**References**

**Coordinate, plan, and communicate:**

Attawell, K. 2008. [*Partnerships in practice:*](https://unesdoc.unesco.org/ark%3A/48223/pf0000179715/PDF/179715eng.pdf.multi)[*Good policy and practice in HIV & AIDS and education*](https://unesdoc.unesco.org/ark%3A/48223/pf0000179715/PDF/179715eng.pdf.multi). Booklet 4. Paris: UNESCO.

Carron, G.; Mahshi, K.; De Grauwe, A.; Gay, D.; Choudhuri, S. 2010. [*Strategic planning: Organizational arrangements*](https://unesdoc.unesco.org/ark%3A/48223/pf0000189758/PDF/189758eng.pdf.multi). Paris: IIEP-UNESCO.

IASC. 2007. [*Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance*](http://www.who.int/hac/network/interagency/ia_guidelines_dec2007.pdf).

IIEP-UNESCO. 2010. [*Guidebook for planning education in emergencies and reconstruction*](https://unesdoc.unesco.org/ark%3A/48223/pf0000190223/PDF/190223eng.pdf.multi), 297–327. Paris: IIEP-UNESCO.

INEE. 2004. [*Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*](http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf).

UNHCR. 2011. ‘Contingency Planning’ (training module). UNHCR. n.d. ‘[Education in emergencies](https://emergency.unhcr.org/entry/53602/education-in-emergencies)’.

UNICEF. 2020. [*Key Messages and Actions for COVID-19 Prevention and Control in Schools*](http://www.unicef.org/romania/documents/key-messages-and-actions-covid-19-prevention-and-control-schools). New York, NY: UNICEF.

UNICEF; WHO; IFRC. 2020. ‘[Guidance for COVID-19 prevention and control in schools](https://www.unicef.org/georgia/press-releases/covid-19-ifrc-unicef-and-who-issue-guidance-protect-children-and-support-safe-school)’. New York, NY: UNICEF.

**Maintain operational capacities during school closures:**

Dolan, J.; Golden, A.; Ndaruhutse, S.; Withrop, R. 2012. [*Building effective teacher salary systems in fragile and conflict-affected states*](http://www.brookings.edu/wp-content/uploads/2016/06/09_CfBT_BrookingsReport.pdf). Washington, DC: The Center for Universal Education at Brookings.

IIEP-UNESCO. 2010. Guidebook for planning education in emergencies and reconstruction, 25–59. Paris: IIEP-UNESCO.

Liberman, J.; Levin, V.; Luna-Bazaldua, D.; Harnisch, M. 2020. ‘[High-stakes examinations in the time of COVID-19: What is the best approach?](https://blogs.worldbank.org/education/high-stakes-school-exams-during-covid-19-coronavirus-what-best-approach)’

OECD. 2012. [*E-books: Developments and Policy Considerations*](https://ideas.repec.org/cgibin/get_doc.pl?urn=RePEc%3Aoec%3Astiaab%3A208en&url=http%3A%2F%2Fdx.doi.org%2F10.1787%2F5k912zxg5svh-en). OECD Digital Economy Papers, No. 208. Paris: OECD.

Scher, L. 2020*.* ‘[Learning in the Midst of a Pandemic: Four Key Education Takeaways](http://www.mathematica.org/commentary/learning-in-the-midst-of-a-pandemic-four-key-education-takeaways)’.

Trucano, M. 2013. [*Mobile learning and textbooks of the future, e-reading and edtech policies: Trends in technology use in education in developing countries*](http://siteresources.worldbank.org/EDUCATION/Resources/EduTechBlog2012_all_the_posts.pdf)*.* Washington, DC: World Bank.

UNESCO. 2013*a*. [*Flexible learning strategies country case report: Regional meeting on alternative learning/schooling programmes for primary education to reach the unreached*](http://unesdoc.unesco.org/images/0022/002233/223325E.pdf)*.* Bangkok: UNESCO.

UNESCO. 2013*b*. [*Policy guidelines for mobile learning*](http://unesdoc.unesco.org/images/0021/002196/219641E.pdf). Paris: UNESCO.

UNESCO. 2016. [*UNESCO guidebook on textbook research and textbook revision*](http://unesdoc.unesco.org/images/0011/001171/117188E.pdf). Paris: UNESCO.

United Kingdom Department of Education*.* 2020*a.* ‘[Coronavirus (COVID-19): Cancellation of GCSEs, AS and A levels in 2020](http://www.gov.uk/government/publications/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020)’.

United Kingdom Department of Education*.* 2020*b*. ‘[Further details on exams and grades announced](https://www.gov.uk/government/news/further-details-on-exams-and-grades-announced)’.

 **Provide continuous support to teachers, learners, and their families:**

Borkowski, A.; Hares, A.; Minardi, A.L. 2020. ‘[With Schools Closed, Hundreds of Millions of Children Are Not Receiving School Meals](https://www.cgdev.org/blog/schools-closed-hundreds-millions-children-are-not-receiving-school-meals)’*.*

Giannini, S.; Grant Lewis, S. 2020. ‘[Three ways to plan for equity during the coronavirus school closures](http://www.iiep.unesco.org/en/three-ways-plan-equity-during-coronavirus-school-closures-1336)’.

IIEP-UNESCO. 2010. [*Guidebook for planning education in emergencies and reconstruction*](https://unesdoc.unesco.org/ark%3A/48223/pf0000190223/PDF/190223eng.pdf.multi), 31–60, 75–105. Paris: IIEP-UNESCO.

Mundy, K.; Hares, S. 2020. ‘[Managing Education Systems during COVID-19: An Open Letter to a Minister of Education](https://www.cgdev.org/blog/managing-education-systems-during-covid-19-open-letter-minister-education)’.

Scher, L. 2020*.* ‘[Learning in the Midst of a Pandemic: Four Key Education Takeaways](http://www.mathematica.org/commentary/learning-in-the-midst-of-a-pandemic-four-key-education-takeaways)’.

Schleicher, A. 2020. ‘[How can teachers and school systems respond to the COVID-19 pandemic? Some lessons from TALIS](https://www.oecd-forum.org/users/50583-andreas-schleicher/posts/63740-how-can-teachers-and-school-systems-respond-to-the-covid-19-pandemic-some-lessons-from-talis)’.

UNESCO. 2020. ‘[COVID-19: 10 Recommendations to plan distance learning solutions](https://en.unesco.org/news/covid-19-10-recommendations-plan-distance-learning-solutions)’. Paris: UNESCO.

UNICEF. 2020*a*. ‘[How teachers can talk to children about coronavirus disease (COVID-19)](https://www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19)’*.*

UNICEF. 2020*b*. [*Key Messages and Actions for COVID-19 Prevention and Control in Schools*](http://www.unicef.org/romania/documents/key-messages-and-actions-covid-19-prevention-and-control-schools). New York, NY: UNICEF.

**Provide hygiene and health education:**

Attawell, K. 2008. [*Partnerships in practice:*](https://unesdoc.unesco.org/ark%3A/48223/pf0000179715/PDF/179715eng.pdf.multi)[*Good policy and practice in HIV & AIDS and education*](https://unesdoc.unesco.org/ark%3A/48223/pf0000179715/PDF/179715eng.pdf.multi). Booklet 4. Paris: UNESCO.

Caillods, F.: Kelly, M.; Tournier, B. 2008. [*HIV and AIDS: Challenges and approaches within the education sector*](https://unesdoc.unesco.org/ark%3A/48223/pf0000180406). Paris: IIEP-UNESCO.

Carron, G.; Mahshi, K.; De Grauwe, A.; Gay, D.; Choudhuri, S. 2010. [*Strategic planning: Organizational arrangements*](https://unesdoc.unesco.org/ark%3A/48223/pf0000189758/PDF/189758eng.pdf.multi). Paris: IIEP-UNESCO.

Global Business Coalition for Education. 2014. [*Ebola emergency: Restoring education, creating safe schools and preventing a long-term crisis*](https://gbc-education.org/wp-content/uploads/2014/12/EbolaandEducationReport122014.pdf).

IIEP-UNESCO. 2010. [*Guidebook for planning education in emergencies and reconstruction*](https://unesdoc.unesco.org/ark%3A/48223/pf0000190223/PDF/190223eng.pdf.multi). Paris: IIEP-UNESCO.

Reimers, F.M.; Schleicher, A. 2020. [*A framework to guide an education response to the COVID-19 pandemic of 2020*](https://globaled.gse.harvard.edu/files/geii/files/framework_guide_v2.pdf). OECD.

UNICEF. 2020*a*. [*Key Messages and Actions for COVID-19 Prevention and Control in Schools*](http://www.unicef.org/romania/documents/key-messages-and-actions-covid-19-prevention-and-control-schools). New York, NY: UNICEF.

UNICEF. 2020*b*. ‘[How teachers can talk to children about coronavirus disease (COVID-19)](https://www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19)’*.*

UNICEF; WHO; IFRC. 2020. ‘[Guidance for COVID-19 prevention and control in schools](https://www.unicef.org/georgia/press-releases/covid-19-ifrc-unicef-and-who-issue-guidance-protect-children-and-support-safe-school)’. New York, NY: UNICEF.

World Bank. 2020. [*Guidance Note on Education Systems’ Response to COVID19*](http://pubdocs.worldbank.org/en/450881585235950757/COVID19-Education-Sector-Guidance-Note-March26.pdf). World Bank.

 **Plan for school reopening:**

IIEP-UNESCO. 2010. [*Guidebook for planning education in emergencies and reconstruction*](https://unesdoc.unesco.org/ark%3A/48223/pf0000190223/PDF/190223eng.pdf.multi), 623–653, 872–894, 937–962. Paris: IIEP-UNESCO.

GEM Report. 2020. ‘[How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures](https://gemreportunesco.wordpress.com/2020/03/24/how-are-countries-addressing-the-covid-19-challenges-in-education-a-snapshot-of-policy-measures/)’.

UNICEF; WHO; IFRC. 2020. ‘[Guidance for COVID-19 prevention and control in schools](https://www.unicef.org/georgia/press-releases/covid-19-ifrc-unicef-and-who-issue-guidance-protect-children-and-support-safe-school)’. New York, NY: UNICEF.

World Bank. 2015. ‘[Back to School after the Ebola Outbreak](https://www.worldbank.org/en/news/feature/2015/05/01/back-to-school-after-ebola-outbreak)’.

World Bank. 2016. ‘[The impact of Ebola on education in Sierra Leone](https://blogs.worldbank.org/education/impact-ebola-education-sierra-leone)’.

**Access to all IIEP-UNESCO’s COVID-19 response briefs:**
<http://www.iiep.unesco.org/en/five-steps-support-education-all-time-covid-19>