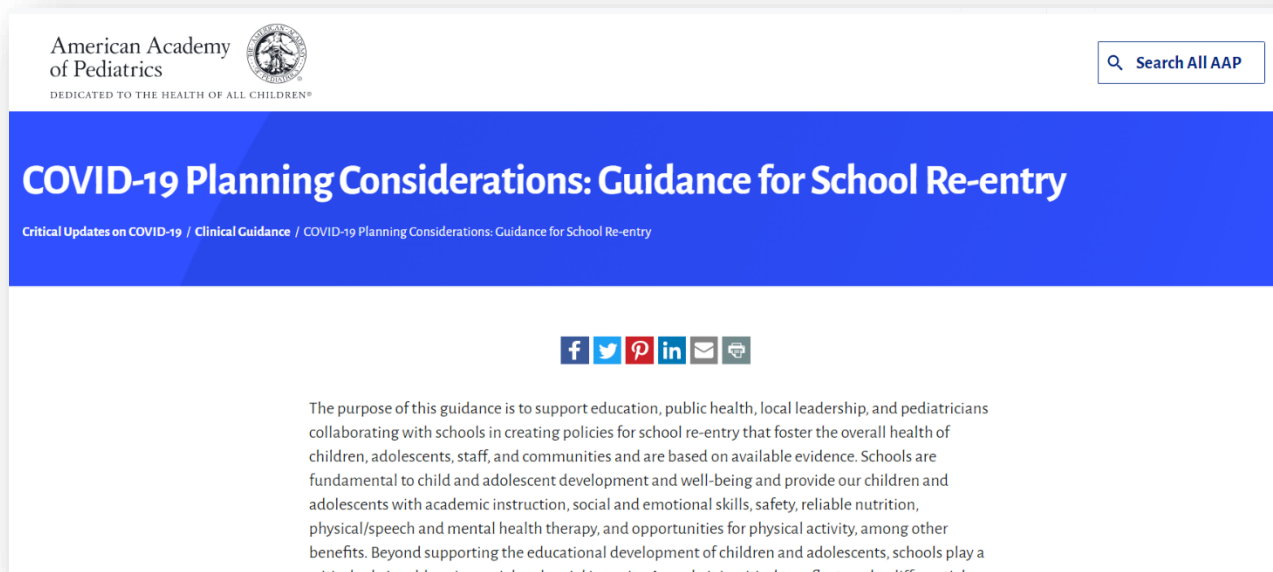
COVID-19
Sally Gbuzo, MD, FAAP
AAP President

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



AAP Return-to-School Guidance



A screenshot of the American Academy of Pediatrics (AAP) website. The header includes the AAP logo and the text "American Academy of Pediatrics" and "DEDICATED TO THE HEALTH OF ALL CHILDREN®". A search bar contains the text "Search All AAP". The main heading is "COVID-19 Planning Considerations: Guidance for School Re-entry" in white text on a blue background. Below the heading is a navigation path: "Critical Updates on COVID-19 / Clinical Guidance / COVID-19 Planning Considerations: Guidance for School Re-entry". A row of social media icons (Facebook, Twitter, Pinterest, LinkedIn, Email, Print) is displayed. The main text begins with: "The purpose of this guidance is to support education, public health, local leadership, and pediatricians collaborating with schools in creating policies for school re-entry that foster the overall health of children, adolescents, staff, and communities and are based on available evidence. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in..."

“The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having *students physically present in school.*”



AAP's Consistent Messages on

- School is important to child health
- Schools must be flexible and nimble to reopen safely
- Schools must adapt based on COVID transmission in school and community
- Schools need appropriate federal, state, and local funding to implement safety measures and provide equitable access to educational supports



Educational Impact

- Impact of lost school time on education and social emotional development
- Schools will need to adjust curricula and instructional practices
 - set realistic academic expectations
 - recognize that continued distress of educators and students will persist
- Lengthy time away from school and interrupted supportive services often ~~results in social isolation~~



AAP Guiding Principles

- No child or adolescent should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs.
 - Special **considerations and accommodations to account for the diversity of youth**
- School policies should be **guided by supporting the overall health and well-being** of all children, families, educators, staff, and communities.
 - Consider degree of community viral transmission and local public health guidance



Addressing Widening Disparities

- Persistent racial and social inequities in educational system have been exacerbated by the pandemic, including disparities in:
 - school funding
 - quality of school buildings
 - resources for curriculum and teachers
- Substantial impact on social services, food security, and physical activity
 - disproportionate impact on English language learners, children with disabilities, children living in poverty, and children, adolescents, and families of African American/Black, Latinx/Hispanic, and Native American/Alaska Native origin



Physical Distancing Guidelines

- CDC guidance
 - 6 feet distance between desk/kids when feasible
 - Some countries have been able to successfully reopen schools using 3 feet distance between students without increases in community spread.*
- Important to encourage social distancing between adults
 - Increasing evidence of higher degree of spread between adults than from children to adults
- Grade specific:
 - Pre-Kindergarten/Preschool: Cohort classes to decrease crossover
 - Elementary: Spacing of desks and cohorting
 - Secondary: Spacing of desks, minimizing/eliminating lockers, increased spacing if activities include increased exhalation (singing, exercise)



AAP Recommends Cloth Face Coverings for All Children >2years

Mask Mythbusters: 5 Common Misconceptions about Kids & Cloth Face Coverings

By: Kimberly M. Dickinson, MD, MPH & Theresa W. Guilbert, MD, MS, FAAP

Along with physically distancing and good hand washing, masks or cloth face coverings are an effective way to help prevent the spread of COVID-19. Some parents may have questions and concerns about cloth face coverings, and we're here to help.

Here are 5 common questions about kids and masks, along with evidence information that will put your mind at ease:



Cloth Face Coverings for Children During COVID-19

To protect ourselves and others from COVID-19, the CDC now recommends wearing cloth face coverings out in public. But what about children? Read on for answers to some frequently asked questions about cloth face coverings and children during the COVID-19 pandemic.



[Back to Top](#)

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Special Distancing Issues

- Busing
 - Taking into account physical distancing and recommendations for use of face coverings
- Hallways
 - Strategies to reduce traffic in hallways
- Meals/Cafeteria
 - Maximizing distancing by reimagining where students eat (classrooms and other spaces)
- Playgrounds
 - Enforcing physical distancing outdoors may difficult and most effective strategy to reduce risk
 - Managing group sizes and cohorting are models to help manage risk



Cleaning and Disinfecting Guide

- Frequent handwashing
- Reduce high touch areas as much as possible and at least daily cleaning if not possible to reduce
- Cleaning of high touch outdoor spaces should be included in plans



Screening and Testing

- Temperature and symptom screening at schools may not be feasible in person
 - Regardless, parents should be encouraged to keep their child or adolescent home if they are ill
- Testing prior to school re-entry will only give a false sense of security
- Staff or students with symptoms should be encouraged to connect with their medical provider to discuss the need for testing



School Attendance for Sick Children

- Many more children will be sent home from school when sick this school year
- Schools are likely to require clearance from pediatricians before return is permitted
- Guidance encourages testing for known exposure to COVID-19 patient or COVID-19 symptoms
 - Symptoms are extensive (see to right)
 - Can expect guidance to change as flu season and COVID-19 cases increase

COVID-19 Symptom List:

- Fever, chills, rigors
- Cough
- Shortness of breath
- Rash
- Nasal congestion or rhinorrhea
- Sore throat
- Nausea or vomiting or diarrhea
- New loss of taste or smell
- Fatigue
- Headache
- Myalgia
- Poor feeding or poor appetite



CDC Return to School Criteria

Pediatrician-confirmed alternative diagnosis and afebrile for for 3 days without fever reducing meds or:

- 3 days without fever reducing meds **and**
- Respiratory symptoms have improved **and**
- 10 days since symptoms first appeared **or**
- 10 days after test if no symptoms **or**
- 14 days after exposure to known contact **or**
- 2 negative COVID tests 24 hours apart

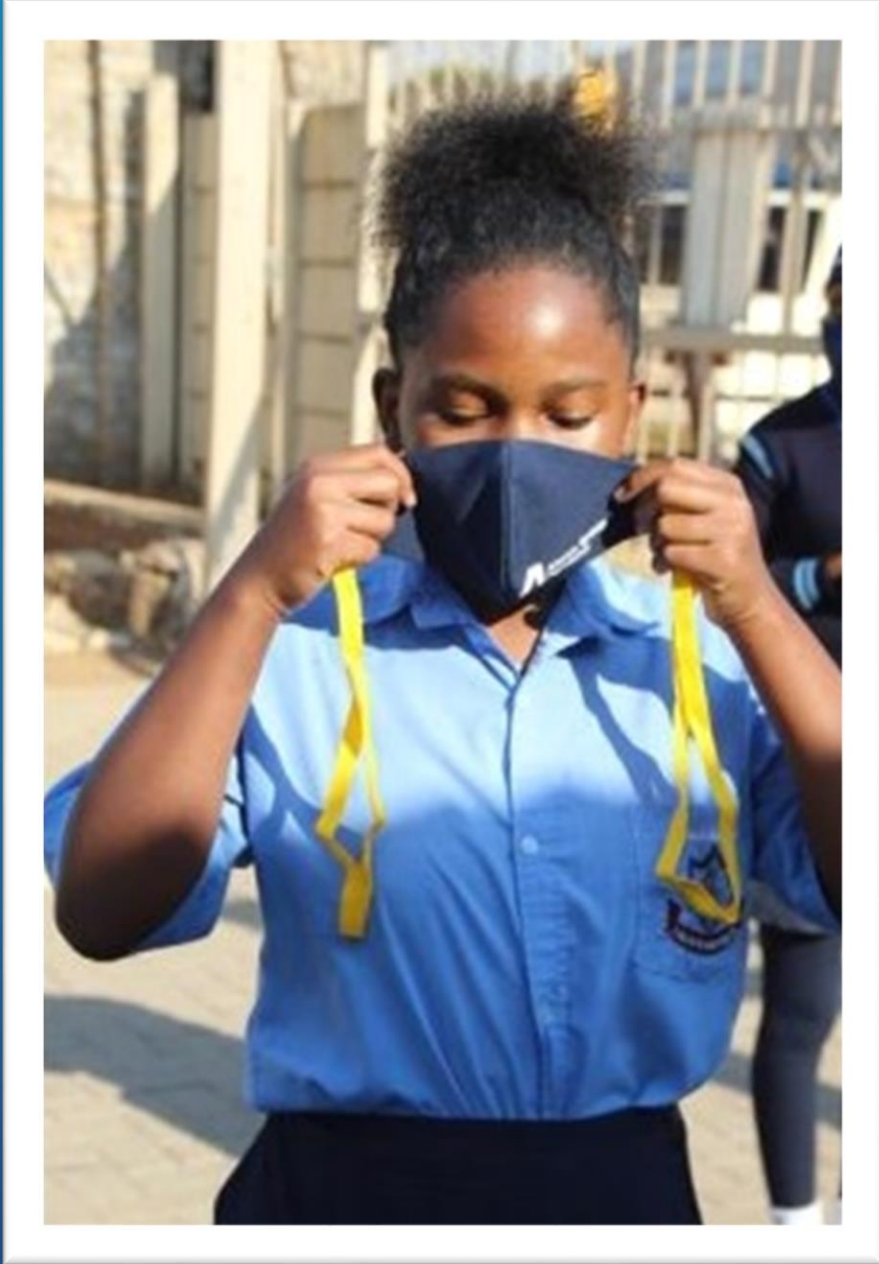


Advocacy Resources

STATE SCHOOL REOPENING PLANS FACE COVERINGS					
State	Face Covering Requirements for Teachers/Staff	Face Covering Requirements for Students Grades PK-1	Face Covering Requirements for Students Grades 2-5	Face Covering Requirements for Students Grades 6-12	Face Covering Requirements for Bus Drivers
Alabama					
Alaska					
Arizona					
Arkansas					
California	☑	☑	☑	☑	☑
Colorado	☑			☑	
Connecticut	☑	☑	☑	☑	☑
Delaware	☑			☑	☑
Dist of Columbia					
Florida					
Georgia					
Hawaii	☑	☑	☑	☑	☑
Idaho	☑	☑	☑	☑	☑
Illinois	☑	☑	☑	☑	☑
Indiana					
Iowa					
Kansas	☑	☑	☑	☑	☑
Kentucky	☑	☑	☑	☑	☑
Louisiana					
Maine	☑				☑
Maryland	☑		☑	☑	☑
Massachusetts	☑		☑	☑	☑
Michigan	☑	☑	☑	☑	☑

- [State School Reopening Plans Comparison](#) - Updated regularly as state guidance changes





Stay Tuned ...

American Academy of Pediatrics

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Resources



Become a member of the Child Health Task Force:
www.childhealthtaskforce.org/subscribe

Recordings and presentations from previous Child Health & COVID-19 webinars in the series:
bit.ly/3eFnZzE

**The recording and presentations from this webinar will be available on this page later today*

Webinar Series: Delivering Quality Essential Maternal, Newborn, and Child Health Services During COVID-19: bit.ly/QoCMNCHSeries

**Co-hosted by the Network for Improving Quality of Care for Maternal, Newborn and Child Health and the Quality of Care Subgroup of the Child Health Task Force, with the support of UNICEF and the World Health Organization*

A screenshot of a webpage from the Child Health Task Force. The page title is "Understanding Child Health in the Context of COVID-19" dated April 17, 2020. It features a quote: "The most significant threat to global child health from SARS-CoV-2 is unlikely to be related to COVID-19 in children, but rather the socio-economic consequences of a prolonged pandemic." Below the quote is a photo of a healthcare worker attending to a child in a hospital bed. The page also includes a section titled "What We Know" with a list of bullet points: "Children of all ages are susceptible to COVID-19, with more cases being reported in younger children and infants.", "Children with COVID-19 express milder symptoms than adults, but the prevalence of COVID-19 in children is not well documented. This may be due to the fact that children are not as likely to be tested.", and "While milder COVID-19 in children is likely to be reported, it may not be as common as some believe." The page has a navigation bar with links for ABOUT, SUBGROUPS, COUNTRY WORK, NEWS, EVENTS, and RESOURCES, along with a search bar and a language selector set to English.

Check out the Task Force Child Health & COVID-19 web page for additional resources!

Suggestions for improvement or additional resources are welcome. Please email childhealthtaskforce@jsi.com.